



2009-2010

Undergraduate and Graduate Bulletin Adelphi University

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ADELPHI UNIVERSITY UNDERGRADUATE AND GRADUATE BULLETIN

ADELPHI UNIVERSITY UNDERGRADUATE AND GRADUATE BULLETIN UPDATED SEPTEMBER 2009

SAFETY FIRST

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

Adelphi University's annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus; in certain off-campus buildings or property owned or controlled by Adelphi University; and on public property within, or immediately adjacent to and accessible from, the campus. The report also includes institutional policies concerning campus security, such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, the emergency response plan, and other matters. This report can be viewed by using the Public Safety Web site at administration.adelphi.edu/publicsafety or obtained upon request in the Department of Public Safety and Transportation, Lower Level, Levermore Hall, (516) 877-3500.

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

ACCREDITATION

Adelphi University, an independent, comprehensive institution, is chartered by the University of the State of New York, and is accredited by the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104-2680, (215) 662-5606; the New York State Education Department, 89 Washington Avenue, Albany, NY 12234, (518) 474-3852; the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, D.C. 20036, (202) 887-6930; the American Speech-Language Hearing Association, 2200 Research Boulevard, Rockville, MD 20850-3289, (301) 296-5700; the Council on Social Work Education, 1725 Duke Street, Suite 500, Alexandria, VA 22314-3457, (703) 683-8080; the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Ave, NW, Suite 500, Washington, D.C. 20036-1023, (202) 466-7496; and AACSB International—The Association to Advance Collegiate Schools of Business, 777 South Harbor Island Blvd., Suite 750, Tampa, FL 33602-5730, (813) 769-6500.

EQUAL OPPORTUNITY

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

About This Book

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

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

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

Useful Phone Numbers (Area Code 516)

Adelphi University

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

SCHOOLS AND COLLEGES OF THE UNIVERSITY

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

SPECIAL PROGRAMS

General Studies	877-3440
Joint Degree/Early Assurance Programs	877-3140
Learning Disabilities	877-4710
Levermore Global Scholars Program	877-4190

OFF-CAMPUS CENTERS

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

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

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

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Academic Calendar 2009-2010

Fall 2009

August 25

General Registration

August 29

Classes Begin

Saturday classes need to add an additional 15 minutes to each class meeting

August 30

Sunday classes beginning at or after 3:50 p.m. need to add 30 minutes to each class meeting.

Sunday classes beginning before 3:50 p.m to add 15 minutes to each class meeting

September 4

Friday classes beginning at or after 3:50 p.m. will need to add 15 minutes to each class meeting

September 5–6

Labor Day Weekend - No Classes

September 7

Labor Day - No Classes

September 11

Late Registration Ends

Last Day to Add a Course

September 18

No classes to Begin at or After 3:50 p.m.

September 19

No Classes

September 20

No Classes

September 21

Final Date for Submission of Graduation Application for January 2010

September 25

Last Day to Drop a Course

Last Day to Change Course Grading Option

Last Day to Add an Independent Study

Last Day to Process Course Section Change

September 27

No Classes to Begin at or After 3:50 p.m.

September 28

No Classes

October 12

Open Planning Begins for Spring/Summer 2010

Final Date for Submission of Graduation Application for May 2010
(to have name appear in booklet)

October 27

Mission Day - No Classes

October 30

Last Day to Withdraw from a Course

November 9

Priority Registration Begins for Spring/Summer 2010

November 25

No Classes

November 26–29

Thanksgiving Break - No Classes

December 15
Finals Begin

December 21
Finals End
Last Day of Fall 2009 Classes

December 22
*Emergency Day

Spring 2010

January 4
Classes Begin – Intersession 2010

January 18
Martin Luther King, Jr. Day – No
Classes

January 20
General Registration for Spring 2010

January 24
Classes End – Intersession 2010

January 25
Classes Begin – Spring 2010

February 8
Final Date for Submission of Graduation
Application for May 2010
Final Date for Submission of Graduation
Application for August 2010 (to have
name appear in booklet)
Last Day to Add a Course
Late Registration Ends

February 22
Last Day to Drop a Course
Last Day to Change Course Grading
Option
Last Day to Add an Independent Study
Last Day to Process Course Section
Change

March 1
Open Planning for Fall 2010

March 15-21
Spring Break – No Classes

March 29
Last Day to Withdraw from a Course

April 5
Priority Registration for Fall 2010
begins
Summer 2010 Registration Continues

April 12
Research Day/Emergency Day – No
Classes unless rescheduled by the Office
of the University Registrar

May 11
Finals Begin

May 17
Finals End
Last day of Spring 2010 Classes
Doctoral Hooding Ceremony

May 18
Commencement

Summer 2010- Session I

May 24
Classes Begin

May 28
Last Day to Add a Course
Late Registration Ends

May 31
Memorial Day – No Classes

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

June 7
Final Date for Submission of August
2010 Graduation Applications

June 14
Last Day to Withdraw from a Course

June 28
Last Day of Classes

Summer 2010- Session II

July 4
Independence Day – No Classes

July 6
Classes Begin

July 12
Last Day to Add a Course

July 15
Last Day to Drop a Course
Last Day to Change Course Grading
Option

July 27
Last Day to Withdraw from a Course

August 9
Last Day of Classes

*Classes will only be held if an
emergency closing occurred earlier in
the semester.

I.



AN ADELPHI EDUCATION

An Adelphi Education

adelphi.edu/about

Adelphi University: The Engaged University Uniting 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, active community members, and working professionals.

With an ethnically diverse student body, recruited from 41 states and more than 57 foreign countries, 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, 1896. Henceforth, degrees issued bore the seals of Adelphi College and of the University of the State of New York and were signed by the officers of the College and by the Chancellor and the Secretary of the University. For the next 25 years, the Academy remained intact yet separate from the College.

Over the course of the next 100 years Adelphi grew and changed significantly. In 1929, Adelphi University became the first private, coeducational institution of higher education

on Long Island. Since that time, more than 100,000 students have passed through our doors, leaving their mark on the University and the world beyond.

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

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

Scholars throughout the University are making significant contributions to their disciplines. In recent years, Adelphi faculty members have been recognized as Fulbright Scholars and Hartford Scholars, and have received funding from the National Endowment for the Humanities and the National Science Foundation. The Derner Institute (Derner IAPS) as well as our Schools of Social Work and Nursing are accredited for the maximum 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, over 8,600 students are thriving in our classrooms, in our programs, and on our sports fields at the main Garden City campus and at centers in New York City, Hauppauge, and Poughkeepsie. Our students have gone on to achieve awards and national recognition for their scholarship, service, and leadership.

Adelphi also seeks to serve its locality, state, and nation through the research and practice of its faculty; the strengthening of ties between the professional schools and community; the staging of distinguished cultural events at its campuses; and most essentially, the

education of a generation of future leaders and informed citizens, professionals, and community members.

Off-Campus Centers

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

Manhattan Center

Adelphi University's Manhattan Center, at 75 Varick Street on the corner of Varick and Canal Streets, is located in a historic district noted for its cast-iron architecture and as a home to artists, galleries, avant-garde dance companies, and performance artists.

Although originally associated with the arts, this SoHo neighborhood on the border of TriBeCa has since become famous for both retail shopping and its proximity to Downtown Manhattan, the financial capital of the world. It has become an archetypal example of inner-city regeneration and gentrification encompassing socio-economic, cultural, political and architectural developments.

[en.wikipedia.org/wiki/SoHo, New York](http://en.wikipedia.org/wiki/SoHo,_New_York) - cite note-0#cite note-0

The Center, a contemporary facility, encompasses more than 31,000 square feet of classrooms, conference rooms, student lounge areas, technology labs, a research branch library, a photography gallery, and an art gallery. The Manhattan Center offers course work in a variety of career-advancing undergraduate and graduate programs conveniently scheduled for adult students. Undergraduate course work is offered in business, nursing, social sciences, literature, and social work. Graduate course work is offered in social work and education (including childhood/elementary education, adolescent education, early childhood education, special education, bilingual/TESOL, communication disorders/speech language pathology, and educational administration/technology). Students are supported by full-time academic advisers and financial aid counselors, as well as multimedia rooms and computer labs. In addition, the Manhattan Center houses a Center for Psychological Services that provides free services and field placement opportunities to Adelphi students as well as low-cost services to members of the community. The services include tutoring/literacy support, psychological and educational testing, speech therapy, and individual/group counseling.

Hauppauge Center

Adelphi University's Hauppauge Education and Conference Center is located at 55 Kennedy Drive in Hauppauge, NY, a rapidly growing business and industrial community in Suffolk County, Long Island. The Center is located conveniently near the Long Island Expressway, Northern State Parkway, and Motor Parkway. The Hauppauge Center offers undergraduate courses in business, criminal justice, social sciences, social work, and literature. Nursing courses for registered nurses seeking a Bachelor of Science degree in nursing are also offered. Graduate programs are offered in social work, psychology, school psychology, Industrial/organizational psychology, and business. On-site resources include advisers, library services, computer lab, and multimedia conference rooms.

Hudson Valley Center

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

Off-Campus Centers Undergraduate Programs of Study

Manhattan Center

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

Hauppauge Center

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

Off-Campus Centers Graduate Programs of Study

Manhattan Center

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

Hauppauge Center

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

Hudson Valley

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

Cultural and Campus Life

See Bulletin section for Cocurricular and Student Life.

Colleges and Schools of the University

College of Arts and Sciences

For 112 years, the Adelphi University College of Arts and Sciences has offered students a rigorous education in the liberal arts and sciences. Today, the College enrolls more than 1,800 undergraduate and graduate students and offers degrees in 37 disciplines. The College's undergraduate curriculum, which includes a broad general education program and advanced courses in each discipline, prepares graduates who are critical thinkers and leaders ready to address the needs of an increasingly global society. Both undergraduate and graduate students study and conduct research with award-winning and well-known faculty scholars and artists in a diverse and welcoming setting. Hundreds of internships and field opportunities enable students to apply their knowledge in their chosen careers. Working closely with faculty mentors, students gain the expertise and skills essential to further career advancement.

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

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

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

Honors College

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

Columbia, the University of Pennsylvania, Cornell, NYU, and a large number of other great research institutions.

The Honors College aims to transform highly talented and motivated high school students into thoughtful college graduates prepared to fill leading positions in government, the arts, education, the learned professions, business, and industry. It is a school that returns to tradition, patterning itself after the great colleges of Oxford and Cambridge, where social and academic life take place in the same setting, where students gather and work, and where faculty members have offices and are readily available for conversation, debate, advice, and exchange of ideas. In this integrated, collegial setting, the Honors College provides a dynamic program for liberal learning—a classical education that has been newly crafted to meet the needs of contemporary life and contemporary students, through a curriculum focused on the problems and achievements of modern knowledge and their bearing on the modern condition.

School of Business

The School of Business prepares leaders to meet the challenges of today's rapidly changing, business-oriented world. The rapid pace of technological change and the growth of international markets and competition are creating rich opportunities for increased productivity and abundance for an ever-growing population. Business knowledge has become an all-important factor not only in corporate enterprises, but also in government, and not-for-profits. The School believes that the best business leaders are those who enjoy an intellectual challenge; have a deep appreciation of the theoretical and the practical; understand today's realities and tomorrow's possibilities; and see the link between the skills they learn and the character they display. The School is accredited by AACSB International—The Association to Advance Collegiate Schools of Business.

Ruth S. Ammon School of Education

The Adelphi University Ruth S. Ammon School of Education is dedicated to providing students with the skills and techniques necessary to meet the challenges of teaching and working in a complex, multicultural society. The School's innovative curriculum combines liberal arts and sciences with professional training and community service to provide a firm foundation for teachers and professionals in related fields. The curriculum is built upon the core values of scholarship, reflective practice, social justice, inclusive community, wellness, and creativity and the arts. The School was named in 2006 for alumna Ruth S. Ammon '42, following an \$8.5 million gift by her daughter, University Trustee Carol A. Ammon M.B.A. '79.

The School is composed of three major departments: Communication Sciences and Disorders, Curriculum & Instruction, and Health Studies, Physical Education and Human performance Science. Although the School of Education offers a variety of teacher education programs leading to teacher certification, The School also offers pre-school certification, education leadership certification, certificates and advanced certificates in literacy and special education, as well as programs outside of teacher certification,

including sport management, exercise science, pre-physical therapy, speech therapy, community health promotion, and audiology.

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

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

Patchogue (at St. Joseph's College)

Course work towards the Master of Science (M.S.) in communication disorders/speech language pathology is offered at St. Joseph's College (Patchogue campus). Classes at St. Joseph's College are offered in 8-week cycles and held on Sundays. Students enrolled in this program will be required to take in-house clinical practica and seminars at the Garden City campus.

School of Nursing

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

School of Social Work

For 60 years, the Adelphi University School of Social Work has been at the forefront of preparing social workers through its B.S.W., M.S.W., and Ph.D. programs at its Garden City campus and at the Manhattan, Hauppauge, and Hudson Valley Centers. The School of Social Work prepares professional social workers for the human services. The curriculum enables graduates to live as informed citizens and to be educated, humane, and skillful professionals. The baccalaureate and master's degree programs are fully accredited by the Council on Social Work Education.

In addition, the professional education program offers a wide range of workshops and certificate programs for social workers and other human service professionals to enrich their knowledge and skills. School of Social Work faculty are regarded by their students as excellent teachers. They are known nationally and internationally in their research

areas and have published extensively. The School's highly regarded community partnerships and initiatives include the acclaimed Adelphi New York State Breast Cancer Hotline and Support Programs and the Long Island Center for Nonprofit Leadership.

University College

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

Selected Major Program Abbreviations and Their Descriptions

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

Ordered Alphabetically by Code

CODE	Description	Note
AAS	African American Studies	¶
ABL	Liberal Arts	UC
ACA	Fine Arts	UC
ACG	Criminal Justice	
AEN	Art Education	
AHS	Literature	UC
AMC	Business	UC
ANS	Natural Science	UC
ANT	Anthropology	
ART	Art	
ASC	Social Sciences	UC
BAA	Accounting	
BCH	Biochemistry	
BEN	Economics	
BFN	Finance	
BGL	Graduate Opportunity Accelerated Learning	
BHR	Human Resource Management	
BIO	Biology	
BMG	Management	
CAP	Child & Adolescent Psychotherapy	§ CAGS
CCP	Respecialization in Clinical Psychology	§
CHE	Chemistry	
CIS	Computer Management Information Systems	
COM	Communications	
CSC	Computer Science	
DAN	Dance	
EAB	Science Education 7–12 Area	– CAGS
EAC	Early Childhood Education	–
EAD	Social Studies Education 7–12	–
EAF	English Education 7–12	–
EAM	Mathematics Ed 7–12	–
EAR	Art Education	–
EAS	Earth Science	¶
ECH	Childhood Education	–
ECK	Childhood Special Education Studies	– NC
ECM	Communication Disorders	–
ECT	Bilingual Education Certified Teachers	
ECU	Bilingual Education Cert Teachers	
ECV	Early Childhood Education	– IN
EDE	Elementary Pre N–6	– IN
EDL	Education Leadership & Technology	– AC
EDN	Education Non Degree	
EEC	Childhood Special Education	–
EHE	Health Education	–
EHG	Health Education (GATE)	–

EIS	Childhood Special Education in Inclusive Settings	
ELY	Literacy Education	
EMG	Emergency Management	
ENG	English	
ENV	Environmental Study	
EPC	Early Childhood Education Pre-certification	–
EPG	Physical Education (GATE)	–
EPH	Exercise Science & Sport Mgmt	–
ESB	Biology 7–12	–
ESC	Chemistry 7–12	–
ESD	Early Child Special Ed	– AC
ESE	English 7–12	–
ESI	Early Childhood Special Education	– IN
ESJ	Early Childhood Special Education	– PS
ESL	Teaching English Speakers Other Languages	–
ESM	Mathematics 7–12	–
ESO	Social Studies 7–12	–
ESP	Physics 7–12	–
ESX	School Psychology	
ETE	Teaching English Speakers Other Languages	–
ETF	Urban Education Studies	–
EZA	Scholar Teacher Education Program (STEP)	
FRE	French	
HCH	Community Health Education	–
HIS	History	
ICL	Clinical Psychology	–
INT	International Studies	
ITD	Interdisciplinary Studies	
LAN	Foreign Language Studies	
LAS	Latin-American Studies	
LGS	Levermore Global Scholars	
MCT	Marriage/Couple Therapy	§ CAGS
MTH	Mathematics	
MUS	Music	
NAD	Nursing Service Administration	–
NED	Nursing Education	– AC
NPA	Adult Health Nurse Practitioner	– CAGS
NKH	Nursing Kingsbrook Jewish Med Ctr	
NMM	Nursing Mercy Med Ctr	
NRN	Nursing (RN)	
NUR	Nursing	
NWH	Nursing Winthrop Hospital	
PHE	Physical Education & Health Education	
PHI	Philosophy	
PHY	Physics	
PIA	Psychology	
PMA	Psychology	–
PMC	Mental Health Counselor	–
POL	Political Science	
PPS	Psychoanalysis/Therapy	§ CAGS
PSC	Psychodynamic School Psychology	§ CAGS
PYE	Physical Education	
SAU	Audiology	
SCD	Communication Disorders	–
SOC	Sociology	
SPD	Deaf Studies	+

SPA	Spanish	
SSJ	Speech (St. Josephs)	
SWB	P/M Study Bilingual Social Work	
SWK	Social Work	— —
THE	Theatre Arts	
UBS	Basic Science for Health Professionals	AC
WST	Gender Studies ¶	

CODE Description Note

KEY

¶ Minor only

— Master's Level

— Doctoral Level

§ Postdoctoral Certificate

+ Special Interest Courses

AC Advanced Certificate

CAGS Certificate Advanced Graduate Study

UC University College

NC Non Certification

IN In-Service

PS Pre-Service

Ordered Alphabetically By Description

Description	Code	Note
Accounting	BAA	
Adult Health Nurse Practitioner	NPA	— CAGS
African American Studies	AAS	¶
Anthropology	ANT	
Art	ART	
Art Education	AEN	
Art Education	EAR	—
Audiology	SAU	
Basic Science for Health Professionals	UBS	AC
Bilingual Education Certified Teachers	ECT	
Bilingual Education Certified Teachers	ECU	
Biochemistry	BCH	
Biology	BIO	
Biology 7–12	ESB	—
Business	AMC	UC
Chemistry	CHE	
Chemistry 7–12	ESC	—
Child & Adolescent Psychotherapy	CAP	§ CAGS
Childhood Education	ECH	—
Childhood Special Education	EEC	—
Childhood Special Education	ECK	— NC
Childhood Special Ed Inclusive Settings	EIS	
Clinical Psychology	ICL	—
Communication Disorders	SCD	—
Communication Disorders	ECM	—
Communications	COM	
Community Health Education	HCH	—
Computer & Management Information Sys	CIS	
Computer Science	CSC	
Criminal Justice	ACG	
Dance	DAN	

Deaf Studies	SPD	+
Early Childhood Education	EAC	–
Early Childhood Special Education	ESD	AC
Early Childhood Special Education	ESI	– IN
Early Childhood Special Education	ESJ	– PS
Early Childhood Education	ECV	– IN
Early Childhood Education (Pre-cert)	EPC	–
Earth Science	EAS	¶
Economics	BEN	
Education Leadership & Technology	EDL	– AC
Education Non Degree	EDN	
Elementary Pre N–6	EDE	– IN
Emergency Management	EMG	
English	ENG	
English 7–12	ESE	–
English Ed 7–12	EAF	–
Environmental Study	ENV	
Exercise Science & Sport Management	EPH	–
Finance	BFN	
Fine Arts	ACA	UC
Foreign Language Studies	LAN	
French	FRE	
Gender Studies	WST	¶
Graduate Opportunity Accelerated Learning	BGL	
Health Education (GATE)	EHG	–
Health Education	EHE	–
History	HIS	
Human Resource Management	BHR	
Interdisciplinary Studies	ITD	
International Studies	INT	
Levermore Global Scholars	LGS	
Latin-American Studies	LAS	
Liberal Arts	ABL	UC
Literacy Education	ELY	
Literature	AHS	UC
Management	BMG	
Marriage/Couple Therapy	MCT	§ CAGS
Mathematics	MTH	
Mathematics 7–12	ESM	–
Mathematics Education 7–12	EAM	–
Mental Health Counselor	PMC	–
Music	MUS	
Natural Science	ANS	UC
Nursing Service Administration	NAD	–
Nursing Education	NED	– AC
Nursing Kingsbrook Jewish Medical Center	NKH	
Nursing Mercy Medical Center	NMM	
Nursing	NUR	
Nursing (RN)	NRN	
Nursing Winthrop Hospital	NWH	
P/M Study Bilingual Social Work	SWB	
Philosophy	PHI	
Physical Education & Health Education	PHE	
Physical Education (GATE)	EPG	–
Physical Education	PYE	
Physics	PHY	

Physics 7–12	ESP	–
Political Science	POL	
Psychoanalysis/Therapy	PPS	§ CAGS
Psychology	PIA	
Psychology	PMA	–
Psychodynamic School Psychology	PSC	§ CAGS
Respecialization in Clinical Psychology	CCP	§
Scholar Teacher Education Program (STEP)	EZA	
School Psychology	ESX	
Science Education 7–12 Area	EAB	– CAGS
Social Sciences	ASC	UC
Social Studies Education 7–12	EAD	–
Social Studies 7–12	ESO	–
Social Work	SWK	– —
Sociology	SOC	
Spanish	SPA	
Teaching English Speakers Other Lang	ETE	–
Teaching English Speakers Other Lang	ESL	–
Theatre Arts	THE	
Urban Education Studies	ETF	–

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

CODE Description Note

KEY

¶ Minor only

– Master's Level

— Doctoral Level

§ Postdoctoral Certificate

+ Special Interest Courses

AC Advanced Certificate

CAGS Certificate Advanced Graduate Study

UC University College

NC Non Certification

IN In-Service

PS Pre-Service

Numeric Department Codes

Dept.# Description

0083 Honors

0101 African American Studies

0103 Anthropology

0104 Art

0105 Biology

0106 Chemistry

0108 Communications

0111 Art History

0112 Earth Science

0122 English

0125 Environmental Studies

0128 French

0130 German

0131 Greek

0132 Hebrew
0136 History
0137 Interdisciplinary Studies
0138 Italian
0140 Latin
0141 Japanese
0142 Linguistics
0144 Mathematics
0145 Computer Science
0148 Math Teachers Program
0154 Philosophy
0156 Physics
0158 Political Science
0169 Russian
0170 Sociology
0172 Spanish
0187 International Studies Program
0191 Performing Arts—Dance
0192 Performing Arts—Acting
0193 Performing Arts—Tech Theatre/Design
0195 Music Theory
0196 Music History
0197 Music Performance Groups
0198 Music Private Instruction
0201 Accounting
0203 Economics
0204 Business Administration
0206 Health Services Administration
0207 Operations
0208 Human Resource Management
0209 Finance
0210 Management
0211 Business Law
0212 Marketing
0214 Integrative Experience
0302 Nursing
0404 Social Work
0501 Psychology
0502 Psychology—Master's Program
0503 Advanced Psychological Studies
0504 School Psychology
0505 Postdoctoral Psychotherapy
0507 Mental Health Counseling
0602 University College
0606 UC Criminal Justice
0611 UC Humanistic Studies
0612 UC Natural Science
0613 UC Social Science
0615 UC Management & Communications
0616 Emergency Management
0619 General Studies
0620 General Studies English
0621 General Studies History
0623 General Studies Social Science
0625 General Studies Math/Science
0637 UC Interdisciplinary Study

0801 Education
 0802 Education—Literacy
 0803 Education—Art
 0804 Education—Bilingual Education
 0805 Education—Education Studies
 0806 Educational Leadership & Technology
 0807 Education—Elementary Education
 0808 Education—ESL
 0809 Education—Adolescent Education
 0810 Education—Special Education
 0811 CLA English Requirements
 0812 Education—Teaching Fellows
 0814 Education—Early Childhood
 0820 Education—Early Childhood Special Education
 0834 Health Studies
 0836 Education—STEP
 0851 Physical Education
 0852 Physical Education
 0853 Physical Education—Skills
 0874 Communication Sciences
 0876 Communication Sciences
 0878 Communication Sciences
 0952 Freshman Experience
 0960 Levermore Global Scholars

Ordered Alphabetically by Department

Dept.# Description

0101 African American Studies
 0201 Accounting
 0103 Anthropology
 0111 Art History
 0104 Art
 0105 Biology
 0204 Business Administration
 0211 Business Law
 0106 Chemistry
 0108 Communications
 0874 Communication Sciences
 0876 Communication Sciences
 0878 Communication Sciences
 0145 Computer Science
 0112 Earth Science
 0203 Economics
 0801 Education
 0809 Education—Adolescent
 0803 Education—Art
 0804 Education—Bilingual Education
 0807 Education—Elementary Education
 0814 Education—Early Childhood
 0820 Education—Early Child Special Education
 0805 Education—Education Studies
 0808 Education—ESL
 0806 Educational Leadership & Tech
 0802 Education—Literacy

0810 Education—Special Education
0836 Education—STEP
0812 Education—Teaching Fellows
0616 Emergency Management
0122 English
0811 English—CLA English Requirement
0125 Environmental Studies
0209 Finance
0128 French
0952 Freshman Experience
0619 General Studies
0620 General Studies—English
0621 General Studies—History
0625 General Studies—Math/Science
0623 General Studies—Social Science
0130 German
0131 Greek
0206 Health Services Administration
0132 Hebrew
0834 Health Studies
0136 History
0083 Honors
0208 Human Resource Management
0214 Integrative Experience
0137 Interdisciplinary Studies
0187 International Studies Program
0138 Italian
0141 Japanese
0140 Latin
0960 Levermore Global Scholars
0142 Linguistics
0210 Management
0212 Marketing
0144 Mathematics
0148 Math Teachers Program
0196 Music—History
0197 Music—Performance Groups
0198 Music—Private Instruction
0195 Music—Theory
0302 Nursing
0207 Operations
0192 Performing Arts—Acting
0191 Performing Arts—Dance
0193 Performing Arts—Technical Theatre/Design
0154 Philosophy
0851 Physical Education
0852 Physical Education
0853 Physical Education—Skills
0156 Physics
0158 Political Science
0501 Psychology
0502 Psychology, Master's Program
0507 Psych—Mental Health Counseling
0503 Psych—Advanced Psychological Studies
0504 Psych—School Psychology
0505 Psychotherapy— Postdoctoral

0169 Russian
0170 Sociology
0404 Social Work
0172 Spanish
0602 University College
0606 UC Criminal Justice
0611 UC Humanistic Studies
0637 UC Interdisciplinary Study
0615 UC Management & Communications
0612 UC Natural Science
0613 UC Social Science

UNDERGRADUATE INFORMATION

Undergraduate Curriculum and Table of Degrees with New York State Program Codes

The undergraduate curriculum is composed of general education requirements, major requirements, and electives. To qualify for the award of a baccalaureate degree (B.A., B.S., B.S.Ed., B.B.A., B.F.A., B.S.W.), students must satisfactorily complete a minimum of 120 credits, including 34 credits in general education and the number of credits (27 or more) required by their chosen major. The School of Nursing requires 124 credits for its generic degree and 123 credits for its R.N. degree.

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

<i>Degree Name</i>	<i>New York State Program Code</i>	<i>HEGIS Code</i>
Associate of Arts (A.A.)		
Liberal Arts	04182	5649.00
Associate of Science (A.S.)		
Emergency Services Administration	31711	2199.00
Bachelor of Arts (B.A.)		
Anthropology	04174	2202.00
Art	04110	1002.00
Art Education	23163	0831.00
Art History	32976	1003.00
Biology	04086	0401.00
Business	78088	0599.00
Chemistry	04154	1905.00
Communications	04094	0601.00
Communicative Disorders	04127	1220.00
Dance	04114	1008.00
Economics	04175	2204.00
English	04132	1501.00
Environmental Studies	19055	0420.00
Fine Arts	78090	1099.00
Foreign Language Studies	04115	1101.00

French	04117	1102.00
History	04091	2205.00
Interdisciplinary Studies	22295	4999.00
International Studies	22297	2299.00
Latin American Studies	78856	0308.00
Literature	78096	4903.00
Mathematics	04139	1701.00
Natural Sciences	78094	4902.00
Philosophy	04137	1509.00
Physics	04148	1902.00
Political Science	04179	2207.00
Psychology	04162	2001.00
Social Sciences	78092	2201.00
Sociology	04181	2208.00
Spanish	04181	1105.00

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

Accounting	04090	0502.00
Management	04093	0506.00

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

Dance	78386	1008.00
Studio Art	31304	1002.00
Theatre	76177	1007.00

Bachelor of Science (B.S.)

Biochemistry	89304	0414.00
Biology	04085	0401.00
Business	78089	0599.00
Chemistry	04155	1905.00
Computer and Information Management Systems	27647	0702.00
Computer Science	79405	0701.00
Criminal Justice	26699	2105.00
Emergency Services Administration	31712	2199.00
Exercise Science and Sports Management	28976	1299.30
Finance	04123	0504.00
Financial Planning (University College)	89021	0505.00
Interdisciplinary Studies	22296	4999.00
Mathematics	04140	1701.00
Modified Secondary Teacher Education Program	19749	0803.00

Music K-12 Education	04105	0832.00
Music	04113	1005.00
Natural Sciences	78095	4902.00
Nursing	04125	1203.00
Nursing	85080	1203.10
Physical Education	23164	0835.00
Physical Education and Health Education	23165	0835.00
Physics	04147	1902.00
Social Science	78093	2201.00

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

Elementary Teacher Pre K-6	04096	0802.00
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Bachelor of Arts (B.A.)/Master of Arts (M.A.)

Scholars Teacher Education Program (STEP)	23167	0801.00
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Bachelor of Science (B.S.)/Master of Arts (M.A.)

Biochemistry	89305	0414.00
Communications Disorders	24577	1220.00
Nursing Administration	91025	1203.10
Nursing Education	30931	1203.10

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

Social Work	04171	2104.00
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Academic Minors

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

Current Academic Minors

- African American and Ethnic Studies*
- Anthropology
- Anthropology: Forensic Anthropology*
- Art: Art History*
- Art: Fine Arts (Studio Arts)
- Asian Studies*
- Biology
- Business
 - *Business also offers a series of clusters:*
 Introduction to Human Resource Management
 Introduction to Business Law
 Introduction to Accounting
 Introduction to Finance
 Introduction to Marketing
 Introduction to Information Technology
- Communications
- Computer Science
- Economics
- English
- Environmental Studies
- French
- Gender Studies*
- History
- Human Resource Management
- Journalism*
- Latin American Studies*
- Italian*
- Marketing
- Mathematics
- Music
- Performing Arts/Dance
- Philosophy
- Physical Education
- Physics
- Political Science
- Psychology
- Public Service*
- Sociology
- Spanish
- Theatre
- Theatre Design/Technical

**Offered as minors only.*

General Education Program of Study

Science Building, Room 123

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

e - shopsis@adelphi.edu

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

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

In the first semester of the freshman year students will take a one-credit course entitled **First Year Orientation Experience**. This course serves as an introduction to university life in its various curricular and cocurricular aspects. Discussions will include majors, career planning, student activities, volunteer service opportunities, and the complex community and social issues faced by new college students. The course also covers library and research skills, including the use of information technology, introduces students to resources on campus (Career Development Center, Learning Center, Writing Center, Computer Center), and discusses important social, academic, and community issues.

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

The freshman year also includes a **First Year Seminar**. This three-credit course introduces freshmen to intellectual life at Adelphi University by providing them with a learning experience that exposes them to exciting and challenging ideas in a seminar format with professors teaching in their area of expertise. The seminar format provides opportunity for extensive discussion and writing assignments that will promote the development of critical thinking skills. Although a wide range of subject choices is available to students, each seminar has the common goal of improving students' awareness of global issues and appreciation of the range and value of human diversity.

In addition to English composition (the first competency course) all students are required

to take an additional complementary course that will provide additional skills useful in many subject areas throughout and after college. Students can fulfill this requirement by selecting one of the following courses:

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

Additional courses that fulfill this requirement will be listed in the *Directory of Classes* and on the University Web site. Students are encouraged to complete this requirement early in their college career and are urged to use the requirement to develop new skills or gain strength in areas that need improvement. To this end, these courses may be taken on a Pass/Fail basis.

The final component of the General Education program is a **Distribution Course Requirement** designed to encourage students to learn the methods of inquiry and subject matter in a wide spectrum of disciplines. Every student must complete at least six credits in each of the following four areas: the arts (art/art history, communications, performing arts, music), humanities and languages (English, history, international studies, philosophy), natural sciences and mathematics (biology, biochemistry/chemistry, computer science/mathematics, physics), and the social sciences (anthropology, economics, political science, psychology, sociology) for a total of 24 credits. Courses in interdisciplinary programs (Environmental Studies, African American and Ethnic Studies) are allocated to one of the four areas above as appropriate. These distribution requirements can be fulfilled by any courses that meet major or minor requirements in the discipline. In addition, students can choose from introductory level non-major courses in several of these disciplines. Students should consult their advisers and the *Directory of Classes* for help in selecting these courses. Courses taken to meet the distribution requirement can also serve to meet major or minor requirements. The intention of this provision is to permit students who become intrigued with a discipline while meeting distribution requirements to use the course(s) taken toward a major, minor, or second major.

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

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

Students who matriculate at Adelphi with 60 or more transfer credits but without an A.A. or A.S. (or B.A. or B.S.) degree can fulfill the General Education Distribution

requirements by successfully completing 6 credits of approved Social Science courses, 6 credits of approved Science/Math courses, and a total of 12 credits in any combination of approved courses in the Humanities and Arts prior to graduation.

In summary, the General Education requirements are:

1. GEN 100, First Year Orientation Experience, *1 credit*
 2. GEN 110, First Year Seminar, *3 credits*
 3. ENG 107, Art and Craft of Writing, *3 credits*
 4. Second Competency course, *3 credits* (courses listed above)
 5. Distribution Courses, *24 credits*:
 - 6 credits in the Arts: Art/Art History, Communications, Performing Arts, Music
 - 6 credits in the Humanities: English, History, International Studies, Philosophy
 - 6 credits in the Natural Sciences and Mathematics: Biology, Biochemistry/Chemistry, Computer Science/Mathematics, Physics
 - 6 credits in the Social Sciences: Anthropology, Economics, Political Science, Psychology, Sociology
-

GRADUATE INFORMATION

Table of Graduate Degrees with New York State Program Codes

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

<i>Degree Name</i>	<i>New York State Program Code</i>	<i>HEGIS Code</i>
Doctor of Arts (D.A.)		
Communication Disorders	14897	1220.00
Doctor of Audiology (Au.D.)		
Audiology	29010	1220.00
Doctor of Philosophy (Ph.D.)		
Clinical Psychology	04165	2003.00
Nursing	81377	1203.10
Social Work	04170	2104.00
Master of Arts (M.A.)		
Alternative Certification in Urban Education Studies (Trans B)	24638	0899.50
Art	04111	1002.00
Art Education	24640	0831.00
Biology Education 7-12	04082	0401.01
Chemistry Education 7-12	04157	1905.01
Childhood Education	24639	0802.00
Communications	84167	0601.00
Community Health Promotion	77145	0837.00
Early Childhood Education In-Service	27798	0823.00
Early Childhood Education Pre-Service	27800	0823.00
Early Childhood Elementary Education	88331	0802.00
Educational Leadership and Technology	28948	0828.00
Elementary Teachers Pre-K-6 In-Service	04095	0802.00
English	04130	1501.00

English Education 7–12	28912	1501.01
Exercise Science and Sports Management	24574	1299.30
Health Education	24572	0837.00
Health Education (GATE)	24571	0837.00
Mathematics Education 7–12	28911	1701.01
Mental Health Counseling	28920	2104.10
Physical Education (GATE)	24573	0835.00
Physics Education 7–12	04145	1902.01
Psychology	04161	2001.00
School Psychology	27525	0826.02
Science Education 7–12 Areas	28909	1999.20
Social Studies Education 7–12	28910	2201.01
Teaching English to Speakers of Other Languages	26400	1508.00

Master of Fine Arts (M.F.A.)

Creative Writing	30057	1507.00
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Master of Science (M.S.)

Adult Health Nurse Practitioner	20407	1203.10
Adolescence Spec Ed in Inclusive Setting	32651	0808.00
Bilingual Education	85098	0899.00
Biology	04084	0401.00
Childhood Special Education	26398	0808.00
Childhood Special Education Non-Certification	26399	0808.00
Childhood Special Education in Inclusive Settings	27015	0808.00
Early Childhood Special Education In-Service	28906	0808.00
Early Childhood Special Education In-Service	28907	0808.00
Early Childhood Special Education Pre-Service	28905	0808.00
Earth Science	04160	1917.00
Emergency Nursing/Disaster Management	30055	1203.10
Environmental Science	23534	0420.00
Literacy Education	22695	0830.00
Nursing Administration	91021	1203.10
Nursing Education	30930	1203.00
Physics with Concentration in Optics	31262	1902.00

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

Nursing Administration	22306	1203.10
Master of Business Administration (M.B.A.)		
Graduate Opportunity for Accelerated Learning	26577	0506.00
Management	04092	0506.00
Master of Social Work (M.S.W.)		
Social Work	04169	2104.00

Certificate Programs

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

Post-Bachelor's Advanced Certificate

Basic Sciences for Health Professions	31671	4902.00
Educational Leadership and Technology (Post-Bachelor's)	28950	0827.00
Emergency Management	28789	0599.00
Emergency Nursing/Disaster Management	30056	1203.10
Nursing Administration	83006	1203.12

Post-Master's Advanced Certificates

Adult Nurse Practitioner	93115	1203.10
Bilingual Education for Certified Teachers	27013	0899.00
Bilingual Education for Certified Teachers	27014	0899.00
Bilingual Ed: ITI	32227	0899.60
Bilingual PPS: ITI	32226	0899.60
Bilingual Special Ed: ITI	32228	0899.60
Bilingual Speech and Language Disabilities	32229	0899.60
Bilingual School Social Work Certificate	20367	2104.00
Advanced Coaching	85427	0835.00
Banking	20797	0504.00
Coaching	85428	0835.00
Childhood Special Education for Certified Teachers	31123	0808.00
Community Health Promotion	77747	0837.00
Early Childhood Education	27799	0823.00
Early Childhood Special Education	28908	0808.00
Educational Leadership and Technology (Post-Master's)	28949	0828.00
Human Resource Management	85220	0515.00
Literacy Birth–Grade 6	31150	0830.00
Literacy Grades 5–12 (in-service)	31151	0830.00
Literacy B–6 and Grades 5–12 (in-service)	31152	0830.00

Management of the Arts	78073	0599.00
Nursing Education	30932	1203.12
School District Leadership	32977	0827.00
School Psychology	19030	0826.02
Teaching English to Speakers of Other Languages	26401	1508.00
TESOL: ITI	32230	0899.60

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

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

**Contact the School of Education for explanation of multiple codes.*

II.



SUPPORT SERVICES AND RESOURCES

Support Services and Resources

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

ACADEMIC SERVICES AND RETENTION

Levermore Hall, Room 303

w - academics.adelphi.edu/asr

The Office of Academic Services and Retention (OASR) is dedicated to helping each Adelphi student realize his or her full potential. The office works with faculty advisers. Each student receives not only the best possible program advisement but advisement that considers the individual needs of each student in his or her academic goals, personal life, and career goals.

The final academic appeal of any student is to the Office of Academic Services and Retention, which also oversees transactions such as leaves, withdrawals, and petitions to waive rules.

The Office of Academic Services and Retention sponsors and coordinates independent undergraduate research projects with Adelphi faculty members. Some of these research projects are nominated for presentation at the National Conference for Undergraduate Research or other scholarly conferences and meetings. It also supports presentations by graduate students at scholarly conferences.

Students who have questions may stop by the Office, located in Levermore Hall, room 303. Fall and spring semester office hours are Monday through Thursday from 8:30 a.m. to 5:00 p.m. and Friday from 8:30 a.m. to 4:30 p.m. During the summer, or when classes are not in session, the Office of Academic Services and Retention is open from 8:30 a.m. to 4:30 p.m., Monday through Friday. Students in our off-campus sites may also utilize the services of this Office. See also Academic Advising in the Rules & Regulations section of the *Bulletin*.

CHILD CARE SERVICES

Alice Brown Early Learning Center

Laura Ludlam, *Director*

p – (516) 877-3907

e - ludlam@adelphi.edu

w - adelphi.edu/elc

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

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

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

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

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

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

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

CENTER FOR CAREER DEVELOPMENT

Post Hall

Thomas J. Ward, Jr., *Director*

p – (516) 877-3130

e - careercounselor@adelphi.edu

w - students.adelphi.edu/career

Hours of Operation:

Fall and Spring semesters:

Monday- Friday: 8:30 a.m.–4:30 p.m.

Wednesdays: 8:30 a.m.–7:30 p.m.

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

Services provided to undergraduate and graduate students and alumni:

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

Special Events and Programs:

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

CENTER FOR INTERNATIONAL EDUCATION

Levermore Hall, Room 304

Kraig Walkup, *Director*

p – (516) 877-3141

e - cie@adelphi.edu

w - academics.adelphi.edu/cie

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

Mission Statement

The Center for International Education mission is to:

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

Study Abroad

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

The Adelphi Study Abroad Program offers over 90 approved destinations around the world that include: faculty-led short winter and summer programs, consortia-sponsored short and semester-long programs, and study at Adelphi exchange-partner foreign institutions.

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

Financial information

Adelphi University supports semester study abroad by granting U.S. students portability of on-campus financial aid and scholarships and by applying Adelphi tuition toward payment of their foreign tuition. The Center for International Education is committed to

making study abroad affordable for all Adelphi students and has adopted policies and practices that ensure that a semester abroad will not substantially exceed the costs of a semester on campus. Additional financial aid and/or alternative loans could also be made available; please consult with the Student Financial Services Office. There are also external scholarships for which a student may apply.

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

There are also external scholarships for which a student may apply.

Study Abroad Scholarships

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

CENTER FOR PSYCHOLOGICAL SERVICES

Hy Weinberg Center

Jonathan Jackson, *Director*

p – (516) 877-4800

w - adelphi.edu/communityservices/derner/dernercenter

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

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

The Center offers special services including:

- Play Therapy for Children
- Intensive Group Treatment for Eating Disorders
- Accelerated Dynamic Psychotherapy
- Group and Individual Therapy for Relationship Impasses, Anxiety Disorders, Depression, and other problems

Throughout the year, the Center also sponsors conferences, workshops, and other educational events open to the general public. Referrals to specialists in mental health or allied fields such as psychopharmacology, nutrition and weight management, academic tutoring, or divorce mediation are available through an extensive network of providers.

DISABILITY SUPPORT SERVICES

University Center, Room 310

p – (516) 877-3145 or

TTY – (516) 877-3138

w - students.adelphi.edu/sa/dss

Students who have a documented disability may be eligible for cost-free reasonable accommodations and academic assistance. Students with disabilities who are in need of accommodations must contact the Office of Disability Support Services. Reasonable accommodations are determined individually by the Office according to documented need. Some of the more typical accommodations include, but are not limited to, extended-time testing, distraction reduced test environment, readers for exams, note takers, books in alternative format, enlarged-print textbooks and class materials, sign language interpreters for students who are deaf or hard of hearing, and handicapped parking permits.

In addition, assistive technology is available for students with disabilities (for example, Kurzweil, JAWS, Magic, and Dragon). The Office of Disability Support Services also arranges for such accommodations as modified residence hall facilities, accessible classroom seating, and classroom relocation to accessible sites. To apply for accommodations, the student must complete the Petition for Reasonable Accommodations and Academic Adjustment form and the Consent for Release of Information form, and also provide recent, valid disability documentation from a qualified professional. Guidelines for disability documentation are available at the Office of Disability Support Services or online at students.adelphi.edu/sa/dss.

The Office of Disability Support Services is open Monday through Thursday 8:30 a.m. to 7:00 p.m. and Friday 8:30 a.m. to 4:00 p.m.

ELS LANGUAGE CENTER

Linen Hall

Abel Hassan, *Center Director*

Email: nygc@els.edu

Adelphi University, in conjunction with ELS Language Centers, offers one of the most comprehensive English as a second language programs in the country. Based at many universities across the country, ELS offers this high-quality, intensive program to students, visitors, and business and government personnel who wish to learn English thoroughly but quickly. Academically qualified students who complete level 112 in the Intensive Program can enroll in the University as matriculating students without a TOEFL score. Enrolling in this program allows the student an opportunity to live in Adelphi residence halls, enjoy the dining facilities, use the recreational areas, and experience life at Adelphi.

HEALTH SERVICES CENTER

Waldo Hall

Jacqueline Cartabuke, *Director*

p – (516) 877-6000

w - students.adelphi.edu/sa/hs

Services

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

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

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

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

Immunization Requirements

The Health Services Center provides information on immunization requirements and maintains all health forms required by the University. New York State Immunization Law requires all students registered for 6 or more credits and born after 1956 to prove immunity to measles, mumps, and rubella. Students are also required to complete the Meningococcal Meningitis Response Form and Health History. These forms can be found online at students.adelphi.edu/sa/hs/forms.php.

Please note: Course registration and attendance at Adelphi University will not be possible without clearance by the Health Services Center.

Medical Insurance

Any Adelphi student, undergraduate and graduate, who is currently registered may purchase the Adelphi University Accident and Health Insurance policy. All residence hall and international students are automatically enrolled in Adelphi's student medical insurance plan.

A student who is already covered by alternative medical insurance who wishes to waive the school health insurance must waive the insurance by October 15 (for the fall semester) or March 15 (for the spring semester). Students who do not have medical insurance and wish to enroll in Adelphi's plan must do so by the same dates. There is an opportunity for dependents of insured students to also purchase insurance coverage. Please log on to the Health Services Center website to complete the online waiver form or to download the enrollment forms.

INFORMATION TECHNOLOGY AND RESOURCES

The Office of Information Technology and Resources (OITR) is dedicated to providing you with the technology resources that you need to succeed. OITR technicians and Customer Services staff offer support services and workshops so that you can take full advantage of these resources.

The OITR has created technology guides, manuals, and videos that can be downloaded at infotech.adelphi.edu/services/manuals.php.

Customer Services

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

In Person: Swirbul Library Information Commons, 2nd Floor

Phone: (516) 877-3340

Email: customerservices@adelphi.edu

Web: infotech.adelphi.edu

Fall and Spring Semester Hours

Monday–Thursday: 8:00 a.m.–12:00 midnight

Friday: 8:00 a.m.–8:00 p.m.

Saturday: 8:00 a.m.–8:00 p.m.

Sunday: 10:00 a.m.–12:00 midnight

Hours vary by semester, exam periods, and intersessions.

Peer-to-Peer Workshops

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

Subjects include:

- Microsoft Word, Excel, PowerPoint
- Gmail help
- File management
- FTP using FileZilla
- Creating PDFs from other file formats
- Information security awareness

General Access Computers

Workstations

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

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

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

Kiosks

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

Software Downloads

Several software applications are available as free downloads from infotech.adelphi.edu/services/downloads.php

Hardware Support

Customer Services is unable to provide hardware support for personally owned computers and other equipment. For hardware assistance, please consult your warranty for vendor information or contact a local computer store or repair shop.

Computer and Accessory Discounts

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

Wireless Access

To facilitate your access to the AU wireless network, the OITR maintains wireless coverage at the Garden City campus as well as the three Center locations. Your computer must be equipped with a Wi-Fi card. (Some units require a button or switch be turned on to use the wireless feature).

When configuring your wireless settings, the network name (SSID) will be AU. Access to our wireless network involves two security steps. After you enter the WEP key (available from Customer Services or in the PDF guides at the link below) and try to connect to the wireless network, the server will prompt you for a valid Adelphi sign-in. Enter your eCampus username and password.

Detailed guides for your operating system are available for download at infotech.adelphi.edu/services/wireless.php.

Copies of the instructions are also available at the Customer Services Help Desk, which is on the 2nd floor of Swirbul Library, near the Information Commons.

Indoor/Outdoor Hot Spots

Look for the yellow signs on campus that indicate wireless hot spots. Maps of coverage areas are available at infotech.adelphi.edu/services/wireless.php.

Access areas include:

- All Residence Halls
- Alumnae Hall
- Blodgett Hall
- Center for Recreation and Sports
- Hagedorn Hall
- Hauppauge Center
- Hudson Valley Center
- Hy Weinberg Center
- Levermore Hall
- Manhattan Center
- Performing Arts Center
- Post Hall Cafeteria
- Science Building
- Social Work Building
- Swirbul Library
- University Center
- Woodruff Hall

Commuter Lounge

The Commuter Lounge on the lower level of the University Center features wireless network access, and has a room equipped with desktop computers and a printer.

eCampus

ecampus.adelphi.edu

What is eCampus?

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

Logging on to eCampus

Click the eCampus link from any Adelphi Web page or go to ecampus.adelphi.edu. Enter your username and password to access the secure eCampus applications and services. If you forget your username or need to create or reset your password, go to class.adelphi.edu/account_tools.

Recommended Browsers

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

eCampus is organized by tabs:

- My eCampus
- Message Boards
- Calendar
- Libraries
- Email
- Services

My eCampus Tab

A customizable dashboard where you can add/remove content based on your preferences. Arrange your page to include news feeds, campus announcements, favorite links, the My Courses feature, and more.

Message Boards Tab

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

Calendar Tab

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

Libraries Tab

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

Email Tab

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

Services Tab

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

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

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

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

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

- **Clearinghouse**

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

- **Course Search**

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

- **DegreeWorks Degree Audit System**

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

- **Financial Payment Planner**

Guides you through the financial aid funding process and delivers relevant information to expedite the process.

- **Housing Application**

Complete the Residential Life and Housing Agreement online to apply for housing.

- **Moodle Course Management**

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

- **My Housing**

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

- **My Profile**

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

Personal Web Pages

Panther

The Panther Unix-based system is available to Adelphi students for electronic file storage and creating personal Web pages. Some courses, especially in Computer Science, require a Panther account in order to complete assignments. The Panther system has a disk space limit of 250MB per user and commercial use is not permitted. Find information and the Panther account application at infotech.adelphi.edu/services/panther.php.

Google Sites

Through your AU Gmail account, you can create a Google site to collaborate on a team project, stay connected with friends and family members, plan club meetings and activities, or just express your interests. You can also control who can view and edit your site. Please note: Adelphi Customer Services is unable to provide support for setting up or maintaining your Google site. For information and help visit sites.google.com/support.

Getting Started (for new students)

The Getting Started tab on eCampus has information and forms to help new students, whether first-year freshmen, transfer students, or new graduate students, make a successful transition to life as an Adelphi student and get involved with other new members of the Adelphi community.

For more information, visit students.adelphi.edu/gettingstarted.

INTERNATIONAL STUDENT SERVICES

University Center, Room 108

p – (516) 877-4990

w - students.adelphi.edu/sa/iss

Adelphi University has a strong commitment to international education and welcomes students from all over the world. The Office of International Student Services, located in the University Center, assists international students in meeting legal requirements for entry into the United States and in maintaining legal status while pursuing full-time study at the University. The office provides advice regarding the requirements of the U.S. Citizenship and Immigration Service, Social Security Administration, and a wide variety of concerns such as culture, customs, and educational systems.

In addition, the Office of International Student Services and the International Student Society can help international students meet the academic, social, and personal challenges before them: registering for classes, making new friends, finding a suitable place to live, learning the procedures and policies of the University, and developing an understanding of American culture through workshops, special events, and individual counseling. For information visit the ISS Web site at students.adelphi.edu/sa/iss.

LEARNING CENTER

Earle Hall, Lower Level

Henrietta Pearlman, *Director*

p – (516) 877-3200

e - learningcenter@adelphi.edu

w - students.adelphi.edu/learningcenter

The Learning Center provides free peer-assisted tutoring, and other forms of academic assistance to enhance students' academic performances at the Garden City, Manhattan, Hudson Valley, and Hauppauge sites.

The Learning Center offers:

- Tutoring in academic courses
- Individual and small group tutoring, workshops to enhance reading, test taking and study skills
- Workshops for graduate exam preparation (GRE, GMAT, LSAT, and MCAT) on scheduled peers appointment times and on some Saturdays.
- Seminars on special learning topics (personal statements, cover letters)
- Opportunities to practice speaking English for international students
- Review sessions for particular courses
- Computer lab and study rooms
- Recitations for chemistry, genetics and physics

Students are encouraged to visit the Learning Center for supplemental instruction in specific subject areas, as well as for academic enrichment, particularly in communication strategies. The Learning Center serves both students who are having academic difficulty

or those who are doing well academically and want to develop their skills further, increase their knowledge, and raise their GPA. Students may come to the Center as often as they want and seek assistance at any time during the semester.

Advance appointments are not necessary (although they can be made in advance at WC Online, which is linked from our Web site or go directly to rich37.com/adelphi/). Students come to the Center at the time when tutoring for a particular subject is scheduled and a Learning Center peer learning assistant works with them. The schedule is posted on students.adelphi.edu/learningcenter/schedule

The Learning Center is open throughout the school year. During the fall and spring semesters, the Center is open Monday through Thursday from 9:00 a.m. to 8:00 p.m., and 9:00 a.m. to 5:00 p.m. on Friday. Summer session hours are 8:30 a.m. to 5:00 p.m., Monday through Friday. These hours are for the Garden City campus. For off-campus sites, the schedule varies according to locations and tutors.

The Learning Center is now asking all students to register online each time they come to any of the Centers on rich37.com/adelphi/.

LEARNING DISABILITIES PROGRAM

Chapman Hall, Room 7

Susan Spencer Farinacci, *Assistant Dean and Director*

p – (516) 877-4710

e – ldprogram@adelphi.edu

w – academics.adelphi.edu/ldprog

Note: This program is applicable to undergraduate students only.

Adelphi's Learning Disabilities Program is nationally recognized for its comprehensive services to students who have learning disabilities. The philosophy and mission of the program is to encourage independence, assist students in realizing their academic potential, and to facilitate the elimination of barriers. The program uses a structured and highly individualized approach for each student.

More information on Requirements, Criteria, and Documentation is available in the *Admissions* section of this Bulletin.

PRE-PROFESSIONAL PREPARATION

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

Levermore Hall 303

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

p – (516) 877-3140

e - rschwartz@adelphi.edu

w - academics.adelphi.edu/artsci/ppa/

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

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

STUDENT COUNSELING CENTER

University Center, Room 310

Carol Phelan, Director

p – (516) 877-3646

w - students.adelphi.edu/sa/scc

The Student Counseling Center helps undergraduate and graduate students with problems or concerns that may interfere with their academic and personal goals. The Center offers a variety of services including confidential individual and group counseling, evaluation, crisis intervention, psychiatric services, rape crisis counseling, anger-management counseling and education, outreach and consultation services, psychoeducational workshops, and referrals to on-campus and off-campus resources.

A workshop series offers a forum to discuss issues that impact students' lives. Common concerns students express to our counselors include self-esteem problems, depression, anxiety, eating disorders and body image issues, relationship difficulties, dealing with emotions, family-related issues, decision making, and uncertainty about the future. Any student currently enrolled at Adelphi, part time or full time, is eligible for these free, private, and confidential year-round services.

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

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

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

STUDENT FINANCIAL SERVICES

Levermore Hall, Lower Level

e - financialservices@adelphi.edu

w ecampus.adelphi.edu/sfs

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

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

UNIVERSITY LIBRARIES

Charles W. Simpson, *Dean*

e - simpson@adelphi.edu

w libraries.adelphi.edu

The University Libraries are composed of Swirbul Library, the Archives and Special Collections, and the libraries at the Manhattan, Hauppauge, and Hudson Valley Centers. The Libraries offer facilities, resources, and services in support of the instructional, research, cultural, and student life programs of the University. They are dedicated to providing information and instruction as a central and integral part of the total educational experience of every student. The Libraries provide state-of-the-art information systems and services including Internet-based information resources, electronic full-text journals, and document delivery services. The Adelphi Library Catalogue Online (ALICAT) provides electronic access to the Libraries' holdings.

Participation in the ConnectNY consortium of New York academic libraries provides direct borrowing of the five million books in the collections of member libraries. Members of the library faculty are available to provide instruction in the use of the Libraries and their resources.

Swirbul Library serves as the main library, with particular strengths in the humanities, social sciences, and professional studies. Science materials include collections in the areas of physics, chemistry, and biology. The Aimee Ornstein Memorial Library represents an outstanding collection in the areas of banking, money management, and

finance. The Library is also a selective depository for official publications of the United States and New York State. Swirbul Library houses General Reference Services, Access Services (Non-Print, Circulation, Reserve), Periodicals, Microforms, Interlibrary Loan and Document Delivery Services, a Curriculum Materials Center, classrooms and computer laboratories, the Information Commons, a Writing Center Help Desk, and The Copy Center.

University Archives and Special Collections is located in New Hall, which is adjacent to Swirbul. Among the notable special collections are William Blake; William Cobbett; William Hone; Americana; Cuala Press; expatriate literature of the 1920s and 1930s; materials on the origin and development of the English novel; Spanish Civil War Papers; the Siegfried Muller Memorial Collection of Gerhart Hauptmann; and the Robert R. McMillan Collection of Political and Presidential Memorabilia.

Collections are maintained in the libraries at the Manhattan, Hauppauge, and Hudson Valley Centers in support of the academic programs offered at those sites.

Swirbul Library/Information Commons

Regular Schedule

Monday–Thursday 8:00 a.m.–12:00 midnight + *

Friday 8:00 a.m.–8:00 p.m. +

Saturday 8:00 a.m.–8:00 p.m. #

Sunday 10:00 a.m.–12:00 midnight *

+ *Public service desks open at 8:30 a.m.*

* *Public service desks close at 10:00 p.m.*

Public service desks open at 10:00 a.m.

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

THE WRITING CENTER

Earle Hall, Lower Level

Mary Wyeth, *Director*

p – (516) 877-3296

e - mwyeth@adelphi.edu

w - students.adelphi.edu/writingcenter

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

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

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

The Writing Center on the Garden City campus is open during the fall and spring semesters Monday through Thursday, 9:00 a.m. to 8:00 p.m., and Friday, 9:00 a.m. to 5:00 p.m. Tutors are available at Swirbul Library on the Garden City campus Monday through Thursday from 6:00 p.m. to 9:00 p.m., with weekend hours on Saturday from 12:00 p.m. to 4:00 p.m. and Sunday from 4:00 p.m. to 8:00 p.m. Please visit our Web site for information about our summer session hours.

In addition, the Writing Center provides afternoon and evening tutoring at the Manhattan Center Library. Students from the Hudson Valley Campus and Hauppauge Center may schedule telephone tutoring sessions during regular Garden City hours of operation.

III.



COCURRICULAR AND STUDENT LIFE

Cocurricular and Student Life

students.adelphi.edu

CULTURAL AND CAMPUS LIFE

Less than an hour away from our Garden City campus lies the nation's foremost center of art, industry, communications, and intellect—New York City. Students at Adelphi enjoy organized excursions to New York, including trips to the theatre and concert performances, visits to museums and gallery exhibitions, and informed tours of national centers of scientific research, government, and finance. Adelphi has a long tradition of inviting individuals to the University to enhance campus dialogue.

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

Student Affairs

University Center, Room 108

p – (516) 877-3660

e - divisionofstudentaffairs@adelphi.edu

w - students.adelphi.edu/sa/dean

Adelphi University is committed to students' well-being, growth, and success. To this end, a wide range of services, programs, and activities are available to aid in the students' development. Through many facets of undergraduate life on and off campus, the experience of Adelphi students is enriched. We believe that the curriculum and co-curriculum are parallel tracks for students' intellectual and personal development and that students learn best by being involved. Through the numerous opportunities for leadership and involvement, students are encouraged to take full advantage of the vibrant atmosphere of our University. It is in this way that students thrive and become well-rounded Adelphi alumni.

Students with suggestions for augmenting student life at Adelphi, or who have other issues or concerns, are invited to see the Dean of Student Affairs. To contact the office email divisionofstudentaffairs@adelphi.edu or for more information visit the Office of the Dean Web site at students.adelphi.edu/sa/dean.

ARTS AND EVENTS

w - events.adelphi.edu

Students, faculty, and the greater community enjoy wide-ranging arts and events at Adelphi that feature prestigious guests, talented faculty and students. Cultural events are

scheduled throughout the year and include the performing arts—dance, theatre, and music—as well as a lecture series, art series, and ambassador series.

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

The Cultural Events Committee brings many world-renowned and fascinating speakers to our campus. Past speakers include authors James Bradley, Jonathan Kozol, and Jane Smiley; journalists and political commentators David Gergen, James Carville, and Mary Matalin; Nobel Prize winner, Bill Phillips; actors Rita Moreno and Ben Vereen; filmmaker Spike Lee; and Rev. Al Sharpton, activist.

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

INTERCOLLEGIATE ATHLETICS AND INTRAMURAL ACTIVITIES

Center for Recreation and Sports

p – (516) 877-4240

w - aupanthers.com (Athletics)

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

Intercollegiate athletics have been an integral part of the Adelphi University educational experience since 1896. Today, Panther teams compete in 22 sports: men’s soccer, golf, cross-country, basketball, baseball, tennis, lacrosse, swimming, and indoor and outdoor track; women’s cross-country, soccer, volleyball, basketball, softball, lacrosse, tennis, bowling, swimming, field hockey, and indoor and outdoor track. The teams compete at the NCAA Division II level with the exception of men’s soccer which competes in Division I. At one time or another, all teams and many individuals have been recognized for excellence both regionally and nationally. Baseball has reached the NCAA College World Series four times; women’s soccer has qualified for the NCAA Tournament seven times in the last 11 years and has competed in the Final Four twice; the men’s lacrosse team has won seven national titles ('79, '81, '93, '95, '98, '99 and '01) and was second in 1996 and 1997; women's volleyball made its first ever NCAA appearance in 2007 and returned again in 2008; women's cross-country qualified a runner for the National Championships in 2007 and 2008; the women’s lacrosse team won the NCAA Division II Championship in 2004, 2006, and in 2009, becoming the only Division II women's

lacrosse program in history to win three titles; and the men's basketball team won the NCAA Northeast Regional Championship in 2001 and 2002.

As a member of the East Coast Conference, the athletic program won the coveted Commissioner's Cup seven times since its inception in 1997, including the 2007-08 season. This "Cup" is the culmination of the conference's year-long competition for conference championships.

Effective July 1, 2009, Adelphi University officially made the move from the East Coast Conference (ECC) to the Northeast-10, thus adding to the powerful union of strong academic and athletic colleges and universities. The NE-10 remains focused on complementing the academic integrity and missions of the member institutions with a commitment to a broad-based championship program, as evidenced by the 23 sports the Conference offers in championship play, the most such of any Division II conference.

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

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

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

CENTER FOR STUDENT INVOLVEMENT

University Center, Room 110

p – (516) 877-3603

w - students.adelphi.edu/sa/csi

Recognizing the importance of a full college experience for its resident and commuter students alike, Adelphi sponsors a broad range of cocurricular activities. Through the Center for Student Involvement, for undergraduates, Adelphi sponsors a number of trips to New York City theatres and coordinates a variety of on-campus social events. For all students, including graduates, Adelphi's Department of Performing Arts adds to campus life with dance, theatre, and music productions in the recently opened state-of-the-art Performing Arts Center. The Cultural Events Program and the Student Activities Board bring many world-renowned and fascinating speakers to our campus. (For more information on speakers, see the "Arts and Events" section above in this Bulletin.)

Adelphi University is home to more than 80 student clubs and organizations that serve to enhance and motivate cocurricular learning. Undergraduate students gain substantial leadership experience, personal growth, and build a strong connection to the campus community through their involvement in these organizations. The Center for Student

Involvement sponsors a Student Leadership Development Program to prepare students for life at Adelphi and beyond. Student leaders represent their peers through the Student Government Association (the voice of all undergraduates) and the Resident Student Association (the voice of the resident student population). Students also contribute to the portfolio of independent periodicals, including the student newspaper, *The Delphian*. Others meet in student religious organizations or in community service/social action clubs.

There are many cultural awareness groups that promote understanding of diverse backgrounds, and the sharing of cultural experience help prepare students to engage in our global society. Students may also enhance knowledge in their field of study through participation in academic societies and organizations. There are almost two-dozen honor societies on campus to recognize academic achievement through their area of study. The 14 Greek-letter social fellowships, fraternities and sororities promote community service and enhance the social life of many students.

The diverse population of Adelphi is represented by undergraduate and graduate students from 41 states and 57 countries, providing cross-cultural enrichment within the Adelphi community. The Center for Student Involvement, in cooperation with other offices and programs, offers services to support and encourage students from diverse racial, ethnic and cultural backgrounds to participate actively in campus life.

AUTV

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

Commuter Student Services

University Center, Room 110

w - students.adelphi.edu/sa/csi/csa

Under the direction of the Center for Student Involvement, services and programs are available to commuter students. The Center helps each commuter with key services, which 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. Services are available to commuters in University Center, Room 110.

Diversity and Multicultural Programs

w - students.adelphi.edu/sa/csi/diversity

Diversity and Multicultural Programs are a part of the Center for Student Involvement and provide opportunities to enhance the awareness and appreciation of diversity, social justice issues, and the concerns of traditionally underserved populations. The Center

advises students and provides programming that help to foster a campus climate that celebrates and embraces difference.

For information, visit the Diversity and Multicultural Programs web page at students.adelphi.edu/sa/csi/diversity.

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

INTERFAITH CENTER

University Center, Room 302
p – (516) 877-3113 (Office)
w - students.adelphi.edu/sa/ifc

Religious life and practice is a matter of choice at Adelphi. As a private, nonsectarian university, Adelphi does not promulgate any particular religious belief. The Interfaith Center provides a campus ministry to suit individual needs through spiritual guidance, counseling, educational programs, social events, and opportunities for worship. Participation is voluntary and all are welcome. Students are served by Catholic, Jewish, Humanist, Muslim, and Protestant chaplains. The Interfaith Center fosters an ecumenical and interfaith presence on campus and introduces interested members of the University community to houses of worship in the area. The Interfaith Chapel and chaplain offices are located on the third floor of the University Center.

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

UNDERGRADUATE INFORMATION

Orientation

w - students.adelphi.edu/gettingstarted/orientation

All new freshmen must attend the orientation program during the summer. In conjunction with registration, students new to Adelphi are given the tools for a smooth transition to college life. Freshmen matriculating in the fall semester participate in a three-day overnight program and attend the matriculation ceremony; transfers and all new students entering in the spring participate in a special one-day program. The Orientation program provides a comprehensive introduction to curricular as well as cocurricular life; campus facilities and resources; and affords freshmen the opportunity to register for classes. The program is coordinated by the Center for Student Involvement, and is designed to integrate all facets of student learning and campus life, so that students join the University community as confident, assertive, and civic-minded individuals. Orientation is a mandatory program for which a fee is required.

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

Opportunity Program

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

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

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

Residential Life and Housing

Earle Hall Room 100

p – (516) 877-3650

e - housing@adelphi.edu

w - students.adelphi.edu/sa/rlh

Adelphi maintains six distinct residential communities to meet the needs of all our students. Each residence hall is supervised by a full-time professional residence hall director with a bachelor's or master's degree. At Adelphi, residence hall directors are professionals with a strong personal commitment to their duties, who live and work in the building year-round and supervise a staff of well-trained resident assistants. Together, they sponsor educational and social activities for residents throughout the year.

The campus itself is secure, pastoral, and beautifully cultivated. Nearby are the shops and residences of historic Garden City. A commuter railroad station, only a few blocks from the campus, is available for students to travel into New York City for premier cultural events and social experiences.

Applicants interested in housing should indicate so on their application for admission. Admission to the University does not imply that a room has been reserved. Interested applicants should complete the online housing agreement. Please act quickly as space is limited.

Additional information is available from the Office of Residential Life and Housing, Earle Hall, Room 100, (516) 877-3650, email housing@adelphi.edu, or on the Residential Life Web site at students.adelphi.edu/sa/rlh.

GRADUATE INFORMATION

RESIDENTIAL LIFE AND HOUSING

Earle Hall Room 100

p – (516) 877-3650

e - housing@adelphi.edu

w - students.adelphi.edu/sa/rlh

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

IV.



COLLEGE OF ARTS AND SCIENCES

College of Arts and Sciences

Science Building Room 127

p – (516) 877-4120

f – (516) 877-4191

Steven J. Rubin

Dean

ADMINISTRATION

academics.adelphi.edu/artsci/admin.php

Susan Briziarelli, *Associate Dean*

Ruth McShane, *Assistant Dean*

Charles Shopsis, *Associate Dean*

PHILOSOPHY OF THE COLLEGE

When Adelphi College was founded in 1896, it was committed to the belief that all frontiers of learning could be advanced. It was the challenge of each succeeding generation of students to learn from the great minds of the past and, when the lessons were learned, to go beyond them. This continuum of learning, in which the past comes alive and the future becomes enabled by it, has been Adelphi's mission from its inception.

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

Arriving at this “why” is the obligation of the humanities, those studies that preserve and interpret the intellectual and cultural heritage of the world throughout the centuries. Literature is part of this heritage, as are philosophy, history, fine arts, music and drama, language and linguistics, and the bedrock sciences of chemistry, biology, physics, and mathematics. Each of these fields is studied on their own terms and with their own goals, which often include solid practical application and career opportunities. But they also interrelate with and illuminate each other in vital ways.

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

The faculty of the College of Arts and Sciences would have its students develop in the broadest possible manner. Classroom learning is a part of the student's education, but that learning should always be pushing the student beyond the classroom, stimulating him or her to explore that which has yet to be revealed. Thus the student is encouraged to pursue original research, to undertake collaborative work with peers and mentors, to study in a variety of internships both here and abroad, and to avail himself or herself of the opportunities that the University offers to meet visiting artists, scholars, and world figures.

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

UNDERGRADUATE INFORMATION

Requirements for Undergraduate Degrees

Programs in the College of Arts and Sciences lead toward the Bachelor of Arts (B.A.), Bachelor of Science (B.S.), or Bachelor of Fine Arts (B.F.A.) degrees, with a major in a particular area of concentration. Some students may also choose to take a second major or a minor, and some departments offer combined bachelor's-master's programs. Details of each department's program offerings are included in the pages that follow. Every student is required to complete a minimum of 120 credits of academic work (with a maximum of 2 credits in physical education activity classes) in order to be awarded a bachelor's degree. To be eligible for a degree, the student must maintain a minimum 2.0 GPA.

Majors

Concentration in an area of inquiry assures that the student becomes knowledgeable in at least one specialized field. This area of concentrated study is known as the major. Undergraduate students are expected to complete no less than one quarter of their academic work in their major. The specific requirements for each major in the College are found under the individual program headings.

Second Majors and Minors

Students who wish to complete the degree requirements of two departments may do so with permission, so long as they are able to fulfill General Education requirements and the requirements of both majors. Students may also have a second major in a department not located in the College. A College student, for instance, might have a second major in the School of Business or Derner IAPS. That student can, however, be a candidate for only one degree. Most departments in the College of Arts and Sciences offer a series of courses (18 to 24 credits) that constitute a minor. In consultation with a faculty adviser in that department, the student is able to pursue a minor to complement the major field of study.

Interdisciplinary Major

A student may design and complete an individualized major course of study involving two or more departments. Such study is carefully guided and supervised by a faculty committee and represents an exceptional opportunity for the student whose academic interests are better served by a multi-disciplinary design. See the program section, “Interdisciplinary Majors.”

Independent Study

Independent study is open to juniors and seniors only and no student may take more than 12 credits of independent study. Students should consult with their academic adviser about the regulations governing independent study. Permission forms for Independent Study are available from the Office of the Dean of the College.

Waiver of Academic Regulations

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

Programs of Study

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

I. Center for African American and Ethnic Studies

Minor in African American and Ethnic Studies

II. Anthropology and Sociology

II.a. Anthropology

Bachelor of Arts (B.A.) in Anthropology

Minor in Anthropology

Minor in Forensic Anthropology

II.b. Sociology

Bachelor of Arts (B.A.) in Sociology

Minor in Sociology

III. Art and Art History

Bachelor of Arts (B.A.)/Bachelor of Fine Arts (B.F.A.) in Art: Studio Art

Bachelor of Fine Arts (B.F.A.) in Art: Graphic Design

Bachelor of Arts (B.A.) in Art: Art Education

Bachelor of Arts (B.A.) in Art: Art History

Minor in Art: Studio Art

Minor in Art: Art History

IV. Biology

Bachelor of Arts (B.A.)/Bachelor of Science (B.S.) in Biology

Minor in Biology

V. Chemistry

Bachelor of Arts (B.A.)/Bachelor of Science (B.S.) in Chemistry

Bachelor of Science (B.S.) in Biochemistry

Minor in Chemistry

VI. Communications

Bachelor of Arts (B.A.) in Communications: Journalism

Bachelor of Arts (B.A.) in Communications: Media Studies

Bachelor of Arts (B.A.) in Communications: Moving Image Arts

Minor in Communications

VII. Economics*

VIII. English

Bachelor of Arts (B.A.) in English

Minor in English

IX. History

Bachelor of Arts (B.A.) in History

Minor in History

X. Languages and International Studies

X.a. Foreign Language Studies

Bachelor of Arts (B.A.) in Foreign Language Studies: French

Bachelor of Arts (B.A.) in Foreign Language Studies: Spanish

Minor in Foreign Language Studies (French/Spanish/Italian)

X.b. International Studies

Bachelor of Arts (B.A.) in International Studies: Business

Bachelor of Arts (B.A.) in International Studies: Environmental Studies

Bachelor of Arts (B.A.) in International Studies: Political Science

XI. Mathematics and Computer Science

Bachelor of Science (B.S.) in Mathematics

Bachelor of Science (B.S.) in Computer Science

Bachelor of Science (BS.) in Computer and Management Information Systems

Minor in Mathematics

Minor in Computer Science

XII. Performing Arts

XII.a. Dance

Bachelor of Fine Arts (B.F.A.) in Dance

Minor in Dance

XII.b. Music

Bachelor of Science (B.S.) in Music

Minor in Music

XII.c. Theatre Arts

Bachelor of Fine Arts (B.F.A.) in Theatre Arts: Acting

Minor in Theatre Arts: Acting

Bachelor of Fine Arts (B.F.A.) in
Theatre Arts: Design/Technology

Minor in Theatre Arts:

Design/Technology

XIII. Philosophy

Bachelor of Arts (B.A.) in Philosophy

Minor of Philosophy

XIV. Physics

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

Science (B.S.) in Physics

Minor in Physics

XV. Political Science

Bachelor of Arts (B.A.) in Political

Studies

Minor in Political Studies

XVI. Psychology**

XVII. Interdisciplinary Programs

XVII.a. Asian Studies

Minor in Asian Studies

XVII.b. Criminal Justice

Bachelor of Science (B.S.) in Criminal

Justice

XVII.c. Environmental Studies

Bachelor of Arts (B.A.) in

Environmental Studies

Minor in Environmental Studies

XVII.d. Gender Studies

Minor in Gender Studies

XVII.e. Latin American Studies

Bachelor of Arts (B.A.) in Latin

American Studies

Minor in Latin American Studies

XVII.f. Interdisciplinary Studies

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

Arts (B.A.) in Interdisciplinary

Studies

XVIII. Special Programs

XVIII.a. General Education

XVIII.b. Levermore Global Scholars

XVIII.c. Joint Degree/Early Assurance

and Pre-Professional Programs

Joint Degree/Early Assurance Programs

Dentistry

Engineering

Environmental Studies

Law

Optometry

Osteopathic Medicine

Physical Therapy

Podiatry

Pre-Professional Programs

Pre-Law Preparation

Pre-Health Professions

Preparation

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

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

I. Center for African American and Ethnic Studies

Alumnae Annex, Room 300

p – (516) 877-4980

f - (516) 877-4579

w - academics.adelphi.edu/artsci/caaesp

Marsha J. Tyson Darling, *Director*

e - darling@adelphi.edu

Professors

Marsha J. Tyson Darling, *African American and Ethnic Studies/ History*

Associate Professors

Kermit Frazier, *English*

Assistant Professors

Melanie E. L. Bush, *Sociology*

Abdin Chande, *History*

Jacqueline Jones LaMon, *English*

Trebien Pollard, *Dance*

Senior Adjuncts

Hinda A. Barlaz, *Literature Instructor*

Frances Rhymes, *Dance and Performing Arts Instructor*

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

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

The minor in African American and Ethnic Studies enhances employment opportunities in an increasingly culturally diverse workplace, and graduate school opportunities in professions such as business, education, government, law, journalism, marketing, teaching, and social work. The Center's academic and cultural programs are designed to enrich Adelphi and its neighboring communities. Courses and events are available to all students of the University regardless of their major, concentration, race, or ethnicity.

Courses are 3 credits unless noted otherwise.

Minor in African American and Ethnic Studies (18 credits)

Required:

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

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

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

Social Sciences:

AAS 208 Elements of Black Culture

AAS 306/POL 305 Race and Politics

AAS 333 Women in International Development

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

AAS 390 Special Topics: Globalizing Gender

AAS 390 Special Topics: Rethinking Globalization

SOC 270 Ethnicity in the United States

SOC 277 Law and Social Inequality

Humanities:

AAS 260/ENG 262 Black Writers I

AAS 261/ENG 263 Black Writers II

AAS 317/HIS 317 The Civil Rights Movement

AAS 390 Special Topics: Comparative African and African-American Religions

ENG 370 African American Drama

ENG 454 Seminar: Contemporary African American Playwrights

HIS 223 The Caribbean

HIS 281 Women in the United States I

HIS 282 Women in the United States II

HIS 290 Special Topics: Atlantic World

HIS 290 Special Topics: History of Immigration

Arts:

AAS 130 History of Black Dance in America

AAS 135/PFA 135 History of Black Performing Arts

AAS 140/PFA 140 Black Drama Workshop

AAS390 Special Topics: POEARTISTRY: A Multicultural Performance Experience

ART 360 Seminar: Twentieth-Century African American Art

MUH 238 Jazz—'20s, '30s, and '40s

MUH 239 Jazz—'50s, '60s, and '70s

II. Anthropology and Sociology

Blodgett Hall Room 102

p – (516) 877-4110

f – (516) 877-4717

ADMINISTRATION

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

e - vetter@adelphi.edu

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

e - ridgeway@adelphi.edu

II.a. Anthropology

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

ADMINISTRATION

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

e - vetter@adelphi.edu

FACULTY

Professor

Anagnostis Agelarakis

Laraine Fletcher

Assistant Professor

Hanna Kim

John Vetter

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

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

In addition to performing research in conventional laboratories, anthropologists also

conduct research in field sites. Students are strongly encouraged to participate in ethnographic, archaeological and physical anthropological endeavors, many of which are sponsored on Long Island, the greater metropolitan region, Central America, and selected overseas locations including Thailand, India, Israel, Cyprus, and Greece.

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

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

Courses are 3 credits unless noted otherwise.

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

ANT 105 Culture and Society

ANT 111 Cultural Anthropology

ANT 112 Physical Anthropology (4 credits)

ANT 113 Archaeology (4 credits)

The student may select from any other courses offered by the Anthropology Department to complete the major, subject only to the restriction that at least one course beyond the introductory level must be taken in each of the three areas of cultural anthropology, physical anthropology, and archaeology. In addition, students must take 6 credits in sociology. In consultation with the adviser 3 credits will be accepted toward the anthropology major from outside our departmental offerings. The field of anthropology is closely related to a number of other offerings at Adelphi, thus providing many opportunities for double majors, especially in the education and training of environmental studies professionals. Students should contact the department concerning their individual needs.

The Minor (18–21 credits)

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

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

The Forensic Anthropology Minor (20 credits)

The Department of Anthropology offers a minor in forensic anthropology. Emphasis is on forensic archaeological recovery and documentation, forensic osteology, and pathology, all taught within the context of the cross-cultural perspective of anthropology.

The minor is a grouping of both basic and upper division courses in forensic anthropology, providing an adequate undergraduate specialization in this area of study.

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

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

ANT 112 Physical Anthropology (*4 credits*)

ANT 113 Archaeology (*4 credits*)

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

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

ANT /ENV 441 Forensic Anthropology (*4 credits*)

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

The Environmental Anthropology Concentration

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

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

ANT 265 Developing World: Culture, Conflict and Changes

ENV 280 Urban Environments

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

HON 486 Environmental Anthropology (*4 credits*)

ENV 561 Human Ecology

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

II.b. Sociology

w - academics.adelphi.edu/artsci/soc

ADMINISTRATION

Sally Ridgeway, *Co-Chair of Anthropology and Sociology, Chair of Sociology*
e - ridgeway@adelphi.edu

FACULTY

Professor
Salvatore Primeggia

Associate Professor
Sally Ridgeway

Assistant Professors
Lina Beydoun
Melanie E. L. Bush
Jacqueline Johnson
Jessica Klein
Stephanie Lake
Deborah Little

Sociology is the systematic study of the organization and condition of society. Using both empirical and conceptual tools, the discipline analyzes the behavior of groups and the workings of social institutions. Sociology is empirical in the sense that most sociologists gather facts, but facts do not speak for themselves. Uncovering the underlying patterns that make facts meaningful is the purpose of social theory. Sociology offers a coherent method by which social patterns can be brought to light and applied to the making of social policy decisions. The student sociologist learns to observe, measure, report, analyze, and draw conclusions about human social behavior in all its complexity.

A major in sociology is solid preparation not only for graduate study in the field but for careers in teaching, advertising, law, and administration. In both the public and private sectors, sociologists are called upon to collect data, analyze results, and generate new knowledge.

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

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

Courses are 3 credits unless noted otherwise.

Requirements for the Bachelor of Arts (B.A.) in Sociology (38 credits)

New majors, except freshmen, must have a minimum University-wide average of C. New majors who are seniors must have had a minimum of three prior sociology courses, with an **average** grade of C in **these** courses. Sociology majors must maintain an overall GPA of 2.5 in their sociology course.

SOC 100 Introduction to Sociology
 SOC 200 Quantitative Research Methods (*4 credits*)
 SOC 201 Qualitative Research Methods (*4 credits*)
 SOC 202 Development of Social Thought
 SOC 203 Contemporary Sociological Theories
 SOC 386 Majors Seminar (Capstone)

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

Course Sequence for Sociology Majors

Majors in sociology must take SOC 100 first before all other requirements and electives; then SOC 202 Development of Social Thought no later than the fall term of their junior year followed by SOC 203 Contemporary Sociological Theories in the spring term. SOC 200 Quantitative Research Methods should be taken before SOC 201 Qualitative Research Methods. Step students may be exempt from either SOC 200 or SOC 201, but not both.

Honors in Sociology

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

The Minor

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

Students minoring in sociology are required to take:

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

III. Art and Art History

Blodgett Hall 302

p – (516) 877-4460

f – (516) 877-4459

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

ADMINISTRATION

David Hornung, *Chair*

e - hornung@adelphi.edu

Liz Fagnoli, *Administrative Assistant*

FACULTY

Professor

Thomas McAnulty

Associate Professor

Geoffrey Grogan

David Hornung

Kellyann Monaghan

Assistant Professor

Andrea Begel

Carson Fox

Jennifer Maloney

Maya Muratov

Director, Graphic Design Studios

Dale Flashner

Director, Photo Operations

Hannah Allen

The Department of Art and Art History offers four-year programs of intensive study in the studio arts leading to the Bachelor of Arts (B.A.) degree and the Bachelor of Fine Arts (B.F.A.) degree in studio art. After finishing a studio core curriculum, students majoring in art select a concentration in one of three areas: Studio Art, Graphic Design or Art Education. The Department of Art and Art History also offers a Bachelor of Arts (B.A.) in Art History.

Courses are 3 credits unless noted otherwise.

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

Foundation Requirements (30 credits)

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

Freshman Year:

ART 101 Fundamentals of 2D Design

ART 105 Drawing I
 ART 106 Drawing II
 ART 126 3D Design
 ART 190 Introductory Art Seminar

Sophomore Year:

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

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

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

B.A. with a Concentration in Studio Art

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

Required Credits:

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

Required Course Work in Art and Art History:

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

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

Required Credits:

72 credits in art and art history (including ART 401 and 402 Senior Thesis Project I and II.)

28 credits in General Education

20 credits in free electives (art electives or courses taken in other departments)

Required Course Work in Art and Art History:

Studio Art Foundation: 24 credits

Fine Art Studio Electives: 18 credits

Contemporary Art Seminar: 3 credits

Senior Thesis Project I: 3 credits

Senior Thesis Project II: 3 credits

Art History: 15 credits

Art in the World I

Art in the World II

Modern Art I

Modern Art II

Art History Elective

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

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

Required Credits:

72 credits in Art and Art History

28 credits in General Education

20 credits in free electives (art electives or courses taken in other departments)

Required Course Work in Art and Art History:

Studio Art Foundation: 24 credits

Graphic Design Studio: 24 credits

Studio Electives: 9 credits

Art History: 15 credits

Art in the World I

Art in the World II

Modern Art I

History of Graphic Design

Art History Elective

Junior Year:

ART 301 Computer Graphic Applications I

ART 329 Computer Graphic Applications II

ART 330 Graphic Design I

ARH 392 History of Graphic Design

ART 430 Graphic Design II

Senior Year:

ART 437 Advertising Design I

ART 438 Advertising Design II
 ART 434 Senior Promotional Materials (capstone)
 ART 492 Internship

B.A. with a Concentration in Art Education

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

Required Credits:

57 credits in Art and Art History
 28 credits Art Education sequence
 28 credits in General Education
 7 credits in free electives (art electives or courses taken in other departments)

Required Course Work in Art and Art History:

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

B.A. with a Concentration in Art History

Art History Major (42 Credits)

Required Courses:

ARH 196, Art and the World I,
 ARH 197 Art and the World II
 Studio Courses (6 credits) to be determined in consultation with studio faculty.
 Senior Capstone Courses:
 Internship (3 credits)
Or
 Thesis Project (3 credits)

Variable Requirements:

6 Elective Art History courses (18 credits) including Florence Program
 ARH 243 Art of Africa and Oceania (3 credits)
 ARH 245 Art of Asia (3 credits)
 ARH 247 Art of Classical Antiquity (3 credits)
 ARH 248 Medieval Art (3 credits)
 ARH 249 Art of the Italian Renaissance (3 credits)
 ARH 250 Northern European Renaissance Art (3 credits)

ARH 251 Nineteenth Century Art (3 credits)
 ARH 252 Modern Art I (3 credits)
 ARH 253 Modern Art II (3 credits)
 ARH 266 History of Photography (3 credits)
 ARH 392 History of Graphic Design (3 credits)
 Art History Seminars (students must take at least 3) (9 credits)

Foreign Language Requirement

On the condition that a minimum foreign language requirement is effected for all B.A.'s at Adelphi, art history majors must demonstrate, either through course work or testing, level four language proficiency.

Art Minors

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

Special Programs

Summer Workshop Program

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

Adelphi in Florence

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

Honors in Art History

Students who have completed the requirements for a B.A. in Art History and who have obtained a minimum GPA of 3.75 in their art and art history courses, based on seven semesters of work, will be awarded Honors in Art.

Advisement

As freshmen, art students are assigned to an advisor from among our full-time faculty. The advisor provides registration guidance and consultation throughout the year as needs arise. Students are generally advised by the same person for all four years of their college education.

Fine Arts Facilities

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

Portfolio Requirements for Admission to the Freshman Class

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

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

If mailing portfolio, send to:

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

To schedule an appointment or inquire about the program, contact:

Liz Fagnoli at (516) 877-4460.

Talent Scholarships

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

IV. Biology

Science Building, Room 103

p – (516) 877-4200

f – (516) 877-4209

w - academics.adelphi.edu/artsci/bio

ADMINISTRATION

Lawrence J. Hobbie, *Chair*

e - hobbie@adelphi.edu

Benjamin Weeks, *Chair, Undergraduate Academic Affairs Committee*

e- weeks@adelphi.edu

FACULTY

Professors

Deborah F. Cooperstein

Carol Diakow

James K. Dooley

Lawrence J. Hobbie

Gayle D. Insler

George K. Russell

Benjamin Weeks

Professor Emeritus

A. Coolidge Churchill

Associate Professor

R. David Jones

Assistant Professors

Tandra Chakraborty

Jonna Coombs

Matthias Foellmer

Aaren Freeman

Alan Schoenfeld

Aram Stump

Andrea Ward

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

The biology major begins with the full-year introductory course, Concepts and Methods in Biology (BIO 111-112). To ensure that students gain a solid foundation in all areas of biology, majors must then take Genetics (BIO 222) and Genetics Project Lab (BIO 224), plus at least one class from each of three core groups: ecology/organismal (category I), anatomy and physiology (category II), and biochemistry, cell, and developmental biology (category III). Seniors must complete a Capstone Experience, either a seminar course such as BIO 423, BIO 438, BIO 465, or BIO 516, or two semesters of guided research

(BIO 497 or BIO 498, followed by BIO 499). Additional courses from the core categories or from electives complete the requirements in biology. Because biological knowledge is based on an understanding of math and other sciences, biology majors must also complete courses in related areas, including a course in statistics (MTH 114), two semesters of general chemistry (CHE 111, 112), one semester of organic chemistry with lab (CHE 251, 252), and additional science and/or math courses. The B.A. and B.S. degrees have different requirements in these cognate areas; see the details below.

Biology students should take advantage of the opportunities available to participate in research with Adelphi faculty, either on a volunteer basis or for credit. This research experience is invaluable in mastering skills, expanding intellectual horizons, opening career opportunities, and sharing the thrill of discovery. Students are also invited to explore careers in the health professions by taking either Pre-Health Professions Internship (BIO 495), in which they observe in different departments at Winthrop Hospital or the dental preceptorship (BIO 498), in which they observe in a variety of dental offices.

Courses are 3 credits unless noted otherwise.

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

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

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

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

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

Category I. Ecology/Organismal

BIO 220 Organic Evolution

BIO 234 Principles of Ecology (*4 credits*)

BIO 250 Invertebrate Zoology (*4 credits*)

BIO 253 Marine Biology (*4 credits*)

BIO 260 Animal Behavior (*4 credits*)

BIO 290 Vertebrate Zoology (*4 credits*)

Category II. Anatomy/Physiology**

BIO 294 Comparative Anatomy
 BIO 355 Histology (4 credits)
 BIO 360 Principles of Regulatory Physiology (4 credits)
 BIO 484 Neurobiology

Category III. Biochemistry, Cell, and Developmental Biology

BIO 345 Developmental Biology (4 credits)
 BIO 365 Cell Biology I (4 credits)
 BIO 504 Survey of Biochemistry (4 credits)

OR

CHE 471/472 Biochemistry I and II*** (4 credits each)
 BIO 506 Introduction to Molecular Biology (4 credits)

**Credits from additional courses taken from categories I-III will be applied to the 38 total required credits. However, after completing the distribution requirements, all remaining credits may be derived from the elective courses.*

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

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

One of the following courses is required:

Capstone Experiences

BIO 423 Physiological and Molecular Aspects of Nutrition
 BIO 438 Microbial Ecology
 BIO 465 Cell Biology II: Advanced Topics
 BIO 498, 499 Guided Research and Guided Research: Capstone Experience***** (2-3 credits)
 BIO 516 Behavioral Ecology
 *****BIO 497 may be substituted for BIO 498.

Elective Courses

BIO 238 Fundamentals of Microbiology (4 credits)
 BIO 243 Botany (4 credits)
 BIO 288 Honors Colloquium (2 credits)
 BIO 310 Biological Communities
 BIO 322 Human Genetics
 BIO 340 Nature of Viruses
 BIO 356 Vertebrate Embryology (4 credits)
 BIO 362 Jaws, Teeth, and Forensic Dentistry (4 credits)
 BIO 485 Selected Topics (3 or 4 credits)
 BIO 495 Pre-Health Professions Internship
 BIO 512 Biogeography
 BIO 525 Introduction to TEM (4 credits)
 BIO 526 Scanning Electron Microscopy (4 credits)
 BIO 528 Immunology
 BIO 540 Principles of Disease

BIO 567 Environmental Pollutants and Disease

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

Chemistry

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

CHE 251, 252, Organic Chemistry I, II (3 credits each)

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

Physics

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

OR

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

Mathematics

MTH 114 Statistics for the Natural Sciences

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

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

Chemistry

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

CHE 251, 253 Organic Chemistry I (*3 credits*) and Lab or equivalent (*2 credits*)

Mathematics

MTH 114 Statistics for the Natural Sciences

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

- 1) Any chemistry course with a prerequisite of CHE 112 (e.g., CHE 253, 254)
- 2) Physics: PHY 111, 112, 113, 114, or any course with a prerequisite of PHY 112 or 114
- 3) Math: MTH 110, 130, 131, 140, or any MTH with a number higher than 140
- 4) Computer science: CSC 160, 171, or any other CSC course with a prerequisite of CSC 171
- 5) Environmental studies (earth science): any course with an EAS prefix

Foreign Language

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

Additional Major Requirements

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

Five-Year Bachelor's-Master's Program

It is possible to obtain both the bachelor's degree and the master's degree in biology within a five-year period. This program is intended for only the most serious student of biology. Application must be made by the beginning of the junior year to the director of the department's Undergraduate Academic Affairs Committee.

The Minor

Students wishing to minor in biology must complete a minimum of 24 credits in biology. These credits must be distributed in the following way:

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

BIO 222 Genetics

BIO 224 Genetics Project Lab (*2 credits*)

The remaining credits needed to complete the minor in biology shall include additional courses numbered above 200. A minimum of two 4-credit laboratory courses must be part of the remaining credits. It is recommended that the student contact faculty for individual guidance in the development of an appropriate minor.

Pre-Health Professions Preparation

The basic courses required by most professional schools include one year of general chemistry, one year of organic chemistry, one year of biology, and one year of physics. All students who intend to prepare for medical, dental, veterinary, osteopathic medical, podiatry, or optometry school, should register with the Office of Pre-Professional Advising before the end of their sophomore year.

The Dental Preceptorship Program

The Dental Preceptorship Program consists of a research project in a particular area within the field of the dental sciences, coupled with clinical experience and observation. Clinical experience will include rotations in pedodontics, periodontics, oral-facial maxillary surgery, endodontics, orthodontics, dental care of the handicapped, and preventive dentistry. Inquire at the Biology Department office.

Joint Degree/Early Assurance Programs

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

• Dentistry

Adelphi University/Tufts University School of Dental Medicine

4-4 B.S./D.M.D.

Note: Biology majors only.

Adelphi University/New York University College of Dentistry

3-4 B.S./D.D.S.

Note: This program is open to students in any major.

- **Engineering** (with the Departments of Chemistry, Mathematics, and Physics)

Adelphi University/Columbia University
3–2 B.A./ B.S. or 4–2 Combined Plan M.S.

- **Environmental Studies** (with the Department of Environmental Studies)

Adelphi University/Columbia University
3–2 B.A./B.S. or 4–2 B.A./M.S.

- **Optometry**

Adelphi University/SUNY College of Optometry
3–4 B.S./O.D.

- **Osteopathic Medicine**

Adelphi University/Touro College of Osteopathic Medicine
3–4 B.S./D.O.

- **Physical Therapy** (with the Department of Health Studies, Physical Education, and Human Performance Science)

Adelphi University/New York Medical College
4–3 B.S./D.P.T.

- **Podiatry**

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

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

Advanced Standing

Advanced Standing is granted to students who have successfully completed A.P. (Advanced Placement) courses in biology and who have achieved a passing score of 4 or 5 on the A.P. test. If Advanced Placement course work is accepted, credits will be given but no grade recorded and thus the Advanced Placement course will not be part of the GPA. Students may not take Advanced Placement credit and also receive additional credit for BIO 111, 112. Pre-professional students should be aware that an increasing number of medical and dental schools will not accept Advanced Placement credit in the place of a full-year biology course offered at a college.

Transfer Students

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

Honors in Biology

To qualify for honors in biology, the student must satisfactorily complete BIO 288 (normally in the sophomore or junior year), BIO 498, 499; maintain a cumulative GPA of 3.5 in biology courses; defend an acceptable thesis before a committee of biology faculty; and fulfill the regular requirements for graduation. Acknowledgment of obtaining honors in biology will appear on the student's final transcript

V. Chemistry

Science Building, Room 201

p – (516) 877-4130

f – (516) 877-4485

w - academics.adelphi.edu/artsci/che

ADMINISTRATION

Joseph M. Landesberg, *Chair*

e - landesbe@adelphi.edu

FACULTY

Professors

Stephen Z. Goldberg

Joseph M. Landesberg

Stanley Windwer

Associate Professors

David Parkin

Charles Shopsis

Assistant Professors

Brian J. Stockman

Melissa A. VanAlstine

Justyna Widera

Professors Emeritus

Sung Moon

Donald T. Opalecky

Chemistry is the branch of the physical sciences that deals with material substances. Its purview includes the elements, the combination of elements and formation of compounds, the phenomena that arise from exposure of substances to different physical conditions and reactions between substances. The undergraduate study of chemistry at Adelphi is based on the principle of progression: a progression from the simplest to the more difficult concepts. This progression starts with general chemistry, which introduces basic concepts, followed by surveys of the different branches of chemistry, these being organic, analytical, inorganic, and physical chemistry, and biochemistry.

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

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

1. The B.A. and B.S. in chemistry are flexible programs that provide excellent preparation for careers in chemistry and a variety of other areas including medicine;
2. The B.S. in biochemistry is for those planning careers in the pharmaceutical industry, or in agricultural chemistry and food science, and serves those whose aim is an advanced degree in biochemistry, biophysics, medicine, dentistry, or optometry.
3. *Courses are 3 credits unless noted otherwise.*

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

In addition to General Education requirements, a total of 60–63 credits are required for a B.S. and 55 credits plus demonstrated competency at Level IV in a foreign language for a B.A. in chemistry. Chemistry and cognate courses for the two programs are as follows:

Chemistry (36 credits)

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

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

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

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

CHE 265 Quantitative Analysis (*4 credits*)

CHE 321 Physical Chemistry (*3 credits*)

CHE 323 Physical Chemistry Laboratory (*2 credits*)

CHE 411 Inorganic Chemistry (*3 credits*)

CHE 193, 194, 293, 294, 393, 394, 493, 494 Research Seminars in Chemistry (*0.5 – 1 credit each*)

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

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

CHE 322 Physical Chemistry II (*3 credits*)

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

CHE 413 Inorganic Chemistry Laboratory (*2 credits*)

CHE 451 Advanced Organic Chemistry (*3 credits*)

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

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

CHE 481 Computers and Chemistry (*3 credits*)

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

MTH 114 Statistics for Natural Science (*3 credits*)

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

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

OR

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

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

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

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

Chemistry (41 credits)CHE 111, 112 General Chemistry (*4 credits each*)CHE 251, 252 Organic Chemistry (*3 credits each*)CHE 253, 254 Organic Chemistry Laboratory (*2 credits each*)CHE 265 Quantitative Analysis (*4 credits*)CHE 321 Physical Chemistry I (*3 credits*)CHE 323 Physical Chemistry Laboratory I (*2 credits*)CHE 471, 472 Biochemistry I, II (*4 credits each*)CHE 193, 194, 293, 294, 393, 394, 493, 494 Research Seminars in Chemistry (*0.5 –1 credit each*)CHE 581 Safety in the Laboratory and Studio (*1 credit*)***Electives chosen from the courses below (5–6 credits) or from upper level biology courses with permission of the chemistry chair:***CHE 322 Physical Chemistry II (*3 credits*)CHE 324 Physical Chemistry Laboratory II (*2 credits*)CHE 451 Advanced Organic Chemistry (*3 credits*)CHE 462 Instrumental Methods and Physical Analysis (*4 credits*)CHE 470 Principles of Toxicology (*3 credits*)CHE 475 Biochemistry of Proteins and Nucleic Acids (*3 credits*)CHE 478 Bioinorganic Chemistry (*3 credits*)CHE 481 Computers and Chemistry (*3 credits*)**Mathematics, Physics, and Biology** (31 credits)BIO 111, 112 Biological Concepts and Methods (*4 credits each*)BIO 222 Genetics (*3 credits*)BIO 223 Genetics Lab (*1 credit*)MTH 114 Statistics for Natural Science (*3 credits*)MTH 141, 142 Calculus and Analytic Geometry I, II (*4 credits each*)PHY 111, 112 College Physics I, II (*4 credits each*)*OR*PHY 113, 114 Physics for Science Majors I, II (*4 credits each*)**General Education courses and electives chosen in consultation with the adviser.****The Minor**

The minimum requirements for a minor in chemistry are 26 credits of chemistry courses.

The basic required courses (18 credits) are the following:CHE 111, 112 General Chemistry (*4 credits each*)CHE 251, 252 Organic Chemistry (*3 credits each*)CHE 253, 254 Organic Chemistry Laboratory (*2 credits each*)*In addition, 8 credits of chemistry courses should be chosen in consultation with an adviser. Recommended courses are:*CHE 265 Quantitative Analysis (*4 credits*)CHE 462 Instrumental Methods and Physical Analysis (*4 credits*)CHE 471 Biochemistry I (*4 credits*)CHE 472 Biochemistry II (*4 credits*)

Joint Degree/Early Assurance Programs

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

Dentistry

New York University College of Dentistry (NYUCD)

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

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

Engineering

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

Columbia University

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

VI. Communications

Blodgett Hall, Room 113

p – (516) 877-4905

f – (516) 877-4896

w - academics.adelphi.edu/artsci/com

ADMINISTRATION

Margaret Cassidy, *Chair*

e - cassidy@adelphi.edu

FACULTY

Professor

Paul Thaler

Associate Professors

Margaret Cassidy

Peter C. Costello

Assistant Professors

Terrence Ross

Anna Akerman

Joan Stein Schimke

The program in communications comprises three interdisciplinary areas of study: communication and media studies, moving image arts, and journalism. The curriculum emphasizes creativity, knowledge, and critical awareness, and reflects a strong commitment to liberal rather than technical education. The major also offers an extensive, carefully monitored professional internship program that places students in diverse settings in small and large communications institutions.

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

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

The journalism curriculum consists of courses in journalism history and theory, as well as skills courses in news, feature, and sports writing; magazine production, photojournalism, and electronic/digital journalism.

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

Students participate in undergraduate research conferences, compete in national and local

film and video festivals, write and edit the school newspaper, run a fall student film and video festival, and produce a regular public access cable television program.

Courses are 3 credits unless otherwise noted.

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

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

I. Core (18 credits)

Required of all communications majors:

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

II. Concentrations (18 credits)

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

Media Studies

Required:

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

Choose 15 credits from the following:

COM 205 Media and Children
 COM 212 Propaganda and Communication
 COM 315 Communication and Behavior
 COM 336 Media and Gender
 COM 369 Special Topics: Global Media
 COM 403 Free Speech, Media Law, and Democracy
 COM 406 New Communication Technology and Social Change
 COM 411 Issues and Conflicts in Media and Society
 COM 502 Adolescence and the Media

Moving Image Arts

Required:

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

Choose 9 credits from the following:

COM 191 Production Assistantship
 COM 215 Film Then and Now: Genres, Styles, Movements
 COM 309 Writing for Media 1

COM 334 Major Directors
 COM 409 Writing for Media 2
 COM 415 Film Theory and Criticism
 COM 425 Film 2
 COM 430 Video 2

COM 450 Documentary Production
 COM 470 Moving Image Workshop

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

Journalism

Required:

COM 207 Introduction to Journalism
 COM 208 Writing for Newspapers I

Choose 12 credits from the following:

COM 209 Writing for Newspapers II
 COM 252 Writing the Sports Story
 COM 316 Writing for Magazines
 COM 216 Feature Writing
 COM 320 Magazine Editing and Production
 COM 329 Special Topics: Photojournalism I and II
 COM 329 Special Topics: Web Journalism
 COM 403 Free Speech, Media Law, and Democracy
 COM 450 Documentary Production

III. Communications Electives (6 credits)

Any two courses offered by the communications department.

The Minor

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

Professional Internships

The Department makes available to upper-level students a wide variety of intensive internship opportunities in leading professional organizations. In order to ensure the quality of students' learning experiences, all internships are fully monitored by the department with the active support of the organization in which the intern has been placed.

Recent intern placements include the following: Cablevision, ABC, CNN, Newsday, Nickelodeon, Madison Square Garden, Tribeca Film Festival, New York Yankees, SportsChannel, USA Network, WABC-TV New York, WCBS-TV New York, WLIW Channel 21, WNBC-TV New York.

Talent Scholarships

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

Department of Communications Awards and Honors

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

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

VII. English

Harvey Hall, Room 216

p – (516) 877-4020

f – (516) 877-4038

w - academics.adelphi.edu/artsci/eng

ADMINISTRATION

Kermit Frazier, *Chair*

e - frazier@adelphi.edu

FACULTY

Professors

Jennifer Fleischer

Steven J. Rubin

Igor Webb

Susan Weisser

Associate Professors

Judith Baumel

Kermit Frazier

Adam McKeown

Assistant Professors

Martha Cooley

Anton Dudley

Jacqueline Jones LaMon

Michael Matto

Vincent Passaro

Lahney Preston-Matto

Peter West

Adelphi's program in English encourages students to discover the pleasures and values of the written word in their own writing and that of acknowledged artists. The program gives students as comprehensive an acquaintance as possible with the work of important writers and interesting writers. The program also provides a close look at the ways in which good writing gains its power.

The English curriculum emphasizes historical development by requiring students to take the three-semester survey called "Literature in English." Students must also take a course in literary criticism and theory called "Interpretive Theories and Methods."

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

Courses are 3 credits unless noted otherwise.

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

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

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

I. Literature Track (24 credits)

Variables (18 credits)

Choose one course before 1660:

Prerequisites for all courses: ENG 250 and ENG 107

ENG 270 Adelphi in Florence
 ENG 320 Medieval Literature
 ENG 321 Renaissance Literature
 ENG 325 17th Century Literature
 ENG 340 Chaucer (*additional prerequisite ENG 231*)
 ENG 341 Shakespeare I
 ENG 342 Shakespeare II
 ENG 343 Milton
 ENG 344 Major Authors in English
 ENG 347 Major Author(s) in Translation
 Seminar Middle Ages

Choose one course before 1800:

Prerequisites for all courses: ENG 250 and ENG 107

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

Choose two courses after 1800:

Prerequisites for all courses: ENG 250 and ENG 107

ENG 324 The Romantics

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

Choose one course on a major author:

Prerequisites for all courses: ENG 250 and ENG 107.

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

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

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

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

Electives (6 credits)

Choose two courses as electives:

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

ENG 220 Classical Heritage
 ENG 251 Third Gender Literature
 ENG 260 Women and Literature
 ENG 264 The Tragic Vision

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

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

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

II. Creative Writing Track (24 credits)

Variables (24 credits)

Choose one course before 1800:

Prerequisites for all courses: ENG 250 and ENG 107

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

Choose two courses after 1800:

Prerequisites for all courses: ENG 250 and ENG 107

ENG 301 Modern Drama
 ENG 302 Contemporary Drama
 ENG 303 Modern Novel
 ENG 304 Contemporary Novel
 ENG 305 Modern Poetry
 ENG 306 Contemporary Poetry
 ENG 324 The Romantic
 ENG 326 The Victorians

ENG 327 English Novel in the 19th Century
 ENG 328 20th Century Literature
 ENG 330 19th Century Literature
 ENG 344 Major Author(s) in English
 ENG 345 Major American Author(s)
 ENG 346 Austen
 ENG 347 Major Author(s) in Translation
 ENG 361 19th Century American Literature
 ENG 362 American Literature of the Modern Period
 ENG 370 African American Drama

Choose one course on a major author:

Prerequisites for all courses: ENG 250 and ENG 107

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

Choose four courses from the following group:

Note: Courses may be repeated with different instructor.

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

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

The Minor (21 credits)

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

Grading/Credits

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

Honors in English

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

VII. History

Blodgett Hall, Room 200

p – (516) 877-4790

w - academics.adelphi.edu/artsci/his

ADMINISTRATION

Martin Haas, *Chair*

e - haas@adelphi.edu

FACULTY

Professors

Lester Baltimore

Dominick Cavallo

Marsha Tyson Darling

Patrick Kelly

Associate Professors

Martin Haas

Cristina Zaccarini

Assistant Professors

Abdin Chande

Nancy Regal Gomez

Michael LaCombe

Professor Emeritus

Armstrong Starkey

History, the study of the human past, is one of the most ancient intellectual pursuits. To be without history is to be without memory, to have no knowledge of who we are and how we came to be. By requiring the development of such intellectual capacities as imagination, reading, writing, critical thinking, and moral judgment, history encourages the full maturation of the mind. Just as important, the study of other people in different times and places expands the student's understanding of what it is to be human.

The history curriculum at Adelphi is a sequence of courses of increasing sophistication designed to transmit historical knowledge and hold it up to scrutiny; sharpen conceptual abilities; promote understanding of process and change; and build proficiency in research. Using both traditional and innovative techniques of historical investigation, students majoring in history analyze and reflect on the past, thereby gaining a rich new perspective on the present.

A major in history prepares students for graduate study in the discipline as well as for the intellectual demands of many other professions, including law, education, journalism, civil service, banking, and business. History majors bring to their careers highly valued abilities in research and writing, along with a sophisticated knowledge of world affairs.

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

Courses are 3 credits unless noted otherwise.

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

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

Foundation Courses (100 level)

(6 credits)

HIS 101 Origins of Western Civilization I

OR

HIS 105 World Civilizations I

AND

HIS 102 Origins of Western Civilization II

OR

HIS 106 World Civilizations II

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

HIS 201 Sophomore Seminar in Research Skills

Additional Courses (24 credits)

Minimum requirements:

United States history—three courses, any level

European history—one course

Global history—two courses from different geographical/cultural areas

History electives—two courses

Senior Research Seminars (400 level)

(3 credits)

Students must take the prerequisite to the Senior Research Seminar.

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

The Minor

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

Requirements for the Minor in History (21 credits)

HIS 101 Origins of Western Civilization I

OR

HIS 105 World Civilizations I

AND

HIS 102 Origins of Western Civilization II

OR

HIS 106 World Civilizations II

6 credits in:

United States History

3 credits in:

Asian History *OR*

African History *OR*

Latin American History

6 credits:

Electives

NOTE: No more than 12 credits in 100-level courses are allowed for the major or minor in history.

Phi Alpha Theta

Students taking 12 credits in history with high academic achievement will be invited to join Phi Alpha Theta, the national honor society in history.

Honors in History

To graduate with honors in history the history major must maintain a GPA of 3.5 in history courses, fulfill all requirements of the major, including the senior research seminar, demonstrate reading competence in a foreign language equivalent to two years of study at the university level, and fulfill all regular requirements for graduation

IX. Languages and International Studies

Science Building, Room 216C

p – (516) 877-4050

f – (516) 877-4047

w - academics.adelphi.edu/artsci/lan

ADMINISTRATION

Raysa E. Amador, Chair

e - amador@adelphi.edu

IXa. Foreign Language Studies

FACULTY

Professors

Raysa E. Amador

Richard Garner

Associate Professors

Susan Briziarelli

Nicholas A. Carbo

Assistant Professor

Priya Wadhera

Adjuncts

Ana Maria Capunay, *Spanish*

Maureen Cassidy, *English as a Second Language*

Wafa Daoud, *Arabic*

Ute Hellebuyck, *German*

Diane Kourtides, *Spanish*

Lixue Lin, *Chinese*

Maria LoGuidice Hoelzli, *Italian*

Sandra Lorena Riveros, *Spanish*

Susana McLoughlin, *Spanish*

Neil Miller, *Portuguese*

Keiko Miyajima, *Japanese*

Chad Rice, *Spanish*

Aliza Sandalon, *Hebrew*

Marita Torres Summerfield, *Spanish*

Rosetta Urgo, *Italian*

Language is a cultural currency. A language is used by people to express themselves—their needs, feelings, and thoughts. Culture is woven into language; thus, when we learn another language, we are better able to understand how and why people of other cultures view the world differently and we also gain insight into their distinctive solutions to universal problems. That is why the study of languages is an important part of the international studies major. The department offers three majors: French, Spanish, and International Studies. The department also offers courses in Arabic, Chinese, German, modern Greek, modern Hebrew, Italian, Japanese, Latin, Portuguese, English as a Second Language, and Linguistics.

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

By so doing, students acquire the foundation of a genuinely multicultural education and access to other cultures. The benefits of acquiring competency in foreign language as part of a liberal arts education are intellectual, philosophical, and practical. The French and Spanish majors make it possible for the student to complete a five-year combined bachelor's/master's in the Scholars Teacher Education Program (STEP) in collaboration with the Ruth S. Ammon School of Education. The STEP program for undergraduate students is tailored to prepare candidates to teach at the childhood and adolescent levels.

The curriculum enables students to acquire and expand their fluency (in listening, speaking, reading, and writing) in one or more of these languages, while studying the contributions and institutions of Europe, the Caribbean region and Latin America, and French-speaking Africa and Québec. The language laboratory, which features interactive audio and video equipment, enables students to become immersed in the language and culture they are studying.

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

Courses are 3 credits each unless otherwise noted.

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

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

I. FRE122* Level IV French

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

FRE 251 Advanced French Conversation

FRE 252 Grammar and Composition

FRE 344 French Translation Techniques

III. Culture/Civilization Courses (9 credits)

FRE 231 French Cross-Cultural Concepts

FRE 246 France Today

FRE 292 The French Speaking World

IV. Literature/Civilization Courses (6 credits)

FRE 302 Emergence of Modern France I

FRE 303 Emergence of Modern France II

V. Literature (6 credits)

FRE 232 Introduction to French Literature

Plus one of the following:

FRE 481 Seminar in French Literature of the 19th Century

FRE 482 Seminar in French Literature of the 20th Century

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

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

I. SPA 122* Level IV Spanish

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

II. Language Courses (9 credits)

SPA 240 Spanish for Native Speakers

OR

SPA 251 Advanced Spanish Conversation

SPA 252 Grammar and Composition

SPA 344 Spanish Translation Techniques

III. Culture/Civilization Courses (12 credits)

SPA 231 Spanish Cross-Cultural Concepts

SPA 246 Spain Today

SPA 248 Trends and Tendencies in Hispanic America

SPA 325 Development of Hispanic American Identity

SPA 531 Caribbean Culture and Civilization

IV. Spanish Literature (12 credits)

SPA 232 Introduction to Hispanic Literature

SPA 331 Survey of the Literature of Spain

SPA 332 Survey of the Literature of Hispanic America

Plus one of the following:

SPA 412 Seminar in Spanish Literature

SPA 422 Seminar in Hispanic American Literature

The Minor in Languages

Students who wish to minor in a language must complete 18–24 credits in that language, depending on the student's entry level. It is recommended that the student contact language faculty early for individual guidance in the development of an appropriate minor.

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

Departmental Awards

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

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

Honor Societies

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

For specific requirements visit the society pages at the links below or contact the Languages and International Studies Department:

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

Marie Louise Vazquez Scholarship in French

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

For more information on this scholarship, please contact:

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

Asian Studies and Latin American Studies

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

Interdisciplinary Major

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

Study Abroad Opportunities

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

IXb. International Studies

FACULTY

Business

Grace Conway, *Associate Professor*
 David Gleicher, *Associate Professor*
 Rakesh Gupta, *Interim Dean, School of Business*
 Harvey Heinowitz, *Assistant Professor*
 Mariano Torras, *Associate Professor*

Environmental Studies

Anagnostis Agelarakis, *Professor*
 Beth Christensen, *Assistant Professor*
 Anthony Cok, *Professor*
 John Vetter, *Assistant Professor*

History

Cristina Zaccarini, *Associate Professor*

Languages and International Studies

Raysa E. Amador, *Professor*
 Nicholas A. Carbo, *Associate Professor*
 Priya Wadhera, *Assistant Professor*

Political Science

Regina Axelrod, *Professor*
 Margaret Gray, *Assistant Professor*
 Katie V. Laatikainen, *Assistant Professor*
 Lawrence R. Sullivan, *Associate Professor*

The International Studies major is a multi- and interdisciplinary major that examines people, events, movements, societies, cultures and issues.

The major will prepare students to understand the increasingly interdependent global community in which we live, both at home and abroad. Through the mastering of subject areas that connect the global community, culture and languages, politics, business and the environment, students will acquire the tools necessary to understand and analyze the problems that confront our complex world. Students will acquire research, analytical, and language skills within the richness of comparative cultures and business environments - skills that are essential for international careers.

Adelphi University is a non-governmental organization of the United Nations and as such is involved in many activities sponsored by the United Nations. Furthermore, every year several ambassadors from different countries come to speak to our students. We also offer a Model UN course, in which our students spend several days in New York City with other students from all over the world, trying to comprehend and get involved in the world situation.

Students majoring in International Studies are actively involved outside the classroom as well, pursuing extracurricular activities related to their program of study. Students following the Political Science track have the opportunity to participate in the Annual Model United Nations program together with 4000 university students from more than 35 countries. Students in the Business track have undertaken internships with firms such as Ernst and Young. Students in the Environmental Studies track gain hands-on experience with a number of international, national and local environmental consortia, organizations,

agencies and groups ranging from the National Park Service or the Environmental Protection Agency to the Alley Pond Environmental Center or New York State office of Parks, Recreation and Historic Preservation. International Studies alumni frequently continue their studies at the graduate level both in the U.S. (Georgetown University and the University of Michigan) and abroad (Cambridge University, London School of Economics, and the Central European University in Budapest, Hungary).

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

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

I. Foundation Interdisciplinary Courses (6 credits, required of all students in the major)

ISP 101 Global Issues I

ISP 102 Global Issues II

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

A. Language/Business

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

B. Language/Environmental Studies

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

C. Language/Political Science

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

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

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

To be taken after having completed at least 9 credits in business, environmental studies and/or political science; and 6 credits in languages above Level IV.

IV. Capstone (3-6 credits)

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

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

AND

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

OR

B. ISP 495 Guided Research Thesis (2 credits)

AND

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

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

Select the FRE or SPA courses from this group.

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

FRE, SPA 246 France Today, or Spain Today

OR

SPA 248 Trends and Tendencies in Hispanic America

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

FRE, SPA 344 Translation Techniques (French, Spanish)

Additional Language Courses Required of Students in Business Track (6 credits)

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

OR

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

Business Courses for Business Track

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

Required:

BUS 341 International Business

15 credits chosen from:

ACC 101 Principles of Accounting I

ACC 102 Principles of Accounting II

BUS 252 Legal and Ethical Environment

FIN 311 Financial Markets

FIN 330 Managerial Finance

FIN 443 International Finance

MGT 262 Principles of Management

MGT 280 Marketing

MGT 366 Organizational Behavior

MKT 480 Advertising Management

Environmental Studies Courses for Environmental Studies Track

ENV 101 Social Sciences and Environmental Problems

ENV 102 Natural Science and Environmental Problems

CHE 581 Safety in Lab and Studio

ENV 110 Historical Geology
 ENV 225 Human Evolution
 ENV 280 Urban Environments
 ENV 323 Marine Resources

Political Science and History Courses for Political Science Track

Required:

POL 280 Theories and Practice of International Politics
 12 credits in Political Science to be chosen from the following in consultation with major adviser:
 POL 260 Comparative Political Analysis
 POL 270 Special Topics: Comparative Politics
 POL 280 Theories and Practice of International Relations
 POL 290 Special Topics: International Politics
 POL 305 Race and Politics
 POL 360 European Politics
 POL 361 Politics of Russia and the Former Soviet Republics
 POL 362 Politics of Africa
 POL 363 Politics of Latin America
 POL 366 Politics of Development and Underdevelopment
 POL 370 Special Topics: Comparative Politics
 POL 371 Women and Comparative Political Development
 POL 372 Hate and Conflict: Art, Media and Political Science
 POL 380 International Law and Organization
 POL 381 American Foreign Policy
 POL 382 International Politics of East and Southeast Asia
 POL 383 Comparative Foreign Policy
 POL 385 International Political Economy
 POL 388 International Relations through Film
 POL 389 National Model United Nations
 POL 390 Special Topics: International Politics
 POL 560 International Environmental Policy
 3 credits in history to be chosen from level 200 and above, in consultation with major adviser.

Additional Language Courses Required of Students in Environmental or Political Science Track

6 credits to be chosen from:
 FRE 292 The French-Speaking World
 FRE 302, 303 Emergence of Modern France I, II
 SPA 246 Spain Today
 SPA 248 Trends and Tendencies in Hispanic America
 SPA 325 Development of Hispanic American Identity
 SPA 531 Caribbean Culture and Civilization

X. Mathematics and Computer Science

Alumnae Hall, Room 111

Post Hall, Room 23

p – (516) 877-4480

f – (516) 877-4499

w - academics.adelphi.edu/artsci/math

ADMINISTRATION

William Quirin, *Chair*

e - quirin@adelphi.edu

FACULTY

Professors

Robert Emmett Bradley

David Lubell

Walter Meyer

William Quirin

Associate Professors

Stephen Bloch

Robert M. Siegfried

Assistant Professors

David Chays

Lee Stemkoski

Christopher Storm

Salvatore Petrilli

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

The curricula of mathematics and computer science are progressive. Intermediate-level courses build upon the logic and knowledge gained from the elementary courses, and the advanced courses build upon the foundations of the intermediate courses. The major in mathematics prepares a student for graduate study in mathematics, as well as for a career in teaching, business or a high-tech industry. The computer science major equips a student for both graduate work in computer science and a career in a computer-related industry. The computer and management information systems major prepares a student

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

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

Courses are 3 credits each unless noted otherwise.

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

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

OR

MTH 131 Calculus 1B (*4 credits*)

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

MTH 243 Calculus III (*4 credits*)

MTH 253 Linear Algebra (*4 credits*)

MTH 301 Introduction to Proof and Abstract Reasoning

MTH 321 Geometry I

OR

MTH 322 Geometry II

MTH 361 Introduction to Probability Theory

MTH 365 Advanced Mathematical Modeling

MTH 431 Analysis

MTH 457 Abstract Algebra

CSC 156 Discrete Structures

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

Two additional mathematics courses chosen from among:

MTH 244 Introduction to Ordinary Differential Equations

MTH 321 Geometry I

OR

MTH 322 Geometry II

MTH 326 History of Mathematics

MTH 351 Theory of Numbers

MTH 355 Symbolic Logic

MTH 362 Mathematical Statistics

MTH 366 Introduction to Queueing Theory

MTH 383 Numerical Calculus

MTH 390 Special Topics in Mathematics

Students intending to go on to graduate work in mathematics are urged to take at least one section of the Mathematics Honors Seminar (MTH 290–295); Freshmen are encouraged to take the Freshmen Mathematics Seminar (MTH 190)

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

CSC 156 Discrete Structures

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

CSC 172 Introduction to Algorithms and Data Structures (*4 credits*)
 CSC 174 Computer Organization and Assembly Language
 CSC 270 Survey of Programming Languages
 CSC 271 Software I: Utilities and Internals
 CSC 272 Software II: Principles of Programming Languages
 CSC 343 Data Structures
 CSC 344 Algorithms and Complexity
 CSC 371 Systems I: Computer Organization and Architecture
 CSC 480 Senior Seminar

Plus three courses from among the following:

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

Plus all of the following:

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

OR

MTH 131 Calculus 1B (*4 credits*)

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

MTH 253 Linear Algebra (*4 credits*)

MTH 361 Introduction to Probability Theory

Plus one course from among:

MTH 351 Theory of Numbers

MTH 355 Symbolic Logic

MTH 362 Mathematical Statistics

MTH 365 Advanced Mathematical Modeling

MTH 366 Introduction to Queueing Theory

MTH 383 Numerical Calculus

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

BIO 111, 112 Biological Concepts and Methods I, II (*4 credits each*)

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

PHY 113, 114 Physics I, II (*4 credits each*)

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

MTH 110 Pre-Calculus for Non-Majors

OR

MTH 140 Pre-Calculus for Math and Science Majors

OR

MTH 130 Calculus 1A

OPR 272 Analytical and Statistical Modeling (*4 credits*)

OR

MTH 114 Statistics for the Natural Sciences

(Option for students who have taken either MTH 131 or MTH 141)

CSC 156 Discrete Structures

CSC 170 Introduction to Computers and Their Applications

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

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

OR

CSC 173 Visual Programming

BUS 162 Introduction to Business

MGT 262 Principles of Management

ACC 101 Principles of Accounting I

OPR 271 Information Technology and Applications (*4 credits*)

OPR 373 Management of Production and Operations

CSC 443 Database Management Systems

OR

OPR 475 Database Management Systems

CSC/OPR 480 Senior Seminar

Plus four courses from among:*

CSC 174 Computer Organization and Assembly Language

CSC 233 Graphical User Interface Programming

CSC 270 Survey of Programming Languages

CSC 271 Software I: Utilities and Internals

CSC 333 Computer Graphics and Image Processing

CSC 390 Special Topics in Computer Science

CSC 440 Software Engineering

CSC 450 Computer Networks

OPR 471 System Analysis and Design

OPR 474 Data Communication

OPR 478 Management Information Systems

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

To graduate with a degree in mathematics or computer science, majors must have a GPA of at least 2.0 in all mathematics and computer science courses, with at most one grade lower than a C-. This applies to those courses that have been taken at Adelphi in fulfillment of degree requirements. Majors in computer and management information systems are required to maintain an average of 2.0 in all courses applied to the major. Advanced standing may be granted at the discretion of the department.

Honors in Mathematics and Computer Science

The Department of Mathematics and Computer science offers departmental honors to majors who achieve a high GPA in the respective major courses, typically a minimum of 3.7. Students must maintain excellent grades through the upper level courses. In addition, a student wishing to earn honors in mathematics must complete the Mathematics Honors Seminar (MTH 290).

The Minor

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

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

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

Joint Degree Program in Engineering

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

Adelphi University/Columbia University
3/2 B.A./ B.S. or 4/2 Combined Plan M.S.

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

XI. Performing Arts

Performing Arts Center, Room 237b

p – (516) 877-4927

f – (516) 877-4134

w – pfa.adelphi.edu

Talent Scholarships

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

Honors in Performing Arts

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

XIa. Dance

Performing Arts Center, Room 149

p – (516) 877-4250

ADMINISTRATION

Frank Augustyn, *Chair*

e - augustyn@adelphi.edu

FACULTY

Associate Professor

Frank Augustyn

Assistant Professor

Trebien Pollard

Catherine Denisot -Lawrence

A dance education at Adelphi encourages the student to understand dance as an exploration of movement as well as an expression of culture and self. The Bachelor of Fine Arts (B.F.A.) in dance is a performance-based program, with equal time spent in the classical and modern techniques and creative traditions. Workshops, senior projects, and *Dance Adelphi* offer many opportunities for performance.

All prospective dance majors are required to attend mandatory auditions, which are reviewed by faculty. The audition consists of a one class in classical ballet and one in contemporary dance.

Courses are 3 credits unless otherwise noted.

Requirements for the Major in Dance (77 credits)

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

Ballet and Modern Dance (36 credits)

Dance History and Criticism

Functional Anatomy for Dance

Senior Choreography Dance Project

Music and Rhythmic Training for Dancers

Dance Theatre (1–3 credits)

History and Application of Theatre Technology (2 credits)

Introduction to Costumes (2 credits)

Theory and Composition (6 credits)

Dance Improvisation

Health and Wellness

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

Requirements for the Minor in Dance (26 credits)

Required:

PFD 110, 160

210 Ballet (2 credits each)

PFD 125, 175, 225 Modern Dance (2 credits each)

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

PFD 235-236 Dance History and Criticism I and II

Select 7 credits from the following:

PFD 260 Advanced Ballet (2 credits)

PFD 275 Advanced Modern Dance (2 credits)

PFD 350 Dance Theatre (1-3 credits)

PFA 108 Beginning Acting (2 credits)

PFA 260 Theatre History II

PTD 333 Costume Design I (2 credits)

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

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

XIb. Music

Suite 206

Performing Arts Center

Nicholas Petron

Acting Chair

Email: petron@adelphi.edu

University Professor

Paul Moravec

Associate Professor

Christopher Lyndon-Gee

Assistant Professor

Sidney Marquez Boquiren

Georgia A. Newlin

Choral Director and Music Program Coordinator

Michael Hume

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

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

The Bachelor of Science (B.S.) with a major in music is a comprehensive program that prepares students for a variety of professional careers as well as graduate studies in music. The program is also designed for students who intend to pursue graduate studies or become music educators. Students hone their skills through a course of study that emphasizes performance experience. Coursework is augmented by on-campus visits by musicologists, performers, critics, composers, administrators, and educators who share their insights on the current trends in music.

Acceptance as a music major is contingent upon passing a performance audition. Theory and ear-training tests are required for proper placement within the sequence of theory and musicianship courses. This audition and set of tests must be completed before final admission to Adelphi University is granted.

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

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

All majors must, in addition to the University's General Education requirements (courses in fields other than the major), complete the required number of credits leading to a

Bachelor of Science degree in music. Additional requirements include the performance of a public Graduation Recital.

Talent Scholarships

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

Courses are 3 credits each unless noted otherwise.

Requirements for the Major in Music (42 credits)

Theory

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

History

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

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

Inter-Arts Requirements for All Music Majors

MUH 290 The Arts and the Creative Process

Private Instruction (MUP)

All music majors are required to enroll in private lessons in voice or an instrument every semester.

Ensemble Performance (MUO)

All music majors are required to enroll in a large ensemble (orchestra or chorus) every semester. Additionally, music majors are encouraged to participate in a small ensemble (such as Jazz Performance Workshop, Opera Workshop, or Chamber Music Workshop). Students enrolled in Orchestra must concurrently undertake private instruction in their instrument. Opera Workshop likewise requires pursuance of private vocal training.

The Minor in Music

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

Courses are 3 credits each unless noted otherwise.

Requirements for the Minor in Music (18 credits)

Theory

MUA 110 Theory and Harmony I

MUA 111 Theory and Harmony II

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

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

History (2 courses required from the following)

MUH 221 Major Composers of the 17th and 18th Centuries

MUH 222 Major Composers of the 19th and 20th Centuries

MUH 238 History of Jazz: '20s, '30s, and '40s

MUH 239 History of Jazz: '50s, '60s, and '70s

MUH 290 The Arts and the Creative Process

Private Instruction (MUP)

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

Ensemble Performance (MUO)

All music minors are required to enroll in a large ensemble (orchestra, string orchestra, or chorus) for 4 semesters. Additionally, music minors are encouraged to participate in a small ensemble (such as Jazz Performance Workshop, Opera Workshop, or Chamber Music Workshop). Students enrolled in Orchestra must concurrently undertake private instruction in their instrument. Opera Workshop likewise requires pursuance of private vocal training.

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

XIc. Theatre

Performing Arts Center, Room 251

p – (516) 877-4930

f – (516) 877-4926

ADMINISTRATION

Nicholas Petron, *Chair; Director of Acting Program;*

e - petron@adelphi.edu

Sean Sullivan, *Academic Director of Design/Technology Program*

Jared Klein, *Technical Director of Design/Technology Program*

Christopher Soley, *Assistant Technical Director*
 Sara Nelson, *Second Stage Supervisor*
 Keri Kriston, *Paint Shop Supervisor*
 Jill DeStefano, *Costume Shop Supervisor*
 Meredith Van Scoy, *Stitcher*

FACULTY

Professor
 Nicholas Petron

Associate Professors
 Maggie Lally
 Brian Rose

Assistant Professors
 Sarah Martin
 Sean Sullivan

Theatre majors may choose concentrations in acting or design/technical theatre to prepare for a lifetime of practice in drama, music, and dramatic movement. Adelphi's programs offer a unique blend of theatrical practice—the skills, crafts, and attitudes necessary to succeed in theatre, films and television—with the tradition of liberal learning through which each new generation of creators and critics reinterprets and revitalizes these arts. To this end, the Department of Theatre offers programs leading to a B.F.A. degree in theatre arts with specializations in acting and design/technical theatre.

Acting Program

The Acting Program educates students for work in the theatre and its allied branches. While a performing arts education provides students with the skills and attitudes necessary for a life in the theatre, it also seeks to awaken in the student a creative sensibility through a serious study of the traditions and literature of the theatre. Because the program recognizes the importance of both aspects of the performer's training, the acting curriculum, which offers a spectrum of basic and advanced acting styles, takes place in a liberal arts setting. All acting majors, after being accepted by audition, spend the first four semesters acquiring the basic vocal and physical skills required of the actor. The second four semesters are devoted to refining, polishing, and honing these skills. Throughout the entire four years, students participate in a wide array of performance activities, including technique and class scene study; solo and ensemble work in chamber theatre, cabaret, and community performances. The program takes advantage of the University's location just outside New York City, the world center of theatre, by encouraging and arranging field trips to studios, theatres, and production centers, and by inviting well-known working professionals to campus to conduct master classes.

Courses are 2 credits each unless noted otherwise.

Requirements for the Bachelor of Arts (B.A.) in Theatre Arts: Acting (62 credits)

PFA 100 Introduction to Stanislavsky (2 credits)
 PFA 130 Mechanics of Voice Production (2 credits)
 PFA 150 Introduction to Scene Study (2 credits)
 PFA 180 Voice Projection (2 credits)
 PFA 200 Text Analysis (2 credits)
 PFA 210 Theatre History I
 PFA 230 Diction (Erasing the Local Accents) (2 credits)
 PFA 250 Intermediate Scene Study (2 credits)
 PFA 260 Theatre History II
 PFA 280 Diction (Projection–Working with the “Accentless” Voice) (2 credits)
 PFA 299 Actor's Lab (0.5 credits)
 PFA 304 Performing Verse Drama (Greeks to Jacobean) (3 credits)
 PFA 340 Rudiments of Directing (2 credits)
 PFA 350 Psychological Acting (2 credits)
 PFA 354 Performing Shakespeare (Jacobean to Present) (3 credits)
 PFA 380 Stage Accents (2 credits)
 PFA 400 Auditioning (2 credits)
 PFA 450 Acting for the Camera (2 credits)
 PFA 454 Realism (2 credits)
 PFA 481 Manhattan Production (2 credits)
 PTD 103 History and Application of Theatre Technology (2 credits)
 PTD 153 Introduction to Costumes (2 credits)
 PTD 269 Makeup for the Stage (2 credits)
Total of six semesters of the following two courses:
 PFA 248 Theatre Movement (2 credits)
 PFA 249 Theatre Movement (2 credits)

Please see The *Handbook* of the Department of Theatre for additional departmental requirements.

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

PFA 108, 109 Beginning Acting and Dramatics (3 credits each)
 PFA 111 The Profession and the Working Actor (2 credits)
 PFA 210, 260 Theatre History I and II (3 credits each)
 PFA 340, 360 Rudiments of Directing and Directing (2 credits each)
 PFA 248, 249 Theatre Movement (2 credits each)
 PTD 103 History and Application of Theatre Technology (2 credits)
 PTD 153 Introduction to Costumes (2 credits)
 Please see the The Department of Theatre Handbook for additional departmental requirements.

Design/Technology Program

In this program, students are trained in the many design aspects and technical functions of the performing arts. This study involves analysis and comparison of the historical, critical, and aesthetic contexts in which the dramatic tradition has developed.

In their third year, students will have an interview and portfolio review. They will then choose, with the advice of faculty and staff, a specialty in one of the major areas of theatre technology, design (scenic, costume, lighting), or stage management.

Requirements for the Bachelor of Arts (B.A.) in Theatre Arts: Design/Technology (63 credits)

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

Some applied electives are: art and art history courses for designers; directing for stage managers; and any acting or dance course for all technical/design majors.

Requirements for the Minor in Design/Technology (26 credits)

PTD 101, 151,
 201, 251, 301, 351 Research, Rehearsal, and Production (*2 credits each*)
 PTD 103 History and Application of Theatre Technology (*2 credits*)
 PTD 153 Introduction to Costumes (*2 credits*)
Select 10 credits from the following with departmental advisement:
 PFA 210, 260 Theatre History I, II (*3 credits each*)
 PTD 115 Mechanical Drafting (*2 credits*)
 PTD 165 Scenographic Techniques (*2 credits*)
 PTD 169 Sound (*2 credits*)
 PTD 213 Property Construction (*2 credits*)
 PTD 223 Stage Management I
 PTD 241 Costume Construction I
 PTD 313 Advanced Technical Theatre I (*2 credits*)
 PTD 319 Scene Painting I (*2 credits*)

PTD 331 Draping and Pattern Making

PTD 315, 365 Scene Design I, II (*2 credits each*)

PTD 317, 367 Lighting Design I, II (*2 credits each*)

PTD 333, 383 Costume Design I, II (*2 credits each*)

Please see *The Department of Theatre Handbook* for additional departmental requirements.

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

XI. Philosophy

Alumnae Annex, Room 300

p – (516) 877-4580

f – (516) 877-4579

w - academics.adelphi.edu/artsci/phi

ADMINISTRATION

Paul Mattick, *Chair*

e - mattick@adelphi.edu

FACULTY

Professors

Stephen A. Greenfield

Paul Mattick

Assistant Professors

Shawn Kaplan

Sokthan Yeng

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

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

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

Courses are 3 credits each unless noted otherwise.

Requirements for the Bachelor of Arts (B.A.) in Philosophy (30 credits)

Required Courses

PHI 110 Introduction to Philosophy

OR

PHI 212 Ethics and Morality

AND

PHI 311 The History of Philosophy I
PHI 312 The History of Philosophy II
PHI 313 The History of Philosophy III
PHI 314 The History of Philosophy IV
PHI 315 The History of Philosophy V

Electives

The remaining credits are to be taken as electives.

The Minor

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

XII. Physics

Blodgett Hall, Room 8

p – (516) 877-4880

f – (516) 877-4887

w - academics.adelphi.edu/artsci/phy

ADMINISTRATION

Gottipaty Rao, *Chair*

e - rao@adelphi.edu

FACULTY

Professors

Henry F. Ahner

John P. Dooher

Martin H. Garrell

Eugene Hecht

Gottipaty N. Rao

Adjunct Professors

Maureen Karpf

Patricia Panatier

Research Coordinator

Andreas Karpf

Assistant Professor

Sean Bentley

Physics is the study of energy and matter and their interactions. Historically, it has been characterized by the search for simple, unified explanations of phenomena. Its theories, supported by research and expressed in precise, elegant mathematics, yield insight into the nature of the universe. Physics education at Adelphi encompasses all aspects of the discipline, including theoretical physics, classical and modern physics, materials science, lasers, modern optics, and energy studies.

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

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

The major leading to the Bachelor of Arts in physics is for those seeking a broad scientific and liberal arts education. The program helps students understand how physics relates to and can help solve contemporary social and technological problems. The major leading to the Bachelor of Science in physics offers a more thorough, comprehensive concentration in the discipline.

Requirements for the Bachelor of Arts (B.A.) in Physics (120 credits)

Major Requirements (52 credits)

PHY 113 Physics for Science Majors I (4 credits)
 PHY 114 Physics for Science Majors II (4 credits)
 PHY 211 Introduction to Mathematical Methods in Physics (4 credits)
 PHY 216 Modern Physics (4 credits)
 PHY 230 Engineering Statics (3 credits)
 PHY 260 Thermodynamics and Kinetic Theory
 PHY 264 Optics (3 credits)
 PHY 322 Advanced Physics (4 credits)
 PHY 380 Electromagnetic Theory (4 credits)
 PHY 428 Quantum Mechanics (4 credits)
 MTH 141 Calculus and Analytic Geometry I (4 credits)
 MTH 142 Calculus and Analytic Geometry II (4 credits)
 MTH 243 Calculus III (4 credits)
 MTH 244 Introduction to Ordinary Differential Equations (3 credits)
 (Students are strongly advised to take MTH 253 Linear Algebra as an elective.)

Open electives (40 credits)

Open electives are chosen in consultation with the major adviser.

All the students must complete Adelphi University General Education requirements (28 credits) and demonstrate Level IV competency in a foreign language. A student enrolling in this program can minor in another field of study offered by the College of Arts and Sciences.

Requirements for the Bachelor of Science (B.S.) in Physics (120 credits)

Major requirements (62 credits)

PHY 113 Physics for Science Majors I (4 credits)
 PHY 114 Physics for Science Majors II (4 credits)
 PHY 211 Introduction to Mathematical Methods in Physics I (4 credits)
 PHY 216 Modern Physics (4 credits)
 PHY 230 Engineering: Statics (3 credits)
 PHY 231 Engineering Dynamics (3 credits)
 PHY 244 Digital Circuits (4 credits)
 PHY 260 Thermodynamics and Kinetic Theory (3 credits)
 PHY 264 Optics (3 credits)
 PHY 301 Mathematical Methods in Physics (3 credits)
 PHY 322 Advanced Physics (4 credits)
 PHY 380 Electromagnetic Theory (4 credits)
 PHY 428 Quantum Mechanics (4 credits)
 MTH 141 Calculus and Analytic Geometry I (4 credits)
 MTH 142 Calculus and Analytic Geometry II (4 credits)
 MTH 243 Calculus III (4 credits)
 MTH 244 Introduction to Ordinary Differential Equations (3 credits)

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

CHE 111 General Chemistry I (*4 credits*)

CHE 112 General Chemistry II (*4 credits*)

MTH 253 Linear Algebra (*4 credits*)

PHY 243 Analog Circuits (*4 credits*)

Open Electives (30 credits)

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

Requirements for the Minor in Physics (24 credits)

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

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

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

PHY 216 Modern Physics (*4 credits*)

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

Scholars Teachers Education Program (STEP)

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

Joint Degree Program in Engineering

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

Adelphi University/Columbia University

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

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

Transfer Students

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

XIII. Political Science

Blodgett Hall, Room 202

p – (516) 877-4590

f – (516) 877-4594

w - academics.adelphi.edu/artsci/pol

ADMINISTRATION

Regina Axelrod, *Chair*

e - RSA@adelphi.edu

FACULTY

Professor

Regina Axelrod

Assistant Professors

Margaret Gray

Traci Levy

Associate Professors

Katie Laatikainen

Lawrence R. Sullivan

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

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

The department's programs use the world as a laboratory for linking theoretical concerns with practical realities. The faculty encourage students to read with understanding, express ideas with clarity and force, and analyze political problems and issues systematically. There are numerous guest lectures, conferences and colloquia sponsored by the Political Science Department. The Ambassadorial lecture series invites ambassadors from the United Nations to discuss important issues and meet with students. Local internships with local and national legislators are encouraged.

Courses are 3 credits unless noted otherwise.

Requirements for the Major in Political Science (39 credits)

18 credits *within the department*:

POL 101 Introduction to the American Political System

POL 102 Introduction to Politics

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

OR

POL 241 Modern Political Theory in the Western World

POL 246 Research Design and Methodology

POL 260 Comparative Political Analysis

POL 280 Theories and Practice of International Relations

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

In addition, 6 credits from the offerings in:

Political Theory

Comparative Politics

International Relations

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

Plus 12 credits of:

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

Also recommended are courses in related disciplines chosen in consultation with the Political Science Department adviser.

Related disciplines:

African American and Ethnic Studies

Anthropology

Business

Communications

Economics

English

History

International Studies

Languages

Mathematics and Computer Science

Philosophy

Social Work

Sociology

All graduating majors must have earned a 2.0 minimum GPA in political science courses. The Pass/Fail option cannot be used to meet department requirements for a political science major except for a maximum of 9 credits of internship work. Students can transfer a maximum of 9 credits toward the political science major from other accredited institutions. This includes study abroad. For departmental honors, a 3.5 minimum GPA is required, plus a seminar with a grade of "B" or better.

Bachelor of Arts (B.A.) in International Studies: Political Science

See details in this *Bulletin* under International Studies.

The Political Science Minor

It is recommended that the student contact faculty for individual guidance in the development of an appropriate minor. This minor consists of 18 credits distributed among three of the five fields of political science.

Political Science Minor in Public Service

The minor in public service is designed to develop a commitment to public service and instill public-regarding values in students, including the value of good citizenship as a vital component of a democratic polity. This minor stresses the ethical implications of government decisions. Accordingly, an extended internship experience in Washington is incorporated into the minor to expose students to the practical consequence of government decisions and to the broader principles of public good that are supposed to guide these decisions. This minor is compatible with the University's mission of developing critical thinking and analytic skills necessary to sustain and support both political society and the personal progress of our students after they graduate from Adelphi. This program is for any student wanting to spend a semester or summer as an intern in Washington, D.C., while receiving 12 or 15 Adelphi academic credits. See fuller description of the internship program above. Preference is given to those applying for internships in their sophomore/junior year or the first semester of their senior year. Prerequisites include: four political science courses, including a seminar, a 3.3 GPA overall, and approval of the Political Science Internship Committee.

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

Pre-Law Preparation

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

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

Internships

Washington Center

The Political Science Department offers a semester in Washington, D.C., under the

guidance of the Washington Center (WC). Students with other majors can take this program as a minor in Public Service (see above). Students are provided with housing and are placed in full-time internships (41/2 days per week) in congressional offices, interest groups, or executive agencies in the D.C. area. A seminar related to the student's work and offered by qualified academics under the aegis of the WC is taken for credit by the student as a part of the credits earned for the semester. An analytical paper of 25-35 pages comparing the practical experience of the intern with some of the academic literature on the policy issue area examined by the intern is required. This paper is worth a final 3 credits for a total of 15 credits for the fall and spring semester internships or 12 for the summer program. All credits are in political science. The internship POL 337, Washington Semester Internship is graded on a Pass/Fail basis. POL 338, Washington Semester Seminar and POL 339, Washington Semester Directed Research are graded on a regular "A" to "F" scale.

Students pay regular tuition for the 12 or 15 credits they receive for the internship. Students are responsible for housing costs in apartments provided by the Washington Center (WC). The WC also provides the placement, guidance, and supervision of the interns while in Washington, with a member of the Political Science Department serving as a liaison person. The only expenses the student must meet beyond this are for food and transportation. Scholarships are available.

Albany

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

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

Option A:

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

Option B:

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

Required:

POL 357 Public Affairs Internship (3–9 credits)

POL 358 Public Affairs Tutorial (3 credits)

POL 359 Directed Research Public Affairs (3 credits)

Honors in Political Science

The standards for Departmental Honors are a 3.5 GPA in political science courses and completion of a political science seminar with a grade of "B" or better.

Pi Sigma Alpha

Pi Sigma Alpha is the national political science honor society with over 420 chapters at

most leading colleges and universities in the United States. The qualifications for membership in Adelphi's Nu Theta Chapter of Pi Sigma Alpha are: (1) at least four political science courses, including one course at the 300 level, with an average grade of "B" or better; and (2) an overall University GPA of at least 3.0. One need not be a political science major to be a member.

XIV. Interdisciplinary Programs

XIVa. Asian Studies

w - academics.adelphi.edu/artsci/asianstudies

Cristina Zaccarini, *Co-Director*

e - zaccarin@adelphi.edu

Blodgett Hall, Room 200

Lawrence Sullivan, *Co-Director*

e - lsulliva@adelphi.edu

Blodgett Hall, Room 204 B

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

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

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

Requirements for the Asian Studies Minor

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

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

Track A

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

Track B

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

Track C

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

Track D

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

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

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

Undergraduate Courses applicable for fulfillment of the Minor.

All courses are 3 credits unless otherwise noted.

Course#	Course Title
ARH 245	Art of Asia
ARH 246	Art of The Near East
ARH 645	Art of Asia
HIS 210	Modern China
JPN 111	Japanese Level I
JPN 112	Japanese Level II
CHI 111	Chinese Level I
CHI 112	Chinese Level II
CHI 390S/T	Chinese Level III
CHI 490	Independent Study
LAN 390	Arabic I
HEB 111	Hebrew Level I
HEB 112	Hebrew Level II
HEB 121	Hebrew Level III
HEB 122	Hebrew Level IV
HEB 241	Hebrew Conversation
HEB 273	Masterpieces of Hebrew Literature
COM 215	Film Then and Now
HIS 290	Special Topics
MUH 390 S/T:	Music, Cultural And Society: Major Traditions of the World
PHI 256	Culture and Religion of India
HIS 259	Islamic History
HIS 309	History of East Asia I

HIS 310	History of East Asia II
MUH 251	Music, Culture and Society: Focus on China and India
MUH 255	Music, Culture, and Society: Workshop on Major Traditions of the World
ANT 103	Culture and Health
ANT 105	Culture and Society

Overseas Opportunities

Students may apply for a Provost Scholarship to study abroad for one semester at an accredited Asian university. Students may also study overseas through the International Student Services/Study Abroad program.

XIVb. Criminal Justice

Blodgett Hall, Room 102

w - academics.adelphi.edu/artsci/criminaljustice

ADMINISTRATION

Sally Ridgeway, *Director*

e - ridgeway@adelphi.edu

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

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

For additional information, contact Sally Ridgeway in the Sociology Department at (516) 877-4938, or Emily Wilson in University College (516) 877-3400.

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

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

Social Science Requirements (30–33 credits)

1. Foundation Courses (9 credits)

Must be taken prior to Core Requirements.

ANT 111 Cultural Anthropology

PIA 101 General Psychology

SOC 100 Introduction to Sociology

2. Required Courses (9 credits)

POL 323 Individual Rights in the Constitution

PIA 386 Psychology of Criminal Behavior

SOC 330 Sociology of Law

3. Electives (12–15 credits)

(Selected with approval of academic adviser.)

A. Two of the following:

ACG 363 Criminal Law (*4 credits*)

SOC 240 Sociology of Violence

SOC 244 Sociology of Deviance

SOC 315/ACG 315 Juvenile Delinquency

B. Two of the following:

ACG 364 Forensic Science (*4 credits*)

ACG 366 Organized Crime (*4 credits*)

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

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

Core Requirements (18 credits)

Required of all criminal justice majors.

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

POL 332/ACG 332 American System of Criminal Justice

SOC 246/ACG 246 Criminology (*4 credits*)

SOC 261/ACG 261 Crime and Punishment (*4 credits*)

SOC 277/ACG 277 Law and Social Inequality

College of Arts and Sciences Courses

ANT 362 Jaws, Teeth, and Forensic Dentistry (*4 credits*) (*cross-listed as BIO 362/ENV 362*)

ANT 441 Forensic Anthropology (*4 credits*)

POL 323 Individual Rights and the Constitution

POL 325 Law and the Legal Process

PIA 262 Social Psychology

PIA 355 Introduction to Forensic Psychology

PIA 462 Special Topics in Social Psychology

SOC 341 Gender Issues in Criminal Justice

SWK 542 Oppression, Diversity, and the Struggle for Human Rights in Social Work Practice

Police Science Requirements

(30–36 credits)

1. Foundation Courses (6 credits)

Must be taken prior to Core Requirements.

PIA 101 General Psychology

SOC 100 Introduction to Sociology

2. Required Courses (12 credits)

ACG 254 Police and Community Relations (*4 credits*)

ACG 255 Police Organization and Administration (*4 credits*)

ACG 364 Forensic Science (*4 credits*)

3. Electives (12–16 credits)

Selected with approval of academic adviser.

A. Two of the following:

ACG 315/SOC 315 Juvenile Delinquency

ACG 363 Criminal Law (*4 credits*)

ACG 370 Special Topics in Police Studies (*4 credits*)

PIA 386 Psychology of Criminal Behavior

B. Two of the following:

ACG 366 Organized Crime (*4 credits*)

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

ANT 362 Jaws, Teeth, and Forensic Dentistry (*cross-listed as BIO 362/ENV 362*) (*4 credits*)

ANT 441 Forensic Anthropology (*4 credits*)

POL 325 Law and the Legal Process

POL 327 State and Local Government

PIA 262 Social Psychology

PIA 355 Introduction to Forensic Psychology

PIA 462 Special Topics in Social Psychology

SOC 240 Sociology of Violence

SOC 244 Sociology of Deviance

SOC 331 Sociology of Law

SOC 341 Gender Issues in Criminal Justice

SWK 542 Oppression, Diversity, and the Struggle for Human Rights in Social Work Practice

XIVc. Environmental Studies

Science Building, Room 103

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

ADMINISTRATION

Anagnostis Agelarakis, *Director*

e - agelarak@adelphi.edu

FACULTY

Professors

Anagnostis Agelarakis, *Anthropology*

Raysa Amador, *Languages,*

International Studies

Regina Axelrod, *Political Science*

Anthony Cok, *Environmental Studies*

John P. Dooher, *Physics*

Martin H. Garrell, *Physics*

Benjamin Weeks, *Biology*

Assistant Professors

Beth Christensen, *Environmental Studies*

Jonna Coombs, *Biology*

Matthias Foellmer, *Biology*

John Vetter, *Anthropology*

Andrea Ward, *Biology*

Justyna Widera, *Chemistry*

Associate Professors

David Gleicher, *Economics*

Katie Laatikainen, *Political Science/*

International Studies

David Machlis, *Economics*

Mariano Torras, *Economics*

Visiting Professor

Robert Lippman

Adjunct Professors

Gus Kalograis

Deborah Swartz

Environmental studies is an interdisciplinary field that combines scientific and humanistic approaches to the investigation of human interaction with the environment. The complexities of environmental issues present formidable intellectual challenges. Many of the scientific and technological aspects remain to be understood, and analysis of the interplay of cultural, economic, and political forces requires the thoughtful application of the social sciences and liberal arts.

The faculty of the Environmental Studies Department draw their expertise from a range of disciplines. They are committed to involving students fully in the multidisciplinary nature of environmental problems and searches for solutions. The program's curriculum provides an integrated foundation in both the social-political-cultural and the scientific-

technical areas.

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

Courses are 3 credits unless noted otherwise.

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

Core Courses:

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

ENV 101 Social Sciences and Environmental Problems

ENV 102/EAS 110 Natural Sciences and Environmental Problems (*3 credits*)

ENV 410 Senior Seminar in Environmental Studies: Capstone

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

Common Courses:

Minimum of 12 credits, selected in consultation with adviser.

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

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

ECA 111 The Price System

ECA 112 The National Economy

ENV/ EAS 156 Weather and Climate

POL 212 Environment and Politics

Corequisite Courses:

(15-credit minimum)

These courses must be selected in consultation with an adviser.

Biology:

BIO 103 The Living World (*4 credits*)

BIO 104 Darwin to DNA (*4 credits*)

OR

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

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

Chemistry:

CHE 111 General Chemistry I

CHE 112- Chemistry II

OR

CHE 107 Essentials of Chemistry I (*4 credits*)

CHE 108 Essentials of Chemistry II (*4 credits*)

OR

CHE 104/ENV112 Environmental Chemistry I (offered in the fall) (*4 credits*)

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

Physics:

PHY 111 College Physics I (4 credits)

PHY 112 College Physics II (4 credits)

OR

PHY 113 Physics I (4 credits)

PHY 114 Physics II (4 credits)

Statistics:

MTH 113 Survey of Statistics

MTH 114 Statistics for Natural Science

OR

PIA 137 Psychological Statistics (4 credits)

SOC 200 Sociological Statistics (4 credits)

Variable Requirements:

(24-credit minimum)

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

These courses must be selected in consultation with an adviser.

Natural Sciences:

BIO 103 The Living World (4 credits)

BIO 104 Darwin to DNA (4 credits)

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

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

BIO 234 Principles of Ecology (4 credits)

BIO 243 Botany (4 credits)

BIO 253 Marine Biology (4 credits)

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

CHE 107 Essentials of Chemistry I (4 credits)

CHE 108 Essentials of Chemistry II (4 credits)

CHE 111 General Chemistry I (4 credits)

CHE 112 General Chemistry II (4 credits)

CHE 251 Organic Chemistry I

CHE 252 Organic Chemistry II

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

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

CHE 251 Organic Chemistry I (4 credits)

CHE 252 Organic Chemistry II (4 credits)

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

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

*EAS/ENV 104 Environmental Geology

*EAS/ENV 310 Water Resources and Hydrology

*EAS/ENV 323 Marine Resources

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

*ENV 490/EAS 385 Special Topics (3 credits)

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

*EAS 490 Independent Study (1-3 credits)

ENV 491 Independent Study in Environmental Studies
 ENV/ANT 343 Primate Ecology and Sustainable Development (*4 credits*)
 ENV/ANT 441 Forensic Anthropology (*4 credits*)
 ENV 490/CHE 470 Principles of Toxicology
 *ENV/EAS 108 Physical Geography (*4 credits*)
 *ENV 109/EAS 102 Physical Geology (*4 credits*)
 *ENV 110/EAS 103 Historical Geology (*4 credits*)
 *ENV/EAS 156 Weather and Climate
 *ENV/EAS 224 Marine Science (*4 credits*)
 *ENV/EAS 260 Environmental Geography
 ENV 392 Special Topics: Environmental Anthropology
 *ENV 490/EAS 385 Special Topics: Offered as needed, topics include:

- Geohazards
- Sediments: An Environmental Archive
- Introductions to the Oceans
- Climate Change

ENV498 Guided Research
 *PHY 104 Astronomy
 PHY 113 Physics for Science Majors I (*4 credits*)
 PHY 114 Physics for Science Majors II (*4 credits*)
 PHY/ENV 250 Physical Aspects of Pollution
Social Sciences:
 ANT 112 Physical Anthropology (*4 credits*)
 *ANT/ENV/EAS 225 Human Evolution (*4 credits*)
 ANT 229 Humankind, Culture, and Environment (*4 credits*)
 ANT 321 Historic Preservations (*4 credits*)
 ANT/ENV Developing World: Culture, Conflict, Change
 ECA 111 The Price System
 ECA 112 The National Economy
 ECA 215 Environmental Economics
 *ENV/EAS 280 Urban Environments
 ENV 420 Internship in Environmental Studies (*3–6 credits*)
 ENV 490 Special Topics
 Offered as needed, topics include:

- Humans, Primates and Sustainable Development
- Capstone: Environmental Ethics

ENV 491 Independent Study in Environmental Studies
 ENV 498 Guided Research
 ISP 101 Global Issues I
 ISP 102 Global Issues II
 POL 212 Environment and Politics
 POL 213 Energy Policy
 POL 326 Public Administration
 *Education Students Please Note: Candidates in the STEP program should consult with an Earth Sciences adviser, taking 30 credits in earth science subject matters, 8 credits of which include EAS 102 Physical Geology and EAS 103 Historical Geology (4 credits each).

The Minor

(ENV 101 and ENV 102 plus 18 credits minimum)

Students who wish to minor in environmental studies must consult an adviser before choosing their courses. Students seeking further specialization, or graduate studies, should consult their adviser about possible additional requirements in anthropology, biology, chemistry, political science, or physics.

Minor in Forensic Anthropology

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

Options

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

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

STEP Students and Earth Sciences

Students interested in secondary education certification for the earth sciences should register for our courses under the *Earth Sciences* listing and EAS (0112) designation. STEP students should consult with an earth sciences adviser, taking 30 credits in earth science subject matters, 8 credits of which must be taken as follows:

EAS 102 Physical Geology (*4 credits*)

EAS 103 Historical Geology (*4 credits*)

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

Please consult our advisers and check our Web site, academics.adelphi.edu/artsci/env for current information.

Emergency Management Program

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

Joint Degree Programs in Environmental Studies

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

- **3-2 B.A. /B.S.**

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

OR

• **4-2 Combined Plan M.S.**

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

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

Please see the Pre-Professional Preparation section of this *Bulletin* for additional information about this and other joint degree programs.

Honors in Environmental Studies

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

Transfer Students

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

XIVd. Gender Studies

Blodgett Hall, Room 102

w - academics.adelphi.edu/artsci/genderstudies

ADMINISTRATION

Sally Ridgeway, *Director*

e - ridgeway@adelphi.edu

Gender Studies offers a minor in an interdisciplinary field of scholarship that focuses on the changed and changing roles of women in the modern world. By minoring in gender studies, students delve into areas of knowledge relevant to both men's and women's lives today. Courses are available in a number of departments in the arts, humanities, and social sciences, including history, political science, English, communications, psychology, and sociology.

The Gender Studies program challenges negative stereotypes of women; employs conceptual categories that make women's experiences visible; treats women's experiences as equal in importance to those of men; and identifies values, traditions, practices, and perspectives that can be considered distinctively female. Students become aware of gender constructions found in all areas of their own lives, allowing them to better prepare for our contemporary world where family and work are rapidly changing around gendered issues, including care for children, affirmative action and other work issues, sexuality, and changing definitions of family life and roles. Whatever their ideals and beliefs, students in this program will be better able to make informed decisions about the debated concerns underlying changing policies and legislative issues. This program is of value to students entering any professional field and will better inform them for the many personal decisions they will meet around family and relationships.

The Gender Studies Minor (18 credits)

Required (6 credits)

Soc 241 Gender: Roles and Identity

HIS 281 History of Women in U.S. I

or

HIS 282 History of Women in U.S. II

Electives (12 credits)

12 credits from approved courses with the following restrictions:

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

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

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

XIVe. Latin American Studies

Harvey Hall, Room 224

w - academics.adelphi.edu/artsci/latam

ADMINISTRATION

Raysa E. Amador, *Director*
e - amador@adelphi.edu

The goal of the Latin American Studies program is to examine issues related to the region and to the history of the North American Hispanic groups. The field of study brings together the diverse regions of Mexico, Central and South America, and the Caribbean. Students will find that Latin American culture consists of not only Western but also Chinese, Japanese, African, and pre-Columbian strands and that a great variety of languages are spoken, such as Maya, Zapotec, Quechua, Spanish, Portuguese, French, Papiamentu, Patois, and Creole.

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

Courses are 3 credits each unless noted otherwise.

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

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

Anthropology (6 credits)

ANT 111 Cultural Anthropology

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

Economics (3 credits)

ECA 101 Introduction to Economics

History* (6 credits)

Language* (6 credits)

SPA 231 Spanish Cross-Cultural Concepts

Political Science* (6 credits)

Sociology* (3 credits)

Spanish* (6 credits)

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

* Courses chosen in consultation with major adviser

The Minor

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

Students wishing to minor in Latin American studies must demonstrate proficiency in

Spanish Level IV (SPA 122), however students with an interest in a French and/or Portuguese-speaking region can be accommodated with adviser approval.

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

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

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

Cluster III: Languages and Literatures.

Students in the minor must maintain a minimum average of B– or better.

Study Abroad Opportunities

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

XIVf. Interdisciplinary Studies

Science Building, Room 127

Dedicated students with the talent and interest for working independently, and for whom a traditional major may not serve his or her intellectual goals, may petition to complete an Interdisciplinary major of carefully planned work from two or more departments. The student will be supervised by a three-person faculty advisory committee to assure that the program embodies a disciplined cumulative study that moves from elementary through more advanced levels of work. Students should be aware that this option would not always be available to those within a prescribed program leading to professional certification and/or licensure.

Procedures

Students must declare their intention to pursue the Interdisciplinary major prior to the beginning of their fifth semester of study by petitioning a three-person faculty advisory committee. Transfer students with 64 credits or less (including those with a two-year degree from institutions affiliated with Adelphi University) will be eligible to petition for the Interdisciplinary major as well, but not later than their first semester in attendance.

The student's interdisciplinary advisory committee will consist of his/her academic adviser (normally from the discipline most central to the inquiry) as well as two other faculty members selected by the adviser and faculty head/department chair. The three-person committee should be representative of at least two of the areas intended for study. The adviser will notify the dean when new advisory committees and programs of study have been formed.

The student's approved program must have 18 to 24 credits of in-depth work in a single disciplinary area. In addition, the major should total no less than 36 credits, and might be more based upon the decision of the student's advisory committee. Student eligibility for and good standing within the Interdisciplinary Studies major will reflect the standards of the particular unit as well as criteria established by the student's faculty adviser, advisory committee, the faculty head/department chair, and dean's office.

The three-person advisory committee must meet with the declared students once each semester until graduation to discuss their work, progress, and plans for subsequent studies. A brief report of each meeting will be submitted to the related faculty head and dean's office.

Students pursuing the interdisciplinary major will be expected to complete a Senior culminating project reflecting their interdisciplinary study. Projects should be approved by the advisory committee, and notification of successful completion forwarded to the faculty head and dean.

If you think you may be interested in creating an interdisciplinary major, contact your academic adviser or dean's office.

Requirements for the Bachelor of Science (B.S.) in Interdisciplinary Studies (120 credits)

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

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

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

XVI. Special Programs

XVIa. General Studies

Science Building, Room 303

p – (516) 877-3440

f – (516) 877-3435

w - academics.adelphi.edu/gns

ADMINISTRATION

Daniel Rosenberg, Director, *General Studies Program*

e - rosenber@adelphi.edu

General Studies is a one-year, intensive program for freshmen whose potential for academic achievement has been identified by the University through interviews with faculty, administrators, and counselors, but whose high school records and SAT scores may not meet Adelphi's traditional admission requirements. In addition to a rigorous, mandatory liberal arts curriculum, the program provides comprehensive academic support services, including individual tutoring and counseling. Those students who successfully complete the one-year General Studies program are invited to enroll for their sophomore year in one of the other undergraduate programs at Adelphi.

General Studies Curriculum

General Studies students take 13 credits each semester, including 3 credits of composition each semester. The course work, which meets all Adelphi degree requirements, is challenging and rigorous, and focuses on developing each student's capacity to read, write, and think in a creative and sophisticated manner.

Tutors and Counselors

Given their intellectual potential for college-level work, General Studies students often gain by strengthening their basic academic skills: critical reading and writing; problem solving; studying; taking tests. To aid them in developing these abilities, faculty tutors work diligently with General Studies students. On entry to the program, all General Studies students are assigned for tutoring. Recognizing that the psychological and emotional lives of young men and women play an important role in determining academic success, General Studies mandates participation in counseling sessions, conducted by full-time academic counselors who can help students make the adjustments that college life demands.

Courses are 3 credits unless noted otherwise.

Course of Study

Fall

GNS 100 First Year Seminar: A World of Ideas I (4 credits)

GNS 101 Critical Reading and Writing

GNS 104 Origins of Western Civilization I
 GNS 106 Society and the Individual II: Psychology

Spring

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

General Studies Academic Regulations (General Studies Students Only)

Academic Dismissal

Students may be dismissed from the General Studies program and from Adelphi University under the following circumstances:

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

After two semesters—if the student has less than a 2.0 cumulative GPA, the student may be dismissed from the General Studies program and from Adelphi University.

Academic Probation

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

Course Load

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

Cocurricular Activities

Due to the academic rigor of the program, General Studies students are encouraged to place schoolwork at the forefront of their priorities, and therefore are prohibited from joining intercollegiate athletic teams during their first year and from pledging for fraternities and sororities during their first semester in the program. To pledge during the second semester, students must be in good academic standing and have a GPA of 2.0 or higher.

Incompletes

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

Pass/Fail Option

No Pass/Fail grades are permitted in the General Studies program.

XIVb. Levermore Global Scholars Program

w - adelphi.edu/levermorescholars

ADMINISTRATION

Devin Thornburg, *Director*
Science Building, 122
 e – thornburg@adelphi.edu
 p – (516) 877-4190

Yana Kusayeva, *Coordinator*
Science Building 108
 e - kusayeva@adelphi.edu
 p – (516) 877-4183

The Levermore Global Scholars Program (LGS) is a *program of distinction* that brings together students interested in global studies and civic engagement and committed to improving and understanding the world they live in. This innovative program emphasizes global learning, civic engagement, community service in the local organizations, study and service abroad and scholars' involvement in designing and leading their own initiatives with a social or global cause. Open to *all majors*, LGS selects students on the basis of their interest in global learning, study and service abroad, their experience with community work and their leadership potential.

Mission and Objectives

LGS develops active and informed global citizens who are compassionate about other people, educated in interdependence of global and local issues, knowledgeable about other societies and nations and skilled in advocating for change and leading civic and global causes. LGS Scholars recognize and internalize the importance of social responsibility and justice, civic participation, community engagement, global awareness and global activism, all of which is reflected in scholars' activities that include:

- Global learning in the LGS seminars, participation in the United Nations conferences and workshops, attending events with foreign leaders and policy makers, LGS guest speakers' series,
- Community action projects integrated into the LGS seminars, independently pursued community internships, group volunteer activities and scholars' initiatives;
- Engagement in community service abroad and opportunities for study abroad in more than 120 countries;
- Participation in the cultural excursions and artistic events in and around New York City.

Curriculum

The LGS curriculum is designed to explore new ideas and areas of study, while satisfying all or part of Adelphi's general education requirements. Entering students register for a Levermore-specific first-year seminar, orientation, and freshman writing class.

Sophomores take a specially designed global problems course, and next semester choose among two specialized humanities seminars: global history or global philosophy.

In their Junior and Senior years, LGS participants meet together in small, discussion-based and writing intensive LGS seminars designed to explore the connection between academic learning and civic engagement. These interdisciplinary seminars examine contemporary political, social, economic, and cultural issues from a global perspective with an opportunity to embark on a number of hands-on, community action projects.

In the last semester of their senior year, the LGS students participate in a LGS Senior Project seminar, where they present a portfolio of the accomplished LGS-relevant work and design and implement their own group or individual 'action project' on a specific social or global issue on or off campus. Upon graduation, all program participants are designated as Levermore Global Scholars.

Community and Global Engagement

The LGS Program is enriched through community involvement and projects supervised by LGS faculty. Students can earn academic credit through approved internships with various social and cultural organizations. LGS participants also gain international experience through study and community service abroad and attend a number of United Nations initiatives through Adelphi's official NGO (non-governmental) status.

Levermore Lounge

Equipped with desktop computers and wireless connection, the "Levermore Lounge", located in the Science Building Room 108, is the place to meet other LGS Scholars, engage in discussions about new community initiatives, see scholars' projects on display, read, study, or just relax.

Application

Students wishing to apply for the LGS Program should complete the Adelphi application and check the LGS box. In addition to the requirements listed, applicants are encouraged to include a statement expressing their interest in the Program and explain why they should be a part of LGS. Students already attending Adelphi should contact Devin Thornburg, LGS Director, by email at thornburg@adelphi.edu

XIVc. Joint Degree/Early Assurance and Pre-Professional Preparation

Joint Degree/Early Assurance Programs

w - academics.adelphi.edu/jointdegree

Adelphi University's Joint Degree/Early Assurance and Early Acceptance Programs offer highly motivated and goal-oriented students a direct path to rewarding professional careers in dentistry, engineering, environmental studies, law, optometry, osteopathy, podiatry and physical therapy.

These programs give students an opportunity to combine Adelphi's undergraduate experience with professional programs at such prestigious institutions as Tufts University School of Dental Medicine, New York University College of Dentistry, Columbia University, New York Law School, New York Medical College, New York College of Podiatric Medicine, Touro College of Osteopathic Medicine, and the State University of New York (SUNY) College of Optometry. These programs are hugely rewarding, personally and professionally.

For information about specific joint degree/early assurance programs, please see the section on Pre-Professional Preparation in this Bulletin. For additional information, please contact each department directly.

- **Dentistry**

For additional information, please contact the Department of Biology at (516) 877-4200 or the Office of Pre-Professional Advising and Fellowships at (516) 877-3140.

- **Engineering**

For additional information, please contact the Office of Pre-Professional Advising and Fellowships at (516) 877-3140 or your major department:

- Department of Physics at (516) 877-4880
- Department of Mathematics and Computer Sciences at (516) 877-4480
- Department of Biology at (516) 877-4200
- Department of Chemistry at (516) 877-4130

- **Environmental Studies**

For additional information, please contact the Environmental Studies Program at (516) 877-4170, the Department of Biology at (516) 877-4200, or the Office of Pre-Professional Advising and Fellowships at (516) 877-3140.

- **Law**

For additional information, please contact the Office of Pre-Professional Advising and Fellowships at (516) 877-3140.

- **Optometry**

For additional information, please contact the Department of Biology at (516) 877-4200 or the Office of Pre-Professional Advising and Fellowships at (516) 877-3140.

- **Osteopathic Medicine**

For additional information, please contact the Department of Biology at (516) 877-4200 or the Office of Pre-Professional Advising and Fellowships at (516) 877-3140.

- **Physical Therapy**

For additional information, please contact the Department of Biology at (516) 877-4200, the Department of Health Studies, Physical Education and Human Performance Science in the Ruth S. Ammon School of Education at (516) 877-4260, or the Office of Pre-Professional Advising and Fellowships at (516) 877-3140.

• **Podiatry**

For additional information, please contact the Department of Biology at (516) 877-4200 or the Office of Pre-Professional Advising and Fellowships at (516) 877-3140.

Pre-Professional Preparation

w - academics.adelphi.edu/artsci/ppa

A strong liberal arts and sciences education is the best preparation for professional careers, including law and medicine. Students contemplating or planning to pursue careers in law and health professions can receive guidance from pre-professional councils established for this purpose. Please refer to “Pre-Professional Preparation” in this *Bulletin* well as your major area of study in this chapter.

GRADUATE INFORMATION

Long before Adelphi was a University composed of many distinct schools, it was Adelphi College, founded in 1896 and distinguished by its progressive commitment to liberal undergraduate learning. Today the chief heir and champion of that commitment is the College of Arts and Sciences. The Graduate School of Arts and Sciences is a division of the College.

The faculty of the College place a high priority on their students' intellectual development in and out of the classroom. Graduate study at Adelphi will challenge and advance students' ability to undertake original research or creative work, develop first hand facility with the most recent technology, undertake collaborative work with peers and mentors, engage in internships, and hone communicative skills.

Aware of the expanding number of mature students seeking graduate study, the University schedules graduate programs to be as convenient for the part-time student as possible. We invite you to explore the graduate study options available in the College of Arts and Sciences. Each department's programs provide excellent preparation for further study or careers in a particular field. Just as important, they contribute to a full and meaningful life.

Admissions

Applicants to graduate programs may enter in January and September, and also in summer session.

Requirements for Advanced Degrees

Curricular and Other Academic Requirements

Students are responsible for observing all requirements and regulations that pertain to the degree they are seeking. Students should, therefore, familiarize themselves thoroughly with the requirements and policies outlined in this *Bulletin*, as well as the supplemental requirements and policies of the departments in which they are studying. Any exceptions to these policies must be approved by the department and by the dean of the College of Arts and Sciences in writing and filed in the Graduate Office in Science 127. The student is advised not to depend upon oral agreements if exceptions are to be made.

Credit for Graduate Study at Other Institutions

In no case will a master's degree earned in the College of Arts and Sciences be awarded unless the student has satisfactorily completed a minimum of 24 credits of approved graduate study at Adelphi University; most degree programs require more than 24 credits

earned at Adelphi. Once having been admitted to graduate study in the College and undertaken a program of study, students may take courses and transfer credits with a grade of A or B from another university only if authorized to do so by the department and the dean of the College prior to registering for graduate study in the other university. A maximum of 6 graduate credits taken in other approved graduate institutions may be applied toward meeting the requirements of the master's degree. Any application of transfer credit toward an advanced graduate degree must have the express approval of the department concerned and the dean.

Candidacy for a Second Master's Degree

Students who have been awarded a master's degree in one field may be allowed to continue advanced study for another master's degree, provided that it is in a separate, independent discipline. In so doing, they must apply and meet the admissions requirements of the chosen graduate program. A maximum of six graduate credits earned by the student in completing the requirements of the first master's degree may be applied toward the second master's degree. Such application of credit must, however, be designated for specific courses and be approved by the candidate's adviser and the Dean. Also, the courses for which such transfer of credit is granted must have been taken within five years of the completion of the second master's degree. At a minimum, the equivalent of a full year of additional graduate study must be successfully completed to qualify for the award of an additional master's degree.

Admission of Auditors

The admission of students who want to audit graduate courses is possible only in exceptional cases. Students seeking admission as auditors must meet admission requirements and complete registration (including full payment of tuition and other fees) in the same way as the candidates for admission to graduate standing. Students admitted as auditors may request a change in their status, allowing them to earn credit for courses, provided that the request is approved by the instructor and submitted to the dean no later than the fifth meeting of the course.

Academic Advisement and Thesis Research

Upon beginning study for the master's degree, students will be assigned an academic adviser. The adviser will approve the student's program of studies and advise with regard to degree requirements and academic policies and regulations. In programs where a thesis is required students must be sponsored by a member of the graduate faculty of their department. The sponsor advises the candidate in the planning of the thesis research and the writing of the final report. Specific procedures for the review of thesis proposals vary with departments and should be clarified 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.

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.

Graduate Courses, Credits and Grading

Numbering of Courses

Hyphenated courses (e.g., CHE 631–632) are yearlong courses. Credits earned for the first half of a yearlong course may be applied toward fulfillment of degree requirements only upon satisfactory completion of the second half of the course. Comma courses (e.g., BIO 611, 612) are courses that extend over two semesters. Degree credit will be granted, however, for satisfactory completion of only one semester's work in such courses.

Schedule

Most graduate courses are scheduled for late afternoon and evening hours in order to permit part-time (maximum of six credits) students to earn an advanced degree while employed or engaged in supervised work in their field.

Grading Policies

Grade Roster for Graduate Study:

A, B - Acceptable for credit toward degree requirements

C - Unacceptable for credit toward degree requirements

Pass/Fail (*primarily for fieldwork, clinical practice, student teaching, and individual study*)

P - Acceptable for credit toward degree requirements

F - Unacceptable: student subject to termination of degree candidacy and dismissal

IP - Denotes thesis or dissertation In Progress.

Grades and credits determined on completion of course requirements.

The grade of C is substandard for graduate study. Credits earned with a grade of C will not normally be accepted as applicable toward fulfilling degree requirements and may serve as grounds for dismissal from candidacy. Exceptions may be made when, in the judgment of the faculty, the student's performance in certain other course work or areas of the program has been sufficiently outstanding to offset the work of C quality. The student is held responsible for ascertaining and fulfilling the policy of the department with respect to the acceptability of credits earned with a final grade of C. There is no grade of D in the College of Arts and Sciences graduate school.

The grade of P (passing or satisfactory) is used primarily for fieldwork, clinical practice, student teaching, or individual study. In such courses, use of the Pass/Fail option is at the discretion of the instructor. In other types of courses a Pass/Fail option can be employed only under exceptional circumstances. Permission must be granted by the course instructor, the student's major department, the department offering the course, and the dean. A student earning a grade of F is subject to termination of degree candidacy and dismissal from further graduate study.

Students enrolled in thesis or dissertation research and selected other courses may receive a report of IP (In Progress) if they are making satisfactory progress. The 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.

Waiver of Academic Regulations

Requests for waiver of any academic regulation must be made in writing to the Dean of the College. Waiver requests should fully explain the reasons for the petition and include

all pertinent documentation. Waiver requests will be considered by the Dean's Office and the Academic Standards Committee of the College.

Programs of Study

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

III. Art and Art History

Master of Arts (M.A.) in Art: Studio Art

Master of Arts (M.A.) in Art Education*

IV. Biology

Master of Science (M.S.) in Biology

Master of Science (M.S.) in Biology: Biotechnology

Master of Arts (M.A.) in Adolescence Education: Biology*

VII. English

Master of Fine Arts (M.F.A.) in Creative Writing

Master of arts (M.A.) in Adolescence Education: English*

X. Mathematics and Computer Science

Master of Arts (M.A.) in Adolescence Education: Mathematics*

XIII. Physics

Master of Arts (M.A.) in Physics: Optics

Master of Arts (M.A.) in Adolescence Education: Physics*

XV. Interdisciplinary Programs

Master of Science (M.S.) in Environmental Studies

** Offered through the Ruth S. Ammon School of Education.*

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

III. Art and Art History

Blodgett Hall 302

p – (516) 877-4460

f – (516) 877-4459

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

ADMINISTRATION

David Hornung, *Chair*

e - hornung@adelphi.edu

Liz Fagnoli, *Administrative Assistant*

FACULTY

Professor

Thomas McAnulty

Associate Professor

Geoffrey Grogan

David Hornung

Assistant Professor

Andrea Begel

Carson Fox

Jennifer Maloney

Kellyann Monaghan

Director, Graphic Design Studios

Dale Flashner

The Master of Arts (M.A.) in Studio Art

The department of art and art history offers a program of study that leads to the Master of Arts degree in studio art. Degree requirements may be undertaken on a part-time basis, and a portion of the degree may be earned by attending classes offered in summer sessions.

All Courses are for three credits unless noted otherwise.

Requirements for the M.A. in Studio Art

Required Courses

Required courses account for 12 of the 36 credits needed to graduate. The remaining 24 credits reflect the student's personal interests and are taken as electives.

ARH 563 Contemporary Art Seminar

ART 765 Color, Media, and Materials

ARH (An art history elective)

ART 793 Major Creative Project (*to be taken in the final semester of study*)

Studio Electives (*each elective can be taken four times under four different catalogue numbers*)

Printmaking

Sculpture

Painting

Ceramics

Photography

Collage

A student may substitute up to 6 credits in art history for studio electives.

Summer Workshop Program

The department of art and art history offers a program of summer art workshops for both graduate and undergraduate students. These classes are open to visiting students as well as to those pursuing a degree from the art department. Summer workshops may be used to satisfy requirements for the Master of Arts degree in studio art. See the summer Directory of Classes or contact the art department for a current listing of workshops offered.

Please consult course offerings for descriptions of these courses.

Portfolio Requirement for Application

To be considered for the program, an applicant must have earned a baccalaureate degree in studio art from an accredited four-year college and have developed a portfolio of artwork that demonstrates dedication and accomplishment in a chosen medium or several media.

A formal portfolio presentation is required. The portfolio should contain 12–15 examples of recent artwork. Original artwork is preferred to reproductions, but we accept digital presentations on CD when distance is an issue. Whenever possible, we urge prospective candidates to present the portfolio in person, as this provides the student with an opportunity to visit the studio facilities and meet the program director.

M.A. in Art Education

A Master of Arts in Art Education is also available. Please see the Ruth S. Ammon School of Education section of this Bulletin for more information.

IV. Biology

Science Building, Room 103

p – (516) 877-4200

f – (516) 877-4209

w - academics.adelphi.edu/artsci/bio

ADMINISTRATION

Lawrence J. Hobbie, *Chair*

e - hobbie@adelphi.edu

George Russell, *Director, Graduate Program*

e – russell@adelphi.edu

FACULTY

Professors

Deborah F. Cooperstein

Carol Diakow

James K. Dooley

Lawrence J. Hobbie

Gayle D. Insler

George K. Russell

Benjamin Weeks

Professor Emeritus

A. Coolidge Churchill

Associate Professor

R. David Jones

Assistant Professors

Tandra Chakraborty

Jonna Coombs

Matthias Foellmer

Aaren Freeman

Alan Schoenfeld

Aram Stump

Andrea Ward

Master of Science (M.S.) in Biology

The Master of Science (M.S.) in Biology in biology prepares students for entrance into professional schools in the health sciences (medicine, dentistry, optometry, podiatry, and veterinary medicine) and for research doctoral programs. Graduates also acquire the tools and skills for successful careers in biotechnology, public health, and environmental and patent law. For secondary school biology teachers, the graduate program fulfills the requirements of certain tracks for professional certification and expands their knowledge base.

The Biology Department also offers a Master of Science with a concentration in biotechnology, which combines a foundation in science with business training to prepare students for careers in this expanding field.

At Adelphi, students gain a broad foundation in biology, practical experience, and the fundamental skills of scientific research. Laboratory courses emphasize contemporary scientific techniques and integrate technology into the learning experience. Departmental laboratory facilities include modern equipment for the study of molecular biology, cell and tissue culture, and scanning and transmission electron microscopy. Students use these

facilities for graduate research in cellular and molecular biology, genetics, toxicology, microbiology, immunology, physiology, evolution, and ecology.

The Biology Department provides personalized attention from faculty members who work closely with students as mentors and provide career guidance. For over four decades, the biology department has achieved a consistently high success rate for students entering professional programs in many prestigious institutions.

Degree Options

Students have a choice of two paths for earning a Master of Science (M.S.) in Biology. They can follow a course of study, which requires a research thesis, or take the alternate program with a non-thesis option. The M.S. degree can generally be completed in one to two years of full-time study, but it is also possible to complete the degree through part-time study. Most courses are offered in the evening for the convenience of the working student.

Research Thesis Option (33 credits)

1. One laboratory course is required.
2. Courses may be at the 500, 600, or 700 level. Only two courses may be chosen at the 500 level without specific approval following petition to the Director of Departmental Studies. With approval of the supervisory committee, up to 12 credits may be selected from graduate offerings in other departments.
3. A minimum of a B average is necessary for graduation. In general, a degree will not be awarded to any student who receives 3 credits of F or 6 credits of C.
4. Thesis Research course (BIO 798/799), based on laboratory or field studies, is also required.

Non-thesis Option (Scholarly Paper - 36 credits)

1. Two laboratory courses are required.
2. Courses may be at the 500, 600, or 700 level. Only two courses may be chosen at the 500 level without specific approval following petition to the Director of Departmental Studies. With approval of the supervisory committee, up to 12 credits may be selected from graduate offerings in other departments.
3. A minimum of a B average is necessary for graduation. In general, a degree will not be awarded to any student who receives 3 credits of F or 6 credits of C.
4. Scholarly Paper course (BIO 796), a literature review and critique of a specific field of study in biology is also required.

The course requirements for the research thesis and non-thesis options are subject to change.

Biotechnology

Biotechnology is a dynamic and growing field in which the discoveries of modern biology are applied to solve problems in medicine and agriculture. Adelphi Biology

master's students can receive preparation for careers in biotechnology and in the related fields of pharmaceuticals, biomedical research, cancer research, and laboratory medicine.

Students can receive biotechnology training in the Adelphi master's program in biology in two ways:

1. As students admitted to the biotechnology concentration, by completing the requirements described below; this program combines training in science and business with an internship to provide the most in-depth preparation for work in the biotechnology industry; *or*
2. As students admitted to the biology master's program, by taking relevant courses such as "Introduction to Biotechnology"; this approach will provide some background in biotechnology to help students decide if this field is for them, but without the business courses and internship.

Master of Science (M.S.) in Biology: Biotechnology (33 -36 credits)

Adelphi's innovative Master of Science (M.S.) degree with a concentration in biotechnology prepares students for careers in this rapidly expanding and dynamic discipline. Adelphi offers a unique course of study that provides a solid foundation in the sciences with training in business to give students the expertise to succeed in both scientific and business environments, including universities, hospitals, and the pharmaceutical and biotechnology industries. The program includes critical training in laboratory safety, research ethics, and 21st century instrumentation and techniques. The required internship offers invaluable first-hand experience.

Students interested in the biotechnology concentration must first be admitted to the M.S. program in biology through the regular application process and complete one semester (12 credits) of graduate courses. Application is then made to the Graduate Academic Affairs Committee. Students admitted to the M.S. in biology who are interested in biotechnology may take relevant courses such as "Introduction to Biotechnology" without the business courses and internship to help them determine if they want to pursue the concentration.

- * Students may pursue a research thesis track or a scholarly paper track.
- * Specific admission criteria apply for the concentration in biotechnology.
- * A limited number of teaching assistantships is available.

Requirements for Admission to the Biotechnology Concentration

- * Been admitted to, and completed 12 credits in the Adelphi M.S. program in biology
- * Taken GRE, or scored above 450 on GMAT

This is a requirement to take graduate courses in the School of Business. The required exam could be taken while a student was already enrolled in the M.S. program in biology.

- * Interested students will apply to be admitted to the biotechnology concentration by writing a letter to the Biology Graduate Committee.
- * Admission will be based on previous record, performance at Adelphi, and potential for success in biotechnology.

The biotechnology program offers two tracks, a research thesis track and a scholarly paper track:

1. Research Thesis track: 33 credits minimum, 36 credits recommended for biotechnology concentration
2. Scholarly Paper track: 36 credits

Because of the value of an extended research experience in preparing students for work in biotechnology, students are strongly recommended to follow the Research Thesis track, but it is also possible to complete the master's degree by following the Scholarly Paper track; this would be especially appropriate for students who already have extensive lab experience.

Required for the M.S. in Biology: Biotechnology

* Bio 645 Introduction to Biotechnology (*3 credits*)

* CHE 581 Laboratory Safety (*1 credit*)

* Bio 794 Internship in Biotechnology (*3 credits*)

* One of these lecture/lab combinations:

BIO 640/641 Graduate Genetics/Graduate Genetics Lab (*4 credits*)

BIO 650/651 Graduate Cell Biology/Graduate Cell Biology Lab (*4 credits*)

* One additional lab course from the following, including the co- or prerequisite lecture course:

BIO 504 Survey of Biochemistry (*4 credits*)

BIO 506 Introduction to Molecular Biology (*4 credits*)

BIO 525 Transmission Electron Microscopy (*4 credits*)

BIO 526 Scanning Electron Microscopy (*4 credits*)

BIO 615/616 Regulatory Physiology/Regulatory Physiology Lab (*4 credits*)

BIO 626 Cell Culture Techniques (*4 credits*)

BIO 640/641 Graduate Genetics/Graduate Genetics Lab (*4 credits*)

BIO 650/651 Graduate Cell Biology/Graduate Cell Biology Lab (*4 credits*)

BIO 674/675 Graduate Microbiology/Graduate Microbiology Lab (*4 credits*)

CHE 571/572 Biochemistry I and II (*8 credits*)

The following three courses in business
(*9 credits total, 3 credits each*):

ACC 500 Financial Accounting

BUS 551 Legal and Ethical Environment (intellectual property issues)

MGT 561 Management Theory/Organizational Behavior

One of the following business courses is recommended but not required (*3 credits*):

BUS 580 Marketing, or

BUS 689 Persuasive Communication and Negotiation

For the Research Thesis track, students must write and defend a thesis based on at least two semesters of Thesis Research (BIO 798/799, 6 credits total).

For the Scholarly Paper track (by permission only to biotechnology students), students must register for Scholarly Paper (BIO 796, 2 credits), and write and defend a scholarly paper based on library research in an area of interest in biology. Students will also need to complete additional course work in biology to give a total of 36 credits. Exceptions to the above courses may be approved only with special permission of the Graduate Committee.

Premedical Preparation

A master's degree in biology provides the foundation for professional programs and careers as doctors, dentists, veterinarians, optometrists, podiatrists, and chiropractors. Careful planning is essential as you continue your education and prepare for your future career. Adelphi advisers assist students in course selection, reviewing admission requirements for professional schools, and career planning. For more information on premedical preparation, contact the Office of Pre-Professional Advising and Fellowships (email: rschwartz@adelphi.edu or telephone (516) 877-3140).

Admission

For admission to the graduate program, students must (1) hold a bachelor's degree in biology or allied fields, or its equivalent, and (2) show promise of successful achievement in the field. The Graduate Record Examination is not required for admission. All admitted students enter the biology department as (1) regularly matriculated students or (2) nondegree (special) students. Applicants should contact the director of departmental graduate studies.

***Note:** Students must acquaint themselves with the current copy of the Biology "Guide for Graduate Students" Copies may be obtained in the Biology Department Office.*

M.A. in Adolescent Education: Science Education

A Master of Arts in Adolescent Education: Science Education is also available. Please see the Ruth S. Ammon School of Education section of this Bulletin for more information.

VII. English

Harvey Hall, Room 216

p – (516) 877-4020

f – (516) 877-4038

w - academics.adelphi.edu/artsci/eng

ADMINISTRATION

Kermit Frazier, *Chair*

e - frazier@adelphi.edu

FACULTY

Professors

Jennifer Fleischner

Steven J. Rubin

Igor Webb

Susan Weisser

Associate Professors

Judith Baumel

Kermit Frazier

Adam McKeown

Assistant Professors

Martha Cooley

Anton Dudley

Jacqueline Jones LaMon

Michael Matto

Vincent Passaro

Lahney Preston-Matto

Peter West

The English Department offers the Master of Fine Arts (M.F.A.) program in Creative Writing, with advanced workshops in fiction, poetry, creative non-fiction, and dramatic writing, and courses in literature, language, and theory. The department also contributes course work to a Master of Arts “7–12” degree for those seeking a graduate degree and New York State certification for teaching on the secondary level. Students who successfully complete the program will graduate with a Master of Arts from the School of Education. For further information see the chair of the department and the program director of the Master of Arts degree in secondary education fields in the School of Education.

Master of Fine Arts (M.F.A.) in Creative Writing (37 credits)

Purposes and Goals

The Master of Fine Arts (M.F.A.) in Creative Writing offers students the opportunity to specialize in three major genres: fiction, poetry, and dramatic writing. Taught by distinguished faculty members who have published extensively, this program prepares students for careers in writing, teaching and/or more advanced graduate studies.

AWP Membership

All graduate students are enrolled as members of the Association of Writers and Writing

Programs (AWP). This organization provides professional and artistic support and assistance in finding positions. AWP members can take advantage of its job-listing and dossier-forwarding services.

Admission

The M.F.A. in creative writing is open to matriculated and non-matriculated students who meet the respective admission criteria. A bachelor's degree is required. However, the degree does not have to be in English or literature.

Matriculated Students:

Students must submit:

- Completed application form
- College transcript
- Two letters of reference from people familiar with your writing
- Personal statement
- Manuscript in one genre only

Non-Matriculated Students:

Rolling admissions are made on a space-available basis. Candidates should submit a writing sample to the Director of the M.F.A. Program.

Degree Requirements for the M.F.A. in Creative Writing (37 credits)

The completion of a thesis is a degree requirement. The thesis submitted for the M.F.A. degree must display a mastery of writing skills and be a manuscript of near-published/performable quality. The one-credit Professional Development Practicum is a unique course that meets once a week in the spring semester of the first year. Through meetings with arts professionals, students are introduced to the professional and practical life of writers in multiple disciplines. They will also gain a realistic awareness of what a "life in letters" entails. Students will meet with their advisers to determine the appropriate plan of study.

Literature (12 credits)

Choose three literature/language/theory courses from among the following (4 credits each):

ENG 610 Genre Development: Lyric
 ENG 611 Genre Development: Novel
 ENG 612 Genre Development: Drama
 ENG 613 Genre Development: Satire
 ENG 629 History of the English Language
 ENG 631 Literature and Other Arts
 ENG 634 Methods of Literary Analysis: Theory and Practice
 ENG 635 Research Methods
 ENG 638 Teaching Writing: Theory and Practice
 ENG 650 The History and Theory of Translation (*may be used as a workshop, with approval)
 ENG 651 Language in the Mind, Literature and Culture

ENG 652 The Personal Essay
 ENG 653 Autobiography
 ENG 661 Antiquity and Modernity
 ENG 663 Development of the Narrator in Fiction
 ENG 664 Modernism

Workshops (16 credits)

Choose four workshops from among the following (4 credits each):

ENG 640 Fiction Workshop
 ENG 641 Poetry Workshop
 ENG 642 Dramatic Writing Workshop
 ENG 643 Creative Nonfiction Workshop

Thesis Colloquium (4 credits)

Required of all students:

ENG 799 Thesis Colloquium

Thesis Independent Study (4 credits)

Required of all students:

ENG 790 Thesis Independent Study (4 credits)

Professional Practicum (1 credit)

Required of all students:

ENG 791 Practicum Colloquium (1 credit)

Please consult the course offerings for descriptions of these courses.

M.A. in Adolescent Education: English Education

A Master of Arts in Adolescent Education: English Education is also available. Please see the Ruth S. Ammon School of Education section of this Bulletin for more information.

X. Mathematics and Computer Science

Alumnae Hall, Room 111

Post Hall, Room 23

p – (516) 877-4480

f – (516) 877-4499

w - academics.adelphi.edu/artsci/math

ADMINISTRATION

William Quirin, *Chair*

e - quirin@adelphi.edu

FACULTY

Professors

Robert Emmett Bradley

David Lubell

Walter Meyer

William Quirin

Associate Professors

Stephen Bloch

Robert M. Siegfried

Assistant Professors

David Chays

Lee Stemkoski

Christopher Storm

Salvatore Petrilli

The mathematics department contributes course work toward a Master of Arts “7–12” degree for those seeking a graduate degree and New York State certification for teaching on the secondary level. Students who successfully complete the program will graduate with a Master of Arts from the School of Education. For further information see the chair of the department and the program director of the Master of Arts degree in secondary education fields in the School of Education.

XIII. Physics

Blodgett Hall, Room 8

p – (516) 877-4880

f – (516) 877-4887

w - academics.adelphi.edu/artsci/phy

ADMINISTRATION

Gottipaty Rao, *Chair*

e - rao@adelphi.edu

FACULTY

Professors

Henry F. Ahner

John P. Dooher

Martin H. Garrell

Eugene Hecht

Gottipaty N. Rao

Adjunct Professors

Maureen Karpf

Patricia Panatier

Research Coordinator

Andreas Karpf

Assistant Professor

Sean Bentley

The physics department contributes course work to the Masters degree in Education. 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.

Master of Science (M.S.) in Physics: Optics

The Department of Physics offers an M.S. in physics with a concentration in optics. Lasers and modern optics are playing important roles in the present technological world. They have major applications in communications, defense, surgery, homeland security, printers, scanners, medical diagnostics, fundamental research and numerous other technology applications. The program emphasizes the fundamentals and advanced scientific and technological developments of the subject with hands-on laboratory experience. This experience would enable a student to seek job opportunities in a number of areas of research and technology in the broader areas of lasers and modern optics. The students will also participate in a number of experimental and theoretical research projects. State-of-the-art research is conducted in lasers, modern optics, quantum and nonlinear optics, atom traps, development of trace gas detection techniques employing lasers, holography, flame diagnostics, alternate energy technologies, and environmental science.

Degree Options

There are two degree options, Thesis and Non- Thesis. The thesis option requires 24 credits of courses and a 6-credit research based thesis, while the Non-Thesis option requires 30 credits of courses and a short paper. Within the first semester of enrollment in the program, all students are advised to submit a degree plan that details the courses to be taken, selects Thesis or Non-Thesis option, and gives a proposed thesis topic for Thesis option students. The degree plan must be approved by the department.

For both degree options, the student will be required to take 15 credits of core physics courses. Non-Thesis option students are required to take 15 credits from approved elective courses beyond the core courses. The elective courses should be primarily from within the department, but out-of department electives are allowed as approved by the faculty. Thesis option students are required to take an additional 9 credits from approved elective courses.

Additionally, students must complete a significant research project with an accompanying thesis in addition to the required course load. The thesis must be defended in front of a committee consisting of the project adviser, a second member of the department, and an additional member from outside the department. Prior to beginning work towards the thesis option, the student must present a short proposal of the work to be performed for the approval of the department faculty.

Required Core Courses

All students pursuing an M.S. in physics, including Thesis and Non-Thesis students, must complete all of the following required courses. All the courses are 3 credits.

PHY 507 Quantum Mechanics
 PHY 502 Electrodynamics
 PHY 513 Solid State Physics
 PHY 505 Optical Instrumentation
 PHY 515 Modern Optics Laboratory

Elective Courses

Beyond the required core courses, the students will be required to fulfill the course requirements by choosing approved electives. The majority of the electives are to be chosen from the following list. All the courses are 3 credits, except for PHY 699.

PHY 603 Lasers I
 PHY 604 Lasers II
 PHY 606 Physical Optics
 PHY 608 Nonlinear Optics
 PHY 607 Quantum Mechanics II
 PHY 642 Quantum Optics
 PHY 658 Laser Cooling and Trapping
 PHY 648 Fiber Optics

PHY 662 Optical Radiation: Sources, Detection and Noise
PHY 620 Advanced Mathematical Methods for Physics
PHY 613 Statistical Mechanics
PHY 628 Atomic Physics and Spectroscopy
PHY 623 Classical Mechanics
PHY 699 Master's Thesis Research

Admission Requirements

Applications to the program will be reviewed by the department faculty. Students to be admitted must have an undergraduate degree from an accredited university in physics or a related field (such as optics, engineering, or chemistry). All applicants must submit an application form including required essays, two letters of recommendation, and transcripts from undergraduate institutions. The GRE is recommended, but not required. For those coming directly from an undergraduate program, a minimum GPA of 3.0 will be required in all but exceptional cases. For those who have been working for some time since completing their undergraduate degree, work experience and other factors can be considered to compensate for lower GPAs. Admission and financial aid decisions will be made separately. Applications for financial aid, fellowship or assistantship will be considered separately.

M.A. in Adolescent Education: Math Education

A Master of Arts in Adolescent Education: Math Education is also available. Please see the Ruth S. Ammon School of Education section of this Bulletin for more information.

XV. Interdisciplinary Programs

XV.c. Environmental Studies

Science Building, Room 103

w - academics.adelphi.edu/artsci/env

ADMINISTRATION

Anagnostis Agelarakis, *Director*

e - agelarak@adelphi.edu

John Vetter, *Graduate Coordinator*

e- vetter@adelphi.edu

FACULTY

Professors

Anagnostis Agelarakis, *Anthropology*

Raysa Amador, *Languages,*

International Studies

Regina Axelrod, *Political Science*

Anthony Cok, *Environmental Studies*

John P. Dooher, *Physics*

Martin H. Garrell, *Physics*

Benjamin Weeks, *Biology*

Assistant Professors

Beth Christensen, *Environmental Studies*

Jonna Coombs, *Biology*

Matthias Foellmer, *Biology*

John Vetter, *Anthropology*

Andrea Ward, *Biology*

Justyna Widera, *Chemistry*

Associate Professors

David Gleicher, *Economics*

Katie Laatikainen, *Political Science/*

International Studies

David Machlis, *Economics*

Mariano Torras, *Economics*

Visiting Professor

Robert Lippman, *Chemistry*

Adjunct Professors

John Hunter, *Environmental Studies*

Gus Kalogrias, *Environmental Studies*

Master of Science (M.S.) in Environmental Studies (36 credits)

Environmental studies is an interdisciplinary field of knowledge that encompasses aspects of scientific, political, social, and economic disciplines. A working knowledge of these fields is necessary for the analysis, remediation, and protection of a multitude of environmental problems on local, national, or global scales. The Environmental Studies program permits students to become conversant with the breadth of environmental problems and possible solutions, while

achieving a strong, experience-based concentration in one of the specific disciplines within the field.

There are two basic curricular concentrations open to the student who wishes to pursue the Master of Science degree in environmental studies. A student can elect a concentration in the **global physical environment** or in the **global human environment**. In the latter, specializations in **environment and health** and **business/environmental** are available.

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

- The physical, chemical, biological, and biochemical aspects of pollutant detection;
- The cultural, societal, epidemiological, public health, paleontological, and paleopathological effects of environmental perturbations; and
- The economic, governmental, and social interactions consequent to environmental concerns.

The Master of Science in environmental studies prepares students for further study or careers in many industrial, regulatory, political, economic, and educational settings. The program is composed of 36 credits of course work, incorporating classroom, laboratory, field opportunities, and an optional thesis or internship. The optional culmination in a thesis provides additional flexibility for the student with more specific career or educational goals. Full-time students can anticipate three semesters of 12 credits each. Field classes, internships, and research are also offered during the summer months.

Admission

The requirements for admission to the master's program are a bachelor's degree in environmental studies or a related field, and demonstrated promise of successful achievement in the field. Work experience in related environmental fields will be considered with regard to the above requirements. Students are admitted as regularly matriculated students or on an initial provisional basis as non-degree students. Graduate Record Examination scores are not required. Applicants should contact the program director for further information.

Note: *It is not necessary for an undergraduate student at Adelphi University to complete the bachelor's degree before entering the graduate program. By careful scheduling of courses it should be possible for a student to complete both the bachelor's and master's degrees within 5 years.*

Concentrations

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

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.

Courses are three credits unless noted otherwise.

ENV 500 Environmental Studies Introductory Seminar

ENV/EAS 501 Principles of Earth Science I

ENV/EAS 502 Principles of Earth Science II

ENV/POL 560 International Environmental Policy

ENV/CHE 570 Principles of Toxicology (*4 credits*)

ENV 590 Special Topics

Offered as needed, topics include:

- Hazardous Waste Operations and Emergency Response (HAZWOPER)
- Geohazards
- Estuaries
- The Green Energy Management Process
- The Green Energy Conservation Process
- The Green Renewable and Sustainable Alternative Energy Resources
- Environmental Risk Assessment

ENV 591 Independent Study

ENV/BIO 614 Ecological Systems (*4 credits*)

ENV 630 Special Topics in the Global Physical Environment

Offered as needed, topics include:

- Coastal Processes
- Technical Aspects of Pollution Control
- Innovation, Energy, and the Environment
- Renewable Energy: Resources, Implementation and the Environment
- Concepts of Energy Utilization
- Sediments: An Environmental Archive

ENV 632 Workshops in the Global Physical Environment

This course is offered as needed on an individual basis, as tutorials, formal courses, or workshops, and reflects the use of campus laboratory facilities, local research facilities, and more distant field locations. Topics include:

- Physical Instrumentation for Environmental Analysis
- Maps and Mapping
- Technical and Computational Aspects of Pollution Control
- Field Monitoring and Pollution Control
- Special Projects in the Physical Environment

ENV/EAS 654 Oceanography

ENV/EAS 671 Climatology

ENV/EAS 674 Hydrogeology

ENV/EAS 761 Marine Geology

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.

Courses are three credits unless noted otherwise.

ENV 500 Environmental Studies Introductory Seminar

ENV/ANT 531 Conservation, Preservation, and Regulation

ENV/POL 560 International Environmental Policy

ENV 561 Human Ecology

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

ENV/BIO 567 Environmental Pollutants and Disease

ENV 590 Special Topics

Offered as needed, topics include:

- Hazardous Waste Operations and Emergency Response (HAZWOPER)
- Introduction to Emergency Management
- Health Management In Times of Disaster

ENV 591 Independent Study

ENV/BIO 614 Ecological Systems (*4 credits*)

ENV/BIO 625 Community Ecology and Evolution

ENV 630 Special Topics

Offered as needed, topics include:

Humans, Primates and Sustainable Development

Policy ENV 631 Special Topics in the Global Human Environment

Offered as needed, topics include:

- Long Island Environments (given with Science Museum of Long Island)

ENV 633 Workshops in the Global Human Environment

This course is offered as needed on an individual basis, as tutorials, formal courses, or workshops, and reflects the use of campus laboratory facilities, local research facilities, and more distant field locations. Topics include:

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

ENV/ANT 640 Paleopathology and Paleodemography (*4 credits*)

B1. Global Human Environment: Specialization in Environment and Health

Environmental health is a recently defined area of study that includes diverse fields such as toxicology and ecotoxicology, disease ecology, and epidemiology. Courses related to environment and health can be selected by the student in consultation with the department.

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

Specialization in Education/Earth Science Certification

Students interested in courses for environmental education certification in earth science should contact the department.

Emergency Management Program

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

III. Advanced Offerings

Courses are three credits unless noted otherwise.

ENV 700 Graduate Seminar

ENV 791 Internship

ENV 798 Guided Research

ENV 799 Thesis Research

V.



**GORDON F. DERNER
INSTITUTE OF
ADVANCED
PSYCHOLOGICAL
STUDIES**

Gordon F. Derner Institute of Advanced Psychological Studies

Hy Weinberg Center 315

Blodgett Room 212

p – (516) 877-4800

f – (516) 877-4805

Jean Lau Chin

Dean

ADMINISTRATION

derner.adelphi.edu/about/administration.php

Patrick L. Ross, *Special Assistant to the Dean*

J. Christopher Muran, *Associate Dean, Director of Clinical Training*

Jonathan Jackson, *Director of Psychological Services Center*

Francine Conway, *Chair of Undergraduate Program*

Bhupin Butaney, *Assistant Dean and Director of General Masters Program*

Ionas Sapountzis, *Director of School Psychology Masters Program*

Mary Beth Cresci, *Director of Postgraduate Programs in Psychoanalysis and Psychotherapy*

Jack Herskovits, *Director of Postgraduate Psychotherapy Center*

FACULTY

Undergraduate and Graduate Faculty - *derner.adelphi.edu/faculty/index.php*

Postgraduate Faculty - *derner.adelphi.edu/postgraduate/postgrad_faculty.php*

Professors

Robert Bornstein

Wilma Bucci

Jean Lau Chin

Rebecca C. Curtis

Jerold Gold

Lawrence Josephs

Morton Kissen

Karen Lombardi

Robert Mendelsohn

J.Christopher Muran

Joseph W. Newirth

Coleman Paul

Susan Petry

Patrick L. Ross

Janice M. Steil

Joel Weinberger

Associate Professors

Francine Conway

Mark Hilsenroth

Kate Szymanski

Assistant Professors

Laura DeRose

Patrick Grehan

Carolyn Springer

Jennifer Durham

Veronica Orozco

Katherine Fiori

James Nelson

Clinical Professor

Jonathan Jackson

Adjunct Professors

Defne Koraman

Susan Farella Busch

Lynn Hugger

Kirkland Vaughans

MISSION STATEMENT

The Gordon F. Derner Institute of Advanced Psychological Studies has long been recognized as a pioneer in the training of clinical psychologists. The Institute was founded in 1951 and became the nation's first university-based professional school of psychology in 1972. Today, the Institute houses an array of programs emphasizing professional practice integrating psychological science and research through its undergraduate psychology program, master's program in general psychology, mental health counseling, and school psychology, APA accredited Ph.D. program in clinical psychology and postgraduate programs in psychoanalysis and psychotherapy. We are committed to training professionals to meet the needs of a diverse and global society.

The Derner Institute educates students in the discipline of psychology—one that is grounded in both the social and natural sciences; and committed to scholarship, research, and practice that are sensitive to multicultural issues, and integrative of multiple psychological perspectives from cognitive, social, developmental, and psychodynamic perspectives. We provide students at all levels with a rigorous, empirically informed education in psychology that prepares them to be lifelong learners and well-trained professionals who combine scholarly inquiry and professional service. Our faculty draws on and contributes to the evolving body of knowledge about the workings of the human mind and behavior, while our training emphasizes helping students to transform the ways in which they make meaning and relate to others through psychology—our training requires critical reasoning, intellectual rigor, creative imagination, and empathic capacity to work with diverse individuals, groups, and families.

PROGRAMS OF STUDY

Undergraduate Programs

- I. Bachelor of Arts (B.A.) in Psychology
- II. Minor in Psychology

Graduate Programs

- I. Master of Arts (M.A.) in General Psychology
- II. Master of Arts (M.A.) in Mental Health Counseling
- III. Master of Arts (M.A.) in School Psychology
- IV. Doctor of Philosophy (Ph.D.) in Clinical Psychology
- V. Respecialization in Clinical Psychology (Certificate Program)
- VI. Postgraduate Certificate
 - Psychoanalytic Psychotherapy
 - Psychology and Psychoanalysis
 - Child, Adolescent, and Family Psychotherapy
 - Group Psychotherapy
 - Marriage and Couple Therapy
 - Psychoanalytic Supervision
 - Psychodynamic School Psychology

Additional Information for All Derner Institute Students

INDEPENDENT STUDY

The purpose of independent study is to allow the student to pursue academic interests that may not be adequately covered by or available within the regular course offerings.

Students who demonstrate the ability to undertake independent study may engage in intensive research or in a project on a topic of merit and originality under the sponsorship of a faculty member.

Students interested in undertaking independent study should seek consultation from a faculty member or the department chair. Requests submitted by the adviser or faculty member are approved by the department chair, and then go to the dean for approval. The faculty member must submit the following information on behalf of the student:

1. Requirements to be completed demonstrating successful completion, e.g., case studies, paper
2. Readings where appropriate or review of the literature
3. Whether the faculty member is seeking workload credit
4. Number of course credits and hours of work per week or semester
5. Evaluation method.

Requests for independent study must demonstrate that the amount of work to be done is equivalent to what would be done in a regular course, i.e., a three-credit Independent Study request should demonstrate that 45 hours of work will be done in addition to assignments, research, and/or readings as would be expected in a regular course.

Required courses may not be taken as independent study. An exception may be made when a required course is not being offered in the student's last semester or if two required courses are being offered at the same time in the student's last semester.

Independent Study must be graded and may not be taken for pass/fail. Students can take Independent Study from 1–3 credits. Requests for independent study beyond 3 credits will need approval from the provost.

Independent study is open to junior and senior undergraduate students and graduate students. No student may take more than 12 credits of independent study toward their undergraduate degree or 6 credits toward their graduate degree. Students should consult with their academic adviser about the regulations governing independent study.

Permission forms for Independent Study are available from the Psychology Department Office.

EXPENSES AND FINANCIAL AID

Funding for students in the Gordon F. Derner Institute of Advanced Psychological Studies is available in several forms: loans; on- and off-campus employment; and for graduate students, teaching, research, and clinical assistantships; and paid field placements.

Loans

Government loans are available through the University. Financial need must be demonstrated. Apply for state and federally funded low-interest loans through the Office of Financial Aid in Levermore Hall.

Scholarships and Fellowships

A limited amount of scholarship money is available to New York State residents through the Tuition Assistance Program (TAP). Forms are available in the Office of Financial Aid, Levermore Hall. All students should investigate the possibility of obtaining these funds. Further information regarding foundations, fellowships, and grants may be obtained by writing:

The Foundation Center
888 Seventh Avenue
New York, NY 10019

Deferred Payment of Tuition

Tuition can be paid in installments by arranging in advance with the Bursar's Office, Levermore Hall, and paying an additional fee. No student can graduate until all outstanding debts to the University are paid.

Part-Time Employment

Some jobs, mostly outside the field, are available through the Student Placement Office, Levermore Hall. Any job related to psychology must be approved by the dean, in regard to legality, professional ethics, and necessary supervision.

See more information in the sections for Undergraduate and Graduate Students.

UNDERGRADUATE INFORMATION

Educational Strategy

Psychology is the study of mental processes and behavior. It is a central component of the social sciences, and, because its methodologies are similar to those of the natural sciences, acts as a unique bridge between these two clusters of disciplines. Psychology focuses on the nature of individuals and their roles within groups. The discipline's domain ranges from the physiology of the brain to cognitive processes to determinants of change in attitudes and values. Psychologists have been influential in developing research and statistical methods employed in all the social and biological sciences. As an applied discipline, psychology fosters the well-being, self-understanding, and productivity of each individual.

Students majoring in psychology are introduced first to the discipline's foundation areas. Opportunities are provided for laboratory and experimental work and fieldwork in various clinical and applied settings. Senior-level special topics courses are given in all major areas. Advanced research and clinical opportunities are readily available. Students are encouraged to become involved in such activities under faculty guidance.

Organizations such as the Psychology Club and Psi Chi Honor Society welcome active participation by majors on campus and in the wider community. Upon graduation, many students enter graduate schools to study for advanced degrees in psychology.

Degree Completion Requirements

Apart from the General Education requirements there are specific requirements for students who wish to major or minor in psychology. For psychology majors and minors, only psychology courses in which grades of C- or above are obtained will fulfill the psychology requirements, and students must have a cumulative grade average of C or above in psychology courses.

Programs of Study

The Derner Institute offers the following undergraduate programs:

- I. Bachelor of Arts (B.A.) in Psychology
- II. Minor in Psychology

I. BACHELOR OF ARTS (B.A.) IN PSYCHOLOGY (41 credits)

The Undergraduate Psychology Major requires 41 credits to be completed in accordance with the plan of study for a Bachelor of Arts in Psychology. During the course of their study, students must also complete the sequence of courses consistent with the General Education requirements. Every student is required to complete a minimum of 120 credits of academic work in order to be awarded a bachelor's degree.

Plan of Study

I. Required Courses (20 credits)

PIA 101 General Psychology
 PIA 115 Developmental Psychology
 PIA 137 Psychological Statistics (4 credits)
 PIA 210 Psychoanalysis
 PIA 245 Psychological Research (4 credits)
 PIA 292 Cognitive Psychology

II. Variable Courses

Select one course from each of the following clusters (9 credits)

Cluster A

PIA 202 Principles of Behavior Analysis
 PIA 250 Neuropsychology
 PIA 261 Environmental Psychology
 PIA 272 Psychology of Perception
 PIA 398 Practicum in Experimental Psychology
 PIA 441 Creativity, Perception, and the Visual Arts
 PIA 455 History of Psychology

Cluster B

PIA 116 Developmental Psychology II (Adolescent Psychology)
 PIA 262 Social Psychology
 PIA 276 Motivation and Emotion
 PIA 283 Psychopathology
 PIA 284 Theories of Personality
 PIA 300 Cross-Cultural Psychology
 PIA 355 Introduction to Forensic Psychology
 PIA 365 Psychology of Women

Cluster C

PIA 111 Behavior Modification
 PIA 285 Industrial/Organizational Psychology
 PIA 290 Psychology of Addictions
 PIA 318 Principles of Psychological Testing
 PIA 322 Psychology of Loving and Enduring Relationships (PIA 101 and PSY 115 prerequisites)
 PIA 360 Behavior Disorders in Childhood (4 credits)
 PIA 379 Introduction to Counseling and Psychotherapy
 PIA 381 Practicum in Clinical Psychology
 PIA 386 Psychology of Criminal Behavior
 PIA 488 Psychology Internship (1-6 credits)

III. Concentration

Select two additional courses from one of the clusters above (6 credits)

IV. Advanced Topics Seminars

Select two of the following courses (6 credits)

These seminars fulfill the university's capstone requirement

PIA 402 Advanced Topics in Behavior Analysis

PIA 415 Advanced Topics in Developmental Psychology

PIA 462 Advanced Topics in Social Psychology

PIA 472 Advanced Topics in Sensation and Perception

PIA 482 Advanced Topics in Personality and Clinical Psychology

PIA 493 Advanced Topics in Cognitive Psychology

Independent Study

See section entitled Additional Information for All Derner students.

The Psychology Internship Program

See section entitled Additional Information for Derner Undergraduate students.

II. MINOR IN PSYCHOLOGY

PIA 101 is required plus an additional 15 credits in psychology. Students should seek the advice of faculty in both the department of psychology and their major before selecting courses and electives. Students might want to choose electives that would be required courses in the event they switch to a major in psychology.

Additional Information for Derner Undergraduate Students

The Psychology Internship Program

The Gordon F. Derner Institute of Advanced Psychological Studies is dedicated to the furtherance of psychology by thoroughly preparing students to be competitive in their scholarly commitments. The undergraduate internship program is designed to provide practical experience for students looking to continue their studies at the graduate level. Internships are important in aiding students in their quest to further their knowledge in clinical, school and/or research settings. To learn more about internship opportunities in the Derner Institute, visit derner.adelphi.edu/undergraduate/internships.php.

Honors in Psychology

Undergraduate Psychology Majors may graduate with Departmental Honors at the conclusion of their academic studies in the university. Honors are awarded at the discretion of the Psychology Department faculty. To be eligible to graduate with this distinction, an undergraduate must have completed at least twenty-four credits of their psychology major in the psychology department at Adelphi University. The top 30 % of each graduating class may be considered for graduation with "Honors" and the top 10% of each class may be considered for graduation with "High Honors."

Credits for Physical Education Skills Courses

Each college of the University establishes the maximum number of physical education skills credits that can be counted toward the B.A. degree. Psychology majors are

permitted to apply a maximum of four such credits in Physical Education Skill courses (PES) courses to the 120 credits needed for graduation.

Admission

See Bulletin Admission section for general undergraduate admission information.

Expenses and Financial Aid

See Expenses and Financial Aid section of Bulletin for general information on Financial Aid, Scholarships, and Work Study opportunities.

GRADUATE INFORMATION

Educational Strategy

Graduate training at the Derner Institute is designed to further the individual's understanding of psychology as a science of human behavior and as a profession that evaluates, prevents and treats psychological problems. It aims to prepare students in general psychology and for practice in mental health counseling, school psychology, and clinical psychology, including postgraduate training in psychoanalysis and psychotherapy. Professional training is founded on the practitioner-scholar model that educates a psychologist as a scholar, a consumer of research, and a highly-trained professional practitioner who applies knowledge and techniques.

Programs of Study

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

- I. Master of Arts (M.A.) in General Psychology
- II. Master of Arts (M.A.) in Mental Health Counseling
- III. Master of Arts (M.A.) in School Psychology
- IV. Doctor of Philosophy (Ph.D.) in Clinical Psychology
- V. Respecialization in Clinical Psychology (Certificate Program)
- VI. Postgraduate Certificate
 - Psychoanalytic Psychotherapy
 - Psychology and Psychoanalysis
 - Child, Adolescent, and Family Psychotherapy
 - **Group Psychotherapy**
 - Marriage and Couple Therapy
 - Psychoanalytic Supervision
 - Psychodynamic School Psychology

MASTER'S PROGRAMS

Questions regarding individual programs may be directed to the appropriate program director: for the master's programs in general psychology, school psychology and mental health counseling contact Michelle Baker at (516) 877-4802.

I. MASTER OF ARTS (M.A.) IN GENERAL PSYCHOLOGY (36 credits)

The Master of Arts in General Psychology is a 36 credit program that can be completed on a part-time or full-time basis. The program is designed to serve three broad groups: (1) students who wish to acquire knowledge in psychology to advance an already established career path; (2) students who have an interest in future doctoral level training, but who need additional preparation to apply competitively for such a program; and (3) students who have a general interest in learning more about psychology and human behavior. The Master of Arts in General Psychology student takes 12 courses (3 credits each). Five of the twelve courses are required core courses in the foundations of psychology. The

remaining seven courses are elective courses that allow the student to tailor course selections to their individual needs. The five required core courses are: Statistics, Research I, Psychopathology, Developmental, and either Contemporary Views or Consciousness and Cognition. The remaining seven elective courses can be taken in various areas of psychology or a clustering of courses in a specific area of psychology such as Industrial/Organization, Forensic Psychology, or Clinical studies.

Areas of Focus

Industrial/Organizational Concentration in Psychology

The Master of Arts in general psychology offers several courses in industrial/organizational psychology. In general, these courses prepare students for positions in business with a focus on human resource management (HRM). Course content areas include personnel selection, performance evaluation, management/employee relations, motivation, and organizational behavior and change. Taking a special predetermined group of I/O courses will lead to a Certificate in Human Resources Management (see below). This selection of courses is designed to prepare students to develop core competencies needed to plan, control, and direct organizations for effective and efficient use of human resources, and to become skilled, knowledgeable, and ethical professionals applying concepts of psychology and organizational behavior to business. Several of these courses are offered in conjunction with the School of Business.

Successful graduates of the Master of Arts in general psychology program who complete the specified concentration in industrial/organizational psychology will earn an M.A. degree in psychology and a certificate in human resource management.

Plan of Study

Required Courses to Obtain Certificate in Human Resources Management:

HRM 765 Developing World Class Human Resources
MGT 561 Organizational Behavior
HRM 764 Selecting for Organizational Excellence
HRM 766 Performance Appraisal and Compensation
HRM 763 Executive Theory and Assessment

Forensic Psychology Electives

We periodically offer several courses in the area of Forensic psychology. Recent courses offered in this area have included: The Criminal Mind, Forensic Assessment, Introduction to Forensic, Proseminar in Forensics, Juvenile Delinquency, Current Issues in Forensics, Family Violence, and Child Custody Forensic Evaluations.

Clinical Studies Electives

We periodically offer several courses in the area of Clinical Studies. Recent courses offered in this area have included: Child Psychopathology, Eating Disorders, Trauma, Dialectical Behavioral Therapy, Substance Abuse, Psychopharmacology, Clinical Interventions, Hypnosis, and Autism Spectrum Disorders.

Admission to Master's Program in General Psychology

Rolling admissions. Students may start in the fall, spring, or summer.

Applicants are required to have a GPA of at least 3.0 and to submit two letters of recommendation; a personal essay; transcripts from all previously attended schools; and a listing of grades in all undergraduate and graduate psychology courses, which must include: developmental psychology; psychopathology; and research design or experimental psychology.

II. MASTER OF ARTS (M.A.) IN MENTAL HEALTH COUNSELING (60 credits)

The Master of Arts in Mental Health Counseling is a 60-credit graduate training program designed to prepare students to be entry-level mental health counselors in a variety of settings including schools, community agencies, hospitals, and clinics. The program is designed for full-time study and has a strong clinical focus. It adheres to the standards for state and national accrediting groups. Students complete a 100 hour practicum and 900 hour internship allowing them to develop clinical skill-sets, while applying what they learned in academic courses. Students must also pass an exit exam (CPCE) that compares their knowledge in pertinent content areas to national norms. After graduating from the Mental Health Counseling program, students are required by the state to complete 3,000 post-graduate supervised hours and pass a state licensing exam in order to be granted a New York State License in Mental Health Counseling.

Plan of Study

Required Course Sequencing:

Fall 1 - Required courses (12 credits)

- 1) 0502-606 Research Methods
- 2) 0507-501 Mental Health Counseling I
- 3) 0502-603 Personality, Psychopathology and Diagnosis
- 4) 0502-607 Developmental Psychology

Spring 1 - Required courses (12 credits)

- 1) 0502-618 Trauma
- 2) 0507-502 Mental Health Counseling II
- 3) 0507-521 Group Counseling
- 4) 0502-630 Clinical Assessment

Summer 1 - Required courses (12 credits)

- 1) 0507-503 Counseling Practicum (*100 hours-0 credits*)
- 2) 0507-506 Professional Development Seminar
- 3) 0507-522 Family Counseling
- 4) Elective
- 5) Elective

Fall 2 - Required courses (12 credits)

- 1) 0507-505 Multicultural Issues in Counseling
- 2) 0507-504 Counseling Internship (900 hours)
- 3) 0507-507 Vocational Counseling

Spring 2 - Required Courses (12 credits)

- 1) 0507-504 Continued Counseling Internship
- 2) Elective
- 3) Elective
- 4) Elective
- 5) Elective

Admission to Master's Program in Mental Health Counseling

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

Applicants are required to have prerequisite courses (or their equivalents) in developmental psychology, research methods, and psychopathology; two letters of recommendation; a minimum GPA of 3.1; the Graduate Record Exam (GRE) (General); and an Admissions interview.

III. MASTER OF ARTS (M.A.) IN SCHOOL PSYCHOLOGY (72 credits)

The master's in school psychology is a 72-credit program that can be completed in three years of full-time study, or four years of part-time study, with some attendance during summer sessions. The majority of courses are in either assessment or school practice preparation. Classes are scheduled for late afternoon and evenings, which allows candidates to earn a masters degree while employed.

The program's core courses are in psychology and education, with 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.

Plan of Study

Psychology Foundations (15 credits)

Required Courses

MPS 603 Psychopathology, Personality, and Diagnosis

SPY 602 Psychoanalytic Theory

Variable Courses (choose 6 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 (6 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, Cultures, and Learning

EDU 723 Special Topic: Emotional Life of Children and the Possibility of Classroom as Community

SPH 603 Language Disorders in Children I

Assessment (12 credits) Required Courses

SPY 607–608 Intellectual Assessment I, II

SPY 605 Personality Assessment I

EEC 720 Formal and Informal Methods
of Assessment

School Practice Core (30 credits) Required Courses

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

Research (9 credits) Required Courses

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

Variable Courses (choose 3 credits)

MPS 606 Research Design I
 EDS 603 Inquiry I

Admission to Master's Program in School Psychology

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

Applicants are required to have a GPA of at least 3.0. The GRE is not required but it is looked upon favorably. Applicants are required to have 15 credits in psychology, which must include general psychology; developmental child or adolescence psychology; abnormal personality or social psychology; tests and measurements, and statistics (*students may be admitted to the program conditionally, providing the missing undergraduate courses are completed with grades of "B" or better*). Applicants must also submit three letters of recommendation from former teachers or employers; and an essay/professional statement that addresses the following: Why have you chosen to study at Adelphi University? Why do you want to become a school psychologist? What are your long-term professional goals?

DOCTORAL AND POSTGRADUATE PROGRAMS

Since 1951, the Institute and its precursor programs have accepted as a responsible educational goal in clinical psychology the training of scholar-practitioners who have clinical practice as a career goal. In like manner, it has also accepted responsibility to meet the educational goals for students committed to a career of research and teaching. To accomplish these several purposes, a basic core of psychology is required of all clinical doctoral students, covering cognition, psychodynamic theory, developmental psychology, social psychology, statistics, research methods, psychometrics, physiological psychology, and professional ethics. Clinical theory courses and intensively supervised clinical practice are required of the clinical psychology and respecialization students. All of the clinical supervisors have had postdoctoral training, most are graduates of psychoanalytic institutes, and most are Diplomats of the American Board of Professional Psychology. Throughout all years in residence, students attend a 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 is outpatient psychotherapy practice; a weekly case conference is also required. All supervision is arranged so that the supervisor devotes two hours per week to supervisory activities per student. The respecialization program combines some of the placements to make it possible to have the clinical training at the University in a two-year period.

Research and scholarship are emphasized throughout the program, with special preparation for a scholarly presentation of a research project as a culminating academic/professional experience. This second-year project, consisting of a publishable research study performed under the guidance of a faculty mentor, is required of all students. Final outline for the dissertation is usually completed in the third or fourth year with completion of the dissertation within the fifth or sixth year.

IV. DOCTOR OF PHILOSOPHY (PH.D.) IN CLINICAL PSYCHOLOGY (120 credits)

Questions regarding individual programs may be directed to the appropriate program director: for the doctoral program contact Charlene Gachette at (516) 877-4804 or Yvette Jones at (516) 877-4840.

The **Doctor of Philosophy** in clinical psychology is a full-time program consisting of 120 credits. The doctoral program in clinical psychology prepares students who have a primary career goal of community and clinical practice. This may be combined with an academic or research career. Required courses include:

- Foundations of psychology including
 - Biological and social bases of behavior
 - Developmental psychology
 - History and systems of psychology
- Didactic and experiential training in
 - Assessment
 - Intervention
 - Diversity
 - Relationship skills
 - Professional ethics
 - Supervision, consultation, and management
- Research methods and statistics

Extensive clinical field experience accompanies the academic core where students are placed in externships and in our Psychological Services Center accompanied by intensive supervision and case conferences. Completion of a dissertation and a one-year full-time internship is required for the degree. The clinical psychology program has been APA-accredited continuously since 1957. Students who complete the program are eligible to apply for a New York State psychology license.

Adelphi's clinical psychology doctoral program uses the Vail model for its philosophy of training. The Vail model proposed that a clinical psychology program must adhere to the following general principles: the clinical psychologist should have a core of knowledge and training common to all psychologists; the program should be of at least four years' duration, combining academic and clinical training, including an internship; preparation should be broadly directed toward both research and professional goals *rather than simply technical skills*; courses should be developed in sequence and be complementary rather than overlapping; the faculty should be neither over-dominated by the academy nor simply practical; continued contact throughout the training with clinical material is necessary, with the range extending from the normal to the abnormal population; a sense of professional responsibility and professional obligation must be instilled; cooperative work with persons of related disciplines is encouraged and sensitivity to the social implications of the psychologists' activities is essential; and throughout, research issues are to be emphasized. Thus, the program should hold fast to those principles that suggest that the psychologist will be a professional, trained in a research tradition. These principles guide the core curricula of the doctoral program to be divided into the following major areas of instruction: general psychology, psychodynamics of behavior, diagnostic methods, therapy, research methods, professional ethics, and related disciplines. They also influence the emphases in our other programs.

Degree Completion Requirement

Four years full-time on campus, including an externship, plus one year full-time internship for clinical psychology. A second year research project and a doctoral level dissertation are required. A written comprehensive exam or an oral comprehensive exam is not required. Six years is the average time to completion of the program.

Plan of Study

First Year

Fall

PSI 620 Psychodynamics of Behavior: The Development of Freudian Theory

PSI 625 Diagnostic Psychological Testing I

PSI 628 Assessment of Personality

PSI 632 Initial Intake Seminar I(1.5 credits)

PSI 640 Research Conference (0 credits)

PSI 644 Advanced Psychological Statistics

PSI 647 Research Design I

PSI 734 Developmental Psychology

Spring

PSI 621 Clinical Psychopathology
 PSI 626 Diagnostic Psychological Testing II
 PSI 633 Initial Intake Seminar II (1.5 credits)
 PSI 642 Psychological Research Work Group I
 PSI 645 Design and Analysis of Experiments
 PSI 736 Social Psychology

Second Year*Fall*

Externship
 PSI 623 Child Psychopathology
 PSI 630 Assessment of Learning Disabilities
 PSI 643 Psychological Research II
 PSI 700 Psychotherapy Case Conference I (0 credits)
 PSI 712 Clinical Practice I: Psychodiagnostics
 PSI 724 Techniques of Psychotherapy

Spring

Externship
 PSI 701 Psychotherapy Case Conference II (0 credits)
 PSI 713 Clinical Practice II: Psychodiagnostics
 PSI 722 Comparative Psychoanalyses
 PSI 742 Psychological Research III
 PSI 746 Applied Clinical Research
 PSI 838 Multicultural Issues II: Race, Class, and Ethnicity

Research Project Due: The Research Project typically will be an empirical project of publishable quality, but of lesser magnitude than a doctoral dissertation.

Third Year*Fall*

PSI 743 Psychological Research IV
 PSI 800 Psychotherapy Case Conference III (0 credits)
 PSI 812 Clinical Practice III: Psychotherapy Practicum
 PSI 832 Cognition
 PSI 833 Disorders of the Self
 PSI 850 Ethics and Professional Issues One Elective

Spring

PSI 739 Humanistic, Cognitive, Behavioral Approaches to Psychotherapy
 PSI 801 Psychotherapy Case Conference IV (0 credits)
 PSI 813 Clinical Practice IV: Psychotherapy Practicum
 PSI 817 Continuing Doctoral Thesis Supervision
 PSI 834 Multicultural Issues I: Sex and Gender

PSI 835 History and System of Psychology
One Elective

Fourth Year

Fall

PSI 803 Concentration Case Conference I (*1.5 credits*)
PSI 818 Continuing Doctoral Thesis Supervision
PSI 824 Physiological Psychology
PSI 831 Group Dynamics
PSI 851 Colloquium I (*0 credits*)
One Elective

Spring

PSI 804 Concentration Case Conference II (*1.5 credits*)
PSI 819 Continuing Doctoral Supervision
PSI 825 Clinical Neuropsychology
PSI 830 Object Relations
PSI 852 Colloquium II (*0 credits*)
One Elective

Fifth Year

Fall Internship I

Spring Internship II

Admission to the Doctoral Program

The application deadline for fall admission to the doctoral program is January 15. Applicants to the doctoral programs are required to have completed undergraduate courses in: general psychology, experimental psychology, statistics, developmental psychology, and abnormal psychology. Applicants are required to submit Graduate Record Examination (GRE) results (including the General Exam and the Psychology Exam). The Miller Analogies Test is not required. The Ph.D. program does not have minimum required scores, although most candidates have GRE scores considerably above 500 and have GPAs well above 3.0. Top applicants for the clinical psychology program are interviewed in a required group interview.

V. RESPECIALIZATION IN CLINICAL PSYCHOLOGY (Certificate Program)

The Respecialization Diploma Program is available to enable doctoral-level psychologists trained in other areas to make a career shift into clinical psychology. The Respecialization Program serves to prepare psychologists through participation in academic work and intensive clinical training to develop skills to become practicing clinicians.

Degree Completion Requirements

Two years in clinical courses and clerkships plus one year internship required. Three years is the average time to completion of program. Doctorate or Master's and state license in an area of mental health is required.

Plan of Study

First Year

Fall

PSI 620 Psychodynamics of Behavior: The Development of Freudian Psychology
 PSI 625 Advanced Clinical Psychology I
 PSI 700 Psychotherapy Case Conference I (0 credits)
 PSI 712 Clinical Practice I: Psychodiagnostics
 Off-Campus Clinical Externship

Spring

PSI 621 Clinical Psychopathology
 PSI 626 Advanced Clinical Psychology II
 PSI 701 Psychotherapy Case Conference II (0 credits)
 PSI 713 Clinical Practice II: Psychodiagnostics
 Off-Campus Clinical Externship

Second Year

Fall

PSI 724 Psychoanalytic Psychotherapy I: Principles
 PSI 800 Psychotherapy Case Conference III (0 credits)
 PSI 812 Clinical Practice III: Psychotherapy Practicum
 PSI 833 Disorders of the Self
 PSI 834 Multicultural Issues I: Sex and Gender

Spring

PSI 801 Psychotherapy Case Conference IV (0 credits)
 PSI 813 Clinical Practice IV: Psychotherapy Practicum
 PSI 820 Child Psychotherapy
 PSI 830 Object Relations
 PSI 850 Ethics and Professional Issues

Third Year

Fall Internship I

Spring Internship II

Admission

For the respecialization program, applicants are required to have a doctorate in psychology, and have completed a dissertation. A personal group interview is required.

VII. POSTGRADUATE PROGRAMS

Questions regarding individual programs may be directed to the appropriate program director: for Postgraduate programs contact Marge Burgard at (516) 877-4835.

The Postgraduate Programs are designed for professionals who have doctorates or master's degrees in a mental health profession and are licensed for independent practice. These programs provide certificates and advanced training in psychotherapy and psychoanalysis including: adult, child and adolescent; marriage and couples; and group psychotherapy; and psychodynamic school psychology. The postgraduate programs consist of a series of seminars in theory, technique, case conferences, and supervised practice. Courses are offered in the evening or late afternoons to accommodate working professionals. In addition to our Garden City location, some programs are offered at our Manhattan Center. Personal therapy and supervised practice are basic requirements of these programs.

Postgraduate Certificate Programs

POSTGRADUATE PROGRAM IN PSYCHOANALYTIC PSYCHOTHERAPY

This one-year program offers an introduction to psychodynamic principles through the study of classical and contemporary psychoanalytic theory and technique. It provides a sound introduction to psychoanalytic concepts for those who wish to obtain supervision on their clinical work while considering further training as a psychoanalyst. It also provides the supervision required for New York state licensure as a psychologist during the postgraduate year of clinical experience.

Admissions Requirements

A doctoral or master's degree in a mental health field is required. Applicants should complete an application and arrange to send transcripts from their graduate programs, plus two letters of recommendation. Two interviews with members of the Postgraduate Admissions Committee will be arranged.

Program Requirements

- Completion of the first year curriculum of the four-year certificate program
- 40 sessions of individual supervision with a supervisor approved by the postgraduate program
- A minimum of 40 sessions of individual weekly psychotherapy with a training analyst approved by the postgraduate program
- Treatment of one psychotherapy training case seen through the Psychotherapy Center for 40 hours

POSTGRADUATE PROGRAM IN PSYCHOANALYSIS AND PSYCHOTHERAPY

This program provides a comprehensive and in-depth study of classical psychoanalysis, British and American object relations, self psychology, intersubjectivity, and contemporary relational and interpersonal psychoanalytic approaches to treatment. Courses in theory are complemented by case seminars that focus on the therapeutic techniques of each theoretical approach. Candidates integrate psychoanalytic theory with their clinical and increase their self-understanding and professional growth through personal analysis. Many training analysts are available to work with candidates at reduced fees.

Admissions Requirements

A doctoral or master's degree in a mental health field is required. Applicants should complete an application and arrange to send transcripts from their graduate programs, plus two letters of recommendation. Two interviews with members of the Postgraduate Admissions Committee will be arranged.

Program Requirements

- Completion of the four year curriculum
- 200 hours of individual supervision with four or five supervisors approved by the Postgraduate Program
- 300 hours of three-times-a-week personal analysis with a training analyst approved by the Postgraduate Program
- Treatment of one psychoanalytic training case seen through the Postgraduate Psychotherapy Center for a minimum of 300 hours at three times a week
- Treatment of one additional psychoanalytic patient for a minimum of 300 hours at three times per week
- Completion of a graduation paper that demonstrates the candidate's personal integration of theory and technique in psychoanalysis

POSTGRADUATE PROGRAM IN CHILD, ADOLESCENT, AND FAMILY PSYCHOTHERAPY

This three-year program provides advanced training in psychodynamic psychotherapy with children, adolescents, and their parents. Candidates develop their ability to integrate neurodevelopmental, psychoanalytic, and family systems perspectives in their understanding of children and adolescents; to work effectively in child and adolescent psychotherapy and parent counseling; and to develop leadership skills in community agencies, hospitals, schools, and private practice.

Admission Requirements

A doctorate or master's degree in a mental health field is required. Applicants should complete an application and arrange to send transcripts from their graduate programs, plus two letters of recommendation. Two interviews with members of the Postgraduate Admissions Committee will be arranged.

Program Requirements

- Satisfactory completion of course work
- 120 hours of supervision working with 3 supervisors for a minimum of 40 hours each
- 300 hours of personal psychotherapy
- Psychotherapy with one child or adolescent training case seen through the Psychotherapy Center for a minimum of 50 hours, and psychotherapy with six child and adolescent patients
- Case presentation in the second year or later

POSTGRADUATE PROGRAM IN GROUP PSYCHOTHERAPY

This two-year program consists of didactic and experiential course work, clinical supervision, and personal group therapy. Major schools of psychoanalytic group theory and technique are represented with an emphasis on the relational approach. Systems, cognitive, crisis-intervention, and behavioral modalities are included in course work and experiential learning.

Admission Requirements

A doctorate or master's degree in a mental health field is required. Applicants should complete an application and arrange to send transcripts from their graduate programs, plus two letters of recommendation. The applicant will be contacted for a personal interview.

Program Requirements

- Satisfactory completion of the two-year curriculum
- 85 sessions as the therapist to an ongoing group therapy
- 95 hours of personal supervision (group supervision for up to 45 hours)
- A case presentation during the second year or later
- 15 months of personal group therapy, concurrent with the program

POSTGRADUATE PROGRAM IN MARRIAGE AND COUPLE THERAPY

This two-year program was established to provide clinicians with advanced training in the treatment of couples based on a synthesis of psychoanalytic and systemic theories. Course work and supervision provide a theoretical and technical foundation that prepares therapists to address a wide range of relationship issues. While emphasis is placed on the development of extensive clinical skills, the value of having a solid theoretical grounding is recognized as an important element of effective practice.

Admission Requirements

A doctoral or master's degree in a mental health field is required. Applicants should submit an application and two letters of recommendation and will be contacted for personal interviews.

Program Requirements

- Satisfactory completion of course work

- 100 hours of supervision (group supervision may be chosen for up to 35 hours)
- 120 hours of couple treatment
- 100 hours of personal psychotherapy (50 hours must be concurrent with training)
- A graduation paper demonstrating candidate's integration of theory and technique

POSTGRADUATE PROGRAM IN PSYCHOANALYTIC SUPERVISION

This one-year program addresses the needs of recent graduates of postgraduate psychoanalytic training programs who wish to develop the skills to be supervisors of psychoanalysis and other psychodynamic therapies as they move ahead in their careers. It consists of didactic courses and case seminars and is open to candidates who have completed psychoanalytic training.

Admission Requirements

A doctoral or masters degree in a mental health field, licensure for private practice, and completion of an advanced psychoanalytic training program is required. Applicants should submit an application, transcripts from their advanced training program, and two letters of recommendation. Two interviews with members of the Postgraduate Admissions Committee will be arranged.

Program Requirements

- Satisfactory completion of course work
- 40 hours of supervision of a candidate in analytic training

POSTGRADUATE PROGRAM IN PSYCHODYNAMIC SCHOOL PSYCHOLOGY

This is a unique one-year program certified school psychologists and school social workers. An optional second year is offered to candidates who have completed the first year of the program. The program includes courses, seminars, and supervision based on contemporary psychodynamic understanding of human behavior. Emphasis is placed upon training school psychologists and school social workers to apply this information as they expand their skills in working with students, parents, teachers, and school administrators. As a forum exclusive to school mental health professionals, the program seeks to provide a supportive collegial atmosphere that encourages personal growth and professional stimulation.

Admission Requirements

The program is open to practicing, certified school psychologists and school social workers. Applicants should complete an application and arrange for two letters of recommendation. A personal interview will be arranged.

Program Requirements

- Satisfactory completion of the curriculum
- Satisfactory completion of a minimum of 10 hours of individual supervision

Additional Information for Derner Institute Graduate Students

Transfer Credits for M.A. Program

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

Transfer Credits for Doctoral Program

Students in the doctoral program may request transfer credit only for non-clinical courses that they have already taken at the graduate level, provided they have received a minimum grade of B. Approval for transfer credit must be approved by the dean, and students requesting transfer credit must provide both a transcript and a syllabus. Transfer credits do not shorten the length of the program.

Grading

Students are required to earn grades of "B" or better in all courses in order to remain in the program. If a grade less than "B" is earned in any given course, the student must meet with the program director, and will be placed on academic probation. Grades of below "B" will not count toward graduation. If it is a core course, the course must be retaken. If it is an elective, another elective may be substituted.

Graduate Assistantships

For clinical Ph.D. students, upon acceptance for the group interview, the necessary forms for request for financial aid will be given to the applicant. It is not necessary to apply in advance.

The financial aid that students receive as graduate assistants is provided in the form of tuition remission, and each student is assigned to a faculty member who supervises the student's work. The student is required to work one hour per week during the academic year for every \$1,000 in financial aid, and the most common graduate assistantship is for \$5,000, which requires five hours of work per week.

The Institute's practice is to award financial aid on the basis of merit, financial need, and possession of relevant skills. Given that, it should be emphasized that the Derner Institute has a commitment to recruit and train racial/ethnic minority students. As part of that recruitment, incoming minority students are particularly likely to be awarded graduate assistantships.

Every student applying must complete the Financial Aid Form and submit a copy to the Chair of the Financial Aid Committee. In addition, students must submit the Derner Institute Application for Financial Aid Form, a copy of their most recent federal income tax return as stipulated on the FAF form, and, if according to information supplied on the FAF, the student is classified as dependent, a copy of the parents' federal income tax

return. The original FAF and the income tax return(s) should be submitted to Office of Student Financial Services at Adelphi.

Scholarships and Fellowships

The APA monograph, *Graduate Study in Psychology*, has additional suggestions regarding financial aid. This monograph is available in the IAPS office or in the Swirbul Library. Additional sources of funding may be identified through www.fastweb.com.

Howard Davis Memorial Fund

A limited amount of money is available for emergency, short-term loans. Specific terms are arranged with the Dean, to whom applications should be directed.

For additional information about Tuition Assistance and Scholarships, please see the Additional section for all Derner students.

Clinics

The **Center for Psychological Services** is an integral part of the Derner Institute, and serves primarily as a practicum training facility for the doctoral candidates in clinical psychology. The Center's staff and Institute faculty provide professional oversight and supervision to students who provide assessment and psychotherapy services to Adelphi University students and staff and the members of the surrounding communities. The Center also maintains a liaison with community agencies including schools, hospitals, mental health clinics, drug rehabilitation centers, and crisis intervention units.

The **Postgraduate Psychotherapy Center** is an association of psychotherapists affiliated with the Postgraduate Programs in Psychoanalysis and Psychotherapy. Founded in 1963, the Center provides affordable and effective psychoanalytic psychotherapy services. All are experienced licensed mental health professionals with advanced training in psychoanalysis and psychotherapy.

Off-Campus Classes

In addition to classes at the main campus in Garden City, the Derner Institute offers some classes for the Master of Arts (M.A.) in general psychology, the Master of Arts (M.A.) in mental health counseling, and the Master of Arts (M.A.) in school psychology at Adelphi's Hauppauge Center. The Center is located at 55 Kennedy Drive, Hauppauge, New York.

Leave of Absence Guidelines

The continuity of training and education is an important aspect of the program; the faculty generally will not permit extension of leaves of absence beyond a single year. Under special circumstances, a student may petition for an extension of a leave for an additional year; such a petition must be presented no later than the preceding spring. The petition must present a compelling reason for such an extension, and should also include provision for approved professional activities during the leave period. The decision will be based on the specifics of the case, including the student's previous performance in the

program, and the professional use that will be made of the leave period. If leave is not granted, the student will be expected to return to full-time status; or will have to reapply and be considered as a new student.

Commitment to Recruiting Racial/Ethnic Minority Students

Special care is taken to recruit and to provide financial assistance for qualified racial/ethnic minority students. A Derner Institute supported minority student organization participates in recruitment of faculty and students, selection of students, planning of special programs, and minority student orientation and advisement.

VI.



SCHOOL OF BUSINESS

School of Business

Hagedorn Hall 121

p – (516) 877-4600 (*undergraduate office*)

p – (516) 877-4670 (*graduate office*)

f – (516) 877-4607

Rakesh Gupta

Interim Dean

e - Gupta@adelphi.edu

The School of Business is accredited by AACSB International—The Association to Advance Collegiate Schools of Business.

ADMINISTRATION

business.adelphi.edu/about/administration.php

Brian Rothschild, *Assistant Dean*

Patricia Joyce, *Director of Undergraduate Programs*

FACULTY

business.adelphi.edu/faculty

Professors

Allan S. Ashley

C. Richard Baker

Jeffrey Goldstein

Zhimin Huang

Susan Li

Anthony F. Libertella

Samuel M. Natale

Alvin J. Rosenstein

Darko Skorin-Kapov

Associate Professors

Jack Angel

Grace Conway

David Gleicher

James Hazy

MaryAnne Hyland

David Machlis

Ganesh Pandit

Jayen Patel

Dennis Payette

Sebastian Sora

Gita Surie

R. Bruce Swensen

Mariano Torras

Winston Waters

Monica Yang

Simon Yang

Assistant Professors

Pamela Buckle Henning

Harvey J. Heinowitz

Graham K. Henning

Alan Kreitzman

Yun Jung Lee

Sviatoslav Moskalev

Seung-Chan Park

David Prottas

Soon Ryoo

Shibin Sheng

Joyce Silberstang

Gita Surie

Jiang Zhang

PROFESSIONAL PHILOSOPHY

Few areas of American life are as dynamic and challenging as the world of business. The rapid pace of technological change and the growth of international markets and competition are creating rich opportunities for increased productivity and abundance for an ever-growing population. Business knowledge has become an all-important factor not only in corporate enterprises, but also in government, and not-for-profits.

The School believes that the best business leaders are those who enjoy an intellectual challenge; have a deep appreciation of the theoretical and the practical; understand today's realities and tomorrow's possibilities; and see the link between the skills they learn and the character they display.

The School has five learning goals that stem from our mission statement. These learning goals are: ethics, global/multicultural perspective, communication skills, critical thinking skills, and leadership. The faculty is integrally involved in the learning assurance process and engages in the continuous improvement of the curriculum.

MISSION STATEMENT

Our School

The Adelphi University School of Business is located on Long Island in the New York City metropolitan area, the world's leading business center. Our mission is to offer quality business programs primarily for full-time and part-time undergraduates, as well as part-time graduate students. We prepare our students to function as ethical and socially responsible leaders with a global perspective. In our programs theory informs practice so that our students gain expertise in analytical, critical thinking, and communication skills.

Our Students and Programs

Our students reflect the diversity of the New York metropolitan area. They consist of traditional college-age students as well as young adults and career changers. Our full-time undergraduate program aims at excellence in business education with a foundation in the liberal arts and sciences in accordance with the vision of the University as a whole. Our evening and weekend undergraduate and graduate programs represent the additional commitment of the School to advance the career needs of working adults. The School of Business fosters strong and personalized faculty-student interaction through small class sizes, convenient and flexible schedules, ample opportunities for advising, and accessible faculty.

Our Faculty

Recognizing that on-going intellectual development of the faculty is a cornerstone for effective teaching, the School of Business is committed to enhancing the academic and professional qualifications of our faculty. Faculty research is supported and rewarded; faculty teaching is developed and evaluated; and, faculty professional practice relevant to teaching and research is encouraged. Our faculty publications primarily focus on applied research complemented by basic and pedagogical research.

Our Community

The School of Business promotes ties across the University community through the establishment of interdisciplinary and joint degree programs as well as the active participation of our faculty in university-wide service. We contribute to regional businesses, institutions, organizations, and agencies by providing qualified candidates for internships and full-time positions. We offer various publications, continuing education, symposia, and guest lectures to our alumni and the community-at-large. We also invite the participation of our stakeholders in the ongoing evolution of our institution. We endeavor to create a culture of engagement.

ADDITIONAL INFORMATION FOR ALL SCHOOL OF BUSINESS STUDENTS

ACADEMIC ADVISING

Faculty advisers and mentors are available for academic counseling through all our business programs. Students may meet with advisers from the time of first inquiry through graduation. Considering the individual's interests, desired area of specialization, and time constraints, the student and adviser together formulate a plan of study matching educational needs with the individual's career and professional goals.

Advisers/mentors schedule office hours at times convenient for their advisees. Extra hours of service are also added during each registration period.

MINIMUM COURSE REQUIREMENTS AT ADELPHI UNIVERSITY

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

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.

Petitions should be addressed to the Academic Standards Committee of the School of Business and filed with the Office of the Dean of the School of Business. Students are requested to discuss the matter with a member of the dean's staff prior to submitting their petitions.

PROFICIENCY EXAMINATIONS

Students who do not meet the criteria to be considered for course waivers and substitutions may be granted permission to take a proficiency examination in *prerequisite* course requirements.

CAREER COUNSELING

The University's Center for Career Development offers help with career decisions, taking into account both the students' interests and education and their desired salary and career path. Whether you are an undergraduate or graduate student, an experienced professional seeking a career change, or someone returning to the work force, counselors will take the time to assess your interests and skills and help you make the right decision. Annual reports, recruiting brochures, and employment guides are available as handouts or on a lending basis.

The Center for Career Development also holds special receptions for employers and students, as well as career seminars on résumé writing and interviewing. These events are only part of an overall career strategy that the Center can put together for you.

INTERNSHIPS

Internships are available to qualified students. Students are placed in part-time positions corresponding to their field of study and earn academic credit by completing an independent study project with a faculty adviser.

See more information in the sections for Undergraduate and Graduate students.

PROGRAMS OF STUDY

UNDERGRADUATE PROGRAMS

- I. Bachelor of Business Administration (B.B.A.) in Accounting
- II. Bachelor of Business Administration (B.B.A.) in Management
with specializations available in
Marketing
Finance
Human Resource Management
Management Information Systems
- III. Bachelor of Science (B.S.) in Finance
- IV. Bachelor of Arts (B.A.) in Economics
- V. Bachelor of Science (B.S.) in Business (through University College)
- VI. Five Year Bachelor/M.B.A. Option
- VII. Minors in Business
- VIII. Business Clusters

GRADUATE PROGRAMS

- I. Master of Business Administration (M.B.A.) Degree in Management
with specializations available in
Accounting
Finance
Health Services Administration
Human Resource Management
Management
Management Information Systems
Marketing
- II. GOAL M.B.A. Program: Graduate Opportunity for Accelerated Learning (17 months)
- III. *a.m.M.B.A.* Program (36-month morning program)
- IV. Post-Master's Certificate in Human Resource Management
- V. 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

UNDERGRADUATE INFORMATION

Educational Strategy

The bachelor's degree programs, which integrate cutting-edge management theory and practice with state-of-the-art instruction, are structured around the concept of managing an organization's assets—people, money, information, and technology—because no matter where one “sits” in an organization, one has only these four assets with which to work.

Every organization demands leaders who have strong technical competencies in one or more of the functional areas of business, as well as significant interdisciplinary, cross-functional expertise so that the individual manager understands how his/her function and expertise has an impact on the entire organization. Our functional courses provide a solid foundation in the fundamentals of business and serve as the “building blocks” for the more advanced courses.

Through its programs, the Adelphi School of Business prepares undergraduates for either graduate study or direct entry into the job market. More important, the School nourishes a deep-rooted and practical intelligence that will serve students not only in business but throughout their life.

Courses are 3 credits unless noted otherwise.

I. BACHELOR OF BUSINESS ADMINISTRATION IN ACCOUNTING

Though the recording of business and financial transactions is as old as civilization, the modern profession of accounting is one of constant change—in theories, regulations, and practices. Students acquire both the technical accounting knowledge and the analytical and managerial capabilities needed to apply that knowledge to complex business issues. Students are equipped to enter and perform with distinction in the public and private sectors.

The accounting profession is divided into two broad areas: financial and managerial accounting. Financial accounting involves the preparation and use of accounting information for external reporting. Managerial accounting relates to the preparation and use of accounting information to measure managerial performance and develop plans and controls within an organization.

Degree Requirements

The accounting major leads to the B.B.A. by successfully completing 125 credits of course work, consisting of 68 credits of General Education requirements and liberal arts and 57 credits of business and accounting. The accounting curriculum is registered with and approved by the New York State Education Department.

A total of 15 accounting credits only may be transferred from a two-year college. These 15 credits must be from basic, intermediate, and cost accounting courses. No credit for other accounting courses can be accepted toward fulfilling degree requirements.

Plan of Study

Freshman Year

First Semester (16 credits):

General Education Requirements

ACC 101 Principles of Accounting I

BUS 162 Introduction to Business

ECA 111 The Price System

Second Semester (15 credits):

General Education Requirements

ACC 102 Principles of Accounting II

ECA 112 The National Economy

MGT 262 Principles of Management

Liberal Arts Elective

Sophomore Year

First Semester (16 credits):

General Education Requirements

ACC 201 Intermediate Accounting I

BUS 250 Business Law I

MTH 110 Pre-Calculus

OPR 271 Information Technology and Applications (4 credits)

Second Semester (16 credits):

General Education Requirements

ACC 202 Intermediate Accounting II

BUS 251 Business Law II

BUS 267 Creative Business Communications

OPR 272 Analytical and Statistical Modeling (4 credits)

Junior Year

First Semester (15 credits):

General Education Requirements

ACC 203 Cost Accounting

ECA 251 Money and Banking

FIN 330 Managerial Finance

MGT 366 Organizational Behavior

Second Semester (15 credits):

General Education Requirements

ACC 303 Principles of Auditing

MKT 280 Marketing

One of the following:

Dramatics, Beginning Acting, or Speech courses: PFA 108, PFA 109, SPE 104, 110, 111, or 112

Senior Year

First Semester (16 credits):

Liberal Arts Electives (4 cr)

ACC 401 Federal Taxation I
 ACC 403 Advanced Accounting
 BUS 341 International Business

Second Semester (16 credits):

Liberal Arts Electives (4 cr)
 ACC 402 Federal Taxation II
 ACC 405 Auditing/Accounting Information Systems
 OR
 ACC 406 Government and Financial Accounting
 BUS 468 Business Policy and Strategy

The Fifth Year Option (150 credit program)

Students planning a career in public accounting should be aware that the requirements to sit for the C.P.A. examination in New York State, as well as many other states, have changed. This change requires candidates who wish to sit for the C.P.A. examination to complete a 150-credit hour program. Our undergraduate accounting majors can meet the NYSED requirement AND obtain an MBA by completing the following courses:

MGT 666 Leadership and Innovation in Complex Systems
 OPR 678 Best Practices, Operations, and Total Quality Management
 MGT 770 Management of Technology
 BUS 689 Persuasive Communication and Negotiation
 FIN 734 Building Shareholder Value through Competitive Analysis
 BUS 662 Entrepreneurship/Intrapreneurship
 ACC 703 Advanced Accounting
 ACC 704 Advanced Taxation
 ACC 707 Auditing and the Computer
 ACC 708 Seminar in Accounting Theory
 BUS 679 Strategic Management

II. BACHELOR OF BUSINESS ADMINISTRATION IN MANAGEMENT

Managerial practice is as diverse as the business world itself. Some managers choose to specialize in one of the functional areas of business, such as marketing, finance, human resources, and manufacturing. Some managers are staff specialists who prepare information for colleagues to act upon; others are line managers who implement decisions and supervise the actions that result from those decisions. Senior managers, however, most often work from a more generalized point of view. Management majors in the School of Business have the opportunity to consider all of these managerial modes before embarking on their careers.

Degree Requirements

The management major earns the B.B.A. by successfully completing 121 credits of course work, divided into three areas: 73 credits of General Education requirements, liberal arts, and free electives; 39 credits in required business core courses; and 9 credits in advanced business electives or specialization courses.

Plan of Study

Freshman Year

First Semester (16 credits):

General Education Requirements
 ACC 101 Principles of Accounting I
 BUS 162 Introduction to Business
 ECA 111 The Price System

Second Semester (15 credits):

General Education Requirements
 ACC 102 Principles of Accounting II
 ECA 112 The National Economy
 MGT 262 Principles of Management

Sophomore Year*First Semester (16 credits):*

General Education Requirements
 BUS 267 Creative Business Communications
 MTH 110 Pre-Calculus
 OPR 271 Information Technology and Application (4 credits)

Second Semester (16 credits):

General Education Requirements
 BUS 252 Legal and Ethical Environment of Business
 MKT 280 Marketing
 OPR 272 Analytical and Statistical Modeling (4 credits)

Junior Year*First Semester (16 credits):*

General Education Requirements
 MGT 366 Organizational Behavior
 FIN 330 Managerial Finance
 One of the following:
 Dramatics, Beginning Acting, or Speech courses: PFA 108, PFA 109, SPE 104, 110, 111, or 112

Second Semester (15 credits):

General Education Requirements
 HRM 367 Management of Human Resources
 OPR 373 Management of Production Operations
 Liberal Arts Electives
 Specialization/Business Elective

Senior Year*First Semester (15 credits):*

BUS 341 International Business
 BUS 461 Entrepreneurship
 Liberal Arts Electives
 Free Elective*
 Specialization/Business Elective

Second Semester (13 credits):

BUS 468 Business Policy and Strategy

Liberal Arts Electives (4 credits)

Free Elective*

Specialization/Business Elective

** Free electives may be taken in any division of the University*

Specializations for the Management Bachelor's Degree

A specialization consisting of a minimum of 9 credits of advanced course work in a specific discipline is available. Currently, the specializations are marketing, finance, management information systems, and human resource management. Specializations are optional and may be chosen instead of 9 credits in business electives. *Students should consult with the Business Undergraduate Programs Office, Hagedorn Hall 121, for more information.*

Marketing Specialization

Students may choose from the following courses:

MKT 382 Retail Management

MKT 383 Sales Management

MKT 384 Direct Marketing and Sales Promotion

MKT 480 Advertising Management

MKT 481 Marketing Research

MKT 482 Marketing Strategy

Finance Specialization

Students may choose from the following courses:

ACC 306 Financial Statement Analysis

FIN 311 Financial Markets

FIN 434 Managerial Finance II

FIN 438 Investment Analysis

FIN 443 International Finance

ECA 251 Money and Banking

Human Resource Management Specialization

Students may choose from the following courses:

HRM 465 Effective Human Resource Policy and Law

HRM 466 Compensation Management

HRM 467 Executive Development

HRM 468 Staffing: Recruitment, Selection and Training

HRM 469 Labor Relations

Management Information Systems Specialization

OPR 471 System Analysis and Design

OPR 474 Data Communication

OPR 475 Database Management

OPR 478 Management Information Systems.

Specializations are subject to change. Consult with the Business Undergraduate Programs Office, Hagedorn Hall 121, for more information, exact courses, course numbers, and descriptions.

III. BACHELOR OF SCIENCE IN FINANCE

This degree is designed to prepare students who seek specialized roles in the financial services industry. Reflecting the new global economic and financial environment, the curriculum provides an understanding of perspectives that form the context for business and finance through coverage of ethical and global issues, the influence of political, social, legal, regulatory, and technological issues.

Degree Requirements

The finance major earns the B.S. by successfully completing 121 credits of course work divided into three areas: 64 credits of General Education requirements and liberal arts; 30 credits in required business core courses; and 27 credits in advanced specialization courses in finance.

Plan of Study

Freshman Year

First Semester (16 credits):

General Education Requirements
ACC 101 Principles of Accounting I
BUS 162 Introduction to Business
ECA 111 The Price System

Second Semester (15 credits)

General Education Requirements
ACC 102 Principles of Accounting II
ECA 112 The National Economy
MGT 262 Principles of Management

Sophomore Year

First Semester (16 credits):

General Education Requirements
ACC 201 Intermediate Accounting I
MTH 110 Pre-Calculus
OPR 271 Information Technology and Applications (4 credits)

Second Semester (15 credits):

General Education Requirements
ACC 202 Intermediate Accounting II
BUS 267 Creative Business Communications
MKT 280 Marketing

Junior Year

First Semester (15 credits):

General Education Requirements
ECA 251 Money and Banking
BUS 252 Legal and Ethical Environment of Business
FIN 330 Managerial Finance

MGT 366 Organizational Behavior

Second Semester (16 credits):

General Education Requirements

OPR 272 Analytical and Statistical Modeling (4 credits)

FIN 311 Financial Markets

BUS 341 International Business

One of the following:

Dramatics, Beginning Acting, or Speech courses: PFA 108, PFA 109, SPE 104, 110, 111, or 112

Senior Year

First Semester (15 credits):

General Education Requirements

OPR 373 Management of Production Operations

FIN 438 Investment Analysis

FIN 443 International Finance

ACC 306 Financial Statement Analysis

Second Semester (13 credits):

Liberal Arts Electives (4 credits)

FIN 412 Seminar in Finance

FIN 434 Managerial Finance II

BUS 468 Business Policy and Strategy

IV. BACHELOR OF ARTS IN ECONOMICS

Degree Requirements

The economics major earns the B.A. by successfully completing 120 credits of course work divided into three areas: 83 credits of General Education requirements and free electives; 15 credits of required economic courses; and 24 credits of economic electives.

Plan of Study

Required courses (12 credits)

ECA 111 The Price System

ECA 112 The National Economy

ECA 275 Microeconomic Analysis

ECA 276 Macroeconomic Analysis

Capstone (3 credits)

ECA 444 Economics Capstone (to be taken in last semester)

Elective courses (24 credits)

Choose eight courses from the following:

ECA 214 History of Economic Thought

ECA 215 Environmental Economics

ECA 225 International Trade

ECA 226 Economic Development

ECA 231 Systems of Political Economy
 ECA 241 Industrial Organization
 ECA 251 Money and Banking
 ECA 252 Public Finance
 ECA 262 Labor and Public Policy

Cross-Disciplinary Electives (*Maximum of 6 credits may be chosen*)

MTH 113 Survey of Statistics

OR

MTH 114 Statistics for Natural Sciences

MTH 141 Calculus and Analytical Geometry I

OR

MTH 142 Calculus and Analytical Geometry II

POL 380 International Law and Organization

POL 385 International Political Economy

General Education Requirements and Free Electives (83 credits)

V. BACHELOR OF SCIENCE IN BUSINESS THROUGH ADELPHI'S UNIVERSITY COLLEGE

Adelphi's University College program is tailored to accommodate the needs of busy working professionals. Please see the University College Bulletin section for more information on this Bachelor of Science in Business degree option or visit academics.adelphi.edu/universitycollege/degree/business.php

VI. FIVE-YEAR BACHELOR/M.B.A. OPTION

Students (business and non-business majors) may be able to complete both the bachelor's and M.B.A. degrees in 5 years with appropriate selection of business courses at the undergraduate level. Students may obtain information from the Business Undergraduate Programs Office, room 121, in Hagedorn Hall.

Official Program of Study

All students in the School of Business are required to have an official program of study on file in the Business Undergraduate Programs Office.

The Official Program of Study serves as an agreement between the student and the School. No commitments can be made regarding individual requirements until the student has been admitted as a matriculated degree candidate. If degree requirements change subsequent to enrollment, the student will be given the option of meeting the requirements listed on the program of study, or having the program revised. The student should use the Official Program of Study as a guide when registering for courses. The program may be amended at a later time, but the student is cautioned not to deviate from the Official Program of Study unless it has been officially changed by the Business Undergraduate Programs Office.

VII. MINORS IN BUSINESS FOR NON-BUSINESS MAJORS

The School of Business also offers minors for non-business majors. These minors afford liberal arts and science

majors the opportunity to explore the various business disciplines on an intermediate level. **Course prerequisites, if any, must be met.**

Business Minor

The School of Business offers a business minor to **non-business** majors. The minor consists of 18 credits as follows:

ACC 101 Principles of Accounting I

BUS 341 International Business

FIN 330 Managerial Finance

MGT 262 Principles of Management

MGT 366 Organizational Behavior

MKT 280 Marketing

Note: MTH 110, ECA 111, ECA 112 are prerequisites to FIN 330 and BUS 341

Human Resource Management Minor

The School of Business offers a human resource management minor to **non-business** majors. The minor consists of 18 credits as follows:

BUS 162 Introduction to Business

MGT 262 Principles of Management

MGT 366 Organizational Behavior

HRM 367 Management of Human Resources

HRM 465 Effective Human Resources Policy

HRM 466 Compensation Management **OR**

HRM 468 Staffing, Recruitment, Selection and Training

Marketing Minor

The School of Business offers a marketing minor to **non-business** majors. The minor consists of 18 credits as follows:

BUS 162 Introduction to Business

MGT 262 Principles of Management

MGT 366 Organizational Behavior

MKT 280 Marketing

MKT 382 Retail Management

MKT 480 Advertising Management

Economics Minor

The School of Business offers an economics minor for **all undergraduate** students. Students may select 18 credits of courses with the consent of an Economics faculty member.

ECA 11 The Price System

ECA 112 The National Economy

ECA XXX Electives (four)

VIII. BUSINESS CLUSTERS FOR NON-BUSINESS MAJORS

The School of Business also offers business clusters for **non-business** majors. These clusters afford liberal arts

and science majors the opportunity to explore the various business disciplines on an introductory level.

Course prerequisites, if any, must be met. The clusters consist of four courses each as follows:

Introduction to Business Law

BUS 162 Introduction to Business
MGT 262 Principles of Management
BUS 250 Business Law I
BUS 251 Business Law II

Introduction to Human Resource Management

BUS 162 Introduction to Business
MGT 262 Principles of Management
MGT 366 Organizational Behavior
HRM 367 Management of Human Resources

Introduction to Accounting

BUS 162 Introduction to Business
ACC 101 Principles of Accounting I
ACC 102 Principles of Accounting II
ACC 306 Financial Statement Analysis

Introduction to Finance

ACC 101 Principles of Accounting I
BUS 162 Introduction to Business
FIN 311 Financial Markets
FIN 330 Managerial Finance

Introduction to Marketing

BUS 162 Introduction to Business
MGT 262 Principles of Management
MKT 280 Marketing
MKT 480 Advertising Management

Introduction to Information Technology

(13 credits)

BUS 162 Introduction to Business
MGT 262 Principles of Management
OPR 271 Information Technology and Applications *(4 credits)*
OPR 471 System Analysis and Design

Additional Information for Undergraduate Students

Policies and General Information

Advisement

Comprehensive and thorough student advising is a priority in the School of Business. Each student is assigned a faculty adviser based upon area of major and/or interest. If for some reason a particular student-adviser relationship proves to be incompatible, either party may request a change. All changes, however, should be made through the Business Undergraduate Programs Office, Hagedorn Hall, Room 121.

Faculty schedule office hours at times convenient for their advisees. Many also provide extra hours of service before each registration period. In addition, there is an adviser on duty until 8:00 p.m., Monday through Thursday, during the fall and spring semesters for help with general questions.

Degree Audit

All students should access the Degree Audit program *three semesters* before their expected date of graduation to ensure that all degree requirements will be satisfied. Information is available in the Business Undergraduate Programs Office, Hagedorn Hall, room 121.

Change of Major

A change of major to a business major must be approved by the school of Business. The student's record will be evaluated and a determination made that the student can meet the same academic standards and criteria established for all School of Business majors.

Independent Study

Students who have demonstrated the ability to undertake independent study may, under the sponsorship of a business faculty member with whom they consult, engage in intensive research on a topic of merit and originality. Students will generally be limited to a maximum of 3 credits per course in independent study. In cases of demonstrated exceptional ability a maximum of 6 credits will be permitted in a single independent study course in a given semester. The maximum number of independent study credits that may be taken by a business major is 6 credits. No required course may be taken as independent study.

Internship Program

Business and economics majors are encouraged to apply for internships. An internship, which may be paid or unpaid, involves a 12- to 15-week part-time placement in a corporation. Internships are available through the Center for Career Development located in Post Hall.

Dismissal/Withdrawal

Students who fail to maintain a 2.3 GPA for two consecutive semesters are subject to dismissal from the School of Business. A student who withdraws from the School for one or more semesters must be readmitted through the Business Undergraduate Programs Office. A student who is withdrawn for one year or more must meet any new degree requirements in effect at the time of readmission.

Waiver of Academic Regulations

A student in the School of Business may request the waiver of an academic regulation by petitioning the Academic Standards Committee of the School. Petitions should be addressed to the committee and filed with

the Business Undergraduate Programs Office. Students are requested to discuss the matter with a member of the staff prior to submitting their petitions.

Honors in Business

Dean's List

To qualify for the Dean's List in a given semester, business students are required to have a GPA of 3.5 or higher and must have completed at least 12 credits during that semester.

School Honors

The School of Business accords school honors to graduating seniors who have completed 33 credits in business courses taken at Adelphi University with a GPA of 3.5 or above in those courses.

Beta Gamma Sigma -- International Business Honor Society

Beta Gamma Sigma is the honor society for schools accredited by AACSB International. It recognizes and rewards superior academic achievement and is limited to the top 10% of students who have completed at least half of their business program. Membership advantages include the Student Leadership Forum, the Scholarship Program, Alumni Chapter Network and the Career Central Job Board. All eligible students are encouraged to apply.

Beta Alpha Psi -- International Honor Society for Financial Information

Beta Alpha Psi is an honorary organization for financial information students and professionals. The primary objective is to encourage and give recognition to scholastic and professional excellence in the business information field. This includes promoting the study and practice of accounting, finance and information systems; providing opportunities for self development, and service and encouraging a sense of ethical, social, and public responsibility. Eligible students must attain a minimum GPA of 3.0 and an accounting, finance or information systems GPA of 3.0. They must also have earned at least 30 credits at Adelphi.

GRADUATE INFORMATION

Educational Strategy

The M.B.A. program has 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: economics, finance, legal and ethical environment, management, management information systems, marketing, and statistics. It also teaches the student to integrate material across the different disciplines. These courses are the "building-blocks" for the more advanced courses.

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.

Courses are 3 credits unless noted otherwise.

I. THE MASTER OF BUSINESS ADMINISTRATION IN MANAGEMENT (33-36 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.

Degree Requirements

The M.B.A. degree consists of a minimum of 33 credits and a maximum of 66 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.

Plan of Study

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 Total Quality Management

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

Specializations for the Management M.B.A.

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

Accounting

This specialization is for students who have completed **at least 24 undergraduate credits** in accounting. For course selection, please consult with the Graduate Program Office at 516.877.4670.

ACC 601 Financial Statement Analysis

ACC 605 Tax Consequences of Financial Transactions

ACC 703 Advanced Auditing

ACC 704 Advanced Federal Taxation

ACC 706 Advanced Cost Accounting

ACC 707 Auditing and the Computer

ACC 708 Seminar in Accounting Theory

Finance

FIN 510 Securities Marketsz

FIN 634 Corporate Finance II

FIN 713 Seminar in Finance

FIN 737 Financial Theory and Practice

FIN 738 Investment Analysis

FIN 739 Portfolio Management

FIN 743 International Financial Management

Health Services Administration

HSA 770 Quality Management and Regulation in Healthcare

HSA 771 Hospital and Healthcare Policy and Management

HSA 775 Experiential Approach to Operations

HSA 776 Hospital and Healthcare Finance

HSA 778 Health Services Administration Internship

For course selection, please consult with the Graduate Program Office at 516.877.4670.

Human Resource Management

HRM 764 Selecting for Organizational Excellence

HRM 765 Developing World Class Human Resources*

HRM 766 Performance Appraisal and Compensation Administration

MGT 791 Management Styles and Team Building

HRM 7xx Training and Development

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

Management

BUS 650 Conflict Management

BUS 651 Future Trends in Management

BUS 653 Business Ethics

BUS 662 Entrepreneurship/Intrapreneurship*

MGT 791 Management Styles and Team Building

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

Management Information Systems

OPR 574 Information Systems Analysis and Design Methods

OPR 575 Database Management Systems

OPR 576 Data Communications

Marketing

MKT 680 Sales Promotion

MKT 780 Marketing Research

MKT 781 Sales Management

MKT 782 Advertising Management

MKT 785 New Product Management

MKT 787 Consumer Behavior

II. GOAL M.B.A. PROGRAM: Graduate Opportunity for Accelerated Learning

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

There will be at least eight hours of online instructional activities per course (as per program registration with NYSED in 2001).

Plan of Study

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 Communication and Negotiation

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, Operations, and Total Quality Management

Term 6:

FIN 734 Building Shareholder Value through Competitive Analysis

MGT 770 Management of Technology

Term 7:

BUS 679 Strategic Management

FIN 738 Investment Analysis

For more information about the GOAL M.B.A., please contact the Graduate Program Office at 516.877.4670.

III. *am*M.B.A. PROGRAM

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

The *am*M.B.A. program offers busy managers a format in which to obtain their M.B.A. in 36 months by attending class only two mornings per week. The program provides a balanced, diverse, and global orientation to business education. It emphasizes leadership, team building, analysis, and problem solving.

The *am*M.B.A. requires 14 courses (42 credits) taken one course per term (twice a week for 8 weeks) over 14 terms (8 weeks each). A cohort format is used for the entire program.

Courses are held on Tuesday and Thursday mornings from 7:00 a.m. to 8:50 a.m., at our Manhattan and Hauppauge centers. The first four weeks of the program are orientation modules covering: environmental/organizational factors, economics, accounting, quantitative methods, and computer applications.

This program will follow the program of study for the accelerated program with a total of 42 credits and 16 hours of orientation modules as well as at least eight hours of online instructional activities per course (as per program registration with NYSED in 2001).

Plan of Study

Term 1: MGT 791 Management Styles and Team Building

Term 2: OPR 670 Statistical Methods

Term 3: BUS 689 Persuasive Communication and Negotiation

Term 4: FIN 630 Corporate Finance

Term 5: MGT 666 Leadership and Innovation in Complex Systems

Term 6: OPR 573 Management Information Systems

Term 7: ACC 600 Accounting for Managerial Analysis

Term 8: HRM 765 Developing World Class Human Resources

Term 9: OPR 678 Best Practices, Operations and Total Quality Management

Term 10: BUS 662 Entrepreneurship/Intrapreneurship

Term 11: MGT 770 Management of Technology

Term 12: FIN 734 Building Shareholder Value Through Competitive Analysis

Term 13: FIN 738 Investment Analysis

Term 14: BUS 679 Strategic Management

For more information about the *amM.B.A.* program, please contact the Graduate Program Office at (516) 877-4670.

IV. POST-MASTER'S CERTIFICATE PROGRAM IN HUMAN RESOURCE MANAGEMENT and JOINT M.S.W. PROGRAM (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 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. For more information please contact the Graduate Program Office at (516) 877-4670. The program is open to students with master's degrees in any field. All 15 of the program's credits are transferable to the M.B.A. degree upon satisfactory completion of all other admissions requirements for the M.B.A. degree.

Joint Degree with Adelphi M.S.W. program

Students studying for a Master of Social Work degree in the School of Social Work are eligible to enroll in the Human Resource Certificate offered by the School of Business.

Plan of Study

Human Resource Certificate Courses (15 credits)

Required courses:

MGT 561 Management Theory and Organizational Behavior

HRM 764 Selecting for Organizational Excellence

HRM 765 Developing World Class Human Resources

HRM 766 Performance Appraisal and Compensation Administration

HRM 7xx Training and Development

V. JOINT DEGREE PROGRAMS

MASTER OF BUSINESS ADMINISTRATION IN MANAGEMENT AND MASTER OF SCIENCE IN NURSING (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.

Plan of Study

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

Business 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, Operations, and Total Quality Management

FIN 734 Building Shareholder Value Through Competitive Analysis

HRM 765 Developing World Class Human Resources

HSA 772 Organizational Systems Delivery of Healthcare

HSA 776 Hospital Healthcare Finance

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

Admission to the M.B.A. in Management and M.S. in Nursing Program

Students **must** 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) score.
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.

MASTER OF SOCIAL WORK/HUMAN RESOURCE MANAGEMENT CERTIFICATE

See Post-Master's Certificate section in the School of Business, as well as additional information in the School of Social Work.

Graduate Admissions

ADMISSION REQUIREMENTS

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

- Graduate Management Admission Test (GMAT) results. Scores that are more than five years old are generally not accepted. (Test information and an application can be obtained at www.GMAC.org)
- Two letters of recommendation by persons (academic or professional) who are knowledgeable about the applicant's qualifications for graduate work.

***Note:** Full matriculation status will only be granted upon satisfactory fulfillment of all the admissions requirements for degree and certificate programs.*

To ensure that your application is considered for the term you wish to enter as a fully accepted student, it is suggested that your application and supporting credentials be received by the following dates: fall semester—August 15; spring semester—December 15.

Additional Admission Requirements for International Students

In addition to the University and School of Business admissions requirements, international students must submit the following credentials:

- Certified English translations of all prior academic records of studies that have been conducted in non-English speaking countries. Credentials must be certified and include all studies completed to date; grades or examination results; degrees, diplomas, or certificates earned; and length of the school year.
- Total of 550 or better on the paper-based Test of English as a Foreign Language Exam (TOEFL), or 213 or better on the computer-based TOEFL, or 80 or better on the IBT TOEFL, or completion of Adelphi's Language Institute for English (L.I.F.E.) program level XII, unless there is a demonstrated competence while attending an American institution. (Information concerning the TOEFL exam is available from Educational Testing Service, Princeton, New Jersey 08540.)
- Declaration and certificate of finances. Applicants must file a financial affidavit before an I-20 form can be issued.

Application deadlines for international students are: fall semester—May 1; spring semester—November 1; Summer Sessions—March 1.

Admission for Other Applicants

Students Registered in Other Degree Programs at Adelphi: Graduate students officially registered in other divisions of the University may register for course work within the School of Business only if written permission from the appropriate dean, adviser, or chair is presented at the time of registration. The written permission must indicate that the course work taken within the School of Business will count toward degree requirements in the cognate program. Students registering on a continuing basis under the classification will be considered as visiting students within the School of Business.

Visiting Students: Graduate students officially registered in a business degree program at another accredited university may register for course work within the School of Business if written permission from their appropriate dean, chair, or program director is presented at registration.

Additional Information for Graduate Students

Scholastic Requirements

Students who are accepted into the MBA program must maintain a 3.0 GPA while completing the course work. Failure to comply with the conditions of acceptance may result in probation and/or dismissal from the program.

Grading System

Each candidate for a master's degree must complete all graduate course requirements with a minimum GPA of 3.0 on a scale of 4.0. A 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.

Transfer Credit Policy

A maximum of six 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
- Comparable to content in courses offered by the School of Business

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.

Professional Societies for Graduate Business Students

Beta Gamma Sigma--International Business Honor Society

Beta Gamma Sigma is the honor society for schools accredited by AACSB International. It recognizes and rewards superior academic achievement and is limited to the top 20% of students who have completed at least one half of their graduate business program. Membership advantages include the Student Leadership Forum, the Scholarship Program, Alumni Chapter Network and the Career Central Job Board. All eligible business students are encouraged to apply.

VII.



RUTH S. AMMON SCHOOL OF EDUCATION

Ruth S. Ammon School of Education

Harvey Hall, Room 130

p – (516) 877-4080

f – (516) 877-4805

Jane Ashdown

Dean

ADMINISTRATION

education.adelphi.edu/about/administration.php

Perry Greene, *Associate Dean*

Patrice Armstrong-Leach, *Assistant Dean*

FACULTY

education.adelphi.edu/faculty/index.php

Professors

Judith Cohen
 Ronald S. Feingold
 Robert Goldfarb
 Florence L. Myers
 Robert Otto
 Michael O'Loughlin
 Lawrence J. Raphael
 C. Roger Rees
 Devin Thornburg
 Stephen Virgilio

Associate Professors

Srilata Bhattacharyya
 Lyudmila A. Bryzzheva
 Lucia Buttaro
 Elizabeth de Freitas
 Sarah Doolittle
 Perry Greene
 Jean Harris
 Ellen Kowalski
 Susan Lederer
 Robert Linné
 Mara Manson
 Patricia A. Marcellino
 Carl Mirra
 Anne Mungai
 William J. Niles
 Evelyn O'Connor
 H. Robert Perez
 Fran Redstone
 Stephen S. Rubin

Elaine S. Sands
 Janet R. Schoepflin
 Yula Serpanos
 Stanley Snegroff
 Diana Schwinge
 Lori Berman Wolf
 Emilia Zarco

Assistant Professors

Dolapo Adeniji-Neill
 Cindy Arroyo
 Angela Beale-Tawfeeq
 Diane Caracciolo
 Alan R. Cohen
 Tara Concannon-Gibney
 Robert Danielowich
 Jenine DeMarzo
 Susan Eichenholtz
 Eric Freedman
 Anne Gibbone
 Daryl Gordon
 Tracy Hogan
 Valerie Karr
 Emily Kang
 Reem Khamis-Dakwar
 Greg Letter
 Cindy Maguire
 Lillian Muofhe
 Miriam Pepper-Sanello
 Paul Rukavina
 Tamara Sewell
 Stephen Shore

Mikyung Sim
 Shilpi Sinha
 Dante Tawfeeq
 Rita Verma
 Laraine Wallowitz
 Courtney Weida

Clinical Faculty

Daniel Bedard
 Diane Feige
 Anita Frey

Visiting Faculty

Barbrina Ertle
 MaryJean McCarthy

Senior Adjunct Faculty

Felix Berman
 Gary Goldenback
 Carol Lynn Kearney
 Marcia Singer
 Michael Wagner

Adjunct Clinical Faculty

Leslie Edelman
 Jean Geyer
 Deanna Glassman
 Clara Goldberg
 Terry Grace
 Mary Lambert
 Dorothy Phalen
 Cynthia Proscia

For a listing of department chairs and directors, visit education.adelphi.edu/faculty

MISSION STATEMENT

The Ruth S. Ammon School of Education is one of the largest private centers for the preparation of educational professionals in New York State with a proud history of graduating well-respected, sought after teachers, clinicians, and school administrators. The School is composed of three departments: Curriculum and Instruction; Communication Sciences and Disorders; Health Studies, Physical Education and Human Performance Science.

Each department offers specific programs leading to undergraduate and graduate degrees. These departments offer a wide range of programs leading to certification in early childhood, elementary and secondary education, special education, TESOL and bilingual education, literacy, educational leadership and technology, physical and health education, and speech and communication disorders.

Some programs also offer advanced certificates for candidates seeking to extend their education. A number of programs offer community services that also are training opportunities for our candidates. For example, the Adult Fitness Program provides clinical training for Exercise Science and Pre- Physical Therapy students; the School's Hy Weinberg Center offers an array of diagnostic and treatment options for children and adults with communication disorders; the Reading Clinic offers diagnosis and intervention for children having difficulty developing literacy skills; the Early Childhood Learning Center offers exceptional experiences observing and studying pre-school children.

All programs in the Ammon School of Education are committed to insuring that candidates have the knowledge, skills, and dispositions required in their field of study. As a School, we believe that educational professionals working in a complex multi-cultural society must not only be scholars, but also reflective practitioners who can grow and learn over time. We believe in inclusive communities that respect the contribution and worth of all individuals, and that educational professionals have the ability to change society. Finally, we seek to promote a holistic view of learning and the recognition that teaching is a creative act, that creativity and the arts enable schools to become more humane and just.

Core Values

The Ammon School of Education and the departments within it, advocate six core values, which are at the heart of our mission. What follows is a list of those values and a brief definition of each.

- **Scholarship**—Teachers, clinicians and school administrators must be scholars who value and engage in lifelong learning.
- **Reflective Practice**—We stress the value of learning through meaningful activity and reflection within a community of scholars/educators.

- **Social Justice**—We recognize learning as a sociocultural dynamic and therefore seek to frame our learning and service within the cultural, historical, and material contexts of our diverse communities.
- **Inclusive Community**—Our philosophy embraces community and collaboration.
- **Wellness**—Our conception of learning is holistic. Values and personal growth in the physical, mental, social, emotional, and spiritual domains should be nurtured.
- **Creativity and the Arts**—Creativity and vision are inherent in our conception of the education professional. The creative process allows us to reflect on our world as well as envision ways of making it more humane and just.

For more about these core values, please visit education.adelphi.edu/about/philosophy.php.

To ensure that each candidate is developing the professional knowledge, skills, and dispositions required in their chosen field and valued by the School we take a number of steps:

First, we hire highly qualified instructors who teach curriculum aimed at fulfilling our mission.

Candidates are required to have a range of fieldwork experiences prior to student teaching (if required by the program) in diverse settings so that they can be best prepared to work with many different kinds of students.

We use multiple sources of data (e.g. results professional license and certification exams, course evaluations, feedback from employers) to help us reflect on the effectiveness of our curriculum.

We also monitor all our candidates to insure that they are meeting our academic standards and that their professional behaviors are in keeping with the School's values and the highest expectations for educational professionals.

While each program within a department may use similar but different assessment tools (all aligned with our core values), each program monitors every candidate's knowledge, skills, and dispositions. Be sure to obtain specific information regarding the assessments used in your department and program-at an orientation session or by meeting with an adviser.

DEPARTMENTS

Curriculum and Instruction

Organizationally, curriculum and instruction is an academic department, consisting of undergraduate art education; STEP, an innovative five-year (B.A./M.A.) teacher education program, and graduate programs leading to teaching credentials and advanced qualifications in educational leadership and technology; art education; childhood education; early childhood education; bilingual/TESOL education; childhood special education; early childhood special education; adolescent special education, literacy and adolescent education (English, Science, Social Studies, Math, Spanish education).

Our courses and curricula reflect a respect for diversity, and a mission to prepare students to enter the education profession with pride, a commitment to scholarship, a shared

wisdom of how students think and learn, and demonstrable skills and abilities. The department of curriculum and instruction consists of a dedicated community of scholars with a deep commitment to innovative scholarship and teaching.

The Ammon School of Education and the Department of Curriculum and Instruction within it advocate six core values: scholarship, reflective practice, social justice, inclusive community, wellness, and creativity and the arts. These core values, which are fully explained under “Professional Philosophy” at the beginning of this chapter, are at the heart of our mission.

While each program within the department may use similar but different assessment tools (all aligned with our core values), each program monitors every candidate’s knowledge, skills, and dispositions. Be sure to obtain specific information regarding the assessments used in your program at an orientation session or by meeting with an adviser.

The programs in the Department of Curriculum and Instruction are registered with the New York State Department of Education to recommend initial and professional teacher certification in the certificate title for which the degree is offered. All candidates should apply for certification through Adelphi University in the semester during which they plan to complete graduation requirements.

Communication Sciences and Disorders The Department of Communication Sciences and Disorders has programs at the undergraduate, graduate, and doctoral levels. The purpose of the undergraduate program in communication sciences and disorders is to provide pre-professional training in speech-language pathology and audiology within a strong liberal arts framework. Students in this program acquire basic knowledge of the discipline through study in the speech, language, and hearing sciences. The curriculum is designed to provide the necessary academic and clinical course work for graduate school. Our graduate programs prepare students for professional licensure in New York State and certification by the American Speech-Language-Hearing Association. Optional coursework and practicum is available to fulfill NYS requirements for Teacher of Students with Speech and Language Disabilities (TSSLD) and its Bilingual Extension. The focus of the graduate curriculum is to foster professional behaviors and provide students with a strong understanding of the connections between the scientific bases of our disciplines and its clinical practices across the lifespan. We strive to prepare research-based clinicians who can assess and treat culturally and linguistically diverse people with communication disorders within our professional scope of practice.

The Hy Weinberg Center for Communication Disorders

Bonnie Soman, *Director*

The principal functions of the Hy Weinberg Center for Communication Disorders are the preparation of undergraduate and graduate students in speech-language pathology and audiology; research in the areas of speech, language, and hearing disorders; and clinical service to the community. Students participate in supervised clinical experiences, observing and working with clients across the lifespan who present with a wide range of communication difficulties. These experiences include evaluation and treatment of

speech, language, and hearing disorders. Students have the opportunity to participate in our innovative group therapy programs for toddlers, preschool-aged children, adolescents, and adults, including our social communication, aphasia, and caregiver groups. Additionally, students are provided with opportunities to observe or evaluate clients with auditory processing disorders, as well as assist the audiologist in the selection and fitting of hearing aids. The Center's laboratories, containing instrumentation for the study of normal and disordered speech and hearing, enhance the quality of research, clinical education, and services provided. A video monitoring system enables students, clinical supervisors, and family members to observe clinical sessions. Student clinical education emphasizes the application of current theoretical principles and evidence-based practice to the administration of clinical procedures.

Health Studies, Physical Education and Human Performance Sciences Health and physical education as disciplines or programs of study go beyond the public school. Their impact on society and people begins with infancy and culminates at old age. For example, nutrition, health, physical education, and sport can provide stability in the face of the breakdown of the traditional family unit and the increase in the number of youth-at-risk. Furthermore, fitness and nutrition education continues to be of major importance to society, given the need to develop a healthful lifestyle that will enhance the quality of life, and reduce soaring medical costs.

Because variety in aims and applications characterizes today's physical education, the Department of Health Studies, Physical Education and Human Performance Science has recently committed its resources to the development of programs with multidisciplinary perspectives. The department prepares professionals to work with many different populations, including the preschooler, the adult, the elderly, the disabled, the athlete, and the injured. Instead of the specialist teaching only sport skills, we see the physical education professional teaching fitness, wellness, value education, multicultural awareness, and self-esteem through participation in exercise, games, dance, and sport. The development of these goals and objectives requires the interaction of professionals beyond the school setting, to include professionals in the community and on the work site. Corporate fitness and recreation facilities, hospitals, community health centers, parks and community centers, and YM/YWCAs are all examples of settings where the reinforcement and development of healthful goals may be established.

Specializations

Health Studies, Physical Education and Human Performance Science offers five areas of concentration:

Pedagogy and Teaching includes teacher preparation and the study of teaching in the gymnasium environment and/or the health classroom. Students may specialize as coaches, teachers K–12, and adapted physical educators. A teaching practicum, field experience and student teaching is required. Leads to Teacher Certification, B.S. and M.A.

Human Performance Science and Exercise Science is the application of scientific principles to sport skills enhancement, training and conditioning programs, adult fitness,

nutritional analysis, biomechanics, injury prevention, and rehabilitation. Field experience is required. Tracks in Exercise Science, Adult Fitness and Pre-Physical Therapy are offered, B.S. and M.A.

Sport management prepares students for careers as public school administrators, athletic directors, and sport management personnel in the private sector (including supervision of professional teams and fitness centers). Management theory is applied to the specific population and facilities. The majority of the course work in the sport management area of concentration is at the upper division and graduate levels. B.S. and M.A. are offered.

Health Studies is an M.A. in Health Education and/or Community Health Promotion.

Health Education/Physical Education (Dual Certificate) The department offers a certificate leading to dual certification in Health and Physical Education-

SCHOOL AND COMMUNITY PARTNERSHIPS

JoAnn Cosentino, *Director*

The mission of the Office of School and Community Partnerships is to encourage and support our education professional candidates in their journey from participant observers to certified education professionals. Our goal is to work with our partner school districts to help each education professional candidate to develop the skills, knowledge and dispositions necessary to become a skilled professional dedicated to educating all students.

For more information see the Web site for the Office of School and Community Partnerships: education.adelphi.edu/community/index.php

SUPERVISED CLINICAL EXPERIENCE FOR TEACHER EDUCATION

A supervised clinical experience is provided for students completing their certification programs. Each experience is a full-time, daytime responsibility and includes a weekly seminar at Adelphi University. Specific course prerequisites for student teaching or the practicum are listed in the course description sections for individual programs. General requirements include a satisfactory health examination, a satisfactory speech and hearing evaluation, acceptable academic qualifications, and satisfactory faculty recommendations. Students will be cleared for student teaching by their program director.

To determine what tests are needed for your certification area, please view the following link: education.adelphi.edu/studentteaching/certification/examreq.php

It is strongly recommended that all exams be taken prior to student teaching. Undergraduate students must have a 2.75 overall GPA and 3.0 in education courses to be eligible to student teach.

Applications for the clinical experience must be filed by March 1 for the following spring semester and December 1 for the following fall semester. Information pertaining to the clinical experience may be obtained through the Office of School and Community Partnerships.

Adelphi Model Program

The Ammon School of Education offers Adelphi graduate teacher candidates a two-semester participant observation/student teaching program. Candidates have the opportunity to observe and participate in classroom activities during the fall semester and begin their student teaching experience during the spring semester. They are assigned to K–12 schools that have developed a partnership with Adelphi University and meet with a University liaison at their school sites each week. Students must have an over-all index of 3.0 to be eligible for the program and engage in an interview as part of the acceptance process.

Applications for the Adelphi Model Program must be filed by March 1 of the semester prior to the fall term in which the candidate will begin this two-semester program. Please consult the director of School and Community Partnerships for further information. For more information go to: education.adelphi.edu/community/index.php#model

CENTERS and INSTITUTES

The Early Learning Center

Laura Ludlam, *Director*

The Early Learning Center offers full and part-time childcare and education for children between the ages of 18 months and five. Situated on Adelphi's Garden City campus, the program operates under the auspices of the Ruth S. Ammon School of Education and provides a developmentally appropriate curriculum through kindergarten. For more information see the Web site for the Early Learning Center: www.adelphi.edu/elc

The Manhattan Center for Education

Christopher Church, *Director*

The Manhattan Center for Education offers graduate level-programs for students to earn professional credentials or pursue advanced studies in teaching and leadership. We serve a diverse community, with weekend classes tailored to meet the needs of the working adult student. For more information see the Web site for the Manhattan Center: www.adelphi.edu/manhattan/education.php

The Institute for Parenting

Marcy Safyer, *Director*

The Parenting Institute was established to help ensure the health and well-being of young children and developing families by supporting and enhancing parental capacity to provide nurturing, healthy, and developmentally appropriate environments. The Institute provides parents, educators, service providers, and students with training, education, service, and research within a culturally sensitive framework. For more information see the Web site for the Institute for Parenting: www.adelphi.edu/parentinginstitute/

Additional Information for All Students in the School of Education

New York State Certification Requirements

Janet Drummond, *Director of Certification and Student Records*

Candidates completing Adelphi University's New York State registered teacher education program should apply for certification through Adelphi University using the "New York State Application via Institutional Recommendation – Online Process" form. Applications for certification are completed during your final semester leading to graduation. The certification application can be obtained through the Ruth S. Ammon School of Education offices, the Office of the Registrar, Levermore Hall, lower level, or can be downloaded from the Adelphi Ruth S. Ammon School of Education Web site.

All teacher certification candidates recommended by Adelphi University for New York State teacher certification must successfully complete the degree program requirements, including any deficiencies in the liberal arts and sciences and/or content area, and student teaching. New York State requires training in identification and reporting of suspected child abuse and maltreatment and training in school violence prevention and intervention in accordance with section 3004 of the Education Law. Candidates must complete the Health Preparation for Teachers or the equivalent at Adelphi University or submit documented proof of fulfillment of the required seminars in order to satisfy the New York State requirement. All teacher 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 New York State Department of Education for certification, to be fingerprinted for a criminal history background check in order to be cleared for employment or certification.

Additional certification information regarding deadlines, certification tests, fingerprinting, certification process and frequently asked questions may be found on the Ruth S. Ammon School of Education Web site at education.adelphi.edu/studentteaching/certification/index.php

Please note:

***Although you may already hold valid certification in another teaching area, the necessary parts of the NYSTCE are now required for all applicants seeking certification in an additional area.*

***New York Education Law now permits individuals with INS Permanent Residence Status to qualify for a permanent/professional teacher certificate. For the most updated requirements, you may contact the New York State Education Department at www.nysed.gov/tcert/homepage.htm*

***New York State Teacher Certification Examination (NYSTCE) registration is now processed online. You may obtain general information concerning preparation for tests,*

test registration, registering for alternative testing arrangements, dates of tests, request for score reports and forms may now be done online at www.nystce.nesinc.com

Academic Advisement : Curriculum and Instruction

Mary Botta, *Director, Academic Advisement*

Curriculum and Instruction advisors are available for academic counseling throughout the year. Upon acceptance as a degree candidate to the master's program, all students are assigned an academic advisor who will assist in planning the student's program of study, approve courses, and generally inform the student of degree requirements, academic policies, and regulations. The assigned advisor generally remains the student's advisor throughout the program of study. Candidates may meet with an academic advisor from their first inquiry through graduation. Academic advisement is available midweek during the day and evening for our Garden City campus students. In addition, advisement is available midweek, as well as Saturday and Sunday for those students who attend our weekend program at Adelphi's Manhattan Center. It is the candidate's responsibility to arrange advising appointments during scheduled office hours. Extra office hours are added during each registration period.

Independent Study

Approval for independent study can be granted by the Dean of the Ruth S. Ammon School of Education.

Waiver of Academic Regulations

Students in the School of Education may petition the Dean of the School for the waiver of an academic regulation of the Ammon School of Education.

Regional Labor Market

Students are advised to go to the New York State Department of Labor Web site (www.labor.state.ny.us/html/), where they can find useful information regarding occupational projections for New York State and Regions in New York State as well as wage information (annual average employment and wages for New York State and hourly rates from the Occupational Employment Survey for New York State and regions). Students interested in working in the New York City area can call or write the Labor Market Analyst in charge of the Bronx, Kings, Queens, Richmond, and New York district: James Brown, NYS Department of Labor, Research and Statistics Division, PO Box 669, Mail Stop 8D, New York, NY 10014-0669, (212) 352-6666. Students interested in working in the Nassau/Suffolk area are encouraged to call or write to the Labor Market Analyst in charge of the Nassau and Suffolk districts: Gary Huth, NYS Department of Labor, Research and Statistics Division, 303 W. Old Country Road, Hicksville, NY 11801, (516) 934-8559.

Expenses and Financial Aid

Go to ecampus.adelphi.edu/sfs/

PROGRAMS OF STUDY

UNDERGRADUATE PROGRAMS

I. Department of Curriculum and Instruction

Scholar Teacher Education Program (STEP) – with undergraduate major in Liberal Arts

Bachelor of Arts or Bachelor of Science combined with Master of Arts in Childhood Education

Bachelor of Arts or Bachelor of Science combined with Master of Arts in Adolescent Education (Math, Science, English, Social Studies, Spanish Language)

Bachelor of Arts in Art Education

II. Communication Sciences and Disorders

Bachelor of Arts in Communication Sciences and Disorders

III. Health Studies, Physical Education and Human Performance Sciences

Health Studies and Physical Education

Dual Certification: Bachelor of Science in Physical Education with certification eligibility in Health Education and Physical Education

Physical Education

Bachelor of Science in Physical Education (certification track)

Bachelor of Science in Physical Education (non-certification track)

Exercise Science and Sport Management

Bachelor of Arts in Exercise Science and Sport Management

Exercise Science

Pre-Physical Therapy

Joint Degree Program in Physical Therapy

Sport Management

Minors in Health and Physical Education

GRADUATE PROGRAMS

I. Department of Curriculum and Instruction

Programs in Early Childhood, Childhood, and Adolescence Education

Master of Arts in Early Childhood Education (*pre-certification, in-service*)

Master of Arts in Childhood Education (*pre-certification*)

Master of Arts for Elementary Teachers (*in-service*)

Master of Arts in Adolescent Education

(English, Mathematics, Social Studies, Science)

Program in Art Education

Master of Arts in Art Education

Programs in Literacy

Master of Science in Literacy Education (Birth-Grade 6; Grades 5-12; Birth-Grade 12)

Programs in Educational Leadership and Technology

Master of Arts in Educational Leadership and Technology

Programs in Bilingual Education and ESL

Master of Arts in TESOL (*non-certification track or certification track*)

Master of Science in Bilingual Childhood Special Education in Inclusive Settings (*pre-service and in-service*)

Master of Science in Bilingual Childhood Special Education in Inclusive Settings: Alternative Certification – Transitional B

Programs in Special Education

Master of Science in Early Childhood Special Education Dual Certification (*pre-service and in-service*)

Master of Science in Early Childhood Special Education Single Certification (*in-service*)

Master of Science in Childhood Special Education (*in-service*)

Master of Science in Childhood Special Education Studies (*non-certification track*)

Master of Science in Childhood Special Education in Inclusive Settings – Dual Certification (*pre-certification or in-service*)

Master of Science in Adolescent Special Education in Inclusive Settings – Dual certification

Master of Science in Bilingual Childhood Special Education in Inclusive Settings (*pre-service and in-service*)

Master of Science in Bilingual Childhood Special Education in Inclusive Settings: Alternative Certification – Transitional B

II. Communication Sciences and Disorders

Master of Science in Communication Disorders

Specialization in Speech/Language Pathology

Doctor of Arts in Communication Disorders

Doctor of Audiology

III. Health Studies, Physical Education, and Human Performance Sciences

Health Studies

Master of Arts in School Health Education

Master of Arts in Community Health Promotion

Physical Education and Human Performance Sciences

Master of Arts in Physical Education (*leading to certification*) (GATE)

Master of Arts in Physical Education (*with prior certification*)

Teaching Physical Education

Teaching Adapted Physical Education

Exercise Science and Sport Management

Master of Arts in Exercise Science and Sport Management
 Exercise Physiology
 Sport Management

CERTIFICATE PROGRAMS

I. Department of Curriculum and Instruction

Literacy Advanced Certificate
 Early Childhood Education Advanced Certificate
 Educational Leadership and Technology
 Educational Leadership and Technology Advanced Certificates—School
 Building and School District Leadership
 Early Childhood Special Education Advanced Certificate
 Childhood Special Education Advanced Certificate
 Bilingual / TESOL
 TESOL Advanced Certificate Program
 Intensive Teacher Institute Program (ITI-BE/BSE) in TESOL
 Bilingual Education for Certified Teachers Advanced Certificate
 Intensive Teacher Institute Program (ITI-BE/BSE) in Bilingual Education
 Bilingual Extension for Teachers of Students with Speech and Language
 Disabilities (TSSLD) Advanced Certificate
 Intensive Teacher Institute Program (ITI-BE/BSE) in Bilingual Education
 Bilingual Extension for Social Workers Post-Master's Certificate

II. Health Studies, Physical Education and Human Performance Sciences

Health Studies
 Advanced Certificate Program in Community Health Promotion
 Physical Education
 Physical Education Certificate in Advanced Studies
 Educational Leadership and Technology: School District Leader (Sport
 Management)

UNDERGRADUATE INFORMATION

I. Department of Curriculum and Instruction

Anne Mungai, *Chair*

These programs lead to the Bachelor of Arts (B.A.) and fulfill the requirements for New York State certification.

Undergraduate students may participate in a combined bachelor's and master's degree program: the Scholar Teacher Education Program (STEP), an innovative, five-year program for those preparing to teach at the childhood or adolescent levels.

Independent study is open to juniors and seniors only and no student may take more than 12 credits of independent study. Students should consult with their academic adviser about the regulations governing independent study. Permission forms for Independent Study are available from the Office of the Dean.

SCHOLAR TEACHER EDUCATION PROGRAM (STEP): BACHELOR OF ARTS OR BACHELOR OF SCIENCE COMBINED WITH A MASTER OF ARTS

Carolyn Philips, *Director*

The Scholar Teacher Education Program (STEP) is a unique, five-year, combined bachelor's/master's program for undergraduate students preparing to teach at the childhood and adolescent grade levels. The continuity and cohesiveness of the graduate and undergraduate aspects of the program make the curriculum both economical and comprehensive.

The structure of STEP is particularly effective in meeting the needs of the transfer student. Most students entering the program at the junior level have a three-year course of study, which takes them through their master's degree in education; other students who major in one of the natural sciences or math may take longer. These students should consult with the appropriate academic adviser prior to enrollment to see exactly how long it will take to meet all requirements.

Admissions Requirements

- Freshmen: minimum 3.0 high school GPA; SAT of 1500 or higher
- Transfer students: minimum 2.75 GPA

STEP CHILDHOOD EDUCATION MINOR (Grades 1-6) (35 credits in education)

To be taken in conjunction with a liberal arts major

Students in the STEP childhood education sequence must major in one of the liberal arts and sciences and complete the University General Education requirements. Please note: All liberal arts majors with the exception of dance are acceptable majors.

Note: Students admitted into STEP taking a Bachelor of Arts (BA) major up until Fall 2011 must complete Level III foreign language through the Department of Languages. Transfer students accepted into the STEP program are exempt from the new requirements in foreign language until Fall 2011. All students receiving teacher certification in New York State must have demonstrated foreign language proficiency at the equivalent level of a Regents examination (Level II).

Plan of Study

Courses are 3 credits unless noted otherwise.

Freshman Year (1 credit):

EST 102 Orientation Seminar (*1 credit*)

Sophomore Year (6 credits):

Fall 3 credits

EST 221 Child Development (Birth to Grade 6)

OR

PIA 115 Developmental Psychology (Pre-requisite PIA 101)

Spring 3 credits

EST 302 Perspectives on Learning and Teaching

OR

EST 310 Sociolinguistic Perspectives in Childhood Education

Junior Year (12 credits):

Fall 6 credits

EST 305 Child with Special Needs (25 field hours)

EST 304 Community, School, and Society

Spring 6 credits

EST 306 Student Assessment

EST 307 Introduction to Philosophy of Education

Senior Year (16 credits):

Fall 8 credits

EST 401 Approaches to Literacy in Childhood Education (*4 credits*)

EST 402 Social Studies and Critical Literacies in Childhood Education (50 blocked field hours) (*4 credits*)

Spring 8 credits

EST 403 Teaching and Learning Mathematics (*4 credits*)

EST 404 Teaching and Learning Science (50 blocked field hours) (*4 credits*)

Fifth Year (33 credits):

Summer 9 credits

ECH 595 Child Literacies: Literature, Culture, and the Arts

EST 574 Teaching and Learning Aesthetics

OR

EAR 500 Exploring the Arts Institute

Graduate Education Elective (under advisement)

Fall 12 credits

EDS 825 Masters Seminar: Inquiry in Teaching and Learning

HED 571 Health Issues for Elementary School Educators

xxxx-xxx Graduate Education Elective (under advisement)

xxxx-xxx Graduate Elective

Spring 12 credits

EST 604 Classroom Management Strategies for Childhood Educators (3 credits)

ECH 502 Reflective Practice Seminar in Childhood Education (3 credits)

ECH 820 Student Teaching in Childhood Education Pre-Certification (6 credits)

STEP ADOLESCENT EDUCATION MINOR (Grades 7-12) (25 credits in education)

To be taken in conjunction with a liberal arts major

Students in the STEP Adolescence Education sequence must major in one of the liberal arts and sciences appropriate to their content specialty and complete the University General Education requirements.

Please see your education minor adviser to determine whether or not you are eligible for a waiver of the language requirement.

Students selecting the minor in adolescence education should major in the following areas:

- English Education: major in English
- Biology Education: major in biology
- Chemistry Education: major in chemistry
- Earth Science Education: major in environmental studies (must include a minimum of 30 credits in earth science)
- Mathematics Education: major in mathematics
- Physics Education: major in physics
- Social Studies Education: major in one of the following: anthropology, economics, history, political science, or sociology. Regardless of major, all minors in social studies education must take a minimum of 21 credits, including a course in geography, in U.S. history, world history, and a course each in economics, political science, introduction to sociology and introduction to psychology
- Language Instruction in Spanish: major in Spanish

Plan of Study

Courses are 3 credits unless noted otherwise.

Freshman Year (1 credit):

EST 102 STEP Orientation Seminar (1 credit)

Sophomore Year (6-9 credits):*Fall* (3-6 credits)

PIA 116 Adolescent Psychology (Pre-requisite PIA 101)

OR

EST 222 Adolescence Development

ENG 202 Structure of Modern English (English Majors Only)

Spring (3 credits)

EST 311 Sociolinguistic Perspectives in Adolescence Education

Junior Year (9 credits):*Fall* (3 credits)

EST 304 Community, School, and Society

Spring (6 credits)

EAE 595 Youth Literacies: Literature, Culture, and the Arts (English, Social Studies and Language Majors)

OR

EAE 594 Critical Literacy of Mathematics and Science Education (Math and Science Majors)

EST 307 Introduction to Philosophy of Education

Senior Year (9 credits):*Fall* (3 credits)

Select One:

EDO 596 Inquiry and Expression: Literacy Across the Curriculum: Humanities

EDO 597 Inquiry and Expression: Literacy Across the Curriculum: Math and Science

Spring (6 credits)

Choose one (major related):

EAE 513 Instruction and Assessment in Mathematics Education (25 field hours)

EAE 517 Instruction and Assessment in Science Education (25 field hours)

EAE 518 Instruction and Assessment in Social Studies Education (25 field hours)

EAE 519 Instruction and Assessment in Spanish Language Education (25 field hours)

EST 580 Service Learning and Composition (English majors only, others by permission) (25 field hours)

AND

EEC 560 Managing Inclusive Environments (25 field hours)

Total spring field hours = 50-hour block.

Fifth Year (33 credits):*Summer* (9 credits)

EST 574 Teaching and Learning Aesthetics

OR

EAR 500 Exploring the Arts Elective

HED 607 Health Promotion for Children and Adolescents
Graduate Elective: under advisement

Fall (12 credits)

EAE 860 Masters Seminar: Inquiry in Teaching and Learning

Choose one (major related):

EAE 511 Instruction and Assessment in English Education (50 field hours)

EAE 613 Secondary Mathematics Content, Pedagogy and Assessment: Learning from Master Teachers (50 field hours)

EAE 617 Secondary Science Content, Pedagogy and Assessment: Learning from Master Teachers (50 field hours)

EAE 618 Secondary Social Studies Content, Pedagogy and Assessment Learning from Master Teachers (50 field hours)

EAE 619 Special Methods and Materials of Spanish Language Instruction (50 field hours)

Choose one (major related):

EAE 723 Teaching Composition in the Secondary School (English majors)

Graduate Elective in Math, Science, or Social Studies (under advisement)

Graduate Elective (under advisement)

Total fall field hours = 50-hour block

Spring (12 credits)

EAE 503 Reflective Practice Seminar in Adolescent Education

EAE 820 Student Teaching in Adolescent Education

xxxx-xxx Graduate Education Elective

Note: Students admitted into STEP taking a Bachelor of Arts (BA) major up until Fall 2011 must complete Level III foreign language through the Department of Languages. Transfer students accepted into the STEP program are exempt from the new requirements in foreign language until Fall 2011. All students receiving teacher certification in New York State must have demonstrated foreign language proficiency at the equivalent level of a Regents examination (Level II).

BACHELOR OF ARTS IN ART EDUCATION (K-12) (28 education credits; 65 art and art history)

Artistic activity is a psychologically integrating experience that naturally calls forth self-direction, learning through the senses, and multidimensional ways of knowing. The special mission of art education is to support the development of perceptual sensitivity and depth of expression within a cultural and educational context that is too often disconnected from both the outer world of the senses and the hidden world of imagination and inspiration. The goal of the program in art education is to develop art educators who can understand artistic development across the lifespan and the relationship of the sensory and kinesthetic domains to art-making; awaken and support the exploration of ideas, feelings, and experiences through developmentally sensitive means and materials; appreciate the role the arts can play in opening cross cultural understandings; and

maintain a lively commitment to their own artistic practice. Majors in art education complete a full major in art (see appropriate section under the College of Arts and Sciences in this *Bulletin*), while taking the following art education sequence:

Plan of Study

Courses are 3 credits unless noted otherwise.

Art Education Core (15 credits)

EAR 203 Introduction to Art Education

EAR 220 Artistic Development: Childhood through Adolescence

EAR 410 Instruction and Assessment in the Visual Arts

EAR 540 Student Teaching and Reflective Practice Seminar in Art Education (*6 credits*)**General Pedagogical Core** (13 credits)

EST 221 Child Development (Birth–Grade 6)

EST 222 Processes of Learning II (Grades 7–12)

EST 304 Community, School and Society

EST 305 The Child with Special Needs

HED 610 Health Education Training for Teachers (*1 credit*)

ECH 595 Childhood Literacies: Literature, Culture, and the Arts

OR

EAE 595 Youth Literacies: Literature, Culture, and the Arts

In order to be certified as an art educator in New York State, students must achieve passing scores on the LAST (Liberal Arts and Sciences Test) and ATS-W (Assessment of Teaching Skills) and CST (Content Specialty Test in Art). These tests are part of the NYSTCE (New York State Teacher Certification Examination).

Students must apply for student teaching (EAR 540) by the following dates:

For a fall placement: February 1

For a spring placement: June 15

Important deadlines and dates for student teaching meetings are posted outside of the Office of School and Community Partnerships, Harvey Hall, room 111.

The following courses require fieldwork:

EAC 220: 25 hours

EAR 510: 50 hours

EST 305: 25 hours

(Please note: All students must fulfill the University General Education requirements. In addition, if not met through the General Education program, art education majors must complete 6 credits in a language other than English, unless waived by an adviser.)

Department of Communication Sciences and Disorders

Janet Schoepflin, *Chair*

Susan Hendler Lederer, *Undergraduate Program Director*

The undergraduate program in the Department of Communication Sciences and Disorders provides students with pre-professional preparation for careers in speech-language pathology and audiology. In addition to preparing students for graduate study in communication disorders, this program provides a strong foundation for careers in education, psychology, and the allied health professions. A unique component of this program is that students are provided with hands-on clinical experience in speech language pathology and audiology.

Grade Requirements

Students must maintain a minimum overall GPA of 3.0. If a student's GPA falls below 3.0, the student will be placed on academic probation for one semester. If a 3.0 is not achieved by the end of the probationary semester, the student will be dismissed from the program. Grades of C (C-, C, C+) in any two courses within the first 21 credits of SPE courses or Linguistics 103 will result in dismissal from the major. Students who earn a second grade of C (C-, C, C+), after earning the first C within the first 21 credits, or two grades of C (C-, C, C+) between 22 and 45 credits of SPE courses or Linguistics 103, will be required to repeat the course(s) and earn (a) grade(s) of B- or better. No more than one C grade (C-, C, C+) in English Composition/SPE 201 will be permitted. If a second C grade (C-, C, C+) in English Composition/SPE 201 is obtained, the course must be retaken until a grade of B- or better is earned. A grade of D or F in any SPE course or Linguistics 103 will result in dismissal from the major.

It is the responsibility of the student to consult with his or her academic adviser, the *University Bulletin*, and the *Student Handbook*, regarding program policies and procedures. Required courses may not be taken Pass/Fail.

BACHELOR OF ARTS IN COMMUNICATION DISORDERS (120 credits)

Students majoring in communication disorders must complete 48 credits in speech and 28 additional credits in interdepartmental requirements. University-wide General Education requirements must also be met.

Plan of Study

Courses are 3 credits unless otherwise specified

Speech Requirements (48 credits)

SPE 100 The Speech-Language and Hearing Professions

SPE 110 Oral Communication in the Professional World

OR

SPE 112 Public Speaking

SPE 138 Sound and the Auditory Mechanism
 SPE 140 Anatomy and Physiology of the Speech Mechanism
 SPE 142 Phonetics
 SPE 144 Development of Speech and Language
 SPE 201 Scientific and Professional Writing in CSD
 SPE 220 Introduction to Speech Science
 SPE 350 Survey of Developmental Language Disorders
 SPE 351 Survey of Speech Disorders
 SPE 352 Clinical Audiology
 SPE 353 Audiologic Rehabilitation
 SPE 355 Introduction to the Clinical Process
 SPE 356 Clinical Practice in Speech-Language Pathology (*2 credits*)
 SPE 357 Clinical Practice in Audiology (*1 credit*)
 SPE 400 Current Issues in Speech-Language Pathology and Audiology
 SPE 410 Survey of Acquired Neurogenic Disorders

Interdepartmental Course Requirements (28 credits):

Required:

BIO 203 or BIO 204 The Human Body: Scientific Perspectives on Structure and Function
 I, II (select one) (*4 credits each*)
 PIA 101 General Psychology
 LIN 103 Descriptive and Historical Linguistics
 ENG 107 Art and Craft of Writing

Physical Science Course (choose one)

Psychology/Child Development Course (choose one):

PIA 115 Developmental Psychology
 PIA 116 Developmental Psychology—Adolescence
 EST 221 Child Development
 EST 222 Adolescent Development

Statistics Course (choose one):

PIA 137 Psychological Statistics (*4 credits*)
 MTH 113 Survey of Statistics

Related Elective (choose two, by advisement)

Elective Course Work

TSSLD Certification

Students interested in academic course work leading to certification as a Teacher of Students with Speech and Language Disabilities (TSSLD) can elect to enroll in the following courses:

EDU 304 Community, School, and Society
 HED 610 Health Education Training for Teachers (*1 credit*)

SPE 561 Speech Language Pathology in a School Setting

Bilingual Extension Certification

For seniors fluent in a language other than English, graduate courses in bilingual education leading to the Bilingual Extension to the TSSLD can be taken with adviser approval. Clinical practicum in a school setting is provided at the graduate level only.

Department of Health Studies, Physical Education and Human Performance Science

Ronald Feingold, *Chair*

The Department of Health Studies, Physical Education and Human Performance Science offers an undergraduate program leading to a bachelor of science degree and New York State professional certification in teaching physical education. Undergraduate course work in health studies is open to all students and may be required or recommended in a number of majors within the University. The department also offers dual certification in health and physical education.

TEACHER CERTIFICATION:

In addition to the University's General Education requirements, students majoring in physical education and seeking New York State Teacher Certification must complete 33 credits of Theoretical Foundations, 15 credits of Physical Education Methodology, an 18-credit Education Core sequence, and 8 credits in biology. Health certification may be obtained with additional health content courses. Teacher Certification students must achieve the minimum grade C– or better in all PED courses.

DUAL CERTIFICATION: BACHELOR OF SCIENCE IN PHYSICAL EDUCATION WITH CERTIFICATION ELIGIBILITY IN HEALTH EDUCATION AND PHYSICAL EDUCATION (128 credits)

While students may prefer to specialize in physical education, the department does offer a dual certification program. Students who choose to complete dual certification in health education and physical education must fulfill the following to be certified in health and physical education, plus student teaching in both health and physical education. In addition, students are also required to pass the New York State Teacher Certification Examination (Liberal Arts and Sciences–LAST), the Assessment of Teaching Skill–Written (ATS-W), and both the content exams in Health and Physical Education.

Plan of Study

Courses are 3 credits unless noted otherwise.

Physical Education Required Courses (51 credits)

PED 290 Technology in HPE
 PED 315 Motor Development
 PED 375 Social Issues in Physical Education and Sports
 PED 380 Elementary Physical Education
 PED 461 Kinesiology
 PED 463 Physiology of Exercise
 PED 469 Adapted Physical Education
 PED 488 Practicum (2 credits)
 PED 505 Professional Seminar
 PED 200+ Skill Methods Courses *12-18 credits*
 PED 525 Curriculum and Instruction Physical Education
 PED 550 Leadership Development

Health Courses (45 credits)**I. Required (22 credits)**

HED 372 Human Sexuality

HED 373 Essentials of Healthful Living

HED 488 Practicum (*1 credit*)

HED 501 Dynamics of Substance Abuse

HED 504 Comprehensive Health Education for Secondary School Teachers

Electives (*6 credits*)

HED 571 Health Issues for Elementary School Educators

II. Physical Education and Biology Courses that Count as Health Courses (17 credits)

PED 100 Principles of Health and Physical Education

PED 167 First Aid and Injury Control

PED 470 Health and Fitness

BIO 203, 204 The Human Body: Scientific Perspectives on Structure and Function I, II (*4 credits each*)**III. Other Courses that Count as Health Courses (6 credits)**

HED 370 Psychosocial Health Issues

HED 505 Multidimensional Aspects of Stress

HED 506 Health and Nutrition

HED 520 Topics in Health

Freshman Seminar 110 Optimal Health

Professional Education Courses (12 credits)

EST 221 Child Development (Birth to Grade 6)

OR

PIA 115 Developmental Psychology

EST 304 School and Society

Student Teaching in Health (3 credits) and Physical Education (6 credits)

HED 537 Student Teaching in Health

PED 536 Student Teaching in Physical Education (*6 credits*)*Note: For students graduating with more than 120 credits, approximately 6 to 9 credits can be used toward graduate credits if signed up ahead of time.***BACHELOR OF SCIENCE IN PHYSICAL EDUCATION (120 credits)***Certification track (for students pursuing NYS K-12 professional certification)***Plan of Study***Courses are 3 credits unless noted otherwise.***Theoretical Foundations (44 credits)**

PED 100 Principles of Health and Physical Education
 PED 167 First Aid and Injury Control
 PED 290 Technology in Health and Physical Education
 PED 315 Motor Development
 PED 340 Curriculum and Teaching
 PED 375 Social Issues in Physical Education and Sport
 PED 380 Physical Education in the Elementary School
 PED 461 Kinesiology
 PED 463 Physiology of Exercise
 PED 469 Adapted Physical Education
 PED 470 Health and Fitness
 PED 488 Practicum I, II (*4 credits*)
 PED 505 Professional Seminar
 PED 525 Curriculum and Instruction in Physical Education
 PED 550 Workshops in Physical Education: Leadership: Violence Prevention

Physical Education Methodology (15–18 credits)

Courses are 1–2 credits each.

PES 100 Swimming
 PED 210* Tumbling Methods
 PED 230* Track and Field Methods
 PED 237* Group Games
 PED 242 Tennis Methods
 PED 244* Badminton Methods
 PED 250* Lifetime Activities
 PED 261 Field Hockey Methods
 PED 263 Lacrosse Methods
 PED 266* Soccer Methods
 PED 268* Basketball Methods
 PED 269* Volleyball Methods Fundamentals
 PED 515 Team Handball
 PED 550* Workshops in Physical Education: Project Adventure

Education Core (18 credits)

Choose one:

EST 221 Child Development (Birth– Grade 6)

OR

EST 222 Adolescent Development

OR

PIA 115 Developmental Psychology

AND

EST 304 Community, School, and Society

PED 340 Curriculum and Teaching

PED 525 Secondary Methods in Physical Education

PED 536 Student Teaching in Physical Education (*6 credits*)

Biology (8 credits)

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

Other Courses (6 credits)

Literacy (any course in methodology)

Language

Students majoring in physical education (exercise science/sports management) who are not seeking New York State Teacher Certification must complete 24 credits of Theoretical Foundations and 15 credits of appropriate physical education electives.

BACHELOR OF SCIENCE IN EXERCISE SCIENCE AND SPORT MANAGEMENT

(Sport Management, Exercise Science, or Pre-Physical Therapy) (120 credits)

Non-certification track

The Department of Health Studies, Physical Education and Human Performance Science also offers undergraduate programs leading to a Bachelor of Science Degree in Exercise Science and Sports Management. Specialized tracks include: Exercise Science, Pre-Physical Therapy or Sports Management. In addition to the University's General Education requirements, students seeking a concentration in Exercise Science must complete 44 credits of Exercise Science Foundations, including a three credit practicum; 16 credits of Exercise Science electives and 32 additional elective credits. The Exercise Science Program prepares students for careers in strength and conditioning, exercise leadership and personal training. Many students continue on to the Master's Degree in Exercise Science. Courses include learning objectives for the American College of Sports Medicine Health/Fitness Specialist Certification. The Pre-Physical Therapy track provides students who are interested in the application of exercise science to careers in allied health. These careers include, but are not limited to physical therapy, physician's assistant, nutrition and nursing. This program is designed so the student may fulfill pre-requisite courses necessary for application to professional school programs, while studying exercise science. The course work is similar to the requirements for Exercise Science, with the addition of electives in the basic sciences, math and psychology. A Physical Therapy joint degree program in conjunction with New York Medical College is also available.

Plan of Study

Courses are 3 credits unless noted otherwise.

Exercise Science/Pre-Physical Therapy Foundations (Required 44 credits)

*BIO 203, 204 The Human Body: Scientific Perspectives (4 credits each)

HED 506 Health and Nutrition

PED 100 Principles of Health and PE

PED 167 First Aid and Injury

PED 288 Sports Medicine

PED 290 Technology in HPE
 PED 315 Motor Development
 PED 375 Social Issues
 *PED 461 Kinesiology
 *PED 463 Physiology of Exercise
 *PED 470 Health and Fitness
 PED 472 Techniques of Athletic Training
 PED 492 Practicum/Field Work (3 credits)

Exercise Science Electives (16 credits)

Additional Electives (32 credits)

Pre-Physical Therapy

Requirements include all foundations and electives from exercise science. The additional electives should include course work in the basic sciences, such as biology, chemistry and physics. Statistics and/or calculus may also be required

Joint Degree Program in Physical Therapy

Adelphi University and the New York College Medical School of Health Sciences in Valhalla, New York, offer a combined seven-year B.S./D.P.T. degree program in physical therapy. For more information, see the Pre-Professional Studies section of this Bulletin.

Sport Management(Required 22 credits)

PED 100 Principles of Health and Physical Education
 PED 205 Introduction to Sports Management
 PED 275 Introduction to Sports Marketing
 PED 290 Technology in HPE
 PED 370 Aspects of Coaching
 PED 375 Social Issues in Physical Education and Sports
 PED 492 Practicum (1–6 credits)
 PED 550 Sport Management Topics (1 credit)

Sport Management Electives

Sport Management (15 credits)
 Clusters (12–24 credits)
 Business or Communications

Note: Exercise Science and PE students must attain a grade of C– or higher to be eligible for continuance, practicum, or enrollment into 500-level courses.

MINORS IN HEALTH AND PHYSICAL EDUCATION (18–21 credits)

Students have an opportunity to select minors in health, sport management, exercise science, or physical education. Each minor requires 18–21 credits in a specific area of study that has been established with the help of an adviser.

Additional Information: Undergraduate Programs

Graduate Courses for Undergraduate or Graduate Credit

Undergraduate students in their junior or senior year may take 500- and 600-level courses for undergraduate credit toward their bachelor's degree with adviser's approval or, with permission from the program chair, for graduate credit (courses for graduate credit will not count toward bachelor's degree).

GRADUATE INFORMATION

The Department of Curriculum and Instruction

Harvey Hall

Anne Mungai, *Chair*

***Note:** Programs are accurate at the time of printing. However, as part of a process of ongoing self-evaluation, programs in the department of curriculum and instruction are subject to change. Please check with an adviser or refer to the Ruth S. Ammon School of Education's Web site academics.adelphi.edu/edu for updated information.*

Grading Policies

The following grading policies apply to all candidates enrolled in the department.

1. Students must maintain a B average. If a student receives a grade of C+ or less in a course, it must be counterbalanced with a grade of A. Upon receiving a grade of C+ or less, students will receive a letter of warning from the 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 Ammon School of Education expects all candidates enrolled in eight-week-cycle courses to attend every session in order to receive course credit. Under extenuating circumstances, instructors may allow one excused absence.*

Transfer Policy

Off-Campus Students

All students who attend degree programs at off-campus sites must enroll in at least one required class at the Garden City campus to be in compliance with federal regulations governing off-campus programs.

THE MASTER OF ARTS IN EARLY CHILDHOOD EDUCATION, Birth–Grade 2 (30-41 credits)

Dori Phalen, *Program Director*

The Early Childhood Education Program is committed to the growth and well being of children from birth to eight-years of age. The program is also dedicated to the professional education and personal development of early childhood education professionals who will use their moral purpose and vision to advocate for children. In guiding young children's learning and development, early childhood education professionals must sensitively interact with a diversity of populations: the young child, parents, guardians, paraprofessionals, community organizations, and others whose actions affect children. Moreover, they must meet the needs and demands of diverse communities and cultivate intellectually vital, socially just, and aesthetically rich individuals.

The Early Childhood Education Program envisions the teacher as a professional educator who understands the vulnerability of the early years and realizes the impact of these early experiences on later development and learning.

The Early Childhood Education Program offers a course of study designed to engage education professionals in collaborative work that is interdisciplinary, multidisciplinary, and inquiry-based. In-class didactic experiences and activities, field-work placements and student teaching are all planned to increase candidate awareness and sensitivity to the development of children and to provide insight into the physical, social, emotional, cultural, intellectual and creative life of a child. In addition, differences of culture, language, ethnic background, gender and ability among children permeate every aspect of the curriculum. Candidates will cultivate their own practice by engaging in action research and reflective experiences, culminating with the articulation of a personal vision and ready to become contributors to the advancement of the field.

Candidates enrolled in the Early Childhood Program will compile a portfolio, which will be focused on discovery, insight, understanding, and application of major issues related to the field of early childhood. The portfolio will be developed on an on-going basis, starting the semester of enrollment and finishing it at the end of the program.

Program Overview

Three tracks are offered in the Early Childhood Education Program:

- **M.A. Pre-certification**, for students without prior initial certification in a teaching area (35–41 credits).
- **M.A. In-Service**, for students holding NYS initial teaching certification in an area other than Early Childhood Education (30–37 credits).
- **Post-Graduate Advanced Certificate** is also available, see Post-Master's Certificate section.

TRACK I: PRE-CERTIFICATION M.A.

This track requires a minimum of 35 credits and a maximum of 41 credits. Six credits can be transferred without substitution based on prior coursework (undergraduate or graduate).

Plan of Study

Courses are three credits unless noted otherwise.

Exploration Block (14 credits)

ELY 545 Children's Literature

EYC 650 Facing History: Roots of Early Childhood Education and Foundations for Practice

ECH 600 Childhood Development

EEC 600 Introduction to Special Education

EYC 655 Children's Play: A Source of Development and Learning

Synthesis Block (21 credits)

ELY 625 Approaches to Teaching Literacy in Childhood Education

EYC 710 Development of Mathematical Thinking in Young Children(2 credits)

EYC 720 Science and Technology in Early Childhood Education (2 credits)

EYC 665 Artistic and Creative Expression in Young Children (2 credits)

EYC 800 Field Experience and Classroom Management in Early Childhood Settings and Culminating Project(5 credits)

HED 610 Health Promotion for Teachers(1 credit)

EYC 660 Assessment, Observation and Documentation in Early Childhood Settings (2 credits)

Intensives:

Choose a minimum of three one-credit intensives.

EYC 550 Special Topics

EYC 551 Speech and Language Development

EYC 552 The English Language Learner Student

EYC 553 The Gifted Child

EYC 555 Block Building

EYC 556 Sensory Learning

Reflection Block (6 credits)

EYC 820 Student Teaching in Early Childhood Settings (6 credits)

OR

EYC 851 Student Teaching 1 and 2 in Early Childhood Settings for Uncertified Early Childhood

Teachers (6 credits) (fall or spring)

OR

EYC 852 Student Teaching 1 and 2 in

Early Childhood Settings for Uncertified Early Childhood Teachers (6 credits) (summer)

TRACK II: IN-SERVICE M.A.

This track requires a minimum of 30 credits and a maximum of 37 credits, depending upon waived courses.

Courses marked with an asterisk () may be transferred if appropriate coursework (graduate or undergraduate) is presented. Graduate course substitution will be required to meet the minimum of 30 credits.*

Plan of Study

Courses are three credits unless noted otherwise.

Exploration Block (15 credits)

ELY 545* Children's Literature

EYC 650 Facing History: Roots of Early Childhood Education and Foundations for Practice

ECH 600 Childhood Development
 EEC 600* Introduction to Special Education
 EYC 655 Children's Play: A Source of
 Development and Learning

Synthesis Block (21 credits)

ELY 625* Approaches to Teaching Literacy in Childhood Education
 EYC 710* Development of Mathematical Thinking in Young Children (2 credits)
 EYC 720* Science and Technology in Early Childhood Education (2 credits)
 EYC 665 Artistic and Creative Expression in Young Children (2 credits)
 HED 610* Health Promotion for Teachers (1 credit)
 EYC 660 Assessment, Observation and Documentation in Early Childhood Settings (2 credits)
 EYC 801 Field Experience and Classroom Management for Uncertified EC Teachers (4 credits)

Intensives:

Choose a minimum of three one-credit intensives.

EYC 551 Speech and Language Development
 EYC 552 The English Language Learner Student
 EYC 553 The Gifted Child
 EYC 555 Block Building
 EYC 556 Sensory Learning
 EYC 550 Special Topics

Reflection Block (3 credits)

EYC 821 Practicum in Early Childhood Settings for Teachers Certified in Other Areas
 OR
 EYC 822 Summer Practicum in Early Childhood Settings for Teachers Certified in Other Areas

THE MASTER OF ARTS IN CHILDHOOD EDUCATION Grades 1-6

(Precertification Program) (40 credits)

and

THE MASTER OF ARTS FOR ELEMENTARY TEACHERS Pre-K-6 (In-Service Program) (33 credits)

Devin Thornburg, *Program Director*

The Childhood Education Program at Adelphi University, committed to the growth and wellbeing of all children, is dedicated to the professional education and personal development of elementary teachers as advocates for children, possessed of moral purpose and vision. Through this endeavor, we embrace the ideal of working with education professionals, students, and other colleagues in league with our educational institutions to cultivate intellectually vital, socially just, aesthetically rich and

compassionate communities in our universities, schools, towns, and cities. Through our program, we strive to build an inclusive, caring educational community aimed at “cultivating the humanity” of the whole person: engaging education professionals in scholarly study and open-minded inquiry, socially engaged praxis and community service, creative experimentation and artistic expression, as well as critical self-examination and contemplative practice. Teachers are encouraged and prepared, in this way, to attend faithfully to the well-being and growth of children by creating such communities with their own students, and engaging them, as well, in these practices.

The Childhood Education Program is guided by a shared understanding of what it means to be an education professional. Teachers are:

- Scholars committed to a life of study and inquiry, participating meaningfully in communities of study and inquiry;
- Agents for democratic social change, dedicated to the practice of freedom and work of justice;
- Open to possibilities, people of aesthetic sensibility, passion, and personal vision, embracing beauty and imaginative possibility in their work; and
- Self-aware people who know themselves and attend to their own growth through the practice of mindful and reflective self-examination.

The curriculum of the Childhood Education Program was designed to reflect this understanding

of teaching and vision of education. It features:

- Teachers collaboratively engaging in scholarly study and open-minded inquiry through course work that is interdisciplinary, multidisciplinary and inquiry-based.
- Teachers participating in socially engaged praxis and community service through a program that advances critical pedagogy and service learning within a school-community partnership model.
- Teachers exploring teaching as an art, requiring artistic expression and creative experimentation through direct engagement with the arts in arts-based classes, as well as direct experience with diverse teaching practices and possibilities via field-based courses in the pedagogical arts.
- Teachers cultivating their own character in a program that is student-centered, individualized through course work aimed at understanding oneself via autobiographical inquiry, critical self-examination and contemplative practice—engaging teachers in the reflective practice of their craft and the articulation of personal vision through their work.

Note: *The M.A. in childhood education is an initial program for students who do not currently hold certification in elementary (childhood) education. Qualified candidates certified in areas other than elementary education may enroll in this program in order to earn a second teaching certificate and fulfill the graduate degree requirement for professional (permanent) certification in both areas. Upon application to the program, candidates' undergraduate transcripts will be evaluated for appropriate liberal arts course work required under New York State regulations and to meet national standards in the teaching area. Teacher candidates who have been admitted will receive by mail,*

from program advisers, a program of study with the results of this transcript review. Any deficient course work must be completed prior to the final student teaching semester. The Department of Curriculum and Instruction does not waive the student teaching requirement. In compliance with new New York State Department of Education regulations, this program requires a minimum of 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. Candidates interested in the birth–grade 2 teaching certificate should enroll in our early childhood master’s program.

Overview of the Program

***Note:** The following course sequence is for candidates entering in the fall semester. See departmental adviser for sequence for students entering in spring or summer*

PRECERTIFICATION PROGRAM, Childhood Education

Plan of Study

Courses are three credits unless noted otherwise.

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 Instruction in Childhood Education (Elective Course)

***Note:** The following nine 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

Health Studies

Take the following course:

HED 610 Health Promotion for Teachers (1 credit)

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)

Note: *Already NYS Certified classroom teachers are waived from student teaching and take a six-credit education elective in place of student teaching.*

Student Teaching (6 credits)

Uncertified students not currently teaching childhood education must take:

ECH 820 Student Teaching in Childhood Education Pre certification (6 credits)

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.

Plan of Study

Courses are three credits unless noted otherwise.

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)

THE MASTER OF ARTS PROGRAMS IN ENGLISH, MATHEMATICS, SCIENCE AND SOCIAL STUDIES EDUCATION (34–37 credits)

Robert Danielowich, *Program Director*

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.

our programs are offered in adolescence education: English, mathematics, science, and social studies. Candidates applying to this program are expected to have the appropriate undergraduate preparation in their chosen discipline (a baccalaureate degree or equivalent). Candidates with an appropriate liberal arts background who are certified in areas other than 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, candidates' undergraduate transcripts will be evaluated for appropriate disciplinary and liberal arts course work required under New York State regulations. Any deficient course work must be completed prior to the final student teaching semester. Undergraduate course work in content area must be grades of "B" or better for candidates lacking major in content area. Candidates with major must have a 3.0 GPA in major. The department of curriculum and instruction does not waive the student teaching requirement.

Candidates who currently hold certification in one of these 7–12 areas should enroll in a graduate program leading to certification in an area other than adolescence education in order to fulfill professional (permanent) certification requirements for both areas.

***Note:** In compliance with NYSED regulations, this program requires a minimum of 100 hours of fieldwork in schools prior to student teaching. To meet this New York State requirement, some courses include 20–30 hours of fieldwork in schools.*

Overview of the Program (34–37 credits)

***Note:** The following course sequence is for candidates entering in the fall semester. See departmental adviser for sequence for students entering in spring or summer.*

Plan of Study

Courses are three credits unless noted otherwise.

English [28912] (37 credits)

All courses are 3 credits unless otherwise noted.

Selected courses require 50 hours of fieldwork in an assigned middle/high school setting for the course pair (*) or single course (**).

Year One**Fall Semester**

0809 602 (0809 723 through fall 09) Foundations of Education: Adolescence

0809 595 Youth Literacies: Literature, Culture, and the Arts

XXXX xxx Graduate English Content Elective (with advisor approval)

Spring Semester

0809 603* The Adolescent Experience

0810 560* Managing Inclusive Environments: Adolescence

0809 596 Inquiry and Expression: Literacy across the Curriculum: Humanities

0803 50x Exploring the Arts (choose one with advisor)

Year Two**Fall Semester**

0809 511** Instruction & Assessment in Secondary English Education

0809 723 Special Topics: Teaching Composition in the Secondary Schools

0809 860 Masters Seminar in Adolescence Education (choose one with advisor)

0834 610 Health Promotion for Teachers (1 credit)

Spring Semester

0809 820 Student Teaching in Adolescence Education: Precertification (6 credits)

Or

0809 821 Practicum in Adolescence Education for Teachers Certified in Other Areas

XXXX xxx Graduate English Content or Education Elective (with advisor approval)

Additional Requirements for Program Completion/State Certification

- BA in-discipline or BA in another discipline and 30 undergraduate credits in-discipline, each course “B” or better
- Satisfactory completion of General Education courses, including a foreign language
- Maintenance of 3.0 GPA in all program coursework
- Passing scores on three required state certification exams (LAST, CST, ATS-W)

Contact: Laraine Wallowitz, Assistant Professor; Alumnae Quad Annex 200, Room 231; 516-877-4412; wallowitz@adelphi.edu

Mathematics [28911] (37 credits)

All courses are 3 credits unless otherwise noted.

*Course requires 50 hours of combined fieldwork in an assigned middle/high school setting for the course pair.

Year One**Fall Semester**

0809 602 (0809 723 through fall 09) Foundations of Education: Adolescence

0809 594 Critical Literacies in Mathematics and Science Education
 XXXX xxx Graduate Mathematics Content Elective (with advisor approval)

Spring Semester

0809 603* The Adolescent Experience
 0809 513* Instruction & Assessment in Secondary Math Education
 0809 597 Inquiry and Expression: Literacy across the Curriculum: Math and Sciences
 0803 50x Exploring the Arts (choose one with advisor)

Year Two

Fall Semester

0810 560* Managing Inclusive Environments: Adolescence
 0809 613* Secondary Mathematics Content, Pedagogy & Assessment
 0809 860 Masters Seminar in Adolescence Education: Current Issues in Math/Science
 0834 610 Health Promotion for Teachers (1 credit)

Spring Semester

0809 820 Student Teaching in Adolescence Education: Precertification (6 credits)
or
 0809 821 Practicum in Adolescence Education for Teachers Certified in Other Areas
 XXXX xxx Graduate Content or Education Elective (with advisor approval)

Additional Requirements for Program Completion/State Certification

- BA in-discipline or BA in another discipline and 30 undergraduate credits in-discipline, each course “B” or better
- Satisfactory completion of General Education courses, including a foreign language
- Maintenance of 3.0 GPA in all program coursework
- Passing scores on three required state certification exams (LAST, CST, ATS-W)

Contact: Dante Tawfeeq, Assistant Professor; Post Hall Annex 200, Room 8; 516-877-4581; tawfeeq@adelphi.edu

Social Studies [28910] (37 credits)

All courses are 3 credits unless otherwise noted.

*Course requires 50 hours of combined fieldwork in an assigned middle/high school setting for the course pair.

Year One

Fall Semester

0809 602 (0809 723 through fall 09) Foundations of Education: Adolescence
 0809 595 Youth Literacies: Literature, Culture, and the Arts
 XXXX xxx Graduate Content Elective (with advisor approval)

Spring Semester

0809 603* The Adolescent Experience
 0809 518* Instruction & Assessment in Secondary Social Studies Education
 0809 596 Inquiry and Expression: Literacy across the Curriculum: Humanities

0803 50x Exploring the Arts (choose one with advisor)

Year Two

Fall Semester

0810 560* Managing Inclusive Environments: Adolescence

0809 618* Secondary Social Studies Content, Pedagogy & Assessment

0809 860 Masters Seminar in Adolescence Education (choose one with advisor)

0834 610 Health Promotion for Teachers (1 credit)

Spring Semester

0809 820 Student Teaching in Adolescence Education: Precertification (6 credits)

or

0809 821 Practicum in Adolescence Education for Teachers Certified in Other Areas

XXXX xxx Graduate Content or Education Elective (with advisor approval)

Additional Requirements for Program Completion/State Certification

- BA in-discipline or BA in another discipline and 30 undergraduate credits in-discipline, each course “B” or better [courses must include history, geography, economics, government/political science, psychology, and sociology]
- Satisfactory completion of General Education courses, including a foreign language
- Maintenance of 3.0 GPA in all program coursework
- Passing scores on three required state certification exams (LAST, CST, ATS-W)

Contact: Rita Verma, Assistant Professor; Alumnae Quad Annex 200, Room 243; 516-877-4017; verma@adelphi.edu

Science (Biology, Chemistry, Mathematics, or Earth Science) [28909] (37 credits)

All courses are 3 credits unless otherwise noted.

*Course requires 50 hours of combined fieldwork in an assigned middle/high school setting for the course pair.

Year One

Fall Semester

0809 602 (0809 723 through fall 09) Foundations of Education: Adolescence

0809 594 Critical Literacies in Mathematics and Science Education

XXXX xxx Graduate Science Content Elective (with advisor approval)

Spring Semester

0809 603* The Adolescent Experience

0809 519* Instruction & Assessment in Secondary Math Education

0809 597 Inquiry and Expression: Literacy across the Curriculum: Math and Sciences

0803 50x Exploring the Arts (choose one with advisor)

Year Two

Fall Semester

- 0810 560* Managing Inclusive Environments: Adolescence
 0809 619* Secondary Science Content & Pedagogy
 0809 860 Masters Seminar in Adolescence Education: Current Issues in Math/Science
 0834 610 Health Promotion for Teachers (1 credit)

Spring Semester

- 0809 820 Student Teaching in Adolescence Education: Precertification (6 credits)

or

- 0809 821 Practicum in Adolescence Education for Teachers Certified in Other Areas
 XXXX xxx Graduate Content or Education Elective (with advisor approval)

Additional Requirements for Program Completion/State Certification

- BA in-discipline or BA in another discipline and 30 undergraduate credits in-discipline, each course “B” or better
- Satisfactory completion of General Education courses, including a foreign language
- Maintenance of 3.0 GPA in all program coursework
- Passing scores on three required state certification exams (LAST, CST, ATS-W)

Contact: Tracy Hogan, Assistant Professor; Harvey Hall, Room 237; 516-877-4019;
hogan@adelphi.edu

THE MASTER OF ARTS IN ART EDUCATION (34–37 credits)

Cindy Maguire, *Program Director*

The special mission of art education is to support the development of perceptual sensitivity and depth of expression within a cultural and educational context that is too often disconnected from both the outer world of the senses and the hidden world of imagination and inspiration. The goal of the Adelphi program in art education is to develop art educators who can understand artistic development across the lifespan and the relationship of the sensory and kinesthetic domains to art making, awaken and support the exploration of ideas, feelings, experiences and materials, appreciate the role the arts can play in opening cross cultural understandings, and maintain a lively commitment to their own artistic practice. The Adelphi program of study in art education includes foundational courses in art education philosophies and theories of learning and development in the visual arts. These major courses are supplemented by courses in child and youth literacies and classroom environment/management. Students also select from an array of studio and exploratory arts courses. Beyond the foundational courses and studio electives, students explore curriculum design and assessment, undertake small-scale art education research in the capstone masters seminar, and finally complete student teaching.

This is an initial program for candidates who do not currently hold certification in visual arts education. Qualified candidates certified in areas other than the visual arts may enroll in this program in order to earn a second certificate and fulfill the graduate degree requirement for professional (permanent) certification in both areas. Candidates applying to this program are expected to have an undergraduate major or the equivalent in the visual arts. Upon application to the program, candidates' undergraduate transcripts will be evaluated for appropriate visual arts and liberal arts course work required under New York State regulations. Any deficient course work must be completed prior to the final student teaching semester. The department of curriculum and instruction does not waive the student teaching requirement.

In addition to the application essay and two letters of recommendation, the graduate program in Art Education requires applicants to submit to the Office of Admissions a visual arts portfolio.

The portfolio should contain 15- 20 images demonstrating competence in one area of specialization, as well as breadth of studio experience in other media. Images should be submitted on a CD, with appropriate file names and a slide list indicating: Your name, Title (if applicable), Date, Size/Dimensions, and Medium. The portfolio will not be returned.

Graduates from Adelphi's B.F.A. are waived from this admissions requirement. Recent graduates (2004 to the present) from Adelphi's B.A. in Art are also waived from the portfolio requirement. All candidates waived from the admissions portfolio requirement are expected to meet with an Art Education advisor during their first semester of graduate study to share their visual arts portfolio.

Candidates who currently hold visual arts certification should either enroll in a graduate program leading to 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.

Students are no longer required to attend a fall orientation.

Note 1: *In compliance with NYSED regulations, this program requires a minimum of 100 hours of fieldwork in schools prior to student teaching.*

Note 2: *In order to be certified as an art educator in New York State, students must achieve passing scores on the LAST (Liberal Arts and Sciences Test) and ATS-W (Assessment of Teaching Skills) and CST (Content Specialty Test in Art). These tests are part of the NYSTCE (New York State Teacher Certification Examination).*

Note 3: *Students must apply for student teaching by the following dates:
For a Fall placement: February 1
For a Spring placement: June 15*

Note 4: For courses involving fieldwork hours, students should note priority deadlines for fieldwork placements:

Fall course work: April 1

Spring course work: November 1

Note 5: Important deadlines and dates for student teaching meetings are posted outside the office of School and Community Partnerships, Harvey Hall, room 111.

Plan of Study

Courses are three credits unless noted otherwise.

Fall, Year 1 (12 credits)

EAR 525 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 or Exploring the Arts Elective

ECH 595 Child Literacies: Literature, Culture and the Arts

OR

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)

Must be taken with either

EEC 710 Classroom Management, 1-6 (25 hours fieldwork)

OR

EEC 560 Managing Inclusive Environments, 7-12 (25 hours fieldwork)

EAE 596 Inquiry and Expression: Literacy Across the Curriculum, Humanities

ART 700–724 Studio Art Elective or Exploring the Arts Elective

Fall, Year 2 (7–13 credits)

EAR 510 Instruction and Assessment in the Visual Arts (50 hours fieldwork)

EAR 850 Master's Seminar in Arts Education (May be taken concurrently with student teaching)

HED 610 Health Promotion for Teachers (1 credit)

Candidates not required to student teach add 3-credit studio art or exploring the arts elective.

Spring, Year 2 (6 credits)

EAR 820 Student Teaching in Art Education (6 credits)

THE MASTER OF SCIENCE IN LITERACY (36 or 42 credits)

Lori Berman Wolf, *Program Director*

This program is designed to offer an integrated, theoretically grounded view of literacy and literacy learning that addresses the needs of students and education professionals 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 candidates completing the program of study will be recommended for certification as a literacy specialist, for birth through grade 6 and Grades 5-12 (42 credits); birth through grade 6 (36 credits); or grade 5 through grade 12 (36 credits). As a part of program requirements, candidates will be introduced to the development of a professional standards-based electronic portfolio. This portfolio will be maintained throughout the program by the candidate and will result in a summative literacy portfolio submitted as part of ELY 810 Literacy and Research Inquiry II.

For more information about the program candidates are advised to see the *Handbook for the Graduate Literacy Program and Portfolio Preparation Guide*. Please contact the program director for additional information at (516) 877-4096.

Plan of Study

BIRTH–GRADE 12 (42 credits)

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 753/755 Practicum in Literacy I (*Prerequisite*: ELY 751)

ELY 754/756 Practicum in Literacy II (*Prerequisite*: ELY 753 prior to registration for this course)

ELY 810 Literacy and Research: Inquiry II (Candidates must have completed a minimum of 24 credits prior to registering for this course.)

**Permission of adviser is required.*

Directed Electives (9 credits)

ELY 521 Literature for Young Adults

ELY 545 Children's Literature

ELY 653 Language, Literacy, and Culture

ELY 800 Organizing, Supervising and Reforming Literacy Programs

Free Electives (6 credits)

Under Advisement

BIRTH–GRADE 6 (36 credits):

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 753/755 Practicum in Literacy I (*Prerequisite*: ELY 751)

ELY 754/756 Practicum in Literacy II (*Prerequisite*: ELY 753)

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.*

Directed Electives (6 credits)

ELY 545 Children's Literature

ELY 653 Language, Literacy, and Culture

ELY 800 Organizing, Supervising and Reforming Literacy Programs

Free Electives (6 credits)

Under Advisement

GRADE 5–12 (36 CREDITS)

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 753/755 Practicum in Literacy I (*Prerequisite*: ELY 751)

ELY 754/756 Practicum in Literacy II (*Prerequisite*: ELY 753)

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.*

Directed Electives (6 credits)

ELY 521 Literature for Young Adults

ELY 653 Language, Literacy and Culture

ELY 800 Organizing, Supervising and Reforming Literacy Programs

Free Electives (6 credits)

Under Advisement

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, candidates 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.

MASTER OF ARTS IN EDUCATIONAL LEADERSHIP AND TECHNOLOGY

(36 credits)

Devin Thornburg, *Program Director*

The Educational Leadership and Technology program is offered by the Ruth S. Ammon School of Education at both Adelphi University's main campus in Garden City and the Manhattan Center. This program is designed specifically for individuals who are seeking entrance into leadership positions in schools such as principal, assistant principal, department chairperson, or supervisor. Its central focus is to bring a multidisciplinary perspective to the atmosphere of educational reform prompted by the establishment of standards-based policies and practices and the accelerated importance of educational technology. Through a combination of theoretical and field-based study, candidates will gain greater knowledge and proficiency in the management of school personnel and in the role technology plays in educational practice. Candidates may choose from three program options:

The 36-credit Master of Arts degree program, completion of which fulfills the programmatic requirements for the New York State School License (SBL).

***Note:** Documentation of a minimum of three years full-time work as a teacher or other professional in a K–12 setting is required for admission.*

Plan of Study

Courses are three credits unless noted otherwise.

Foundations Courses

EDL 533 Computer Based Technologies in Education

EDL 553 Educational Policy

EDL 561 Management Theory and Organizational Behavior

EDL 590 Ethics, Law and Technology

Field-Based and Applied Courses

EDL 554 Research and Evaluation in Schools

EDL 555 Administrative Internship (320 hours) (5 credits)

EDL 556 Supervision in the Schools (with 30-hour practicum)(4 credits)

EDL 557 Technology and School Administration (with 10-hour practicum)

EDL 666 School Leadership

Note: Programs of study are also available at the Certificate and Advanced Certificate Level. See Certificate Section for details.

BILINGUAL EDUCATION AND TESOL

Eva Roca, *Program Director*

The philosophical framework embraced by the programs in TESOL and Bilingual Education at Adelphi University combines theory, practice, and understandings that are embedded with an awareness and sensitivity of gender, race, class, and ability in P–12 school-age children. Both programs are committed to preparing teachers and related support professionals to meet the needs and demands of diverse communities.

TESOL Programs

Candidates for a Masters in TESOL are required to develop and maintain a standards based portfolio throughout their program of study to assess the candidate's proficiency in meeting the TESOL standards and demonstrate how they apply these national standards to the Ruth S. Ammon School of Education's core values.

MASTER OF ARTS IN TESOL: CERTIFICATION TRACK (40 credits)

The M.A. in TESOL (Teaching English to Speakers of Other Languages) is an initial program for candidates who do not currently hold certification in ESL Education. Candidates who currently hold ESL certification should enroll in a graduate program leading to initial certification in an area other than TESOL in order to fulfill professional (permanent) certification requirements in both areas. Qualified candidates certified in areas other than ESL may enroll in this program in order to earn a second certificate and fulfill the graduate degree requirement for professional certification in both areas. The program is also registered for candidates seeking initial certification in TESOL. Upon application to the program, candidates' undergraduate transcripts will be evaluated for appropriate liberal arts course work required under New York State regulations which includes completion of 12 credits in a language other than English. Any deficient course work must be completed prior to the final student teaching semester. The department of curriculum and instruction does not waive the student teaching requirement.

There is also a Non- Certification Track M.A. in TESOL designed for international students or other candidates preparing to teach English as a Second Language to adults or in programs where certification is not required.

Note: The following course sequence is for candidates entering in the fall semester. See departmental adviser for sequence for candidates entering in spring or summer. Courses are three credits unless noted otherwise. **Note:** In compliance with new state regulations, the M.A. degree program requires a minimum of 100 hours of fieldwork in schools prior to student teaching.

Plan of Study

Courses are three credits unless noted otherwise.

Fall, Year 1: Foundations (Entry Level)

EBE 600* Foundations of Bilingual and Multicultural Education: Theory and Practice

EBE 601* TESOL I: Developing Literacy and Language Arts Skills in the ESL

Classroom (*EBE 600 and EBE 601 are corequisites*)

EBE 620 Linguistics for Teachers: Psycho/ Structural Considerations

ECH 601 School and Society (*fall or spring*)

**25 hours of required fieldwork*

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

Candidates must submit pre-student teaching portfolio (Synthesis Point) to their adviser for clearance.

EBE 602* TESOL II: Developing Literacy and Technology Skills in the Content Areas

EEC 710* Classroom Management

OR

EEC 560* Managing Inclusive Environments

** 25 hours of fieldwork required*

HED 610 Health Promotion (*1 credit*)

(corequisites: EBE 602 and EEC 710 or 711)

Spring, Year 2: Performance (9 credits)

Candidates must submit graduation portfolio (Reflection Point) to their adviser for clearance.

EBE 825 Master's Seminar in TESOL

EBE 820 TESOL Student Teaching (6 credits)

MASTER OF ARTS IN TESOL: NON-CERTIFICATION TRACK (36 credits)

This program does not lead to New York State certification.

The M.A. in TESOL is designed for individuals preparing to teach English as a Second Language here or abroad, and for international students seeking to complete a master's degree program in TESOL.

Plan of Study

Courses are three credits unless noted otherwise.

BLOCK 1: Foundations (9 credits)

EBE 600* Foundations of Bilingual and Multicultural Education: Theory and Practice

EBE 601* TESOL I Developing Literacy and Language Arts Skills in the ESL

Classroom

EBE 620 Linguistics for Teachers: Psycho/ Structural Considerations

**25 hours of required fieldwork*

BLOCK 2: Language (9 credits)

EBE 630 Structure of English: Pedagogical Grammar for TESOL

EBE 720 Assessment Considerations for Bilingual and ESL populations

EBE 721 Theories of Second Language Acquisition: Socio/Cultural Considerations

BLOCK 3: Pedagogy (9 credits)

EBE 602* TESOL II Developing Literacy and Technology Skills in the Content Areas

ECH 652 Paradigms of Knowing

One Education Elective

**25 hours of required fieldwork*

BLOCK 4: Performance (9 credits)

EBE 825 Master's Seminar in TESOL

EBE 830 Applied Experience in TESOL (6 credits)

Program Electives

Recommended graduate electives:

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 Development

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

Bilingual Special Education Programs

MASTER OF SCIENCE IN BILINGUAL CHILDHOOD SPECIAL EDUCATION IN INCLUSIVE SETTINGS – TRI-CERTIFICATION

Leading to childhood education (1-6), childhood special education (1-6), and bilingual extension certification .

This program is made up of the following Pre-Service and In-Service tracks.

PRE-SERVICE TRACK (58 Credits)

***Note:** The Pre-service track is only open to candidates who do not hold a teaching certificate. Please consult an adviser for recommended course sequences, fieldwork and other program requirements.*

Plan of Study

Courses are three credits unless noted otherwise.

Professional Core (30 credits)

ECH 600 Childhood Development

EEC 600 Introduction to Special Education (25 hrs. fieldwork)

EBE 605 Foundations of Bilingual Special Education (25 hrs. fieldwork)

EEC 700 Families, Cultures and Learning (10 hrs. fieldwork)

EEC 705 Team Collaboration

EEC 710 Classroom Management (25 hrs. fieldwork)

EBE 601 TESOL I: Developing Literacy and Language Arts Skills in the ESL Classroom (25 hrs. fieldwork)

EBE 700 School-Based Measurement for Exceptional Children

EBE 710 Case Study Development for Bilingual Exceptional Students

EEC 620 Technology and Instruction

Content Area Instruction (28 credits)

EBE 610 Methods and Materials in Bilingual Education: Content Area Considerations

EBE 611 Methods of Teaching Literacy and Language Arts in the Bilingual Classroom

EEC 750 Methods of Instruction (25 hrs. fieldwork)

ELY 635 Literacy for the Bilingual Exceptional Child (25 hrs. Fieldwork)

Pre-requisite 0804-611

EEC 740 Math and Science Education for Special Education Students (25 hrs. fieldwork)

ECH 700 Social Studies and Critical Literacy in Childhood Education (25 hrs. fieldwork)

HED 610 Health Promotion for Teachers (1 credit)
 EEC 800 Master's Seminar in Childhood Special Education
 EBE 840 Student Teaching in Bilingual Childhood Special Education (6 credits)
Total Fieldwork Hours Required (210 hours)

IN-SERVICE TRACK (45 credits)

***Note:** The In-service track is open to candidates who hold a teaching certificate in childhood education. Please consult an adviser for recommended course sequences, fieldwork and other program requirements.*

Plan of Study

Courses are three credits unless noted otherwise.

Professional Core (24 credits)

EBE 600 Introduction to Special Education (25 hrs. fieldwork)
 EBE 605 Foundations of Bilingual Special Education (25 hrs. fieldwork)
 EEC 700 Families, Cultures and Learning (10 hrs. fieldwork)
 EEC 705 Team Collaboration
 EEC 710 Classroom Management (25 hrs. fieldwork)
 EBE 601 TESOL I: Developing Literacy and Language Arts Skills in the ESL Classroom (25 hrs. fieldwork)
 EBE 700 School-Based Measurement for Exceptional Children
 EBE 710 Case Study Development for Bilingual Exceptional Students

Content Area Instruction (21 credits)

EBE 610 Methods and Materials in Bilingual Education: Content Area Considerations
 EBE 611 Methods of Teaching Literacy and Language Arts in the Bilingual Classroom
 EEC 750 Methods of Instruction (25 hrs. fieldwork)
 ELY 635 Literacy for the Bilingual Exceptional Child (25 hrs. Fieldwork)

Pre-requisite 0804-611

EEC 800 Master's Seminar in Childhood Special Education
 EEC 620 Technology and Instruction
 EBE 840 Student Teaching in Bilingual Childhood Special Education

Total Fieldwork Hours Required (160 hours)

**MASTER OF SCIENCE IN BILINGUAL CHILDHOOD SPECIAL EDUCATION
 IN INCLUSIVE SETTINGS – ALTERNATIVE CERTIFICATE:**

TRANSITIONAL B PROGRAM (52 credits)

Leading to childhood education (1-6), childhood special education (1-6) and bilingual extension certification

The Alternative Certificate program grants the Transitional B license category to career changers or non-certified teachers to teach in shortage areas. After completing a minimum of 200 clock hours in a summer introductory student teaching component in an assigned school, including a three – course education component and a passing grade on NYSTCE examinations, the candidate may be employed as a teacher and issued a

Transitional B certificate. The candidate will receive mentoring and additional Master degree courses to complete New York State certification requirements while employed in the school.

***Note:** The Transitional B program is open to teacher candidates working under an alternative certificate or license. Please consult an adviser for recommended course sequences, fieldwork and other program requirements.*

Plan of Study

Courses are three credits unless noted otherwise.

Pre-Service (7 credits)

ECH 600 Childhood Development

EEC 600 Introduction to Special Education (25 hrs. fieldwork)

HED 610 Health Promotion for Teachers (1 credit)

***Note:** According to the State Regulations, the Pre-Service Component includes at least 200 clock hours. These are met through the 7 credits (70 hours), 40 hours of field experience, and placement in a School District Summer Program.*

In-Service (21 credits)

EBE 605 Foundations of Bilingual Special Education (25 hrs. fieldwork)

EEC 700 Families, Cultures and Learning (10 hrs. fieldwork)

EEC 705 Team Collaboration

EEC 710 Classroom Management (25 hrs. fieldwork)

EBE 601 TESOL I: Developing Literacy and Language Arts Skills in the ESL Classroom (25 hrs. fieldwork)

EBE 70 School-Based Measurement for Exceptional Children

EBE 710 Case Study Development for Bilingual Exceptional Students

Content Area Instruction (24 credits)

EBE 610 Methods and Materials in Bilingual Education: Content Area Considerations

EBE 611 Methods of Teaching Literacy and Language Arts in the Bilingual Classroom

EEC 750 Methods of Instruction (25 hrs. fieldwork)

ELY 635 Literacy for the Bilingual Exceptional Child (25 hrs. Fieldwork)

Pre-requisite 0804-611

EEC 740 Math and Science Education for Special Education Students (25 hrs. fieldwork)

ECH 700 Social Studies and Critical Literacy in Childhood Education (25 hrs. fieldwork)

EEC 620 Technology and Instruction

EEC 800 Master's Seminar in Childhood Special Education

Total Fieldwork Hours Required (210 hours)

EARLY CHILDHOOD SPECIAL EDUCATION PROGRAMS

Dorothy Phalen, *Program Director*

In keeping with New York State regulations, candidates who wish to become early childhood special educators must also hold content core certification in early childhood (birth through grade 2)

Program of Study

We offer four programs; each designed to meet the unique needs of candidates who have had different levels of preparation. All programs are offered at our Garden City and Manhattan campuses.

***Note:** These programs are not available for candidates who hold initial certification in 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.

MASTER OF SCIENCE IN EARLY CHILDHOOD SPECIAL EDUCATION

Dual Certification – Pre-service (ESJ) (55 credits)

This program leads to certification in both early childhood and students with disabilities birth through grade 2. It is intended for candidates who do not hold New York State Teacher Certification in any area.

Program Prerequisites: ECH 600 Child Development or EEC 630 Human Development, or the undergraduate equivalent within previous 5 years, with a grade of B or better.

Plan of Study

Courses are three credits unless noted otherwise.

Early Childhood Education (EYC) Foundations (19 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 and 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)
 HED 610 Health Promotion for Teachers (1 credit)

Early Childhood Special Education (ECS) Foundations (12 credits)

May be taken after (preferred) or concurrently with EYC Foundations courses.

EEC 600* Introduction to Special Education (Prerequisite to ALL ECS coursework).
 ECS 600* Introduction to Inclusive Early Intervention: Prematurity, Newborns, Infants, and Toddlers
 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

Early Childhood Special Education (ECS) Advanced Sequence (12 credits)

All ECS Foundations courses should be completed prior to enrolling in the courses listed below.

ECS 700* Authentic Infant and Early Childhood Identification, Assessment and Progress Evaluation (Must be taken prior to or concurrently with ECS 710 and 720)
 ECS 710* Inclusive Curriculum, Methods, and Teaming for Infants and Young Children with Disabilities (*Pre or Corequisite:* ECS 700 and 720)
 ECS 720* Positive Behavioral Support and Applied Behavioral Analysis: Self, Individual, and Group Management in Early Childhood (*Pre or Corequisite:* ECS 700)
 ECS 800* Masters Seminar in Early Childhood Special Education: Authentic Research and Advocacy (*Pre or Corequisite:* ECS 710)

Student Teaching in Early Childhood Special Education (6 credits)

Adviser signature required. (No online registration)

ECS 840 and ECS 850 Student Teaching I and II in Early Childhood Special Education and Clinical Seminar (6 credits total)

Electives (6 credits, based on advisement)

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 555 Block Building (1 credit)
 EYC 556 Sensory Learning (1 credit)
 ECS 810 Special Topics in Early Childhood Special Education
 ECS 820* Supplemental Supervised Early Childhood Special Education Field Experience and Seminar

SPH 521 Beginning Sign Language

MASTER OF SCIENCE IN EARLY CHILDHOOD SPECIAL EDUCATION

Dual Certification – In-Service (ESH) (37 credits)

Program Pre/Corequisites: EEC 630 or ECH 600; SPH 602; ELY 640; EYC 710; EYC 720; EYC 665; EEC 600, or the graduate or undergraduate equivalent within the past 5 years, with a grade of B or better.

This program leads to certification in early childhood and early childhood special education. It is intended for candidates who already hold New York State Certification in a teaching area, but not in either of the two stated areas.

Plan of Study

Courses are three credits unless noted otherwise.

Early Childhood Education (EYC) Foundations (7 credits)

EYC 650 Facing History: Roots of Early Childhood Education and Foundations for Practice (*Prerequisite: EEC 630*)

EYC 655 Children's Play: A Source of Development and Learning

HED 610 Health Promotion (*1 credit*)

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*)

Early Childhood Special Education (ECS) Advanced Sequence (12 credits)

ECS Foundations courses must be completed prior to enrolling in the courses listed below.

ECS 700* Authentic Infant and Early Childhood Identification, Assessment and Progress Evaluation (Must be taken prior to or concurrently with ECS 710 and 720)

ECS 710* Inclusive Curriculum, Methods, and Teaming for Infants and Young Children with Disabilities (*Pre or Corequisite: ECS 700 and 720*)

ECS 720* Positive Behavioral Support and Applied Behavioral Analysis: Self, Individual and Group Management in Early Childhood (*Pre or Corequisite: ECS 700*)

ECS 800* Masters Seminar in Early Childhood Special Education: Authentic Research and Advocacy (*Pre or Corequisite: ECS 710*)

Student Teaching or Practicum in Early Childhood Special Education (6 credits)

Adviser signature required. (No online registration)

ECS 840 and ECS 850 Student Teaching I and II in Early Childhood Special Education and Clinical Seminar or

ECS 880 and 890 Practicum I and II in ECSE and Clinical Seminar

Electives (6 credits, based on advisement)

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 555 Block Building (*1 credit*)EYC 556 Sensory Learning (*1 credit*)

ECS 810 Special Topics in Early Childhood Special Education

ECS 820* Supplemental Supervised Early Childhood Special Education Field Experience and Seminar

SPH 521 Beginning Sign Language

MASTER OF SCIENCE IN EARLY CHILDHOOD SPECIAL EDUCATION**Single Certification – In-Service (ESI)** (30 credits)

Program Pre/Corequisite: EEC 600, or the graduate or undergraduate equivalent within the past 5 years, with a grade of B or better.

This program leads to Students with Disabilities birth through grade two certification. It is intended for candidates who already hold New York State certification in early childhood education.

Plan of Study

Courses are three credits unless noted otherwise.

Early Childhood Special Education (ECS) Foundations (9 credits)

ECS 600* Introduction to Inclusive Early Intervention: Prematurity, Newborns, Infants, and Toddlers

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

Early Childhood Special Education (ECS) Advanced Sequence (12 credits) ECS

Foundations courses must be completed prior to the following:

ECS 700* Authentic Infant and Early Childhood Identification, Assessment and Progress Evaluation (Must be taken prior to or concurrently with ECS 710 and 720)

ECS 710* Inclusive Curriculum, Methods and Teaming for Infants and Young Children with Disabilities (*Pre or Corequisite: ECS 700 and 720*)ECS 720* Positive Behavioral Support and Applied Behavioral Analysis: Self, Individual and Group Management in Early Childhood (*Pre or Corequisite: ECS 700*)

ECS 800* Masters Seminar in Early Childhood Special Education: Authentic Research and Advocacy (*Pre or Corequisite: ECS 710*)

Student Teaching or Practicum and Seminar in Early Childhood Special Education

(3 credits) *All ECSE Advanced Sequence Courses must be completed prior.*

Either ECS 840, or 860 Student Teaching I in ECSE and Clinical Seminar or ECS 880 or 891 Practicum in ECSE and Clinical Seminar *Adviser signature required. (No online registration)*

Electives 6 credits, *based on advisement*)

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 555 Block Building (*1 credit*)

EYC 556 Sensory Learning (*1 credit*)

ECS 810 Special Topics in Early Childhood Special Education

ECS 820* Supplemental Supervised Early Childhood Special Education Field Experience and Seminar

SPH 521 Beginning Sign Language

ADVANCED CERTIFICATE IN EARLY CHILDHOOD SPECIAL EDUCATION

See section on Post-Master's Advanced Certificates.

Childhood Special Education Programs

Anne Mungai, *Program Director*

In-Service, Certification track

Recent New York State regulations require that candidates wishing to become special educators must also be certified in a particular grade range. The M.S. in Childhood Special Education is an in-service program for candidates who already hold initial (provisional) certification in childhood (elementary) education. For candidates who hold no certification or hold certification in an area other than elementary and/or special education, the department offers the dual major in Special Education in Inclusive Settings. This program awards initial NYS teacher certification in both Childhood Education, grades 1–6 and Special Education, grades 1–6.

Non-certification track

The Department has also prepared a graduate program in Childhood Special Education Studies that does not lead to teaching certification. This is a 33-credit program that

follows the same sequence of courses as the program in Childhood Special Education outlined below with the exclusion of the student teaching semester. This program fulfills the needs of foreign students or others seeking a graduate degree in special education who do not seek public school certification within the United States.

Please Note: *None of these programs are available for candidates who already hold provisional or initial certification in special education. Candidates who already hold provisional or initial certification in special education must take a graduate program in a different certification area, such as Literacy or TESOL, in order to achieve permanent/professional certification.*

Please consult an adviser for recommended course sequences, fieldwork requirements, and other program requirements.

MASTER OF SCIENCE IN CHILDHOOD SPECIAL EDUCATION (In-Service)
(33–39 credits) *(For candidates certified in elementary/childhood education)*

Plan of Study

*Courses are three credits unless noted otherwise. All courses with an * require field work hours.*

Prerequisites

EEC 600 Introduction to Special Education *(25 hrs. fieldwork)
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
EEC 700 Families, Cultures, and Learning *(25 hrs. fieldwork)

EEC 720 Formal and Informal Methods of Assessment *(25 hrs. fieldwork)

EEC 705 Team Collaboration
EEC 710 Classroom Management *(25 hrs. fieldwork)
EEC 750 Methods of Instruction *(25 hrs. fieldwork)
EEC 800 Master's Seminar in Special Education (Research II)
ELY 630 Literacy for the Exceptional Child *(25 hrs. fieldwork)

Student Teaching (3 credits)

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

MASTER OF SCIENCE IN CHILDHOOD SPECIAL EDUCATION STUDIES
(Non-Certification) (33 credits)

Follows the same sequence of courses as the program in Childhood Special Education outlined above with the exclusion of the student teaching semester. This program will NOT lead to provisional/initial or permanent/professional teacher certification now or in the future.

Dual Certification Master's Programs for Special Education in

Inclusive Settings (Certification in Students with Disabilities, Grades 1-6 and Childhood Education 1–6)

(For candidates without elementary/childhood certification)

There are two tracks to this program.

The **Pre-service Track** is open to students holding no teaching certificates.

The **In-Service Track** is open to students holding teaching certificates in areas other than elementary and/or special education.

MASTER OF SCIENCE IN CHILDHOOD SPECIAL EDUCATION IN INCLUSIVE SETTINGS—DUAL CERTIFICATION (Pre-service Track) (49–55 credits)

***Note:** The Pre-service Track is only open to candidates with no prior classroom teaching certificates.*

Prerequisite courses: EDS 601 School and Society and SPH 602 Speech and Language Development (may be taken concurrently with foundation courses) 3 credits

Plan of Study

*Courses are three credits unless noted otherwise. All courses with an * require field work hours.*

Required Special Education Courses

EEC 600 Introduction to Special Education *(25 hrs. fieldwork)

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 *(25 hrs. fieldwork)

EEC 705 Team Collaboration

EEC 710 Classroom Management *(25 hrs. fieldwork)

EEC 720 Formal and Informal Methods of Assessment *(25 hrs. fieldwork)

EEC 740 Math and Science Technology Education for Special Education Students *(25 hrs. fieldwork)

EEC 750 Methods of Instruction *(25 hrs. fieldwork)

EEC 800 Master's Seminar in Special Education (Research II)

Special Education subtotal: 33 credits

Other Required Courses

Courses are three credits unless noted otherwise.

ECH 700 Social Studies and Critical

Literacy in Childhood *(25 hrs. fieldwork)
 Education
 ELY 625 Approaches to Teaching
 Literacy in Childhood *(25 hrs. fieldwork) Education
 ELY 630 Literacy for the Exceptional
 Child (*Prerequisite:* ELY 625) *(25 hrs. fieldwork)
 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*)

Total credits required: 49–55

MASTER OF SCIENCE IN CHILDHOOD SPECIAL EDUCATION IN INCLUSIVE SETTINGS—DUAL CERTIFICATION (33–52 credits)

IN-SERVICE TRACK

***Note:** The in-service track is only open to candidates who hold a classroom teaching certificate in an area other than childhood or special education. Please consult an adviser for recommended course sequences, fieldwork requirements, and other program requirements.*

Plan of Study

*Courses are three credits unless noted otherwise. All courses with an * require field work hours.*

Prerequisite Courses

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 *(25)
 EEC 740 Math and Science Education for Special Education Students *(25)
 ELY 625 Approaches to Teaching Literacy *(25)
 HED 610 Health Promotion for Teachers (*1 credit*)
 EEC 600 Introduction to Special Education *(25)

Required Special Education Courses

Courses are three credits unless noted otherwise.

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 *(10)

EEC 705 Team Collaboration
 EEC 710 Classroom Management *(25)
 EEC 720 Formal and Informal Methods of Assessment *(25)
 EEC 740 Math and Science Technology Education for Special Education Students *(25)
 EEC 750 Methods of Instruction *(25)
 EEC 800 Master's Seminar in Special Education (Research II)
 ELY 630 Literacy for the Exceptional Child (*Prerequisite:* ELY 625) *(25)

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

MASTER OF SCIENCE IN ADOLESCENT SPECIAL EDUCATION IN INCLUSIVE SETTINGS—DUAL CERTIFICATION Grades 7-12 (43 Credits)

PRE-SERVICE TRACK

The goal of this program is to prepare future secondary school educators to become New York State certified in one of the four content areas (English, Math, Science, Social Studies) and in Special Education in an inclusive environment grades 7 through 12. Eligible applicants will have a Bachelor's Degree in a related subject area and/or meet distribution requirements. Applicants for the Master's Degree in Adolescence Special Education will not have prior certification in secondary content or special education.

Plan of Study

Courses are three credits unless noted otherwise.

Foundation/Literacy Core Courses (18 Credits)

All Foundation / Literacy courses must be taken before advancing in the program.

BLOCK I (9 credits, 25 field hours)

EEC 0810-600 Introduction to Special Education* (25)

EAE 0809-602 Foundations of Education: Adolescence

One of the following in appropriate discipline:

EAE 0809-594 Critical Literacies of Mathematics and Science

EAE 0809-595 Youth Literacies

BLOCK II (9 credits, 25 field hours)

EEC 0810-610 Current Topics in Special Education

EAE 0809-603 Adolescent Experience* (25)

One of the following in appropriate discipline:

EAE 0809-596 Inquiry and Expression: Humanities

EAE 0809-597 Inquiry and Expression: Math and Sciences

Content / Synthesis Courses (18 Credits)

BLOCK III (9 credits, 50 field hours)

EEC 0810-720 Formal and Informal Methods of Assessment* (25)

EEC 0810-620 Technology and Instruction

One of the following in appropriate discipline:

EAE 0809-511 Instruction and Assessment in English Education* (25)

EAE 0809-513 Instruction and Assessment in Mathematics Education* (25)

EAE 0809-517 Instruction and Assessment in Science Education* (25)

EAE 0809-518 Instruction and Assessment in Social Studies Education* (25)

BLOCK IV (9 credits, 50 field hours)

EEC 0810-710 Classroom Management* (25)

EAE 0809-860 Master's Seminar in Adolescent Education

One of the following in appropriate discipline:

EAE 0809-611 Teaching Writing in the Secondary Inclusive Classroom* (25)

EAE 0809-613 Secondary Mathematics in Inclusive Environments* (25)

EAE 0809-617 Secondary Science in Inclusive Environments* (25)

EAE 0809-618 Secondary Social Studies in Inclusive Environments* (25)

Other Required Course (1 credit, no field hours)

May be taken anytime before Block V

HED 0834-610 Health Promotion for Teachers

Student Teaching / Reflective Practice (6 Credits)

BLOCK V (6 credits, full-time in field plus weekly seminar)

During the student teaching experience candidates will be observed by Adelphi faculty supervisors and teacher mentors who will use the Pathwise system and the Teacher Work Sample for ongoing feedback and final evaluation.

EEC 0810-837 Student Teaching in Secondary Inclusive Settings and Seminar

PROGRAMS IN BILINGUAL SPECIAL EDUCATION

See listings in the Bilingual Education section.

Department of Communication Sciences and Disorders

Janet Schoepflin, *Chair*

The department of communication sciences and disorders offers the Master of Science (M.S.) and Doctor of Arts (D.A.) in speech-language pathology, and the Doctor of Audiology (Au.D) degree programs. The graduate programs provide advanced academic and clinical education in normal communication processes; disorders of speech, language, and hearing; and assessment and intervention strategies for individuals with communication disorders. The M.S. program in speech-language pathology and the Au.D. program in audiology provide students with the academic education and clinical experiences required for New York State licensure and the Certificate of Clinical Competence (CCC) issued by the American Speech-Language- Hearing Association (ASHA). Additional course work and clinical practicum experiences required for New York State certification as a Teacher of Students with Speech and Language Disabilities (TSSLD) and the Bilingual extension to the TSSLD are provided.

Our graduates are employed in a variety of settings, including hospitals, rehabilitation centers, clinics, schools, universities, and private practice.

The department offers one of the few professional doctorates in communication disorders in the country. The Doctor of Arts program is designed to prepare professionals to assume leadership roles in the discipline as clinical administrators and supervisors, university education professionals, and clinical researchers.

MASTER OF SCIENCE IN COMMUNICATION SCIENCES AND DISORDERS: CONCENTRATION IN SPEECH-LANGUAGE PATHOLOGY (56-57 credits)

Robert Goldfarb, *Graduate Program Director*

Available at Garden City and these Off-Campus Locations

Adelphi Manhattan Center, Robert Goldfarb, *Coordinator*

St. Joseph's College, Patchogue, Florence L. Myers, *Coordinator*

The Master of Science program in speech-language pathology provides academic and practicum experiences basic to the development of clinical competence in the evaluation, diagnosis, and remediation of disorders of speech, and language.

The program is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA). All students are expected to acquaint themselves with department and University requirements and regulations, and to consult closely with their advisers in order to fulfill both academic and practicum requirements leading to the Certificate of Clinical Competence of ASHA and to New York State licensure. Students are expected to adhere to University policies regarding academic integrity and professional behaviors, as outlined in course syllabi.

The master's program in speech-language pathology is 56-57 credits and can be completed in full-time or part-time study. In addition to the program at the main campus in Garden City, the Master's program 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 in extenuating circumstances with prior approval of the student's academic adviser. All clinical seminars, teacher prep courses, and in-house practica are held on the Garden City campus.

Students must complete a series of supervised clinical practica, both at the Hy Weinberg Center for Communication Disorders and in at least two of our outside clinical affiliated agencies. Students must earn a grade of B– or better in SPH 660 prior to enrolling in an outside practicum. During their course of study, students are limited to one outside clinical placement during the summer session. All students should expect to do their outside placements during daytime hours. In addition, students will be required to provide full-time availability for at least one of their outside clinical placements during a regular academic semester (fall or spring). Students who plan to complete an internship in a hospital or rehabilitation setting must do their residency at that time. For students whose undergraduate education did not include supervised clinical practice, it may be necessary to enroll in additional clinical practica in order to meet the clock-hour requirements mandated by the American Speech-Language-Hearing Association.

Students pursuing NYS Teacher of Students with Speech and Language Disabilities (TSSLD) Certification or the Bilingual Extension to the TSSLD in addition to NYS license and ASHA Certificate of Clinical Competence (CCC) must consult with the coordinator of TSSLD to develop a program of study.

To be eligible for graduation, master's level students must pass a departmental comprehensive examination. The student's academic adviser must approve applications for this examination during the semester prior to taking the examination. The comprehensive exam is offered three times in an academic year (fall, spring, and summer semesters). Motivated students can complete a research project in lieu of the written comps.

Requirements and Procedures for Admission

All applicants to the master's degree program in communication disorders must take the Graduate Record Examination (GRE). Students applying 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. Students may not apply more than two times for admission to the master's program in communication disorders. All master's degree students accepted provisionally pending completion of undergraduate prerequisite courses must complete their outstanding courses at Adelphi, and receive no more than one C grade (C+, C, C–) in order to matriculate. Prerequisite courses are typically offered at least twice a year on the Garden City campus. Students may take prerequisite courses at other institutions 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.

Note: *The department strongly advises non-undergraduate majors to take as many prerequisites as possible before applying for graduate school admission. We require a minimum of 3–4 graded courses.*

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 Survey of Developmental Language Disorders

OR

SPE 351 Survey of Speech Disorders

OR

SPE 410 Survey of Adult Neurogenic Disorders

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 will be required to complete any missing course work following a transcript review and consultation with their adviser.*

Grading Policies

Academic Courses

The following grading policies apply to all students enrolled in the M.S. degree program:

1. If the GPA falls below 3.0, the student will be placed on academic probation with one semester to attain this required level.
2. If a student earns two grades of C (C+, C, or C–) within the first 24 credits of graduate course work (SPH 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 additional courses until the practicum course is successfully completed (B– or better). A second grade of C (C+, C, or C–) in clinical practicum will result in dismissal from the graduate program.
2. If a student earns a grade of F in a practicum course, the student will be dismissed from the graduate program. Appeal procedures can be obtained from the department.
3. Students must earn a grade of B– or better in SPH 660 and obtain approval of the students clinical instructors and clinical director prior to enrolling in an outside practicum.
4. Letter grades are assigned for the following clinical practicum courses: SPH 648, 660 and 666.
5. The following clinical practicum courses are graded on a Pass/Fail basis: SPH 661, 662, 663, 664, 665, 668 and 669.

Plan of Study

Courses are three credits unless noted otherwise.

SPH 600 Speech and Hearing Science
 SPH 603 Language Disorders in Children I
 SPH 606 Audiologic Assessment and (Re)habilitation for the SLP
 SPH 610 Speech Disorders in Children
 SPH 611 Motor Speech Disorders
 SPH 613 Advanced Anatomy, Physiology, and Neurology
 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 648 Clinical Practice in Speech- Language Pathology (HWC1) (2 credits)
 SPH 660 Clinical Practice in Speech- Language Pathology (HWC2) (2 credits)
 SPH 661* Clinical Practice in Speech- Language Pathology (2 credits)
 SPH 662 Clinical Practice in Speech- Language Pathology (2 credits)
 SPH 666 Clinical Practice in Diagnostics (1 credit)
 SPH 668 Clinical Practice in Audiology (1 credit)
 SPH 670 Research Methods in Communication Sciences and Disorders
 SPH 672 Communication Systems for Individuals with Severe Disability
 SPH 673 Language Assessment/Intervention: Autism and Spectrum Disorders (1 credit)

**SPH 661 can be replaced with SPH 674/675 for teacher certification candidates.*

NYS Certification as Teacher of Students with Speech and Language Disabilities (TSSLD)

Fran Redstone, *Coordinator*

Additional course work is required for students who want New York State certification as Teachers of Students with Speech and Language Disabilities (TSSLD). Undergraduate transcripts will be reviewed for required liberal arts and core pedagogical courses. These include, but are not limited to, artistic expression, human development, foundations of education, and health promotion. Students will be advised accordingly. It is expected that many students will need at least a few of the following courses:

ECH 600 Childhood Development

ECH 601 School and Society

HED 610 Health Education Training for Teachers (*1 credit*)

In addition, students are required to take:

SPH 561 Speech-Language Pathology in a School Setting

AND

SPH 674 Clinical Practice in a School Setting (replaces SPH 661

in the general master's curriculum). Students must pass the LAST and ATSW prior to SPH 674. Students must pass the LAST and ATSW prior to SPH 674 or 675.

OR

SPH 675 Clinical Practicum in a Bilingual School Setting

Bilingual Extension to the TSSLD

Fran Redstone, *Coordinator*

Students wishing to pursue this teacher credential must complete all TSSLD requirements, pass the NYS BEA proficiency exam and complete the following academic coursework.

The clinical requirement can be met by taking SPH 675: Clinical Practice in a Bilingual School Setting (in place of SPH 674 in the TSSLD program) or with one year full-time work experience with bilingual children, as per New York State guidelines.

EBE 600* Foundations of Bilingual and Multicultural Education

or

EBE605* Foundations of Bilingual Special Education

EBE 601 TESOL I

EBE 610 Methods and Materials in Bilingual Education

EBE 721 Theories of Second Language Acquisition

*25 hours of required fieldwork

DOCTOR OF ARTS OF COMMUNICATION DISORDERS (60 credits)

Lawrence J. Raphael, *Coordinator*

In 1986, Adelphi University instituted the first Doctor of Arts program in communication disorders in the nation. The Doctor of Arts degree was conceived to emphasize the professional and clinical aspects of the discipline. Its primary objectives are to offer the advanced training needed to prepare leaders in the field of communication disorders and to meet the growing demand for doctoral-level personnel in clinical settings.

Admission and Maintenance: Eligibility and Procedures

The program is open to students who have already completed a master's degree in speech language pathology from an accredited institution of higher education. Admission criteria also include applicants' undergraduate and graduate records. Applications must include three letters of recommendation from (former) instructors and employers.

The Doctor of Arts is a part-time program. Consistent with University policy, students must complete all requirements for the D.A. degree within ten years. Requests for an extension will be considered on an individual basis. Students seeking an extension must petition the Doctoral Program Committee in writing. No more than two one-year extensions can be granted. Students are expected to conform to the policies and procedures contained in the Doctoral Program Advisement Manual issued by the department of communication sciences and disorders.

Students must register for at least one course each semester (fall and spring) during the academic year. Exceptions to this policy must have the approval of the academic adviser. Registration for SPH 799 (Continuous Matriculation) is required for every semester during which a student does not register for a course (e.g., after the completion of course requirements). Continuous registration is essential to secure student status within the program, and maintenance of campus privileges. Failure to maintain continuous registration may result in dismissal from the program.

Students seeking a leave of absence must formally petition the Doctoral Program Committee for approval. Leaves of absence will be approved only for substantial cause. The duration of a leave of absence may not exceed one academic year. Students wishing to extend a leave of absence must reapply at the conclusion of its specified term.

Degree Requirements**Course Work**

A student must obtain a minimum of 60 credits beyond the master's degree, or its equivalent. Of these 60 credits, a maximum of 12 postmaster's credits may be transferred from other educational institutions upon approval of the doctoral faculty. The student must apply for the doctoral qualifying examination upon completion of 30 credits of required course work.

Grading Policy

If doctoral students receive a grade of C+ or lower in a course, they may no longer continue in the program.

Qualifying Examination

A qualifying exam will be given to determine candidacy. The qualifying exam will consist of series of three related scholarly essays, each written under the supervision of a member of the doctoral faculty. After the essays have been approved, they will be distributed to the faculty. The student will then be given an oral examination before the doctoral faculty. Successful completion of the exam will advance the student to candidacy. Students who do not complete the oral examination successfully will be allowed to take it a second time.

Research Tools

Students must demonstrate proficiency in one of the following areas:

1. *Foreign Language*: Demonstration of competence in translating a research article into English from a foreign language. Student's major adviser upon consultation with the doctoral faculty will choose the article.
2. *Instrumentation*: Demonstration of competence in using a variety of instruments to measure acoustic, physiological, and perceptual behaviors of normal and/or disordered populations.
3. *Computer Programming*: Demonstration of competence in developing a computer program suitable for use in an experimental design with a normal and/or a clinical population.
4. *Advanced Statistical Design*: Demonstration of competence in employing an advanced statistical design to process data gathered from an experimental or descriptive study of a clinical or normal population.
5. *Research Design*: Demonstration of competence in developing a research design for an experimental or descriptive study of a clinical or normal population.

Research Requirement—Dissertation

A doctoral dissertation is required, based on substantive research into a specific topic relevant to the discipline of speech-language pathology. The dissertation may be descriptive or experimental in nature. The candidate will develop the topic of the dissertation under the guidance of a major adviser and two other faculty members. These three faculty members will constitute the candidate's dissertation committee. The committee must approve a written proposal for the dissertation study before the candidate commences work on it. An outside reader, agreed upon by the candidate and the dissertation committee, will be invited to read the completed study. The outside reader may come from another department within Adelphi University or from an outside institution.

A successful oral defense of the dissertation before the dissertation committee, the outside reader, and the full doctoral faculty is required for the completion of the degree. At the oral defense, the dissertation committee will determine if the dissertation should be accepted as written, accepted with minor revisions (to be approved by the major adviser only), accepted with major revisions (to be approved by the full dissertation committee and outside reader), or not accepted. If the dissertation is not accepted, the dissertation committee will afford the candidate the opportunity to re-write the study for re-approval before defending it again.

Plan of Study

Courses are three credits unless noted otherwise.

A minimum of 42 credits of the following courses is required:

SPH 700 Language and Thought
 SPH 710 Advanced Anatomy, Physiology, and Theories: The Auditory Mechanism
 OR
 SPH 711 Advanced Anatomy, Physiology, and Theories: The Speech Mechanism
 SPH 712 Neurological Bases of Speech
 SPH 713 Otolaryngological Aspects of Speech Pathology and Audiology
 SPH 720 Experimental Phonetics
 SPH 721 Instrumentation
 SPH 740 Seminar in Current Issues: Research Trends in Speech Pathology and Audiology
 SPH 741 Seminar in Current Issues: Research Trends in Speech Pathology and Audiology
 SPH 800 Advanced Seminar in Differential Diagnosis of Communicative Disorders
 SPH 801 Theoretical Foundations of the Remediation of Language Disorders in Children and Adults
 SPH 805 Professional Seminar in Audiology
 SPH 831 Seminar in Prosthetic Amplification
 SPH 860* Clinical Practice in Hospitals and Rehabilitation Centers (2 credits)
 SPH 861* Clinical Practice in Educational Settings (2 credits)
 SPH 862* Clinical Practice in Community Service Centers (2 credits)
 SPH 863* Clinical Practice in Supervision Administration (2 credits)
 SPH 864 Practicum in College Teaching (2 credits)
 SPH 890 Independent Study
 SPH 895 Doctoral Thesis Seminar
 SPH 896 Thesis Research (1 credit)
 SPH 897 Thesis Research (1 credit)
 SPH 898 Thesis Research (1 credit)
 SPH 899 Thesis Research (1 credit)
 PSI 644 Advanced Psychological Statistics

**A minimum of six credits in three different areas*

Elective Courses

Courses are three credits unless noted otherwise.

SPH 672 Communication Systems for Individuals with Severe Disability
 ELY 602 The Reading-Writing Connections
 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 Selected Topics in Biology
 BIO 631 Selected Topics in Biology
 PSI 610 Freud and Psychoanalysis
 PSI 645 Design and Analysis of Experiments
 LIN 601 Structural Linguistics

THE DOCTOR OF AUDIOLOGY (Au.D.) PROGRAM (89 credits)

Yula C. Serpanos, Ph.D., *Program Coordinator*

The department of communication sciences and disorders, in cooperation with Hofstra and St. John's Universities, offers a professional doctorate in Audiology (Au.D.). The primary objective of the program is to produce highly skilled practitioners who are competent to perform the wide variety of diagnostic, remedial, and other critical services within the scope of practice for audiologists.

The program is a four-year full-time course of academic and clinical training, in which students complete a minimum of 89 semester hours of post-baccalaureate study. The curriculum includes course work and clinical practicum experiences in all aspects of audiologic practice. In addition, a clinical research project proposal is required of each student.

Students attend classes on each campus but at least one-third of the credits needed to earn the Au.D. must be taken at the home university. The home institution is responsible for maintaining student transcripts, providing advisement, and for monitoring ASHA certification and New York State licensing requirements. The home institution will award the degree, noting that it was completed in conjunction with the two other universities in the consortium. Students may request a home institution, but the Audiology Faculty Council reserves the right to assign students to another campus to balance enrollment among the participating universities, as needed.

**Tuition and fees for the Au.D. program are set at the highest prevailing rate among the member institutions regardless of the home institution.*

Accreditation

The clinical doctoral program offered by the Long Island Au.D. Consortium of Adelphi, Hofstra, and St. John's Universities is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA) through January 31, 2013. Any questions concerning accreditation may be addressed to the program directors, the Au.D. program coordinator, or the CAA at 301.296.5700.

Admission

Admission is determined by the Audiology Faculty Council, which is composed of faculty and staff from each participating university. The application is submitted through Adelphi University, and requires an official transcript from all schools attended, GRE scores, three letters of recommendation, and a 300-word essay describing why the individual wants to pursue a doctoral degree. An interview is required of all students being considered for admission to the program.

Students who have a bachelor's degree in a major area other than communication sciences and disorders are required to complete the following six prerequisite courses prior to admission:

- Phonetics
- Anatomy and Physiology of the Speech and Hearing Mechanism

- Speech and Language Development
- Speech and Hearing Sciences
- Speech and Language Disorders
- Introduction to Audiology

Students must also complete 25 hours of clinical observation prior to beginning the program. In addition, requirements for ASHA certification include courses in the following areas, which must be completed prior to applying for ASHA certification:

- Physical Sciences
- Biological Sciences
- Social Sciences
- Mathematics/Statistics

Advisement

Students' progress through the program is monitored through academic advisement, assessment of educational and clinical performance, and competency-based evaluations administered to students following Levels 2 and 3 of the program.

During the first three levels of the program, students take academic and clinical courses. A clinical research project proposal is completed by the end of Level 3. During the fourth year of the program, students complete a full-time clinical externship (AUD 570).

Graduation

Students will receive a diploma from their home institution upon successful completion of the Au.D. degree requirements. The diploma will note that the degree was awarded in conjunction with the other two universities in the consortium.

Program of Study

Consistent with the 2007 Standards for the Certificate of Clinical Competence in Audiology (CCC-A) described by ASHA, the program of study for the Au.D. consists of a minimum of 89 post-baccalaureate semester credit-hours of academic course work including a minimum of 12 months' full-time equivalent of supervised clinical practicum in the requisite areas of foundations of practice, prevention and identification, evaluation, and treatment of hearing.

Plan of Study

Courses are three credits unless noted otherwise.

AUD 501	Advanced Audiology
AUD 502	Research Methods
AUD 503	Anatomy, Physiology and Neurology of the Auditory Vestibular System
AUD 504	Auditory Pathologies
AUD 505	Psychoacoustics
AUD 506	Genetics of Communication Disorders
AUD 507	Aural Rehabilitation

AUD 508	Electronics and Instrumentation	
AUD 509	Speech-Language Pathology for Audiologists	
AUD 510	Amplification I	
AUD 511	Pediatric Audiology	
AUD 512	Electrophysiology I	
AUD 513	Electrophysiology II	
AUD 514	Amplification II	
AUD 515	Deafness	
AUD 516	Central Auditory Processing Disorders	
AUD 517	Advanced Research Seminar	
AUD 518	Electrophysiology III	
AUD 519	Cochlear Implants	
AUD 520	Grand Rounds in Otology	
AUD 521	Amplification III	
AUD 522	Current Issues in Vestibular Practice	
AUD 523	Leadership and Supervision in Clinical Audiology Programs	
AUD 560	Clinical Instruction in Audiology	2 credits
AUD 561-3	Clinical Practicum in Audiology	2 credits
AUD 564-5	Clinical Practicum in Audiology	1 credit
AUD 568	Clinical Practicum in SLP	1 credit
AUD 570	Clinical Externship in Audiology	

Electives (choose 6 credits from below)

Electives are 1 credit each

AUD 540	Early Intervention	
AUD 541	Neurophysiologic Intraoperative Monitoring	
AUD 542	Forensic Audiology	
AUD 543	Classroom Amplification and ALDs	
AUD 544	Business Practices in Audiology	AUD 545 Industrial Audiology
AUD 546	Pharmacology/Ototoxicity	
AUD 547	Cerumen Management	
AUD 548	Communication Processes in Aging	
AUD 549	Counseling in Audiology	
AUD 601	Clinical Research Project	

Electives in related areas upon approval

Department of Health Studies, Physical Education and Human Performance Science

Students with a Bachelor's in Disciplines Other Than Health Studies and Physical Education

Although the bachelor's in health studies or physical education is recommended for admission to candidacy, it is not required. When candidates have a degree in another area, they may apply to the Health or Physical Education GATE Program to complete the M.A. degree with Teacher Certification

Twelve credits in professional education, plus literacy and language, are required in addition to student teaching for those seeking New York State Certification. The passing of all state tests is required for New York State Teacher Certification.

Health Studies Programs

Master of Arts in School Health Education (K–12)

There are two programs available to this program.

- The GATE Program is open to students holding no initial certification in health education.
- The regular Master's is open to *students who already have initial teacher certification in health education*

Candidates for the Master of Arts in school health education should have an undergraduate background in health or health-related areas. When candidates have degrees in other areas, they may be required as part of the program to complete course work in addition to the requirements of the graduate program: human biology (anatomy and physiology), health-related courses, and education courses.

MASTER OF ARTS IN SCHOOL HEALTH EDUCATION

For students without prior initial certification in health education

Graduate Alternative Teacher Education (GATE) Program in Health (37–52 credits)

GATE provides an alternative track for both initial and professional certification.

Students without prior certification in health education may enter the Master of Arts program in health education. In such cases, prior course work and experience will be evaluated with respect to its comparability with required course work. Where there are weaknesses additional course work may be necessary.

(Note that the required courses were selected with regard to the implementation of the New York State Standards. If students have strengths or course work that are not listed in the corequisite category, substitutions may be made.)

Plan of Study

Courses are three credits unless noted otherwise.

Required Courses (28–34 credits)

HED 601 Contemporary Health Issues
 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 (*Prerequisite:* HED 604)
 HED 627 School Health Program and Policies
 HED 650 Health and Cultural Diversity
 HED 701 Substance Abuse Prevention (*Prerequisite:* HED 501)
 HED 703 Dynamics of Teaching Health Education (*Prerequisite:* 12 health credits)
 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 604 Aspects of Human Sexuality
 HED 605 Issues in Community Health
 HED 653 Environmental Health
 HED 654 Mass Communication for Health Educators
 HED 702 Intervention Techniques for Health Educators
 HED 791 Independent Study
 BIO 203/BIO 204 Anatomy/Physiology

Note 1: *Evaluation of and credit for comparable course work may reduce certification credits needed; however, M.A. degree requires a minimum of 37 credits in 500 level courses and above. Student teaching (EDU 538) does not count towards the M.A. degree.*

Note 2: *Field Experience Requisite required for students who do not have appropriate prior teaching experience working with children in health education. These experiences will be selected and scheduled with the students' adviser and the Coordinator of the Teacher Preparation Program.*

Note 3: *Some courses in the program may be taken for noncredit with permission.*

THE MASTER OF ARTS IN SCHOOL HEALTH EDUCATION (minimum 36 credits)

For students who already have initial teacher certification in health education

Plan of Study

Courses are three credits unless noted otherwise.

Required Courses (minimum 27 credits)

HED 601 Contemporary Health Issues
 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
 HED 627 School Health Program and Policies
 HED 650 Health and Cultural Diversity
 HED 701 Substance Abuse Prevention
 HED 703 Dynamics of Teaching Health Education

Electives in Health Education or Other Fields (minimum 9 credits)

HED 501 Dynamics of Substance Abuse
 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 604 Aspects of Human Sexuality
 HED 605 Issues in Community Health
 HED 653 Environmental Health
 HED 654 Mass Communication Skills
 HED 702 Intervention Techniques
 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 MASTER OF ARTS IN COMMUNITY HEALTH PROMOTION (37 credits)

Does not lead to initial teacher certification

The Master of Arts in community health promotion is a 37 credit program, 28 credits in required courses and 9 credits in elective courses (depending on the candidate's prior course work and experience), designed to prepare community health promotion specialists. This program prepares

students to meet the expanding need for health education professionals capable of working with the community in a variety of public, private, and professional settings.

Plan of Study *

Courses are three credits unless noted otherwise.

HED 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 Promotion

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

Physical Education and Human Performance Sciences

The Department offers five graduate degree options in Physical Education and Human Performance Sciences.

- Master of Arts in Physical Education for students with prior New York State teacher certification
- Master of Arts in Physical Education — teaching Adapted Physical Education
- Master of Arts in Physical Education for students without prior New York State certification (GATE)
- Master of Arts in Exercise Science and Sport Management — Exercise Physiology
- Master of Arts in Exercise Science and Sport Management — Sport Management

MASTER OF ARTS IN PHYSICAL EDUCATION (33–36 credits)

For students who already have initial New York State teacher certification in physical education. (21 credits must be in physical education.)

Plan of Study

Courses are three credits unless noted otherwise.

Required Courses (18 credits)

PED 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 or
 PED 509 Health –Related Fitness Education

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 525 Curriculum and Methods of Instruction
 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 Exercise Prescription
 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: PDD, Intellectual and Learning Disabilities
 PED 671 Physical Education for the Exceptional Child
 PED 673 Evaluation: Special Populations (*prerequisites required*)
 PED 676 Physical Education for Students with Physical Challenges
 PED 680 Advanced Topics in Physical Education
 PED 792 Internship (*1–3 credits*)
 PED 794 Fieldwork in Adapted Physical Education
 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.*

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

Departmental Electives in Exercise Physiology/Sports Medicine

PED 618-619 Advanced Exercise Physiology I and II
 PED 620 Clinical Aspects Work Physiology
 PED 621 Lab Investigations
 PED 623 Adult Fitness Program
 PED 624 Nutrition and Activity
 PED 625 Medical Aspects/Sport
 PED 626 Theory of Exercise Prescription
 PED 628 Cardiac Rehabilitation
 PED 658 Neuromuscular Aspects
 PED 680 School Sports Medicine

Departmental Electives in Adapted Physical Education

PED 670 Physical Education: PDD, Intellectual and Learning Disabilities
 PED 671 Physical Education for the Exceptional Child (*prerequisite to all below*)
 PED 676 Physical Education for Students with Physical Challenges
 PED 680 Advanced Topics in Physical Education:

- Infant and Early Childhood Physical Education
- Physical Education: Sensory Impairment
- Motor Development: Normal and Abnormal
- Infant and Early Childhood Adapted Physical Education

 PED 794 Fieldwork in Adapted Physical Education

Note: *PED 650, 653, 671 are prerequisites to PED 670, 673, 676, 680.*

PED 680 Motor Development: Normal and Abnormal (required)

PED 794* Fieldwork in Adapted Physical Education

**Taught as independent study.*

Departmental Electives in Sport Management

PED 608 Computer Applications

PED 630 Psychology of Sport

PED 632 Sport Management

PED 633 Sport Marketing

PED 636 Athletic Administration

PED 637 Organization and Administration in Physical Education

PED 638 Sport in American Culture

PED 639 Sports Law

PED 646 Sport Media and Communications

PED 680 Computer Applications

PED 680 Sport Marketing

PED 680 Sport and Media

LES 670 Facilities Management

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

MASTER OF ARTS IN PHYSICAL EDUCATION — TEACHING ADAPTED PHYSICAL EDUCATION (36 credits)

Program Description

The department offers a course of study leading to an M.A degree in physical education with a specialization in adapted physical education. Based on prior certification in K–12 physical education, the 36 credit program is designed to prepare teachers as specialists in adapted physical education and to work with students with disabilities in a variety of school-based environments. Additional coursework may be necessary for those entering the program without certification in physical education. Graduates of the program will receive an M.A. degree in physical education with a certificate of specialization in adapted physical education. Students with a master's degree in physical education may wish to obtain the certificate of specialization without pursuing another degree. In this case, the student is required to complete the specialization requirements (minimum 18-21 credits).

Plan of Study

Courses are three credits unless noted otherwise.

Required Core (12 credits)

PED 508 Technology in Health and Physical Education

PED 650 Research and Design

PED 653 Motor Learning

PED 656 Curriculum Analysis

Required Adapted Physical Education Specialization (18 credits)

PED 670 Physical Education: Pervasive Developmental Disorder, Intellectual and Learning Disabilities

PED 671 Physical Education for the Exceptional Child

(PED 671 is prerequisite to all other courses in this specialization)

PED 673 Evaluation of Special Populations (required)

PED 676 Physical Education : Physically Challenged

PED 680 Advanced Topics in Physical Education:

- Infant and Early Childhood Adapted Physical Education
- Physical Education: Sensory Impairment
- Motor Development: Normal and Abnormal (required)

PED 792 Adapted Physical Education. Capstone *Internship (required)*

PED 794 Fieldwork in Adapted Physical Education

Electives (6 credits)*

Permission of program director (required)

EDU 705 Team Collaboration

EEC 700 Families, Culture and Learning

PED 680 Health Related Fitness Education

PED 643 Movement Experience Elementary Child

EEC 600 Intro to Special Education

EEC 560 Managing Inclusive environments

PED 550 Camp ABILITIES (*summer*)

SPE 521 Sign Language

MASTER OF ARTS IN PHYSICAL EDUCATION (66 credits)**Graduate Alternative Teacher Education (GATE) Program**

For students who do not already have initial New York State teacher certification.

GATE provides an alternative track for both initial and professional certification. Students without prior certification in Physical Education may enter the program. All students must achieve the minimum grade of C– or better in all undergraduate and graduate course work. A minimum GPA of 3.0 must be achieved for entrance to student teaching and graduation. Their prior course work and experiences will be evaluated in regard to comparability. Where there are weaknesses additional course work may be necessary. *(Note that the required courses were selected with regard to the implementation of the New York State Standards. If students have*

strengths or course work that are not listed in the corequisite category, substitutions may be made.)

Plan of Study

Courses are three credits unless noted otherwise.

Specialization Core: Physical Education Content (51 credits)

(48 credits PED-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 525 Curriculum and Methods of Instruction

PED 641 Social Foundations in Physical Education

PED 643 Movement Experience for the Elementary School Child

PED 650 Research and 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

(18–24 credits including PED 656, add literacy and language course)

PED 525 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 PED 525, 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.*

MASTER OF ARTS IN EXERCISE SCIENCE AND SPORT MANAGEMENT (36 credits)

The Department of Health Studies, Physical Education and Human Performance Science offers graduate programs leading to a Master of Arts Degree in Exercise Science and Sports Management. Specialized tracks include: Exercise Science or Sports Management. The program is designed to prepare students to work with a wide variety of populations including high level and recreational athletes as well as people who are diagnosed with cardiovascular, pulmonary, neurological, orthopedic and metabolic problems.

Graduates of the Exercise Science Program go on to careers in Clinical Exercise Physiology, Cardiac Rehabilitation, Personal Training and Strength and Conditioning. Some pursue doctoral degrees in Allied Health, Medical School, and Exercise Physiology. Candidates for admission to the Exercise Science Program must possess a four year undergraduate degree and have completed the following pre-requisite courses: Human Anatomy and Physiology, Exercise Physiology and Kinesiology. An interview may be required. The program is 36 credits and may be taken on a full-time or part-time basis. Learning objectives for the American College of Sports Medicine Registered Clinical Exercise Physiologist are included in the course work. Degree candidates must maintain a minimum of a 3.0 GPA.

Optional emphasis in adult fitness/cardiac rehabilitation, research, or sports medicine. (*See adviser for specific program of studies.*)

Program in Exercise Physiology

Prerequisites (6 credits)

PED 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 623 Adult Fitness Programming

PED 650 Research and Design of Experiments

Emphasis (9–15 credits)

PED 550 Workshops in Physical Education

PED 621 Laboratory Investigation in Work Physiology

PED 624 Nutrition and Physical Activity

PED 626 Theory of Exercise Prescription

PED 628 Cardiac Rehabilitation

PED 658 Neuromuscular Aspects of Human Performance

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*)

Program in Sport Management

(36 credits)

Optional emphasis in the school/college or professional/business sector.

Plan of Study

Courses are three credits unless noted otherwise.

Core Courses (*15 credits*)

PED 508 Technology in Health and Physical Education

PED 632 Introduction to Sports Management

PED 633: Sports Marketing

PED 638 Sport in American Culture

PED 650 Research and Design of Experiments

Sport Management Electives (*9–15 credits*)

PED 500 Organization and Principles of Coaching

PED 630 Psychology of Sport

PED 634 Sport Alliances and Sponsorship

PED 636 Athletic Administration

PED 637 Organization and Administration in Physical Education

PED 639 Introduction to Sports Law

PED 644 Sport Economics

PED 646 Sport Media and Communications

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*)

CERTIFICATE PROGRAMS

Early Childhood Education Program
Dorothy Phalen, *Program Director*

ADVANCED CERTIFICATE IN EARLY CHILDHOOD EDUCATION, Birth through Grade 2 (20 credits)

For full program details, see Master's section on Early Childhood Education.

Candidates must hold a master's degree in a related area and NYS Certification in any teaching area

Plan of Study

Courses are three credits unless noted otherwise.

This track requires a total of 20 credits. This track has a prerequisite of 6 credits (graduate or undergraduate) in literacy AND a 3-credit childhood development graduate course.

Exploration and Synthesis Block

(17 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

EYC 660 Assessment, Observation and Documentation in Early Childhood Settings *(2 credits)*

EYC 665 Artistic and Creative Expression in Young Children *(2 credits)*

EYC 801 Field Experience and Classroom Management for Uncertified EC Teachers *(4 credits)*

Intensives:

Choose a minimum of three one-credit intensives.

EYC 551 Speech and Language

Development

EYC 552 The English Language Learner Student

EYC 553 The Gifted Child

EYC 555 Block Building

EYC 556 Sensory Learning

EYC 550 Special Topics

Reflection Block (3 credits)

EYC 900 Applied Practicum in Early Childhood Settings

Programs in Bilingual Education and TESOL

ADVANCED CERTIFICATE IN TESOL (24 credits)

This program was designed for teachers with valid professional (permanent) certifications in areas other than TESOL. Candidates must submit pre-clinical practice portfolio (Synthesis Point) to their adviser for clearance.

Plan of Study

Courses are three credits unless noted otherwise.

Required Courses (21 credits)

EBE 600* Foundations of Bilingual and Multicultural Education: Theory and Practice
 EBE 601* TESOL I: Developing Literacy and Language Arts Skills in the ESL Classroom
 EBE 602* TESOL II: Developing Literacy and Technology Skills in Content Areas
 EBE 620 Linguistics for Teachers: Psycho/ Structural Considerations
 EBE 630 Structure of English: Pedagogical Grammar for TESOL
 EBE 720 Assessment Considerations for Bilingual and ESL Populations
 EBE 721 Theories of Second Language Acquisition: Socio/Cultural Considerations

**25 hours of required fieldwork*

Reflective Practice (3 credits)

Candidate must submit graduation portfolio (Reflection Point) to their adviser for clearance.

EBE 821 Practicum in TESOL for Teachers

Certified in Other Areas (*fall or spring*)

OR

EBE 822 Practicum in TESOL for Teachers Certified in Other Areas (*summer*)

INTENSIVE TEACHER INSTITUTE PROGRAM (ITI-BE/BSE) IN TESOL (15 credits)

This program was designed for General Education or Special Education classroom teachers nominated by a school district administrator to pursue TESOL certification. Applicant's TESOL in-service experience will replace TESOL clinical practice.

Plan of Study

Courses are three credits unless noted otherwise.

Required Courses (15 credits)

EBE 605* Foundations of Bilingual Special Education

OR

EBE 600* Foundations of Bilingual and Multicultural Education: Theory and Practice

EBE 601* TESOL I: Developing Literacy and Language Arts Skills in the ESL Classroom

EBE 602* TESOL II: Developing Literacy and Technology Skills in the Content Areas

EBE 620 Linguistics for Teachers

EBE 720 Assessment Considerations for ESL and Bilingual Populations

**25 hours of required fieldwork*

ADVANCED CERTIFICATE IN BILINGUAL EDUCATION (24 credits)

This program is for candidates who already hold professional (permanent) certification in special education, adolescent, childhood, early childhood, early childhood special education, or literacy education. Candidates in this program will be required to pass the NYSTCE Bilingual Education Assessment (BEA).

Plan of Study

Courses are three credits unless noted otherwise.

EBE 600* Foundations of Bilingual and Multicultural Education: Theory and Practice
 EBE 601* TESOL I: Developing Literacy and Language Arts Skills in the ESL Classroom
 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

**25 hours of required fieldwork*

Reflective Practice (3 credits)

EBE 831 Practicum in Bilingual Education for Certified Teachers

OR

EBE 832 Summer Practicum in Bilingual Education for Certified Teachers

INTENSIVE TEACHER INSTITUTE PROGRAM (ITI-BE/BSE) IN BILINGUAL EDUCATION (15 credits)

This program was designed for General Education or Special Education classroom teachers nominated by a school district administrator to pursue a Bilingual Education Certification. Applicant's in-service bilingual experience will replace bilingual clinical practice.

Courses are three credits unless noted otherwise.

Plan of Study**Required Courses (15 credits)**

EBE 605* Foundations of Bilingual Special Education

OR

EBE 600* Foundations of Bilingual and Multicultural Education: Theory and Practice
 EBE 601* TESOL I: Developing Literacy and Language Arts Skills in the ESL Classroom
 EBE 610 Methods and Materials in Bilingual Education
 EBE 611 Methods of Teaching Literacy and Language Arts in a Bilingual Classroom
 EBE 710 Case Study Development for Bilingual Exceptional Students

OR

EBE 720 Assessment Considerations for ESL and Bilingual Populations

** 25 hours of required fieldwork*

BILINGUAL EXTENSION TO THE TSSLD CERTIFICATION (12-15 credits)
 (Teacher of Students with Speech and Language Disabilities)

This program may be taken concurrently with the Masters program in TSSLD or as a Post Masters Advanced Certificate.

Plan of Study

Courses are three credits unless noted otherwise.

Course Requirements (12-15 credits)

EBE 600* Foundations of Bilingual and Multicultural Education: Theory and Practice
OR

EBE 605* Foundations of Bilingual Special Education

EBE 601* TESOL I: Developing Literacy and Language Arts Skills in ESL Classrooms

EBE 610 Methods and Materials in Bilingual Education: Content Area Considerations

EBE 721 Theories of Second Language Acquisition: Socio/Cultural Considerations

SPH 675 Clinical Practice in a Bilingual School Setting

**25 hours of required fieldwork*

Intensive Teacher Institute Program (ITI-BSE) Bilingual Extension to TSSH/TSSLD (12 credits)

This program was designed for bilingual teachers of TSSH/TSSLD, nominated by their supervisor or school administrator to pursue a Bilingual Education Certification. Applicant's in-service bilingual experience will replace SPH 675 TSSLD Clinical Practice. A Masters is not required for the ITI-BSE bilingual extension program in TSSLD.

EBE 605* Foundations of Bilingual Special Education

EBE 601* TESOLI: Developing Literacy and the Language Arts Skills in the ESL classroom

EBE 610 Methods and Materials in Bilingual Education: Content Area Considerations

EBE 720 Assessment Considerations for ESL and Bilingual Populations

**25 hours of required fieldwork*

POST-MASTER'S BILINGUAL CERTIFICATION EXTENSION FOR SCHOOL SOCIAL WORKERS (16 credits)

The 16-credit Post-Master's Bilingual Extension for School Social Workers Advanced Certificate, leading to the Bilingual Certification Extension, is intended for bilingual individuals who hold an M.S.W. Candidates for this Advanced Certificate will be required to pass the New York State Teacher Certification, Bilingual Education Assessment (BEA), and the Child Abuse and Violence Prevention Seminar.

Plan of Study

Courses are three credits unless noted otherwise.

Course Requirements (17 credits)

EBE 600* Foundations of Bilingual and Multicultural Education: Theory and Practice
or EBE 605* Foundations of Bilingual Special Education

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)

** 25 hours of required fieldwork*

Bilingual School Social Work Intensive Teacher Institute participants will follow the above course requirements with the following exception:

- Upon completion of one year assignment in a Bilingual School Social Work setting, the student requirement of SWK 792 will be waived.

EDUCATIONAL LEADERSHIP AND TECHNOLOGY ADVANCED CERTIFICATE
SCHOOL BUILDING LEADER (30 CREDITS)
SCHOOL DISTRICT LEADER (18 CREDITS)

Devin Thornburg, *Program Director*

Admission requires a master's degree. Also qualifies for New York State Certification or the new license (SBL) School Building Leader or (SDL) School District Leader.

School Building Leader

Plan of Study

Courses are three credits unless noted otherwise.

EDL 590 Ethics, Law, and Technology

EDL 666 School Leadership

EDL 533 Computer Based Technologies in Education

EDL 553 Educational Policy

EDL 554 Research and Evaluation in Schools

EDL 557 Technology in School Administration (*with 10-hour practicum*)

EDL 561 Management Theory and Organizational Behavior

EDL 556 Supervision in the Schools (*with 30-hour practicum*) (*4 credits*)

EDL 555 Administrative Internship (*320 hours*) (*5 credits*)

School District Leader

Plan of Study

EDL 700 District Leadership and Supervision

EDL 705 School-Based Financial Planning and District Fiscal Accountability

EDL 710 School Curriculum Design and Instructional Leadership

EDL 720/721 District Administrative Internship I/II (*4 credits I/ 3 credits II*)

For more information, see the Master's Programs in Literacy Education.

Literacy Education Programs

Candidate must hold a master's degree in a related area and New York State certification (or be eligible for same within the program's term) to complete the advanced certificate program.

Candidate assumes full responsibility for all tuition and fees incurred. Candidate assumes all responsibility for supplying official documentation, and for meeting all certification requirements as of the date of program completion.

ADVANCED CERTIFICATE IN LITERACY EDUCATION Birth–Grade 12 (24-credits)

Plan of Study

Courses are three credits unless noted otherwise.

Core Requirements

ELY 601 Seminar in Literacy I (prior or corequisite with ELY 750)
 ELY 602 The Reading-Writing Connection
 ELY 603 Literacy in the Middle and Secondary Schools
 ELY 750* Assessing and Addressing Literacy Needs I
 ELY 751** Assessing and Addressing Literacy Needs II
 ELY 753/755 Practicum in Literacy I
 ELY 754/756 Practicum in Literacy II
 ELY 800 Organizing, Supervising and Reforming Literacy Programs
 ELY 801 Seminar in Literacy II (ELY 753 prerequisite)

ADVANCED CERTIFICATE IN LITERACY EDUCATION Birth–Grade 6 (18-credits)

Plan of Study

Courses are three credits unless noted otherwise.

Core Requirements

ELY 601 Seminar in Literacy I (prior or corequisite with ELY 750)
 ELY 602 The Reading-Writing Connection
 ELY 750* Assessing and Addressing Literacy Needs I
 ELY 751** Assessing and Addressing Literacy Needs II
 ELY 753/755 Practicum in Literacy I
 ELY 800 Organizing, Supervising and Reforming Literacy Programs
 ELY 801 Seminar in Literacy II (ELY 753 prerequisite)

ADVANCED CERTIFICATE IN LITERACY EDUCATION Grades 5–12 (18-credits)

Plan of Study

Courses are three credits unless noted otherwise.

Core Requirements

ELY 601 Seminar in Literacy I (prior or corequisite with ELY 750)
 ELY 603 Literacy in the Middle and Secondary Schools
 ELY 751** Assessing and Addressing Literacy Needs II
 ELY 753/755 Practicum in Literacy I
 ELY 800 Organizing, Supervising and Reforming Literacy Programs
 ELY 801 Seminar in Literacy II (ELY 753 prerequisite)

**Adviser approval required*

***Prerequisites apply to sequential courses 751, 753/755, 754/756.*

Early Childhood Special Education Program

Dorothy Phalen, *Program Director*

For more information, see the Master's Programs in Early Childhood Special Education.

ADVANCED CERTIFICATE IN EARLY CHILDHOOD SPECIAL EDUCATION (ESD)

(22 credits)

This program leads to certification in Students With Disabilities Birth-Grade 2 and to a Certificate of Advanced Graduate Study (C.A.G.S.); it does not provide a degree. The program is intended for candidates who already hold New York State certification in early childhood, have a master's degree (needed for professional or permanent certification), and are seeking additional training and certification.

Program Pre/Corequisite: EEC 600, or the graduate or undergraduate equivalent within the past 5 years, with a grade of B or better.

Plan of Study

Courses are three credits unless noted otherwise.

(ECS) Foundations (9 credits)

ECS 600* Introduction to Inclusive Early Intervention: Prematurity, Newborns, Infants, and Toddlers

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

(ECS) Advanced Sequence (9 credits)

ECS Foundations courses must be completed prior to the following:

ECS 700* Authentic Infant and Early Childhood Identification, Assessment and Progress Evaluation (Must be taken prior to or concurrently with ECS 710 and 720)

ECS 710* Inclusive Curriculum, Methods and Teaming for Infants and Young Children with Disabilities (*Pre or Corequisite: ECS 700 and 720*)

ECS 720* Positive Behavioral Support and Applied Behavioral Analysis: Self, Individual and Group Management in Early Childhood (*Pre or Corequisite: ECS 700*)

Student Teaching or Practicum and Seminar in Early Childhood Special Education (3 credits)

All ECSE Advanced Sequence Courses must be completed prior.

Either ECS 840, or 860 Student Teaching I in ECSE and Clinical Seminar or ECS 880 or 891 Practicum in ECSE and Clinical Seminar

Adviser signature required. (No online registration)

ADVANCED CERTIFICATE IN CHILDHOOD SPECIAL EDUCATION, Grades 1-6 (12-15 credits)

Note: A Masters Degree and a Current N.Y.S. Certification in Childhood Education is required for entrance into this program.

This program leads to certification in Students with Disabilities, Grades 1-6

Plan of Study

Courses are three credits unless noted otherwise.

Prerequisite Courses: (May Be Taken Concurrently With Foundation 700-Level Courses)

EEC 600 Introduction To Special Education* (25 Hrs.)

EEC 700 Families, Cultures And Learning* (10 Hrs.)

Foundation Core Courses:

EEC 710 Classroom Management* (25 hrs)

EEC 720 Formal and Informal Methods of Assessment (25 hrs)

EEC 705 Team Collaboration

EEC 750 Methods of Instruction* (25 hrs.)

Student Teaching/Reflective Practice

Completion of all program courses, and passing scores on all required State examinations.

Candidates register for:

EEC 821 Practicum in Special Education Seminar (fall or spring)

Or (EEC 822 is only available to certified teachers who are working full time in regular education)

EEC 822 Summer Practicum in Special Education

Department of Health Studies, Physical Education and Human Performance Science

COMMUNITY HEALTH PROMOTION ADVANCED CERTIFICATE PROGRAM (19–28 credits)

This advanced certificate program is designed to give students who have already attained a master's degree in health studies or related fields the opportunity to specialize in community health promotion.

Entrance Requirements

Completion of a master's degree in health promotion/education or related field.

Plan of Study

Courses are three credits unless noted otherwise.

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

** Certain courses may be waived at the department's discretion and replaced by electives approved by the department.*

HED 751 Fieldwork Internship in Community Health Promotion

Elective Courses (9 credits)

Pertinent to the area of community health promotion/ education. The number of credits required in the certificate program is 28; however, a student may be exempted from up to 9 credits, depending on previous graduate experience.

Physical Education and Human Performance Science**PHYSICAL EDUCATION CERTIFICATE IN ADVANCED STUDIES (15 credits)**

Fifteen credits beyond the master's degree, six of which must be in approved advanced courses.

(This is an Adelphi certificate.)

Please consult an adviser for more information.

EDUCATIONAL LEADERSHIP AND TECHNOLOGY: SCHOOL DISTRICT LEADER (SPORT MANAGEMENT)

See information on Educational Leadership and Technology Certificate: School District Leader under Curriculum and Instruction, and speak to a department adviser for additional requirements.

Additional Information for Graduate Students in the School of Education

Requirements for Retention in, and Completion of, Degree Programs in the Ammon School of Education: Graduate Programs

The performance of degree candidates within the Ammon School of Education is regularly assessed to ensure that they are meeting minimum standards to continue in their program of study. All degree candidates are required to successfully complete key benchmarks designated by their department faculty in order to maintain good standing within their program. In some programs the benchmarks include documentation of proficiency in professional standards as well as passing required New York State Teacher Certification Examinations. Benchmarks may be housed in specific courses and indicated on course syllabi; in some programs the benchmarks are not tied to specific courses but are aligned with professional standards in the program's field of study. All degree candidates in the department of curriculum and instruction are required to develop and maintain a professional portfolio, which will be assessed at key points during their program. Additionally, candidates who fall below their department's minimum GPA will be subject to probation and/or dismissal from their program. Please see your program handbook for further details.

In addition to meeting academic requirements, all candidates are required to demonstrate the professional behaviors and attitudes expected within their field. Candidates who do not demonstrate the expected dispositions, or behave in unprofessional, unethical ways, will be given opportunities for improvement, if appropriate, but may also be subject to dismissal from their program or be blocked from student teaching, depending on the circumstances.

Degrees are conferred three times per year: May 31, August 31, and January 31. Candidates must apply for graduation through the Office of the Registrar in order to be eligible for degree conferral. Exit requirements from the Ammon School of Education include successful completion of all program requirements for the degree as determined by their departmental faculty and outlined in advisement publications.

Admission

All applicants seeking admission to graduate study at Adelphi University, whether they wish to become candidates for a graduate degree or not, must formally request admission before registering for graduate courses, in accordance with the procedures for University Admission to Graduate Study described in this *Bulletin*.

Graduate Admissions Requirements Each department within the Ammon School of Education uses multiple criteria in determining the admission status of prospective candidates. Although some programs may have higher or different/additional requirements, in general, a minimum cumulative undergraduate grade point average of 2.75 is expected. Additionally, applicants are required to submit letters of reference, write a personal essay and some programs require a resume.

Applicants who graduated from Adelphi University and who are applying for an Advanced or Dual Certification Program may use letters of reference on file. Please note that letters of reference are maintained for a period of 5 years. Based upon a review of all the application materials, applicants may be admitted as degree candidates (fully matriculated candidates) or they may be admitted on a provisional basis. In the latter case, candidates may be given specific prerequisites to satisfy before becoming a degree candidate or they may be restricted in the number of courses they are permitted to take before their status is reviewed. For detailed information about the admissions requirements for each program, please consult the Web site at education.adelphi.edu/requirements.php.

Please see general University admission requirements for more information.
admissions.adelphi.edu/Grad

Readmission Policy

Students who suspend enrollment for one year (two semesters) must generally apply for readmission and may be subject to new or additional program requirements in effect at the time of their readmission. Readmission requirements vary across programs. Please check with the program chair.

Please note: *Course work completed more than five years ago will not be accepted into the degree programs of the department of curriculum and instruction.*

Admission of International Students

In addition to the University and Ammon School of Education admissions requirements, international students must submit the following credentials:

- Certified English translations of all prior academic records of studies that have been conducted in non-English speaking countries. Credentials must be certified and include all studies completed to date; grades or examinations results; degrees, diplomas, or certificates earned; and length of the school year.
- Total of 550 or better on the paper-based test of English as a Foreign Language Exam (TOEFL), or 213 or better on the computer-based TOEFL, or 80 on the internet-based exam or completion of Adelphi's English Language Services (ELS) program level XII, unless there is a demonstrated competence while attending an American institution. (Information concerning the TOEFL exam is available from Educational Testing Service, Princeton, New Jersey 08540.)
- Declaration and certificate of finances. Applicants must file a financial affidavit before an I-20 form can be issued. Application deadlines for international students are:
 - **Fall semester – May 1**
 - **Spring semester – November 1**
 - **Summer sessions – March 1**

See additional information for international applicants. admissions.adelphi.edu/international

VIII.



SCHOOL OF NURSING

School of Nursing

Alumnae Hall 220

p – (516) 877-4510

f – (516) 877-4558

Patrick Coonan

Dean

ADMINISTRATION

nursing.adelphi.edu/about/administration.php

Anne G. Peirce, *Associate Dean for Academic Affairs*

Jane H. White, *Associate Dean for Research and Graduate Programs*

Stephen Holzemer, *Assistant Dean*

Patricia Donohue-Porter, *Director of the Ph.D. Program*

Margaret Silver, *Director of the RN to BS Program*

Laurinda Cacciola, *Counselor for Undergraduate Programs*

Jodi DiGennaro, *Assistant to the Dean for Administrative Services*

Patricia Garofalo, *Director of Manhattan Nursing and Coordinator of Extension Programs*

Bridget Maley, *Coordinator of the Learning Resource Lab*

Deborah Murphy, *Coordinator of Clinical and Community Affairs*

Kelly Nicholson, *Coordinator of Quality Assessment, Regulatory Affairs, and Alumni Outreach*

Karen Pappas, *Director of Professional Development and Lifelong Learning*

Amy Stemkoski, *Assistant Coordinator of Clinical and Community Affairs*

Undergraduate Information

Bernadette Fitzpatrick, *Administrative Assistant*

e - fitzpatrick@adelphi.edu

Graduate Information

Mary Rose Zimits, *Administrative Assistant*

e - fzimits@adelphi.edu

FACULTY

nursing.adelphi.edu/faculty

Professors

Patrick Coonan

Anne Peirce

Jane White

Associate Professors

Judith Ackerhalt

Christine Coughlin

Margot DeSevo

Patricia Donohue-Porter

Patricia Eckardt

Maryann Forbes

Stephen Holzemer

Joan Kearney

David Keepnews

Marilyn Klainberg

Marybeth Ryan

Holly Shaw

Arlene Trolman

Joan Valas

Assistant Professors

Helen Ballestas
 Kenya Beard
 Elizabeth Cohn
 Diane Dembicki
 Bonnie Ewing
 Clarilee Hauser
 Mary Hickey
 Andrea McCrink
 Kenneth C. Rondello
 Margaret Silver
 Yiyuan Sun
 Shiow-Ying Yang

Clinical Assistant Professors

Deborah Ambrosio-Mawhirter
 Stefni Bogard
 Jacqueline Brandwein
 Nancy Cole
 Darylann Ficken
 Y'Vonne Gray
 Teresa Mascitti
 Maureen Roller

Senior Adjunct Faculty

Father Joseph D'Angelo
 Janet Hand
 Jean Win

Mission Statement

The mission of the Adelphi University School of Nursing is to advance the art and science of nursing, and to promote scholarship in nursing. Through nursing research, education, and practice, students and faculty seek to enhance the quality of life for all people.

Philosophy

Nursing is both an art and a science, built on a foundation of knowledge, theory and research. Nursing makes unique and distinct contributions to the health care system and to society as a whole. The goal of nursing care is to address human needs across the lifespan, to promote, protect, maintain, and restore health and human dignity. Nurses act as compassionate providers of care, managers, leaders, educators, researchers, consultants, advocates, and collaborators.

The faculty of the Adelphi University School of Nursing believes that nursing education provides the foundation that will guide future nursing practice. Education at all levels, baccalaureate, masters, and doctoral, is oriented toward preparing students to participate fully in the health care system, and in the care of patients, families, communities and aggregate populations. As nurses, we strive to promote wellness and eliminate disparities within the context of increasing globalization of health care. As a faculty, we believe in a student-faculty partnership, with each assuming responsibility to meet these components of nursing education: scholarship; dissemination of knowledge; utilization and evaluation of evidence-based practices and technological advances, collaboration, and a commitment to quality and core values.

Core Values

The faculty, staff, and student body of the Adelphi University School of Nursing embrace and aspire to exemplify the following core values in all aspects of our education and professional work.

Integrity

To maintain the highest moral and professional standards in all areas, characterized by:
 Trustworthiness

Openness
 Moral and ethical decision making
 Responsible action
 Honesty

Excellence

To promote and maintain a commitment to the highest standards in:

Academic endeavors
 Clinical practice
 Scholarship
 Lifelong learning

Respect

To promote and maintain a culture of mutual respect, including:

The right to self determination
 The rights, beliefs and values of all individuals
 Recognition of the unique contributions of all persons

Accountability

To accept responsibility for individual actions or in-actions by reflective practice:

Acknowledge, accept and meet educational and professional standards
 Garner resources and support for individual needs

Diversity

To embrace the diversity of our society and develop a global perspective:

Embrace and value individual differences
 Actively seek to understand perspectives different from our own
 Create an environment of inclusion

The School holds membership in the Council of Baccalaureate and Higher Degree programs of the National League for Nursing, the American Association of Colleges of Nursing, and the National Organization of Nurse Practitioner Faculties.

PROGRAMS OF STUDY

Undergraduate Programs

Educational Strategy
B.S. in Nursing
R.N. to B.S. Program

Graduate Programs

Master of Science (M.S.)
Adult Health Nurse Practitioner
Nursing Administration
Nursing Education
Joint Master of Science/Master of Business Administration (M.S./M.B.A.)
Post-Master's Certificates
Doctor of Philosophy in Nursing (Ph.D.)

ADDITIONAL INFORMATION FOR ALL NURSING STUDENTS

Health Regulations for Nursing Majors

All students are required to meet the health regulations for students established by the School of Nursing. Annual physical examinations, including tuberculin testing, appropriate laboratory tests, and designated immunizations, are required of all nursing students. Cost of medical and healthcare is the responsibility of the student. Health forms are available online at the Health Services Web site: students.adelphi.edu/sa/hs/forms.php

Prior to registration for courses, all students are required to submit evidence of the following:

- Annual Physical
- Annual TB testing (PPD or QuantiFERON with Chest X-Ray if positive)
- Tetanus/Diphtheria Current (within 10 years)
- Immune Titer Results for Measles, Mumps, Rubella, Varicella
- Hepatitis B Vaccine Series or Hepatitis B Declination Statement
- CPR Certification
- BCLS or ACLS certification, depending on program specialty.

Forms must be submitted to Health Services and the School of Nursing before each fall semester according to the Clinical Clearance Participation Policy in the *School of Nursing Student Handbook*. Failure to submit accordingly will result in suspension from clinical participation. A copy of the CPR certification card must be provided each semester. These requirements are reviewed on an annual basis and may be changed at any time.

Insurance for Nursing Majors

All students are required to have accident and health insurance in order to participate in a clinical practicum. It is also required that all nursing students carry Adelphi University professional liability insurance, which is provided at low cost through a group policy.

Travel

Travel expenses and transportation related to clinical experiences are the responsibility of the student. Most clinical experiences require automobile travel.

School of Nursing Learning Center

The School of Nursing Learning Resources Center includes four learning laboratories and two computer laboratories. This includes a seminar room with demonstration bed and a small auxiliary laboratory for physical assessment skills. The skills laboratory simulates the hospital setting with all appropriate and supportive supplies and equipment. These include advanced patient care mannequins and simulators, injecta-pads, intravenous training arms, ostomy models, and many other innovative educational devices. In addition to regularly scheduled classes held in the nursing laboratory, open laboratory skills sessions are held regularly with a clinical coordinator, thus providing all students with an opportunity for reinforcement of clinical learning.

School of Nursing Organizations

The 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 an environment conducive 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.

Junior and senior students who have achieved a 3.0 GPA on the undergraduate level may be considered for membership. Graduate students who have achieved a 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.

Adelphi School of Nursing Honors

To be eligible for School of Nursing honors, a student must have completed 33 credits in nursing at Adelphi and have achieved a 3.5 in the nursing major and a 3.5 overall GPA.

UNDERGRADUATE INFORMATION

Educational Strategy

Baccalaureate education in nursing is the foundation for professional practice. The goal of nursing is to address human needs for the promotion, restoration, and maintenance of health, as well as provision of dignity at the end of life. Human beings—individually and as members of families, groups, and communities—are the focus of the profession. In keeping with these principles, the School of Nursing teaches the fundamental value of all people and their potential for being and becoming throughout their lives. Nursing students at Adelphi learn to be accountable to clients, society, and the profession for the quality of care they provide. They also learn that health-related behavior is an individual choice and that health is individually and culturally defined. Respect for self-determination and awareness of cultural diversity are integral to the curriculum.

Undergraduate Programs of Study

I. B.S. in Nursing

II. R.N. to B.S. Program

The baccalaureate program in nursing provides the background for entry as a generalist into the profession and for graduate education. The School of Nursing's baccalaureate program offers two curricula. One, the basic curriculum, leads to a Bachelor of Science from the University and eligibility to take the National licensing examination to become a Registered Professional Nurse. The other curriculum track is for registered nurses from associate degree or diploma programs who wish to continue their education toward the goal of earning the Bachelor of Science degree.

The baccalaureate curricula of the School of Nursing are registered by the New York State Education Department, Division of Professional Education. The baccalaureate nursing program is also accredited by the Commission of Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, D.C. 20036-1120, (202)887-6791. The School holds membership in the Council of Baccalaureate and Higher Degree Programs in the National League for Nursing, the American Association of Colleges of Nursing, and the Commission on Collegiate Nursing Education.

I. BACHELOR OF SCIENCE (B.S.) IN NURSING (124-credit credits)

The basic nursing curriculum consists of a planned progression of courses that build upon previous knowledge and develop skills at increasing levels of competence. The lower division nursing and the science courses are prerequisite to the junior-level nursing courses. Throughout the curriculum, concepts relating to the promotion of health, care during illness, and long-term care are developed. Also emphasized are the nurse's roles in research, advocacy, teaching, change, and management. Note: It is expected that a new curriculum will be implemented in the academic year 2009-2010.

The current four-year sequence of nursing and science courses (the generic undergraduate nursing curriculum) is as follows:

Courses are 3 credits unless otherwise noted.

Plan of Study**First Year**

Fall (14 credits)

BIO 203 The Human Body: Scientific Perspectives on Structure and Function I (4 credits)

English Competency General Education

Freshman Orientation

Freshman Seminar

General Education Distribution

Spring (16 Credits)

BIO 204 The Human Body: Scientific Perspectives on Structure (4 Credits)

BIO 208 Microbiology

MTH 113 Survey of Statistics (2nd Competency)

General Education Distribution

General Education Distribution

Second Year

Fall (14 credits)

CHE 109 Physiological Chemistry (5 credits)

NUR 255 Wellness Across the Lifespan

NUR 275 Communication in the Nursing Context

General Education Distribution

Spring (15 credits)

NUR 265 Nutrition in Nursing: A Holistic Approach (2 credits)

NUR 285 Human Assessment: A Holistic Approach (4 credits)

NUR 295 Introduction to Holistic Clinical Practice (6 credits)

Elective

Third Year

Fall (17 credits)

NUR 300 Pharmacology: A Holistic Approach

NUR 365 Alterations in Holistic Integrity of the Childbearing Family (6 credits)

NUR 375 Alterations in Physiological Integrity I: A Holistic Approach (5 credits)

General Education Distribution

Spring (17 credits)

NUR 385 Alterations in Holistic Integrity of Children (5 credits)

NUR 455 Alterations in Physiological Integrity II: A Holistic Approach (6 credits)

Elective

General Education Distribution

Fourth Year

Fall (15 credits)

NUR 465 Alterations in Holistic Integrity Managed in the Community (6 credits)

Elective

NUR 485 Alterations in Mental Health: A Holistic Approach (*6 credits*)

Spring (16 credits)

NUR 400 Research in Nursing

NUR 498 Professionalism in the Provision of Holistic Care (*6 credits*)

Elective

Elective

II. R.N. TO B.S. PROGRAM (ASCEND) (123 credits)

Registered nurses enter Adelphi with a foundation of professional knowledge and skill. This program of study aims to deepen their expertise with study in the liberal arts and sciences and to extend it to encompass health promotion, long-term care, research, advocacy, teaching, change, and management.

The undergraduate program for registered nurses is designed to accommodate the schedules of working nurses and allow students to enroll full time but in general to attend classes only one day per week. The current R.N. to B.S. curriculum is under review for change.

Lower Division Curriculum:

Registered nursing students admitted to the program take University General Education requirements, science, and nursing theory courses.

Nursing Courses (28 credits)

A.S. or A.A.S. nursing courses of Excelsior College Examination. Diploma graduates should see the Program Director.

Required Courses (22 credits)

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

BIO 208 Microbiology

CHE 109* Physiological Chemistry (*5 credits*)

MTH 113** Survey of Statistics

MGT 366 Organizational Behavior

Upper Division Nursing Curriculum:

Third Year (14 credits)

NUR 312 Health Assessment Throughout the Lifespan (Lab) (*4 credits*)

NUR 314 Family/Group/Community Assessment (*4 credits*)

NUR 315 Therapeutic Communication

NUR 446 Introduction to Technology and Information

Fourth Year (16 credits)

NUR 400 Research in Nursing

NUR 413 Promoting Wellness

NUR 421 Teaching in Nursing Practice (*4 credits*)

NUR 441 Professional Development: Health Issues and Politics

NUR 453 Chronic Care

* *May be taken at any time*

***Prerequisite to NUR 400*

Admissions

See Bulletin section for general undergraduate Admissions procedures.

Expenses and Financial Aid

See Bulletin section for general Expenses and Financial Aid information.

Additional Information for Undergraduate Students in the School of Nursing

Transfer Credits

The Office of University Admissions, in collaboration with the School of Nursing, will evaluate transfer credits. Students who have received an A.S. degree (but not an A.A.S. degree) from an accredited institution prior to their transfer to Adelphi are exempt from all General Education requirements.

Textbook, Uniform, and Study Guide Expenses

Students can expect to spend between \$300 and \$500 per semester for the purchase of textbooks. Textbooks are also available at the reserve desk in the Swirbul Library. In addition, beginning in the student's sophomore year in the nursing program, students can expect to spend between \$200 and \$400 for laboratory and clinical equipment and uniforms; and approximately \$400 for a Personal Digital Assistant that will substitute for some textbooks. The School of Nursing has an official student uniform. Students must purchase a sufficient number of uniforms to present a professional appearance in clinical settings. Uniforms cost approximately \$250 and are ordered from our provider online and delivered to you.

Clinical Experiences

Clinical experiences are a critical part of the nursing curriculum. Students cannot be assured of a particular site, day, or time for clinical.

Standard of Performance Required for Continuance in the School of Nursing

All science and nursing foundation courses are prerequisites to the clinical courses. All nursing courses must be taken in sequence.

All students must successfully complete the required science courses and lower division nursing courses in order to progress to junior status in the nursing program. The standard of performance required in the School of Nursing is C+ or higher in any nursing or science course. A grade of less than C+ (77%) in any nursing or science course is unacceptable for progression in the nursing major.

The final grade in any nursing course that includes a clinical component consists of two parts: Nursing Theory, which is letter graded, and Nursing Clinical Laboratory, which is graded Pass/Fail. Students must receive a satisfactory grade in both the clinical and classroom component of the course. If an unsatisfactory grade is received in either a component, both the theory and the clinical portions of the course must be repeated. Students who receive a grade of C or lower in one nursing or science course will be placed on School of Nursing probation and given the opportunity to repeat the course in which the unacceptable grade was earned. A course may be repeated only once. A concurrent or subsequent failure to earn a grade of C+ or higher in any nursing or science course will result in the student being dropped from the nursing major.

Grades obtained in all non-nursing required courses will also be reviewed at the end of each semester. The acceptable grade for Math 113 is a C or better. A grade of less than C- in all other non-nursing courses is unacceptable and students receiving an unacceptable grade will be placed on School of Nursing probation. Failure to obtain an acceptable grade in any non-nursing course may mean that the student cannot continue in the nursing sequence. No required course may be taken Pass/Fail.

All nursing courses that include a clinical component require a drug calculation examination, the minimum passing score for which is 90%. Any student who fails to attain a score of 90% on the initial drug calculation examination in any clinical course will be offered two opportunities to retest. Students who do not pass the medication calculation examination upon retest will not be permitted to attend clinical and must wait until the following semester to take the clinical course.

Any student whose performance is deemed unsafe or who proves to be irresponsible, untrustworthy, unethical, or unprofessional will be dismissed from the nursing program.

Independent Study

Students in the School of Nursing may take up to a total of 9 credits of individualized study toward the baccalaureate degree.

GRADUATE INFORMATION

Educational Strategy

The emphasis of graduate education is on the development of scholarly critical thinkers with the ability to translate knowledge into practice. Through the process of critical inquiry, students learn to understand the nature of complex human and environmental systems and to develop strategies for effective intervention. Research concepts and skills are subsets of critical inquiry and are considered integral to the roles of nurse practitioner, nursing administrator, nurse educator and the emergency-disaster nurse manager. The master's curriculum is designed to provide the knowledge base and experience needed to evaluate research designs and methodologies and utilize research findings.

Members of the faculty assume that each student has the potential to be self-directed and the curriculum is structured to maximize student independence, personal development, professional accountability and continuous learning.

Graduate Programs of Study

- I. Master of Science: Adult Health Nurse Practitioner
- II. Master of Science: Nursing Administration
- III. Master of Science: Nursing Education
- IV. Joint Master of Science/Master of Business Administration (M.S./M.B.A.)
- V. Post-Master's Certificates
- VI. Doctor of Philosophy in Nursing (Ph.D.)

MASTER'S PROGRAMS

The philosophy of the master's program in nursing at Adelphi University is to facilitate the student's transition into advanced practice nursing roles, specifically the roles of nurse educator, nurse practitioner, emergency and disaster nurse manager, and nursing administrator; to foster the professional role development necessary for providing leadership in the delivery of healthcare; and to provide a foundation for doctoral study. At the master's level, nursing education is concerned with increasing specialization in the diverse theoretical foundations of nursing and specialization in advanced nursing practice. We expect that our graduates will contribute to the development of nursing as a profession through the development, implementation and evaluation of advanced practice roles.

The Masters program is accredited by the Commission on Collegiate Nursing Education (CCNE), One DuPont Circle NW, Suite 530, Washington, D.C. 20036-1120, (202) 887-6791.

Degree Requirements

Candidates for the degree of Master of Science must satisfactorily complete a program of study, submit a master's project and pass a comprehensive examination. Candidates must also fulfill all requirements of the curriculum in which they are enrolled.

The School of Nursing Student Handbook describes all policies relating to admission, progression and graduation for masters and doctoral students. Students are responsible to obtain and be familiar with all policies.

Capstone Project

The required "Capstone" results in a scholarly paper on a specific completed project in the student's specialty area. The Capstone Project generally begins during one semester and is completed during a second semester. The student is supervised independently by a faculty member for the completion of this project.

Comprehensive Examination

All students must pass a written Comprehensive Examination given at the end of course work and in the last semester before a student will graduate. The examination requirement applies to all students who enrolled after the spring semester, 2006.

Completion of All Requirements

Degree requirements must be completed within five years after matriculation. If five years for completion are nearing and a student does not expect to finish within this required time frame, students must request in writing from the associate dean permission to extend the time to complete requirements.

The programs and curriculum are revised periodically in the master's program to ensure a course of study in each specialty that ascribes to the specialty's national guidelines, provides quality and cutting edge course work, and ensures that students are eligible to take national certification examinations after graduation.

All students enrolled in any M.S. program take the same required set of foundational courses called "**core**" (15 credits). Some of these courses have pre-requisites. The core courses must be completed before enrolling in the "specialty" courses. The "Capstone" Project is undertaken in conjunction with specialty course work.

Core Courses (15 credits)

NUR 602 Frameworks for Advanced Nursing Practice

NUR 606 Quantitative Analysis for Nursing Research

NUR 607 Informatics: Health Science Data, Information, and Knowledge

NUR 702 Health Policy

NUR 650 Nursing Research, Conduct and Utilization

NUR 757 and NUR 758 Capstone Project (3 Credits)

or NUR 759

I. MASTER OF SCIENCE: ADULT HEALTH NURSE PRACTITIONER (52 credits)

This advanced nursing practice concentration entails in-depth study of adult-health nursing. The curriculum integrates theoretical knowledge and practical skills while exploring the issues and forces within the 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 enquiry as a tool for building clinical knowledge and testing the validity of the theoretical assumptions underlying nursing practice.

Plan of Study**Core Courses (15 credits)****Specialty Core Courses (18 credits)**

- NUR 738 Adult Health Promotion and Disease Prevention
- NUR 761 Advanced Practice Professional Role and Practice Management (1 credit)
- NUR 754 Advanced Human Physiology
- NUR 752 Advanced Pathophysiology for Nurse Practitioners
- NUR 753 Advanced Pharmacology
- NUR 764 Advanced Physical Assessment of the Adult (Didactic)
- NUR 755 Advanced Physical Assessment Clinical (2 credits)

Adult Health Nurse Practitioner Specialty Courses (16 Credits)

- NUR 633 Adult Health Nursing I :Didactic
- NUR 636 Adult Health I : Clinical (2 credits)
- NUR 638 Adult Health Nursing II :Didactic
- NUR 646 Adult Health II: Clinical (2 credits)
- NUR 640 Summer Clinical Practicum (1 credit)
- NUR 653 Adult Health Nursing III: Didactic
- NUR 655 Adult Health III: Clinical (2 credits)

NUR 757 and NUR 758 Capstone Project (3 Credits)
or NUR 759

II. MASTER OF SCIENCE: NURSING ADMINISTRATION (46 credits)***

The concentration in nursing administration prepares nurse managers who can function in a variety of health care settings. The program incorporates contemporary management theory, and courses that focus on the essential core competencies for nurse managers.

Plan of Study

Courses are three credits unless noted otherwise.

Core Courses (15 credits)**Specialty Core Courses (22 credits)**

- NUR 668 Legal and Ethical Dimensions of Health Care
- NUR 768 Seminar in Processes of Evaluation for Nurse Leaders

Business/Management Courses (18 credits)

- MGT 561 Management Theory and Organizational Behavior
 - MGT 666 Leadership and Innovation Complex Systems
 - ACC 500 Financial Accounting
 - MGT 791 Management Styles and Team Building
 - HAS 776 Hospital and Healthcare Finance
 - HRM 765 Developing World Class Human Resources
- or
- HAS 791 Hospital and Healthcare Policy and Management

Role and Integration Course (8 credits)

NUR 770 Practicum in Nursing Administration

NUR 778 Seminar for Practicum in Nursing Administration

NUR 757 and NUR 758 Capstone Project (3 credits)

or NUR 759

*****This program is under revision and specialty courses for students enrolled beginning 2009 will be changed to ensure a quality and up to date curriculum that aligns with specialty standards.**

III. MASTER OF SCIENCE: NURSING EDUCATION (46 credits)

The Master of Science in nursing education prepares students as nurse educators competent to function in a variety of educational and healthcare settings, but primarily to assume responsibilities as faculty members in baccalaureate nursing programs. As students develop in this advanced practice role, they will acquire knowledge, skills and values related to teaching and learning, instructional design, assessment and measurement strategies, and curriculum development implementation and evaluation in nursing education. The Capstone seminar and practicum will afford students the opportunity to be guided by expert nurse educator and apply newly gained knowledge as they function in the nurse educator role. After completing the program, graduates will be able to assist in meeting the educational needs of the nursing profession and healthcare consumers; integrate scholarly processes in nursing education practice; develop, implement and evaluate innovative approaches to nursing education; and advance the professional role of the nurse educator. Graduates also will be eligible to take the newly offered National League for Nursing certification examination for nurse educators.

Plan of Study

The Master of Science (M.S.) in nursing education is a credit specialty program with credit allocation as follows: 12 credits in core courses (required in all master's level nursing degree programs); 5 credits in specialty core courses; 16 credits in specialty course content; and 6 credits of professional cognates, which allow students to take courses of interest in specialty-related areas within the School of Nursing and other schools in the University.

Core Courses (15 credits)**Specialty Foundational Courses (6 credits)**

NUR 668 Legal and Ethical Dimensions of Health Care

NUR 789 Educational Theories and Application to Learning

Specialty Courses (16 credits)

NUR 679 Curriculum Development, Implementation and Evaluation

NUR 791 Instructional Design in Nursing Education

NUR 792 Assessment and Measurement in Teaching

NUR 793 Seminar and Practicum in Nursing Education (4 credits)

Professional Cognate Courses (6 credits)

Students choose six credits of graduate-level courses that support the specialty of nursing education. These courses may be offered in other schools in the university as well as in nursing. The student's advisor must approve these courses prior to student enrollment.

NUR 757 and NUR 758 Capstone Project (3 Credits)
or NUR 759

II. JOINT M.S./M.B.A. DEGREE PROGRAM (81 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 the Master of Business Administration. 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.

*****This program is in revision for students entering in Fall 2009**

Plan of Study

Courses are 3 credits unless noted otherwise.

Nursing Requirements (37 credits)

Includes Core Courses of 15 credits and capstone project, 3 credits and the following:

Specialty Courses (13 credits)

NUR 604 Team Building for Nurse Leaders
NUR 605 Seminar in Clinical Leadership
NUR 664 Collective Bargaining (1 credit)
NUR 668 Legal and Ethical Dimensions of Health Care
NUR 768 Seminar in Processes of Evaluation for Nurse Leaders

Functional Focus Course (6 credits)

NUR 770 Seminar and Practicum in Nursing Administration

Business Administration Requirements (45 credits)

ACC 500 Financial Accounting
ACC 600 Accounting for Managerial Analysis
BUS 689 Persuasive Communication and Negotiation
ECA 520 Macroeconomics
ECA 521 Microeconomics
FIN 630 Corporate Finance
FIN 734 Building Shareholder Value through Competitive Analysis
HHM 772 Organizational Systems Delivery of Health Care
HHM 776 Hospital and Healthcare Finance
HRM 765 Developing World Class Human Resources
MGT 561 Management Theory and Organizational Behavior
MKT 580 Marketing Management

OPR 507 Mathematics for Managers
 OPR 573 Management Information Systems
 OPR 638 Best Practices Production and Total Quality Management

NUR 757 and NUR 758 Capstone Project (3 Credits)
 or NUR 759

III. POST-MASTER'S CERTIFICATE PROGRAMS (21-33 credits)

Designed for students who already hold a master's degree in nursing, the Advanced Certificate programs each provide an educational route to respecialize in an area other than that studied in their master's program. The program aims to strengthen the administrative or clinical capability of master's-prepared nurses who are planning 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 between 21-33 credits of master's courses. The certificate is awarded upon successful completion of required courses. Prior graduate courses are evaluated for possible advanced standing in the certificate program. Each student's program and required course work may differ depending on the faculty's evaluation of courses taken in the student's first master's program. Areas of study include nurse practitioner in Adult Health Nursing, Nursing Administration, and Nursing Education.

IV. DOCTOR OF PHILOSOPHY (PH.D.) IN NURSING (54-credit minimum)

The doctoral program in nursing is designed to prepare expert nurse-scholars who will advance the development of knowledge for the discipline; contribute to the science of nursing; advance healthcare through teaching, research and leadership; and improve the health of society. Students will be exposed to a breadth of information and theories, and discuss and debate opposing ideas. The program is grounded in philosophical and foundational core nursing knowledge as well as knowledge of research methodologies and methods. The student's focus of substantive inquiry provides the context for the application of foundational knowledge.

This 54-credit (minimum) program leads to the Ph.D. degree in nursing. An M.S in nursing is required for entry. The program offers strong cores in both nursing science and research. Two graduate level statistics courses are required. In addition, a concentration of nursing education courses is offered to prepare not only nurse scientists, but also those who will assume roles as faculty members in schools of nursing. Students also select graduate level cognate courses, which support the dissertation topic or its methods, and are usually taken in schools or departments other than nursing.

A seminar format is used for most nursing courses. Inherent in this decision is the faculty's belief that nursing education fosters collegiality, collaboration, leadership and professional growth. To that end, the faculty will facilitate learning by inviting the review and critique of selected topics and readings. Students also select readings appropriate to the topic for seminar discussion. Within a supportive environment, students are encouraged to challenge and debate ideas and to work towards extending each other's thinking. Thus, the

responsibility for learning rests with the student and his or her commitment to scholarship and the advancement of the science of nursing.

Following completion of 48 credits of course work, students must successfully complete a comprehensive examination in order to be admitted to candidacy and begin work on the required dissertation. The dissertation guidance process follows the formal defense of the student's research proposal.

Planning for the student's dissertation begins early in the program through courses designed to assist with this research process. The dissertation requires two semesters of work, six credits of dissertation advisement, at a minimum. The successful oral defense of the dissertation is the last step in the program before graduation.

The program may be taken on a full time (9 credits per semester) or part-time basis. Most courses are offered on one day a week. Students are admitted only in the fall semester and proceed through the program in cohorts. Procedures for the program, progression, oral defense, leaves of absence, graduation, etc., are outlined in the *Doctoral Student Handbook* provided to all students following admission to the program.

Please note that the deadline for application for the fall semester is February 15.

Plan of Study

(54-credit minimum required)

Courses are 3 credits unless noted otherwise.

Nursing Science/Core/Foundation (15 credits)

- NUR 803 Philosophical Foundations of Nursing Science
- NUR 804 Knowledge Development in Nursing Science
- NUR 805 Research Seminar I: Problem Identification; Phenomena of Concern
- NUR 806 Health Policy Leadership
- NUR 807 Ethics in Healthcare

Research/Statistics/ Methods of Inquiry (18 credits)

- NUR 808 Qualitative Research Approaches
- NUR 809 Qualitative Research Methods
- NUR 812 Quantitative Research Designs and Methods
- NUR 813 Research Seminar II: Proposal Development
- PSI 644 Advanced Psychological Statistics
- PSI 645 Design and Analysis of Experiments

Cognates (6 credits)

Cognate courses support student's dissertation/research.

Education (Role/Focus) (9-13 credits)

*Course selection depends on student's preparation in education. *Plans of study for students are developed individually in consultation with the faculty adviser*

- NUR 679 Curriculum Development, Implementation and Evaluation
- NUR 789 Educational Theories and Application to Learning
- NUR 791 Instructional Design in Nursing Education
- NUR 792 Assessment and Measurement in Teaching
- NUR 793 Seminar and Practicum in Nursing Education (4 credits)

NUR 814 Nursing Education and Diverse Learners
 NUR 815 Research in Nursing Education
 NUR 816 Advances in Technology and Nursing Education
 NUR 817 Precepted Experience in Education (2-4 credits)

Dissertation Advisement (6 credits)

In addition to the 6-credit minimum dissertation advisement, candidates are required to register for 3 credits per semester until dissertation is completed and defended.

NUR 889 Dissertation Guidance/Advisement I
 NUR 890 Dissertation Guidance/Advisement II

Master's Degree 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 meet all University admission requirements as set forth in this Bulletin.
- Be currently licensed as a registered professional nurse or eligible for licensure in the state of New York.

Students must have:

- Completed a baccalaureate degree in nursing from a nationally accredited undergraduate nursing program.**
- A cumulative grade point average of "3.0" (on a 4-point scale) or better from the undergraduate nursing program.
- Completed an introductory/basic statistics course with a grade of "B" or higher.
- Submitted official transcripts of all prior academic work.
- Submitted two letters of reference.
- Completed the application form and submitted the required application fee.
- Proof of BCLS certification for all programs; Proof of ACLS certification for the Acute Care and Emergency Nursing Emergency Management NP Programs.

****Applicants with Non-nursing Baccalaureate Degrees**

Applicants with a non-nursing baccalaureate degree will be considered for admission, but will be required to take some undergraduate nursing courses prior to enrolling in the MS courses. The specific undergraduate courses that will be required and the amount of credit required will be determined on an individual basis following review of transcript(s) by school of nursing faculty/advisors.

Clinical Experience Requirement for all graduate programs

Applicants should have two years of clinical nursing practice before registering for the specialty courses.

Requirement for the M.S.-M.B.A. Program

Applicants to the joint program are required to have completed the Graduate Management Admissions Test (GMAT) prior to applying for admission to the program.

Requirements for the Post-Master's Certificate Program

Requirements for the post-master's certificate program must have a master's degree in nursing.

Essay/Writing Sample

Following acceptance, all students are required to complete an "in person" essay as a writing sample; this is administered by/in the school of nursing.

Provisional Admission

Applicants who do not meet all admission criteria are eligible for provisional admission at the discretion of the Program Director. Students who are provisionally admitted are required to complete 12 credit hours before they may be considered for regular admission status. The student must receive no grade lower than a "B-" in each of these courses. Upon satisfaction of the 12 provisional credit hours with a grade of "B" or higher in each course, the student's admission will be changed to **regular** admission.

Please see the School of Nursing Student Handbook for all policies related to admission, progression and graduation.

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.

Doctoral Admission Requirements

Please Note: The deadline for receipt of all application materials is February 15 to be considered for the following fall semester.

To be considered for admission to the doctoral program in nursing, applicants must:

- Have an M.S. or M.S.N. from an accredited nursing program (CCNE or NLNAC approved);
- Be licensed as a registered nurse (RN) in the state of New York;
- Complete the Graduate Application form;
- Provide the admission committee with three professional letters of reference from a supervisor, committee chair, former professor, etc;
- Submit satisfactory GRE scores (taken within the last five years);
- Submit evidence of successful completion of a graduate level statistics course completed in the last five years.
- Submit all academic transcripts;
- Provide a professional writing sample, preferable scholarly writing such as a publication;
- Submit a personal essay describing academic and professional goals;
- Interview with at least two faculty members in the School of Nursing.

Admission requirements are not weighted. All requirements must be fulfilled and the applicant's dossier complete before interviews are scheduled with faculty members. Following interviews, the admission committee determines each applicant's admission to the program. Financial aid for tuition is available in the form of the new Federal Faculty Loan Program and Graduate Assistantships.

Additional Information for Graduate Students in the School of Nursing

Advanced Standing

The transfer of credits earned at another institution 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 6 graduate credits may be accepted as transfer credits applicable toward the M.S. degree.

Matriculation

Students are considered to be matriculated when they have been accepted into the program as a degree student and are enrolled in at least one course. Students in the master's program have five years from the date of first enrollment to complete their requirements.

Textbook and Study Guide Expenses

Students can expect to spend between \$200 and \$300 per semester for the purchase of textbooks and the School of Nursing Study Guides. Textbooks are also available at the Reserve Desk in the Swirbul Library.

Leave of Absence/Continuous Matriculation

Students must enroll in "continuous matriculation" if they decide not to take courses for a semester. Students may also apply for a Leave of Absence in some circumstances. The *School of Nursing Student Handbook* outlines both procedures and student responsibilities.

Grading System

Courses completed with a grade of A or B are automatically applied toward degree requirements when the course in question is applicable towards such requirements. The minimally acceptable grade in all required courses is B-.

For further information on the University grading system, and on Withdrawals (W's) and Incompletes (I's), see the section titled "Grading System" in this Bulletin.

Students in the graduate program in nursing must maintain a GPA of 3.0 in order to progress. The *School of Nursing Student Handbook* outlines policies for failing grades and GPA's earned that are below a 3.0

Financial Aid

The Office of Student Financial Assistance provides students with information on a variety of scholarships and loans. See the Expenses and Financial Aid section of this *Bulletin* for more information.

IX.



SCHOOL OF SOCIAL WORK

School of Social Work

Social Work Building Room 221

p – (516) 877-4300

f – (516) 877-4392

Andrew Safyer

Dean

e - asafyer@adelphi.edu

ADMINISTRATION

socialwork.adelphi.edu/about/administration.php

Peter I. Chernack, *Associate Dean for Program Development and Administration*

Lois Stein, *Assistant Dean for Academic Affairs*

James B. Mullin, *Director, Undergraduate Social Work Program*

Anne Marie Montijo, *Director of Field Education*

Marcia Edwards, *Coordinator of Admissions*

Karen Campbell, *Director, Manhattan Center Social Work Programs*

Eileen Chadwick, *Director, Hudson Valley Social Work Program*

Lynne Shulman, *Director, Hauppauge Center Social Work Programs*

Gertrude Schaffner Goldberg, *Director of Ph.D. Program*

FACULTY

Professors

Roni Berger

Gertrude Schaffner Goldberg

Andrew W. Safyer

Associate Professors

Julie Cooper Altman

Richard Belson

Ellen Bogolub

Carol S. Cohen

Judy Fenster

Richard B. Francoeur

Patricia A. Joyce

Diann Cameron Kelly

Roger A. Levin

Elizabeth Palley

Ellen S. Rosenberg

Philip A. Rozario

Carol Sussal

Assistant Professors

Wahiba Abu-Rass

Beverly Araujo

Peter I. Chernack

CarolAnn Daniel

Jacqueline Njeri Kagotho

Tae Kuen Kim

Stavroula Kyriakakis

Shannon Rae Lane

Jennifer McClendo

Subadra Panchanadeswaran

Laura Quiros

Geoffrey Ream

Clinical Assistant Professor

Godfrey Gregg

The School of Social Work is accredited by the Council on Social Work Education (C.S.W.E.) at both the baccalaureate and master's levels.

MISSION STATEMENT

Consonant with the mission of the social work profession and that of the University, and responsive to the needs of our clients and communities, the AUSSW mission has three integrated components:

- To prepare competent, effective and ethical social workers who enhance human well-being and reduce suffering and oppression;
- To develop new knowledge for the profession, and;
- To provide leadership and promote community partnerships that improves services and contributes to the enactment of just social policies.

Goals

1. To provide a course of study that challenges students to integrate the knowledge, skills and values of the profession so that they may deepen their commitment to social and economic justice and practice as ethical and competent social workers with diverse, often oppressed, populations in a multicultural society, and;
2. To promote faculty scholarship that informs and advances social work theory, practice and policy in professional social work and multidisciplinary arenas that influence social well being, and;
3. To initiate, consult, and collaborate with relevant community constituents and leaders in order to identify and address unmet or emerging needs and to strengthen organizational capacity, programs, and services

Professional Philosophy for the School of Social Work

Social work is a profession that seeks to ameliorate human suffering. It is committed to social justice and to work for the resolution of social problems at the individual, group, and community levels. Guided by the National Association of Social Workers (NASW) code of ethics as well as its conviction that people have the potential to redirect their lives individually and collectively, it uses professional knowledge to bring about change that will result in a better quality of life for individuals and communities. This commitment is based upon the assumption that people, individually and collectively, are redeemable, and that strategies to enhance and restore a capacity for social functioning are both capable of discovery and teachable. Multidisciplinary knowledge gleaned from the arts and sciences is essential to the education of social workers, for the profession requires learned human beings who have been exposed to a breadth of ideas and information. Social work education is grounded in the belief that environmental influences affect the development and well-being of people and must be taken into account when assessing behavior and life situations.

Field Education Program

Field instruction teaches students to apply the theory and knowledge learned in the classroom to social work practice experiences. Students develop professional skills and competence in practice. Field education offers opportunities to work directly with people

and communities in human service field agencies. Various modalities of practice ranging from individual work to families, couples, groups or communities are included. Internships are assigned by the Department of Field Education, and students are expected to comply with the specific requirements and expectations of the Field Department. These are detailed in the Social Work Field Education Manual. (Refer to the Adelphi University School of Social Work Web site for access to the manual).

All field students are expected to work the agency hours and adhere to agency policies and practices. Field instruction continues during the January intersession even though students may not be attending academic classes at this time. Students are advised to consider housing availability and any related financial obligations for this time period. It is necessary for students to arrange transportation to and from their field placement.

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.

All students are placed through the Field Education Department. **Students are not free to secure their own placements.** There is a formal process to secure placements including Field Education paperwork. Students are required to meet with a member of the Field Education Department to discuss placement. Once an agency has been identified, the student will be notified by the department to set up a confirmation interview at the agency. All formal arrangements are made by the department. Students must have a minimum of 7 hours of weekday (Monday through Friday) availability for placement.

The School of Social Work is affiliated with over 1,000 human service agencies throughout the New York metropolitan region including but not limited to:

- Child welfare agencies
- Community centers
- Detention centers and correctional facilities
- Domestic violence agencies
- Medical and psychiatric hospitals
- Mental health clinics
- Nursing homes and extended care facilities
- Residential treatment facilities
- Schools
- Substance abuse treatment programs
- Youth service agencies

Undergraduate Field Instruction (B.S.W.)

Undergraduate social work students are assigned to field placements in their junior and senior years. The junior year requires a minimum of 200 hours for the year; and the senior year placement requires a minimum of 400 hours. Each of these two placements is at a different agency.

The junior year focuses on varied social work methods, client populations, and service delivery systems. Assignments support learning beginning practice skills and the

introduction to the social work profession. Students in their senior year emphasize developing foundation practice skills for work with individuals, families, groups, and communities.

Graduate Field Instruction (M.S.W.)

In the foundation year field placement, 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 advanced year field internship, students complete a minimum of 600 hours of field instruction in advanced, direct social work practice. Advanced Standing students are required to complete the advanced year field internship. In certain instances advanced standing students may be required to complete additional hours of field instruction or other foundation courses if the candidate's program is determined to vary significantly from Adelphi's foundation curriculum. One-Year Residency (O.Y.R.) students are required to take a four-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 methods course work.

PROGRAMS OF STUDY

UNDERGRADUATE PROGRAMS

- I. Bachelor of Social Work (B.S.W.)
 - II. Optional Concentration in Child and Family Studies
 - III. Optional Minor in Child and Family Studies
- IV. ANSWER Program (B.S.W.) in Social Work

GRADUATE PROGRAMS

- I. Master of Social Work M.S.W. Program
 - Full-Time Two-Year M.S.W. Program
 - One Year Residency M.S.W. Program
 - 16 Month Accelerated M.S.W. Program
 - Part time M.S.W. Program
 - B.S.W. – M.S.W. Advanced Standing Program
 - Bilingual School Social Work Program
 - Hauppauge Center M.S.W. Program
 - Hudson Valley M.S.W. Program
 - Manhattan Center M.S.W. Program
- II. Postgraduate Certificates
 - Post-Master's Certificate Program in Bilingual School Social Work
 - Human Resources Management Certificate Program
 - Postgraduate Certificate in Trauma Studies
 - Postgraduate Certificate in Clinical Supervision
- III. Doctor of Philosophy (Ph.D.) in Social Work

UNDERGRADUATE INFORMATION

Educational Strategy

Undergraduate social work education at Adelphi University applies the philosophy of the profession within a distinctive baccalaureate program. Graduates are prepared with the knowledge and skills necessary for generalist practice. They are educated to think, act, and work in a comprehensive, systematic manner, fulfilling the mission of the profession through the enhancement of individual potential and family functioning, and the development of constructive social policies, programs, and services. A sense of social responsibility is emphasized for the continuous improvement of people and their environments, and involvement in a wide spectrum of social concerns.

To respond to individual needs in changing times, the social worker must have a lifelong capacity to learn, along with the critical sensitivity to analyze new situations and apply knowledge appropriately. Believing that a liberal education is the surest means to these ends, the School of Social Work requires all entering freshmen to take part in the University General Education requirements.

Programs of Study

Questions regarding the undergraduate programs may be directed to Program Director James B. Mullin at (516) 877-4362, or by email at mullin@adelphi.edu.

The School of Social Work offers the following undergraduate programs:

- I. Bachelor of Social Work (B.S.W.)
- II. Optional Concentration in Child and Family Studies
- III. Optional Minor in Child and Family Studies
- IV. ANSWER Program (B.S.W.) in Social Work

The School of Social Work offers a 45-credit program leading to the Bachelor of Social Work (B.S.W.) degree. Students who do well in the program are eligible for the Advanced Standing Program, which leads to the M.S.W. degree in one additional year.

Students interested in an evening model of baccalaureate education may seek to enroll in the ANSWER program (Adelphi's New Social Welfare Education Routes). Based at Adelphi's Manhattan Center in New York City and at the University's Hauppauge Center, the program leads to the B.S.W. and is especially appropriate for students who are already employed in social service agencies.

I. BACHELOR OF SOCIAL WORK (B.S.W.) (45 credits)

The undergraduate social work program leads to a Bachelor of Social Work degree (B.S.W.), preparing students for generalist social work practice in the complex and varied social welfare and human services fields. Grounded in a rich and vigorous education in the liberal arts and sciences, the curriculum provides graduates with the professional

knowledge, values, and skills needed to begin careers in social work. The curriculum emphasizes a generalist orientation, enabling graduates to practice their profession in a variety of areas. It also serves as preparation for master's degree education for those graduates who wish to specialize further.

Though freshmen and sophomores may declare social work as their major, the social work program actually begins in the junior year, building on General Education and additional distribution requirements in the arts and sciences. Freshmen and sophomores considering the social work major are invited to discuss their career objectives with the director of the undergraduate program. All students considering the major are welcome to participate in the ongoing activities of the Undergraduate Social Welfare Council. In addition to special projects, speakers, and social events, a peer support program is conducted by students and faculty. In the spring semester of the sophomore year, with the advice of the program director and faculty adviser, students apply to and are considered for admission to the social work program.

Degree Requirements for the Bachelor of Social Work (B.S.W.) (120 credits)

Students may declare social work as their major as freshmen or when transferring from another college. A formal application process for admission to the major is required of all students and must be processed by the undergraduate social work program located in the School of Social Work. Students enrolled in the University must apply in their sophomore year. Transfer students must first apply for admission to the University. Courses in the social work curriculum are generally taken beginning in the junior year and are one part of a cluster of required courses leading to the Bachelor of Social Work degree.

To earn a B.S.W., students are required to complete 120 credits. Thirty-five credits are in the University's General Education requirements; 45 in social welfare; 25 in liberal arts distribution requirements; and 15 in electives, which may be earned from liberal arts or social work courses. No social work course or liberal arts prerequisite credit is granted for life experience or previous work experience. Students with an Associate of Arts (A.A.) or Associate of Science (A.S.) degree from an accredited U.S. institution are exempt from the University's General Education requirements. Other students, including those with an A.A.S. degree, must meet General Education requirements with an appropriate combination of specific transfer credits and courses taken at Adelphi. Admissions counselors can provide prospective students with additional details.

There is also a Field Instruction component to all Adelphi Social Work programs. Please read the section Field Instruction or go to socialwork.adelphi.edu/field for more information.

Plan of Study

Courses are 3 credits unless noted otherwise.

Liberal Arts Requirements

(21–22 credits)

A total of seven liberal arts courses are required for the B.S.W. degree. These prerequisites are included in a set of required and elective courses.

Required:

BIO 203 The Human Body I (4 credits)

MTH 113 or 114 Survey of Statistics or Statistics for Natural Sciences (4 credits), or PIA 137 Psychological Statistics (4 credits)

PIA 101 General Psychology

SOC 100 Introduction to Sociology

Electives (choose three):

ANT 111 Cultural Anthropology

ECA 101 or 111 Introduction to Economics or The Price System

HIS 101 or 102 Western Civilization I and II

HIS 103 or 104 American Civilization to 1865/American Civilization since 1865

HIS 105 or 106 World Civilization I and II

POL 101 or 102 Political Science

Note: In addition to courses listed, other courses taken at Adelphi or at other institutions may be accepted as equivalents, based upon the determination of the director of the undergraduate program.

Junior Year Social Work Requirements(19 credits)

SWK 332 Principles and Practice in Social Work I

SWK 333 Principles and Practice in Social Work II

SWK 334 Field Instruction I (2 credits)

SWK 335 Field Instruction II (2 credits)

SWK 510 Human Behavior Theory for Social Work Practice I

SWK 511 Human Behavior Theory for Social Work Practice II

SWK Elective

Senior Year Social Work Requirements (26 credits)

SWK 500 Issues in Social Welfare I: History and Philosophy of Social Welfare

SWK 501 Issues in Social Welfare II: Inequality, Inequity, and Social Justice

SWK 520 Foundations of Social Work Practice I

SWK 521 Foundations of Social Work Practice II

SWK 542 Oppression, Diversity and the Struggle for Human Rights

SWK 557 Social Work Research I

SWK 590 Field Instruction III (4 credits)

SWK 591 Field Instruction IV (4 credits)

Social Work Electives

SWK 101 Introduction to Social Welfare and Human Services (4 credits)

SWK 305 Case Management

SWK 306 Introduction to Social Services with Children

- *SWK 738 Social Work and the Law
- *SWK 741 Child Abuse and Neglect
- *SWK 788 Social Work Practice with Immigrants and Refugees
- *Seniors may enroll in these graduate electives for undergraduate credit.

B.S.W.–M.S.W. Advanced Standing Program

Before completing the second semester of the senior year, Adelphi social work majors who have attained high academic achievement may apply for admission to the Advanced Standing Program, which allows them to complete the M.S.W. in only one additional year of study. Eligibility for the program presupposes a better than average record in the social work major, including field instruction performance. Applicants must have a minimum overall GPA of 3.0, with grades of B or better in their social work courses. A comprehensive review of the candidate's appropriateness for the Advanced Standing Program is an integral part of the admissions process and includes assessment by faculty advisers, classroom professors, and members of the School's Admissions Committee.

II. OPTIONAL CONCENTRATION IN CHILD AND FAMILY STUDIES

Students may elect to follow a path that provides an emphasis on understanding and working with children and families. Through this concentration, students will receive field placements in both their junior and senior years in child/family settings, and must take two specific academic courses: SWK 306 Introduction to Social Services with Children; and SWK 728 Child Abuse and Neglect.

Students considering this concentration must make their interest known to the program director at the time of their acceptance into the undergraduate program.

III. OPTIONAL MINOR IN CHILD AND FAMILY STUDIES

The School of Social Work offers a social work minor in the area of Child and Family Studies. The minor will require 19 credits:

- 6 credits, minimum, from courses focused on children/child development.
- 6 credits, minimum, from courses focused on families.
- 3 credits may be used for Independent Study with a faculty member on a topic related to the minor.
- 1 credit of Independent Study will be used for the preparation and submission of an Integrative Paper/Capstone Experience.

III. ANSWER PROGRAM LEADING TO BACHELOR OF SOCIAL WORK (B.S.W.) (120 credits total, 45 in Social Work)

Evening program for part-time and full-time students.

Adelphi's New Social Welfare Education Routes (ANSWER) is an evening program for part-time and full-time students leading to the Bachelor of Social Work degree. This program is available at Adelphi's Manhattan and Hauppauge Centers, respectively. The program represents a model of undergraduate social work education pioneered by Adelphi's School of Social Work as a way to create opportunities for upward professional mobility for paraprofessionals in the human services field. This program's

flexible model also accommodates students who are changing fields and pursuing a career in social work. The requirements for admission to the ANSWER program are generally the same as for those applying to the Social Welfare Program on the main campus.

Course of Study

ANSWER Students must complete the same sequence of social work courses and field instruction required of all students in the traditional program. The General Education requirement is waived for ANSWER students who generally begin to take social work courses with an associate's degree in liberal arts or its equivalent. ANSWER students who need additional liberal arts credits to meet requirements for graduation may take them concurrently with social work courses or during the summer. Typically, full-time ANSWER students take their 45 social welfare credits in four consecutive semesters, attending classes two or three evenings a week.

Field Instruction

Field instruction provides ANSWER students with the opportunity to work directly with people in a social agency under professional M.S.W. supervision. Some ANSWER students apply for work/study internships within their human service employment settings. Students who are not employed in social service agencies or cannot meet the School's work/study criteria are assigned to one of the School's affiliated field agencies. Students are assigned to different field instruction settings in their junior and senior years. ANSWER students complete a minimum of 300 hours (10 hours a week) in each of their Junior and Senior years, for a total of 600 hours of field instruction for the BSW degree. Please read the Bulletin section on Field Instruction or go to socialwork.adelphi.edu/field/ for more information.

Credit for Prior Learning Experience

ANSWER students may be eligible to apply for up to a maximum of 10 prior learning credits which can be applied to electives. Credits so awarded cannot be used to waive any of the required social work or liberal arts courses. Students requesting such credit must apply to the director of the undergraduate program and prepare a series of written essays. These essays are graded by faculty according to prescribed criteria. The grade and the number of essays submitted determine the number of credits awarded.

Students must submit a full description of activities and appropriate documentation: e.g., résumé, agency job description, letters from employers, personal references, certificates of completed courses, C.E.U.s (Continuing Education Units), and so on.

Additional Information

Independent Study

Students may take up to nine credits of independent study with the permission of the director of the undergraduate program. Students must consult with a sponsoring faculty member before registering for each course.

GRADUATE INFORMATION

Programs of Study

Questions regarding individual programs may be directed to Social Work Admissions Coordinator Marcia Edwards at (516) 877-4384 or email edwards2@adelphi.edu.

The School of Social Work offers the following master's, doctoral, and postgraduate programs:

GRADUATE PROGRAMS

I. Master of Social Work M.S.W. Program

- Full-Time Two-Year M.S.W. Program
- One Year Residency M.S.W. Program
- 16 Month Accelerated M.S.W. Program
- Part time M.S.W. Program
- B.S.W. – M.S.W. Advanced Standing Program
- Bilingual School Social Work Program
- Hauppauge Center M.S.W. Program
- Hudson Valley M.S.W. Program
- Manhattan Center M.S.W. Program

II. Postgraduate Certificates

- Postgraduate Certificate in Addiction Treatment
- Postgraduate Certificate in Clinical Supervision
- Post-Master's Certificate Program in Bilingual School Social Work
- Human Resources Management Certificate Program

III. Doctor of Philosophy (Ph.D.) in Social Work

MASTER'S PROGRAMS

I. MASTER OF SOCIAL WORK PROGRAM (64 credits)

The Master of Social Work program provides the preparation necessary for advanced professional social work practice. The degree is 64 credits. The foundation curriculum provides the knowledge, skills, values, and ethics essential to all forms and levels of generalist social work practice. In the advanced year of the program all students complete a concentration in contemporary, direct practice and are prepared to be advanced, social work practitioners using sophisticated clinical skills in work with individuals, small groups, families, and couples.

Organization and Structure of the Curriculum

All students in the foundation year of the Adelphi University M.S.W. program are required to take the same ten courses. Eight of the 10 are academic courses and two are supervised field internships in which students apply theories learned in class to direct practice with clients. The ten required 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 advanced year of their M.S.W. program, all students at Adelphi University must complete ten courses, two of which are supervised field internships. The eight remaining second-year classroom courses are distributed as follows: three courses in advanced social work practice; one course in assessment and diagnosis from a social work perspective; one course in advanced social work research; one course in the organizational context for professional practice; a capstone course; and one elective.

The social work practice methods sequence teaches the theoretical models, empirical bases, values and ethics, and skills that are required for direct work with individuals, couples, families, groups, and communities. These courses are reinforced by the field practicum as students put to use and integrate their newly gained knowledge about how to assess needs, set goals, and intervene with clients to achieve those goals. The human behavior and social environment courses provide foundation knowledge about the biological, psychological, and social determinants of human behavior that are essential to assessing the needs clients have, understanding their situation, and selecting intervention strategies. The social work practice methods and human behavior and the social environment courses are interrelated: a method of practice could not be taught without understanding the complex underpinnings of human behavior. The social work research courses instill a scientific approach to practice and provide the tools required to systematically evaluate social work practice and services, build the professional knowledge base, critically evaluate the professional literature as well as that of other disciplines, and assess the effectiveness of one's own practice.

The social welfare policy and organization courses impart knowledge about the social policies, programs, and organizations that provide services and shape professional practice. They teach the theory, empirical data, values, and skills necessary to the development, design, implementation, and evaluation of social programs.

There is also a Field Instruction component to all Adelphi Social Work programs. Please read the Bulletin section on Field Instruction or go to socialwork.adelphi.edu/field for more information.

M.S.W. Program Options

The plan of study for the Full-Time, Two-Year presented is the standard program for students who maintain full-time status over two years. While many students take courses on a part-time basis, the sequencing of courses and requirements is universal. All students must complete requirements within four years of matriculation and fulfill residency requirements by enrolling in ten or more credits in two successive semesters.

FULL-TIME TWO-YEAR M.S.W. PROGRAM

Plan of Study

Foundation Year (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 (21 hours per week) or SWK 693 Extended Field Instruction I (14 hours per week)

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 559* Statistics for Social Work
Research

SWK 691 Field Instruction II (21 hours per week) or SWK 694 Extended Field Instruction II (14 hours per week)

*Students who have not completed a course in statistics within the past five years with an earned grade of B or better are required to enroll in an additional one-credit statistics course, SWK 559.

Advanced-Year (32 credits)

In their advanced year, students complete a concentration in contemporary direct practice. The concentration is comprised of Advanced Social Work Practice with Individuals, Advanced Social Work Practice with Groups, Advanced Social Work Practice with Families and Couples, Social Work Assessment and Diagnosis, Social Work Research II, Organizational Context for Professional Practice, and the field internship.

Fall Semester (16 credits)

SWK 710 Social Work Assessment and Diagnosis

SWK 758 Social Work Research II

SWK 780 Advanced Social Work Practice with Individuals

SWK 7XX Elective

SWK 790 Field Instruction III (21 hours per week) or SWK 778 Extended Field Instruction II (14 hours per week)

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

SWK 786 Advanced Social Work Practice with Families/Couples

SWK 791 Field Instruction IV (21 hours per week) or SWK 779 Extended Field Instruction (14 hours per week)

**SWK 736 must be completed in the student's final semester of the program.

M.S.W. ONE-YEAR RESIDENCY (O.Y.R.) PROGRAM

The O.Y.R. program is a 64-credit program designed for practitioners with a minimum of three years of social-work related, paid experience under direct M.S.W. supervision. This program may be completed on a full-time or part-time basis. During the foundation year, O.Y.R. students enroll in a four-credit seminar (SWK 601) supported by concurrent social work-related employment. Foundation practice courses are supported by students' concurrent employment in their human service agency. All O.Y.R. students are required to complete one year "in residence" during which they meet a 900-hour field instruction requirement.

PART-TIME PROGRAM

Students may schedule courses and field internships to complete the M.S.W. program in three to four years. Evening and weekend courses are available. Students may also complete courses during the summer session. Field instruction requirements may be completed on an extended basis at 14 hours per week. All students are required to be available for field placement for a minimum of one full day or two half days during weekday hours.

M.S.W. ADVANCED STANDING PROGRAM

Students who complete the baccalaureate degree in social work from a 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.

ACCELERATED 16-MONTH PROGRAM

This program begins in the spring semester and is similar to the full-time program with four courses and the field internship in each of four semesters. This tightly structured program requires at minimum one full time summer semester, 10 weeks from the end of May to the beginning of August. The foundation (first) year field internship must be completed full time three days per week (21 hours in the spring and 24 hours in the summer).

Accelerated students cannot be employed full time.

BILINGUAL SCHOOL SOCIAL WORK PROGRAM

The Bilingual School Social Work Program is a 70-credit program leading to the M.S.W. degree and a certificate in bilingual school social work. This certificate is recognized by the New York State Education Department. This program is designed for bilingual individuals interested in working as 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 Ruth S. Ammon School of Education. This program can be completed either full-time or part-time with the two education courses taken after completion of the M.S.W. degree requirements.

THE HAUPPAUGE CENTER M.S.W. PROGRAM

The School of Social Work offers the M.S.W. degree at the Hauppauge Center, which is conveniently located in central Suffolk County, Long Island. Students may choose from full-time or part-time programs with classes offered on weekday evenings. All required courses are taught at the Center, except for SWK 736 Contemporary Social Work: An Integrated Approach which is offered each fall, spring and summer semesters on the main campus in Garden City. Field placements are arranged by the Hauppauge Center's

assistant director of field education and are located throughout Suffolk and Nassau Counties.

The Graduate Admissions Office in Garden City, using the same criteria and procedures governing applications to the main campus, handles admission to the Hauppauge Center program centrally. All decisions regarding admissions are made by the coordinator of admissions in Garden City in consort with the School's Admission's Committee.

For inquiries specific to the Hauppauge Center, please contact:

Lynne Shulman, Director of Social Work Programs

Hauppauge Center

55 Kennedy Drive

Hauppauge, New York 11788

p – (631) 300-4363

e- stein2@adelphi.edu

Hudson Valley Center M.S.W. Program

The School of Social Work offers the M.S.W. degree at the Hudson Valley Center, which is located in Poughkeepsie, New York. Students have the opportunity to pursue the master's degree program by taking evening and/or Saturday classes. Students may attend part time or full time. All courses are taught at the Center except SWK 736

Contemporary Social Work: An Integrated Approach, which is offered as a blended class.

That is the class requires only four in-person sessions held at the Garden City campus, and the remainder of the sessions taught online. The course is offered each fall, spring and summer semesters on the Garden City campus. SWK 736 is not offered at the Hudson Valley Center.

Field placements for first and second year students are arranged in agencies throughout the Hudson Valley region in a wide variety of professional settings. All courses offered in the Hudson Valley program follow the same outlines and have the same requirements as the courses on the main campus. The Graduate Admissions Office in Garden City, using the same criteria and procedures governing applications to the main campus, handles admission to the Hudson Valley program centrally. All decisions regarding admissions are made by the coordinator of admissions in Garden City in consort with the School's Admission's Committee.

For inquiries specific to the Hudson Valley Center, please contact:

Eileen Chadwick, LCSW

Hudson Valley Center

457 Maple Street

Poughkeepsie, N.Y. 12601

p – (845) 471-3348

e - chadwick@adelphi.edu

Manhattan Center M.S.W. Program

The School of Social Work offers the M.S.W. degree at the Manhattan Center. Students have the opportunity to pursue the master's degree program by taking evening and Saturday courses on a full time or part time basis. SWK 736 Contemporary Social Work: An Integrated approach must be completed on the Garden City campus. On-site support services in Manhattan include academic and field advisement, computer and library facilities, and registrar and student financial services. All courses offered in Manhattan use the same outlines, bibliographies, and assignments as the courses offered on the main campus.

Admission to the Manhattan program is handled centrally by the Admissions Office in Garden City using the same criteria and procedures governing applicants to the main campus. All decisions regarding admission are made by the Coordinator of Admissions in Garden City in concert with the Admissions Committee.

For inquiries specific to the Manhattan Center, please contact:

Karen Campbell, Director of Social Work Programs
Manhattan Center
75 Varick Street
New York, New York 10013
Telephone: (212) 965-8340, ext. 116

ADMISSIONS TO THE M.S.W. PROGRAM

The requirements for admission to the M.S.W. program are based on prior academic performance, values consonant with the social work profession, and paid and/or volunteer human service experience. The minimum requirements include the following:

1. A baccalaureate degree from an accredited college or university with a strong background in the liberal arts and sciences.
2. Personal characteristics and qualifications related to successful professional performance consonant with the National Association of Social Workers Code of Ethics.*
3. A minimum undergraduate grade-point average of 3.0 on a four-point scale.
4. Paid or volunteer experience in the human services preferred.
5. International students must have a TOEFL score of 585.

Candidates for the Advanced Standing program must have obtained an undergraduate degree from a 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 foundation curriculum.

**Please Note: The NASW Code of Ethics is available online at socialworkers.org/pubs/codenew/code/asp.*

Application Procedure

Each candidate is required to file an application provided by the University's Office of Graduate Admissions or the School of Social Work, or downloaded from the University's Web site.

Applications for full-time study should be completed and received by the University with all required documents by July 15 for priority consideration for the fall semester and by December 1 for priority consideration for the spring semester. Completed applications for fulltime study received after these dates will only be reviewed on a space available basis. It is strongly recommended that applicants for the Advanced Standing program and transfer students file applications by March 1 for fall semester admission. The School reserves the right to limit admissions as necessary.

Candidates must submit three reference letters. Preferred sources are supervisors in the social agencies in which they have been volunteering or employed, college instructors, or others unrelated to the applicant who are equipped to evaluate their readiness for graduate study and capacity for social work practice. Candidates must arrange for the forwarding of their college transcripts and submit a personal statement of how their interest in social work developed and the life experiences that influenced this professional choice. Please refer to the questions on the application. At the discretion of the School's Admission Committee, a candidate may be interviewed to secure additional information or to gain impressions as to personal qualifications.

For additional information please contact Marcia Edwards, 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, if required, the interview are used to elicit relevant data.

Application Form

1. The application form provides information about prior educational experience and paid or volunteer work experience.
2. Educational background data, including transcripts, provide insight as to the quality of educational institutions attended, continuity of participation in the educational process, scholarly potential as revealed in grade-point average, and prior areas of study.
3. Material on employment background and volunteer activity sheds light on the quality of the applicant's work history in relation to readiness for professional education.
4. Information on organizational affiliations in school and community gives evidence of leadership experience, interests, and commitment to social issues.
5. The personal statement provides evidence of the motivation of the applicant, the role of significant life experiences on the choice of the social work profession, and on the applicant's writing and conceptual abilities.

References

Letters of reference are particularly valuable when received from employers or supervisors in social work settings or from college teachers who can report on learning patterns and academic potential. References from close friends and family members are not appropriate. Letters of reference are used to help to assess the candidate's potential for growth or readiness for professional social work education.

Personal Interview

A personal interview may be required for transfer applicants, advanced standing applicants, accelerated applicants, O.Y.R. applicants, and for any candidates for whom the written materials are insufficient to arrive at a judgment as to the applicant's ability to successfully pursue graduate study in social work. The interview is used to evaluate the applicant and to secure any additional information necessary to arrive at an overall assessment of the applicant's capacity and readiness to undertake professional social work education.

Decision-Making Process

On the basis of review by members of the admissions committee and the coordinator of admissions, a decision is made and forwarded to the University admissions department. The University then notifies the applicant of the School's decision.

EXPENSES AND FINANCIAL AID

Tuition Assistance

The School of Social Work has a variety of tuition assistance programs to assist students with the cost of their graduate education.

Need-Based Scholarships

The School awards a limited number of scholarships to full-time, incoming students based on merit and financial need. Application for aid is made at the point of application to the program.

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.

Transfer Students from Accredited Schools of Social Work

Applicants wishing to transfer to Adelphi after successfully completing the foundation level at another accredited school of social work may be accepted into the advanced level of the M.S.W. program. The applicant is required to file a complete application and provide a reference from a field instructor. A personal interview may also be required. Applicants who wish to transfer credits for courses taken on a part-time basis at another accredited School of Social Work may do so consistent with the School's policy on transfer credits.

Additional Information

Transfer Credits

Students who have taken a graduate course in an accredited graduate program similar to an Adelphi social work course may request a transfer of credit. A transcript, course description, course outline, and bibliography must be submitted to the School's coordinator of admissions. The course must have been taken within five years of matriculation with a grade of "B" or better. The coordinator of admissions, in consultation with the sequence chair, assesses the degree to which the course corresponds to the Adelphi course. If the graduate credit is approved for transfer, the student does not have to take another course in its place. A placing out exam may be required at the discretion of the assistant dean for academic

affairs. Students who completed a graduate course that counted toward a baccalaureate degree cannot receive transfer credit for that course. Only courses completed for graduate credit can be transferred. No social work course credit is granted for previous work or life experience.

Course Waivers

Course waivers are granted selectively on an individual basis. Students who have taken an undergraduate course similar to an Adelphi social work course may request a course waiver. A transcript, course description, course outline, and bibliography must be submitted to the assistant dean for academic affairs. The course had to have been taken within five years of matriculation with a grade of “B” or better. The assistant dean, in consultation with the sequence chair, assesses the degree to which the assistant 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.

Graduate Policies and General Information

Academic support and advisement is available for all students through the Office of the Assistant Dean for Academic Affairs. All students in the M.S.W. program are expected to maintain a minimum 3.0 GPA throughout the program. Students are monitored for academic performance and referrals are made to the Office of Academic Affairs when students fall below the minimum standard. Academic contracts are written for all students who do not earn the minimum 3.0 total GPA.

II. POSTGRADUATE CERTIFICATES

POST-MASTER’S CERTIFICATE PROGRAM IN BILINGUAL SCHOOL SOCIAL WORK (16 credits)

This 16-credit post-master’s program is designed for bilingual M.S.W. graduates, who are seeking N.Y. State Certification in Bilingual School Social Work. To apply, please submit your application, your M.S.W. final transcript, and an essay describing your interest in bilingual school social work and in securing the certificate. This program is also available to current Adelphi M.S.W. students.

HUMAN RESOURCE MANAGEMENT CERTIFICATE PROGRAM (15 credits)

M.S.W. students are eligible to enroll in a joint program with the school of Business leading to a certificate in Human Resource Management that requires nine additional credits beyond the M.S.W. degree. The certificate program is 15 credits: the SWK 722 course is applied toward the certificate so that the M.S.W. student takes four rather than five business school courses to complete the certificate. One of the four courses is counted toward the M.S.W. in lieu of a social work elective and is taken during the final year of M.S.W. study. The remaining nine credits for the certificate are taken in the year following receipt of the Master’s of Social Work.

POSTGRADUATE CERTIFICATE IN TRAUMA STUDIES

Trauma Studies program is designed and taught by leading clinicians and researchers in the trauma field. This intensive training program is designed for the experienced clinician to develop and build solid clinical skills around the area of trauma. In our current climate, we are seeing more and more people impacted by various forms of trauma. This program will orient clinicians to effective and evidence-based practices appropriate for a number of different populations.

For more information, visit socialwork.adelphi.edu/conted/trauma.php

POSTGRADUATE CERTIFICATE IN CLINICAL SUPERVISION

Adelphi's Postgraduate Certificate is an intensive training program designed to provide clinicians with tools to develop and improve their skills as supervisors. Some fundamental elements of this program include: the therapeutic use of self, choosing an effective model of supervision, supervision as a developmental process performing and using supervisory assessments, increasing supervisor self-awareness and effectively addressing transference and counter transference issues, difficulties and impasses in supervision and cultural awareness. This certificate program is part of the School of Social Work's continued effort to provide current, cutting edge clinical skill building opportunities.

For more information, visit socialwork.adelphi.edu/conted/clinicalsupervision.php

III. PH.D. IN SOCIAL WORK PROGRAM (51 credits)

The doctoral program of the Adelphi University School of Social Work prepares students to assume leadership in the social work profession. The course of study is designed to expand students' capacities to conceptualize, develop, evaluate, and disseminate knowledge of the problems that impact the human condition and strategies designed to change those conditions. In becoming social work scholars, doctoral students must develop a critical and sophisticated understanding of the historical, global, national, and community forces that shape contemporary human experience and social work practice. The Adelphi doctoral curriculum is grounded in an evolving knowledge base and is designed to foster the critical thinking that will prepare its graduates for leadership in the development of knowledge for all levels of social work practice.

Organization and Structure of the Ph.D. Program

The Ph.D. program is designed to meet the needs of students who continue to work as social work professionals during their course of study. To obtain the doctoral degree, students must complete the 51-credit curriculum with at least a 3.3 grade-point average and successfully defend a dissertation that is the product of original, independent research.

The program offers students a part-time and full-time option. In the part-time option, students take 48 of the 51 required credits one afternoon and evening a week for eight semesters (two courses per semester) and the remaining three credits in the summer following their third year of study. Students who have completed the first two years of

study with a minimum grade point average of 3.3 are eligible to take qualifying examinations based on their first two years (eight courses and 24 credits) of course work. If they pass all four examinations, they may proceed with the remaining nine courses and with development of a proposal for their dissertations.

Students who elect the full-time option take four courses a semester on two days a week, also in the late afternoon and early evening. They are eligible to take the qualifying examinations after the first year of study and completion of eight courses and 24 credits with at least a 3.3 grade point average. After passing the qualifying examinations, they take eight courses (24 credits) in the second year of study and the remaining course (3 credits) in the summer following the second year.

Dissertation advisement may begin while students are enrolled in courses. For advisement after completion of their course work students enroll in SWK 895, Continuing Matriculation with Dissertation Advisement, for a maximum of six semesters. For semesters they remain in the program and for which they are not receiving advisement, students must enroll in SWK 896, Continuing Matriculation without advisement.

Within two years of the completion of their course work students in both full- and part-time programs must have an accepted dissertation proposal. They have 10 years from the date of matriculation to complete and successfully defend a dissertation.

Questions regarding the Ph.D. program may be directed to Program Director Gertrude Shaffner Goldberg at goldber2@adelphi.edu, (516) 877-4386.

Plan of Study

Part-Time Program

First Year (Mondays)

Fall

810 Epistemology and Social Work Knowledge

842 Human Behavior: Theory, Empirical Knowledge, and Contemporary Practice

Spring

Prerequisite: Examination on Master's level Research and Statistics

850 Comparative Approaches to Social Work Research: Quantitative

882 Comparative Approaches to Social Work Research: Qualitative

Second Year (Wednesdays)

Fall

845 Cross-national Perspectives on Social Provision

860 Social Work and Social Science

Spring

843 Social Work Practice with Individuals: Theory and Research

848 Social Work Practice with Groups: Theory and Research

Candidacy Examinations in Epistemology, Research, Practice and Policy

Third Year (Mondays)

Fall

844 Program Development and Evaluation

862 Specialization Seminar: A Multi-Dimensional Approach

Spring

851 Foundations to Data Analysis: Univariate and Bivariate Statistics

846 Social Work Practice with Families: Theory and Research

Summer

856 Multivariate Analyses

Fourth Year (Wednesdays)

Fall

811 Social Work Education: Issues and Processes

857 United States Social Work in Historical and Cross-national Perspective

Spring

853 Advanced Research Topics

854 Proposal Development Seminar

Full-Time Program

Students take the 24 credits (eight courses) listed above for the first and second years of the part-time program in the first year of full-time study. In the second year of study they take the 24 credits (eight courses) listed above for the third and fourth years. The additional course (three credits) is taken in the summer following their second year of study.

ADMISSION REQUIREMENTS

Admission to the Ph.D. program requires a Master of Social Work degree with a grade-point average of at least 3.3; three years of successful post-M.S.W. professional experience; the Graduate Record Examination (G.R.E.); and evidence of capacity to engage in doctoral study. Promising candidates are interviewed by a member of the doctoral faculty.

Exceptions to these requirements will be considered when applicants demonstrate equivalent attainments or compensating strengths. For example, an applicant has not yet completed three years of post-master's professional experience but has made a contribution to social work knowledge in professional publications. Applicants who do not fulfill the typical admission requirement may be required to complete additional course work beyond the 51 credit hours.

The School of Social Work considers the following criteria when evaluating applicants for acceptance into the doctoral programs:

- Intellectual capacity
- General professional competence
- Knowledge of critical issues in social work
- Strength of commitment to doctoral study

- Adequacy of plans for financing doctoral study
- General capability (e.g. time) to pursue research on a doctoral level
- A high score on the TOEFL (Test of English as a Foreign Language) is required of international students to demonstrate sufficient proficiency in language skills to engage in doctoral study.

Application Procedure

Applicants for admission should:

1. Secure and fill out the “Application for Admission to Graduate Studies” form;
2. Arrange for three letters of reference, using the provided forms, and send them to the Office of Graduate Admissions (see below);
3. Include a personal essay describing professional experience, interests and reasons for doctoral study, and how it fits into their professional career history and future career plans;
4. Submit examples of their professional work (papers, articles, grant applications);
5. Include the required, nonrefundable application fee (\$50) in the form of a check or money order made payable to Adelphi University;
6. Mail the completed application form, personal essay, professional samples, and application fee in the return envelope provided with the application form to:
Office of Graduate Admissions, Adelphi University, Levermore Hall, 1 South Avenue,
P.O. Box 701, Garden City, New York 11530-0107

When the application is complete (all the above items have been received), the director of the doctoral program will communicate with promising applicants to set up an admissions interview with a member of the doctoral faculty on Adelphi’s Garden City campus.

Application Deadline

It is preferable that applications be completed by April 1 for admission the following September. Admissions interviews will be held as completed applications are received. Applications received after the deadline will be considered if seats are still available.

Relationship to University Admissions

The decision to admit a student rests with the Doctoral Committee of the School of Social Work. The relationship with the Office of University Admissions is consultative and procedural. For example, in the instance of international applicants or applicants attending special undergraduate programs in the United States, the Office of University Admissions can provide help in evaluating the equivalency of academic course work to the M.S.W. curriculum in the United States. The following materials are sent to applicants by the University:

School of Social Work Cover Letter

Application (including reference letter forms)

Data Card

The Office of University Admissions, upon notification by the director of the doctoral program, sends official letters of acceptance or rejections.

X.



UNIVERSITY COLLEGE

University College

Hagedorn Hall, Room 201

p – (516) 877-3412

e - ucinfo@adelphi.edu

w – uc.adelphi.edu

Shawn O’Riley

Executive Director

e – oriley@adelphi.edu

ADMINISTRATION

Emily B. Wilson, *Associate Director*

e – wilson@adelphi.edu

Amy Zarett, *Academic Adviser*

e – zarett@adelphi.edu

Jaime Kindelmann, *Academic Adviser and Recruiter*

e – kindelmann@adelphi.edu

INSTRUCTIONAL STAFF

academics.adelphi.edu/universitycollege/faculty/index.php

Stanley Bodner, Ph.D.

Georgory Canell, MBA

Alan Cooper, Ph.D.

Paul Esposito, Ph.D.

Salvatore Iacone, Ph.D.

Stephanie Lake, Ph.D.

Kenneth C. Rondello, M.D., MPH

Daniel Rosenberg, Ph.D.

Philip Roth, MBA

Michael Santaniello, Ph. D.

Ronald Schoenberg, JD

Karsten Struhl, Ph.D.

University College is Adelphi’s college for the working adult and offers innovative instructional programs, including non-credit courses and certificate programs; associate’s and bachelor’s degrees; and graduate programs, including graduate certificates in basic sciences for health professions and emergency management.

Mission Statement

University College is the leader in higher education for working adults on Long Island. University College strives to provide a multitude of learning opportunities for adults who wish to begin or continue their postsecondary education, begin or change careers and maintain busy family and community commitments. University College has been created and developed to meet the specialized needs of adults pursuing higher education and views its six points of distinction as a way University College uniquely serves adult students.

They are:

- **Quality:** University College strives to be the finest adult higher education program in the region and a national leader in adult higher education programs and services. Quality is assured through regional and national program accreditation, faculty who have years of academic and professional experience, highly trained staff assigned to assist students, and student services created and maintained specifically for working adults.
- **Convenient:** University College strives to create educational opportunities and student services that meet the needs of busy, working adults. Convenience is assured through an extensive University College online Web site and electronic portal presence, courses scheduled nights, weekends, online, blended and accelerated, extended University College office hours, and streamlined and simplified student services.
- **Career-Focused:** University College strives to create degree and non-credit programs that assist students in achieving their career goals. This includes offering degrees that lead to careers in growing industries and fields, that are directly and indirectly linked to graduate school programs and external credentials, and that prepare students to enter or re-enter the job market.
- **Technology-Infused:** University College strives to prepare students fully for 21st century careers requiring significant technology skills and abilities. This includes using classrooms that have the latest in instructional technology and access to the internet, faculty with technology training and years of technology experience, live courses that offer lessons using multimedia and the latest available software and hardware, online and blended courses that use the most advanced course management systems, and student technology standards that assure students they have the technology skills required by their career fields.
- **Affordable:** University College strives to be an affordable higher education option that is available to students of all income levels. Affordability is assured by tuition and fees reduced from the traditional student programs, grants and scholarships available to adult students, issuing college credit for relevant and substantial work or volunteer experience, and giving students the ability to accelerate their degree programs and enter their career fields at a pace faster than traditional students.
- **Personal and Supportive:** University College strives to provide a personal touch for students throughout their degree and non-degree programs. This means significant pre-enrollment advising from University College staff, one consistent point of contact with a University College staff member throughout a student's degree program, and smaller-sized classes filled with fellow adult students.

University College will always be a place that puts the unique needs of working adult students first and will ensure that students graduate with a rich academic experience and well-prepared for their chosen career.

PROGRAMS OF STUDY

Undergraduate Programs

University College Core Courses

I. Associates Degrees

- Associate of Arts (A.A.) in Liberal Arts
- Associate of Arts (A.A.) in Liberal Arts: LPN Pre-Nursing Path
- Associate of Science (A.S.) in Emergency Services Administration

II. Bachelor Degrees

- Bachelor of Arts (B.A.) in Literature
- Bachelor of Arts (B.A.) in Literature: Childhood and Adolescent Education Path
- Bachelor of Arts (B.A.) in Literature: Pre-Law Path
- Bachelor of Arts (B.A.) in Social Sciences
- Bachelor of Arts (B.A.) in Social Sciences: Psychology and Human Service Professions Path
- Bachelor of Arts (B.A.) in Social Sciences: Childhood and Adolescent Education Path
- Bachelor of Arts (B.A.) in Fine Arts
- Bachelor of Science (B.S.) in Natural Science
- Bachelor of Science (B.S.) in Criminal Justice
- Bachelor of Science (B.S.) in Business
- Bachelor of Science (B.S.) in Emergency Services Administration

Graduate Programs

- I. I.D.E.A. Program (Intensive Degrees in Education for Adults)

Certificate Programs

- I. Certificate in Basic Sciences for Health Professions
- II. Graduate Certificate in Emergency Management

Noncredit Programs and Courses

- I. Online Certificate in English/Spanish Translation
- II. Summer Pre-College Programs
- III. Kaplan Test Preparation

UNDERGRADUATE INFORMATION

University College Core Courses

All University College undergraduate degree programs, both associate and bachelor, require the same 16 credits of core courses for successful completion of the degree program. Each core course is four credits. These courses are:

0611-121	Expository and Professional Writing
0612-110	Quantitative Problem Solving
0612-131	Science and the Citizen
0613-205	Global and Societal Development and Conflict

Waiver of Core Course Requirements

University College students may attempt to waive the core course requirement either through transfer credits or prior learning. Please check with your academic adviser if you are considering a waiver of core course requirements before you begin your degree program. A summary of the waiver of core course requirements is as follows:

Expository and Professional Writing:

Exemption/transfer credit: Students who would like to exempt this course must have a portfolio of academic or professional writing work that will be evaluated by an Expository and Professional Writing instructor and must perform a short, in-person writing sample. The writing portfolio must show examples of work that includes examples of research integrated into the writing, that has an introduction or thesis statement, main body and conclusion or summary, that sites sources if it is an academic work, that arguments or claims made in the work are backed up with evidence, and that makes a consistent, coherent argument throughout the work that supports the introduction or thesis statement. Simple memos, letters or other office correspondence will not be considered for this portfolio. The in-person writing sample is just to assist in verifying that the student work is comparable to their writing sample.

Quantitative Problem Solving:

Exemption/transfer credit: At least one college level mathematics and one college level statistics course.

Science and the Citizen:

Exemption/transfer credit: at least 2 science courses in transfer credit (not necessarily lab courses).

Global and Societal Development

Exemption/transfer credit: at least 2 social science courses in transfer credit.

I. Associates Degrees

Associate of Arts (A.A.) in Liberal Arts

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

In addition to the 16 credits of core liberal arts requirements, the A.A. in Liberal Arts requires two humanistic studies foundation courses, two social sciences foundation courses and two art courses. Students must also complete 24-30 credits of elective credits chosen with the help of their academic adviser.

Concentration option for the A.A. in Liberal Arts:

LPN Pre-Nursing Concentration

Adelphi University's University College and School of Nursing have combined to offer a unique degree program that assists Licensed Practical Nurses (LPNs) who want to earn a Bachelor's degree in nursing and pursue their nursing career goals. This unique program allows student to receive college credit for their LPN training and other work experiences, take courses on a schedule that allows them to continue to work full time, and finish their Bachelor's degree program in less time and at less expense than traditional undergraduate programs. Students enroll in University College and receive credit for their LPN training while they earn an Associate's Degree in Liberal Arts and prepare for admission to the School of Nursing. Then, providing they are successfully admitted to the School of Nursing, LPN students are allowed to take challenge exams that would them to exempt up to 12 credits of their Bachelor's degree program.

Visit uc.adelphi.edu for more information on these degree paths.

Associate of Science (A.S.) in Emergency Services Administration

Candidates for this degree must have completed at least 64 credits, 30 of which must be taken in graded course work at the University. No more than 30 of the total credits may be awarded from prior learning, with a maximum of 16 credits in prior learning from EMS work experience. In all cases, candidates must have a minimum cumulative grade-point average of 2.5.

This program is available entirely online or can be completed taking a mixture of online and live-instruction courses.

In addition to the 16 credits of core liberal arts requirements, the A.S. in Emergency Services Administration requires Organizational Behavior, Science Electives (4 credits), Humanities Electives (4 credits), and Arts Electives (8 credits).

Courses in the major include at least 12 but no more than 29 credits in the following:

0616-201	Principles of Emergency Services (Required Intro Course)
0616-301	Emergency Services Management and Administration
0616-302	Legal Aspects of Emergency Services
0616-304	Introduction to Financial Concepts for Emergency Services
0616-305	Emergency and Disaster Preparedness
0616-306	Master Planning for Public Emergency Management
0616-307	Occupational Safety and Health
0208-367	Management of Human Resources
0616-308	Emergency Services Leadership

II. Bachelor Degrees

University College Bachelor Degree Capstone Courses

All University College bachelor degree programs (excepting the B.S. in Business) are completed by taking a sequence of two 4 credit capstone courses:

0637-404	University College Capstone I
0637-405	University College Capstone II

The Baccalaureate Capstone is an interdisciplinary seminar that examines how the ideas of the modern age have challenged and altered traditional ways of thinking. As an analysis of the seminal ideas of modernity as defined by the thinkers who originated them, the Baccalaureate Capstone will empower students to think about the world in new and exciting ways.

Bachelor of Arts (B.A.) in Literature or Social Sciences

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

Requirements for the B.A. in Literature or Social Science

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

- Three foundation courses in the appropriate area of concentration.
- A minimum of 16 credits of advanced electives in the appropriate area of concentration or specialization.
- Capstone I and II

Bachelor of Arts in Literature

A Bachelor of Arts (B.A.) in Literature provides students with a broad base of knowledge and critical thinking skills valued by employers in virtually every occupational field. The B.A. in Literature helps students develop skills in the key areas of written

communication, problem solving, analytical and critical thinking, and interpersonal understanding. In addition, students gain an opportunity to develop and implement ideas, expand literacy, develop research techniques, and fine tune analytical and presentation tools. Focus is put on strengthening the student's ability to formulate and evaluate their own arguments as well as those of others.

Foundation courses (9-12 credits required) can include:

Introduction to Literature
 Introduction to American Literature
 American Literature and Culture
 Introduction to Poetry
 Introduction to European Literature
 Introduction to Drama

Advanced Elective courses (16-21 credit minimum) can include:

American Popular Novel
 The British Novel
 The Gothic Novel
 Literature and Film
 Myth and Fairytale
 The Mystery Novel
 Women and Literature
 Social Protest Novel
 Mark Twain and American Humor
 Women of Will
 The Brontes
 Jane Austen

Concentrations offered for the B.A. in Literature:

Pre-Law

The Bachelor of Arts (B.A.) in Literature – Pre-Law track prepares students to pursue a career in the legal field. Students who complete this plan of study intend to apply to law school.

Childhood and Adolescent Education

The Bachelor of Arts (B.A.) in Literature – Childhood and Adolescent Education track prepares students for advanced degrees in education in order to become certified as a school teacher. Students who achieve this degree can go on to careers in education as teachers. The degree includes coursework that gives the student an excellent academic preparation for application to graduate programs in education.

Visit uc.adelphi.edu for more information on these degree paths.

Bachelor of Arts in Social Science

The Bachelor of Arts in Social Science focuses on guiding students to develop their cognitive skills, including critical thinking, creative thinking, problem solving, and decision making. The majority of University College social science majors continue their studies in graduate programs in one of the following areas: psychology, school psychology, counseling, elementary or secondary education, public administration, law, and social work.

Foundation courses (9-12 credits required) can include:

Introduction to Psychology
Theories of Human Behavior
Major Themes in American Civilization
American Political Systems

Advanced Elective courses (16-21 credit minimum) can include:

Developmental Psychology
Behavioral Psychology
Abnormal Psychology
Theories and Processes of Counseling
Conflict Resolution
Addictions in American Society
American Labor Past and Present
Major Themes in European History

Concentrations offered for the B.A. in Social Sciences:

Psychology and Human Service Professions

The Bachelor of Arts (B.A.) in Social Science – Specialization in Psychology: Human Services Professions track degree prepares students for advanced degrees in the human services professions. Students who achieve this degree go on to careers in psychology, mental health counseling, and social work. The degree includes coursework that gives the student an excellent academic preparation for application to graduate programs in psychology, social work and the social sciences.

Childhood and Adolescent Education

The Bachelor of Arts in Social Science – Specialization in Social Studies: Childhood and Adolescent Education track prepares students for advanced degrees in education in order to become certified as a school teacher. Students who achieve this degree go on to careers in education and K-12 teachers. The degree includes coursework that gives the student an excellent academic preparation for application to graduate programs in education.

Visit uc.adelphi.edu for more information on these degree paths.

Bachelor of Arts (B.A.) in Fine Arts

This area of concentration is a cooperative program between University College and Adelphi's department of art and art history. Candidates for this degree must have completed at least 120 credits, 60 of which must be in the liberal arts. The final 30 credits must be taken in graded course work at the University, and no more than 60 of the total credits may be awarded from Prior Learning credits.

Requirements for the B.A. in Fine Arts

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

Four foundation courses including one art history course and a minimum of 16 credits in advanced art courses.

AHS 151	Beginning Sculpture
AHS 244	Art History: Classical Antiquity
AHS 252	Ceramics
AHS 253	Photography
AHS 254	Painting and Drawing
AHS 350	Beginning Printmaking
AHS 351	Advanced Sculpture
AHS 409	Advanced Printmaking
AHS 454	Advanced Painting and Drawing
UCI 404	Baccalaureate Capstone I
UCI 405	Baccalaureate Capstone II: Research Seminar

Bachelor of Science (B.S.) in Natural Sciences

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

Requirements for the B.S. in Natural Sciences

The distribution requirement for the Bachelor of Science will be fulfilled by completing 28 credits in laboratory science courses at Adelphi. These courses could include:

BIO 111/112	Biological Concepts and Methods
BIO 203/204	The Human Body: Scientific Perspectives on Structure and Function
CHE 111/112	General Chemistry
CHE 251/252	Organic Chemistry
PHY 111/112	College Physics

Bachelor of Science (B.S.) in Criminal Justice

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

The major is interdisciplinary in nature, and students may select courses in University College, the Derner Institute, the School of Social Work, and the Departments of Anthropology, Political Science, and Sociology. Many required courses are cross-listed, enabling students to receive degree credit through University College or the College of Arts and Sciences.

Requirements for the B.S. in Criminal Justice

Foundations:

(Social Science specialization)

General Psychology or Introduction to Psychology

Introduction to Sociology of Society and the Individual

Core:

ACG 332 American System of Criminal Justice

ACG 261 Crime and Punishment

ACG 265 Criminal Justice Planning and Research or Social Science Research

ACG 246 Criminology

ACG 277 Law and Social Inequality (*3 credits*)

Concentrations:

Social Science (SS) (9 credits)

POL 323 Individual Rights in the Constitution

PIA 386 Psychology of Criminal Behavior

SOC 330 Sociology of Law

Police Science (PS) (12 credits)

ACG 364 Forensic Science (4 credits)

ACG 254 Police and Community Relations (4 credits)

ACG 255 Police Org. and Administration (4 credits)

Bachelor of Science (B.S.) in Business

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

Requirements for the B.S. in Business

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

General Requirements: (21 credits)

AHS 101	Expository and Professional Writing
BUS 468	Business Policy (Senior Capstone) (3cr)
AMC 360	Math Concepts
ECA 111	The Price System (3cr)
ECA 112	The National Economy (3cr)
BUS 267	Effective Business Communications

General Education Requirements: (22-28 credits)

6-8 credits in Arts (Music, Music or Art History, Communications)

6-8 credits in Social Science (Psychology, Sociology, Anthropology)

6-8 credits in Humanistic Studies (Literature, Languages, Philosophy, History)

4 credits in Science

NOTE: Students who transfer an A.A. or A.S. degree and who have equivalent coursework can waive General Education requirements.

Business Core Requirements: (24 credits)

MGT 262	Principles of Management (3cr)
BUS 341	International Business (3cr)
MKT 280	Marketing (3cr)
MGT 366	Organizational Behavior (3cr)
ACC 101	Principles of Accounting I (3cr)
ACC 102	Principles of Accounting II (3cr)
BUS 252	Legal and Ethical Env. of Business (3cr)
FIN 330	Managerial Finance (3cr)

Business Electives: (18 credits)

Free Electives: (29-35 credits)

Bachelor of Science (B.S.) in Emergency Services Administration

Candidates for this degree must have completed at least 120 credits, 30 of which must be taken in graded course work at the University. No more than 60 of the total credits may be awarded from prior learning, with a maximum of 16 credits in prior learning from EMS work experience. In all cases, candidates must have a minimum cumulative grade-point average of 2.5.

This program is available entirely online or can be completed taking a mixture of online and live-instruction courses.

Requirements for the B.S. in Emergency Services Administration

In addition to the 16 credits of core liberal arts requirements, the A.S. in Emergency Services Administration requires Organizational Behavior, Science Electives (4 credits), Humanities Electives (4 credits), and Arts Electives (8 credits).

Courses in the major include at least 29 credits in the following:

0616-201	Principles of Emergency Services (Required Intro Course)
0616-301	Emergency Services Management and Administration
0616-302	Legal Aspects of Emergency Services
0616-304	Introduction to Financial Concepts for Emergency Services
0616-305	Emergency and Disaster Preparedness
0616-306	Master Planning for Public Emergency Management
0616-307	Occupational Safety and Health
0208-367	Management of Human Resources
0616-308	Emergency Services Leadership

I.D.E.A. Program: Accelerated Degrees in Education for Adults

Combined bachelor's and master's degree program leading to the teacher certificate in a shortened period of time. For more information on this program, see the University College Graduate Information section.

GRADUATE INFORMATION

I.D.E.A. Program: Accelerated Degrees in Education for Adults

idea.adelphi.edu

Adelphi University's I.D.E.A. (Intensive Degrees in Education for Adults) degree program was developed for working adults who want to pursue careers in K-12 education.

This unique degree program developed for working adults allows enrolled students to complete both a bachelor's and master's degree program leading to the teacher certificate in a greatly shortened period of time. This program is aimed at working adults who want to continue to work as they complete their degree. Students complete take courses live on weekends and online during the week, in eight week cycles, to complete their degree. Students completing the entire program would receive a bachelor's degree from University College and a master's degree from Adelphi's Ruth S. Ammon School of Education.

Undergraduate Degree

Bachelor of Arts (B.A.) in Literature or Social Sciences from University College

Graduate Degrees

Master of Science (M.S.) Dual Certification in Childhood Education and Special Education

Master of Science (M.S.) Dual Certification in Secondary Education and Special Education

Advantages of the Adelphi I.D.E.A. Program include:

- Accelerated degree completion
- Weekend classes
- Manhattan location
- Blended course content
- Dual certification
- Generous transfer credit policies and credit for prior learning
- Quality degree programs
- A university with a proud tradition and a history of success
- The personal touch
- Lower costs
- Seamless and efficient admissions processes

For more information, visit idea.adelphi.edu or call (516) 877-3412.

Certificate Programs

I. Certificate in Basic Sciences for Health Professions

II. Graduate Certificate in Emergency Management

I. Basic Sciences for Health Professions Post-Bachelor's Certificate (34 credits)

University College's Certificate in Basic Sciences for Health Professions is specifically designed for students who want to pursue a career in medicine but did not complete the required science courses in their undergraduate degree program. The goal of the program is to help this special group of students get accepted into the school of their choice in order to pursue a career in medicine. Throughout the program, students receive personalized academic and application advisement through the office of Pre-Professional Advisement.

Application Requirements

Applications are reviewed by the by Adelphi Office of Admissions and the Executive Director of University College. The following are required for application to the program:

- Completed University College application and fee
- Three letters of recommendation
 - One from undergraduate faculty highlighting academic abilities
 - One from work or volunteer organization highlighting leadership skills
 - One personal reference highlighting interest in medicine
- Transcripts from all previously attended colleges (unofficial upon application but official before program completion)
- Undergraduate GPA of 3.25 or higher
- ACT or SAT scores (unofficial upon application but official before program completion)
- Essay detailing why you want to pursue a career in the health professions

Required Courses:

CHE 111	General Chemistry I
CHE 112	General Chemistry II
BIO 111	Biological Concepts and Methods I
BIO 112	Biological Concepts and Methods II
CHE 251	Organic Chemistry I
CHE 253	Organic Chemistry I - Lab
CHE 252	Organic Chemistry II
CHE 254	Organic Chemistry II - Lab
PHY 111	College Physics I
PHY 112	College Physics II
or	
PHY113	Physics for Science Majors I
PHY 114	Physics for Science Majors II

II. Graduate Certificate in Emergency Management (18 credits)

academics.adelphi.edu/universitycollege/emergencymgmt/gradcertificate.php

Recent events have demonstrated the importance of emergency preparedness for professionals in business, insurance, health care, travel and tourism, education and public service. To meet the critical need for trained professionals who can respond effectively to emergency situations, University College offers an interdisciplinary graduate certificate in Emergency Management. This 18-credit program consists of six courses that maximize the extensive resources of the Schools of Business, Nursing, Social Work, the Derner Institute of Advanced Psychological Studies, and the College of Arts of Sciences.

Degree Overview

Emergency services organizations are a critical part of our society. Response to, and protection from, fire, hazardous materials, public safety threats, and other emergencies are crucial to the public welfare. The management and leadership of public safety personnel, whether in law enforcement, fire service, emergency medical services, emergency telecommunications, or corrections, are vital to the success of the organization in carrying out its mission of protecting and serving the public.

This is a six-course, 18-credit, graduate certificate program that can be completed within a year. The plan of study includes four required courses, elective courses, and a summary capstone course.

Required Courses (12 credits)

EMG 501	Introduction to Emergency Management
EMG 503	Health Management in Times of Disaster
EMG 510	Planning and Coordination
EMG 530	Business Continuity Planning
EMG 508	Disaster Management Capstone

Emergency Management Electives (Select two – 6 credits)

EMG 502	Social and Organizational Preparedness and Response
EMG 520	Leadership in Emergency Management
EMG 540	Emergency Management Law
EMG 550	Emergency Response Functional Roles for Disaster Management

Capstone Course

Who Should Apply

Students who are interested in careers in emergency service administration and management should apply. This could include firefighters, police officers, military officers, emergency medical technicians, private security officers and administrators, federal, state and local emergency administration officials, homeland security officers, publicly elected officials, hospital administrators, community service organization administrators, coast guard officers, and anyone else interested in or currently working in emergency services.

RULES AND REGULATIONS

Advisement and Plans of Study

Advisers are available for individual consultation at convenient times, including evenings, in Garden City, Hauppauge, and Manhattan. All students must contact an academic adviser prior to their initial registration to prepare a plan of study, a personalized summary of completed and outstanding academic requirements that allows students to select their sequence of courses for up to two years. Students can contact an advisor, even prior to initial University College admission, at ucinfo@adelphi.edu or by calling (516) 877-3400.

It is the student's responsibility to follow the plan and to update it regularly with his or her adviser. Failure to do so may delay or jeopardize the student's graduation from the University.

Academic Dismissal

Students who do not maintain satisfactory grade-point averages or who do not show satisfactory academic progress after two terms on academic probation will be dismissed from University College. When students are dismissed, all forms of financial aid will be denied.

Academic Probation

While pursuing their education, students are expected to make reasonable progress during each period of enrollment. If they do not, students will be placed on academic probation and must complete an University College Academic Contract. Academic probation may result from any of the following:

- The current or cumulative grade-point average falls below 2.0 (or 2.75 for students in University College/School of Education specialization).
- The transcript shows a large number of unsatisfactory grades (grades of I, F, or W).
- The number of credits completed falls significantly below the number of credits attempted as defined below:

If you registered for:	You must earn:
15 credits	11 credits
30 credits	22 credits
45 credits	33 credits
60 credits	48 credits
75 credits	60 credits
90 credits	75 credits
105 credits	90 credits
120 credits	105 credits
135 credits	120 credits

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

Administrative Withdrawal from the University

Involuntary Withdrawal

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

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

Voluntary Withdrawal

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

Graduation

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

Incompletes

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

Pass/Fail Option

University College students may, with the written approval of their academic adviser, register for up to 8 credits on a Pass/Fail basis during the course of their entire undergraduate program of study. This option must be selected when students register, and

no changes regarding their choice will be allowed after the fourth week of the semester or term.

Students may not select the Pass/Fail Option for English composition courses, any courses in their Area of Concentration, or Capstone I and Capstone II. Those students considering a change of major must consult the appropriate school or department at Adelphi regarding their Pass/Fail policy. (Please note that many universities require traditional letter grades—A, B, C, D, F—for admission to their graduate programs.)

University College Dean's List

Students are placed on the Dean's List to recognize their academic achievement during a given semester. (The list applies to spring and fall semesters only.) To qualify for the University College Dean's List, a student must have:

- Completed at least 12 credits during that semester;
- Received no grades of F;
- Earned a grade-point average of 3.5 or higher for the semester.

Admissions

You can apply online to any University College degree or credit certificate programs at any time. Once you have completed this online application, you will be contacted by a University College academic counselor to help you finish your enrollment procedures and begin your plan of study.

Admission to University College is based on the student's ability to learn at a college level.

Adults interested in University College programs are required to:

- Submit a completed Adelphi University application, noting interest in University College and including an essay that demonstrates both intellectual promise and the motivation to engage in college-level work
- Provide high school and all previous college transcripts and
- Pay the nonrefundable application fee.

An SAT score is not required for University College applicants.

University College was founded on serving the non-traditional and adult student, and the admission policy reflects a commitment to enrolling students who may have not had the opportunity to complete their degree in a traditional undergraduate program. Please read the Admissions FAQ for more information on the University College application. academics.adelphi.edu/universitycollege/admission/faqs.php

Apply now! You can apply online at admissions.adelphi.edu/onlineapp.php. Or if you prefer, you can contact us at ucadmissions@adelphi.edu or at 516.877.3412 to have one mailed to you.

Noncredit Certificates and Courses

You do not need to complete an application to enroll in non-credit certificate programs or non-credit courses. You can register and pay for non-credit programs online by visiting the course or program webpage.

academics.adelphi.edu/universitycollege/noncred/index.php

Degree Program Calendar

Students should check the Academic Calendar (ecampus.adelphi.edu/registrar/calendar.php) for semester starting dates. They are advised to begin the application process at least two to three months prior to the semester in which they want to enroll.

- For the fall semester, begin the application process in May.
- For the spring semester, begin the application process in October.

Financial Aid

University College students are eligible for a wide variety of student financial aid and loan programs. For more information, please see the Expenses and Financial Aid section of the Bulletin. You can also contact a University College Adviser at (516) 877-3412 or ucadmissions@adelphi.edu.

IV. Noncredit Programs

University College offers noncredit courses and programs that are open to the public. You do not need to be enrolled in an Adelphi degree program to register for noncredit courses. These courses and programs are meant to help students advance in their academic and professional careers.

Online Noncredit Certificate Program in English/Spanish Translation

academics.adelphi.edu/universitycollege/noncred/index.php

The demand for competent translators in today's global society is ever increasing; however, the supply has yet to meet the demand. Native Spanish speakers represent one of the largest minority groups in the country and demand for material translated into Spanish is growing rapidly. A high-quality translation requires a person to have rigorous training, a high level of accuracy and an understanding of relevant cultural issues. The University College non-credit Certificate in Translation Studies teaches students the techniques and procedures needed to produce accurate translations with the focus on

medical, legal and commercial translation skills. This nine-month program enrolls a new cohort October 1 each year and is conducted completely online.

Summer Pre-College Programs in the Performing and Visual Arts

precollege.adelphi.edu

During the summer, Adelphi offers four Pre-College programs for talented high school students in performing and visual arts. These exciting programs provide students with the opportunity to be truly immersed in the arts and substantially strengthen their skills while being part of a challenging University-based learning community. The pre-college program offers residential programs in dance, jazz, and theatre technology and design and a non-residential workshop program in the visual. All students will study at Adelphi's beautiful, safe, and art-filled Garden City campus, and all Pre-College programs include at least one full-day trip to New York City. This program is intended for talented high school students who will be entering grades 10, 11, or 12 in the fall semester. Application is required for most programs.

Kaplan Test Preparation

academics.adelphi.edu/universitycollege/kaplan.php

University College has partnered with Kaplan Test Prep and Admissions to provide Kaplan test preparation courses at Adelphi University campus sites. These courses are open to the public and provide students with the exact same industry-leading Kaplan curriculum, instruction and student services provided to students at Kaplan testing centers.

Additionally, all current Adelphi Students and alumni receive a 20% discount off of the retail test prep course fee if they register for one of the sessions held on the AU campus. Now AU students can have the convenience of prepping for exams like the GMAT, GRE, LSAT and MCAT on their home campus while saving hundreds off the listed price for the course.

XI.



HONORS COLLEGE

Honors College

Earle Hall, Room 100

p – (516) 877-3800

f – (516) 877-3803

w - academics.adelphi.edu/honcol

Richard Garner

Dean

FACULTY

academics.adelphi.edu/honcol/people.php

Diane Della Croce, *Associate Dean*

Nicholas Rizopoulos, *Academic Director for Special Programs and Research*

Gregory Mercurio, *Academic Director*

Philosophy of the College

The Honors College seeks to prepare highly talented and motivated students to face the 21st century by providing them with the intellectual perspectives and critical skills needed to exercise responsible leadership at every level of their lives. To achieve this goal, we have instituted an intense curricular and extracurricular program that asks students to view themselves and their work with integrity, passion, and seriousness. Students should graduate from the Honors College prepared to stand at the forefront of the arts, sciences, government, and the learned professions, determined to act with moral and intellectual rigor, and able to grasp the significance of their actions within, and for, a larger whole.

An intentionally provocative curricular and cocurricular design leads students to understand the central problems of the human condition as they confront us now and as they have been experienced in the past. The path to this understanding is through intensive analysis of influential texts and monuments of human greatness, ancient and modern. Initiated by reading, reflection, and discriminating discussion into the long honored search for truth and beauty, in active engagement with the fundamental issues of justice and liberty that have animated the course of civilization, the students in the College discover not just the limitations but also the possibilities of thinking clearly and turning thought into action in our increasingly complicated world. Schooled in the value of the highest ideals but chastened by an awareness of recalcitrant actualities, they are led to discover in themselves the intellectual power and flexibility, the deepened moral confidence and responsibility and the capacity—indeed, in some cases, the passion—for leadership that they will need to meet the formidable challenges and mysteries of the 21st century. The mission of the Honors College is to impart to the student body a breadth of vision and an intensity of aspiration that the students could barely glimpse before entering college.

Such lofty goals are not achieved easily. They require a detailed and concrete plan articulated over four years. This plan is outlined below.

The Honors Curriculum

Honors courses are designed to prepare students to speak and write effectively, to reason accurately, to recognize and express differences in quality between the grand and the mundane, the genuine and the specious, as they must if they are to achieve their potential and become leaders in society.

Although Honors students complete all the requirements for their major field of study within that department or school, the Honors courses form a continuous supplemental thread running through the four years of study. Honors students typically have about half of their courses in the Honors College in the freshman year. In subsequent years most students take one Honors course each semester. Some students, however, elect to take additional courses, and they are welcome to take as many as they wish.

Honors Curriculum Sequence and General Education Requirements

The Honors College program begins in the freshman year with a purposefully designed Honors sequence that satisfies Adelphi's General Education requirements. The Honors curriculum introduces students to the body of knowledge and multiple theories and approaches to knowledge, along with their historical roots, that have most affected our century—in the arts, social thought, science, and humanities. First-year classes include *The Modern Condition*, *Origins of the Modern Condition* (a historical sequence), and the *Art and Craft of Writing*.

In the sophomore year, all Honors students take a full-year sequence titled the *Human Condition in Literature and Art*. These two courses, fulfilling the General Education requirement in Humanities, examine great works of literature, philosophy, history, art, and music from the Old Testament and ancient and classical periods to the present, offering Honors students the opportunity to study a number of lengthy works in their entirety. This course requires students to examine the kinds of narration, the topics, the ideas that have preoccupied humanity across the centuries, in different voices, and as different expressions of humanity's aspirations and achievement.

During the sophomore or junior year, all Adelphi students also take courses in the sciences to fulfill the requirements of General Education. The aim in these courses is to give students a thorough grounding in the philosophical underpinnings of the sciences as well as in their substance. The Honors College also moves students who are majoring in the sciences into active laboratory work as soon and as much as possible, assuring that students make significant and original intellectual contributions to their academic work quickly and tangibly.

Social Science Seminars

The Social Science seminars in the *Conditions of Social and Political Life* fulfill the General Education requirement in the Social Sciences. These courses attempt to unveil for the students the perspective of the deepest political and moral responsibility and to enlarge their grasp of human achievement. The courses are intended to inspire students to develop their own visions of society and social change, to begin a lifelong dedication to active engagement with the fundamental issues of human society and with energetic

approaches to the complexity of these issues. The courses prepare students to think ever more reasonably and powerfully about social and political institutions and about issues of ethics and leadership that arise in this context.

Liberal Arts Seminar

In addition to their distinctive courses fulfilling the requirements in General Education, Honors students are required to take an additional seminar in their senior year. This demanding seminar, along with the junior seminars in the Conditions of Social and Political Life, is the capstone course of the Honors Curriculum. The seminar topics are chosen from a greater variety of fields than those in the junior seminar. Although the seminars are often focused on a topic studied in a single discipline, the atmosphere and point of view of the seminar is interdisciplinary, as experienced, fourth-year students from a wide variety of major fields bring their individual interests and knowledge to bear on the discussion.

Independent Study

Honors College students may choose in one or more semesters to participate in an Honors College tutorial with the Academic Director, Nicholas Rizopoulos. Modeled on systems such as those at Oxford and Cambridge Universities or Yale University's famed Scholar of the House program, the tutorial provides highly motivated students a chance to explore selected topics in great depth and to develop their skills in writing and argumentation through the rigorous supervision of the director.

The Senior Thesis

All Honors students must complete the senior thesis, a yearlong project designed to bring about and to demonstrate intellectual mastery and to encourage the integrity and responsibility that only a complex project can elicit. Often the thesis grows out of a project the student has undertaken in the sophomore or junior year in research or independent work on or off campus. Sometimes students begin something entirely new. In any case, all Honors students must complete the senior thesis, a yearlong project designed to bring about and to demonstrate intellectual mastery and to encourage the integrity and coherent responsibility that only a complex project can elicit. Students must agree with their adviser on a topic by mid-October of their senior year.

Throughout the year, students are supervised not only by their departmental adviser but also by one of the Honors College Academic Directors, Nicholas Rizopoulos or Gregory Mercurio.

In the spring, when the student and adviser are satisfied that the thesis is ready for presentation, the thesis is given to readers before whom the thesis is defended. The defense is meant to be both an exploration of the student's achievement and a further intellectual challenge.

Honors students find that graduate and professional programs respond very positively to the senior thesis. Along with the diverse and interdisciplinary Honors curriculum, admissions committees often express particular praise for the thesis project.

The Cocurricular Cultural Program

The second major component through which the philosophy of an honors education is realized is the extracurricular and cocurricular program.

One of the most important tenets of the Honors College is that the Honors education is much more than a set of courses. A rich program of cocurricular and extracurricular activities provides an essential complement to the Honors curriculum. In order to transform students into adults with the highest aspirations and the broadest understanding, the Honors program brings the students into direct contact with greatness.

Because of Adelphi's proximity to Manhattan, the Honors College can offer an unparalleled series of events and activities in which the students confront the best achievements and the leading figures in cultural and intellectual life.

For example, artists and authors are brought to campus to meet with the students in intimate gatherings for stimulating and provocative discussion that will illuminate the art that has been created from the standpoint of the artist, director, or impresario who has created or staged it. Several times a semester, groups of students attend events off campus in Manhattan and the greater New York area. These visits to the theatre, concerts, and museums are made an active rather than passive experience in a variety of ways, especially through discussions before or after a cultural event in the home of an Honors professor.

Moreover, the cultural activities themselves are arranged to allow the students the closest and most intense experience. (For example, students have attended special exhibitions at the Metropolitan Museum of Art for private showings when the Museum is closed. They have been invited to the Board Room of the New York Philharmonic for a conversation with the conductor before attending a Philharmonic concert.)

The Earle Hall Facility

The third major component of the Honors College program is the building itself in which the College is housed.

Student residential rooms, classrooms, administrative offices, and student facilities (such as a round-the-clock computer room) are all located within one building. This comprehensive facility makes possible in a unique way the coherence and intensity required to achieve the rigorous aims of an honors education.

Although the students are not presented with an education that is meant to exist in isolation from society and the greater world, they nevertheless need to learn that the intellectual world is also real. The concentration of students and faculty in the Honors College creates an environment in which the life of the mind is the usual and expected order of business rather than the exception. Conversations and ideas flow from classroom to classroom and from classroom to residence rather than simply evaporating at the end of a period. The administrative offices draw students in for frequent conversation making contact with faculty a habit rather than an occasional formality. Public spaces provided

with scholarly publications encourage the students to read and discuss serious issues between classes.

Degree Requirements

Each student in the Honors College majors, as all Adelphi undergraduates do, in a subject area of a department or School of the University. The General Education requirements are satisfied through the requirements of the Honors curriculum. The following courses are required for the Honors College:

- Modern Condition I and II (8 credits; satisfies the General Education Freshman Seminar and second competency requirement)
- Western Civilization or Art and the World I and II (6 credits)
- The Art and Craft of Writing (3 credits)
- The Human Condition I and II (6 credits; satisfies the General Education requirement in the humanities)
- Conditions of Social and Political Life (Two semesters, 6 credits; satisfies the General Education requirement in social science)
- Laboratory Science (Two semesters, 8 credits; satisfies the General Education requirement in science)
- Reading competence in a foreign language at the equivalent of two years of college-level study (0–12 credits)
- One semester in the history of art or music (satisfies the General Education requirement in the arts)
- Honors Liberal Arts Seminar (3 credits)
- The Senior Thesis (0–3 credits)

In addition to completing the above courses, in order to graduate from the Honors College, students must receive a grade of B- or better on the Senior Thesis and achieve a cumulative GPA of 3.3.

XII.



PRE-PROFESSIONAL PREPARATION

The Office of Pre-Professional Advising and Fellowships (OPPAF)
Levermore Hall 303

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

p – (516) 877-3140

e - rschwartz@adelphi.edu

w - academics.adelphi.edu/artsci/ppa

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

The office also assists students in the application process for fellowships and honors such as Jack Kent Cooke, Ford, Fulbright, Goldwater, Javits, Marshall, Rhodes, Soros and Truman. The office offers various workshops, presents guest speakers, conducts mock interviews, and assists students seeking internships and/or job shadowing opportunities. For more information, email the director, Robert I. Schwartz, at rschwartz@adelphi.edu.

Pre-Law Preparation

Students interested in applying to law school should open a pre-law file with the Office of Pre-Professional Advising and Fellowships (OPPAF), located in Levermore Hall 303, and are urged to seek guidance from pre-law advisers.

The best advice for students who are preparing for law school is to obtain copies of the *LSAT & LSDAS Information Book* as well as the *ABA-LSAC Official Guide to ABA-Approved Law Schools* published by the Law School Admission Council and the American Bar Association. These publications may be obtained in OPPAF or by visiting lsac.org.

No particular major is best for pre-law preparation. Law schools want to see students who are able to express ideas with clarity and force. Students must obtain an undergraduate education that includes critical analysis, logical reasoning, and written and oral expression. Students must learn to read works of literature and exposition with comprehension and speed, and should continuously practice argument and debate. An understanding of human values and institutions is a lifetime goal, but the best opportunity to begin this quest is during one's undergraduate years. Careful study within each of the great divisions of human knowledge—the humanities, the sciences, and the social sciences—is indispensable. Pre-law students must develop the capacity to think creatively. This capacity depends on skills and understanding already discussed, and also on the ability to conduct research; to reason deductively, inductively, and by analogy; and to synthesize what one has learned.

Pre-Law Society

Students interested in pursuing law studies should join the Pre-Law Society, a student-led organization, which provides information and encouragement to students considering a career in law. The Society sponsors speakers and panel discussions on issues relating to getting into law school, the different areas of legal practice, and the role of law in society. Adelphi alumni currently attending law school are welcomed back to talk about their experiences. The LSAT (Law School Admission Test) is also discussed at meetings. The Society works together with the Center for Career Development, the Pre-Law Advisers, and the Office for Pre-Professional Advising and Fellowships to provide guidance and advice on an individual basis. For more information, please visit the Pre-Law Society Message Board on eCampus or contact:

Deborah Little, *Assistant Professor, Faculty Adviser to the Pre-Law Society*
 Department of Sociology
 (516) 877-4113
 e - little@adelphi.edu

Pre-Law Advisers

Richard Garner, *Dean, Honors College*
 p – (516) 877-3800
 e - garner@adelphi.edu

Lester B. Baltimore, *Associate Provost for Academic Affairs, Office of Academic Services and Retention*
 p – (516) 877-3142
 e - baltimor@adelphi.edu

Robert I. Schwartz, *Director, Office of Pre-Professional Advising and Fellowships*
 p – (516) 877-3140
 e - rschwartz@adelphi.edu

Many additional faculty members provide excellent assistance to the pre-law student.

Pre-Health Preparation

The health professions are popular career goals for many Adelphi students. Students preparing for allopathic, chiropractic, dental, optometric, osteopathic, pharmacy, physician assistant, podiatric, or veterinary medical schools (“pre-meds”) or those interested in physical therapy may major in any subject but must all take a number of science courses: you must consult with the advisor of the field you are interested in (Typically: general chemistry, organic chemistry, general biology, and physics [all one year sequences] and at least one semester of math and statistics.) Careful planning is important because the required science courses must be completed by the end of the

junior year, at which time the national pre-professional examinations (Medical College Admissions Test [MCAT], Dental Admissions Test [DAT], Optometry Admissions Test [OAT], Graduate Record Exam [GRE]) should be taken.

Admission to health professional schools requires excellent grades, good performance on standardized tests (which test reading, reasoning, mathematical skills and science knowledge), and documented interest in the profession, as evidenced by relevant volunteer work or employment and knowledge of the profession.

All pre-health students should register with the Office of Pre-Professional Advising and Fellowships in Levermore Hall 303, early in their college career and no later than the end of their sophomore year. In the fall of their junior year students should make an appointment with the OPPAF Director, Robert Schwartz, to discuss the application procedure and finalize the process of gathering letters of evaluation. Early consultation with the departmental adviser and pre-medical adviser are recommended to discuss career plans, assure appropriate course selection, and monitor progress.

Pre-health students can keep abreast of current details concerning admission requirements, application procedures, required standardized tests, and summer programs by checking the OPPAF bulletin wall located in Levermore 303 and on the first floor of the Science Building as well as checking with the Office of Pre-Professional Advising and Fellowships; visiting Adelphi's pre-health Web page (academics.adelphi.edu/artsci/prehealth); subscribing to the pre-health email list (subscribe in Levermore 303); and participating in the Pre-Health Professions Club, the Biology Club, the Chemistry Club and if selected, the Pre-Health Honor Society (Alpha Epsilon Delta, AED). Books on the application process, test preparation, and medical school bulletins are available for examination in OPPAF, Levermore 303.

Students with a bachelor's degree in non-science disciplines can prepare for health professional school admission by participating in the post-baccalaureate pre-medical program. Candidates with degrees in non-science disciplines can take the required pre-medical courses and appropriate ancillary courses and receive advising and letters of evaluation in support of their professional school applications. (See Post-Bachelor's program below). Science graduates interested in becoming health professionals may also participate in this program or may benefit by enrolling in the M.S. program in biology to improve their pre-health credentials. They too will receive full pre-health support services. More information about these programs can be obtained from Robert Schwartz at (516) 877-3140 or by emailing: rschwartz@adelphi.edu. The M.S. program in biology is described in the College of Arts and Sciences section of this *Bulletin*.

Information about Adelphi's Joint Degree/Early Acceptance Programs in optometry, dentistry, physical therapy, podiatry, and osteopathic medicine can be found later in this chapter.

Pre-Health Advisers

Robert I. Schwartz, *Director, Office of Pre-Professional Advising and Fellowships*
 Levermore Hall, Room 304
 P - (516) 877-3140
 e - rschwartz@adelphi.edu

Charles S. Shopsis, *Chair, Pre-Medical Council, Associate Dean, College of Arts and Sciences*
 Science Building, Room 123
 p – (516) 877-4140
 e - shopsis@adelphi.edu

Many faculty members, particularly those in the sciences, have extensive experience in assisting students in their quest for acceptance into professional school and are extremely helpful.

Post-Bachelor's Certificate in Basic Sciences for Health Professions

Shawn O'Riley, *Executive Director, University College*
 Hagedorn Hall, Room 201H
 p – (516) 877-3404
 e - oriley@adelphi.edu

Emily Wilson, *Associate Director, Adult Education, University College*
 Hagedorn Hall, Room 201E
 p – (516) 877-3419
 e - wilson@adelphi.edu

The University College post-bachelor's Basic Sciences for Health Professions Certificate program (34 credits) is designed for students who want to pursue a career in the health professions but did not complete the required science courses in their undergraduate degree program. The goal of the program is to help this special group of students get accepted into the school of their choice. Throughout the program, students receive personalized academic and application advisement through the Office of Pre-Professional Advisement.

For more information, please see the University College section of this Bulletin or visit: academics.adelphi.edu/universitycollege/certificate/healthprof.php.

Joint Degree/Early Assurance Programs

Adelphi University's Joint Degree/Early Assurance and Early Acceptance Programs offer highly motivated and goal-oriented students a direct path to rewarding professional careers in dentistry, engineering, environmental studies, law, optometry, osteopathic medicine, podiatry and physical therapy.

These programs give students an opportunity to combine Adelphi's undergraduate experience with professional programs at such prestigious institutions as Tufts University School of Dental Medicine, New York University College of Dentistry, Columbia University, New York Law School, New York Medical College, New York College of Podiatric Medicine, Touro College, and the State University of New York (SUNY) College of Optometry. These programs are hugely rewarding, personally and professionally.

Alternative Admission Routes

Most students apply to the joint degree/Early Assurance Programs as high school seniors; however, with careful planning and advisement, some of these programs may be open to transfer students and current Adelphi students. Admission to Adelphi's joint degree/Early Assurance Programs are highly selective and the work is challenging. For complete information on Adelphi admission requirements please see the Admissions chapter of this *Bulletin*.

Participation in any one of the programs demands commitment and requires careful planning and advisement in terms of course selection and internships. Faculty and staff work as teachers, academic advisers, and counselors to help students meet the demands of each program. Students experience careful planning and advisement; a committed faculty; small classes; state-of-the-art computer, library, and laboratory facilities; opportunities for internships and research; and a stimulating environment in which they can succeed

Students interested in the joint degree/Early Acceptance Programs may also be eligible to apply to the Honors College or Levermore Global Scholars Program. While fulfilling Adelphi's General Education requirements, students in the Honors College have a unique opportunity to look at contemporary issues through a wide-ranging knowledge of the past in art, science, social thought, and the humanities, with faculty mentors and a small group of students.

A. Dentistry (NYUCD or Tufts)

New York University College of Dentistry (NYUCD)

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

Bachelor of Arts or Science degree from Adelphi University/Doctor of Dental Surgery degree from New York University College of Dentistry

Adelphi University participates in an Early Assurance program with NYUCD in which students study for three years at Adelphi. After completing 90 credits at Adelphi, students begin their first year of dental school which counts as the final 30 credits needed to be eligible for the bachelors' degree at Adelphi. After successful completion of the fourth year at NYUCD students are eligible for the D.D.S. degree. To be considered for admission to the Early Assurance Programs with NYUCD, applicants must have a minimum combined critical reading and math score of 1300 (or the equivalent ACT score of 29), a minimum high school GPA of 3.5, and a strong letter of recommendation from their high school counselor.

A student's eligibility to remain in the program is conditioned upon his/her maintaining a minimum cumulative grade-point average of 3.5 for each semester at Adelphi.

Each student will be required to take the Dental Aptitude Test (DAT) and any and all other entrance examinations then required by NYUCD by the end of the fall semester of the student's third year at Adelphi.

At the start of each student's third year of study at Adelphi, Adelphi shall provide NYUCD's Admissions Committee with a copy of the Program Student's official transcript, a separate calculation of the Student's grade-point average for science and non-science courses, and a recommendation on behalf of the Student.

To be eligible for admission to NYUCD's D.D.S. program, a program student must meet at least the following criteria:

- Completion of at least (90) credits of course work at Adelphi, including completion of all General Education requirements, all major course work, and in addition the following prerequisites: Chemistry 111 and 112 with lab, Physics 111 and 112 or 113 and 114 with lab, Organic Chemistry 251, 252, 253, 254, Biology 111 and 112 with lab, and 6 credits of English and such other minimum core course requirements for admission as may be in effect from time to time.
- A minimum cumulative grade-point average of 3.5.
- No final grade of D or F in any course.
- Performance that is satisfactory to NYUCD on any examination required for admission to NYUCD.
- A recommendation for admission from the Pre-Professional Advisory Committee at Adelphi.

- Participation in at least two orientation programs at NYUCD during the student's first three academic years in the Program.

In addition to meeting the admission requirements and criteria established by NYUCD for admission into its DDS Program, a student will be admitted into NYUCD only after completion of a satisfactory interview with NYUCD's Admissions Committee and certification by the Pre-Professional Advisory Committee at Adelphi that the student has completed all criteria.

Students who have satisfactorily completed the first year of NYUCD's D.D.S. Program and have fulfilled all other requirements for the bachelor's degree from Adelphi shall be awarded a bachelor's degree by Adelphi at the end of their first year at NYUCD. The granting of the bachelors degree from Adelphi University after successful completion of the first year of dental school at NYUCD requires a request from the student.

For additional information, please contact the Department of Biology at 516.877.4200 or the Office of Pre-Professional Advising and Fellowships at 516.877.3140.

Tufts University School of Dental Medicine

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

Bachelor of Science degree from Adelphi University/Doctor of Dental Medicine degree from Tufts University School of Dental Medicine

Students interested in the field of dentistry may apply for the Early Assurance Program with Tufts University School of Dental Medicine. Students will earn a B.S. in biology after four years at Adelphi University; students who meet eligibility will have the opportunity of being admitted to Tufts where they will complete four years of study earning a D.M.D.

Eligible candidates must meet the following requirements:

First-year students at Adelphi who are biology majors and who have indicated an interest in the Early Assurance Program must maintain an overall GPA of 3.5 to be recommended to Tufts University School of Dental Medicine.

Students must complete an application, no later than April 15, in order to be eligible for an interview in Boston with Tufts School of Dental Medicine Admissions Committee during the spring of the first year of study at Adelphi to qualify for entrance into the Early Assurance Program. Students must continue to maintain 3.5 overall GPA as well as a 3.5 overall in science courses.

If a student falls between a 3.3-3.49 GPA they will be placed on probation for 1 semester and must achieve a GPA over a 3.5 to be removed from probation. If a student falls below a 3.3 they are automatically removed from the program.

During their undergraduate studies at Adelphi, students must take two semesters of

general biology, general chemistry, organic chemistry, general physics, and at least one semester of biochemistry.

Please note: Tufts and Adelphi recommend that students take advanced biology courses; including Anatomy, Physiology, Histology and Immunology so that students are better prepared for their first year at Tufts.

When taking courses towards the General Education requirements, writing-intensive courses are encouraged. A sculpture course is also recommended in partial fulfillment of the Arts requirement.

DAT Score 18/17/18—academic average/perceptual ability/total science—must be submitted no later than end of junior year—students may submit scores three times in order to achieve the required score.

Students must be interviewed at Tufts during senior year and Tufts reserves the right to reject students to the DMD program on the basis of its assessment of a students' candidacy following an interview.

For additional information, please contact the Department of Biology at 516.877.4200 or the Office of Pre-Professional Advising and Fellowships at 516.877.3140.

Admission Requirements

Applicants to this joint degree program in dentistry must first apply to Adelphi University and indicate interest in the dentistry program. To be eligible for the Tufts program students must have a strong academic average in high school, solid combined SAT scores, and a strong letter of recommendation from their high school counselor. Candidates are also required to participate in interviews with the Tufts University School of Dental Medicine at the end of the first year of study at Adelphi.

B. Pre-Engineering Preparation

Engineering Combined Plan Program with Columbia University

3/2 Adelphi B.A. or B.S./Columbia B.S. Program

4/2 Adelphi B.A. or B.S./Columbia B.S. Program

or

4/2 Adelphi B.A. or B.S./Columbia M.S. Combined Plan Program

This program admits highly promising students who have demonstrated a high level of scholastic accomplishment and interest in pursuing engineering careers.

At Adelphi, students get individual and personal attention from faculty. Small classes mean students work closely with faculty (not teaching assistants) that include

internationally renowned authors of university textbooks and highly accomplished scientists. A faculty adviser will guide each student in accomplishing his/her academic and professional goals.

The Department of Physics at Adelphi has one of the finest undergraduate programs in the country. The department also boasts of computerized modern instructional laboratories. Research facilities include fully equipped state-of-the-art lasers and modern optics, quantum optics, nonlinear optics, atom trap physics, energy technologies, quantum dots (nanotechnologies), and laser sensor laboratories. A large number of our undergraduate students participate in research and present their results at national conferences.

Students interested in engineering have the option interested in engineering have the option of three joint degree programs offered by Adelphi University in conjunction with Columbia University. The first program offers a bachelor's degree from Adelphi (in a selected major such as physics, math/computer sciences, biology, chemistry) and a B.S. in an engineering discipline from the participating institution. In the second program, students earn a bachelor's degree from Adelphi and an M.S. in a field of engineering from the graduate school. The third program offers a B.S. degree from Adelphi University and an M.S. in engineering/applied sciences from Columbia University. Combining liberal arts study and specialized engineering training, these programs provide students with the opportunity to achieve both highly developed technical and communication skills.

Engineering disciplines include:

- Applied Mathematics
- Applied Physics
- Biomedical Engineering
- Chemical Engineering
- Civil Engineering
- Computer Engineering
- Computer Science
- Earth and Environmental Engineering
- Electrical Engineering
- Engineering and Management Systems
- Engineering Mechanics
- Industrial Engineering
- Materials Science and Engineering
- Mechanical Engineering
- Operations Research

3/2 B.A. or B.S./B.S. Combined Plan Program in Engineering

Students spend three years at Adelphi and two years at Columbia University College of Engineering and Applied Science. The Adelphi bachelor's degree (in a selected major

such as physics, math/computer sciences, biology, chemistry) will be granted upon petition by the student after successful completion of the first year at the professional school earning the required credits. The B.S. degree in engineering will be granted by the Columbia University, School of Engineering and Applied Science, upon successful completion of its requirements.

For guaranteed admission to Columbia University, students must have a GPA of 3.0 or higher at Adelphi and submit three letters of recommendation from their Combined Plan Program liaison and two faculty members, one each from science and math instructors.

The following is required of all majors at Adelphi University who wish to transfer to Columbia: students should consult with their advisor to tailor student-specific career goals. While at Adelphi, your bachelor's degree must include (all are required as part of the Physics major program; other majors must be sure to take the following courses in addition to their major course requirements):

MATHEMATICS

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

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

MTH 243 Calculus III (*4 credits*)

MTH 244* Introduction to Ordinary Differential Equations (*3 credits*)

OR

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

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

Notes:

*Computer science majors are exempt from MTH 244

** MTH 253 is highly recommended and preferred by some concentrations

***PHY 211 satisfies Columbia's prerequisite for Calculus IV.

PHYSICS

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

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

Note: PHY 216 Modern Physics (4 credits) is highly recommended.

CHEMISTRY

CHE 111 General Chemistry I (*4 credits*)

Note: Some Columbia Engineering Programs require an additional second semester of Chemistry, CHE 112. For applied Physics and Applied Mathematics programs, CHE 111 General Chemistry I can be substituted by one semester of BIO 111 Biological Concepts and Methods I. Furthermore, either one semester PHY 322 Advanced Physics Lab (4 credits) or one semester CHE 111 Chemistry is generally required.

COMPUTER SCIENCE

CSC 171 Introduction to Computer Program (*4 credits*)

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

Students must work with an academic advisor to make sure they meet all requirements. Students must complete all major course requirements and general education requirements before transferring to Columbia.

SOCIAL SCIENCES

ECA 111 The Price System

OR

ECA 112 The National Economy

OR

ECA 101 Introduction to Economics

Suggested:

ANT 111 Cultural Anthropology

Suggested Art Courses:

ARH 196 Art and The World I

ARH 197 Art and The World II

Suggested Humanities Courses:

PHI 110 Introduction to Philosophy

ENG 231 Literature in English I

Language Course

For additional information, please contact the Office of Pre-Professional Advising and Fellowships at 516.877.3140, or your major department:

Department of Physics, 516.877.4880

Department of Mathematics and Computer Sciences, 516.877.4480

Department of Biology, 516.877.4200

Department of Chemistry, 516.877.4130

4/2 Combined Plan Program leading to a B.A. from Adelphi University and B.S. in Engineering from Columbia University

A student transfers to Columbia University College of Engineering and Applied Science after obtaining a B.A./B.S. degree majoring in a science discipline and transfers to Columbia University for B.S. in engineering degree.

4/2 Combined Plan Program leading to a B.A. or B.S. from Adelphi University and M.S. in Engineering from Columbia University

In this program, students earn a bachelor's degree from Adelphi (in a selected major such as physics, math/computer sciences, biology, chemistry) in four years and then pursue two years of study in a graduate school of engineering, leading to an M.S. in an engineering discipline.

For this program, the requirements for Admission to Columbia:

- Must attend Adelphi University as a full-time student for at least two years and have a 3.0 or better overall GPA and 3.0 overall GPA average in the sciences/math/computer science courses
- Completion of a total of 97 credits with the appropriate courses (including all on the list above) by the end of junior year
- Three letters of recommendation: one from the dual degree engineering director (Dr. G. Rao), one from a science professor, and one from a mathematics/computer science professor. Both professors need to have taught the student in his/her sophomore year or later.

For additional information and admission details, please contact Gottipaty Rao, Ph.D., and/or the other advisors listed below.

Pre-Engineering Advisers

Gottipaty Rao, Ph.D., *Chair, Department of Physics*
Blodgett Hall, Room 8A
p – (516) 877-4877
e - rao@adelphi.edu

Hobbie, Lawrence J., *Chair, Department of Biology*
Science Building, Room 102
p – (516) 877-4198
e - hobbie@adelphi.edu

Joseph M. Landesberg, *Chair, Department of Chemistry*
Science Building, Room 201
p – (516) 877-4148
e - landesbe@adelphi.edu

William L. Quirin, *Chair, Department of Mathematics and Computer Science*
Alumnae Hall, Room 109
p - (516) 877-4487
e - quirin@adelphi.edu

Robert I. Schwartz, *Director, Office of Pre-Professional Advising and Fellowships*
Levermore Hall, Room 303
p – (516) 877-3140
e - rschwartz@adelphi.edu

C. Environmental Studies

Columbia University

3/2 B.A./B.S. Combined Plan Program

4/2 M.S. Combined Plan Program

M.S. Program in Earth Resources Engineering

Applicants to the joint degree program in environmental studies must apply to Adelphi University and indicate interest in the environmental studies joint degree program.

The Combined Plan Program in Environmental Studies is an educational affiliation between Adelphi University and the Henry Krumb School of Mines at Columbia University. It provides the best higher education experience possible—liberal arts and sciences and engineering; exceptional preparation and training for the professional world. As a qualified environmental studies student, you can pursue bachelors- and master's-level studies at Columbia through three programs.

3/2 Adelphi University/Columbia University Combined Plan Program

This program, three years at Adelphi and two years at Columbia, provides you with a B.A. in environmental studies from Adelphi and a B.S. in earth and environmental engineering from Columbia.

4/2 M.S. Adelphi University/ Columbia University Combined Plan Program

If you hold a B.A. in environmental studies from Adelphi, this program, four years at Adelphi and two years at Columbia, allows you to pursue an M.S. in earth resources engineering from Columbia.

M.S. Program in Earth Resources Engineering

In addition to the 4/2-year option, Columbia University's Department of Earth and Environmental Engineering and Adelphi's Environmental Studies Program collaborate in having Adelphi graduates apply/register for Columbia's M.S. Program in Earth Resources Engineering. Regardless of major, specific prerequisites are required for entry into this program. Please refer to *4/2 Engineering Combined Plan* in the previous section, for prerequisites for students in all majors. Earth and environmental sciences majors are required to take additional prerequisites listed below (Courses are 3 credits unless noted otherwise):

MTH 361 Introduction to Probability Theory

OR

PHY 230 Engineering Statistics Chemistry

(MTH 362 Mathematical Statistics is highly recommended)

CHE 112 General Chemistry II (*4 credits*)

CHE 251 Organic Chemistry I (*4 credits*)

ENV 109/

EAS 102 Physical Geology (May be taken while at Columbia (as EESC W4001
Advanced General Geology)
ENV/EAS 224 Marine Science (*4 credits*)
ENV/EAS 323 Marine Resources
ENV/EAS 156 Weather and Climate
ENV 102/ EAS 102 Natural Sciences and Env. Problems
ANT 229 Humankind, Culture, and the Environment (*4 credits*)

One course chosen from among the following:

PHY 211 Introduction to Mathematical Methods in Physics (*4 credits*)
PHY 216 Modern Physics (*4 credits*)
PHY 380 Electromagnetic Theory (*4 credits*)
PHY 428 Quantum Mechanics (*4 credits*)
BIO 111 Biological Concepts and Methods I (*4 credits*)
BIO 112 Biological Concepts and Methods II (*4 credits*)
BIO 365 Molecular Cell Biology I (*4 credits*)

For additional information, consultation about specific courses and advice please contact:

Anagnostis Agelarakis,
Professor and Director of Environmental Studies
Science Building - Room 230
p – (516) 877-4112
e - agelarak@adelphi.edu

Gottipaty Rao, Ph.D.,
Chair, Department of Physics
Blodgett Hall, Room 8A
p – (516) 877-4877
e - rao@adelphi.edu

D. Law

New York Law School

3-3 B.A. or B.S./J.D. Joint Degree Program

Bachelor of Arts or Bachelor of Science degree from Adelphi University/Doctor of Jurisprudence degree from New York Law School

A combined program, three years at Adelphi University and three years at New York Law School, enables students to take the required prerequisite courses at Adelphi and transfer to New York Law School after completing the junior year. With careful planning and strong credentials, a student can receive both a bachelor's degree from Adelphi and a J.D. degree from New York Law School in one fewer year than usually required. The LSAT requirement is waived for most students.

Entrance to the Joint Degree Program may occur at one of several points, based upon the applicant's background, achievement, and demonstrated academic potential, with appropriate criteria specified for each potential point of entry.

The entering Adelphi freshman student who has demonstrated academic superiority through high school grades and class rank, combined with strong performance on the Scholastic Achievement Test (SAT), and through other achievements, and who has a declared interest in the study of law, can be considered for this program. For admission to the program, the applicant must be: eligible for admission to Adelphi; recommended by Adelphi for admission to the joint program; and found eligible for provisional admission by NYLS after completion of a modified law school admission application form that includes NYLS application questions relevant to character and fitness issues.

For the entering Adelphi freshman student, the quantitative admission criteria for this program are as follows:

- A combined SAT score of 1200 (Reading Comprehension and Mathematical Analysis sections, not the Writing section)
- Applicants whose combined SAT score includes either a Reading Comprehension or a Mathematical Analysis score below 550 will be considered on a case-by-case basis
- A weighted grade-point average of at least 3.40 achieved in a rigorous high school curriculum.

For the student who has completed the first year of study at Adelphi and who did not meet the Joint Degree Program entrance criteria prior to admission to Adelphi, admission to the Adelphi/NYLS Joint Degree Program after the first year of study at Adelphi is likely if the student has: a minimum SAT score of 1100 (derived from the Reading Comprehension and Mathematical Analysis sections only); maintained a grade-point average (GPA) of 3.50 or better while at Adelphi; successfully completed the appropriate preparation courses in rigorous academic majors; been recommended by the liaison offices at Adelphi; had a successful interview with a designated NYLS admission representative; and been found eligible for provisional admission by NYLS after completion of a modified law school admission application form that includes NYLS applications questions relevant to character and fitness issues.

For the student who has completed the junior year at Adelphi, admission to NYLS may be possible if the student has: achieved an exceptional grade-point average at Adelphi; successfully completed the appropriate preparation courses; been recommended by the liaison offices at Adelphi; performed well on the LSAT and had the score reported to NYLS; had a successful interview with a designated NYLS admission representative; and been found eligible for provisional admission by NYLS after completion of a modified law school admission application form that includes NYLS applications questions relevant to character and fitness issues.

For the entering Adelphi Transfer/Adult Student, admission to the Joint Degree Program

is possible as follows: the student has achieved a combined SAT score of at least 1200 (Reading Comprehension and Mathematical Analysis only) and a grade-point average of at least 3.50 from a regionally accredited college or university; or the student does not meet the criteria above, but demonstrates academic promise and is recommended by the liaison offices at Adelphi has the opportunity to be considered on a case-by-case basis.

Students who enter as Adelphi Transfer/Adult Students who wish to be considered for admission to the Joint Degree program after enrolling at Adelphi may be considered as follows: the student has completed a minimum of 60 credits at Adelphi with an Adelphi GPA of at least 3.50; the student has completed at least 45 credits at Adelphi with a superior GPA, recommendation by the liaison offices at Adelphi, and a successful interview with a designated NYLS admission representative, has the opportunity to be considered on a case-by-case basis.

Students may major in any academic discipline in their pre-law studies, however, this program does not recommend that students pick a major in the School of Business (excluding economics) due to the high number of course credit requirements. (It is difficult to complete an accounting, management or finance major in only three years of study along with General Education Requirements.)

Program Requirements

A student admitted to the program begins an accelerated course of study at Adelphi, enabling completion of the in-residence undergraduate phase in three years, earning a minimum of 90 credits, where necessary through a combination of advanced placement credit, course overloads, and summer courses. All courses in the in-residence undergraduate program are to be taught by Adelphi faculty on any of the four Adelphi campuses (Garden City, Manhattan, Huntington, and Poughkeepsie). The student is required to follow the prescribed program at Adelphi and maintain an undergraduate GPA of 3.5 or better.

While enrolled at Adelphi, the student must pursue and show academic success and demonstrate skills in writing through course work, graded writing samples, portfolios, or other such materials. To continue as a matriculated student at New York Law School, the student must receive recommendation letters from the program dean and pre-law advisor.

On completion of the third year of the undergraduate program, registration in the NYLS program is dependent upon satisfying the requirements above along with completion of a modified law school admission application form that includes updated information in response to NYLS application questions relevant to character and fitness issues.

Scholarship Awards

For the first year of study at NYLS, NYLS will guarantee the continuation of the merit scholarship the student received at Adelphi. Renewal after the first year will be based upon achievement of the GPA required for renewal of NYLS administered merit scholarships. Students may be considered for NYLS merit scholarships with enhanced

award amounts by taking the LSAT. Appropriate counseling, based on consultation with NYLS admission representatives, should encourage only those whose likely score would yield an enhanced award.

For further information, please contact the Office of Pre-Professional Advising and Fellowships at 516.877.3140.

E. Optometry

SUNY College of Optometry

3-4 B.S./O.D. Joint Degree Program

Bachelor of Science Degree from Adelphi University/Doctor of Optometry degree from SUNY College of Optometry

Adelphi University and SUNY College of Optometry jointly select students each year who will select a major at Adelphi and who will enter the SUNY College of Optometry at the end of their third year of undergraduate study. Adelphi University will confer the bachelor's degree after the successful completion of the first year of optometry school, upon petition by the student.

Applicants to the joint degree program in optometry must first apply to Adelphi University and indicate interest in the optometry program. To be considered for this program directly from high school, candidates must have the following:

- SATs of at least 1300 with the Math score of at least 670
- A high school grade-point average of at least 93 out of 100
- Should be in the upper 10% of their high school class (depending on the reputation of the high school)
- A definite interest in the profession of optometry and have explored it
- Evidence of community involvement
- Reasonable communication and interpersonal skills
- An interview

Most students major in the natural sciences (biology, chemistry, etc.) because the prerequisites for optometry school are science intensive. However, prospective students can major in any degree discipline as long as they complete all the prerequisite courses for optometry:

- General Biology with Labs (1 year)
- General Chemistry with Labs (1 year)
- Organic Chemistry/Biochemistry with Labs (1 year)
- General Physics with Labs (1 year)
- Calculus (1 semester)

- Psychology (1 semester)
- Statistics (1 semester)
- English (1 year)
- Social Sciences (1 year)

To be considered once attending Adelphi University, candidates must have the following:

- An overall GPA of at least 3.3
- An overall GPA of at least 3.3 in all math and science prerequisites taken with no individual grade below a C
- A definite interest in the profession of optometry and have explored it
- Evidence of community involvement
- Reasonable communication and interpersonal skills
- An interview

If admitted into the 3/4 program, the following are required while attending Adelphi University:

- Maintain at least a 3.3 overall GPA
- An overall GPA of at least 3.3 in all math and science prerequisites taken with no individual grade below a C
- Take the Optometric Admission Test in the third undergraduate year and attain a Total Science score (TS) of at least 330 with no individual score below a 310
- Letters of recommendation
- Transcripts of all academic work
- Evidence of community involvement
- Explore the profession extensively by visiting several optometric practices
- Submit the routine application required of all students during your junior year
- Participate in a final interview at the SUNY College of Optometry during your junior year
- Meet all the requirements of graduation from Adelphi University

For additional information, please contact the Department of Biology at (516) 877-4200 or the Office of Pre-Professional Advising and Fellowships at (516) 877-3140.

F. Osteopathic Medicine

Touro College of Osteopathic Medicine (TouroCOM)

3/4 Early Assurance B.S./D.O. Joint Degree Program

Bachelor of Science degree from Adelphi University/Doctor of Osteopathic Medicine degree from Touro College

The Touro College of Osteopathic Medicine (TouroCOM) located in New York City is focused on preparing students to become osteopathic physicians. TouroCOM places special emphasis on teaching and learning in the areas of primary care with a holistic approach to patient wellness. TouroCOM is committed to identify and recruit students who have specific interest in practicing in underserved communities.

Qualified high school graduates desirous of obtaining a degree in Osteopathic Medicine via this articulated program will meet the requirements and qualifications for admission established by Adelphi University. The joint decision to accept a student into this articulated program will be made in a manner consistent with the published admissions requirements by a combined admissions committee consisting of both Adelphi University and TouroCOM faculty. Students admitted to the undergraduate phase of the curriculum will be classified initially as fully matriculated students to Adelphi University, but not TouroCOM. A conditional acceptance will be made to these students, prior to or following matriculation at Adelphi University. The conditional acceptance to TouroCOM will be based on the student's acceptance by an Adelphi University and TouroCOM combined admission's committee, successful completion of the Adelphi University pre-professional undergraduate course of study, and successful completion of the TouroCOM admission requirements. No explicit or implicit guarantee of acceptance into the professional phase of the curriculum at TouroCOM will be offered to any candidate by anyone connected with this program or in any official or unofficial publication until such candidate successfully meets and fulfills all of the prescribed requirements.

To be considered for the 3/4 Early Assurance Program upon application to Adelphi University directly from high school:

1. Must have total SAT scores of at least 1300 on the verbal and math sections, with a math score of at least 650
2. Must have a high school grade point average of at least 93%
3. Should be in the upper 10% of their high school
4. Must have a definite interest in the profession of Osteopathic Medicine and have explored it
5. Must show evidence of community involvement
6. Must have reasonable communication and interpersonal skills
7. Submit to a Pre-Medical Council interview
8. Must adhere to conditions set by Touro College of Osteopathic Medicine regarding admission

To be considered once attending Adelphi University and to maintain standing in the 3/4 Early Assurance Program, students:

1. Must have an overall GPA of at least 3.5
2. Must have an overall GPA of at least 3.5 in math and science courses taken with no individual grade below a "C"
3. Must have a definite interest in the profession of Osteopathic Medicine and have explored the field including shadowing an Osteopathic Physician
4. Must show evidence of community involvement

5. Must have reasonable communication and interpersonal skills
6. Submit to a Pre-Medical Council interview and review.
7. Must adhere to conditions set by Tour College of Osteopathic Medicine regarding admission.
8. Must be able to complete the Adelphi University pre-professional curriculum within 3 years as well as the requirements for conditional acceptance.
9. Must adhere to conditions set by Tour College of Osteopathic Medicine regarding admission

TouroCOM Curriculum Requirements

The curriculum for the pre-professional undergraduate course of study at Adelphi University will be determined by the requirements necessary for the granting of the Bachelor of Science Degree by Adelphi University at the time of successful completion of the first year of study at TouroCOM. The pre-professional undergraduate curriculum, taken at Adelphi University, will include all of the courses required by TouroCOM as part of its admission requirements that are clearly described in a current TouroCOM catalog.

TouroCOM Admission Requirements

TouroCOM will consider for conditional acceptance all students who have successfully completed the pre-professional phase of their program at Adelphi University. They will be accepted into the first year of instruction at TouroCOM provided the following conditions have been met:

1. The satisfactory completion of the entire pre-professional curriculum with a minimum overall GPA of 3.5 (on a scale of 0 to 4.0), minimum science GPA of 3.5 (on a scale of 0 to 4.0).
2. A minimum score of 24 on the MCAT with no subset scores less than 6, taken within 3 years of the potential applicant start date to TOUROCOM.
3. A personal interview by the TouroCOM Admissions and Standards Committee, a positive recommendation to accept the candidate, and ultimate approval of that recommendation by the Dean of TouroCOM. This interview will occur during the joint admissions review process in the spring of the student's Junior year at Adelphi University.
4. Demonstrate a commitment to study osteopathic medicine. This commitment could be demonstrated by volunteering in a medical setting, shadowing an osteopathic physician, becoming knowledgeable on osteopathic medicine.

The Bachelor of Science Degree will be conferred by Adelphi University after the successful completion of the first year of study at TouroCOM.

For additional information, please contact the Department of Biology at (516) 877-4200 or the Office of Pre-Professional Advising and Fellowships at (516) 877-3140.

F. Physical Therapy

New York Medical College

4-3 B.S./D.P.T. Early Acceptance Program

Bachelor of Science degree from Adelphi University/Doctor of Physical Therapy degree from New York Medical College

The Doctor of Physical Therapy (DPT) degree program is a wonderful opportunity for graduates of Adelphi to transition to NYMC whose campus setting is much like ours. NYMC offers close professional relationships between faculty and students, class size target is limited to 30 students and students are assigned to faculty members for professional development and advisement. NYMC welcomes students to apply from across all academic disciplines as long as all prerequisites are met. Also, Adelphi students who are recommended by Adelphi's Pre-Professional Advisory Committee are waived from taking the GRE.

This program prepares students to become competent and caring physical therapists who will be able to skillfully practice in a variety of clinical settings and evolve with changes in the healthcare system. The program provides students a strong foundation in the basic sciences, expertise in the examination, diagnosis, and treatment of movement impairments, and extensive clinical training much of which may be completed on Long Island during the second and third years of study in the practice of physical therapy.

Faculty from the Department of Physical Therapy, the School of Medicine, and the School of Basic Medical Sciences provide students an outstanding education in the sciences that underlie physical therapy. The educational process culminates with opportunities for specialization in clinical education and through the completion of a doctoral thesis in an area of teaching, public health service, or clinical research.

A graduate of the DPT program at NYMC is prepared to immediately pass the national licensure examination, a requirement for physical therapy practice, and to assume full clinical responsibilities. NYMC has a 91% first-time passing rate and 100% ultimate passing rate for the national licensure exam.

Qualifications for Early Acceptance Programs

Students may apply for the Early Acceptance Programs through the application process to Adelphi University. Students will qualify if their high school GPA is a 3.5 or higher and if their SAT scores are a combined total of 1300 with at least a 620 in the math section. Students who are currently attending Adelphi may also apply to the program. Once accepted by Adelphi's Pre-Professional Advisory Committee students must maintain the following while attending Adelphi:

- GPA 3.3 and above, no grades below C
- 3 Recommendation letters—letters must come from, Adelphi's Pre-Professional Advisory Committee, a faculty member, a physical therapist
- Current certification in first aid and cardiopulmonary resuscitation

- Physical Therapy Experience—Greater than 50 hours of volunteer experience in two or more physical therapy clinics

The following courses are the prerequisites required for admission to the program:

BIO 111 Biological Concepts and Methods with lab

PHY 111 and 112 College Physics I and College Physics II both with labs

CHE 111 and 112 General Chemistry I and General Chemistry II both with labs (students may take CHE 107 and 108 Essentials of Chemistry I and II both with labs but CHE 111 and 112 is preferred. CHE 251 Organic Chemistry is recommended but not required)

BIO 203 and BIO 204, both with labs

PIA 101 General Psychology (and one advanced level psychology course)

One course in Math; Calculus preferred

One course in Statistics (MTH 113 Survey of Statistics or MTH 114 Statistics for the Natural Sciences; or PIA 137 Psychological Statistics or SOC 200 Sociological Statistics)

Processes for Early Acceptance Programs for Current Students Who Qualify for Admission

Adelphi's Pre-Professional Advisory Committee will monitor the academic progress of qualified students making sure they are meeting all requirements. Students who fall below a 3.3 GPA will be granted a one semester probation period in order to return the GPA to 3.3 or higher. If a student does not succeed in meeting this requirement, the student will then be removed from the program. Students who satisfy all requirements will be reviewed by Adelphi's Pre-Professional Advisory Committee who will notify the chair of the Department of Physical Therapy in the School of Public Health, NYMC. The Committee and the Chair will counsel the student during the undergraduate years to ensure that all admission requirements are completed. The Committee will formally recommend to the NYMC Admission office at NYMC that the student be considered for early acceptance and will submit the students application. The student will visit the School of Public Health prior to the end of the junior year for a tour/orientation to the Department of Physical Therapy and for a formal interview. Contingent upon a favorable decision from NYMC Admissions Committee, the student will be given provisional acceptance. In order to confirm a place in the class, the student must submit a deposit at the beginning of the senior year, which will then be applied towards the first year of graduate study at NYMC. Formal acceptance is contingent upon the student's completion of all remaining undergraduate course work at a level comparable to their earlier course work and the submission of a final transcript indicating degree completion and date.

Admission Criteria

The final decision as to whether an applicant is accepted into NYMC rest with their Admissions Committee. This decision will be based on careful consideration of the recommendation of Adelphi's Pre-Professional Advisory Committee, the applicant's application materials, and the interview. Specific qualifications fall into the following two areas:

Academic Readiness

- The student must have a strong academic foundation in prerequisite coursework and in his/her major area of study.
- The student must have a plan in place to successfully complete all necessary coursework prior to beginning graduate study.
- One of three required recommendation letters must be from a college professor who can attest to the applicant's academic competency for graduate study in physical therapy.
- Graduate Record Examination scores—students recommended for early acceptance by Adelphi's Pre-Professional Advisory Committee will not be required to submit test scores from the GRE. The merits of the student's academic performance and the recommendations of Adelphi's Pre-Professional Advisory Committee will suffice.
- Additional factors that provide evidence of academic readiness include:
 - Special academic experiences or challenges (i.e., a particularly difficult major or elective courses, extra experience in research labs, study abroad, etc.)
 - Above average skill in writing, as demonstrated by the written personal statement and by grades in writing-intensive courses
 - Awareness of what problem-based learning requires and evidence of having the qualities necessary to succeed in a problem-based curriculum (i.e., self-directed, disciplined, good problem-solving abilities, willingness and ability to work in groups).

Professional Readiness

- The student must be able to clearly express his/her reasons for wanting to become a physical therapist, and explain how his/her decision is based on a sound appraisal of his/her own personal characteristics.
- The student must provide evidence of at least 50 hours of volunteer or work experience in physical therapy. It is preferred that these hours be fulfilled in two or more clinical sites that serve different types of patients.
- One of three required recommendation letters must be from a physical therapist with whom the student has worked in a volunteer or paid capacity. The therapist must be able to attest to the student's personal and professional attributes and competency for study and future practice in physical therapy.
- The student must be able to provide evidence of leadership, a strong work ethic, and a caring personality. These are demonstrated through the written personal statement, letters of recommendation, and the interview.
- The student must provide evidence of the attributes of maturity, responsibility, and service to others through life experiences and achievements. Requirements must be satisfied before entering the EAP with NYMC School of Public Health.

Students may be granted an Adelphi diploma after completion of their first year at NYMC.

For additional information, please contact the Department of Biology at (516) 877-4200, the Department of Health Studies, Physical Education and Human Performance Science at (516) 877-4260, or the Office of Pre-Professional Advising and Fellowships at (516) 877-3140.

G. Podiatry

New York College of Podiatric Medicine

3/4 B.S./DPM Early Assurance Program and Early Acceptance

Bachelor of Science (or Arts) degree from Adelphi University/Doctor of Podiatric Medicine degree from New York College of Podiatric Medicine

Adelphi University participates in an Early Assurance program with NYCPM in which students study for three years at Adelphi, matriculate at NYCPM in their fourth year. After one year at NYCPM receive their bachelors' degree from Adelphi and after for years at NYCPM receive their Doctor of Podiatric Medicine degree.

High school applicants to Adelphi University have the option of applying to an Early Assurance Program while current Adelphi University students have the option of applying to NYCPM for early admission and/or early decision. Each student to be considered must meet the following requirements:

(A). Early Assurance Program for High School Applicants

1. Must have total SAT scores of at least 1200 on the critical reading and math sections, with a math score of at least 600
2. Must have a high school grade point average of at least 3.5
3. Should be in the upper 10% of their high school
4. Must have a definite interest in the profession of podiatry and have explored it.
5. Must show evidence of community involvement
6. Must have reasonable communication and interpersonal skills
7. Must adhere to the requirements in paragraph (B) below to maintain their standing in the Early Assurance Program

(B). Early admission and/or early decision Program for Adelphi University applicants and to maintain standing in the Early Assurance Program.

1. Must have an overall GPA of at least 3.3

2. Must have an overall GPA of at least 3.3 in math and science courses taken with no individual grade below a “C
3. Must have a definite interest in the profession of podiatry and have explored it.
4. Must show evidence of community involvement
5. Must have reasonable communication and interpersonal skills
6. Submit to Pre-Medical Council interview and review

Students must also fulfill the requirements of the Pre-Professional Advisory Committee of Adelphi University and the admissions requirements of the NYCPM in order to formally enroll at NYCPM. These requirements include:

1. An interview with the Pre-Professional Advisory Committee of Adelphi University
2. A composite letter of evaluation for admission from the Pre-Medical Council at Adelphi University
3. Participation in an Open House at NYCPM during one of the student’s first three academic years in the program
4. A timely and satisfactory formal application to NYCPM
5. Official MCAT scores at least equal to NYCPM’s current minimum at the time of admission
6. A satisfactory evaluation in a personal interview by NYCPM

Adelphi University agrees to accept a maximum of 30 credits as transfer credits, for those NYCPM courses, which comprise part of the first year study of Podiatric Medicine. For purposes of conferring a Bachelor’s Degree from Adelphi University these credits will be regarded as the fourth year of study at Adelphi University. Credits will be allocated to the student’s major requirements or treated as elective credits, in accord with Adelphi’s major requirements.

Students will transfer a combination of the following courses that yields a maximum of 30 credits to be approved by either the Biology Department of Adelphi University for Biology majors, the Chemistry Department of Adelphi University for Chemistry or Biochemistry majors, or as elective credit for any other major at Adelphi University.

- Bacteriology
- Biochemistry
- Immunology
- Cell Biology and Histology and Lab
- Physiology & Lab
- Gross Anatomy and Lab
- Molecular Biology and Molecular Genetics
- Neurosciences

The granting of these credits is subject to the following conditions:

Students enrolled in the New York College of Podiatric Medicine requesting transfer of credits must have completed each course with a grade of “C” or higher at NYCPM in order to receive transfer credit at Adelphi University.

The student is responsible for properly completing the Adelphi University “Request to Study At Another Institution” form to assure the awarding of NYCPM credits to the Adelphi degree.

For additional information, please contact the Department of Biology at (516) 877-4200 or the Office of Pre-Professional Advising and Fellowships at (516) 877-3140.

XIII.



ADMISSIONS

Admissions

*Office of University Admissions
Levermore Hall, Room 114
(516) 877-3050
1-800-Adelphi (out-of-state)*

Overview

General admission is granted twice each year for fall and spring. Although the University operates on a rolling admissions system, freshmen applicants are encouraged to submit their applications by March 1 for the fall semester and November 30 for the spring semester; transfer applicants are encouraged to submit their applications by June 1 for the fall semester and by November 30 for the spring semester. (Please note that attendance at a summer session does not assure a student of admission to any of the schools or colleges of the University.)

Late applicants will be considered on a first-come, first-served basis for admissions, financial assistance.

Applicants requesting consideration for on-campus housing must submit their tuition deposit, housing deposit and Housing Agreement Forms prior to May 1 for the fall semester (these items must be received no later than May 1).

Students interested in obtaining an admissions application or information should contact:

Office of University Admissions
Levermore Hall, Room 114
One South Avenue
P.O. Box 701
Garden City, NY 11530-0701
(516) 877-3050
1-800-Adelphi (out-of-state)
adelphi.edu

Or apply online at: admissions.adelphi.edu/onlineapp.php

Visiting the Campus

A personal interview is recommended as part of the admissions process. Prospective students are encouraged to visit the campus to interview with an admissions counselor, take a student-guided tour, and sit in on a class. To arrange for an interview and campus visit, call the Office of Admissions. Interviews and tours of the campus are available, by appointment, Monday through Friday and selected Saturdays.

General Conditions of Admission

Applicants must be graduates of a recognized four-year high school or academy, or must offer acceptable evidence of official equivalent preparation. Adelphi prefers freshmen who have successfully completed a minimum of 16 academic units. Each applicant is considered, however, on the basis of his or her individual academic record, plus co-curricular activities. It is recommended that academic units include:

- English (4 units)
- Science (3 units)
- Mathematics (3 units)
- Foreign language (2–3 units)
- Additional units to be chosen from history, social studies, and the above fields (4 units)

Deficiencies in some of these areas may be offset by superior qualifications in others. The unit represents the study of a college preparatory/Regents level subject for one year.

Admission Credentials for Freshman Admission

Admissions credentials that are required for a completed application include:

- Completed undergraduate application for Admission (online)
- A non-refundable application fee of \$35.
- A personal statement or essay is required. You may submit a report or paper you have written during this school year or, in 500 words or less, submit a response to one of the following questions or a topic of your choice.
- Official high school transcripts, including your rank in class and standardized test scores (if available)
- Official copies of your score on the required SAT or the American College Test (ACT) with writing (SAT and ACT score reports will not be acceptable without a writing score). If these scores do not appear on the official high school transcript, you must arrange for us to receive them directly from the appropriate educational testing service. For students intending to enroll in the General Studies Program or Learning Disabilities Program, SAT scores are highly recommended and expected to be provided upon request.
- One or more letters of recommendation from a guidance/college counselor, teacher or school based administrator. Letters from other sources, such as a volunteer coordinator, may also be considered.

Students who have obtained a General Equivalency Diploma (GED) or who have been out of high school for one year or more will not be required to take the SAT or ACT (unless specifically requested to do so), and will not be required to submit a letter of recommendation (but are encouraged to do so).

An admissions interview, strongly recommended for all students, is required for applicants to the Honors College, and may be arranged by the applicant or requested by the Office of University Admissions.

All records of each applicant are given careful consideration. A final evaluation is based on the abilities, purposes, and interests of the candidate. The University may also require additional information, or may exempt students from certain credentials.

Entrance Examinations

To assist the Admissions Committee in making a decision, the University requires candidates take the ACT or SAT. Students who have lived in the United States less than three years and are from a non-English-speaking country may be required to submit a TOEFL, APIEL, or IELTS score, unless your SAT critical reading score is higher than 450. International students from a non-English-speaking country are required to submit a TOEFL, APIEL, or IELTS score as well. This policy also applies to transfer students. The language requirement may also be fulfilled by successfully completing and approved English Language preparation program.

For students intending to enroll in the General Studies Program or Learning Disabilities Program, ACT or SAT scores are highly recommended. Students who seek admission at least one year after graduating from high school are not required to submit ACT or SAT scores.

Admission to Off-Campus Centers

The Office of Admissions in Garden City, using the same criteria and procedures governing applicants to the main campus, handles admission to off-campus programs centrally.

Admission of Veterans

Adelphi welcomes the opportunity to assist qualified veterans in their academic plans and preparation for the future. The University considers, on an individual basis, the needs, interests, and purposes of veterans who desire higher education.

See the University College page for additional information pertaining to Enlisted Military and Veterans. academics.adelphi.edu/universitycollege/military/index.php

Admission of Transfer Students

Applicants must submit official college transcripts of all work, whether completed or in progress, from all colleges and universities attended. Applicants for admission must provide evidence of having achieved work of high quality in the institutions from which they transfer. Transfer students who have completed less than 30 college credits must submit an official high school transcript.

Interviews may be required for transfer students interested in social work. All requests for advanced standing credit must be made at the time of the student's admission and before registering for courses at Adelphi, and must be supported by official transcripts. Students admitted directly from regionally accredited two-year colleges will have their transcripts evaluated on a course-by-course basis. The official transcript of a transfer student from another college or university is evaluated by the Office of Admissions and the evaluation is sent to the Office of the University Registrar, where it is recorded on the permanent

Adelphi University record.

Students transferring from an associate's degree program at a regionally accredited college may transfer a maximum of 64 credits (with or without an associate's degree). A student who was enrolled in a baccalaureate program at a four-year institution is eligible for a maximum of 90 credits.

Adelphi requires that the last 30 hours of college work be completed in residence. Some majors require that students complete 50% of their work at Adelphi. The maximum number of credits a student may receive from Advanced Placement tests offered by the College Board is 30 credits. Transfer students entering the University with 60 credits or more are required to declare a major at the time of matriculation.

Adelphi University will transfer all appropriate and comparable courses undertaken by transfer students in the past 10 years at regionally accredited junior or senior college. Grades of A, B, or C earned in these courses will be accepted for credit. College credit earned prior to 10 years ago will be evaluated on an individual basis. Grade points for courses in which grades of A, B, or C have been earned are not transferred to the permanent Adelphi University record, nor are they included in the Adelphi cumulative GPA.

Credit may be granted for appropriate courses taken under the direction of the United States Armed Forces Institute, but only if such courses were given under the supervision of a fully regionally accredited, two or four-year, degree-granting college or university. For veterans enrolled in University College, credit may be granted for courses completed in service schools if the content of such courses is applicable to the degree requirements of the University and if the individual's record of accomplishment in such courses has been properly authenticated. In general, the recommendations of the American Council on Education, as published in the Guide to the Evaluation of Educational Experiences in the Armed Services, are followed where appropriate in the evaluation of service training for students in University College's baccalaureate program.

Students wishing to transfer from any one of the professional schools within the University into the College of Arts and Sciences, in order to earn a Bachelor of Arts degree, can transfer no more than 30 professional school (applied) credits.

Admission of International Students

Adelphi encourages applications from students of diverse backgrounds who add to the international dimension of the University. It is recommended that applications for admission from international students be received by the Office of Admissions by May 1 for the fall semester and November 1 for the spring semester. Late applications will be considered on a case-by-case and space-available basis. For students interested in living on campus it is recommended that you submit your application by March 1. Admission of international students is based on evidence of superior academic achievement and demonstrated proficiency in English.

The cost of attending Adelphi University is the full responsibility of international students and their families or sponsors.

Further instructions on the admissions process and application requirements may be obtained at admissions.adelphi.edu/international/.

You can also contact the Office of Admissions at intladmissions@adelphi.edu or submit an inquiry form at admissions.adelphi.edu/inquiry/int_ug.php to request the *International Student Handbook*.

Early Admission

Adelphi University offers two early admission plans to qualified students who want to enter college prior to graduating from high school.

Plan I: Full-Time Study at Adelphi

Plan I permits currently enrolled high school students who do not yet have high school diplomas to enroll directly as full-time undergraduate students at Adelphi University in order to complete their high school graduation requirements.

Plan II: Concurrent Students

Plan II permits students to attend Adelphi University concurrently with high school enrollment. Generally, students under this plan will be limited to afternoon and evening courses, and will attend high school courses in the morning.

For further information concerning these early admission plans, contact the Office of Admissions.

Advanced Placement

Advanced placement with credit is awarded to entering students if required scores are achieved in an Advanced Placement Examination of the College Entrance Examination Board (CEEB). For more information regarding acceptable scores please contact the Office of Admissions.

Upon taking the examination, the student should direct the CEEB to send the test score report to Adelphi University, Office of Admissions. The maximum number of credits a student may receive from Advanced Placement tests and/or college level work completed prior to high school graduation is 30.

Students may also receive advanced placement with credit by earning an acceptable grade on selected tests including the:

- International Baccalaureate (IB) Higher Level Examinations
- Cambridge "A" Level Examinations.

Freshman Decision Policy

Adelphi University subscribes to a rolling admissions policy. The Office of Admissions makes every effort to notify candidates of their admission decision approximately three weeks after receiving a *completed* application. Adelphi also subscribes to an Early Action admissions program, whereby the Office of Admissions prioritizes the review of Early Action candidates who have completed applications, including all supporting material, submitted by December 1. The Office of Admissions makes every effort to notify Early Action candidates of their admissions decision by December 31. In some cases, the Admissions Committee may defer making a final decision until it has received a report of the candidate's midterm grades, additional scores, or until a personal interview takes place.

Candidates' Reply Date

Adelphi University subscribes to the May 1 Candidates' Reply Date for freshmen. This procedure has been established to provide ample time for students to reach a decision on their college choices. On this date, admitted students should notify the University of their intent with regard to enrollment. Deposits received after this date will be considered on a space-available basis for enrollment and housing.

Designation of Student Status

Official designation of the status of "student" at Adelphi University is reserved for those individuals who have applied to the University for acceptance to a particular program or school and have been granted admission (in writing) and in accordance with the University policies that govern such decisions. University recognition of an individual as a student does not, however, imply or assign matriculation in the particular school or program of choice. Candidates who desire matriculation into a degree or certificate program are advised to investigate all the requirements necessary for official acceptance into their program of interest, since it is possible to carry the designation of "student" at Adelphi University and yet not have completed all necessary requirements for program acceptance or matriculation. The University requires that all students submit proof of compliance with New York State immunization requirements (see "Admission Credentials").

Only students who have been cleared by the Office of Student Financial Services and who are officially registered for a course as of the end of the second week of the semester shall be eligible to receive a grade for that course.

Further consideration of the assigned status of "student" follows:

Nondegree Candidates In order to register for classes as a non-degree candidate, applicants are required to complete a non-degree application and submit an application fee with the appropriate materials. Non-degree candidates will be considered on an individual basis.

Visiting Student (taking courses at Adelphi with the intention of having them transferred back to the degree-granting institution): A letter from the college from which the student will receive a degree must be submitted each semester recommending which courses can be taken at Adelphi. This letter must also state that the credits earned from these courses will be accepted in transfer by the

degree-granting institution.

Graduate Student (taking undergraduate prerequisite courses): Applicants must submit proof of baccalaureate degree by official transcript or copy of diploma. (Students intending to pursue a master's degree at Adelphi University after completing undergraduate prerequisite courses at Adelphi should contact the Office of University Admissions for the appropriate application.)

Special Student Proof of high school graduation must be submitted. Applicants must have graduated at least one year before applying as a nondegree candidate. Permission to attend will be considered on an individual basis.

Application for University Housing

Residence hall housing is available through the Office of Residential Life and Housing (students.adelphi.edu/sa/rlh/). Admitted students are encouraged to apply for housing in one of Adelphi's six residence halls. Those interested in University housing should indicate their interest on the application for admission and must submit their housing deposit and "Housing Agreement Form" by the established deadlines.

Housing in the community is also available. For additional information, please contact the Office of Commuter Student Affairs at 516.877.6667, or enrolled students can go to the message board on eCampus (ecampus.adelphi.edu/) and review the classifieds section for the thread "available housing."

Graduation and Retention Rates

Under the Student Right-to-Know, the Campus Security Act, and other education laws, colleges and universities must make available retention and graduation rates for full-time undergraduate students admitted to degree programs beginning July 1, 1991. Retention and graduation rates for student athletes receiving aid must also be made available. This information may be obtained from the Office of the Provost.

Program-Specific Admissions Policies

In addition to the University's general requirements, Schools and special programs may have specific requirements for admission.

Joint Degree/Early Assurance Programs

Please refer to the Pre-Professional Preparation section of the bulletin.

Learning Disabilities Program

Admission Requirements

Applicants for admission to the program and the University must submit the following to the Office of Admissions:

1. Completed admission application, together with a nonrefundable fee of \$35. (Check the box on the application marked L.D. Checking this box will not affect the admission decision.)
2. An official high school transcript.
3. Official transcripts from any colleges attended.

4. An essay. (See application instructions.)
5. SAT scores are highly recommended, but not required.
6. Freshman applicants must submit at least one letter of recommendation. (See application instructions).

Admission Criteria:

The Learning Disabilities Program conducts a highly individualized assessment of each candidate's application and documentation. Criteria for admission include:

- Primary diagnosis of specific learning disability or attention deficit/hyperactivity disorder. Other diagnoses will not be considered.
- Average to superior intelligence as measured by the WAIS-IV.
- Candidates will be socially mature and have demonstrated motivation to participate in the Program and to meet the intellectual challenges and responsibilities of university life. These qualities are assessed in interviews with the professional staff and through recommendations.
- Applicants will have succeeded in college preparatory courses and shown progress in their academic careers.
- Two letters of recommendation by professionals in the field (learning specialists, tutors, teachers, educational psychologists).

Required Documentation

Students are required to submit the following to the office of the Learning Disabilities Program:

- A recent psycho-educational evaluation that provides clear evidence of a specific learning disability and/or AD/HD. Suggested reasonable accommodations must be included.
- The Wechsler Adult Intelligence Scale, Fourth Edition, (WAIS-IV), including index scores. The WASI (Wechsler Abbreviated Scale of Intelligence) is not acceptable.
- Achievement: The Woodcock-Johnson Tests of Achievement (WJ-III) or the Wechsler Individual Achievement Test (WIAT). Either must be accompanied by a thorough interpretive report.
- The applicant's most recent Individual Educational Plan (IEP).
- A completed application to the Learning Disabilities Program (in addition to the separate Admissions Application to the University).
- Two letters of recommendation by professionals in the field of learning disabilities.
- Transfer students must submit a high school transcript.
- Official attendance records.
- A statement from the guidance counselor that includes a complete explanation of the applicant's special education services.
- Appropriate candidates will require a personal interview.
-

The Learning Disabilities Program will conduct a comprehensive and individualized evaluation of each candidate's application and interview. Judgment of the professional

staff will determine eligibility for the Program. Admission to the Learning Disabilities Program is limited. Applications, including all documentation, must be received by March 1. For information about admission to the Learning Disabilities Program call (516) 877-4710, or visit academics.adelphi.edu/ldprog.

School-Specific Admissions Policies

College of Arts and Sciences

Applicants to the Art and Performing Art majors will be required to complete an audition or portfolio review, before their application will be considered for admission. Please visit the individual department's Web site for further information on the audition/portfolio requirements and procedures.

Please see general University admission requirements for all other majors.

School of Business

Special Requirements for Transfer Students

Transfer students are required to meet the same standards and criteria established for other students entering the upper division of the School of Business. If a student has not transferred the courses in the specified sequence as outlined for entering freshmen, the student will be required to complete those courses to establish eligibility to enroll in the upper division. The student must maintain a GPA of 2.3 or better at Adelphi. Students transferring to Adelphi University from a regionally accredited institution should examine the business and liberal arts requirements of the degree programs offered to undergraduates. Some of the credits accepted by the Office of Admissions for transfer may not satisfy the degree requirements in the School of Business.

Consult the Business Undergraduate Programs Office in Hagedorn Hall for further information.

Gordon F. Derner Institute for Advanced Psychological Studies

Please see general University admission requirements.

Honors College

Admission Requirements

Prospective students with superior high school records and combined SAT math, critical reading and writing scores of at least 1900 (650 critical reading) who seek admission to the Honors College should complete the Honors portion of the admission form, supply the requested evidence of their best academic or creative writing, and visit the Adelphi campus for an interview with a member of the Honors College administration or faculty. (If distance or expense prohibits a visit to campus, an interview will be conducted by telephone.) Applicants will be evaluated on the basis of a wide range of criteria, qualitative as well as quantitative. Acceptance is based on intellectual potential as well as on past achievement.

Transfer Students:

Transfer students with 56 credits or more to complete at Adelphi and with a GPA of 3.5 or better are invited to petition the Dean of the Honors College for admission. Students should be prepared to provide letters of recommendation from college professors and examples of recent work.

Current Adelphi Students:

All undergraduates enrolled at the University may request consideration for admission to the Honors College by petitioning the Dean. Such petitions will be evaluated in accordance with the standards for freshman admission, but greater weight will be given to the student's record of achievement at Adelphi.

For more information, go to academics.adelphi.edu/honcol/admission.php

Ruth S. Ammon School of Education**Scholar Teacher Education Program (STEP):**

Students applying to STEP should indicate their interest in application for admission, and should select a major from the College of Arts and Sciences or the Derner Institute of Advance Psychological Studies. To be considered for admission to STEP, students must have 3.0 GPA and a 1500 combined critical reading, math and writing SAT score. Transfer students must have at least a 2.75 GPA.

Please see general University admission requirements for all other majors/programs.

School of Nursing**Admission Requirements for Freshman Students:**

Please see general University admission requirements

Transfer Students—Basic Program:

Students wishing to transfer into the baccalaureate nursing program must have a minimum cumulative GPA of 3.0, have no more than one prerequisite science grade lower than C+, and successfully passed the NET (Nursing Entrance Test). For more information on the NET, please visit nursing.adelphi.edu/admissions/. The acceptable grade for a transfer of science credits is a C+ or better. The University's admission committee will evaluate transfer credit. Because of the number of applicants and the limitations on available clinical spaces, it is recommended that applicants who have attended other institutions of higher education submit applications for transfer to the University Admissions Office by March 1 (for September entrance) or November 1 (for January entrance). Secondary school transcripts will be required of applicants who have completed less than 30 credits at a regionally accredited college or university. All transfer students are required to take the NET exam, which evaluates basic math and reading abilities. Students must achieve a minimum score as decided by the School of Nursing for entrance to the nursing program.

An admission interview may be requested of transfer applicants. Applicants will be contacted by the School of Nursing to make arrangements if necessary. The final decision

on a transfer student's application is based on the applicant's previous academic achievement, NET scores, science grades, motivation, and personal characteristics necessary for success in nursing.

Admission of Students Holding Degrees in Other Majors:

Individuals holding a baccalaureate or master's degree in a major other than nursing are eligible to apply for the Bachelor of Science degree in nursing. University policies governing the admission of transfer nursing students apply to them. If accepted, applicants may be given a maximum of 90 credits for their previous degree. Applicants, however, must also fulfill the requirements of the nursing major, including a minimum G.P.A. of 3.0.. In most instances, this means that students will be held responsible for the professional courses and those science, math, and business courses that they lack from their previous degree.

Admission Policies for Registered Nurses:

Licensure as a registered nurse in the State of New York or eligibility for licensure endorsement is required.

Transfer students are required to have a minimum cumulative 3.0 GPA from all the institutions from which they transfer. Transcripts from high school, the school of nursing attended, and any subsequent institutions of higher education must be submitted at the time of application.

Registered Nurse Transfer Students:

Graduates from associate degree programs are admitted with all applicable credits obtained in their program; however, 64 is the maximum number of credits an associate degree graduate may apply to the Bachelor of Science degree in nursing Diploma graduates may obtain the required nursing credits by a combination of Excelsior credits and college courses. Students who have received an A.A. or A.S. degree from an accredited institution, prior to their transfer to Adelphi, will be exempt from all General Education requirements.

School of Social Work

Admission Requirements

Criteria for admission to the upper-level social work program include:

- 60 approved college credits with concentration in liberal arts;
- Minimum cumulative GPA of 2.8;
- Demonstrated motivation and capacity to work with people, and personal values congruent with the N.A.S.W. Code of Ethics;
- Experience in the human services (highly desirable).
- Two professional or academic references
- A personal essay outlining the applicant's interest in a career in social work.

Procedures for All Social Work Applicants

Students officially enter the social work program in their junior year. Students may enter the major following their sophomore year at Adelphi, or upon transfer with an associate's degree from a community college.

Students who have declared social work as their major during their freshman or sophomore years at Adelphi must meet with the director of the undergraduate program to review their academic progress as well as their motivation to pursue a career in social work. Based upon this review, the director will advise students regarding their academic and career goal. Students transferring to Adelphi for the purpose of pursuing social work education must follow the procedures outlined below.

Transfer Students:

Transfer students must first apply to the Admissions Office of Adelphi University. The Admissions Office will determine acceptance and evaluate the applicant's academic record to decide which courses are acceptable and which General Education courses still need to be taken. The University must accept applicants before they can be accepted into the social work program.

Social work courses taken at another college or university may be considered as electives if approved with a grade of C or better, but are not accepted as the equivalent of Adelphi's social work courses. Students who expect to transfer from other colleges or universities should concentrate on earning credits in the humanities—particularly language, literature, and the arts—and in the natural sciences. No more than 64 credits earned at a two-year college may be transferred at Adelphi. Students planning to transfer to the ANSWER program should contact the program director for specific information on liberal arts requirements. Courses taken through social work programs accredited by the Council on Social Work Education are evaluated to determine equivalency to Adelphi's social work courses on an individual basis. Applicants may be asked to submit college bulletins, course syllabi, and other relevant materials.

University College

Admission to programs in University College is based upon the ability to do college-level work. Although past academic records are required and reviewed, University College is more concerned with a potential student's present motivation to earn a degree than in that student's previous academic performance.

Adults interested in University College programs are required to:

1. Submit a completed University College application, including an essay that demonstrates both intellectual promise and the motivation to engage in college-level work.
2. Pay a nonrefundable application fee of \$35.
3. Provide high school and all previous college transcripts. (High school transcripts are only required for students who have not completed a minimum of 30 college credits.)

An SAT score is not required for University College applicants.

Once a completed application has been received, the student will be notified as to admission status. The Office of University Admissions makes every effort to notify candidates of their admission decision approximately three weeks after receiving a completed application. An admitted student may be permitted to register for classes and to earn college credit pending receipt of official supporting application materials.

It is the responsibility of all admitted students to have all transcripts sent directly to the Office of University Admissions, Levermore Hall, Room 114, Adelphi University, One South Avenue, P.O. Box 701, Garden City, New York 11530-0701, either prior to or within 30 days of the date of the official letter of acceptance.

Accepted students will not receive full admission status until all official transcripts have been received and evaluated. When official transcripts have been received and evaluated, written notification of the number of accepted transfer credits will be sent to accepted students by the Office of Admissions. Admitted students who do not comply with the above will be blocked from registering for future terms. Administrative withdrawal may be reversed once the outstanding transcripts are received.

Students who do not have a high school diploma or equivalent will be termed “Provisionally Admitted.” These students are limited to 24 graded credits at Adelphi University, upon completion of which they must apply to the New York State Department of Education for a high school equivalency diploma. Students are advised to consult with their University College academic adviser.

Please read the Admissions FAQ for more information on the University College application. academics.adelphi.edu/universitycollege/admission/faqs.php

Graduate Study Admissions

General Requirements for Admission*

Applicants must hold a baccalaureate degree from a regionally accredited college or university and must present evidence of their qualifications for advanced study.

The following supporting documents should be submitted to the Office of University Graduate Admissions, Levermore Hall 114:

1. Completed and signed application for admission and \$50 application fee.
2. An official transcript for all previous college and university work.
3. Appropriate test scores (check with your school and/or department).
4. Completed recommendation forms.
5. Students who have lived in the United States less than three years and are from a non-English-speaking country need to submit a TOEFL, APIEL, or IELTS score. The language requirement may also be fulfilled by successfully completing and approved English Language preparation program.

Besides these general requirements, particular programs may specify additional requirements. Applicants should review the statement on admission that appears within the section of this *Bulletin* for each school.

For further information, call or write:

Office of University Admissions
Levermore Hall 114
Adelphi University
Garden City, NY 11530
(516) 877-3050

Or you can begin your application online at: admissions.adelphi.edu/onlineapp.php

*The Office of Admissions, in consultation with the academic program, has the right to waive a requirement or request additional material.

Admission to Graduate Standing

To be admitted to candidacy in any graduate program leading to a master's or doctoral degree, applicants must possess a baccalaureate from a regionally accredited college or university and must present evidence of their qualifications for advanced study.

In addition to these general requirements, the specific prerequisites for admission to a particular graduate program should be carefully noted. Applicants who are otherwise acceptable for candidacy but who lack special course prerequisites may be admitted as nonmatriculants. When they have satisfactorily fulfilled such background requirements, they are automatically accorded the status of matriculated degree candidates. (See also the additional requirements of individual schools.)

Provisional Admission

Applicants for degree candidacy who show promise for advanced study but have some deficiencies in their scholarly credentials may be admitted on a provisional basis. Such status must be approved by the school in which the student seeks candidacy.

A student admitted on a provisional basis is given the opportunity to meet the required academic criteria established by the specific program or department. In qualifying for status as degree candidates, provisional students are required to obtain grades of B or better in each course or a 3.25 grade-point average during an initial 12-credit probationary period. Students who fail to achieve at this level are disallowed from pursuing further course work in the degree program.

Admission of Nondegree Students

Students who wish to undertake graduate study but who do not intend to become candidates for a higher degree are classified as nondegree students. This classification includes those who wish to take selected courses to earn credit for personal or professional benefit and those who enroll as summer visitors. In order to gain admission as a Non-degree Student during the academic year, such students must file a nondegree application form and present evidence of a baccalaureate degree. Entry to certificate or diploma programs may require evidence of additional credentials.

Students who are teachers and wish to meet certification requirements but who do not plan to become degree candidates are also admitted with non-degree status. Non-degree 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 records;
3. Official or certified transcripts from all institutions previously attended;

4. Total of 80 or better (95 for Master's degree in Social Work) on the Internet-based Test (IBT) of English as a Foreign Language (TOEFL), or the completion of ELS Language Center's Level 213. The IELTS may also be accepted in lieu of the TOEFL exam.
5. Translated descriptions or syllabi of courses taken;
6. Completed notarized affidavit of support and bank statement. (The I-20 form, which enables the student to apply for a student visa, will not be issued without these documents.)

Additional items may be requested by the Office International Student Services. Besides these general requirements, particular programs may specify additional requirements. Applicants should review the statement on admission that appears within the section of the *Bulletin* for each school.

Admission to Off-Campus Centers

The Office of Admissions in Garden City, using the same criteria and procedures governing applicants to the main campus, handles admission to off-campus programs centrally.

Admission of Veterans

Adelphi welcomes the opportunity to assist qualified veterans in their academic plans and preparation for the future. The University considers, on an individual basis, the needs, interests, and purposes of veterans who desire higher education.

XIV.



EXPENSES AND FINANCIAL AID

Expenses and Financial Aid

Office of Student Financial Services

Levermore Hall, Lower Level

e - financialservices@adelphi.edu

Information for All Adelphi Students on Expenses and Financial Aid

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

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

Tuition and Fees

The following Tuition and Fee Policy pertains to the 2009–2010 academic year. The Board of Trustees of Adelphi University reserves the right to change this tuition and fee schedule without prior notice. The Office of Student Financial Services, (516) 877-3080, must be consulted for the current tuition and fees schedule.

Tuition and fees are payable by mail, via the Web using MasterCard or Visa, in person at the Office of Student Financial Services, or by phone with MasterCard or Visa. Checks and money orders should be made payable to Adelphi University. All payments will be applied to past-due balances first.

Charges billed by the University are outlined below. Students and parents, however, should be prepared to pay for expenditures associated with books, travel, and personal items. Additional fees and charges for specific courses, as detailed in the class schedule, also may be assessed.

Tuition and Fee Rates

See sections for Undergraduate or Graduate study later in this section.

Payment Policy

Tuition and fees are payable in full at the time of registration. Students pre-registering for the fall and spring semesters will be billed in June and December, respectively. Students are responsible for all charges regardless of billing.

Students are required to notify the Office of the Registrar of their appropriate billing address and to contact the Office of Student Financial Services if bills are not received. Payments must be made in accordance with University policies, whether or not bills are received. Students may request a current statement of account at the Information Desk, Levermore Hall, Lower Level, room one.

Two Payment Plan

Students may elect the two payment plan for each semester. One-half of the balance, plus the \$50 the two payment plan fee, is due by August 1 for the fall semester or January 6 for the spring semester. The final payment is due on October 15 or March 15.

For more information, visit ecampus.adelphi.edu/sfs/payment_plans.php

Monthly Payment Plan

Many students have indicated a preference to pay on a monthly basis. Adelphi offers Tuition Pay (AMS), which provides for payment in monthly installments as an alternative. Information on this plan is mailed to all students before each semester and can also be obtained in the Office of Student Financial Services.

For more information, visit ecampus.adelphi.edu/sfs/payment_plans.php

Late Payment Fees

All tuition and fee charges are due at registration unless a two payment plan or the AMS monthly payment plan is elected. Failure to make payments on time will result in the assessment of late penalties, as defined in the class schedule. Programs not following the traditional semester calendar are also subject to late payment fees.

Students having outstanding indebtedness to the University will not be permitted to register, receive a transcript or grade report, or have a degree conferred. No student may withdraw or graduate from the University in good standing unless all current obligations are paid in full.

Federal and state regulations, as well as University policy, precludes the use of any current financial aid for payment of past-due charges.

Late Payment Fees

Fall Semester

Payment after August 1	\$50
Payment after October 15 (add'l)	\$25
Payment after October 31 (add'l)	\$100

Spring Semester

Payment after January 6	\$50
Payment after March 15 (add'l)	\$25
Payment after March 31 (add'l)	\$100

Residence Fees

See Undergraduate section

Refund Policy for Tuition

Refunds are computed as of the date the Registrar is notified of the withdrawal. The date of the request will determine the tuition liability for the semester.

Nonattendance in a course does not constitute an official withdrawal. Students will be held responsible for payment of all tuition and fees until an official withdrawal is presented to the Registrar.

Refunds do not depend on the number of class sessions held or attended. Failure to complete payment is not an official withdrawal. A student who is suspended or dismissed or who withdraws when under investigation for misconduct shall not have tuition refunded for the semester in which such action is taken.

All refunds of credit balances must be requested from the Office of Student Financial Services.

All students who withdraw from the University prior to the first day of classes will receive a credit for all tuition and fees, less the mandatory withdrawal fee.

Title IV Recipients

Adelphi University's refund policy conforms to the updated version (Section 668.22) of the Higher Education Amendments of 1998. In accordance with federal regulations, students who withdraw from the University and have Federal Title IV financial assistance (Federal Stafford Loan, Federal Parent Loan for Undergraduate Students, Federal SEOG, Federal Perkins Loan, or Federal Pell Grant) that has been credited or could have been credited to their account, will be subject to both Federal Policy regarding the possible return of Title IV funds awarded AND Adelphi University's policy regarding the possible return of institutional aid awarded. Furthermore, the amount of refundable institutional charges (and/or possible reduction of outstanding balance) will be set by school policy.

The federal government and the school policy will be similar regarding the amount of student aid that may be retained (for related school expenses). Only that amount of the semester's aid that has been earned (as a result of the prorated amount of time the student has been in school for that semester) will be eligible for retention on the student's behalf. Any aid that is not earned must be returned to its source. (The amounts to be returned to federal programs will vary based upon the type of program, the total amount to be returned, and the government's determination of the order in which aid is returned to the programs.) If there is a student account balance resulting from these adjustments, the student is responsible for payment.

The order of return of Title IV funds at Adelphi University is as follows:

Unsubsidized Federal Stafford loans	Federal Pell Grants
Subsidized Federal Stafford loans	Federal ACG/SMART Grants
Federal Perkins loans	Federal SEOG Grants
Federal PLUS loans	Other Title IV programs
Graduate PLUS loans	

Sample worksheets for calculation are available in the office of Student Financial Services upon request.

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

<i>School Week</i>	<i>Percentage Refunded</i>
Prior to the first day of the semester	100% refund
By the end of the first week	90% refund
By the end of the second week	50% refund
By the end of the third week	50% refund
By the end of the fourth week	25% refund
Thereafter	No refund

For information about the refund schedule for University College, programs less than 10 weeks, and workshops, please see ecampus.adelphi.edu/sfs/payment_refund.php.

Residence Fees Refund

See Undergraduate section

Appeals

An appeals committee exists for students and parents who feel that individual circumstances warrant exceptions from published policies. Any written requests for appeals should be directed to the committee's coordinator. The address is:

Mary Barca
Levermore Hall, Room 9
Adelphi University
South Avenue
Garden City, NY 11530

The University reserves the right to change all tuition and fee amounts and policies without prior notice.

Financial Assistance

Adelphi University offers a wide variety of financial assistance programs in addition to the various federal and state programs that currently exist.

Financial assistance is any grant, scholarship, loan, or employment opportunity that is offered to an enrolled or prospective student with the express purpose of helping the student meet educational expenses.

The amounts and types of financial assistance that a student receives are determined by the eligibility of the applicant for each program. The combination of these various awards is commonly referred to as the “financial aid package.”

The University expects each student to have knowledge of the information presented in the *Bulletin* and appropriate *Directory of Classes*.

Graduate students are encouraged to file the appropriate application forms and to contact their graduate school/department for a listing of additional sources and assistantship information.

Responsibilities of Financial Assistance Recipients

Students receiving financial assistance have the following responsibilities:

1. To complete the Free Application for Federal Student Aid (FAFSA) each academic year by the deadline prescribed by the University.
2. To meet the requirements of good academic standing and maintain satisfactory academic progress toward their degree.
3. If a student transfers from another institution to Adelphi University during the **same award year** federal regulations require that we request through the National Student Loan Data System (NSLDS) updated information about any fall disbursements so that your spring disbursements are accurate and do not exceed federal guidelines. Your assistance package may change after review of your record on the NSLDS system.
4. To report to the Office of Student Financial Services any changes in enrollment status, changes of name or address, receipt of any additional internal or external financial assistance.

The University reserves the right to make adjustments in financial assistance packages because of changes in the recipient’s enrollment or residency status, income discrepancies, or financial circumstances.

The University further reserves the right to make proportionate adjustments in campus-administered financial assistance if federal or state funding to the University changes.

Students who withdraw from the University before the end of an academic term may be required to repay a portion of their financial assistance.

Financial Assistance Policies

All financial assistance awards are made based on the information available as of the date of the financial assistance award letter. If the student receives financial assistance from sources not specified in the award letter, either from Adelphi or from outside sources, Adelphi reserves the right to adjust the financial assistance package.

The Office of Student Financial Services should be notified of any change to the family's financial situation after the completion of the FAFSA if the student or parents believe it could affect the student's eligibility for assistance. Adjustments to a student's financial assistance award may be made at the discretion of the Office of Student Financial Services. Some common reasons for adjustments are change in budgets (for example, if the student moves from University housing to private housing), changes in enrollment (for example, enrolling part-time when originally stated full-time on the federal application), documentation of incorrect income and asset information, changes in family circumstances, receipt of outside or academic scholarships, or any other changes in information that, in the opinion of the Office of Student Financial Services, justifies a change in the financial assistance awards.

Students receiving institutional scholarships that exceed the cost of tuition may be subject to federal income tax on the amount by which the award exceeds tuition. We recommend students check with their tax consultant for further information.

Nondegree Students

Individuals registering for courses in the University without applying to the Admissions Office for degree status are considered nondegree students. The courses taken are considered to be for personal enrichment and the student is not eligible for any financial assistance.

Foreign Students

Federal and state financial aid programs are limited to U.S. citizens and resident aliens (persons with Form I-151, also called a "Green Card").

FAFSA Application Procedures

Students applying for financial assistance must complete the **Free Application for Federal Student Aid** (FAFSA). Applications can be completed online at www.fafsa.ed.gov. All New York State residents who are receiving financial assistance from Adelphi are required to apply to New York State for the Tuition Assistance Program (TAP) grant. Students will be presented with a link to the TAP application when they are finished completing the FAFSA. They must follow this link to apply for TAP.

If a student transfers from another institution to Adelphi University during the same award year, federal regulations require that we request through the National Student Loan Data System (NSLDS) updated information about any fall disbursements so that your spring disbursements are accurate and do not exceed any federally mandated maximums.

Since the information on the NSLDS system may not be accessed earlier than 30 days before the start of the spring semester, your assistance package may change after review of your record on the NSLDS system.

Although award decisions will not be made until an applicant has been officially accepted by the Admissions Office, it is important to note that financial assistance applications should be completed prior to admission acceptance.

Application Deadlines

Applications for all financial assistance programs should be made by all new and continuing students as soon after January 1 as possible, each year. The various state and federal programs have deadline dates that extend throughout the academic year. Consult the Office of Student Financial Services for specific dates that may affect applications for these programs.

The entire FAFSA should be completed online at www.fafsa.ed.gov as soon as possible after January 1, each year. Filing by ***February 15*** for continuing students and ***March 1*** for new students maximizes your access to the different financial aid programs. Applications made after those respective dates will only be considered if funds remain available.

Students currently enrolled are required to reapply for financial assistance each academic year.

Academic Requirements to Maintain Financial Assistance

Financial assistance recipients must be in good academic standing and must be making satisfactory academic progress. Failure to meet established criteria will result in the loss of financial assistance. Details concerning established criteria are available in the Office of Academic Services and Retention and the Office of Student Financial Services.

If a student is officially withdrawing from the University, the W grades will not count toward unsatisfactory credits. (See the section titled “University Withdrawal.”)

Hours attempted constitute all courses a student registers for, including courses in which grades of I and W are given.

Credits earned include all courses in which grades of A, B, C, D, or P are given.

Students who do not make satisfactory progress because they have failed to earn the required credit ratio due to grades of W, F, or I, are not eligible for financial assistance. The federal criteria and New York State Tuition Assistance Program requirements may vary from the University criteria. Please contact the Office of Student Financial Services for more specific information.

Ombudsman Information for Title IV Students

The Office of Student Financial Assistance Ombudsman is available to assist students in resolving loan disputes and other problems. Contact them for assistance at 202.401.4498 (Washington, DC) or toll-free at (877) 557-2575. Additional information is available at **the Department of Education's Federal Student Aid Ombudsman Web site:** ombudsman.ed.gov

Note: *Additional Financial Assistance information is presented in the Undergraduate and Graduate sections of this chapter.*

II. Undergraduate-Specific Expenses and Financial Aid

Tuition and Fee Rates

Undergraduate, Full Time (12–17 credits per semester)

2009–2010 Academic Year

Continuing Students (students enrolled prior to fall 2007):

Tuition and University Fees, per year \$23,820

Technology Fee, per year \$400

Student Activity Fee, per year \$200

Comprehensive Tuition Fee, per year . . . \$24,420

*Continuing Students (students entered fall 2007,
spring 2008, summer 2008):*

Tuition and University Fees, per year . . . \$24,700

Technology Fee, per year \$400

Student Activity Fee, per year \$200

Comprehensive Tuition Fee, per year . . . \$25,300

*New/Transfer Students (students entered fall 2008,
or later):*

Tuition and University Fees, per year . . . \$25,630

Technology Fee, per year \$400

Student Activity Fee, per year \$200

Comprehensive Tuition Fee, per year . . . \$26,230

Undergraduate, Part Time 2009–2010 Academic Year

(1–11 credits per semester)

Tuition, per credit hour \$780

University Fees (nonrefundable), per year . \$400

Technology Fee, per year \$200

Student Activity Fee, per year \$20

Upper Division (Nursing, Education, and Social Work)*

2009–2010 Academic Year

Tuition and Fees, per year \$25,900

Technology Fee, per year \$400

Student Activity Fee, per year \$200

Comprehensive Tuition Fee, per year . . . \$26,500

There is a \$325 charge for each clinical nursing course.

**Upper Division rates apply to junior and senior level students in nursing, and social work, who are taking courses numbered 300 or higher. In addition, there is a \$325 charge for each clinical nursing course and a liability insurance fee charged for each semester.*

***Education students are Upper Division if they have completed more than 55 credits (including transfer credits) This includes all STEP students regardless of class level.*

University College

2009–2010 Academic Year

Tuition, per credit	\$665
University Fees, per year	\$200
Technology Fee, per year	
1-11 credits	\$200
12 or more credits	\$400
Student Activity Fee, per year	\$20

University Fees

University Fees cover the use of all academic and recreational facilities. They also include use of the library, gymnasium, health services, counseling and career services, and provide for security and accident insurance for all students.

Student Activity Fee

The Student Activity Fee is allocated and disbursed by the Student Government Association to recognized student groups.

Other Fees and Charges

Application Fee (nonrefundable)	\$35
Graduation Reapplication/Late Filing Fee	\$25
Late Registration Fee:	
(Check current <i>Directory of Classes</i> for appropriate calendar)	\$150
Medical Insurance (Annual)	\$370
Orientation Fee (Freshmen, Fall Semester only)	\$255
Orientation Fee (Transfers/Freshmen, Spring Semester only)	\$70
Criminal Background Check (where required)	\$100
Program Change, Drop/Add each form	\$25
Registration Reinstatement Fee	\$150
Returned Check (in addition to charge for late payment of tuition)	\$25
Academic Success Program Fee (per semester)	\$3,500
Academic Success Program Fee (Summer)	\$1,975
Transcripts (per copy)	\$10
Two Payment Plan Fee	\$50
Laboratory, Studio, and Workshop Fees	
(specified with course listings in the <i>Directory of Classes</i>)	Varies
Private Music Instruction, per semester(Fall, Spring)	\$860
(Summer)	\$245

Professional Liability Insurance (Specified after each course in the Directory of Classes)

..Varies

Withdrawal Fee \$100

Residence Fees

Annual Room Rates (per person/per academic year excluding intercession and summer)

Singles—There are very few single rooms. They are usually reserved for special circumstances.

\$8,750 Room

\$9,530 Room with Air Conditioning

\$10,100 Room in New Residence Hall

\$10,640 Converted Double Room to Single

\$12,320 Converted Double Room to Single with Air Conditioning

\$13,420 Converted Double to Single in Suite

\$13,630 Converted Double Room to Single in New Residence Hall

Doubles—Most students will have a double room, the most common on campus.

\$7,590 Room

\$8,170 Room in Suite with Quad

\$8,380 Room with Air Conditioning

\$9,540 Suite with Semi-Private Bath

\$9,430 Converted Triple to Double

\$9,700 Room in New Residence Hall

\$10,580 Converted Triple to Double with Air Conditioning

\$12,320 Converted Triple to Double in New Residence Hall

Triples—

\$6,280 Converted Double

\$6,860* Designed Room

\$7,070 Converted Double with Air Conditioning

\$7,650* Designed Room with Air Conditioning

\$8,170 Converted Double Suite

\$8,640 Converted Double in New Residence Hall

\$8,960* Room in New Residence Hall

**These rooms are designed to accommodate three students.*

Quad—

\$8,170 Converted Double Suite to Quad

Meal Plans

All resident students must select one of the following meal plans:

Basic. \$2,400

Average. \$3,000

Heavy. \$3,400

These plans may be supplemented at any time in increments of \$50. Further information on resident meal plans is available from the Office of Residential Life and Housing in Earle Hall, room 100, (516) 877-3650.

Commuter students may also purchase meal plans. For information on commuter meal plans, contact the Office of Commuter Student Affairs in the University Center, room 109, (516) 877-6667.

Medical Insurance

All residence hall and international students are automatically enrolled in Adelphi's student medical insurance plan. A student who is already covered by alternative medical insurance, and wishes to cancel Adelphi's coverage, must bring evidence of such medical insurance to the Health Services Office by October 1 (for the fall semester) or March 1 (for the spring semester). Likewise, those students who do not have medical insurance coverage and wish to enroll in Adelphi's plan must do so by the same dates.

Room and Board Deposit

Each resident student granted University housing is required to pay a \$300 housing deposit. In addition, students new to the University must also pay the \$250 tuition deposit. Damage deposits should be paid prior to June 1 for priority consideration. Those submitting deposits after June 1 will be assigned on a space-available basis.

Residence Fees Refund

Room and board charges (less nonrefundable deposits) will be refunded in full prior to occupancy. The housing deposit will be refunded provided that the Office of Residential Life and Housing is notified by the student in writing of the cancellation prior to July 15 for the fall semester or December 15 for the spring semester. After these dates, the deposit will be forfeited. Except in the case of midyear graduation or withdrawal from the institution, the housing agreement is binding from the date of occupancy to the end of the current academic year. Upon occupancy, the housing deposit is used as a damage deposit and the residence activity fee is no longer refundable.

A student may be released from this agreement only if approved by a special committee that shall review each request individually and with reference to prevailing University policy for granting such waivers.

Should a resident withdraw from the University, that student must notify the Office of Residential Life and Housing, in writing, and then follow appropriate procedures by checking out with a residential life staff member. All room refunds are subject to the room refund schedule found in the *Directory of Classes*. Please review the schedule before requesting a refund.

A student who is suspended or dismissed from the University or from housing, or who withdraws when under investigation for misconduct, shall not have housing fees refunded for the semester in which such action is taken. All refunds of credit balances must be requested from the Office of Student Financial Services.

Undergraduate Financial Assistance

In addition to the information presented below, please see the Financial Assistance section at the beginning of this chapter for policy and loan information that applies to both undergraduate and graduate students.

Institutional Programs

Adelphi offers a full range of scholarships. Scholarships are generally awarded to students who attend on a full-time basis and have either high academic records or expertise in a particular area.

Academic Scholarships

Trustee Scholarships, Presidential Scholarships, Provost Scholarships, Deans' Scholarships, and all other achievement awards are awarded to new freshman, and transfer students based on high academic records and full-time enrollment (a minimum of 12 credits per semester). Further requirements (i.e., GPA and renewal criteria) for each scholarship are specified in each student's scholarship letter.

Talent Awards

Technical theatre, performing arts, art, music, communications, athletic scholarships, and recognition awards are awarded to students with expertise in a particular area. These scholarships are awarded to new, full-time students by the individual departments based on participation in the specified activity, GPA, and academic standing. Further requirements for the continuation and renewal of these scholarships are specified in each student's scholarship letter.

Adelphi University Financial Grant

This grant is based on consideration of a student's financial circumstances. Renewal criteria depend on continued financial need, GPA, and standing related to disciplinary matters.

Adelphi University Full-Time and Part-Time Transfer Merit Award

The Adelphi University Transfer Merit Award for part-time students is offered to new, part-time students who demonstrate high academic achievement. For transfers, initial criteria include a transfer GPA of at least 3.0 for full-time awards and 3.3 for part-time awards.

Eagle Scout, Girl Scout Gold, and Explorer Awards

These awards are offered to new, full-time students who demonstrate high academic achievement. The student will receive an academic award (Dean's, Provost, Presidential, or Trustee) and in addition be recognized for his/her achievement in Scouting.

Alumni Award

Children or grandchildren of Adelphi alumni are eligible to receive scholarship up to \$1,000. Be sure to indicate on your application if one parent or grandparent graduated from Adelphi University in order to receive the award.

For further information, please contact Adelphi University Office of Student Financial Services at (516) 877-3080 and visit ecampus.adelphi.edu/sfs/au_scholarships_grants.php.

Federal Programs

It should be noted that while an applicant may indicate interest in a campus-based federal program, final responsibility for the selection of students and amount of award rests with the University, and that selection is guided by the availability of funds and student need. To remain eligible, students must demonstrate continued financial need and be in good standing in academic and disciplinary matters.

Grants

Federal Pell Grant

A federal program designed to provide financial assistance to those in need. The amount of the grant is determined on the basis of student and family income and assets, in accordance with strict government formulas. The University administers the federal programs listed below. Students apply for these programs through submission of the FAFSA, with additional income verification documentation if requested, and by observing the application deadlines.

Federal Supplemental Educational Opportunity Grant (FSEOG)

A federal grant program that provides grants to students who demonstrate higher financial need and are eligible Federal Pell Grant recipients.

Academic Competitiveness Grant (ACG)

A federal grant, the ACG is available to Pell-eligible undergraduate students who have successfully completed a rigorous secondary school program of study. Eligibility is determined based on the FAFSA. Awards range from \$750 for first-year students up to \$1,300 for second year students. More information is available at www.ed.gov/about/inits/ed/competitiveness/ac-smart2.html.

National Science and Mathematics Access to Retain Talent Grant (SMART)

SMART is a federal grant available to Pell-eligible undergraduate students who major in physical, life or computer science, engineering, mathematics, technology or a critical foreign language. Eligibility is determined based on the FAFSA. Awards range up to \$4,000 per year for third and fourth year students. More information is available at www.ed.gov/about/inits/ed/competitiveness/ac-smart2.html.

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.

For further information on Federal grants, visit ecampus.adelphi.edu/sfs/fed_state_grants.php

Loans

Federal Perkins Loan

A student loan program subsidized by the federal government available to assist students in financing their education. The interest rate is 5% per year with repayment beginning nine months after a student leaves school or graduates. Repayment must be completed within a 10-year period.

Federal Nursing Loan

This program provides low interest loans to students enrolled in a nursing program. The interest rate is 5% per year with repayment beginning nine months after a student leaves school or graduates. Repayment must be completed within a 10-year period.

Federal Stafford Loan

A Stafford Loan is a low-interest loan available to students enrolled in a minimum of 6 credits per semester. These loans are made by a lender such as a bank, credit union, or savings and loan association and are guaranteed by the federal government. Depending on the need of the student as calculated by the Department of Education, these loans are either made on a subsidized basis, where the federal government pays the interest during the enrollment period, or an unsubsidized basis, where the student is responsible for such interest. Maximum loan amounts for dependent students are \$3,500 plus an additional \$2,000 in unsubsidized funds for freshmen, \$4,500 plus an additional \$2,000 in unsubsidized funds for sophomores, and \$5,500 plus an additional \$2,000 in unsubsidized funds for juniors and seniors. Maximum loan amounts for independent students are \$7,500 for freshmen plus an additional \$2,000 in unsubsidized funds, \$8,500 plus an additional \$2,000 in unsubsidized funds for sophomores, and \$10,500 plus an additional \$2,000 in unsubsidized funds for juniors and seniors. Effective July 1, 2009, the in-school interest rate is 5.60% for the Subsidized Federal Stafford Loan. The repayment interest rate is 5.6%. The interest rate on all unsubsidized Stafford Loans is 6.8%. Repayment of these loans begins six months after the student ceases to be enrolled at least halftime.

Parent Loan for Undergraduate Students (PLUS)

A PLUS loan is available to parents of dependent children enrolled in a minimum of 6 credits per semester. A parent may borrow up to the cost of education, less any other financial assistance, each academic year. Credit worthiness is a factor in obtaining this loan. PLUS loans carry variable interest rates, set each June. The interest rate as of July 1, 2009, is 8.50%. Repayment of the loan begins within 60 days of when the loan is disbursed unless special deferment conditions apply. More information and applications are available from participating lending institutions or the Office of Student Financial Services.

For further information on Federal loans, go to ecampus.adelphi.edu/sfs/fed_loan.php

Federal Title IV Refunds

In accordance with federal regulations, students who withdraw from the University and have Federal Title IV financial assistance that has been credited or could have been

credited to their account, will be subject to ***both Federal Policy regarding possible return of Federal IV funds awarded, and Adelphi University's policy regarding the possible return of institutional aid awarded.*** Furthermore, the amount of the refundable institutional charges (and/or possible reduction of outstanding balance) will be set by school policy.

Title IV funds, (Federal Stafford Loans, Federal Parent Loan for Undergraduate Students, Federal SEOG, Federal Perkins Loan, Federal Pell Grant, ACG or SMART Grant) are awarded to students based on the assumption that they will attend classes for the entire period for which aid is awarded. The return of federal aid is a mandated process by which a school calculates the amount of federal funds to be returned for a federally funded student who withdraws or ceases attendance during a period of enrollment. Calculations may result in a reduction of the student's Title IV loan and grant aid to reflect the percentage of the period of enrollment that the student attended, ***if the student attended 60 percent or less of the enrollment period.*** Based on these calculations, the school and or the student may be required to return "unearned" federal assistance.

Only the amount of the semester's aid that has been earned (as a result of the prorated amount of the time the student has been in school for that semester) will be eligible to be retained for the student. Any aid that is not earned must be returned to its source and the amounts to be returned to Federal Programs will vary, based upon the type of program, the total amount to be returned, and the government's determination of the order in which the aid is returned to the programs.

This formula is a federally mandated calculation. If a student account balance results from these adjustments, the student is responsible for the payment.

New York State Programs

New York State Tuition Assistance Program (TAP)

This program offers aid to residents of New York State, based on the income of parents and students. Application and renewal of TAP commences by completing the FAFSA. Students can go to www.hesc.com to apply for TAP. Students must be full-time (12 or more credits per semester) to be eligible.

Aid for Part-Time Study (APTS)

The APTS program provides grant assistance to New York State residents who are part-time undergraduate students. A completed APTS application must be filed with the Office of Student Financial Services by October 15 for the fall semester and by February 15 for the spring semester.

Vietnam Veteran Tuition Awards (VVTA)

Vietnam Veterans Tuition Awards provide up to \$1,000 per semester for full-time study or \$500 per semester for part-time study to Vietnam veterans matriculated in an undergraduate degree-granting program.

Persian Gulf Veterans Tuition Awards (PGVTA)

Persian Gulf Veterans Tuition Awards provide up to \$1,000 per semester for full-time study or \$500 per semester for part-time study to Persian Gulf veterans matriculated in an undergraduate degree-granting program.

Robert C. Byrd Honors Scholarship

This competitive federal honors program provides scholarships to academically talented high school seniors who are New York State residents and plan to attend any approved institution of higher learning in the United States. For further information contact Higher Education Services Corporation (HESC), Student Information, Albany, NY 12255 or visit www.hesc.com.

Regents Professional Opportunity Scholarship

New York State residents attending, or planning to attend, a New York college as an undergraduate or graduate student pursuing a career in certain licensed professions may be eligible for an award from the Regents Professional Opportunity Scholarship Program. Selection priority is given to: (1) those who are economically disadvantaged and who are members of a minority group that is historically underrepresented in the chosen profession; (2) those who are members of a minority group that has been historically underrepresented in the chosen profession; (3) graduates of the following programs: SEEK, College Discovery, EOP, or HEOP.

Awards range from \$1,000–\$5,000 per year.

Award recipients must agree to work one year for each annual payment received.

Employment must be in the studied profession and must be in New York State. Contact NYS Education Department in the fall prior to the academic year for which the student is applying for the application deadline.

For further information, contact NYS Education Department, Bureau of College, School and Community Collaboration, Cultural Education Center, Room 5C64, Albany, NY 12230.

The Memorial Scholarship

Awards are granted to the child of either a police officer or a regular or volunteer firefighter in New York State who died as a result of an injury sustained in the line of duty. Students must be enrolled full-time. Applications are available in high school guidance offices or can be obtained from NYSHESC, 99 Washington Ave., Albany, NY 12255.

Aid to Native Americans

Students listed on an official roll of a New York State tribe or who are children of an enrolled member may be entitled to an award. Applications can be obtained from Native American Education Department, Albany, NY 12230.

For further information, contact Higher Education Services Corp. (HESC), Student Information, Albany, NY 12255 or visit HESC's Web site at www.hesc.com.

Other Assistance

Several lenders offer credit based “alternative loans” for students who need to borrow above the Federal Stafford loan limits. For these alternative loans, students may borrow up to their total cost of education, less all other financial aid that they are receiving for the loan period. The features, eligibility, and repayment requirements for these alternative loans vary depending on the program. To find out more about them, contact the Office of Student Financial Services at (516) 877-3080 or access our Web site at eCampus.adelphi.edu/sfs/.

Study Abroad Programs

The names of Adelphi students wishing to study abroad will be sent to the Office of Student Financial Services by the Study Abroad Office ***no later than*** eight weeks prior to departure.

Please refer to this *Bulletin's* “Study Abroad” section under Support Services to obtain information about the process to be followed to receive academic approval to study at or through another university. All students must receive academic approval to study abroad prior to having Student Financial Services determine their eligibility for funding for such study.

Students will receive a revised Financial Assistance Award Letter after their eligibility has been confirmed. All financial aid will be applied first to charges incurred at Adelphi. If a credit balance is created by the application of financial aid, this credit will be refunded to the student to be used to pay for additional charges (such as housing and meals) incurred at the Host school. Students are not guaranteed that their financial aid will cover all charges and may be required to pay some costs out-of-pocket.

The Provost Scholarship for Study Abroad has been developed to assist academically superior students who do not receive an Adelphi Scholarship in affording study abroad programs. For further information, contact the Office of the Provost.

Endowed and Restricted Scholarships and Prizes

The ATEP Associates Scholarship assists education majors with financial awards.

The Adelphi Traveling Scholarship assists athletes with financial need.

The Panayotis Agelarakis Scholarship is awarded to students studying anthropology or environmental studies. Professor Anagnostis Agelarakis established the scholarship in memory of his father.

Ruth S. Ammon Memorial Scholarships are awarded to undergraduate and graduate students in the School of Education. They were established in 2006 by trustee Carol A. Ammon '79 M.B.A. in memory of her mother, a member of the Class of 1942.

The Art History Essay Prize is awarded by the Department of Art History.

The Atlantic Bank Scholarship assists deserving students of Greek origin or parentage who are pursuing careers in banking and/or finance and who have financial need.

The Axinn Poetry Prize is awarded by the Department of English.

The Augusta Uhlich and Helen Baldwin Scholarships assists sophomores, juniors, and seniors with strong academic records.

The George E. Barlow Scholarship assists students with strong academic records.

The Alexander Barnes Scholarship was established by family and friends of Alex Barnes to assist performing arts majors.

The Barnes and Noble Endowed Scholarship is awarded to students in need.

The Caroline Mathilde Behre Fund was established in 1911 by Mrs. A. Frederic Behre for female students of the Delta Gamma sorority.

The Norman J. Berkun Memorial Scholarship, funded annually by Mr. and Mrs. Willard DaSilva, provides awards to junior year business students of high academic standing and financial need.

The Helen Hirsch Bernstein Scholarship assists deserving students with preference given to those of Jewish descent.

The Bethpage Federal Credit Union Endowed Scholarship is awarded to an entering freshman with high need; preference is given to students from Hempstead, Roosevelt, Central Islip, Bay Shore, and Brentwood school districts.

The Nicola and Maria Bologna Memorial Scholarship was established to support commuting undergraduate students who exhibit unrealized academic potential, determination, ability to succeed, and financial need.

The Rose Brenner Scholarship was created in the early 1900s from the estate of Rose Brenner, Class of 1906, for deserving students, with preference given to students of Jewish descent.

The Edward A. Burke Physics Scholarship was established in the early 1980s for physics majors in memory of Adelphi Professor Edward A. Burke.

The Peggy Ann Burleigh Memorial Scholarship in Nursing was established in 1947 by students in memory of their nursing classmate.

The Allen Burns Award in American History was established in 1985 by Professor Robert Ernst. Awarded by the Department of History.

The C.A.L.I.B.E.R. Jimal Niwatram Scholarship Award

The Richard and Vivian Cahn Endowed Scholarship was established in 2005 by Trustee Richard Cahn and his wife, Vivian.

The Wesley D. Camp Memorial History Award is given by the Department of History.

The Caplin-Bloom Scholarship was established in 1915 to assist female students with strong academic records and financial need.

The Citibank Scholarship is awarded to an undergraduate or a graduate business major.

The Elinor N. Corwin Scholarship was created in 1984 and is awarded to a student in the School of Nursing.

The Coston Crouse Abstainer Scholarship was created in 1990 in memory of Coston C. Crouse. The scholarship is awarded to students who abstain from substance use inclusive of tobacco, alcohol, and drugs.

The Clara Bartlett Dean Scholarship in History, established in the early 1900s, was funded under the terms of the will of the former student. It is to be awarded to an

outstanding junior majoring in history and recommended by the department chair.

The Patricia Keane DeGeorge Memorial Scholarship was established in November 2002 by the Keane family in memory of Patricia Keane DeGeorge, Class of 1998. The award is given by the School of Nursing to one or more nontraditional undergraduate students with a grade-point average of 3.0 or above.

The Dorothea Deitz Memorial Scholarship was established in 2006 and is awarded to a female major in physical education who demonstrates financial need, academic achievement, athletic participation, community service, and leadership. Awarded by the School of Education.

The Agnes E. Demonde Scholarship was established in the early 1900s through a gift of Miss Agnes E. Demonde for upperclassmen.

The Devlin/Ernst Scholarships, established by the families of Robert Devlin and Robert Ernst, two former professors of history, are awarded by the department to students majoring in history.

The Elizabeth A. Doherty Memorial Scholarship is awarded by the School of Social Work. Applicants must demonstrate financial need, possess a talent for overcoming adversity, and plan on entering the field of drug and alcohol addiction treatment.

The Driscoll Family Scholarship, established in 2008 by University Trustee Michael Driscoll and his wife Melissa, is awarded once a year to a student in the Learning Disabilities program who has completed 30 credits. The scholarship is to be used toward the program fee.

The John Eddy Memorial Fund was established for descendants of former Adelphi President Paul Dawson Eddy or for students with financial need.

The Warren B. Eickelberg Prize is named in honor of the former Chair of the Department of Biology.

The Evening Student Scholarship Fund was created in 1973 by the Evening Students' Council at Adelphi to provide assistance to undergraduate part-time students of superior academic ability and financial need.

The Theresa Fink Scholarship, established through the Estate of Anna Fink, is awarded to a worthy female student with broad interests and need. Awarded by Office of Student Financial Services.

The Fleet Bank Scholarship is awarded to graduate or undergraduate business students with a strong academic record. Awarded by Office of Student Financial Services.

The Milton Frank Scholarship, established in 1993 in memory of Milton Frank, special assistant to the president and former ambassador to Nepal, is awarded to a student majoring in communications or English.

The Ruth Woodroffe Gangel Memorial Scholarship was established in 2001 by Frank Gangel in memory of his wife, Ruth Woodroffe, a School of Nursing graduate, Class of 1947. The School of Nursing awards the scholarship to deserving students who exhibit financial need.

The Charles Garelick Scholarship, in accordance with the wishes of Charles Garelick as stated in his will, is awarded to undergraduate students in the School of Nursing.

The John W. Gibb Scholarship was created in 1915 from the estate of Mrs. Sarah M. Gibb to assist upperclassmen with outstanding academic records. Awarded by the Office

of Student Financial Services.

The Rita Gold Scholarship was established in 1988 by Rita Gold for University College students in financial need.

The Golden Anniversary Fund, established in 1986, was funded by the Class of 1936 at their 50th reunion, to reward students of good academic standing.

The Philip Goldstein Scholarship, established by Matthew Goldstein, former Adelphi President, assists math majors with good academic records.

The Perrine Gordon Scholarship was created by friends and family in memory of Perrine Gordon, a secretary at the School of Nursing at Adelphi, to assist nursing students.

The Elise Grace Scholarship, funded *circa* 1973, provides awards based on high academic standing to nursing majors.

The Howard Grob Memorial Award, established in memory of the late professor of biology, is awarded by the Department of Biology.

The Pearl Jolles Groothius Memorial Fund was established in 1957 by Irving Groothius in memory of his wife for voice/music majors.

The Guiding Light Scholarship was established by the Guiding Light Foundation for junior or senior nursing students with financial need.

The B.Loretta Gumper vomLehn Memorial Scholarship was established in 2002 by the children of the School of Nursing alumna B. Loretta Gumper, Class of 1967. The scholarship is awarded annually to one or more upperclassmen who demonstrate financial need and plan to enter the field of nursing upon graduation.

The Gregory Peter Gutman Scholarship in Management Education was established in 2003 through a bequest from the late Professor Gutman, a distinguished faculty member in the School of Business. The management department selects a student with at least a 3.3 GPA and leadership qualities. Preference is given to a student majoring in marketing.

The Ruth S. Harley Scholarship was established in 1970 by members of Lantern, a former student service group at Adelphi. The scholarship benefits outstanding junior or senior female students, with good scholastic standing, who are active in student affairs.

The James L. Hathaway Memorial Nursing Scholarship was established by Mrs. Maria L. Pritchard, Class of 1922, and Mrs. Dorothy Hathaway, Class of 1927, in memory of their brother. The scholarship is awarded to undergraduate nursing students by the Office of Student Financial Services.

The Lucille Sophar Hays Fund was created to reward female students with both financial need and good academic standing.

The Carla Hernandez Memorial Award named in honor of a former student, is awarded by the School of Education.

The Patricia B. Hochfelder Memorial Scholarship is awarded by the School of Social Work.

The Juliette Hollenbach Memorial Scholarship was established in the early 1900s by a gift from the Kappa Kappa Gamma Sorority for upperclassmen of high academic standing.

The W.G. Holloway Scholarship was established in 1977 for School of Nursing

students with strong academic records.

The Della Hudson-Tomlin Scholarship, established in 2001 by Adelphi students in the name of long-time administrator and student club adviser, Della Tomlin, is awarded to full-time undergraduates with special need who have a minimum 2.3 GPA.

The IAPS Award is given by the Derner Institute of Advanced Psychological Studies.

The Jerry and Lucille Isenberg Scholarship is awarded to undergraduate students with a strong GPA and financial need who submit an approved essay. Awarded by the Office of Student Financial Services.

The Lillian Jackson Scholarship assists deserving music majors. Recipients are selected by the Department of Music.

The Eileen M. Jacobi Leadership Award

The Jamaica Real Estate Board Scholarship was established in 1977 by the Jamaica Real Estate Board Corporation to provide tuition assistance to worthy and needy students from Jamaica, New York.

The Lotte Kaliski Foundation Grant since 1988 has provided annual assistance to gifted students who are physically handicapped or learning disabled.

The Florence Kessler Scholarship assists students with strong academic records.

Kenneth Kirschenbaum '70 Award is presented to the graduating senior pre-law student with the highest GPA, LSAT score, and law school tier value point. Recipient is selected by the pre-professional counselor.

The Thomas S. Knight Endowed Prize in Philosophy

The Martin G. and Wilhelmina Knorr Scholarship is awarded to Lutheran students or graduates of a Lutheran high school who are in financial need. Awarded by the Office of Student Financial Services.

The Karen T. Lacy Memorial Scholarship

The Ronald B. Lee Family Scholarship was established in 2006 by Ronald B. Lee, Class of 1967, a former captain of the Adelphi track team. The director of athletics awards this scholarship to a student-athlete who is a member of the track team.

Leeds Scholarships, established by Gerard and Lilo Leeds, founders of the Institute for Student Achievement, are awarded to students in financial need.

The Dean Anthony F. Libertella Student Excellence Award established in 2008 by the faculty of the School of Business assists undergraduate students with outstanding character, scholastic achievement, and potential business leadership.

Richard Lodge Endowed Prize in Philosophy

The Long Island Panhellenic Scholarship is awarded to female first-year students from Long Island, who demonstrate academic achievement, financial need, and extra-curricular involvement.

The Thomas and Richard Lovely Scholarship, established in 2005 by Mr. and Mrs. Thomas Dixon Lovely in the name of their sons, is awarded to Garden City High School seniors with superior accomplishments who will attend Adelphi University. Garden City High School selects the recipient.

The Winifred O'Connell Luthy Scholarship is awarded to a single woman, with one or more dependents, who is studying business or nursing.

The Helen MacDonough Scholarship is an endowed scholarship created in 1998 by

Helen Marie MacDonough, Class of 1933, for female students pursuing a degree in history and/or English.

The Marion Berrian Mann Memorial Scholarship was established in 1985 by Mrs. Marion M. Roberts in memory of her mother to aid School of Nursing students with strong academic records.

The Susan Hay Marcy Scholarship was created in 1979 in accordance with the terms of Susan H. Marcy's will. It was to serve as a continuation of the George T. Hay Scholarship Fund, named for her father in the early 1900s, which she maintained until her death. The award supports female students of high academic standing.

The Alfred R. Mascolo Biology Scholarship is awarded each year by the Department of Biology.

Eileen and Horace McDonell Scholarships, awarded annually to students pursuing degrees in physics, were established in 2005 by former Trustee Horace G. McDonell, Jr., Class of 1952, and his wife, Eileen.

The Evelyn F. McGarr Scholarship, awarded to full-time undergraduate English majors with 3.0 GPA and financial need, was established through the generosity of the family of the late Evelyn J. McGarr, Class of 1931.

The John McGoldrick Memorial Scholarship, named in honor of the former Director of Adelphi Security, was established to assist part-time students, with preference given to students working in the criminal justice field.

The Metropolitan Hospital School of Nursing Alumnae Association Scholarship, established in 2004 by the Alumnae Association of the former Metropolitan Hospital School of Nursing, is awarded by the School of Nursing to a registered nurse pursuing a baccalaureate or graduate degree.

The Justina Eisenhower Mickiewicz Memorial Scholarship is an endowed scholarship established in 1989 by family and friends in memory of Justina Eisenhower Mickiewicz, a beloved School of Nursing faculty member and alumna.

The Mildred Montag Award is named for the founding director of Adelphi's School of Nursing.

The Mooney Memorial Scholarship provides annual awards to sophomore language majors.

The Samuel J. Moritz Memorial Scholarship assists piano students selected by the Department of Music chairperson.

The Nassau Chapter Alumni Scholarship assists children of alumni residing in Nassau County.

The W.Grafton Nealley Award for Excellence in Political Studies was established in 1973 to honor the memory of the founding faculty member of the Department of Political Science.

The Marcus Rayman Neblett Scholarship Award was established in 2002 by Winston and Valerie Neblett, the uncle and aunt of an alumnus who passed away on September 11, 2001. This award benefits students in the School of Business.

The David Newton Scholarship was established to assist students in the University College or General Studies programs.

The H. William Niebuhr Scholarship, established in 1995 by the family of H. William Niebuhr '85 M.S.W., is awarded to a student in the School of Social Work, based on financial need.

The Omicron Pi Scholarship, established in 2008 by members of the fraternity which existed on campus from 1946-74, assists students in need. Student is nominated by faculty.

The One Hundred Black Men Scholarship was begun in 1985 by 100 Black Men of Nassau/Suffolk to assist junior or senior students of African heritage in the School of Business who reside in Nassau or Suffolk counties.

The Rita Paprin Memorial Scholarship, awarded to a graduate student in the School of Social Work who is studying social policy and social change, was established in 1981 by Maurice S. Paprin to commemorate the life and career of his late wife.

The Herbert Pearlman Scholarship was established in 1982 for graduate/undergraduate students in the School of Business who demonstrate financial need.

The MaryAnn Beaudry Pecora Award established in 2000 by James Beaudry to commemorate the life of his daughter, an Adelphi alumna and athlete. Awarded each year by the Department of Athletics.

The Leon M. Pollack '63 Endowed Scholarship, awarded to undergraduate students, was established in 2005 by Trustee and alumnus Leon Pollack.

The Melvin and Marian Prottas Entrepreneurship Award is an annual award given to a graduating undergraduate of the School of Business. Established by Professor David Prottas in 2008.

The Melvin and Marian Prottas Scholarship established in 2007 by Professor David Prottas for MBA or MS/MBA students who are currently employed by healthcare organizations.

The Lawrence Rasmussen Scholarship, named in honor of the former chairman of the Department of Music, assists voice and music majors. Recipients are selected by the department.

The Reader's Digest Foundation Scholarship has, since 1965, offered awards based on need and academic merit.

The Redding-Goldsmith Memorial Scholarship is awarded to undergraduate seniors with strong academic records. It was established in 1978 for students who exemplify the ideals of Adelphi University: warmth, friendliness, concern for others, and service.

The Republic Aviation Fund provides awards to students residing in Nassau or Suffolk County and is based on financial need.

The Roslyn Savings Foundation Scholarship was established in 2006. This endowed scholarship is awarded to students with financial need who plan to enter the nursing field.

The Rudin Scholarships are funded annually by the Louis and Rachel Rudin Foundation, Inc., for nursing students in financial need.

The Carol Sabino Scholarship, established by the colleagues and friends of Carol Sabino, alumna and a 37-year employee of Adelphi, is awarded to an outstanding University College student.

The Estelle Schacter Grant-in-Aid Scholarship assists students with financial need. This scholarship was established in 1971 by Abraham Schacter in memory of his wife.

The Joe Schmelzeis Endowed Scholarship, established in 2005 by long-time supporter Joe Schmelzeis, Class of 1955. This scholarship is awarded to commuter students with at least a 2.0 GPA, with preference given to those who are the first in their families to attend college and who otherwise may not qualify for traditional institutional aid.

The Schott/Lipmanson Scholarships, established by Lilo and Gerard Leeds '62, are awarded to students in financial need.

The Harvey Seelig Memorial Scholarship, established in 2001 by Ruth Seelig in memory of her late husband, is awarded to students in need who have high scholastic goals.

The September 11th Memorial Endowed Scholarship was established by Jonathan B. Kohan, chief of the Atlantic Beach Fire-Rescue in tribute to those in the fire service who gave their lives in the line of duty. The scholarship is awarded to a resident of Nassau or Suffolk County, New York, who is enrolled in Adelphi's Emergency Management Graduate Certificate Program and who maintains a GPA of 3.0 or better.

The Joseph Serio Research Award is awarded each year by the Department of Biology in memory of Professor Serio.

The Silver Anniversary Scholarship was established in 1986 by the Class of 1961 at their 25th reunion, to assist students in good academic standing.

The Silverman Scholarship is awarded to undergraduate accounting majors with a good GPA, who demonstrate need and submit an essay approved by the donor.

The Margaret T. Shay Senior Award

The Barbara Schiller Smalbach Endowed Scholarship, established in 1998 by David Smalbach in memory of his wife, Barbara Schiller, Class of 1977, is awarded to language majors of high academic standing and financial need.

The Jay Smith Memorial Scholarship

The Bertha J. Spiselman Prerau Scholarship Fund was established in 1966 by Sydney Prerau and augmented in 2006 by a generous bequest from his wife and alumna, Bertha Spiselman Prerau, Class of 1927.

The Swift-Austin-Wheat Honors College Scholarship Endowments, established by Richard Garner, the founding dean of the Honors College. Scholarships are awarded to students enrolled in the Honors College.

Switzer Foundation Scholarships are awarded annually to female students in the School of Nursing whose legal residences are within 50 miles of New York City and who have financial need and demonstrate scholastic merit.

The Edna F. Tobias Memorial Scholarship, in memory of the mother of a former trustee, Mr. C. Ellsworth Tobias, provides undergraduate assistance to students demonstrating financial need.

The Dr. Dorothy M. Torpey Endowed Scholarship was established through a bequest from Dorothy M. Torpey, Class of 1940. The scholarship provides full tuition to a student with financial need who is preparing to become a teacher.

The Max R. Taurig Scholarship, established in 1979, is awarded to graduates of the University who have been accepted to an accredited law school.

The Douglas Vogel Memorial Scholarship, established in 1966 by Mrs. Cecile Ruth Vogel in memory of her nephew, Douglas, Class of 1965, is awarded to male students who demonstrate financial need.

The John A. Weisz Family Scholarship, established in 2005 by the late John Weisz and his wife Barbara, graduate of the Class of 1966, is awarded to those in financial need who submit a required essay.

The Hayden W. Wheeler Fund was established in 1915 by the wife of a longtime trustee and treasurer of Adelphi to provide funds to needy upperclassmen.

The Julian Wilder Memorial Scholarship, established in 2002 by the widow of Julian Wilder, a long-time professor in Adelphi's School of Education, is awarded to an upperclassman majoring in education.

The Hugh A. Wilson Awards established by the former professor of political science and awarded to worthy students in various fields.

The Winikoff Scholarship was established in 1966 by Marcia and Stanley Winikoff in memory of their daughter, Ellen, for female students with financial need.

The Margaret Winslow Scholarship assists deserving students.

Women's Club of Garden City Scholarship Prize is awarded to students in the School of Nursing.

Student Budgets

These estimates of Adelphi's average undergraduate student budgets for 2009–2010 are based on the costs of living at a modest level over a nine-month period (September–May). (We strongly recommend that students confer with an Adelphi Student Financial Services counselor to determine additional items they should budget for college costs.)

	Resident	Commuter
Tuition and Fees	\$25,300	\$25,300
Books	\$ 1,000	\$ 1,000
Room and Board	\$10,500	\$ 1,500
Transportation	\$ 1,100	\$ 3,000
Personal Expenses	\$ 1,000	\$ 1,800
Loan Origination Fees	\$ 200	\$ 200
Total	\$39,100	\$32,800

NOTE: Charges may be subject to change. Tuition and fees may vary depending on major and special laboratory fees.

II. Graduate Student-Specific Expenses and Financial Aid

Tuition and Fee Rates*

2009-2010 Academic Year:

Graduate, Full-Time (12 or more credits per semester)

Social Work

Tuition and University Fees

(\$500 nonrefundable)\$26,310

Education STEP

Tuition and University Fees

(start date prior to Fall 2007)\$26,520

Tuition and University Fees

(start date of Fall 2007,
Spring 2008, Summer 2008).....\$27,510

Tuition and University Fees

(start date of Fall 2008 or later) ...\$28,550

Communicative Disorders**

Tuition and University Fees

(start date prior to Fall 2007)\$27,350

Tuition and University Fees

(start date of Fall 2007,
Spring 2008, Summer 2008).....\$28,340

Tuition and University Fees

(start date of Fall 2008 or later) ...\$29,380

Gordon F. Derner Institute of Advanced

Psychological Studies (IAPS)\$32,970

Graduate, All Other Programs

Tuition, per credit hour

(start date prior to Fall 2007)\$805

(start date of Fall 2007,

Spring 2008, Summer 2008).....\$830

(start date of Fall 2008, or later).....\$865

Tuition, per credit hour

Communicative Disorders

1–11 credits per semester)

(start date prior to Fall 2007)\$825

(start date of Fall 2007,

Spring 2008, Summer 2008).....\$860

(start date of Fall 2008, or later).....\$895

Education

(start date prior to Fall 2007)\$825

(start date of Fall 2007,
Spring 2008, Summer 2008).....\$860

(start date of Fall 2008, or later).....\$895

Tuition, per credit hour

(IAPS 1-11 credits per semester).....\$960

University Fees (nonrefundable)

1–6 credits\$500

7–11 credits\$600

**Check adelphi.edu for updated information.*

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

Two Payment Plan Fee\$50

Graduation Reapplication/Late Filing Fee...\$25

Late Registration Fee\$50

Accident InsuranceVaries

Medical Insurance (Annually)\$370

Program change, each form\$25

Professional Liability InsuranceVaries

(Specified after each course

in the *Directory of Classes*)

Registration Reinstatement Fee\$150

Returned Check (in addition to
charge for late payment of tuition)\$25

Program Specifics Fees (specified
in the *Directory of Classes*)Varies

Transcripts\$10

Administrative Withdrawal Fee\$100

Students who are converting undergraduate credit to graduate credit will pay the current graduate tuition rate at the time of conversion less the original amount paid. There is no deferred payment plan. There are no refunds.

Graduate Financial Assistance

In addition to the information presented below, please see the Financial Assistance section at the beginning of this chapter for policy and assistance information that applies to both undergraduate and graduate students.

Financial Assistance Programs

Adelphi University Scholarships

Adelphi University offers limited scholarship opportunities to graduate students pursuing graduate degrees in Business, Social Work, Education, and Nursing. Contact the School directly 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 \$20,500. The current interest rate (as of July 1, 2009) is 6.8%. Repayment of the loan begins six months after the student ceases to be enrolled at least halftime.

Adelphi Graduate Assistantships

A limited number of graduate assistantships are available to qualified graduate students.

Assistantships are awarded at the discretion of the department. They may be awarded based on academic merit and some may take financial need into consideration.

Students receiving such appointments are required to devote a specified number of hours each week during the academic year to assist in teaching, research, or other technical services, as assigned by their department. In return for such services, the student is granted a remission of tuition. In addition, some assistantships offer stipends.

Contact your graduate school/department to obtain applications and specific eligibility requirements.

Federal Work Study Program (FWS)

This program provides employment for students demonstrating financial need. Jobs are on campus. The maximum amount a recipient can earn is determined by financial need.

Federal Title IV Refunds

In accordance with federal regulations, students who withdraw from the University and have Federal Title IV financial assistance that has been credited or could have been credited to their account, will be subject to ***both Federal Policy regarding possible return of Federal IV funds awarded, and Adelphi University's policy regarding the possible return of institutional aid awarded.*** Furthermore, the amount of the refundable institutional charges (and/or possible reduction of outstanding balance) will be set by school policy.

Title IV funds, (Federal Stafford Loans, Federal PLUS for Graduate Students, or Federal Perkins Loan) are awarded to students based on the assumption that they will attend classes for the entire period for which aid is awarded. The return of federal aid is a mandated process by which a school calculates the amount of federal funds to be returned for a federally funded student who withdraws or ceases attendance during a period of enrollment. Calculations may result in a reduction of the student's Title IV loan and grant aid to reflect the percentage of the period of enrollment that the student attended, ***if the student attended 60 percent or less of the enrollment period.*** Based on these calculations, the school and or the student may be required to return "unearned" federal assistance.

Only the amount of the semester's aid that has been earned (as a result of the prorated amount of the time the student has been in school for that semester) will be eligible to be retained for the student. Any aid that is not earned must be returned to its source and the amounts to be returned to Federal Programs will vary, based upon the type of program, the total amount to be returned, and the government's determination of the order in which the aid is returned to the programs.

This formula is a federally mandated calculation. If a student account balance results from these adjustments, the student is responsible for the payment.

New York State Aid Programs

A detailed listing of state-sponsored scholarships is available at www.hesc.com, the New York State Higher Education Services Corporation (HESC) Web site.

Other Assistance

Several lenders offer credit based "alternative loans" for students who need to borrow above the Federal Stafford loan limits. Students are strongly advised to utilize all federal loan options first.

For these alternative loans, students may borrow up to their total cost of education, less all other financial aid that they are receiving for the loan period. The features, eligibility, and repayment requirements for these alternative loans vary depending on the program.

To find out more about them, contact the Office of Student Financial Services at (516) 877-3080 or by email at financialservices@adelphi.edu.

XV.



RULES AND REGULATIONS

Rules and Regulations

Undergraduate

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 schools abide by additional specific regulations, protocols, and procedures consonant with their missions, and curricula.

University academic regulations, protocols, and procedures pertaining to undergraduate study are set forth below. The specific regulations of the individual undergraduate schools appear in the sections of this Bulletin devoted to the programs of the individual schools. Students wishing to seek clarification of such information, or exceptions from academic regulations, are invited to consult with the Office of Academic Services and Retention. The Office of Academic Services and Retention is charged with the interpretation, execution, and maintenance of the standards, policies, and procedures that guide and govern undergraduate studies and pedagogy at Adelphi University. Federal and state regulations are not subject to petition.

Dispensations from Regulations

Students may request dispensations from University regulations or deadlines, only for exceptional circumstances, by filing a petition. A student may petition through the Office of the Dean in the college or school of their major for a waiver of an academic regulation or deadline. Students who have not declared a major petition the College of Arts and Sciences. Petitioning students must provide supporting documentation with their petition. Academic approval of course drops or course withdrawals does not imply a right to a refund. Petitions requesting retroactive actions must be submitted within one calendar year. Federal, state, and local regulations are not subject to petition.

Age of Majority

Under New York State law, 18 is the age of majority. Except for the provision and sale of alcohol, students that age and older have the rights, responsibilities, and privileges of all other adults. Adelphi University will normally communicate directly with students in matters of academic progress and standing, discipline, grades, and financial obligations. Individuals outside the University seeking this information must obtain the written consent of the students. A parent may request information from his or her student's education record if the student is a dependent (as defined in section 152 of the Internal Revenue Code of 1986) without their dependant's written consent. Upon receiving the written request from a parent (with documentation that the student is a dependent as indicated above), the University will respond to such requests at its discretion, on an individual basis.

Honor Code

The University is an academic community devoted to the pursuit of knowledge. Fundamental to this pursuit is academic integrity. In joining the Adelphi community students accept the

University's Statement of Academic Integrity and pledge to uphold the principles of honesty and civility embodied in it; to conduct themselves in accordance with ideals of truth and honesty; and to forthrightly oppose actions which would violate these ideals. For the complete Honor Code, please go to academics.adelphi.edu/policies/honesty.php.

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 and is also available online at academics.adelphi.edu/policies/conduct.php.

For questions or more information, contact the Office of the Dean or 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. Please see the University's Honor Code in The Student Guide to Life or go to academics.adelphi.edu/policies/honesty.php.

Matriculation

New students officially join the University, become candidates for its degrees, bound to its principles, responsible to its policies, and eligible for its privileges at the annual matriculation ceremony held at the beginning of the academic year.

The Associate Degree

Adelphi confers associate degrees on undergraduates who have fulfilled the requirements in the University College program. The 64-credit associate degree in liberal arts consists of 28 credits of General Education requirements and 36 credits of electives and major course work.

The Baccalaureate Degree

Adelphi confers baccalaureates—bachelor’s degrees—on undergraduates who have fulfilled their academic requirements. Typically, eight semesters are sufficient to complete a baccalaureate, with a minimum accumulation of 120 credits. All Adelphi baccalaureates have three components: General Education, a major course of study, and a grouping of electives. Adelphi awards these baccalaureates: B.A. (Bachelor of Arts), B.S. (Bachelor of Science), B.B.A. (Bachelor of Business Administration), B.F.A. (Bachelor of Fine Arts), B.S.in Education (Bachelor of Science in Education), and B.S.W. (Bachelor of Social Work).

Attendance

Only students who are registered for courses, and whose name appears on the Official Class Roster may attend courses at the University. Adelphi students make a commitment to be active participants in their educational program; class attendance is an integral part of this commitment. *Attendance requirements for each course will be announced by the faculty member at the beginning of each term.* Students are expected to be present promptly at the beginning of each class period, unless prevented by illness or by other compelling cause. In the event of such absence, students may request that faculty members be notified by the Office of Academic Services and Retention. Students are responsible for completing course work missed through absences. Students should wait a reasonable length of time for an instructor in the event that the instructor is delayed.

The Academic Calendar

The Academic Calendar (ecampus.adelphi.edu/registrar/calendar.php) encompasses two semesters (fall and spring), approximately 15 weeks each, an intersession of approximately three weeks, and two summer terms, five weeks each. The University recognizes that there are other holidays, both secular and religious, that may be observed by individuals or groups on campus. Students who wish to observe such holidays must so inform their instructors within the first two weeks of each semester so that alternative arrangements convenient to both students and instructors can be made. The Exam/Assignment Policy can be found at ecampus.adelphi.edu/registrar/exampolicy.php

Intersession

The Adelphi University Intersession meets in the beginning of January. This intersession gives students an opportunity for non-traditional learning experiences including exploring art galleries or museums, intensive writing or language acquisition, and study abroad. While each course meets New York State regulations for instructional time, the various creative, enriching approaches imply great variability in meeting times and locations. Undergraduate students may register for only one course per Intersession. Intersession courses are considered a part of the spring semester and will be grouped with them on student transcripts. All relevant University fees will apply to intersession offerings.

Deadlines

Every semester students have sufficient opportunities to reconsider, for a period of time, their selection of courses. The academic calendar sets forth the specific deadlines for decisions about, and adjustments to, registration, adding and dropping courses, changing a grading

option, and withdrawing from courses. Meeting academic deadlines is the student's responsibility.

Records

Adelphi recognizes two kinds of student records: directory information and educational records.

Directory information includes student's name, school, class, major, participation in officially recognized sports, weight and height of athletes, dates of attendance, degrees, honors, and awards received.

Educational records are governed by the Family Education Rights and Privacy Act (FERPA) and are maintained by several offices within the University. To review this specific date-sensitive information, please refer to the current Directory of Classes or to ecampus.adelphi.edu/registrar/ferpa.php.

To make a change to biographical or demographical information on a record, the student must submit the appropriate documentation (as indicated by the Office of the University Registrar) in a timely manner.

It is the obligation of students to notify the Registrar of any change of name or address.

Access to Records

Directory information may be released to anyone without the consent of the student unless the student has requested in writing to the Office of the University Registrar that this information not be released. Forms for such requests are obtained from, and returned to, the Office of the University Registrar. Educational records may not be released without the prior written consent of the student. Access to records is protected by the Family Education Rights and Privacy Act (FERPA). The Offices of Academic Services and Retention, Student Affairs, Student Financial Services, and the Office of the University Registrar may, for cause, withhold the academic records of students or discontinue their course registration

Registration

Registration is the process by which the Office of the University Registrar certifies the enrollment of students in courses of study and verifies their right to use the services available at the University. Registration information is available on the Web site at ecampus.adelphi.edu/registrar/registration.php. The *Directory of Classes* is available at the Office of the University Registrar or online at ecampus.adelphi.edu.

Freshmen register separately for their first semester at the University. In subsequent terms they register with all other students. Freshmen and transfers are mailed all pertinent information for their respective orientations and registrations.

There are several ways to register at Adelphi:

Priority registration begins in late fall and spring and is a week long. It is an opportunity for

students to select the courses in which they wish to enroll the following semester.

A rolling registration period begins after Priority Registration ends. This period extends to the first day of classes, at which point Late Registration is established.

For specific semester dates and deadlines, please refer to the University's Academic Calendar at ecampus.adelphi.edu/registrar/calendar.php.

Definition of a Student

Official designation of the status of "student" at Adelphi University is reserved for those individuals who have applied to the University for acceptance to a particular program or school and have been granted admission (in writing) and in accordance with the University policies that govern such decisions. University recognition of an individual as a student does not, however, imply or assign matriculation in the particular school or program of choice. Candidates who desire matriculation into a degree or certificate program are advised to investigate all the requirements necessary for official acceptance into their program of interest, since it is possible to carry the designation of "student" at Adelphi University and yet not have completed all necessary requirements for program acceptance or matriculation. The University requires that all students submit proof of compliance with New York State immunization requirements (see "Admission Credentials").

Only students who have been cleared by the Office of Student Financial Services and who are officially registered for a course as of the end of the second week of the semester shall be eligible to receive a grade for that course.

Concurrent Registration

Normally, Adelphi will not permit matriculated students to register for courses at other institutions while they are concurrently registered at Adelphi. In all cases, the policies on study at other institutions apply (see section titled "Study at Other Institutions").

Auditing a Course

A course may be audited if the student has registered and paid the regular tuition for the course. Normally, an auditor will attend the course regularly. The instructor will stipulate the auditor's responsibilities in the course. Once students have elected to register as auditors, a change in that status is not possible beyond the last day to add courses, nor can students who have elected to register as regular students change that status beyond the last day to add courses.

Changes in the Registration

After the registration periods end, students may make four kinds of changes to their registration: adding courses, dropping courses, changing the grading option, withdrawing from courses. These changes to a registration can be processed online via the C.L.A.S.S. system. Deadlines to effect these changes are clearly set forth in the academic calendar and can be reviewed at ecampus.adelphi.edu/registrar/actions.php.

Adding Courses

Students who wish to add a course to their program after they have processed their initial registration, can add the course using the C.L.A.S.S. system in conjunction with the Academic Calendar's deadlines. Students are advised that there is a fee for adding courses and that there may be additional tuition charges.

Dropping Courses

Students who wish to drop a course from their program after they have processed their initial registration, can drop the course using the C.L.A.S.S. system in conjunction with the Academic Calendar's deadlines.

Students are advised that there is a fee for dropping courses. Dropped courses will not appear on the transcript. Students should be aware that their status as a full-time student will be affected by dropping courses if their credit load is less than 12 credits.

Withdrawing from Courses

Withdrawals from courses are possible after the deadline to drop courses but no later than the ninth week of the semester, the third week of a summer term, or the second week of a one-month term. Students who wish to withdraw from a course must complete an Action Request Form, obtain appropriate signatures of academic approval and process the form in the Office of the University Registrar in conjunction with the Academic Calendar's deadlines. Withdrawals from courses appear on the transcript as a W.

Non-attendance in a course does not constitute an official drop or withdrawal from a course. The student's failure to drop or withdraw properly from a course does not preclude the instructor from submitting a grade for the student on the basis of the work previously submitted. Changes of the program must meet with the approval of the advisor, chair, and dean of the pertinent degree program.

Academic Advising

Adelphi undergraduates have many sources for academic advice: faculty advisers, academic advisers in the offices of the deans of their School, and the Office of Academic Services and Retention. Faculty advisers from the individual academic units assist students who have declared their major with course selection and are charged with approval of registration decisions.

Students who have not declared a major are assigned a freshman adviser on entering the University as freshmen. They advise the undeclared students in their course selection and registration until they declare a major.

Students who wish to change majors or who have questions about the planning or progress of their degrees that cannot be answered by their major adviser can seek the advice and assistance of academic advisers in the Office of the Dean of their academic unit or the Office of Academic Services and Retention. Students who have not declared a major are included within the Arts and Sciences and go to that office for help if needed. Similarly, students with problems relating to the conduct of courses (lectures, laboratories, evaluations, work load,

grades, etc.) that cannot be resolved with the instructors concerned can also seek the advice and assistance of the academic adviser in the office of their dean. Students may also seek assistance in the Office of Academic Services and Retention at any time.

Academic advising at Adelphi both challenges and supports students as they examine, determine, and work toward their educational and career goals. Each full-time member of the faculty holds a minimum of six office hours per week to serve the interests of students and to provide full and accurate academic advice. All undergraduates are required to consult with their advisers about their academic progress and to seek their approval for their academic plans. In addition, there is the Office of Pre-Professional Advising and Fellowships to counsel students who are interested in pursuing law, medicine, engineering, etc.

The Major

All students must pursue and complete an approved major. A major is a prescribed series of courses that enables students to acquire depth of knowledge and competence in an academic area of particular interest to the student. Adelphi recognizes and respects that students need different time frames to make their decision about a major. Students are urged to read the information on the different majors in this *Bulletin*. Students are also encouraged to discuss their options with departmental chairs or deans. All prerequisites are included in the major and course descriptions appearing in this *Bulletin* and can be found by accessing a degree audit at degreeworks.adelphi.edu. A minimum GPA of 2.0 in the major is required for graduation. Departments or schools may establish a GPA higher than 2.0.

Declaration of Major

Adelphi students may formally choose (declare) a major at any point during their first four semesters at the University. *All students must have declared their major by their fifth semester, or after the completion of 60 credits of course work.* Once students decide on an area of interest, they are assigned to faculty advisers in their major. Majors are declared by obtaining a Change of Major form from the Office of the University Registrar, obtaining appropriate signatures, and returning it to the Office of the University Registrar.

Acceptance into a Major

Students must meet the minimum required grade-point average (GPA) of the major in order to gain acceptance into that major. Sometimes the student might have to complete certain prerequisites before formal acceptance into the major.

Change of Major

As students learn more about their preferences and abilities—through course work and more precise knowledge about the characteristics and expectations of a major—they may make new choices.

When changing majors, students must thoroughly discuss their degree progress with their academic advisers. Students who wish to change their major may obtain a Change of Major form from academic departments or from the Office of the University Registrar. A change of major may also require adjustments to students' graduation plans. These should be carefully reviewed by the students and their academic advisers. Students changing their major are expected to meet

requirements for graduation according to the University *Bulletin* at the time the change is made.

Separation from a Major

Students who fall below the minimum GPA for their major may be placed on academic probation or separated from the major. A student cannot graduate with a GPA below the minimum required for her/his major.

Double Majors

Students who wish to complete the degree requirements of two departments in the College of Arts and Sciences or between Schools may do so with the permission of the chair of each department or School. The forms for declaring a double major are available in the Office of the University Registrar and after completion should be returned to that office. Double major students are candidates for a single degree only and must indicate the degree toward which they are working. If a course fulfills the requirements of two departments, the course may be accepted as fulfilling requirements of both departments toward the completion of the double major.

Minors

Many departments offer academic minors. Students are encouraged to declare a minor by the end of the junior year and must do so no later than the start of the second semester of their senior year. To receive official recognition and have the specified minor listed on their final transcript, students must complete a Change of Major form available from the Office of the University Registrar and obtain written permission from the departmental chair of the minor and of the Dean. Minors must include a minimum of 18 credits. Pass/fail grades may not be included in the minor and students must achieve a minimum 2.0 GPA in their minor in order to qualify for the minor.

Credits

The unit of credit at the University is the total semester hours a course meets per week. The Board of Regents of the State of New York defines a credit unit as follows:

- a minimum of 15 hours of work by each student is required for each credit unit;
- an hour of work is equivalent to 50 minutes of class time (contact time);
- an hour of work is the equivalent of 50 minutes of independent study work.

Credit Hours

The total number of credit hours students take in one term determines their course load, or total course credits. A full course load, or full-time status, means that a student is registered for at least 12 credit hours. Fewer than 12 credits means part-time status. Tuition and fee rates are determined by course load, which may also affect financial assistance eligibility.

Credit for Courses

For courses taken at Adelphi, a student receives academic credit for those completed with a grade of D– or better, or a grade of P in a class taken Pass/Fail. If a student fails a course and subsequently repeats it, both grades will appear on the transcript and will be used in computing the GPA. If a student who passed a course elects to repeat it, both grades will appear on the transcript and will be used in computing the GPA; however, the credits will be counted only one time toward graduation.

Standard Number of Credits

Students who wish to complete the minimum 120 credits required for graduation within eight semesters (four years) should register for an average of 15 credits per semester. Students who wish to major in disciplines that require a significant commitment of credits or that call for credits to be taken in a particular sequence (chemistry and physics, for example) may find it necessary to register for more than 15 credits in some semesters. Students may not register for more than 17 1/2 credits without written permission of the Chair of their academic department. Students wishing to register for more than 18 1/2 credits must also have the approval of their academic dean. These additional credits require additional tuition charges.

Credits for Physical Education Skills Courses

Each College of the University establishes the maximum number of physical education skills credits that count toward the baccalaureate degree. They are:

- College of Arts and Sciences—2 credits
- Ruth S. Ammon School of Education (non Physical Education majors)—3 credits
- School of Business—3 credits
- School of Nursing—4 credits
- School of Social Work—2 credits
- Gordon F. Derner Institute of Advanced Psychological Studies—4 credits

Credits from Professional Schools

Adelphi will give credit toward the baccalaureate degree for appropriate courses taken at an accredited professional school after the student has left Adelphi without completing the bachelor's degree. Such credit will be granted, however, only under the following conditions:

1. Completion of 90 academic credits at Adelphi with a 3.0 GPA
2. Approval of the chair of the student's major department at Adelphi
3. Approval of the Adelphi department of the subject matter of the courses submitted for such credit
4. Approval of the appropriate Academic Standards Committee

A student in the College of Arts and Sciences who leaves Adelphi at the end of the junior year, having completed all work through the end of that year at Adelphi, may apply for the baccalaureate degree, contingent on satisfying the conditions listed above. Students must seek advance approval of the conditions from the Academic Standards Committee of the College of Arts and Sciences before leaving Adelphi.

Credits for Advanced Placement

Students may enter Adelphi with advanced standing in some disciplines because of their high achievement on the Advanced Placement (AP) examinations offered by the Educational Testing Service (ETS) of Princeton, NJ 08541. Students who take AP examinations should have their scores sent by ETS to the Office of Admissions. The request must include the code #203, assigned by ETS to Adelphi. Advanced Placement credits mean that students will be granted Adelphi credits—but no grades—because of the AP scores. If a student registers for courses in which they have received AP credits they will not receive additional credit, but the grade will be used in computing the GPA. Adelphi accepts AP credits in most areas.

Transfer Credits

The official transcript of a transfer student from another college or university is evaluated by the Office of Admissions and the evaluation is sent to the Office of the University Registrar, where it is recorded on the permanent Adelphi University record. A student admitted to Adelphi and holding an associate degree (oriented toward a baccalaureate degree offered by Adelphi) with a GPA of C or better from an accredited two-year institution will be accepted for junior standing. Only courses in which grades ranging from A+ to C– may be transferred; courses in which a D was earned will not be awarded transfer credit.

Grade points for courses in which grades of A, B, or C have been earned are not transferred to the permanent Adelphi University record, nor are they included in the Adelphi cumulative GPA (see statement regarding graded credit in section titled “Latin Honors.”). Students wishing to transfer from any one of the professional schools within the University into the College of Arts and Sciences, in order to earn a Bachelor of Arts degree, can transfer no more than 30 professional school (applied) credits.

For more information, see “Admission of Transfer Students” in the Admissions section of the *Bulletin*.

General Education Transfer Policy

See “General Education” in the *Bulletin* section An Adelphi Education

Study at Other Institutions

Matriculated students who wish to take a course or courses at another institution must secure permission for the courses to be taken. Applications for this purpose are available in the unit Deans’ Offices. Students, whose major is Undecided, should go to the Office of the Dean of Arts and Sciences.

Approval to take courses at another institution must be obtained from:

1. The student’s major adviser
2. The chair of the Adelphi department of the courses to be taken elsewhere
3. The Office of the Adelphi Dean of the student’s school. (Students who are Undecided should go to the Office of the Dean of Arts and Sciences)
4. The Office of Academic Services and Retention.

The student may be granted permission to take courses at another institution only if:

1. The student needs extra credit to graduate on time or to move to the next class
2. Student needs a prerequisite for major classes to keep pace for graduation
3. Student demonstrates better academic success with 12–13 credits per semester than with 15–17
4. Student wants to take a class that is not offered at Adelphi University.

Courses taken at other institutions appear on the Adelphi transcript but are not calculated in the student's GPA. Credit from a two-year college cannot be accepted toward a bachelor's degree if a student has earned 64 or more credits toward that degree.

Preliminary arrangements for courses to be taken at overseas institutions to be applicable toward an Adelphi University degree should be approved through the Center for International Education in the same manner outlined above.

Course Policies and Practices

Course policies and practices are made explicit each term in each course syllabus. These are established by the course instructor and are never at variance with University policies and practices. The course syllabus describes attendance policy, course requirements, and grading criteria. The instructors are required to distribute course syllabi during the first week of classes. Course syllabi are also on file in the appropriate Dean's Office. Students planning to take advantage of advanced technology (e.g., recorders, laptops) in the classroom must seek the consent of the instructor. At Adelphi, time spent in the classroom is only a part of the student's course work. Courses require reading, research, and study to complete the classroom work assignments and may also require laboratory, tutorial, or fieldwork.

Course Numbering System

Below is the course numbering system used by the University:

- 000 to 099, no credit;
- 100 to 299, appropriate for freshmen and sophomores;
- 300 to 499, appropriate for juniors and seniors;
- 500 to 599, graduate courses, sometimes open to seniors.

Students should note that registration in a graduate course does not constitute admission to graduate studies. See "Acceptance of Seniors into Graduate Courses" in this section of the *Bulletin*.

Acceptance of Seniors into Graduate Courses

Acceptance of undergraduates into graduate courses is carefully supervised by the institution, as follows:

College of Arts and Sciences and School of Nursing

A limited number of seniors of superior scholastic ability who are within 15-credit hours of completing requirements for the bachelor's degree may be accepted into certain graduate courses.

Acceptance into a graduate course during the senior year does not constitute admission to graduate standing. At the discretion of the Graduate Admissions Committee, however, a limited number of credits so earned, and not used to fulfill the requirements for the bachelor's degree, may be applied toward an advanced degree. Such credits may not be applied toward fulfillment of the residence requirement for a higher degree.

Ruth S. Ammon School of Education

Under advisement, undergraduate students in their junior or senior year may take 500 and 600 level courses for undergraduate credit toward their bachelor's degree; or with permission of the chair for graduate credit (courses for graduate credit will not count toward bachelor's degree).

School of Business

No undergraduate student may register for graduate course work in the School of Business.

Gordon F. Derner Institute of Advanced Psychological Studies

Undergraduates may register for graduate courses in the Derner Institute *only* with permission of the Dean.

School of Social Work

Junior and senior students enroll in selected sections of SWK 500 graduate-level courses as part of their required course of study and receive undergraduate credit for these courses. They are eligible to enroll in selected SWK 700-level electives with the approval of the director and receive undergraduate credit.

Removal from Courses

The individual faculty member has primary responsibility for managing the classroom environment. If a student engages in any behavior that results in disruption of a class, he or she may be directed by the faculty member to leave the class for the remainder of the class period.

An instructor may make a request to the Associate Provost in the Office of Academic Services and Retention to withdraw a student from a course if the student's behavior continues to disrupt the course. The Associate Provost will seek to resolve the issue by attempting to find a resolution that is agreeable to both the student and the professor. However, the Associate Provost will inform the Student Judicial Officer in all cases of inappropriate behavior, even if a resolution is implemented, and the Student Judicial Officer may need to take additional action. If the Associate Provost is unsuccessful at finding a resolution, the Associate Provost will then refer the matter to the Student Judicial Officer who will proceed in accord with the Code of Conduct. The Student Judicial Officer will make every attempt to resolve the matter quickly, and whenever possible within 7 business days. The student will not be allowed to return to the class until the matter is resolved by the Student Judicial Officer. The Student Judicial Officer will work with the Associate Provost in the Office of Academic Services and Retention to arrive at an outcome that preserves the integrity of the classroom, the authority of the professor and the rights of the student.

Individual schools and departments may have behavioral codes and expectations of professional standards that apply to classroom, clinical, field or other settings. Students in these schools or departments are accountable for those standards as well as the Code of Conduct.

Independent Study

The purpose of independent study is to pursue an academic interest not adequately covered by the regular course offerings. Students must register for independent study during the regular registration periods and never later than the last day to drop courses. Each college and school has separate requirements concerning independent study. Information concerning these requirements are listed by school. *Independent study may not be taken Pass/Fail.*

Academic Assistance for Students with Disabilities

See *Bulletin* section for Support Services and Resources.

Final Examinations

Final examinations for fall and spring semesters are held at the close of the semester and in the summer terms. Examination times are scheduled by the Office of the University Registrar and can be found online at ecampus.adelphi.edu/registrar/exams.php. Instructors indicate their final examination requirements on syllabi or announcements distributed during the first week of class. If a course does not require a final examination, appropriate course-related activity will be substituted at the scheduled time during finals week. Final examinations for summer courses are normally held during the last regularly scheduled class meeting. Classes may not meet at other times during finals week without written consent of the appropriate academic dean.

Students are advised that: No final examinations will be administered to an individual or group before the last official class meeting without the written consent of the appropriate academic dean

- No instructor may increase the time allowed for a final examination beyond the scheduled two hours without written consent from the appropriate academic dean or the Office of Academic Services and Retention
- No instructor may change the time or date of the final examination
- No student may be required to take more than two final examinations during one calendar day. Students with more than two examinations on one calendar day should go to the appropriate academic dean or to the Office of Academic Services and Retention
- Postponed examinations may be requested only by students who are seriously ill or who have more than two examinations in one day. Students will make the arrangements through the appropriate academic dean or the Office of Academic Services and Retention
- Postponed examinations will be held no later than the first week of the following term
- Instructors must offer a make-up examination to all students who were excused from the final examination because of illness or because of conflict with other examinations
- All students must be allowed to see their graded finals
- Access to graded finals should be ensured for a period of one semester after the examination was completed
- Completed and graded finals may not be left in public places for retrieval by students.

The Transcript

The transcript lists the complete academic record of students. Students may obtain a copy of their transcript from the Office of the University Registrar by completing a request form. There is a charge per transcript. An *official transcript* is one that bears the seal of the University and the signature of the University Registrar (\$10). *Unofficial transcripts* are given to or sent directly to students and carry the notation UNOFFICIAL COPY. *Transcripts will not be issued for students who have failed to meet their financial obligation to the University.*

Grades

Grades represent the instructor's evaluation of student competencies and course performance. Grades assigned by Adelphi instructors conform to University standards, policies, and procedures. Each instructor will inform students of applicable grading standards for a course. Students may review the material submitted to the instructor for evaluation, such as that student's papers and examinations. At the end of each semester, grades are given in semester courses. Instructors submit grades to the Office of the University Registrar within 48 hours of the scheduled final exam.

Grading System

Adelphi has a letter grading system. Passing grades, in rank order, are A, B, C, D, and P (Pass). Failing grades are designated with F.

What Grades Signify

Letter Grade	Quality Range	Grade	Points (per credit hours)
A+, A	Superior mastery of facts and	4.0	
A–	principles; clear evidence that stated course objectives and requirements were met by the student.		3.7
B+	Above average mastery of facts	3.3	
B	and principles; evidence that		3.0
B–	stated course objectives and requirements were met by the student.		2.7
C+	Average mastery of facts and		2.3
C	principles; some evidence that	2.0	
C–	stated course objectives and requirements were met by the student.		1.7
D+	Little mastery of facts and		1.3
D	principles; acceptable evidence	1.0	
D–	that stated course objectives and requirements were met by the student.		0.7
F	No mastery of facts and principles; little evidence that stated course objectives and requirements were met by the student.		0.0

Other Transcript Designations

P (Passing)	Where the grade of A, B, or C is not used.
F (Failure)	Recorded when a student has academically failed a course.
AU (Audit)	The student may be eligible for dismissal following a departmental review. Students who are auditors register for the course, pay the regular tuition, but not receive a grade.
I (Incomplete)	Issued when the student has not completed the course requirements by the end of the semester and has obtained permission from the instructor to take additional time to complete the course work. The incomplete designation I may be used by instructors only if a student has been excused from the completion of course requirements because of illness or other exceptional, compelling circumstances. <i>Students may have no more than one calendar year after the end of the semester in which the grade was given to resolve Incompletes.</i> Unresolved Incompletes convert to Fs after this time. This then becomes the final grade.
W(Withdrawal)	Issued when the student has officially withdrawn from a course with the instructor's written consent. This procedure is accomplished only on official University Action Request Forms. W is not computed in the GPA. (See the section in this <i>Bulletin</i> titled "Withdrawing from Courses.")

Computing the Grade-Point Average (GPA)

Earned Hours are credit hours awarded to the student for successful completion of academic course work or its equivalent.

Attempted Hours are the number of credit hours actually registered for by a student, except for audited courses and those from which one has been officially dropped.

Quality Points are computed by multiplying the grade points per hour by the credit hours of the course. For example, a B+ in a 3-credit undergraduate course would generate 9.90 quality points. Quality Hours are all graded credits taken at Adelphi University.

No points are given for the P grade, and the P is not computed in either the semester or the cumulative GPA. A failing grade is recorded and computed as an F. Refer to the section "Unfinished Course Work" concerning how I is treated in the computation of the GPA.

For each semester's work, a semester's GPA is computed as follows:

The total number of quality points earned is divided by the total number of quality hours. For example, 45 Quality Points ÷ 15 Quality Hours = 3.000 GPA

A student who has received advanced placement credit and/or transfer credit will have the cumulative GPA computed on the basis of total quality hours at Adelphi. Example: if a student presents 120 credits for graduation, 8 credits of which are for advanced placement or transfer credit, the cumulative GPA is computed on 112 credits.

Unfinished Course Work

The designation I (Incomplete) will be issued when the student has not completed the course requirements by the end of the semester and has obtained permission from the instructor to take additional time to complete the course work. The incomplete designation I may be used by instructors only if a student has been excused from the completion of course requirements because of illness or other exceptional, compelling circumstances. Students may have no more than one calendar year after the end of the semester in which the grade was given to resolve Incompletes. Unresolved Incompletes convert to Fs after this time. This then becomes the final grade.

Pass/Fail Option The Pass/Fail grade option is designed to encourage students to explore disciplines outside their major without affecting their GPA. The letter P (Pass) or F (Fail) are the only grades assigned when students choose the Pass/Fail grade options. The student will be given credit for courses in which the grade of P is earned, but these courses will not affect the computation of the GPA. A grade of F earns no credit but will affect the computation of the GPA.

The following restrictions apply:

The P/F option is not available

- to students whose semester or cumulative GPA is less than 2.0
- for courses required for a major or a minor
- for independent study
- for General Education courses (except second competency)

A maximum of eight courses may be taken with the P/F option in the baccalaureate. Transfer students are advised to consult the section titled “Latin Honors.”

Grade Changes

Grades are submitted only by the instructor of the course. Any change of grade must be approved by that instructor. A grade may be changed only if there is unequivocal evidence that it was the result of computational or mechanical error.

Students who believe their grades are incorrect or unfair should:

- Discuss their course work with the instructor
- Review with the course instructor the grading policies for the course
- If still dissatisfied, disputes concerning grades should be brought to the chair of the department (if there is a chair)
- The chair may choose to discuss the matter with the instructor to try to resolve the issues
- If still dissatisfied, or if there is no chair, students should bring their concerns to the assistant or associate dean of the school responsible for the course

- The dean may choose to discuss the matter with the chair and/or the instructor to try to resolve the issues
- If the issues remain unresolved, the student may request that the Office of Academic Services discuss the matter with the instructor
- The Associate Provost may choose to discuss the matter with the dean.

If the Chair, Dean, or Provost concludes that a grade was a result of arbitrary or capricious conduct on the part of the instructor, the student may be allowed to withdraw from the course. In the case of arbitrary or capricious conduct, the department or school may allow the substitution of another course to replace the course in question.

All disputes concerning the accuracy of a grade must be raised within one calendar year. Grade changes must first be signed by the instructor and then by the department chair and the appropriate dean before being submitted to the Registrar.

Academic Standing

Academic standing is defined by a student's semester and cumulative GPA and the level of progress made toward the number of credits required for the completion of the baccalaureate.

Class Standing

Class standing is determined by the number of credits passed. Credits not completed or completed unsuccessfully do not count toward the number of credits required for class standing. The number of credits passed required for each class is:

- Freshman 0 to 29 credits
- Sophomore 30 to 59 credits
- Junior 60 to 89 credits
- Senior 90 or more credits

The Dean's List

The deans of Arts and Sciences, Education, Business, Nursing, Social Work, and Derner IAPS recognize superior academic work every semester. The Dean's List comprises full-time students—registered for 12 or more credits—who have completed at least 9 graded credits and achieved a GPA of 3.5 or above for that semester. This recognition by the deans becomes part of the student's academic record and is entered into the student's transcript.

Good Academic Standing

Good academic standing describes the minimum academic attainment required of students in order to remain at the University.

- All Adelphi undergraduates, regardless of grades in their major, must maintain a minimum cumulative GPA of 2.0 in order to remain in good academic standing and to be eligible for graduation

- Students who have not chosen a major must maintain a minimum cumulative GPA of 2.0 in order to remain in good academic standing
- Students who have declared a major must maintain the minimum GPA of that major in order to continue their affiliation with that school, and to graduate with the chosen major. Some majors require a GPA higher than 2.0.

Grade-Point Minimum Cumulative Requirements GPA

Good Standing, all undergraduates 2.0

Students who have not chosen a major 2.0

Arts and Sciences—all majors 2.0

Education—see *Bulletin* section on the Ruth S. Ammon School of Education

Business majors 2.3

Nursing majors 2.5

Social Work majors 2.8

Poor Academic Standing

Students who fall below the minimum GPA required by the University or their major are in poor academic standing and will be placed on academic probation. The fall from good academic standing does not preclude students from registering for courses of study but they may register for no more than 13 credits. It may have consequences for their eligibility to participate in student activities such as student government, intercollegiate athletics, fraternities, sororities, and other student organizations.

If they receive financial assistance, students in poor academic standing may also lose their eligibility to continue to receive such assistance, as determined by Adelphi University, the New York State Department of Education, and the U.S. Department of Education. Students and their advisers should read carefully the state and federal policies and criteria that relate academic standing to financial aid eligibility. Students who participate in intercollegiate athletics must comply with the eligibility regulations agreed upon by the University and the NCAA and, therefore, may become ineligible for participation in team sports because of their poor University academic standing.

University Academic Probation

University academic probation indicates that the student's academic performance, as reflected in the semester or cumulative GPA, raises doubts about the student's ability to complete the particular requirements and meet the specific standards for the baccalaureate. Such students will be placed on probation by the dean of the college or school offering the student's major. Students who have not declared their majors and are not in good academic standing will be placed on academic probation by the College of Arts and Sciences.

School or College Academic Probation

Students who do not maintain the GPA required for their major will be placed on School Academic Probation by the dean of the appropriate school in which the major is maintained.

Terms of Academic Probation

Academic probation ordinarily entails an academic contract, between the student and the dean, to complete a specific number of courses in a specific period of time, and to achieve a specific GPA. Academic contracts normally prescribe other remedial actions, such as reduced course load, assessment of learning skills, or tutoring.

Length of Academic Probation

Students placed on academic probation must remedy their academic deficiencies within the next regular semester. This period may be extended by the appropriate dean if the student shows significant academic progress or if the student was admitted to the University under the academic agreements of a particular program.

Notification

Students placed on academic probation will be advised of this action by a letter from their dean. The letter will specify the criteria used in determining the probation action (GPA, number of credits, for example) and will specify the terms under which good academic standing can be regained. Students who fulfill the terms of their academic probation will be advised in writing by their dean of their return to good academic standing.

Failure to Return to Good Academic Standing

Students on academic probation who fail to fulfill their academic contract or fail to return to good academic standing may be separated (dropped) from their major or, if warranted, dismissed from the University.

Students who are separated (dropped) from their majors but who still have a minimum cumulative GPA of 2.0 will be referred to the Office of Academic Services and Retention for assistance in the identification of a new major or pertinent remedial actions.

Dismissal

Academic dismissal means separation from the University because of the student's poor quality of academic attainment and low level of progress toward the baccalaureate. Dismissal is a most serious academic action. Students who are dismissed from the University will have their next term's registration canceled, if they have registered in advance, and will have all their affiliations with the University terminated.

Students who have been dismissed from the University will not be considered for readmission within the year following their dismissal. Dismissed students are advised that there is no real or implied right to such readmission.

Academic dismissals can occur after the conclusion of any semester. Academic dismissals are carried out on behalf of the University by the Office of Academic Services and Retention. A student who is subject to dismissal may petition the Associate Provost for Academic Services and Retention.

Leave of Absence

A leave of absence is a permission to be temporarily away from the University, generally to study at another institution in the United States or abroad. (See “Study at Other Institutions” under Credits) A leave of absence is sought in writing from the appropriate academic dean. A leave of up to one year can be granted to students in good academic and financial standing. Medical and personal leaves are also possible. (See “Withdrawal for Medical Reasons.”)

A request for a leave of absence must be received by the appropriate academic dean prior to the beginning of the semester(s) for which the leave is requested. After a leave of absence, students should seek readmission from the appropriate academic dean. (See “Readmission,” following.)

Withdrawal from the University

Withdrawal from the University means that students interrupt the course of their study and discontinue all their affiliations with the University. Withdrawal from the University is sought in writing from the Office of Academic Services and Retention. The date of receipt of the written request determines refunds or financial obligations.

Students who withdraw from the University by the end of the ninth week of the semester receive the grade of W for all their courses. W is not calculated into the cumulative average. Withdrawals from the University after the ninth week of the semester will not be granted because of inability to attend classes, take final examinations, or complete course work. (See “Incomplete.”)

Adelphi reserves the right to withdraw from the University students who discontinue their registration for one semester. In addition, Adelphi reserves the right to withdraw from the University any student for any reason without notification to parents or guardian. Students who withdraw or are withdrawn from the University are advised that there is no real or implied right to readmission.

Withdrawal for Medical Reasons

Students requesting a withdrawal from the University because of medical reasons must submit the appropriate medical documentation and a letter requesting a medical withdrawal to the Office of Academic Services and Retention.. This must be done during the semester for which the leave is requested. Students approved for medical withdrawal might have a credit posted to their account to be applied toward future semesters. All unused credit will be forfeited after one year of issuance and tuition and fee charges will not be refunded. Students who withdraw from the University for medical reasons will be dropped from all of their courses. Students wishing to return after a Medical Withdrawal must submit medical documentation clearing them for return to the Office of Academic Services and Retention.

Residence fees will be refunded according to the policies outlined in the section “Residence Fees Refund.”

Readmission

Except for Medical Withdrawals, students who wish to be readmitted to Adelphi University should petition their school or college. Students who wish to be readmitted after a Medical Withdrawal petition the Office of Academic Services and Retention. Students in good standing who return within four or more consecutive semesters (fall and spring) following a leave for personal reasons, not related to medical or health problems, will be asked to review their academic program with their academic adviser, their Dean or an adviser in the Office of Academic Services and Retention. Students who withdraw for medical reasons must supply medical documentation as to their ability to return to school from either their medical doctor or a licensed psychological counselor. Students who have been dismissed from the University for academic deficiencies will not be considered for readmission within the year following their dismissal. Dismissed students will be readmitted under conditions agreed to by the student in an academic contract drawn up by the appropriate academic dean.

Academic Forgiveness Readmission Policy

Former Adelphi students who have been away from the university for at least three years who had a GPA of less than 2.0 can apply for Academic Forgiveness. The applicant would be admitted or readmitted to the school to which s/he is applying under a Final Probation Contract. The student would qualify for “Forgiveness” after completing one semester (12–13 credits) with a GPA determined by the school. In no case would the qualifying GPA be less than 2.3. If the student is successful the GPA prior to readmission would be cancelled. All grades would remain on the transcript. Credits received prior to readmission in which the grade of D–, D, or D+ would be cancelled. Students must complete at least 30 credits at Adelphi after return.

Graduation

GPA Required for Graduation

Students who have completed at least 120 credits and attained a cumulative GPA of 2.0 must apply for graduation. Majors in the Schools of Business, Nursing, and Social Work are required to have a higher cumulative GPA for graduation, respectively 2.3, 2.5, and 2.8. Majors in Physical Education and Communication Science (School of Education) should refer to the Bulletin section for the School of Education for specific requirements.

Applications for graduation are obtained from, and returned to, the Registrar. Degrees will not be conferred to students who have not applied for graduation.

Determination of Graduation Requirements

Normally, matriculated students follow the graduation requirements established in the *Bulletin* under which they are admitted to the University; however, students who interrupt enrollment for two or more consecutive semesters (fall and spring) are governed by the *Bulletin* in effect when they are readmitted. Requests for exceptions are reviewed by the appropriate academic dean.

Residence Requirements

A student must complete the final 30 credits toward a degree at Adelphi in order to be eligible for the degree.

Students who transfer credits in excess of 64 from two-year colleges may apply only 64 of those credits toward a baccalaureate degree to be awarded by Adelphi University. (See statement regarding graded credits in section titled “Latin Honors.”)

Application for Graduation

All students *must* apply for graduation. For January graduates, applications must be filed with the Office of the University Registrar on or before the last Friday in September; for May graduates, on or before the second Friday in October; for August graduates, on or before the first Friday in June. Graduate applications are available in the Office of the University Registrar, or you can download the application at ecampus.adelphi.edu/registrar/graduation.php

Students who have completed degree requirements but who have not applied for graduation will not receive a diploma nor will the degree be conferred.

Students whose courses do not end by the date of graduation, need to apply for the next applicable graduation date.

Students who have applied for graduation but who have been assigned Incomplete grades for course work taken in the final semester may attend the commencement exercises but will not be awarded degrees at the Commencement ceremonies. Students in this category may be awarded their degrees if the registrar’s office receives written notification of the removal of the Incomplete grade or grades prior to:

- For May graduates, June 30;
- For August graduates, September 30;
- For January graduates, February 28/29.

A student is considered “graduated” when the graduation application has been filed and all academic requirements have been met. Notation of graduation will appear on the student’s transcript as of that date.

Conferring of Degrees

Degrees are conferred in May, August, or January. The formal conferring of degrees takes place annually at Commencement in May. Students who are within 12 credits of degree completion and will complete them by August may participate in the Commencement ceremonies but will not receive their degree until they have completed all degree requirements.

For more information, please visit the Commencement Web site at adelphi.edu/commencement, or contact the Commencement Office, located in the University Center, room 110, at (516) 877-4695.

Diplomas

Students who are awarded degrees are mailed diplomas certifying that all degree requirements have been met. Adelphi University will not issue diplomas to students who

have outstanding financial obligations with the University. Diplomas are mailed 6-8 weeks after the date of graduation.

Latin Honors

An undergraduate student may graduate with honors (*cum laude*) whose cumulative GPA is between 3.3 and 3.599; with high honors (*magna cum laude*) whose cumulative GPA is between 3.6 and 3.849; with highest honors (*summa cum laude*) whose cumulative GPA is 3.85 and above.

In addition to the cumulative GPA, fifty-six Adelphi credits of graded courses—excluding P grades—must be completed for a student to be considered for Latin Honors.

If a student has 56 earned hours at Adelphi but was required, for completion of the major, to take a major course offered *only* on a Pass/Fail basis, the student may request the Registrar to calculate the cumulative GPA (for purposes of determining Latin Honors only) based on *all* grades and course work taken both at Adelphi and other institutions.

Departmental or School Honors

Students graduating with the highest averages in their major may be nominated for departmental or school honors, provided that the GPA of the nominated student is 3.5 or above for courses taken in that department. A student must have completed 30 credits in a major field to be eligible for departmental or school honors.

GRADUATE

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 schools abide by additional specific regulations, protocols, and procedures consonant with their missions, and curricula.

University academic regulations, protocols, and procedures pertaining to graduate study are set forth below. The specific regulations of the 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 and local regulations are not subject to petition.

Dispensations from Regulations

Students may request dispensations from University regulations or deadlines only for exceptional circumstances by filing a petition. A student may petition through the Office of the Dean in the

college or school of their major for a waiver of an academic regulation or deadline. Petitioning students must provide supporting documentation with their petition. Academic approval of course drops or course withdrawals does not imply a right to a refund. Petitions requesting retroactive actions must be submitted within one calendar year. Federal, state, and local regulations are not subject to petition.

Honor Code

The University is an academic community devoted to the pursuit of knowledge. Fundamental to this pursuit is academic integrity. In joining the Adelphi community students accept the University's Statement of Academic Integrity and pledge to uphold the principles of honesty and civility embodied in it; to conduct themselves in accordance with ideals of truth and honesty; and to forthrightly oppose actions which would violate these ideals. For the complete Honor Code, please go to academics.adelphi.edu/policies/honesty.php.

Student Code of Conduct

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 and is also available online at academics.adelphi.edu/policies/conduct.php.

For questions or more information, contact the Office of the Dean or 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. Please see the University's Honor Code in The Student Guide to Life or go to academics.adelphi.edu/policies/honesty.php.

Acceptance as a Degree Candidate

Acceptance as degree candidates in all programs is recommended by the school and department in which a student wishes to specialize. Status as a degree candidate depends upon a student's qualifications and the policy of the degree program in which he or she wishes to enroll. Students who are provisionally accepted must apply for a change in status at the office of the dean of their chosen school.

Attendance

Only students who are registered for courses, and whose name appears on the Official Class Roster may attend courses at the University. Adelphi students make a commitment to be active participants in their educational program; class attendance is an integral part of this commitment. Attendance requirements for each course will be announced by the faculty member at the beginning of each term. Students are expected to be present promptly at the beginning of each class period, unless prevented by illness or by other compelling cause. Students are responsible for completing course work missed through absences. Students should wait a reasonable length of time for an instructor in the event that the instructor is delayed.

The Academic Calendar

The Academic Calendar (ecampus.adelphi.edu/registrar/calendar.php) encompasses two semesters (fall and spring), approximately 15 weeks each, an intersession of approximately three weeks, and two summer terms, five weeks each. The University recognizes that there are other holidays, both secular and religious, that may be observed by individuals or groups on campus. Students who wish to observe such holidays must so inform their instructors within the first two weeks of each semester so that alternative arrangements convenient to both students and instructors can be made. The Exam/Assignment Policy can be found at ecampus.adelphi.edu/registrar/exampolicy.php

Intersession

The Adelphi University Intersession meets in the beginning of January. This intersession gives students an opportunity for non-traditional learning experiences including exploring art galleries or museums, intensive writing or language acquisition, and study abroad. While each course meets New York State regulations for instructional time, the various creative, enriching approaches imply great variability in meeting times and locations. Graduate students will not be allowed to register for Intersession courses with time conflicts. Intersession courses are considered a part of the spring semester and will be grouped with them on student transcripts. Graduate students will pay the per credit rate for an Intersession course. All relevant University fees will apply to intersession offerings.

Deadlines

Every semester students have sufficient opportunities to reconsider, for a period of time, their selection of courses. The academic calendar sets forth the specific deadlines for decisions about, and adjustments to, registration, adding and dropping courses, changing a grading option, and withdrawing from courses. Meeting academic deadlines is the student's responsibility.

Records

Adelphi recognizes two kinds of student records: directory information and educational records.

Directory information includes student's name, school, class, major, participation in officially recognized sports, weight and height of athletes, dates of attendance, degrees, honors, and awards received.

Educational records are governed by the Family Education Rights and Privacy Act (FERPA) and are maintained by several offices within the University. To review this specific date-sensitive information, please refer to the current Directory of Classes or to ecampus.adelphi.edu/registrar/ferpa.php. It is the obligation of students to notify the Registrar of any change of name or address.

Access to Records

Directory information may be released to anyone without the consent of the student unless the student has requested in writing to the Office of the University Registrar that this information not be released. Forms for such requests are obtained from, and returned to, the Office of the University Registrar. Academic records may not be released without the prior written consent of the student. Access to records is protected by the Family Education Rights and Privacy Act (FERPA). The Offices of Academic Services and Retention, Student Affairs, Student Financial Services, and the Office of the University Registrar may, for cause, withhold the academic records of students or discontinue their course registration.

Registration

Registration is the process by which the Office of the University Registrar certifies the enrollment of students in courses of study and verifies their right to use the services available at the University. Registration information is available on the Web site at ecampus.adelphi.edu/registrar/registration.php. The *Directory of Classes* is available at the Office of the University Registrar or online at ecampus.adelphi.edu.

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 is a week long. It is an opportunity for

students to select the courses in which they wish to enroll the following semester.

A rolling registration period begins after Priority Registration ends. This period extends to the first day of classes, at which point Late Registration is established.

For specific semester dates and deadlines, please refer to the University's Academic Calendar at ecampus.adelphi.edu/registrar/calendar.php.

Definition of a Student

Official designation of the status of "student" at Adelphi University is reserved for those individuals who are properly registered and engaged in a program or course of study. This University recognition as a student does not, however, by itself initiate, imply, or establish matriculation in any of the University's schools or programs. Candidates who desire matriculation to a degree or certification program are advised to investigate all of the requirements necessary for official acceptance into the program concerned, since it is possible to carry the designation of "student" at Adelphi University and yet not have completed all necessary requirements for program acceptance or matriculation.

The University requires that all students submit proof of compliance with New York State immunization requirements (see "Admission Credentials").

Only students who have been cleared by the Office of Student Financial Services and who are officially registered for a course as of the end of the second week of the semester shall be eligible to receive a grade for that course.

Continuous Matriculation

Students wishing to maintain their status as graduate students and continue to have access to faculty and the resources of Adelphi University must register for continuous matriculation. Registration is required, for example, of students who have completed all course requirements except the thesis and dissertation and who want supervision or advice from faculty, use of laboratory facilities, or the use of the University Libraries.

Payment of the registration fee entitles students to all the privileges of registered students. This fee need not be paid by a student whose only contact with the University during an academic semester is to take a comprehensive or similar examination for a graduate degree. Certified candidates for a doctoral degree, if not registered for courses or thesis or dissertation research carrying academic credit, may register for continuous matriculation during each semester of the academic year until they have completed degree requirements.

Changes in the Registration

After the registration periods end, students may make four kinds of changes to their registration: adding courses, dropping courses, changing the grading option, withdrawing from courses. These changes to a registration can be processed on-line via the C.L.A.S.S. system. Deadlines to effect these changes are clearly set forth in the academic calendar and can be reviewed at ecampus.adelphi.edu/registrar/actions.php.

Adding Courses

Students who wish to add a course to their program after they have processed their initial registration, can add the course using the C.L.A.S.S. system in conjunction with the Academic Calendar's deadlines. Students are advised that there is a fee for adding courses and that there may be additional tuition charges.

Dropping Courses

Students who wish to drop a course from their program after they have processed their initial registration, can drop the course using the C.L.A.S.S. system in conjunction with the Academic Calendar's deadlines.

Students are advised that there is a fee for dropping courses. Dropped courses will not appear on the transcript. Students should be aware that their status as a full-time student will be affected by dropping courses if their credit load is less than 12 credits.

Withdrawing from Courses

Withdrawals from courses are possible after the deadline to drop courses but no later than the ninth week of the semester, the third week of a summer term, or the second week of a one-month term. Students who wish to withdraw from a course must complete an Action Request Form, obtain appropriate signatures of academic approval and process the form in the Office of the University Registrar in conjunction with the Academic Calendar's deadlines. Withdrawals from courses appear on the transcript as a W.

Non-attendance in a course does not constitute an official drop or withdrawal from a course. The student's failure to drop or withdraw properly from a course does not preclude the instructor from submitting a grade for the student on the basis of the work previously submitted.

Changes of the program must meet with the approval of the advisor, chair, and dean or the pertinent degree program.

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; others five years) from the date of admission to graduate study. Under extraordinary circumstances and with the recommendation of a student's department, the dean may grant an extension of the time limit.

Credits

The unit of credit at the University is the total semester hours a course meets per week. The Board of Regents of the State of New York defines a credit unit as follows:

- a minimum of 15 hours of work by each student is required for each credit unit
- an hour of work is equivalent to 50 minutes of class time (contact time)
- an hour of work is the equivalent of 50 minutes of independent study work.

Credit Hours

The total number of credit hours students take in one term determines their course load, or total course credits. A full course load, or full-time status, means that a student is registered for at least 12 credit hours. Fewer than 12 credits means part-time status. Tuition and fee rates are determined by course load, which may also affect financial assistance eligibility.

Credit for Courses

For courses taken at Adelphi, a student receives academic credit for those completed with a grade of D– or better, or a grade of P in a class taken Pass/Fail. If a student fails a course and subsequently repeats it, both grades will appear on the transcript and will be used in computing the GPA. If a student who passed a course elects to repeat it, both grades will appear on the transcript and will be used in computing the GPA; however, the credits will be counted only one time toward graduation.

Course Policies and Practices

Course policies and practices are made explicit each term in each course syllabus. These are established by the course instructor and are never at variance with University policies and practices. The course syllabus describes attendance policy, course requirements, and grading criteria. The instructors are required to distribute course syllabi during the first week of classes. Course syllabi are also on file in the appropriate Dean's Office. Students planning to take advantage of advanced technology (e.g., recorders, laptops) in the classroom must seek the consent of the instructor. At Adelphi, time spent in the classroom is only a part of the student's course work. Courses require reading, research, and study to complete the classroom work assignments and may also require laboratory, tutorial, or fieldwork.

Course Numbering System

Graduate courses are numbered 500 and higher. Graduate students may not take courses numbered lower than 500 for graduate credit. Graduate courses numbered 500 to 599 are open to Adelphi seniors under strictly controlled admission to graduate standing. However, at the discretion of a dean, a limited number of graduate credits so earned, and not used to fulfill baccalaureate requirements, may be applied toward a higher degree. Graduate courses numbered 600 to 699 are normally taken during the first year, and those

numbered 700 to 799 taken in the second year, of full-time graduate study. Courses numbered 800 and higher are reserved for third- and fourth-year graduate students in doctoral programs.

Auditing Courses

Some departments do not permit auditing at the graduate level, and regularly enrolled students always are given priority over students who are auditing if space in the class is limited.

Students wishing to audit graduate courses are advised to obtain permission from the appropriate department head or graduate director. No credit may be earned for an audited course by examination or any other means, and no audited course may be repeated for a credit at a later date

Removal from Courses

The individual faculty member has primary responsibility for managing the classroom environment. If a student engages in any behavior that results in disruption of a class, he or she may be directed by the faculty member to leave the class for the remainder of the class period.

An instructor may make a request to the Associate Provost in the Office of Academic Services and Retention to withdraw a student from a course if the student's behavior continues to disrupt the course. The Associate Provost will seek to resolve the issue by attempting to find a resolution that is agreeable to both the student and the professor. However, the Associate Provost will inform the Student Judicial Officer in all cases of inappropriate behavior, even if a resolution is implemented, and the Student Judicial Officer may need to take additional action. If the Associate Provost is unsuccessful at finding a resolution, the Associate Provost will then refer the matter to the Student Judicial Officer who will proceed in accord with the Code of Conduct. The Student Judicial Officer will make every attempt to resolve the matter quickly, and whenever possible within 7 business days. The student will not be allowed to return to the class until the matter is resolved by the Student Judicial Officer. The Student Judicial Officer will work with the Associate Provost in the Office of Academic Services and Retention to arrive at an outcome that preserves the integrity of the classroom, the authority of the professor and the rights of the student.

Individual schools and departments may have behavioral codes and expectations of professional standards that apply to classroom, clinical, field or other settings. Students in these schools or departments are accountable for those standards as well as the Code of Conduct.

Academic Assistance for Students with Disabilities

See section for Support Services and Resources.

Final Examinations

Final examinations for fall and spring semesters are held at the close of the semester and in the summer terms. Examination times are scheduled by the Office of the University Registrar and can be found online at ecampus.adelphi.edu/registrar/exams.php. Instructors indicate their final examination requirements on syllabi or announcements distributed during the first week of class. If a course does not require a final examination, appropriate course-related activity will be substituted at the scheduled time during finals week. Final examinations for summer courses are normally held during the last regularly scheduled class meeting. Classes may not meet at other times during finals week without written consent of the appropriate academic dean.

Students are advised that:

- No final examinations will be administered to an individual or group before the last official class meeting without the written consent of the appropriate academic dean
- No instructor may increase the time allowed for a final examination beyond the scheduled two hours without written consent from the appropriate academic dean or the Office of Academic Services and Retention
- No instructor may change the time or date of the final examination
- No student may be required to take more than two final examinations during one calendar day. Students with more than two examinations on one calendar day should go to the appropriate academic dean or to the Office of Academic Services and Retention
- Postponed examinations may be requested only by students who are seriously ill or who have more than two examinations in one day. Students will make the arrangements through the appropriate academic dean or the Office of Academic Services and Retention
- Postponed examinations will be held no later than the first week of the following term
- Instructors must offer a make-up examination to all students who were excused from the final examination because of illness or because of conflict with other examinations
- All students must be allowed to see their graded finals
- Access to graded finals should be ensured for a period of one semester after the examination was completed
- Completed and graded finals may not be left in public places for retrieval by students.

The Transcript

The transcript lists the complete academic record of students. Students may obtain a copy of their transcript from the Office of the University Registrar by completing a request form. There is a charge per transcript. An *official transcript* is one that bears the seal of the University and the signature of the University Registrar (\$10). *Unofficial transcripts* are given to or sent directly to

students and carry the notation UNOFFICIAL COPY. *Transcripts will not be issued for students who have failed to meet their financial obligation to the University.*

Grades

Grades represent the instructor's evaluation of student competencies and course performance. Grades assigned by Adelphi instructors conform to University standards, policies, and procedures. Each instructor will inform students of applicable grading standards for a course. Students may review the material submitted to the instructor for evaluation, such as that student's papers and examinations. At the end of each semester, grades are given in semester courses. Instructors submit grades to the Office of the University Registrar within 48 hours of the scheduled final exam.

Grading System

Adelphi has a letter grading system. Passing grades, in rank order, are A, B, C, D, and P (Pass). Failing grades are designated with F.

What Grades Signify

Letter Grade	Quality Range	Grade	Points (per credit hours)
A+, A	Superior mastery of facts and principles; clear evidence that stated course objectives and requirements were met by the student.	4.0	
A–			3.7
B+	Above average mastery of facts and principles; evidence that stated course objectives and requirements were met by the student.	3.3	
B			3.0
B–			2.7
C+	Average mastery of facts and principles; some evidence that stated course objectives and requirements were met by the student.		2.3
C		2.0	
C–			1.7
D+	Little mastery of facts and principles; acceptable evidence that stated course objectives and requirements were met by the student.		1.3
D		1.0	
D–			0.7
F	No mastery of facts and principles; little evidence that stated course objectives and requirements were met by the student.		0.0

Other Transcript Designations

P (Passing)	Where the grade of A, B, or C is not used.
F (Failure)	Recorded when a student has academically failed a course.
AU (Audit)	The student may be eligible for dismissal following a departmental review. Students who are auditors register for the course, pay the regular tuition, but not receive a grade.

I (Incomplete)	Issued when the student has not completed the course requirements by the end of the semester and has obtained permission from the instructor to take additional time to complete the course work. The incomplete designation I may be used by instructors only if a student has been excused from the completion of course requirements because of illness or other exceptional, compelling circumstances. <i>Students may have no more than one calendar year after the end of the semester in which the grade was given to resolve Incompletes.</i> Unresolved Incompletes convert to Fs after this time. This then becomes the final grade.
W(Withdrawal)	Issued when the student has officially withdrawn from a course with the instructor's written consent. This procedure is accomplished only on official University Action Request Forms. W is not computed in the GPA. (See the section in this <i>Bulletin</i> titled "Withdrawing from Courses.")

*On the Graduate transcript, only the School of Business uses a "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. Refer to the section "Unfinished Course Work" concerning how I is treated in the computation of the GPA.

For each semester's work, a semester's GPA is computed as follows:

The total number of quality points earned is divided by the total number of quality hours. For example, 45 Quality Points ÷ 15 Quality Hours = 3.000 GPA

A student who has received advanced placement credit and/or transfer credit will have the cumulative GPA computed on the basis of total quality hours at Adelphi. Example: if a student presents 120 credits for graduation, 8 credits of which are for advanced placement or transfer credit, the cumulative GPA is computed on 112 credits.

Unfinished Course Work

The designation I (Incomplete) will be issued when the student has not completed the course requirements by the end of the semester and has obtained permission from the instructor to take additional time to complete the course work. The incomplete

designation I may be used by instructors only if a student has been excused from the completion of course requirements because of illness or other exceptional, compelling circumstances. Students may have no more than one calendar year after the end of the semester in which the grade was given to resolve Incompletes. Unresolved Incompletes convert to Fs after this time. This then becomes the final grade.

Grade Changes

Grades are submitted only by the instructor of the course. Any change of grade must be approved by that instructor. A grade may be changed only if there is unequivocal evidence that it was the result of computational or mechanical error.

Students who believe their grades are incorrect or unfair should:

- Discuss their course work with the instructor
- Review with the course instructor the grading policies for the course
- If still dissatisfied, disputes concerning grades should be brought to the chair of the department (if there is a chair)
- The chair may choose to discuss the matter with the instructor to try to resolve the issues
- If still dissatisfied, or if there is no chair, students should bring their concerns to the assistant or associate dean of the school responsible for the course
- The dean may choose to discuss the matter with the chair and/or the instructor to try to resolve the issues
- If the issues remain unresolved, the student may request that the Office of Academic Services discuss the matter with the instructor
- The Associate Provost may choose to discuss the matter with the dean.

If the Chair, Dean, or Provost concludes that a grade was a result of arbitrary or capricious conduct on the part of the instructor, the student may be allowed to withdraw from the course. In the case of arbitrary or capricious conduct, the department or school may allow the substitution of another course to replace the course in question.

All disputes concerning the accuracy of a grade must be raised within one calendar year. Grade changes must first be signed by the instructor and then by the department chair and the appropriate dean before being submitted to the Registrar.

Leave of Absence

Graduate degree candidates who find it necessary to interrupt their education for a period exceeding one year's time must request in writing a leave of absence from their chair and dean.

Without such notice, students will be dropped from the official roster of degree candidates.

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

Withdrawal from the University means that students interrupt the course of their study and discontinue all their affiliations with the University. In cases of withdrawal for other than medical reasons, students should notify, in writing, the Office of Academic Services and Retention and the dean of the pertinent school. The date of receipt of the written request determines refunds or financial obligations.

Adelphi reserves the right to withdraw from the University students who discontinue their registration for one semester. In addition, Adelphi reserves the right to withdraw from the University any student whose quality of academic performance or conduct is unsatisfactory. Students who withdraw or are withdrawn from the University are advised that there is no real or implied right to readmission.

Withdrawal for Medical Reasons

Students requesting a withdrawal from the University because of medical reasons must submit the appropriate medical documentation and a letter requesting a medical withdrawal to the Office of Academic Services and Retention.. This must be done during the semester for which the leave is requested. Students approved for medical withdrawal might have a credit posted to their account to be applied toward future semesters. **All unused credit will be forfeited after one year of issuance and tuition and fee charges will not be refunded.** Students who withdraw from the University for medical reasons will be dropped from all of their courses. Students wishing to return after a Medical Withdrawal must submit medical documentation clearing them for return to the Office of Academic Services and Retention.

Readmission

Readmission to the University is sought in writing from the dean of the appropriate school or college and is subject to the particular re admission policies of that graduate program.

Graduation

GPA Required for Graduation

Students who have completed at least 120 credits and attained a cumulative GPA of 2.0 must apply for graduation. Majors in the Schools of Business, Nursing, and Social Work are required to have a higher cumulative GPA for graduation, respectively 2.3, 2.5, and 2.8. Majors in Physical Education and Communication Science (School of Education) should refer to the School of Education section of the Bulletin for specific requirements.

Determination of Graduation Requirements

Normally, matriculated students follow the graduation requirements established in the *Bulletin* under which they are admitted to the University; however, students who interrupt enrollment for two or more consecutive semesters (fall and spring) are governed by the *Bulletin* in effect when they are readmitted. Requests for exceptions are reviewed by the appropriate academic dean.

Residence Requirements

A student must complete the final 30 credits toward a degree at Adelphi in order to be eligible for the degree.

Students who transfer credits in excess of 64 from two-year colleges may apply only 64 of those credits toward a baccalaureate degree to be awarded by Adelphi University. (See statement regarding graded credits in section titled “Latin Honors.”)

Application for Graduation

All students *must* apply for graduation. For January graduates, applications must be filed with the Office of the University Registrar on or before the last Friday in September; for May graduates, on or before the second Friday in October; for August graduates, on or before the first Friday in June. Graduate applications are available in the Office of the University Registrar, or can be downloaded at ecampus.adelphi.edu/registrar/graduation.php.

Students who have completed degree requirements but who have not applied for graduation will not receive a diploma nor will the degree be conferred.

Students whose courses do not end by the date of graduation, need to apply for the next applicable graduation date.

Students who have applied for graduation but who have been assigned Incomplete grades for course work taken in the final semester may attend the commencement exercises but will not be awarded degrees at the Commencement ceremonies. Students in this category may be awarded their degrees if the registrar’s office receives written notification of the removal of the Incomplete grade or grades prior to:

- For May graduates, June 30;
- For August graduates, September 30;
- For January graduates, February 28/29.

Students are considered “graduated” when the graduation application has been filed and all academic requirements have been met. Notation of graduation will appear on student’s transcript as of that date.

Conferring of Degrees

Degrees are conferred in May, August, or January. The formal conferring of degrees takes place annually at Commencement in May. Students who are within 12 credits of degree completion and will complete them by August may participate in the Commencement ceremonies but will not receive their degree until they have completed all degree requirements.

For more information, please visit adelphi.edu/commencement or contact the Commencement Office, located in the University Center, room 110. (516) 877-4695.

Diplomas

Students who are awarded degrees are mailed diplomas certifying that all degree requirements have been met. Adelphi University will not issue diplomas to students who have outstanding financial obligations with the University.

XVI.



**FACULTY, EMERTI,
RECENT HONORARY DEGREE
RECIPIENTS, BOARD OF
TRUSTEES, OFFICERS OF
ADMINISTRATION,
DIRECTIONS TO CAMPUS**

Faculty

VISITING FACULTY

BHUPIN BUTANEY, *Visiting Assistant Professor of Curriculum and Instruction*, Ph.D.(2003), St. John's University; M.A. (1999), St. John's University; Ed.D.(1995), Harvard University; B.A.(1990), Bentley College

PATRICIA ECKARDT, *Visiting Assistant Professor of Nursing*, B.S., State University of New York Empire State; M.B.A. (2004), Alameda University

BARBRINA ERTLE, *Visiting Assistant Professor of Curriculum and Instruction* Ed.D.(2006), Teachers College, Columbia University; M.A.(1999), John Hopkins University; B.A.(1990), Long Island University

LOUISE GEDDES, *Visiting Assistant Professor of English*, Ph.D.(2009), The Graduate Center of the City University of New York (CUNY); B.A.(1997), University of Warwick, Warwickshire, UK

BARBARA MACKOFF, *Visiting Assistant Professor of Nursing*, Ed.D.(1979), Harvard University; Ed.M.(1974), Harvard University; M.A.(1973), University of Massachusetts

ROBERTA MARPET, *Visiting Associate Professor of Nursing*, B.S., Ed.M., Columbia University; Ph.D. (1985), New York University

JOANNE METCALF, *Visiting Assistant Professor of Music*, B.A., University of California; M.A., Ph.D. (1999), Duke University

MARY JEAN MCCARTHY, *Visiting Assistant Professor of Curriculum and Instruction*

HUGH WILSON, *Visiting Professor of Political Science*, DSW(1995), Adelphi University; MSW(1967), Fordham University; B.A.(1963), Howard University

JEAN WINTER, *Visiting Assistant Professor* Ed.D.(1988), Columbia University, Teachers College; MSN(1982), Adelphi University; BSN(1976), C.W. Post

UNIVERSITY PROFESSOR

PAUL MORAVEC, University Professor, B.A., Harvard University; M.A., Columbia University; D.M.A. (1987), Columbia University

CURRENT FACULTY

WAHIBA ABU-RASS, *Assistant Professor of Social Work*, M.Phil., Ph.D. (2000), Columbia University; M.S.W. (2007), Rutgers University

RAKHEL VILLAMIL-ACERA, *Assistant Professor of Language and International Studies*, Ph.D., University of California(2008); M.A., Universidad de Salamanca, Spain (1999)

JUDITH ACKERHALT, *Associate Professor of Nursing*, B.S.N., Rutgers University; M.S., Adelphi University; Ed.D. (1986), Columbia University

DOLAPO ADENIJI-NEILL, *Assistant Professor of Curriculum and Instruction* Ph.D.(2008), University of Hawaii; M.A.(2004), Dartmouth College

ANAGNOSTIS AGELARAKIS, *Professor of Anthropology and Sociology*, B.A., M.S., Lund's University, Sweden; M.Phil., Ph.D. (1989), Columbia University

HENRY F. AHNER, *Associate Provost*, Professor of Physics, B.S., Polytechnic Institute of Brooklyn; M.S., Ph.D. (1968), New York University

ANNA AKERMAN, *Assistant Professor of Communications*, B.A., Brown University; M.A., Ph.D. (2004), New York University

MELISSA VAN ALSTINE, *Assistant Professor of Chemistry*, Ph.D., Rensselaer Polytechnic Institute (2007); B.S., Rensselaer Polytechnic Institute (2003)

JULIE C. ALTMAN, *Associate Professor of Social Work*, B.A., Muskingum College; M.S.W., University of Michigan; Ph.D. (1999), University of Chicago

LUCY ALEXANDER, *Senior Adjunct Faculty in Nursing*, B.S., M.S., Ph.D. (1991), Adelphi University

RAYSA E. AMADOR, *Professor of Languages and International Studies*, B.A., M.A., Ph.D. (1978), New York University

DEBORAH AMBROSIO-MA WHIRTER, *Clinical Assistant Professor of Nursing*, B.S., M.S. (1996), Adelphi University

JACK ANGEL, *Associate Professor of Accounting, Finance, and Economics*, B.B.A., Baruch College, City University of New York; M.S. (1978), Long Island University, C.W. Post College

BEVERLY ARAUJO, *Assistant Professor of Social Work*, B.A. Hunter College, City University of New York; M.S.W., Ph.D. (2004), University of Michigan

VERONICA ARIKIAN, *Associate Professor of Nursing*, B.S., Columbia University School of Nursing; M.S., New York University; Ph.D. (2001), Virginia Commonwealth University

CINDY ARROYO, *Assistant Professor of Communication Sciences and Disorders*, B.A., M.S., D.A. (2005), Adelphi University

JANE ASHDOWN, Dean, Ruth S. Ammon School of Education, Ph.D. University of Pennsylvania; B.A. University of Manchester

ALLAN ASHLEY, *Professor of Management, Marketing and Decision Science*, B.S.E.E., Rensselaer Polytechnic Institute; M.S., Ph.D. (1971), Polytechnic Institute of Brooklyn

FRANK AUGUSTYN, *Associate Professor of Dance*, York and McMaster University, National Ballet School (Canada) (1970)

REGINA AXELROD, *Professor of Political Science*, B.A., City College of New York, City University of New York; M.A., Wayne State University; Ph.D. (1978), City University of New York

C. RICHARD BAKER, *Professor of Accounting, Finance, and Economics*, B.A., M.S., Ph.D. (1975), University of California (UCLA)

HELEN BALLESTAS, *School of Nursing*, Ph.D.(2008), Capella University; M.S.(2005), Molloy College

LESTER B. BALTIMORE, *Associate Provost, Associate Professor of History*, A.B., Hiram College; A.M., Ph.D. (1968), University of Missouri

ADITI BANDYOPADHYAY, *Associate Professor in the University Libraries*, B.S., B.L.S., M.S., Ph.D., University of Calcutta, M.L.S. (1994), Long Island University

JUDITH BAUMEL, *Associate Professor of English*, B.A., Radcliffe College-Harvard University; M.A. (1978), Johns Hopkins University

ANGELA BEALE-TAWFEEQ, *Assistant Professor of Health Studies*, Physical Education and Human Performance Science, B.A., M.S., Howard University; Ph. D. (2005), Florida State University

KENYA BEARD, *Clinical Assistant Professor of Nursing*, B.S., Excelsior College; M.S. (2004), Stony Brook University

DANIEL BEDARD, *Clinical Assistant Professor of Health Studies*, Physical Education and Human Performance Science, B.S., Plattsburgh State University; M.S.P E. (1990), Ohio University

ANDREA BEGEL, *Assistant Professor of Art and Art History*, M.A., M.Phil., Ph.D. (2004), Columbia University

ELOISE BELLARD, *Assistant Professor in the University Libraries*, B.A., Marymount Manhattan College; M.L.S. (1977), St. John's University

RICHARD BELSON, *Associate Professor of Social Work*, B.S., Tufts University; M.H.L., Jewish Theological Seminary; M.S.W., D.S.W. (1977), Adelphi University

SEAN BENTLEY, *Associate Professor of Physics*, B.S., M.S., University of Missouri-Rolla; Ph.D. (2004), University of Rochester

RONI BERGER, *Professor of Social Work*, B.S.W., M.S.W., Ph.D. (1993), Hebrew University of Jerusalem

SRILATA BHATTACHARYYA, *Associate Professor of Curriculum and Instruction*, B.Sci., University of Calcutta, India; B.Ed., M.Ed., M.Phil., University of Bombay, India; Ph.D. (2004), University of Memphis

STEPHEN BLOCH, *Associate Professor of Mathematics and Computer Science*, B.S., Virginia Technical University; M.S., Ph.D. (1992), University of California at San Diego

STANLEY BODNER, *Senior Adjunct Faculty in University College*, B.A., Brooklyn College, City University of New York; M.A., M.Ed., Ph.M., Ph.D. (1980), Columbia University

STEFNI BOGARD, *Clinical Assistant Professor of Nursing*, B.S., SUNY Stony Brook; M.S.N. (1986), University of Pennsylvania

ELLEN BOGOLUB, *Associate Professor of Social Work*, B.A., University of Chicago; M.S.W., New York University; Ph.D. (1986), Rutgers University

RUTH BOMGARDNER, *Senior Adjunct Faculty in Nursing*, B.S., Long Island University; M.S. (1968), Hunter College, City University of New York

SIDNEY MARQUEZ BOQUIREN, *Assistant Professor of Music*, B.M., Butler University; M.A., Ph.D. (1999), Duke University

PETER BORCHETTA, *Senior Adjunct Faculty in Performing Arts*, B.A., Providence College; M.A. (1995), Adelphi University

ROBERT BORNSTEIN, *Professor of Psychology*, B.A., Amherst College; Ph.D. (1986), SUNY Buffalo

ROBERT EMMETT BRADLEY, *Professor of Mathematics and Computer Science*, B.Sc., Concordia University; B.A., Oxford University; M.Sc., Ph.D. (1989), University of Toronto

JACQUELINE BRANDWEIN, *Clinical Assistant Professor of Nursing*, B.S., Columbia University; M.A. (1993), New York University

LYUDMILA A. BRYZZHEVA, *Associate Professor of Curriculum and Instruction*, Teaching Certificate, Leo Tolstoy State Pedagogical University of Tula, Russia; M.Ed., Ph.D. (2002), Pennsylvania State University

PAMELA BUCKLE HENNING, *Assistant Professor of Management, Marketing, and Decision Sciences*, B.A., University of Waterloo, Canada; M.B.A., Ph.D. (2005), University of Calgary, Canada

MELANIE E. L. BUSH, *Assistant Professor of Anthropology and Sociology*, B.A., McGill University; M.P.H., Hunter College, City University of New York; Ph.D. (2002), City University of New York

LUCIA BUTTARO, *Associate Professor of Curriculum and Instruction*, B.S., Instituto de Enseñanza Superior Daguerre, Buenos Aires, Argentina; M.S., Ph.D. (1999), Fordham University

GREGORY CANELL, *Senior Adjunct Faculty in University College*, B.A., Syracuse University; M.B.A. (1969), Adelphi University
GARY E. CANTRELL, *Associate Professor in the University Libraries*, B.A., Furman University; M.L.S. (1966), Florida State University

DIANE CARACCIOLO, *Assistant Professor of Curriculum and Instruction*, B.A., SUNY Binghamton; M.A., Adelphi University; Ed.D. (2005), Columbia University

NICHOLAS A. CARBO, *Associate Professor of Languages and International Studies*, B.A., Queens College, City University of New York; M.A., Ph.D. (1976), New York University

MARGARET CASSIDY, *Associate Professor of Communications*, B.A., St. John's University; M.A., Fordham University; Ph.D. (1996), New York University

DOMINICK CAVALLLO, *Professor of History*, B.A., Ph.D. (1976), SUNY Stony Brook

TANDRA CHAKRABORTY, *Assistant Professor of Biology*, M.Sci., Ph.D. (2000), University of Calcutta, India

ABDIN CHANDE, *Assistant Professor of History*, B.A., Carleton University; B.A., Ottawa University; M.A., Ph.D. (1992), McGill University

DAVID CHAYS, *Associate Professor of Mathematics and Computer Science*, B.S., M.S., Brooklyn College, City University of New York; Ph.D. (2004), Polytechnic University Brooklyn

PETER I. CHERNACK, *Associate Dean of the School of Social Work; Assistant Professor of Social Work*, B.S., M.S.W., D.S.W. (2001), Adelphi University

JEAN LAU CHIN, *Dean of the Gordon F. Derner Institute for Advanced Psychological Studies; Professor of Psychology*, B.S., Brooklyn College, City University of New York; M.A., Ed.D. (1974), Teachers College, Columbia University

BETH CHRISTENSEN, *Associate Professor of Environmental Studies*, B.A., M.S., Rutgers University; Ph.D. (1997), University of South Carolina

ALAN R. COHEN, *Assistant Professor of Curriculum and Instruction*, B.A., City College of New York, City University of New York; Ph.D. (1973), Hofstra University

CAROL S. COHEN, *Associate Professor of Social Work*, B.A., State University of New York, Binghamton; M.S.W., Virginia Commonwealth University; D.S.W. (1993), City University of New York

JUDITH H. COHEN, *Professor of Curriculum and Instruction*, B.S., Queens College, City University of New York; M.S., Syracuse University; Ph.D., J.D. (1988), Hofstra University

ELIZABETH COHN, *Assistant Professor of Nursing*, B.A., SUNY Purchase; M.S.N. (1998), SUNY Stony Brook

ANTHONY E. COK, *Professor of Environmental Studies*, B.S., City College of New York, City University of New York; Ph.D. (1970), Dalhousie University

NANCY COLE, *Clinical Assistant Professor*

TARA CONCANNON-GIBNEY, *Assistant Professor of Curriculum and Instruction* M.A.(2004), St. Patrick's College; B.A.(2005), St. Patrick's College

XAIOMEI CONG, *Assistant Professor of Nursing*, B.S.N., Beijing Medical University, Peoples Republic of China; M.S.N., Chiang Mai University, Thailand; Ph.D. (2006), Case Western University

FRANCINE CONWAY, *Associate Professor of Psychology*, B.A., Cornell University; M.S., Columbia University; Ph.D. (1999), Adelphi University

GRACE M. CONWAY, *Associate Professor of Accounting, Finance, and Economics*, B.A., Queens College, City University of New York; M.A. (1977), New School for Social Research

MARTHA COOLEY, *Associate Professor of English*, B.A. (1977), Trinity College

JONNA COOMBS, *Assistant Professor of Biology*, B.S., University of Maine; Ph.D. (2000), Pennsylvania State University

PATRICK COONAN, *Dean of the School of Nursing; Professor of Nursing*, B.S., Adelphi University; M.P.A., Long Island University C.W. Post College; M.Ed., Ed.D. (1995), Columbia University

DEBORAH F. COOPERSTEIN, *Professor of Biology*, B.S., Cornell University; Ph.D. (1974), City University of New York

PETER C. COSTELLO, *Associate Professor of Communications*, B.A., Swarthmore College; M.A., Ph.D. (1981), New York University

CHRISTINE COUGHLIN, *Associate Professor of Nursing*, B.S., Adelphi University; M.A., New York University; Ed.D. (1998), Columbia University

REBECCA C. CURTIS, *Professor of Psychology*, B.S., Tulane University; M.A., Ph.D. (1973), Columbia University

FATHER JOSEPH D'ANGELO, *Senior Adjunct Faculty in Nursing*, B.A., M.Div., Saint Bonaventure University; M.S. (1982), New York Institute of Technology

CAROLANN DANIEL, *Assistant Professor of Social Work*, B.A., M.S.W., Hunter College, City University of New York; Ph.D. (2005), City University of New York

ROBERT DANIELOWICH, *Assistant Professor of Education*, A.B. Harvard College; M.S. New York University; Ph.D. (2005) Teachers College, Columbia University

MARSHA TYSON DARLING, *Professor of African American and Ethnic Studies; Professor of History*, B.A., Vassar College; M.A., Ph.D. (1982), Duke University

ELIZABETH DeFREITAS, *Associate Professor of Curriculum and Instruction*, B.A., McGill University; M.A., B.Ed., Ph.D. (2003), University of Toronto

JENINE DEMARZO, *Assistant Professor of Health Studies*, Physical Education and Human Performance Science, B.S., State University College at Cortland; M.S., Ed.D. (1998), Teachers College, Columbia University

DIANE DEMBICKI, *Assistant Professor of Nursing*, B.A., SUNY New Paltz; M.A., Indiana University; Ph.D. (1995), Colorado State University

CATHERINE DENISOT-LAWRENCE, *Assistant Professor of Dance* 1967 Certificate d'Aptitude Professionnelle, Lycee Paul Painleve, France

LAURA DeROSE, *Assistant Professor of Psychology*, B.A. Johns Hopkins University; M.A., Ph.D. (2005), Columbia University

MARGOT DESEVO, *Associate Professor of Nursing*, B.A. Syracuse University; M.A. New York University; Ph.D. (1991) New York University

CAROL DIAKOW, *Professor of Biology*, B.S., City College of New York, City University of New York; M.S., Ph.D. (1969), New York University

JOHN P. DOOHER, *Professor of Physics*, B.E., M.S., Ph.D. (1965), Stevens Institute of Technology

JAMES K. DOOLEY, *Professor of Biology*, B.S., University of Miami; M.A., University of South Florida; Ph.D. (1974), University of North Carolina

SARAH DOOLITTLE, *Associate Professor of Health Studies*, Physical Education and Human Performance Science, B.S., Northeastern University; M.A., Boston University; Ed.D. (1998), Teachers College, Columbia University

ANTON DUDLEY, *Assistant Professor of English*, B.A., Vassar College; M.F.A. (2001), New York University

MORRIS EAGLE, *Clinical Professor of Psychology*, B.S., M.A., City College of New York, City University of New York; Ph.D. (1958), New York University

RITA EDWARDS, *Professor Emerita*, Senior Adjunct Faculty, University Libraries, B.A., Oklahoma University; M.S., Kean State College; M.L.S. (1979), Long Island University, C.W. Post

SUSAN EICHENHOLTZ, *Assistant Professor of Curriculum and Instruction*, B.A., SUNY Stony Brook; M.S. Wright State University; Ed.D. (2001), Hofstra University

PAUL ESPOSITO, *Senior Adjunct Faculty in University College*, B.A., Seton Hall; M.A., St. John's University; M.S., University of Bridgeport; Ph.D. (1981), New York University

BONNIE M. EWING, *Assistant Professor of Nursing*, B.S., Duquesne University; M.S., Ph.D. (1996), Adelphi University

GRAHAM EVERETT, *Senior Adjunct Faculty in General Studies*, B.A., Canisius College; M.A., Ph.D. (1994), SUNY Stony Brook

PATRICIA FACQUET, *Clinical Assistant Professor*, M.A.(2003), Cambridge College

DIANA FEIGE, *Clinical Associate Professor of Curriculum and Instruction*, B.A., University of New Hampshire; M.T.S., Harvard University; M.Ed. New England Graduate School; Ed.D. (1988), Columbia University.

RONALD S. FEINGOLD, *Professor of Health Studies*, Physical Education and Human Performance Science, B.S., University of Illinois; M.Ed., University of Arizona; Ph.D. (1972), University of New Mexico

JUDY FENSTER, *Associate Professor of Social Work*, B.A., Northwestern University; M.S.W., Ph.D. (2000), New York University

XIANQIONG FENG, *Assistant Professor of Nursing*, Ph.D.(2009), Marquette University; M.S.(2000), Chiang Mai University; B.S.(1991), Hong Kong Polytechnic University

KATHERINE FIORI, *Assistant Professor of Psychology*, Ph.D.(2006), University of Michigan; B.S.(2000), University of Michigan

JENNIFER FLEISCHNER, *Professor of English*, B.A., Williams College; M.A., Ph.D. (1988), Columbia University

LARAIN FLETCHER, *Professor of Anthropology and Sociology*, B.A., Adelphi University; M.A., Ph.D. (1978), SUNY Stony Brook

KATHERINE FLYNN, *Assistant Professor of Biology*, B.S., Hunter College, City University of New York; M.S., City College of New York, City University of New York; M.Phil., Graduate Center, City University of New York; Ph.D. (1998), City University of New York

MATTHIAS FOELLMER, *Assistant Professor of Biology*, B.Sc., Free University Berlin, Germany; Ph.D. (2004), Concordia University

MARYANN FORBES, *Associate Professor of Nursing*, B.S., Pace University; M.S.N., Columbia University; Ph.D. (1998), Adelphi University

CARSON FOX, *Assistant Professor of Art and Art History*, B.F.A., University of Pennsylvania; M.F.A. (1999), Rutgers University

RICHARD B. FRANCOEUR, *Associate Professor of Social Work*, Ph.D.(1998), University of Pittsburgh; M.S.W.(1992), University of Pittsburgh; M.S.(1987), Michigan State University; B.S.(1984), Cornell University

KERMIT FRAZIER, *Associate Professor of English*, A.B., M.A., Syracuse University; M.F.A. (1977), New York University

AAREN SCOTT FREEMAN, *Assistant Professor of Biology*, Ph.D.(2007), University of New Hampshire; M.S.(1999), Northeastern University

ERIC FREEDMAN, *Assistant Professor of Curriculum and Instruction*, M.A.(2004), University of Wisconsin-Madison; B.A.(1991), Swarthmore College

FRANK FREIDMAN, *Senior Adjunct Faculty, University College*, B.A., University of Wisconsin; M.S., Ph.D. (1954), NYU

ANITA W. FREY, *Clinical Assistant Professor of Curriculum and Instruction*, B.A., Marymount College; M.A. (1954), Hunter College, City University of New York

ELAYNE GARDSTEIN, *Senior Adjunct Faculty, University Libraries*, B.A., Connecticut College; M.A., George Washington University; M.S. (1991), Long Island University, C.W. Post

RICHARD GARNER, *Dean of the Honors College; Professor of Languages*, B.A., Princeton University; M.A., Harvard University; M.A., Ph.D. (1983), University of Chicago

MARTIN H. GARRELL, *Professor of Physics*, B.A., Princeton University; M.S., Ph.D. (1966), University of Illinois

ANNE GIBBONE, *Assistant Professor of Health Studies, Physical Education and Human Performance Science*, B.S., M.A. (2002), Adelphi University

DAVID GITELSON, *Senior Adjunct Faculty in Social Work*, B.A., Syracuse University; M.S.W., Columbia University; D.S.W. (1981), City University of New York

GILLES GLACET, *Assistant Professor of Languages and International Studies*, M.A., Université de Picardie Jules Verne; Ph.D. (2005), Emory University

DAVID GLEICHER, *Associate Professor of Accounting, Finance, and Economics*, B.A., St. John's College; M.A., Ph.D. (1984), Columbia University

JEROLD R. GOLD, *Professor of Psychology*, B.A., Queens College, City University of New York; Ph.D. (1980), Adelphi University

GERTRUDE SCHAFFNER GOLDBERG, *Professor of Social Work*, B.A., Vassar College; M.S., D.S.W. (1976), Columbia University

STEPHEN Z. GOLDBERG, *Professor of Chemistry*, A.B., Cornell University; Ph.D. (1973), University of California at Berkeley

GARY GOLDENBACK, *Senior Adjunct Faculty in Urban Education*, B.A., M.S., Queens College, City University of New York; M.A., M.S., Ph.D. (1985), Hofstra University

ROBERT GOLDFARB, *Professor of Communication Sciences and Disorders*, B.A., M.S., Brooklyn College, City University of New York; Ph.D. (1978), City University of New York

ROBERT L. GOLDFARB, *Senior Adjunct Faculty in University College*, B.B.A., Pace University; M.A., Adelphi University; M.B.A. (1982), Hofstra University

JEFFREY GOLDSTEIN, *Professor of Management, Marketing, and Decision Sciences*, B.A., University of Pennsylvania; M.A., Ph.D. (1980), Temple University

NANCY REGAL GOMEZ, *Assistant Professor of History*, Ph.D., Columbia University (2008); M.Phil., Columbia University (2003); M.A., Columbia University (2002)

DARYL GORDON, *Assistant Professor of Curriculum and Instruction*, B.A., Bryn Mawr College; M.S.Ed, Ph.D. (2004), University of Pennsylvania

MARK GRABOWSKI, *Assistant Professor of Communications*, J.D.(2007), Georgetown University Law Center; B.A.(1999), Case Western Reserve University

JOSEPH GRAY, *Senior Adjunct Faculty in University College*, B.B.A., M.B.A. (1977), St. John's University

MARGARET GRAY, *Assistant Professor of Political Science*, B.A. Lafayette College; M.A., Ph.D. (2006), City University of New York

Y'VONNE GRAY, *Assistant Professor of Nursing*, B.S., Long Island University; M.S.N. (1993), SUNY Brooklyn

PERRY GREENE, *Associate Professor and Director of the Ruth S. Ammon School of Education*, Associate Professor of Education; B.S., M.A., New York University; Ph.D. (2002), New York University

STEPHEN A. GREENFIELD, *Professor of Philosophy*, B.A., St. Olaf College; M.Div., Luther Theological Seminary; Ph.D. (1972), Fordham University

GODFREY GREGG, JR., Clinical Assistant Professor of Social Work, B.A., Hamilton College; M.S.W. (1995), Fordham University

PATRICK GREHAN, *Assistant Professor of Psychology*, B.A., SUNY Binghamton; M.A., Ph.D. (1998), Hofstra University

GEOFFREY GROGAN, *Associate Professor of Art and Art History*, B.F.A., SUNY Purchase; M.F.A., M.S. (1996), Pratt Institute

RAKESH C. GUPTA, *Associate Dean of the School of Business; Assistant Professor of Management, Marketing, and Decision Sciences*, B.S., St. Stephen's College, Delhi University; B.E., City College, City University of New York; M.B.A. (1975), Baruch College, City University of New York

MARTIN R. HAAS, *Associate Professor of History*, A.B., Brooklyn College, City University of NY; A.M., Ph.D. (1974), Rutgers University

JANET HAND, *Senior Adjunct Faculty in the School of Nursing*, B.S., Adelphi University; M.A. (1974), New York University

JEAN HARRIS, *Associate Professor of Health Studies*, Physical Education and Human Performance Science, B.S., East Stroudsburg University; M.S., Ph.D. (1996), Pennsylvania State University

CLARILEE HAUSER, *Assistant Professor of Nursing*, A.D.N., Palomar College; B.S., University of Washington; M.S. (2003), University of California

JAMES HAZY, *Associate Professor of Management, Marketing and Decision Sciences*, B.S., Haverford College; M.B.A. University of Pennsylvania Wharton School; Ed.D. (2005), The George Washington University

EUGENE HECHT, *Professor of Physics*, B.S., New York University; M.S., Rutgers University; Ph.D. (1967), Adelphi University

HARVEY J. HEINOWITZ, *Assistant Professor of Accounting, Finance, and Economics*, B.A., Franklin and Marshall College; M.B.A. (1975), Adelphi University

LENORE HELLER, *Assistant Dean of the Gordon F. Derner Institute of Advanced Psychological Studies; Director of the Master's Programs in General Psychology and Mental Health Counseling*, B.A., Adelphi University; Ph.D. (1996), St. John's University

GRAHAM K. HENNING, *Assistant Professor of Management, Marketing, and Decision Sciences*, B.Com., L.L.B., M.B.A. (1993), University of Calgary, Canada

BETH HEYDEMANN, *Clinical Assistant Professor*, M.S.(1985), Columbia University; B.S.(1980), Binghamton University

MARY HICKEY, *Assistant Professor of Nursing*, B.S., Georgetown University; M.S., Adelphi University; Ed.D. (2005), Dowling College

DENNIS HIDALGO, *Assistant Professor of History*, B.A., Universidad Adventista de las Antillas; M.A., Western Illinois University; Ph.D. (2001), Central Michigan University

ROBERT HIGH, *Senior Adjunct Faculty in Decision Sciences*, B.A., M.B.A., M.S., SUNY Stony Brook; M.S., Adelphi University; Ph.D. (1987), Hofstra University

MARK J. HILSENROTH, *Associate Professor of Psychology*, B.A., University of Akron; Ph.D. (1996), University of Tennessee

LAWRENCE J. HOBBIE, *Professor of Biology*, B.A., Yale University; Ph.D. (1989), Massachusetts Institute of Technology

JOSEPH HOFFMAN, *Senior Adjunct Faculty in University College*, B.S., New York Maritime College; M.S., Adelphi University; Ed.D. (1998), LaSalle University

TRACY HOGAN, *Assistant Professor of Curriculum and Instruction*, B.S., Iowa State University; M.A.T., University of Iowa; Ph.D. (2004), Fordham University

STEPHEN HOLZEMER, *Associate Professor of Nursing*, B.S., University of Tennessee; M.S., The Catholic University of America; Ph.D. (1990), Adelphi University

DAVID HORNUNG, *Associate Professor of Art and Art History*, B.A., University of Delaware; M.A., M.F.A. (1976), University of Wisconsin
ELLIN HOROWITZ, *Senior Adjunct Faculty in University College*, B.A., Bennington College; M.A., University of North Carolina; Ph.D. (1977), City University of New York

ZHIMIN HUANG, *Professor of Management, Marketing, and Decision Sciences*, B.S., Beijing Institute of Aeronautics and Astronautics; M.S., People's University of China; Ph.D. (1991), University of Texas

MARYANNE HYLAND, *Associate Professor of Management, Marketing, and Decision Sciences*, B.B.S., Loyola College; M.H.R.M., Ph.D. (1999), Rutgers University

SALVATORE IACONE, *Senior Adjunct Faculty in University College*, B.A., Hunter College, City University of New York; M.A., Ph.D. (1980), St. John's University

GAYLE DRANCH INSLER, *Dean of the College of Arts and Sciences; Professor of Biology*, B.S., SUNY Stony Brook; M.S., Ph.D. (1977), University of Massachusetts

RICHARD JOHNSON, *Professor of Curriculum and Instruction*, B.A. CSU; M.A. Mills College; Ed.D. (1987) Vanderbilt University

R. DAVID JONES, *Associate Professor of Biology*, B.S., M.S., Idaho State University; Ph.D. (1972), University of Texas

LAWRENCE JOSEPHS, *Professor of Psychology*, B.A., Rutgers College; Ph.D. (1981), University of Tennessee

PATRICIA A. JOYCE, *Associate Professor of Social Work*, B.A., St. John's College; M.S.W., Hunter College, City University of New York; D.S.W. (2001), City University of New York

JACQUELINE NJERI KAGOTHO, *Assistant Professor of Social Work*, M.S.W.(2003), Washington University; B.A.(2000), The University of Nairobi

EMILY KANG, *Assistant Professor of Curriculum and Instruction*, M.A.(2003), Chapman University College; B.A.(1997), University of Southern California

SHAWN KAPLAN, *Assistant Professor of Philosophy*, B.S., Haverford College; M.A., Ph.D. (2000), New School for Social Research
VALERIE KARR, *Assistant Professor of Curriculum and Instruction*, Ph.D.(2009), Teachers College, Columbia University; M. Phil (2008), Teachers College, Columbia University

ARTHUR KATZ, *Senior Adjunct Faculty in Social Work*, B.S., City College of New York, City University of New York; M.S.W., Columbia University; Ph.D. (1968), New York University

JOAN KEARNEY, *Associate Professor of Nursing*, B.S.N., M.S.N., Herbert H. Lehman College; Ph.D. (1986), Cornell University

DAVID M. KEEPNEWS, *Associate Professor of Nursing*, B.S., University of San Francisco; M.P.H., J.D., University of California; Ph.D. (2002), Brandeis University

DIANN CAMERON KELLY, *Associate Professor of Social Work*, B.A., Temple University; M.S.W., Ph.D. (2002), Fordham University

PATRICK J. KELLY, *Professor of History*, B.S., Holy Cross College; Ph.D. (1970), Georgetown University

REEM KHAMIS-DAKWAR, *Assistant Professor of Communication Sciences and Disorders*, Ph.D.(2007), Teachers College, Columbia University; M.S.(2000), Tel Aviv University; B.A.(1995), Tel Aviv University

HANNA KIM, *Assistant Professor of Anthropology and Sociology*, Ph.D.(2001), Columbia University; M. Phil(1995), Columbia University; M.A.(1989), Columbia University

TAE KUEN KIM, *Assistant Professor of Social Work*, M.S.W.(2004), Yonsei University, Seoul, Korea; B.S.W.(1999), Yonsei University, Seoul Korea

MORTON KISSEN, *Professor of Psychology*, B.A., Brooklyn College, City University of New York; M.A., Ph.D. (1968), New School for Social Research

MARILYN KLAINBERG, *Associate Professor of Nursing*, B.S., M.S., Adelphi University; Ed.D. (1994), Teachers College, Columbia University

JESSICA KLEIN, *Assistant Professor of Anthropology and Sociology*, B.A., Hampshire College; M.Ed., University of Massachusetts, Amherst; M.S.W., Yeshiva University; Ph.D. (2002), City University of New York

ELLEN KOWALSKI, *Associate Professor of Health Studies*, Physical Education, and Human Performance Science, B.S., SUNY Geneseo; M.A., University of Connecticut; Ph.D. (1989), Texas Woman's University

ALAN KREITZMAN, *Assistant Professor of Accounting, Finance, and Economics*, B.S., Brooklyn College, City University of New York; M.B.A. (1969), Adelphi University

STAVROULA KYRIAKAKIS, *Assistant Professor of Social Work*, M.S.(1997), Columbia University; B.S.(1995), University of Pittsburgh

KATIE LAATIKAINEN, *Associate Professor of Political Science/International Studies*, B.A., Washburn University; M.A., Ph.D. (2001), University of South Carolina

MICHAEL LaCOMBE, *Assistant Professor of History*, B.A., Yale University; Ph.D. (2006), New York University

MARGARET LALLY, *Associate Professor of Performing Arts*, B.F.A., Adelphi University; M.F.A. (1986), University of Michigan

JACQUELINE LaMON, *Assistant Professor of English*, B.A., Mount Holyoke College; J.D. (1987), University of California, Los Angeles, School of Law

JOSEPH LANDESBURG, *Professor of Chemistry*, B.S., Rutgers University; M.A., Ph.D. (1965), Harvard University

SUSAN HENDLER LEDERER, *Associate Professor of Communication Sciences and Disorders*, B.S., M.A., Ph.D. (1996), NYU

YUN JUNG LEE, *Assistant Professor of Management, Marketing and Decision Sciences*, M.A., Seoul National University (2005); B.B.A., Seoul National University (2003)

MARILYN J. LEHMAN, *Senior Adjunct Faculty in Music*, B.S., Hofstra University; M.A. (1977), Manhattan School of Music

GREGORY LETTER, *Assistant Professor of Health Studies*, Physical Education and Human Performance Science, B.S., Temple University; M.S., Ph.D. (2001), University Southern Mississippi

ROGER LEVIN, *Associate Professor of Social Work*, B.S., University of Wisconsin; M.S.W., Fordham University; M.P.A., Ph.D. (1988), New York University

TRACI LEVY, *Associate Professor of Political Science*, B.A., Loyola College; M.A., Ph.D. (2002), University of Notre Dame

THEODORE LEWIS, *Senior Adjunct Faculty in University College*, B.Ch.E., M.Ch.E., Rensselaer Polytechnic Institute; M.B.A. (1971), New York University; Ph.D. (1955), Princeton University

SUSAN LI, *Professor of Management, Marketing, and Decision Sciences*, B.S., The People's University of China; Ph.D. (1992), University of Texas

ANTHONY F. LIBERTELLA, *Special Assistant to the President for Business Development; Professor of Management and Law*, B.A., Iona College; M.A., Ph.D. (1972), Ohio State University; J.D. (1978), St. John's University School of Law

ROBERT LINNÉ, *Associate Professor of Curriculum and Instruction*, B.A., University of Texas at Austin; M.A., Texas A & M University at Corpus Christi; Ph.D. (1998), University of Texas at Austin

DEBORAH LITTLE, *Associate Professor of Anthropology and Sociology*, B.A., University of Michigan; J.D., Georgetown University; M.A., Ph.D. (2001), University of California at Berkeley

KAREN LOMBARDI, *Professor of Psychology*, B.A., Sarah Lawrence College; M.A., Ph.D. (1980), New York University

DAVID LUBELL, *Professor of Mathematics and Computer Science*, B.S., Columbia University; Ph.D. (1960), New York University

CHRISTOPHER LYNDON-GEE, *Associate Professor of Music*, B.A., University of Durham; Diploma di Perfezionamento in Music from the Conservatorio S. Cecilia in Rome; Ph.D. (2001), Australian National University

DAVID MACHLIS, *Associate Professor of Accounting, Finance, and Economics*, B.B.A., Baruch College; Ph.D. (1971), Rutgers University

AMRITA MADRAY, *Assistant Professor in the University Libraries*, M.I.S., Long Island University (2005); M.L.S., Long Island University (2000)

JENNIFER MALONEY, *Assistant Professor of Art and Art History*, B.A., Salve Regina University; M.F.A. (2003), Brooklyn College, City University of New York

MARY MANNING, *Assistant Professor in the University Libraries*, B.A., University of Houston; M.A., Ohio State University; M.L.S. (2005), Kent State University

MARA L. MANSON, *Assistant Professor of Health Studies*, Physical Education and Human Performance Science, B.S., SUNY Brockport; M.S., Hofstra University; Ph.D. (2003), Columbia University

PATRICIA ANN MARCELLINO, *Associate Professor of Curriculum and Instruction*, B.A., M.A., Hunter College, City University of New York; M.B.A., Adelphi University; Ed.D. (2001), Hofstra University

SARA MARTIN, *Assistant Professor of Performing Arts*, B.A., Clemson University; M.F.A. (2004), Northwestern University

TERESA MASCITTI, *Clinical Assistant Professor of Nursing*, B.S., M.S.N., CANP (Certified Adult Nurse Practitioner) (1997), Molloy College

RACHEL MATHER, *Professor Emerita*, Senior Adjunct Faculty in Management, B.A., Mount Holyoke College; M.A., Adelphi University; D.A. (1993), St. John's University

PAUL MATTICK, JR., Professor of Philosophy, B.A., Haverford College; M.A., Ph.D. (1981), Harvard University

MICHAEL MATTO, *Associate Professor of English*, B.A., University of California at Berkeley; M.A., Ph.D. (1998), New York University

CHRISTOPHER MAYO, *Assistant Professor of English*, B.A., Rhode Island University; M.A., Claremont Graduate University; Ph.D. (2004), Brandeis University

THOMAS McANULTY, *Professor of Art and Art History*, B.F.A., Philadelphia College of Art; M.F.A. (1976), Indiana University

JENNIFER MCCLENDON, *Assistant Professor School of Social Work*, M.S.W., Washington University (2000); B.A., Wellesley College (1998)

DITSAPELO MCFARLAND, *Associate Professor of Nursing*, Ph.D., William F. Connell School of Nursing (1999); M.S.N., Russell Sage College (1986); B.Ed., University of Botswana (1982)

ADAM McKEOWN, *Associate Professor of English*, B.A., M.A., University of New Hampshire; Ph.D. (2000), New York University

ROBERT MENDELSON, *Professor of Psychology*, B.A., Hofstra University; M.S., Ph.D. (1969), University of Massachusetts

GREGORY MERCURIO, *Senior Adjunct Faculty in Performing Arts*, B.A., M.A., University of Scranton; M.A. (1996), Adelphi University

WALTER MEYER, *Professor of Mathematics and Computer Science*, B.A., Queens College, City University of New York; M.S., Ph.D. (1969), University of Wisconsin

CARL MIRRA, *Associate Professor of Curriculum and Instruction*, B.A., Hofstra University; M.A., M.Phil., Ph.D. (2004), Teachers College, Columbia University

KELLYANN MONAGHAN, *Assistant Professor of Art and Art History*, B.F.A., Moore College; M.F.A. (2001), Brooklyn College

SVIATOSLAV MOSKALEV, *Assistant Professor of Accounting, Finance and Economics*, B.A., Open University of Israel; M.B.A., Southern Illinois University; Ph.D. (2005), The University of Georgia; Ph.D. (2005) University of Georgia

ANNE MUNGAI, *Associate Professor of Curriculum and Instruction*, B.Ed., University of Nairobi; M.A., Ph.D. (1997), Michigan State University

LILLIAN MUOFHE, *Assistant Professor of Curriculum and Instruction*, B.Ed., B.A., University of the North, South Africa; M.Ed., University of the Witwatersand, South Africa; Ph.D. (2001), Michigan State University

CHRISTOPHER MURAN, *Associate Dean, Professor of Psychology*, Ph.D., Hofstra University (1989); B.A., Hamilton College (1984)

MAYA MURATOV, *Assistant Professor of Art and Art History*, Ph.D., Institute of Fine Arts, New York University (2005); M.A., Institute of Fine Arts, New York University (2000); B.A., Moscow State University (1993)

DEBORAH MURPHY, *Clinical Assistant Professor of Nursing*, M.S., Columbia University (1993); B.S., Adelphi University (1985)

ANGELO MUSOLINO, *Senior Adjunct Faculty in Music*, B.S. (1978), SUNY Empire State

FLORENCE L. MYERS, *Professor of Communication Sciences and Disorders*, B.A., University of Maryland; M.S., Ph.D. (1976), Pennsylvania State University

SAMUEL NATALE, *Professor of Management, Marketing, and Decision Sciences*, B.A., LaSalle College; M.A., University of Maryland; M.Div., Weston School of Theology; D.Phil. (1971), University of Oxford

MAGDALENA NAWROCKA, *Assistant Professor of Physics*, Ph.D., Wroclaw University of Technology (2001); M.S., Wroclaw University of Technology (1996)

EUGENE T. NEELY, *Professor; University Archivist/Special Collections Librarian*, University Libraries, A.B., Davidson College; M.S. (1964), University of North Carolina

JAMES NELSON, *Assistant Professor of Psychology*, Ph.D., University of Michigan (2005); B.A., Oberlin College (1992)

JOSEPH W. NEWIRTH, *Professor of Psychology*, B.A., City College of New York, City University of New York; M.S., Ph.D. (1970), University of Massachusetts

WILLIAM J. NILES, *Associate Professor of Curriculum and Instruction*, B.A., M.S., St. John's University; Ph.D. (1982), Fordham University

EVELYN O'CONNOR, *Associate Professor of Curriculum and Instruction*, B.A., Molloy College; M.S.Ed., Ph.D. (1998), City University of New York

VICTOR T. OLIVA, *Assistant Professor in the University Libraries*, B.A., M.A., City College of New York, City University of New York; M.L.S. (1972), Pratt Institute

MICHAEL O'LOUGHLIN, *Professor of Curriculum and Instruction*, B.A., University College, Dublin, Ireland; M.A., Ph.D. (1988), Columbia University

LOIS O'NEILL, *Assistant Professor in the University Libraries*, B.A., SUNY New Paltz; M.S. (1988), Columbia University

DONALD OPALECKY, *Professor Emeritus, Senior Adjunct Faculty in Chemistry*, B.S., Clarkson College; M.S., Ph.D. (1965), Adelphi University

VERONICA OROZCO, *Assistant Professor of Psychology*, B.A. University of California; M.A. Ohio State University; Ph.D. (2007) Ohio State University

ROBERT OTTO, *Professor of Health Studies, Physical Education, and Human Performance Science*, B.S., SUNY Cortland; M.A.T., University of North Carolina; Ph.D. (1977), Ohio State University

ELIZABETH PALLEY, *Assistant Professor of Social Work*, B.A., Oberlin College; M.S.W., J.D., University of Maryland; Ph.D. (2002), Brandeis University

SUBADRA PANCHANADESWARAN, *Assistant Professor of Social Work*, B.Sc., Bombay University, Mumbai, India; M.S.W., Tata Institute of Social Sciences, Mumbai, India; M.Phil., Madras University, Chennai, India; Ph.D. (2002), University of Maryland

GANESH PANDIT, *Associate Professor of Accounting, Finance, and Economics*, B.Com., University of Bombay; M.B.A., University of Louisiana at Monroe; D.B.A. (1994), Louisiana Tech University

SEUNG-CHAN PARK, *Assistant Professor of Accounting, Finance and Economics*, B.S., Yonsei University, South Korea; M.B.A., DePaul University; Ph.D. (2005), University of Tennessee

DAVID PARKIN, *Associate Professor of Chemistry*, B.A., Northwest Nazarene College; Ph.D. (1982), University of Nebraska

VINCENT PASSARO, *Assistant Professor of English*, MFA, Columbia University (1988); AB, Columbia College (1982)

JAYEN PATEL, *Associate Professor of Accounting, Finance, and Economics*, B.Com., University of Bombay; M.B.A., M.S.B.A., D.B.A. (1994), Mississippi State University

COLEMAN PAUL, *Professor of Psychology*, B.A., Western Maryland College; M.A., MacMurray College; Ph.D. (1962), Wayne State University

DENNIS PAYETTE, *Associate Professor of Management, Marketing, and Decision Sciences*, B.A., M.A., Long Island University, C.W. Post; Ph.D. (1986), New York University

ANNE GRISWOLD PEIRCE, *Associate Dean for Academic Affairs in the School of Nursing, Professor of Nursing*, B.S., University of New Hampshire; M.S., Boston University; Ph.D. (1987), University of Maryland

MICHAEL PELLE, *Senior Adjunct Faculty in Management, Marketing, and Decision Sciences*, B.A. (1958), Michigan State

MIRIAM PEPPER-SANELLO, *Assistant Professor of Curriculum and Instruction*, B.A., M.S., Brooklyn College, City University of New York; Ph.D. (1979), Hofstra University
 HELMUT ROBERT PEREZ, *Associate Professor of Health Studies, Physical Education, and Human Performance Science*, B.S., Brooklyn College, City University of New York; M.S., Ph.D. (1977), Florida State University

SALVATORE PETRILLI, *Assistant Professor of Math and Computer Sciences*, M.A., Hofstra University (2006); B.S., Adelphi University (2005)

NICHOLAS PETRON, *Professor of Performing Arts*, B.A., Kansas Wesleyan University; M.A. (1969), Adelphi University

SUSAN J. PETRY, *Professor of Psychology*, B.A., University of Maryland; Ph.D. (1974), Columbia University

MYRTLE-DENISE POLLARD, *Assistant Professor of Nursing*, B.S. Adelphi University; M.P.H. Hunter College, M.S., D.N.Sc. (2006), Columbia University

TREBIEN POLLARD, *Assistant Professor of Dance*, B.S., Florida A&M University; M.F.A. (2004), New York University

SARAH POMERANTZ, *Assistant Professor in the University Libraries*, A.B., Smith College, Northampton, MA; M.A., Smith College/Clarke School for the Deaf; M.L.S. (1994), Simmons College Graduate School

LAHNEY PRESTON-MATTO, *Assistant Professor of English*, B.A., Cornell University; M.A., Ph.D. (2000), New York University

SALVATORE PRIMEGGIA, *Professor of Anthropology and Sociology*, B.A., M.A., Adelphi University; Ph.D. (1974), New School for Social Research

CYNTHIA PROSCIA, *Senior Adjunct Faculty in Health Studies*, B.S., Hunter College, City University; M.A. (1992), Adelphi University

DAVID PROTTAS, *Assistant Professor of Management, Marketing, and Decision Sciences*, B.A., Vassar College; M.B.A., University of Chicago; Ph.D. (2006), City University of New York Graduate Center

WILLIAM QUIRIN, *Professor of Mathematics and Computer Science*, B.S., St. Peter's College; M.S., Ph.D. (1969), Rutgers University
 LAURA QUIROS, *Assistant Professor of Social Work*, M.S.W., City University (2000); B.A., Skidmore College (1996)

G. N. RAO, *Professor of Physics*, B.S., Andhra University; M.S.C., Ph.D. (1963), Aligarh University

LAWRENCE J. RAPHAEL, *Professor of Communication Sciences and Disorders*, B.A., M.A., Queens College, City University of New York; Ph.D. (1970), City University of New York

GEOFFREY REAM, *Assistant Professor of Social Work*, B.A., University of Michigan; M.A., Ph.D. (2005), Cornell University

FRAN REDSTONE, *Associate Professor of Communication Science and Disorders*, B.A., M.A., Hunter College of the City University of New York; Ph.D. (1992), University of Colorado

CHARLES ROGER REES, *Professor of Health Studies, Physical Education and Human Performance Science*, B.Ed., University of London; M.A., Ph.D. (1977), University of Maryland

THOMAS REINER, *Assistant Professor of Psychology*, B.A., M.A., California State University; Ph.D. (2005), University of Nevada

FRANCES RHYMES, *Senior Adjunct Faculty in African American Studies*, A.S. (1954), Brooklyn College, City University of New York

MADELINE RICHEZ, *Senior Adjunct Faculty in Nursing*, B.S., M.S. (1977), Adelphi University

SALLY RIDGEWAY, *Associate Professor of Anthropology and Sociology*, B.A., William Smith College; M.A., University of Connecticut; Ph.D. (1975), City University of New York

GLORIA GRANT ROBERSON, *Professor in the University Libraries*, B.S., Adelphi University; M.L.S., Long Island University; M.S. (1987), Adelphi University

WILLIAM DANIEL ROBERTS, *Assistant Professor of Nursing*, B.S., Medical College of Georgia; M.S., University of South Florida; D.N.Sc. (2005), Columbia University

MAUREEN ROLLER, *Clinical Assistant Professor of Nursing*, B.A. Marymount Manhattan College; B.S. State University of New York Regents External Program; M.S.N. (2001) Adelphi University

K.C. RONDELLO, *Assistant Professor of Nursing*, B.A., Trinity University; M.A., Yale University; M.D. (2000), St. George's University, British West Indies

BRIAN ROSE, *Associate Professor of Performing Arts*, M.A., Queens College, City University of New York; Ph.D. (1993), Ohio State University

ELLEN ROSENBERG, *Associate Professor of Social Work*, B.A., Queens College, City University of New York; M.S.W., New York University; D.S.W. (1981), Columbia University

ALVIN ROSENSTEIN, *Professor of Management, Marketing, and Decision Sciences*, A.B., University of Michigan; M.A., Ph.D. (1958), University of Illinois

PATRICK L. ROSS, *Professor of Psychology*, B.A., University of Toronto; Ph.D. (1966), Johns Hopkins University

TERRENCE ROSS, *Associate Professor of Communications*, B.A., New School for Social Research; M.F.A. (1988), New York University

PHILIP ROTH Senior Adjunct Faculty in University College, B.B.A., Baruch College, City University of New York; M.B.A. (1973), Fordham University

PHILIP A. ROZARIO, *Assistant Professor of Social Work*, B.A., National University of Singapore; M.S.W., Catholic University of America; Ph.D. (2002), Washington University

STEPHEN S. RUBIN, *Associate Professor of Curriculum and Instruction*, B.S., State University of New York at Oswego; M.A., University of South Dakota; Ph.D. (1995), University of Illinois at Urbana-Champaign

STEVEN J. RUBIN, *Dean, College of Arts and Sciences, Associate Professor of English*, B.A., University of Rhode Island; M.A., Ph.D. (1969), University of Michigan

NICOLE RUDOLPH, *Assistant Professor of Language and International Studies*, Ph.D., New York University (2005); M.Phil., New York University (2000)

PAUL RUKAVINA, *Assistant Professor of Health Studies, Physical Education, and Human Performance Science*, B.S., University of Wisconsin; M.S., Arizona State University; Ph.D. (2003), Louisiana State University

GEORGE K. RUSSELL, *Professor of Biology*, B.A., Princeton University; Ph.D. (1963), Harvard University

MARYBETH RYAN, *Associate Professor of Nursing*, B.S., Hunter College, City University of New York; M.S., Adelphi University; Ph.D. (1985), Hofstra University

SOON RYOO, *Assistant Professor of Accounting, Finance and Economics*, M.A., Korea University (2002); B.A., Korea University (1998)

ANDREW W. SAFYER, *Dean of the School of Social Work; Professor of Social Work*, B.A., SUNY Purchase; M.S., Rutgers University; M.S.W., M.A., Ph.D. (1986), University of Michigan

BAYLA SAMTER, *Clinical Assistant Professor of Nursing*, M.S., Columbia University (2006); B.S., Columbia University (2003)

LORRAINE SANDERS, *Assistant Professor of Nursing*, B.S., Regents College; M.S., SUNY Stony Brook; D.N.Sc. (2004), Columbia University

ELAINE S. SANDS, *Associate Professor of Communication Sciences and Disorders*, B.A., Brooklyn College, City University of New York; M.S., University of Michigan; Ph.D. (1977),

New York University

LORELLE SARETSKY, *Senior Adjunct Faculty in Postdoctoral Psychotherapy*, B.A., Brooklyn College; Ph.D. (1973), Adelphi University

JOAN STEIN SCHIMKE, *Assistant Professor of Communications*, B.S., Rutgers University; M.B.A., Georgetown University; M.F.A. (1999), Columbia University

RONALD SCHOENBERG, *Senior Adjunct Faculty University College*, B.B.A., Baruch College, City University of New York; J.D., SUNY Buffalo; L.L.M. (1976), New York University

ALAN SCHOENFELD, *Assistant Professor of Biology*, B.S., SUNY Stony Brook; M.S., Albert Einstein College of Medicine of Yeshiva University; Ph.D. (1999), Albert Einstein College of Medicine of Yeshiva University

JANET R. SCHOEPFLIN, *Associate Professor of Communication Sciences and Disorders*, B.A., Pennsylvania State University; M.A., Temple University; Ph.D. (1997), City University of New York

DIANA SCHWINGE, *Associate Professor of Curriculum and Instruction*, B.A., Tufts University; M.A., Teachers College, Columbia University; Ph.D. (2003), University of Pennsylvania

ROBERT ALLYN SCOTT, *University President; Professor of Sociology and Anthropology*, B.A., Bucknell University; Ph.D. (1975), Cornell University

YULA CHERPELIS SERPANOS, *Associate Professor of Communication Sciences and Disorders*, B.A., St. John's University; M.S., Ph.D. (1994), Columbia University

TAMARA SEWELL, *Assistant Professor of Curriculum and Instruction*, B.S., University of Maine at Farmington; M.S. Cumberland University; Ph.D. (2007) Tennessee Technological University

SHIBIN SHENG, *Assistant Professor of Management, Marketing, and Decision Sciences*, B.S., Ph.D. (2000), Tsinghua University; Ph.D. (2004), Virginia Polytechnic Institute

CHARLES S. SHOPSIS, *Associate Dean of the College of Arts and Sciences*, Associate Professor of Chemistry, B.A., Brooklyn College; M.A., Queens College, City University of New York; Ph.D. (1974), City University of New York

STEPHEN SHORE, *Assistant Professor of Curriculum and Instruction*, Ed.D., Boston University (2008); M.A., Boston University (1992)

ROBERT M. SIEGFRIED, *Associate Professor of Mathematics and Computer Science*, A.B., M.S., Columbia University; M.A., Brooklyn College, City University of New York; Ph.D. (1983), University of Minnesota

JOYCE SILBERSTANG, *Assistant Professor of Management, Marketing, and Decision Sciences*, B.A., New York University; M.Phil., The George Washington University; Ph.D. (1999), The George Washington University

MARGARET SILVER, *Assistant Professor of Nursing*, B.S., Adelphi University; M.Ed. (1972), Columbia University

MIKYUNG SIM, *Assistant Professor of Curriculum and Instruction*, B.A., Pusan Woman's University, South Korea; Ed.M., Harvard University; M.A., Columbia University; Ed.D. (2004), Teachers College, Columbia University

CHARLES SIMPSON, *Dean of University Libraries; Professor*, University Libraries, B.M., M.A., University of Denver; M.M. (1976), Northwestern University

MARCIA SINGER, *Senior Adjunct Faculty in Education*, B.A., Northeastern University; M.Ed., M.A., Ed.D. (1979), Columbia University

SHILPI SINHA, *Assistant Professor of Curriculum and Instruction*, B.A., Stony Brook, SUNY; M.A., University of Memphis; M.A., Fordham University; Ph.D. (2006), Teachers College, Columbia University

DARKO SKORIN-KAPOV, *Professor of Management, Marketing, and Decision Sciences*, Bs.C., Ms.C., University of Zagreb; Ph.D. (1989), University of British Columbia

DEBBI SMITH, *Assistant Professor in the University Libraries*, B.S., SUNY Stony Brook; M.A., Columbia University; M.B.A., New York University; M.L.S. (1989), Columbia University

STANLEY SNEGROFF, *Associate Professor of Health Studies*, Physical Education and Human Performance Science, B.S., Long Island University, Brooklyn; M.S., Hunter College, City University of New York; Ed.D. (1974), Columbia University

IN HAN SONG, *Assistant Professor of Social Work*, B.A., Yonsei University, Seoul, Korea; M.S.W. Washington University; Ph.D. (2008), University of Chicago

SEBASTIAN SORA, *Associate Professor of Management*, Marketing, and Decision Sciences, B.S., Brooklyn College; M.B.A., Iona College; Ph.D. (1989), Pace University

CAROLYN SPRINGER, *Associate Professor of Psychology*, B.A., Barnard College; M.A., Teachers College, Columbia University; M.Phil., Ph.D. (1992), Columbia University

ARMSTRONG M. STARKEY, *Professor of History*, B.A., Hiram College; M.A., Ph.D. (1968), University of Illinois

JANICE M. STEIL, *Professor of Psychology*, B.A., University of Massachusetts; Ed.M., Boston University; Ph.D. (1979), Columbia University

LEE STEMKOSKI, *Assistant Professor of Mathematics and Computer Science*, B.A., M.A. (2001), Boston University

BRIAN STOCKMAN, *Assistant Professor of Chemistry*, M.B.A., University of New Haven (2008); Ph.D., University of Wisconsin-Madison (1989)

CHRISTOPHER STORM, *Assistant Professor of Mathematics and Computer Science*, B.A., A.M. (2004), Dartmouth College

KARSTEN STRUHL, *Senior Adjunct Faculty in University College*, B.A., M.A., University of Miami; Ph.D. (1968), New York University

LAWRENCE R. SULLIVAN, *Associate Professor of Political Science*, B.S., University of Missouri; Ph.D. (1976), University of Michigan

SEAN SULLIVAN, *Assistant Professor of Performing Arts*, B.S., SUNY Buffalo; M.F.A. (1996), University of Washington

GITA SURIE, *Associate Professor of Management*, Marketing, and Decision Sciences, B.A., Calcutta University; M.A., Columbia University; Ph.D. (1996), Wharton School, University of Pennsylvania

CAROL SUSSAL, *Associate Professor of Social Work*, B.S., M.A., M.S.W., D.S.W. (1978), Adelphi University

R. BRUCE SWENSEN, *Associate Professor of Accounting*, Finance, and Economics, B.S., University of Rochester; M.B.A., Ph.D. (1987), New York University

KATE SZYMANSKI, *Associate Professor of Psychology*, M.A., Warsaw University; M.A., Ph.D. (1988), Northeastern University

DANTE TAWFEEQ, *Assistant Professor of Curriculum and Instruction*, B.S., M.Ed., Florida Agricultural and Mechanical University; Ph.D. (2003), Florida State University

PAUL THALER, *Professor of Communications*, B.A., Fairleigh Dickenson University; M.A., Ph.D. (1990), New York University

DEVIN THORNBURG, *Professor of Curriculum and Instruction*, B.S., Tulane University; Ed.M., Harvard University; Ph.D. (1988), New York University

MARIANO TORRAS, *Associate Professor of Accounting*, Finance, and Economics, B.S., New York University; M.A., Fordham University; Ph.D. (2000), University of Massachusetts

REGINA TRACY, *Senior Adjunct Faculty in Social Work*, B.S., Mercy College; M.S.W., D.S.W. (1997), Adelphi University

ARLENE TROLMAN, *Associate Professor of Nursing*, B.S., M.S., Adelphi University; M.Ed., Ed.D. (1984), Columbia University

RITA VERMA, *Assistant Professor of Curriculum and Instruction*, B.A., University of Wisconsin, Madison; M.A., University of Michigan, Ann Arbor; Ph.D. (2004), University of Wisconsin, Madison

JOHN VETTER, *Assistant Professor of Anthropology and Sociology*, B.A., University of Michigan; M.A. (1969), New York University

STEPHEN VIRGILIO, *Professor of Health Studies*, Physical Education and Human Performance Science, B.S., University of Tampa; M.A., Adelphi University; Ph.D. (1979), Florida State University

PRIYA WADHERA, *Assistant Professor of Languages and International Studies*, B.A., M.A., Bryn Mawr College; Ph.D. (2005), Columbia University

MICHAEL WAGNER, *Senior Adjunct Faculty in Urban Education*, B.S. (1987), Hunter College, City University of New York; M.A., University of Stockholm

LARAINÉ WALLOWITZ, *Assistant Professor of Curriculum and Instruction*, B.A., University of New Hampshire; M.A., Boston College; Ph.D. (2004), University of Virginia

ANDREA WARD, *Assistant Professor of Biology*, B.S., Wake Forest University; M.S., Ph.D. (2005), University of Massachusetts Amherst

WINSTON WATERS, *Associate Professor of Accounting, Finance, and Economics*, B.A., Syracuse University; J.D. (1981), Seton Hall University

IGOR WEBB, *Professor of English*, B.A., Tufts University; M.A., Stanford University; Ph.D. (1971), Stanford University

BENJAMIN SAMUEL WEEKS, *Professor of Biology*, B.A., Skidmore College; Ph.D. (1988), University of Connecticut

LINDA WEINBERG, *Assistant Professor in the University Libraries*, B.A., Brooklyn College, City University of New York; M.L.S., Queens College, City University of New York; M.A. (1985), Adelphi University

JOEL WEINBERGER, *Professor of Psychology*, B.A., SUNY Stony Brook; M.A., SUNY Brockport; Ph.D. (1983), New School for Social Research

SUSAN WEISSER, *Professor of English*, B.A., Brooklyn College, City University of New York; M.A., Northwestern University; Ph.D. (1987), Columbia University

PETER WEST, *Assistant Professor of English*, B.A., Wesleyan University; Ph.D. (2001), Emory University

JANE WHITE, *Vera E. Bender Professor of Nursing and Associate Dean for Research and Graduate Programs*, School of Nursing, B.S.N., Purdue University; M.S.N., University of Alabama; Ph.D. (1981), Catholic University of America

JUSTYNA WIDERA, *Assistant Professor of Chemistry*, M.Sc., University of Lodz, Poland; Ph.D. (2000), University of Warsaw, Poland

STANLEY WINDWER, *Professor of Chemistry*, B.S., Brooklyn College, City University of New York; M.S., Stevens Institute; Ph.D. (1960), New York University

JEAN WINTER, *Senior Adjunct Faculty in Nursing*, B.S., C.W. Post College, Long Island University; M.S., Adelphi University; Ed.D. (1988), Columbia University

LORI B. WOLF, *Associate Professor of Curriculum and Instruction*, B.A., SUNY Albany; M.A., Columbia University; Ph.D. (2001), New York University

MONICA YANG, *Associate Professor of Management, Marketing, and Decision Sciences*, B.A., National Taiwan University; M.A., National Sun Yat-sen University; Ph.D. (2003), University of Illinois

SHIOW-YING YANG, *Assistant Professor of Nursing*, B.S.N., Chinese Culture University; M.S.N., Vanderbilt University; D.N.Sc. (2002), Rush Presbyterian, St. Luke University

SIMON YANG, *Associate Professor of Accounting, Finance, and Economics*, B.S., National Taiwan University; M.S., Yang Ming Medical College; M.B.A., M.S., Ph.D. (1999),

University of Houston
 SOKTHAN YENG, *Assistant Professor of Philosophy*, Ph.D., DePaul University (2007); M.A., University of Toledo (2001)

CRISTINA ZACCARINI, Associate Professor of History, B.A., Queens College, City University of New York; M.A., Adelphi University; Ph.D. (1999), SUNY Stony Brook

EMILIA P. ZARCO, Associate Professor of Health Studies, Physical Education and Human

Performance Science, A.B., West Visayas State University; M.Ed., University of the Philippines; M.D. (1971), West Visayas State University

JIANG ZHANG, *Assistant Professor of Management, Marketing, and Decision Sciences*, B.E., Xidian University, China; Ph.D. (2004), Case Western Reserve

BRADLEY ZODIKOFF, *Assistant Professor of Social Work*, B.A., M.S.W., Ph.D. (2005), Columbia University

Emeriti

ADMINISTRATOR EMERITI

JOSEPH CRAFA, M.S.
Dean Emeritus

FACULTY EMERITI

DONALD B. ALBERT, Ph.D.
Professor of Physics

HAROLD J. ALLEN, Ph.D.
Professor of Philosophy

DAVID H. ARBEIT, Ph.D.
Professor of Business Administration

HELEN M. ARNOLD, Ph.D.
Professor of Nursing

SYLVIA ARON, M.S.W.
Professor of Social Work

NORMAN D. ASHCRAFT, Ph.D.
Professor of Anthropology

FRED BARBARO, Ed.D.
Professor of Social Work

GARY BARRETTE, Ed.D.
Professor of Physical Education

GEORGE B. BENNER, M.A.
Professor of Education

EDMUND D. BRODIE, JR., Ph.D.
Professor of Biology

JACQUES O. BURDICK, Ph.D.
Professor of Theater

WILLIAM CANFIELD, Ed.D.
Professor of Speech Arts

GRACE CANTONE, M.A.
Professor of Art

ALGERNON COOLIDGE CHURCHILL, Ph.D.
Professor of Biology

ABRAHAM COHEN, Ph.D.
Professor of Psychology

ROSALIE F. D'AMELIO, Ed.D.
Professor of Nursing

HARRY C. DAVIES, M.A.
Professor of Art

ERICA DOCTOROW, M.L.S.
Professor; Fine Arts Librarian

ALLEN DON, Ph.D.
Professor of Administrative Sciences

GERALD EDWARDS, Ed.D.
Professor of Health Studies

RITA EDWARDS, M.L.S.
Professor of Library Science

PETER PAUL FARLEY, Ph.D.
Professor of English

HONORA K. FARRELL, M.A.
Professor of Nursing

MARTIN N. FISHER, *Ph.D.*
Professor of Psychology

GUNTHER R. GEISS, *Ph.D.*
Professor of Business

RICHARD GENBERG, *Ph.D.*
Professor of Physics

SALLY E. GOCHENAUR, *Ph.D.*
Professor of Biology

RUTH F. GOLD, *Ed.D.*
Professor of Education

DAVID S. GORFEIN, *Ph.D.*
Professor of Psychology

JEAN GRAUBERT, *Ph.D.*
Professor of Psychology

MARTIN GREENE, *D.S.W.*
Professor of Social Work

RAMON S. GRILLO, *Ph.D.*
Professor of Biology

LAWRENCE GROSSMAN, *D.S.W.*
Professor of Social Work

HELEN M. HACKER, *Ph.D.*
Professor of Sociology

DOROTHEA R. HAYES, *Ed.D.*
Professor of Nursing

CECIL ST. GEORGE HENRY, *Ed.D.*
Professor of Social Work

MORGAN Y. HIMELSTEIN, *Ph.D.*
Professor of English

SALLY L. HOBSON, *Ph.D.*
Professor of Psychology

JONATHAN P. E. HODGSON, *Ph.D.*
Professor of Mathematics

SHEILA K. HOLLANDER, *Ph.D.*
Professor of Education

MONICA M. HOMER, *Ed.D.*
Professor of Health Studies

GIDEON HOROWITZ, *Ph.D.*
Professor of Social Work

JACQUELINE ROSE HOTT, *Ph.D.*
Professor of Nursing

WARREN P. JENNERJAHN, *M.A.*
Professor of Art

ROBERT N. JOHNSON, *Ph.D.*
Professor of Political Studies

BARBARA JOYCE, *Ph.D.*
Professor of Nursing

BERT KAPLAN, *Ed.D.*
Professor of Social Work

LENARD B. KATES, *D.S.W.*
Professor of Social Work

ANNE R. KING, *Ph.D.*
Professor of English

MARLYN McGARY KLEE, *Ph.D.*
Professor of Political Science

YVONNE KORSHAK, *Ph.D.*
Professor of Art

BARBARA A. KOS-MUNSON, *Ph.D.*
Professor of Nursing

HERBERT C. KRANZER, *Ph.D.*
Professor of Mathematics

RAYLAH KREVERE, *Ph.D.*
Professor of Education

NEALE KURLANDER, *J.D.*
Professor of Business

HERBERT KURSS, *Ph.D.*
Professor of Mathematics

EDITH KURZWEIL, *Ph.D.*
University Professor

RICHARD J. LACEY, *Ph.D.*
Professor of Biology

GERTRUDE LANGSAM, *Ed.D.*
Professor of Education

BEVERLY LAWN, *Ph.D.*
Professor of English

ANTHONY M. LEMOS,
Ph.D. Professor of Physics

MEHAHEM LESS, *Ph.D.*
Professor of Physical Education

RISHA W. LEVINSON, *D.S.W.*
Professor of Social Work

RICHARD LUND, *Ph.D.*
Professor of Biology

ABRAHAM LURIE, *Ph.D.*
Professor of Social Work

GAIL B. MALLOY, *Ph.D.*
Professor of Nursing

CLARK S. MARLOR, *Ed.D.*
Professor of Speech Arts

RACHEL R. MATHER, *D.A.*
Professor of Business

NEIL MILLER, *Ph.D.*
Professor of Spanish and Portuguese

SUNG MOON, *Ph.D.*
Professor of Chemistry
 TERRY MORRONE, *Ph.D.*
Professor of Physics

ANNETTE B. NATOW, *Ph.D.*
Professor of Nursing

LARRY NEWLAND, *M.M.*
Professor of Music

NANCY NOEL, *Ed.D.*
Professor of Nursing

SANDRA JEANNE K. OESTREICH, *M.S.A.*
Professor of Nursing

RICHARD OLSEN, *Ph.D.*
Professor of Philosophy

DONALD T. OPALECKY, *Ph.D.*
Professor of Chemistry

IRENE S. PAGEL, *Ed.D.*
Professor of Nursing

CATHERINE P. PAPELL, *D.S.W.*
Professor of Social Work

ELAINE PASQUALI, *Ph.D.*
Professor of Nursing

PAUL PITCOFF, *M.F.A.*
Professor of Communications

LEONARD PRICE, *M.A.*
Professor of Communications

LOUIS PRIMAVERA, *Ph.D.*
Professor of Psychology

ELAYNE A. RAPPING, *Ph.D.*
Professor of Communications

SIDNEY M. ROBBINS, *Ph.D.*
Professor of Financial Institutions

KIRA ROBINSON, *M.S.*
Professor of Languages

JUNE ROTHBERG, *Ph.D.*
Professor of Nursing

JOSEPH RUOCCO, *Ph.D.*
Professor of Business

ALAN SADOVNIK, *Ph.D.*
Professor of Education
 J. M. SANCHEZ, *Ph.D., J.D.*
Professor of Political Science

MURRAY SEITMAN, *M.B.A.*
Professor of Accounting

WARREN L. SELEKMAN, *Ph.D.*
Professor of Psychology

J. LEE SHNEIDMAN, *Ph.D.*
Professor of History

PHILIP SILVERMAN, *M.B.A.*
Professor of Accounting

LOUISE SKOLNIK, *D.S.W.*
Professor of Social Work

JOSETTE SMETANA, *Ph.D.*
Professor of French

DONALD L. SMITH, *Ed.D.*
Professor of Education

RUBIN STARER, *M.S.*
Professor of Social Work

WILLIAM J. STEINMETZ, *Ph.D.*
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Directions to Adelphi University's Garden City Campus

Adelphi's main campus is located at One South Avenue, Garden City, NY, 11530.

From JFK Airport:

Take the JFK Expressway to the Belt Parkway East. Take the Belt Parkway to the Southern State Parkway. Then follow the Southern State Parkway directions below.

From La Guardia Airport:

Take the Grand Central Parkway East; this becomes Northern State Parkway. From here follow the directions for Northern State Parkway East.

By Train:

Travel time from NYC is approximately 45 minutes. Take the Hempstead line from Penn Station in Manhattan or the Flatbush Avenue Station in Brooklyn or the Jamaica Station in Queens to the Nassau Boulevard Station in Garden City. The campus is a short walk east on South Avenue.

By Car:

Via the Long Island Expressway (Route 495):

Traveling East:

Take the L.I.E. to exit 34 south (New Hyde Park Road). At the first traffic light, turn right onto New Hyde Park Road. Continue south on New Hyde Park Road for 3.2 miles. Turn left onto Stewart Avenue. At the fourth light, turn right onto Nassau Boulevard. Turn left onto South Avenue (immediately after crossing the railroad tracks). The Adelphi campus is on the right.

Traveling West:

Take the L.I.E. to exit 39 south (Glen Cove

Road). Travel south for four miles (the road will change from Guinea Woods Road to Glen Cove Road to Clinton Road). Turn right onto Stewart Avenue, go one mile and turn left onto Hilton Avenue. Turn right onto Sixth Street (immediately after crossing the railroad tracks). Continue onto South Avenue. The Adelphi campus is on the left.

Via the Northern State Parkway:

Traveling East:

Take the Northern Parkway to exit 26 south (New Hyde Park Road). Turn right onto New Hyde Park Road. Continue south on New Hyde Park Road for three miles. Turn left onto Stewart Avenue. At the fourth light, turn right onto Nassau Boulevard. Turn left onto South Avenue (immediately after crossing the railroad tracks). The Adelphi campus is on the right.

Traveling West:

Take the Northern Parkway to exit 31 south (Glen Cove Road). Continue south on Glen Cove Road (which turns into Clinton Road) for 2.3 miles. Turn right onto Stewart Avenue. Go one mile and turn left onto Hilton Avenue. Turn right onto Sixth Street (immediately after crossing the railroad tracks). Continue onto South Avenue. The Adelphi campus is on the left.

Via the Southern State Parkway:

Take the Southern Parkway to exit 17 north (Hempstead Avenue). Continue on Hempstead Avenue traveling north. Make a left at the second traffic light (Nassau Boulevard). Continue north for 2.5 miles to the ninth traffic light. Make a right turn onto South Avenue (immediately before crossing the railroad tracks). The Adelphi campus is on the right.

Directions to Adelphi University's Manhattan Center

Adelphi's Manhattan Center is located in SoHo at 75 Varick Street, 2nd Floor, New York, NY, 10013, at the corner of Varick and Canal streets.

By Subway:

Take the No. 1 or 9 (Seventh Avenue local) train to the Canal Street stop. The stop is right at the corner of Canal and Varick streets. Using the Eighth Avenue subway, take the A/C/E train to the Canal Street stop which is at the corner of 6th Avenue and Canal. Walk two blocks west to Varick Street and one block north to the main entrance. The L train also runs in Manhattan on 14th Street; take it to the 6th Avenue stop and transfer to the No. 1 or 9 trains heading downtown.

By Bus:

The M10 bus stops directly in front of the Center. Connections for the M10 can be made

with any intersecting service on Seventh Avenue heading downtown, and Eighth Avenue heading uptown.

By LIRR or NJ Transit:

Take the train into Penn Station, New York, and follow the subway directions above.

By Car:

The Manhattan Center is located on the west side of Manhattan on Varick Street [one way heading downtown (south)] at Canal. If you are heading west on Houston Street, make a left turn at Varick

Street and head downtown. If you are crossing Canal Street, take a right at Sixth Avenue and head two blocks uptown (north) until you reach Watts Street (one way heading west) and make a left turn and go one block and make another left onto Varick (one way heading south).

Directions to Adelphi University's Hauppauge Education and Conference Center

Adelphi University's Hauppauge Center is located at 55 Kennedy Drive in Hauppauge, NY, 11788, off Motor Parkway, just north of the intersection of Motor Parkway and the LIE.

Via Long Island Expressway (Route 495):

Traveling East:

Take the Long Island Expressway to Exit 55 (Motor Parkway). From the service road, turn left at the first traffic light onto Motor Parkway. Then turn right at the third traffic light (Kennedy Drive). Go a short distance and turn right at 55 Kennedy Drive.

Traveling West:

Take the Long Island Expressway to Exit 55 (Motor Parkway). From the service road, turn right at the first traffic light onto Motor Parkway. Then turn right at the second traffic light (Kennedy Drive). Go a short distance and turn right into Adelphi's Hauppauge Center at 55 Kennedy Drive.

Via Northern State Parkway:

Traveling east, take the Northern Parkway to Exit 37A and merge onto the Long Island Expressway (Route 495) East. Take the Long Island Expressway to Exit 55 (Motor Parkway). From the service road, turn left at the first traffic light, onto Motor Parkway. Then turn right at the third traffic light (Kennedy Drive). Go a short distance and turn right into Adelphi's Hauppauge Center at 55 Kennedy Drive.

Via Southern State Parkway:

Take the Southern Parkway to Exit 41A (Sagtikos Parkway North). Take the Sagtikos Parkway to Exit S1 East (Route 495 - Long Island Expressway). Take the Long Island Expressway to Exit 55 (Motor Parkway). From the service road, turn left at the first traffic light onto Motor Parkway. Then turn right at the third traffic light (Kennedy Drive). Go a short distance and turn right into Adelphi's Hauppauge Center at 55 Kennedy Drive.

Directions to Adelphi University's Hudson Valley Center

Adelphi's Hudson Valley Center is located at 457 Maple Street, Poughkeepsie, NY, 12601.

From Westchester and Putnam Counties:

Take the Taconic Parkway north to the Route 55 West exit (Poughkeepsie). Continue on Route 55 West for approximately 10 miles. After Route 55 merges with Route 44 West, take the 44/55 arterial to 457 Maple Street. (44/55 westbound arterial is called Maple Street at this point.) 457 Maple Street is on the right side, shortly after Innis Avenue.

From Connecticut:

Take Interstate 84 West to the Taconic State Parkway North (exit 16N) then follow the directions above.

From Orange, Ulster, and Sullivan Counties:

From the Mid-Hudson Bridge, continue straight along Route 44/55 East Arterial (about 1.7 miles) to Worrall Avenue. Turn left onto Worrall Avenue. (Worrall becomes Innis Avenue.) Turn left at the second light onto Route 44/55 West arterial. Go straight to 457 Maple Street (see above).

From Route 9 North:

From Route 9 North, exit onto 44/55 East. The exit ramp is on the left. See the directions above.

From Upstate New York:

Take the New York State Thruway to Exit 18-New Paltz. Merge onto NY 299 East and continue (about 6 miles) to US 9 West (for about 2.3 miles). Take US 44/55 ramp toward MidHudson Bridge and merge onto NY 55 East. See directions above "From Orange, Ulster, and Sullivan Counties."



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