

GRADUATE
BULLETIN
2008-2010

ACCREDITATION

Adelphi University, an independent, comprehensive institution, is chartered by the University of the State of New York, and is accredited by the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104-2680, (215) 662-5606; the New York State Education Department, 9 Washington Avenue, Albany, NY 12234, (518) 474-3852; the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, D.C. 20002-4242, (800) 374-2721; the American Speech-Language Hearing Association, 10801 Rockville Pike, Rockville, MD 20852; the Council on Social Work Education, 1725 Duke Street, Suite 500, Alexandria, VA 22314-3457, (703) 683-8080; the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts 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.

The information in this *Graduate Bulletin* was prepared as of July 30, 2008. Provisions of this publication are not to be regarded as an irrevocable contract between the student and Adelphi University. The University reserves the right to make changes in its course offerings, degree requirements, regulations and procedures, and fees and expenses, as educational and financial considerations require.

CAMPUS SAFETY

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

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

EQUAL OPPORTUNITY

Adelphi University is committed to extending equal opportunity in employment and educational programs and activities to all qualified individuals and does not discriminate on the basis of race, religion, age, color, creed, sex, marital status, sexual orientation, ethnicity, national origin, disability, genetic 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 Carol Phelan, Assistant Director of Disability Support Services, Room 310, University Center, (516) 877-3145; the discrimination coordinator for employee concern 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 Adelphi University. At the beginning of this *Bulletin* we describe our educational philosophy and mission; touch on student support services and resources; and highlight cocurricular and student life. This introduction is followed by a description of our graduate academic programs and courses of instruction in the College of Arts and Sciences, Gordon F. Derner Institute of Advanced Psychological Studies (IAPS), School of Business, Ruth S. Ammon School of Education, School of Nursing, School of Social Work, and University College. We then include information about application procedures, tuition and fees, and University rules and regulations. Last, we list faculty, recent honorary degree recipients, the Board of Trustees, and Officers of the University.

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

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

Useful Phone Numbers

Area code: 516

ADELPHI UNIVERSITY

Academic Services and Retention	877-3150
Admissions	877-3050
.....	1-800-ADELPHI (out-of-area)
Career Development, Center	877-3130
Disability Support Services	877-3145
Health Services Center	877-6000
Information Technology and Resources	877-3340
Public Safety and Transportation	877-3500
Student Affairs	877-3660
Student Financial Services	877-3080
Swirbul Library	877-3570
University Operator	877-3000
(For additional numbers)	
University Registrar, Office of the	877-3300 (on-campus callers x2210)

SCHOOLS AND COLLEGES OF THE UNIVERSITY (GRADUATE)

College of Arts and Sciences	877-4120
Gordon F. Derner Institute of Advanced Psychological Studies	877-4800
School of Business	877-4670
Ruth S. Ammon School of Education	877-4100
School of Nursing	877-4540
School of Social Work	877-4360
University College	877-3400

OFF-CAMPUS CENTERS

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

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

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

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

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Academic Calendar 2008–2009*

Fall 2008

Wednesday, August 20
General Registration

Monday, August 20
Classes Begin

Saturday, August 30 – Sunday, August 1
Labor Day Weekend – No Classes

Monday, September 1
Labor Day – No Classes

Monday, September 8
Late Registration Ends
Last Day to Add a Course

Friday, September 19
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

Monday, September 22
Final Date for Submission of Graduation
Application for January 2009

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

Tuesday, September 30
No Classes

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

Thursday, October 9
No Classes
Final Day to Submit Graduation Application
for January 2009

Saturday, September
No Classes

Monday, October 13
Final Day to Submit Graduation Application
for May 2009 (to have name appear in booklet)

Monday, October 27
Last Day to Withdraw from a Course

Wednesday, November 26
No Classes

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

Monday, December 8
*Emergency Day for Monday Classes
Beginning Before 3:50 p.m. (9/29)
Makeup Day for Monday Classes Beginning
on or After 3:50 p.m. (9/29)

Tuesday, December 9
Conversion Day – Wednesday Classes
Starting on or After 3:50 p.m. will meet as
makeups for 10/8
No Tuesday Classes Are Held

Wednesday, December 10
Wednesday Classes Meet

Thursday, December 11
Thursday Classes Meet

Friday, December 12
*Emergency/Study Day

Saturday, December 13
Saturday Classes Meet

Sunday, December 14
Sunday Classes Meet

Monday, December 15
Finals Week Begins

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

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

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

****Calendar subject to change.*

Spring 2009

Friday, January 2
2009 Intercession – Classes Begin

Monday, January 5
Last Day to Add a Course (Intercession Courses Only)

Thursday, January 9
Last Day to Drop a Course (Intercession Courses Only)

Wednesday, January 14
Last Day to Withdraw (Intercession Courses Only)

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

Friday, January 23
2009 Intercession** – Classes End

Monday, January 26
Classes Begin – Spring 2009

Monday, February 9
Late Registration Ends
Last Day to Add a Course
Final Date for Submission of Graduation Application for May 2009
Final Date for Submission of Graduation Application for August 2009 (to have name appear in booklet)

Friday, February 20
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

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

Tuesday, March 30
Last Day to Withdraw from a Course

Monday, April 20
Research Day*** – No Classes

Tuesday, May 12 – Wednesday, May 13
*Emergency/Study Days

Thursday, May 14
Finals Begin

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

Thursday, May 21
Doctoral Hooding Ceremony

Friday, May 22
Commencement

Summer 2009 Session I

Monday, May 25
Memorial Day – No Classes

Tuesday, May 26
Classes Begin – Summer Session I

Friday, May 29
Last Day to Add a Course

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

Thursday, June 4
Final Date to Submit Graduation Application for August 2009

Friday, June 12
Last Day to Withdraw from a Course

Monday, June 29
Session I Classes End

Summer 2009 Session II

Monday, July 6
Classes Begin – Summer Session II

Friday, July 10
Last Day to Add a Course

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

Thursday, July 23
Last Day to Withdraw from a Course

Academic Calendar 2009–2010*

Fall 2009

Saturday, August 29

Classes Begin – Fall 2009

Saturday Classes Need to Add an Additional 15
Minutes to Each Class Period

Sunday, August 30

Sunday Classes Beginning at or After 3:50 p.m.
Need to Add an Additional 30 Minutes to
Each Class Meeting

Sunday Classes Beginning at or After 3:50 p.m.
Need to Add an Additional 15 Minutes to
Each Class Meeting

Friday, September 4

Friday Classes Beginning at or After 3:50 p.m.
Need to Add an Additional 15 Minutes to
Each Class Meeting

Saturday, September 5 – Sunday, September 6
Labor Day Weekend – No Classes

Monday, September 7
Labor Day – No Classes

Friday, September 11
Late Registration Ends
Last Day to Add a Course

Friday, September 18
No Classes to Begin at or After 3:50 p.m.

Saturday, September 19
No Classes

Monday, September 21
Final Date for Submission of Graduation
Application for January 2010

Friday, September 25
Last Day to Drop a Course

Sunday, September 27
No Classes to Begin at or After 3:50 p.m.

Monday, September 28
No Classes

Monday, October 12
Final Date for Submission of Graduation
Application for May 2010 (to have name
appear in booklet)

Tuesday, October 27
Mission Day – No Classes

Friday, October 30
Last Day to Withdraw from a Course

Wednesday, November 25
No Classes

Thursday, November 26 – Sunday, November 29
Thanksgiving Break – No Classes

Tuesday, December 15
Finals Begin

Monday, December 21
Finals End
Last Day of Fall 2009 Classes

Tuesday, December 22
*Emergency Day

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

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

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

Spring 2010

Monday, January 4
2010 Intercession – Classes Begin

Thursday, January 7
Last Day to Add a Course (Intercession Courses Only)

Monday, January 11
Last Day to Drop a Course (Intercession Courses Only)

Wednesday, January
Last Day to Withdraw From a Course (Intercession Courses Only)

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

Sunday, January 24
2010 Intercession – Classes End

Monday, January 25
Classes Begin – Spring 2010

Friday, February
Last Day to Add a Course

Monday, 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)

Friday, February 19
Last Day to Drop a Course

Monday, March 1 – Sunday, March 21
Spring Break – No Classes

Friday, March 25
Last Day to Withdraw from a Course

Monday, April 12
Research Day – No Classes

Tuesday, May 11 – Wednesday, May 12
*Emergency/Study Days

Thursday, May 13
Finals Begin

Wednesday, May 19
Finals End
Last Day of Spring 2010 Classes

Thursday, May 20
Doctoral Hooding Ceremony

Friday, May 21
Commencement

Summer 2010 Session I

Monday, May 24
Classes Begin – Summer 2010 Session I

Friday, May 28
Last Day to Add a Course

Monday, May 31
Memorial Day – No Classes

Tuesday, June 1
Last Day to Drop a Course

Monday, June 7
Final Date for Submission of Graduation Application for August 2010

Friday, June 11
Last Day to Withdraw From a Course

Monday, June 28
Last Day of Summer 2010 Session I Classes

Summer 2010 Session II

Monday, July 6
Classes Begin – Summer 2010 Session II

Friday, July 10
Last Day to Add a Course

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

Thursday, July 23
Last Day to Withdraw from a Course

Sunday, August 9
Last Day of Classes – Summer 2010 Session II



AN ADELPHI
EDUCATION

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 36 states and more than 47 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 advan-

tages 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 90,000 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 11:1. 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 in its final stages. The project will add 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.

Graduate 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. 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. 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. Working closely with faculty mentors, graduate students gain the expertise and skills essential to further career advancement.

Gordon F. Derner Institute of Advanced Psychological Studies

Established in 1972, the Adelphi University Gordon F. Derner Institute of Advanced Psychological Studies was the first university-based school of professional psychology and has played a leadership role in transforming clinical psychology training in the United States. Derner students at the undergraduate, master's, and doctoral levels benefit from first-rate preparation for diverse careers in psychology and related fields. Derner Institute faculty members are practicing psychologists and scholars who are renowned for their research and clinical expertise. The Derner Institute provides students at all levels with a rigorous education in psychology that enables them to be lifelong learners and well-trained professionals in a diverse and global society.

School of Business

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. The School is one of a small percentage of programs worldwide to be accredited by AACSB International.

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 a \$8.5 million gift by her daughter, University Trustee Carol A. Ammon M.B.A. '79.

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 health-care 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 pro-

grams 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 field work opportunities.

School of Social Work

For more than 55 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. In addition, its 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 also 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 Hotel and Support Programs and the Long Island Center for Nonprofit Leadership.

Adelphi University 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. 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 20 highly relevant degree, certificate, and noncredit 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.

Off-Campus Centers

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

The Manhattan Center

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

The Manhattan Center offers course work in a variety of convenient undergraduate and graduate programs for adult students. Undergraduate course work is offered in business, nursing, social sciences, and social work. Graduate course work is offered in social work and education (including childhood education, secondary education, special education, bilingual/TESOL speech and communication disorders, and educational administration). The Manhattan Center offers course work towards an M.S. degree in communication disorders/speech language pathology. The students in these programs 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 Community Service and a Center for Psychological Studies 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 psychological and educational testing, speech therapy, and individual/group counseling.

The Hauppauge Education and Conference Center

Adelphi University's Hauppauge Education and Conference Center is located at 55 Kennedy Drive in Hauppauge, New York, a rapidly growing business and industrial community in Suffolk County, Long Island. It is very convenient to the Long Island Expressway, Northern State Parkway, and Motor Parkway. The Hauppauge Center offers undergraduate courses in business, nursing, social sciences, social work, and criminal justice. Graduate programs are offered in social work, psychology, school psychology, Industrial/organizational psychology, emergency management, and an M.B.A. with a specialization in Human Resource Management. On-site resources include advisers, library services, conference rooms, computer lab, and multimedia facilities.

The 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. Hudson Valley students may register for the "hybrid" section of SWK 758 Social Work Research II, which is delivered as an online course with only three in-person sessions held at the Garden City campus. As an alternative, the course is also offered over the traditional 15-week semester on the Garden City campus. SWK 758 is not offered at the Hudson Valley Center.

The Graduate Admissions office in Garden City is responsible for the admissions process for the Hudson Valley M.S.W. program in consort with the School of Social Work.

Course work towards the Master of Science (M.S.) in communication disorders/speech language pathology is offered at St. Joseph's College (Patchogue campus).

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.

Doctor of Arts (D.A.)

Communication Disorders (14897)

Doctor of Audiology (Au.D.)

Audiology (29010)

Doctor of Philosophy (Ph.D.)

Clinical Psychology (04165)

Nursing (81377)

Social Work (04170)

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

Social Work (04170)

Master of Arts (M.A.)

Adolescence Education (26402)

Alternative Certification in Urban

Education Studies (Trans B) (24638)

Art (04111)

Art Education (24640)

Biology Education 7–12 (04082)

Chemistry Education 7–12 (04157)

Childhood Education (24639)

Communications (84167)

Community Health Promotion (77145)

Early Childhood Education In-Service
(27798)

Early Childhood Education Pre-Service
(27800)

Early Childhood Elementary Education
(88331)

Educational Leadership and Technology
(22943 and 28948)*

Elementary Teachers PreK–6 In-Service
(04095)

English (04130)

English Education 7–12 (28912)

Exercise Science and Sports Management
(24574)

Health Education (24572)

Health Education (GATE) (24571)

Health Education K–12 (04109)

Mathematics Education 7–12 (28911)

Mental Health Counseling (28920)

Physical Education (GATE) (24573)

Physical Education K–12 (04108)

Physics Education 7–12 (04145)

Psychology (04161)

School Psychology (27525)

Science Education 7–12 Areas (28909)

Social Studies Education 7–12 (28910)

Spanish 7–12 (04121)

Teaching English to Speakers of Other
Languages (26400)

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

Creative Writing (30057)

Master of Science (M.S.)

Adult Health Nurse Practitioner (20407)

Bilingual Education (85098)

Biology (04084)

Childhood Special Education (26398)

Childhood Special Education Non-
Certification (26399)

Childhood Special Education in Inclusive
Settings (27015)

Early Childhood Special Education
In-Service (28906)

Early Childhood Special Education
In-Service (28907)

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

Early Childhood Special Education
Pre-Service (28905)
Earth Science (04160)
Emergency Nursing/Disaster Management
(30055)
Environmental Science (23534)
Literacy Education (22695)
Nursing Administration (91021)
Nursing Education (30930)
Physics with Concentration in Optics
(31262)

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

Nursing Administration (22306)

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

Graduate Opportunity for Accelerated
Learning (26577)
Management (04092)

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

Social Work (04169)

**Post-Master's Certificate in
Social Work**

Bilingual School Social Work Certificate
(20367)

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)

Post-Master's Advanced Certificates

Adult Nurse Practitioner (93115)
Bilingual Education (22287)

Bilingual Education for Certified Teachers
(27013)
Bilingual Education for Certified Teachers
(27014)
Bilingual School Social Work Certificate
(20367)
Advanced Coaching (85427)
Banking (20797)
Coaching (85428)
Childhood Special Education for Certified
Teachers (31123)
Community Health Promotion (77747)
Early Childhood Education (27799)
Early Childhood Special Education
(28908)
Educational Leadership and Technology
(Post-Master's) (22944 and 28949)*
Educational Leadership and Technology
(Post-Bachelor's) (22945 and 28950)*
Emergency Management (28789)
Emergency Nursing/Disaster Management
(30056)
Human Resource Management (85220)
Literacy Birth–Grade 6 (31150)
Literacy Grades 5–12 (inservice) (31151)
Literacy B–6 and Grades 5–12 (inservice)
(31152)
Management of the Arts (78073)
Nursing Administration (83006)
Nursing Education (30932)
School Psychology (19030)
Teaching English to Speakers of Other
Languages (26401)

**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.*

Graduate Programs of Study Off-Campus Centers

Manhattan Center

Master of Social Work (M.S.W.)
 Master of Science (M.S.) in Emergency
 Nursing and Emergency Management
 Master of Science (M.S.) in Nursing
 Education
 Master of Science (M.S.) in Nursing
 Administration
 Education—all graduate programs
 excluding adolescence education and
 physical education
 Graduate Certificate in Emergency
 Management

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 Arts (M.A.) in Mental Health
 Counseling
 Graduate Certificate in Emergency
 Management
 Postgraduate Certificate in Human
 Resource Management
 Master of Arts (M.A.) in General
 Psychology with a concentration in
 industrial/organizational psychology
 Master of Business Administration
 (M.B.A.) with specialization in Human
 Resource Management

Hudson Valley

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

Selected Major Program Abbreviations and Their Descriptions

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

Ordered Alphabetically by Code

Code	Description	Note
AAS	AFRICAN AMERICAN ST	¶
ABL	LIBERAL ARTS (ABLE)	
ACA	FINE ARTS (ABLE)	
ACG	CRIMINAL JUSTICE	
AEN	ART EDUCATION	
AHS	LITERATURE (ABLE)	
AMC	BUSINESS (ABLE)	
ANA	NATURAL SCIENCE (ABLE)	
ANT	ANTHROPOLOGY	
ART	ART	
ASC	SOCIAL SCIENCES (ABLE)	
BAA	ACCOUNTING	
BCH	BIOCHEMISTRY	
BEN	ECONOMICS	
BFN	FINANCE	
BGL	GRAD OPP ACCEL LEARN	

KEY

- ¶ Minor only
- Master's Level
- Doctoral Level
- § Post-Doctoral Certificate
- + Special Interest Courses
- AC Advanced Certificate

BHR	HUMAN RESOURCE MNGMT		ESJ	EARLY CHLD SPC ED PS	—
BIO	BIOLOGY		ESL	TEACH ENG SPK OTH LG	—
BMG	MANAGEMENT		ESM	MATHEMATICS 7–12	
CAP	CHILD & ADOL PSYCHOTHR	§	ESO	SOCIAL STUDIES 7–12	—
CCP	RESPEC CLINICAL PSY	§	ESP	PHYSICS 7–12	—
CHE	CHEMISTRY		ESX	SCHOOL PSYCHOLOGY	
CIS	COMPUTER MGT INFO SY		ETE	TEACH ENG SPK OTH LG	—
COM	COMMUNICATIONS		ETF	URBAN ED STUDIES	—
CSC	COMPUTER SCIENCE		EZA	SCHOLAR TEACH ED PGM	
DAN	DANCE		FRE	FRENCH	
EAB	SCIENCE ED 7–12 AREA	—	HCH	COMMUNITY HEALTH ED	—
EAC	EARLY CHILDHOOD ED	—	HIS	HISTORY	
EAD	SOCIAL ST ED 7–12	—	ICL	CLINICAL PSYCHOLOGY	—
EAF	ENGLISH ED 7–12	—	INT	INTERNATIONAL ST	
EAM	MATHEMATICS ED 7–12	—	IPD	PSYCH-BEHAVIORAL TEC	§
EAR	ART EDUCATION	—	ITD	INTERDISCIPLINARY ST	
EAS	EARTH SCIENCE	¶	LAN	FOREIGN LANGUAGE ST	
ECH	CHILDHOOD EDUCATION	—	LAS	LATIN-AMERICAN STUDY	
ECK	CHILDHOOD SPEC ED ST	—	MCT	MARRIAGE/COUPLE THER	§
ECM	COMMUNICATION DSRDS	—	MTH	MATHEMATICS	
ECT	BIL ED CERT TEACHERS		MTP	MATH & APPLIED SCI	—
ECU	BIL ED CERT TEACHERS		MUS	MUSIC	
ECV	EARLY CLDHD ED INSER	—	NAD	NUR SERVICE ADMIN	—
EDE	ELEMENTARY PRE K–6	—	NED	NURSING EDUCATION	— AC
EDL	ED LEADRSHIP&TECHNLGY		NPA	ADULT HLTH NUR PRACT	—
EDN	EDUCATION NON DEG		NRN	NURSING (RN)	
EEC	CHILDHOOD SPEC ED	—	NUR	NURSING	
EHE	HEALTH EDUCATION	—	PHE	PHYS ED & HEALTH ED	
EHG	HEALTH ED (GATE)	—	PHI	PHILOSOPHY	
EIS	CLHD SPEC ED INCL ST		PHY	PHYSICS	
ELY	LITERACY EDUCATION		PIA	PSYCHOLOGY	
EMG	EMERGENCY MANAGEMENT		PMA	PSYCHOLOGY	—
ENG	ENGLISH		PMC	MENTAL HEALTH COUNSL	—
ENV	ENVIRONMENTAL STUDY		POL	POLITICAL SCIENCE	
EPC	EARLY CLDHD ED PRECT	—	PPS	PSYCHOANALYSIS/THER	§
EPG	PHYSICAL ED (GATE)	—			
EPH	EXER SCI & SPT MGMT	—			
ESA	EMERGENCY SERVICES ADMINISTRATION				
ESB	BIOLOGY 7–12	—			
ESC	CHEMISTRY 7–12	—			
ESD	EARLY CHILD SPC ED AC				
ESE	ENGLISH 7–12	—			
ESI	EARLY CHLD SPC ED IN	—			

KEY

¶	Minor only
—	Master's Level
—	Doctoral Level
§	Post-Doctoral Certificate
+	Special Interest Courses
AC	Advanced Certificate

PSC	PSYDN SCHOOL THERAPY	§
PYE	PHYSICAL EDUCATION	
SAU	AUDIOLOGY	
SCD	COMMUNICATION DSORDS	—
SOC	SOCIOLOGY	
SPD	DEAF STUDIES	+
SPA	SPANISH	
SSJ	SPEECH (St. Josephs)	
SWB	P/M STUDY BIL SWK	
SWK	SOCIAL WORK	—
SWL	SOCIAL WELFARE	—
THE	THEATRE ARTS	
WST	WOMENS STUDIES	¶

Ordered Alphabetically by Description

Description	Code	Note
ACCOUNTING	BAA	
ADULT HLTH NUR PRACT	NPA	—
AFRICAN AMERICAN ST	AAS	¶
ANTHROPOLOGY	ANT	
ART	ART	
ART EDUCATION	AEN	
ART EDUCATION	EAR	—
AUDIOLOGY	SAU	
BIL ED CERT TEACHERS	ECT	
BIL ED CERT TEACHERS	ECU	
BIOCHEMISTRY	BCH	
BIOLOGY	BIO	
BIOLOGY 7–12	ESB	—
BUSINESS (ABLE)	AMC	
CHEMISTRY	CHE	
CHEMISTRY 7–12	ESC	—
CHILD & ADOL PSYCHOTHR	CAP	§
CHILDHOOD EDUCATION	ECH	—
CHILDHOOD SPEC ED	EEC	—
CHILDHOOD SPEC ED ST	ECK	—
CLHD SPEC ED INCL ST	EIS	
CLINICAL PSYCHOLOGY	ICL	—
COMMUNICATION DSORDS	SCD	—
COMMUNICATION DSRDS	ECM	—
COMMUNICATIONS	COM	
COMMUNITY HEALTH ED	HCH	—
COMPUTER MGT INFO SY	CIS	
COMPUTER SCIENCE	CSC	
CRIMINAL JUSTICE	ACG	
DANCE	DAN	
DEAF STUDIES	SPD	+

KEY

- ¶ Minor only
- Master's Level
- Doctoral Level
- § Post-Doctoral Certificate
- +
- AC Advanced Certificate

EARLY CHILDHOOD ED	EAC	—	NURSING	NUR	
EARLY CHLD SPC ED	ESD	AC	NURSING (RN)	NRN	
EARLY CHLD SPC ED IN	ESI	—	P/M STUDY BIL SWK	SWB	
EARLY CHLD SPC ED PS	ESJ	—	PHILOSOPHY	PHI	
EARLY CLDHD ED INSER	ECV	—	PHYS ED & HEALTH ED	PHE	
EARLY CLDHD ED PRECT	EPC	—	PHYSICAL ED (GATE)	EPG	—
EARTH SCIENCE	EAS	¶	PHYSICAL EDUCATION	PYE	
ECONOMICS	BEN		PHYSICS	PHY	
ED LEADRSHP & TECHN LGY	EDL	— AC	PHYSICS 7–12	ESP	—
EDUCATION NON DEG	EDN		POLITICAL SCIENCE	POL	
ELEMENTARY PRE K–6	EDE	—	PSYCH-BEHAVIORAL TEC	IPD	§
EMERGENCY MANAGEMENT	EMG		PSYCHOANALYSIS/THER	PPS	§
ENGLISH	ENG		PSYCHOLOGY	PIA	
ENGLISH 7–12	ESE	—	PSYCHOLOGY	PMA	—
ENGLISH ED 7–12	EAF	—	PSYDN SCHOOL THERAPY	PSC	§
ENVIRONMENTAL STUDY	ENV		RESPEC CLINICAL PSY	CCP	§
EXER SCI & SPT MGMT	EPH	—	SCHOLAR TEACH ED PGM	EZA	
FINANCE	BFN		SCHOOL PSYCHOLOGY	ESX	
FINE ARTS (ABLE)	ACA		SCIENCE ED 7–12 AREA	EAB	—
FOREIGN LANGUAGE ST	LAN		SOCIAL SCIENCES (ABLE)	ASC	
FRENCH	FRE		SOCIAL ST ED 7–12	EAD	—
GRAD OPP ACCEL LEARN	BGL		SOCIAL STUDIES 7–12	ESO	
HEALTH ED (GATE)	EHG	—	SOCIAL WELFARE	SWL	—
HEALTH EDUCATION	EHE	—	SOCIAL WORK	SWK	—
HISTORY	HIS		SOCIOLOGY	SOC	
HUMAN RESOURCE MNGMT	BHR		SPANISH	SPA	
INTERDISCIPLINARY ST	ITD		TEACH ENG SPK OTH LG	ETE	—
INTERNATIONAL ST	INT		TEACH ENG SPK OTH LG	ESL	
LATIN-AMERICAN STUDY	LAS		THEATER ARTS	THE	
LIBERAL ARTS (ABLE)	ABL		URBAN ED STUDIES	ETF	—
LITERACY EDUCATION	ELY		WOMENS STUDIES	WST	
LITERATURE (ABLE)	AHS				
MANAGEMENT	BMG				
MARRIAGE/COUPLE THER	MCT	§			
MATH & APPLIED SCI	MTP	—			
MATHEMATICS	MTH				
MATHEMATICS 7–12	ESM				
MATHEMATICS ED 7–12	EAM	—			
MENTAL HEALTH COUNSL	PMC	—			
MUSIC	MUS				
NATURAL SCIENCE (ABLE)	ANA				
NUR SERVICE ADMIN	NAD	—			
NURSING EDUCATION	NED	— AC			

KEY

¶ Minor only

— Master’s Level

— Doctoral Level

§ Post-Doctoral Certificate

+ Special Interest Courses

AC Advanced Certificate

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

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

KEY

- ¶ Minor only
- Master's Level
- Doctoral Level
- § Post-Doctoral Certificate
- + Special Interest Courses
- AC Advanced Certificate

Numeric Department Codes

Numeric Order

Dept

No. Description

0083	HONORS
0101	AFRICAN AMERICAN STUDIES
0103	ANTHROPOLOGY
0104	ART
0105	BIOLOGY
0106	CHEMISTRY
0108	COMMUNICATIONS
0111	ART HISTORY
0112	EARTH SCIENCE
0118	EMERGENCY MANAGEMENT
0122	ENGLISH
0124	CLASSICS
0125	ENVIRONMENTAL STUDIES
0127	ENGLISH AS A SECOND LANGUAGE
0128	FRENCH
0129	CHINESE MANDARIN
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	PERF ARTS-TECH THEATER & DESIGN
0195	MUSIC THEORY
0196	MUSIC HISTORY
0197	MUSIC PERFORMANCE GROUPS
0198	MUSIC PRIVATE INSTRUCTION
0201	ACCOUNTING
0203	ECONOMICS
0204	BUSINESS ADMINISTRATION
0206	HOSPITAL AND HEALTH CARE MGT
0207	OPERATIONS
0208	HUMAN RESOURCE MANAGEMENT
0209	FINANCE
0210	MANAGEMENT
0212	MARKETING
0302	NURSING
0404	SOCIAL WORK
0501	PSYCHOLOGY
0502	MASTERS PROGRAM IN PSYCHOLOGY
0503	ADVANCED PSYCHOLOGICAL STUDIES
0504	SCHOOL PSYCHOLOGY
0505	POST DOCTORAL PSYCHOTHERAPY
0507	MENTAL HEALTH COUNSELING
0602	ADULT BAC LEARNING EXPERIENCE
0606	ABLE CRIMINAL JUSTICE

0611	ABLE HUMANISTIC STUDIES
0612	ABLE NATURAL SCIENCE
0613	ABLE SOCIAL SCIENCE
0615	ABLE MGMT & COMMUNICATIONS
0133	GENERAL STUDIES
0637	UC INTERDISCIPLINARY STUDY
0801	EDUCATION
0802	EDUCATION - LITERACY
0803	EDUCATION - ART
0804	EDUCATION - BILINGUAL ED
0805	EDUCATION - EDUCATION STUDIES
0806	EDUCATIONAL LEADERSHIP & TECH
0807	EDUCATION - ELEMENTARY ED
0808	EDUCATION - ESL
0809	EDUCATION - ADOLESCENT ED
0810	EDUCATION - SPECIAL EDUCATION
0811	CLA ENGLISH REQUIREMENTS
0812	EDUCATION - TEACHING FELLOWS
0814	EDUCATION - EARLY CHILDHOOD
0820	EDUCATION - EARLY CHILD SPEC ED
0834	HEALTH STUDIES
0836	EDUCATION - STEP
0851	PHYSICAL EDUCATION
0852	PHYSICAL EDUCATION
0853	PHYSICAL EDUCATION - SKILLS
0874	COMMUNICATION SCIENCES
0876	COMMUNICATION SCIENCES
0878	COMMUNICATION SCIENCES
0952	FRESHMAN EXPERIENCE

Ordered Alphabetically by Department

Dept No.	Description
0101	AFRICAN AMERICAN STUDIES
0602	UNIVERSITY COLLEGE
0201	ACCOUNTING
0606	UC CRIMINAL JUSTICE
0611	UC HUMANISTIC STUDIES
0615	UC MGMT & COMMUNICATIONS
0612	UC NATURAL SCIENCE
0103	ANTHROPOLOGY
0111	ART HISTORY
0104	ART
0613	UC SOCIAL SCIENCE
0105	BIOLOGY
0204	BUSINESS ADMINISTRATION
0106	CHEMISTRY
0129	CHINESE MANDARIN
0124	CLASSICS
0108	COMMUNICATIONS
0145	COMPUTER SCIENCE
0803	EDUCATION - ART
0112	EARTH SCIENCE
0804	EDUCATION - BILINGUAL ED
0203	ECONOMICS
0807	EDUCATION - ELEMENTARY ED
0820	EDUCATION - EARLY CHILD SPEC ED
0806	EDUCATIONAL LEADERSHIP & TECH
0809	EDUCATION - ADOLESCENT ED
0805	EDUCATION - EDUCATION STUDIES
0801	EDUCATION
0810	EDUCATION - SPECIAL EDUCATION
0802	EDUCATION - LITERACY
0118	EMERGENCY MANAGEMENT

0122	ENGLISH	0212	MARKETING
0811	CLA ENGLISH REQUIREMENTS	0502	MASTERS PROGRAM IN PSYCHOLOGY
0125	ENVIRONMENTAL STUDIES	0144	MATHEMATICS
0127	ENGLISH AS A SECOND LANGUAGE	0148	MATH TEACHERS PROGRAM
0808	EDUCATION - ESL	0195	MUSIC THEORY
0836	EDUCATION - STEP	0196	MUSIC HISTORY
0812	EDUCATION - TEACHING FELLOWS	0197	MUSIC PERFORMANCE GROUPS
0814	EDUCATION - EARLY CHILDHOOD	0198	MUSIC PRIVATE INSTRUCTION
0209	FINANCE	0302	NURSING
0128	FRENCH	0207	OPERATIONS
0952	FRESHMAN EXPERIENCE	0851	PHYSICAL EDUCATION
0130	GERMAN	0852	PHYSICAL EDUCATION
0619	GENERAL STUDIES	0853	PHYSICAL EDUCATION - SKILLS
0131	GREEK	0192	PERFORMING ARTS - ACTING
0132	HEBREW	0191	PERFORMING ARTS - DANCE
0834	HEALTH STUDIES	0154	PHILOSOPHY
0206	HOSPITAL AND HEALTH CARE MGT	0156	PHYSICS
0136	HISTORY	0501	PSYCHOLOGY
0083	HONORS	0507	MENTAL HEALTH COUNSELING
0208	HUMAN RESOURCE MANAGEMENT	0158	POLITICAL SCIENCE
0137	INTERDISCIPLINARY STUDIES	0503	ADVANCED PSYCHOLOGICAL STUDIES
0187	INTERNATIONAL STUDIES PROGRAM	0505	POST DOCTORAL PSYCHOTHERAPY
0138	ITALIAN	0193	PERF ARTS-TECH THEATER & DESIGN
0141	JAPANESE	0169	RUSSIAN
0140	LATIN	0170	SOCIOLOGY
0142	LINGUISTICS	0172	SPANISH
0210	MANAGEMENT	0874	COMMUNICATION SCIENCES
		0876	COMMUNICATION SCIENCES
		0878	COMMUNICATION SCIENCES
		0504	SCHOOL PSYCHOLOGY
		0404	SOCIAL WORK
		0637	UC - INTERDISCIPLINARY STUDY



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.

Office of Academic Services and Retention (OASR)

Levermore Hall 303

Lester B. Baltimore, *Associate Provost, Academic Affairs*

Email: baltimor@adelphi.edu

The Office of Academic Services and Retention (OASR) is dedicated to helping each Adelphi student realize his or her full potential. Toward that end, OASR works with faculty advisers so that each student receives not only the best possible program advisement but advisement that considers his or her academic, personal, and career needs and goals. OASR provides Adelphi's students with the Learning Center and Writing Center where tutoring, consultation, and help with extra study are available.

OASR oversees transactions such as leaves, withdrawals, and petitions to waive rules. The final academic appeal of any student is to OASR.

Additional information is available at <http://academics.adelphi.edu/asr> and students with questions are welcome to visit OASR during office hours. Fall and spring semester office hours are Monday through Thursday from 8:30 a.m. to 6:00 p.m. and Friday from 8:30 a.m. to 4:30 p.m. During the summer, or when classes are not in session, the Office of Academic Services and Retention is open from 8:30 a.m. to 4:30 p.m., Monday through Friday. Students in our off-campus sites are also welcome to utilize the services of this Office.

Academic Advising

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

Office of Pre-Professional Advising and Fellowships (OPPAF)

Levermore Hall 303

Erin P. Raia, *Director*

Email: eraia@adelphi.edu

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

Additionally, OPPAF assists students in the application process for fellowships and honors such as Rhodes, Goldwater, Fulbright, etc., and will offer workshops on various topics, invite guest speakers, and assist students seeking internships or job shadowing opportunities.

Center for Career Development

Post Hall

Patricia D. Mitchell, *Director*
Email: mitchell@adelphi.edu

The Center for Career Development educates students in skills they will use for a lifetime as they select, enter, change, and advance in their careers.

Adelphi graduate students may come to the Center to research a library of timely information about careers and the job market; to review listings of current full-time, part-time, and seasonal employment opportunities and internships sorted into career fields; to apply for jobs on campus; and to attend workshops in which students learn to develop a job search strategy, produce effective résumés and letters, and prepare and practice for interviews.

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

The Center for Career Development, located in Post Hall, is open year round from 8:30 a.m. to 4:30 p.m., Monday through Friday, with extended hours on some Wednesdays. The Center accommodates all on-campus and off-campus students, including those with special needs. For additional information call (516) 877-3130. For a complete schedule of career events, visit the Center's Web site at <http://students.adelphi.edu/career>.

All students are encouraged to register with the Career Center through Monstertrak.com. Detailed instructions can be found on our Web site. The password for Adelphi students is *Postings*. Registered students will receive timely email reminders of career events and notices of jobs and internships tailored to their interests.

For rapid replies to all career-related questions email the center at careercounselor@adelphi.edu.

Alumni Career Network

The Alumni Career Network gives Adelphi University alumni the opportunity to continue their connection to Adelphi. Through programs in the Center for Career Development alumni are encouraged to serve as mentors, visit classes and clubs, participate in career events, and recruit current students.

Student Counseling Center

University Center 310

Email: <http://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 problems or academic difficulties. The Student Counseling Center offers education and confidential counseling on sub-

stance abuse issues. A drug and alcohol counselor is available by appointment at (516) 877-3646.

Peer Counseling Center

University Center 310

Email: <http://students.adelphi.edu/sa/scc/pcc.php>

The Peer Counseling Center is a crisis intervention telephone hotline and drop-in center staffed by carefully trained Adelphi undergraduate students. The Peer Counseling Center Hotline can be reached by calling (516) 877-3663, or by coming to University Center 310. Peer counselors are trained and supervised to respond to students' requests for support, information, and referral. All enrolled students may use this confidential service. Anonymity is ensured except in emergency situations deemed dangerous to life.

The Peer Counseling Center is open from 7:00 p.m. to 11:00 p.m., Monday through Friday, during the fall and spring semesters (closed during all breaks).

Center for Psychological Services

Hy Weinberg Building

Jonathan Jackson, *Director*

The Center for Psychological Services is dedicated to providing high quality, affordable mental health care. Part of the Gordon F. Derner Institute for Advanced Psychological Studies, it offers students, staff, and the surrounding community a range of specialized treatment programs for children, adolescents, and adults. Professional and confidential services are provided at no fee to members of the Adelphi community by therapists studying for a doctorate in clinical psychology. Therapists are in full-time residence and work under faculty supervision.

Clinics at both the Garden City campus and Manhattan Center offer a full complement of low-cost services, including psychological test-

ing and treatment plans to effect long-lasting change. Psycho-educational testing is available to diagnose learning disabilities.

The Center offers special services including:

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

Throughout the year, the Center also sponsors conferences, workshops, and other educational events open to the general public.

Referrals to specialists in mental health or allied fields such as psychopharmacology, nutrition and weight management, academic tutoring, or divorce mediation are available through an extensive network of providers. The Center's Web site is www.adelphi.edu/communityservices/derner/dernercenter. For additional information call (516) 877-4820.

Child Care Services: The Early Learning Center

Harvey Hall 131

The Early Learning Center (ELC), formerly known as the Child Activity Center, is a full-day, multiage preschool and kindergarten program. The program, licensed by the New York State Office of Children and Family Services, 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, has housed 40 preschool children (ages three-five) for three decades. 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.

In August of 2008, Adelphi University will open the new Alice Brown Early Learning Center. The facility will expand child care ser-

vices to include children 18 months to three years and an all day kindergarten class for eligible five years olds (fee required). The new Alice Brown Early Learning Center will offer 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 pre-planned 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 him 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.

For additional information, contact 516-877-3907 or the Center's Director at Ludlam@adelphi.edu

Health Services Center

Waldo Hall

<http://students.adelphi.edu/sa/hs>

The Health Services Center provides health-care and health education to the University community. The Center also provides students with information on immunization requirements and insurance, and maintains all health forms required by the University. Registered nurses are available 24 hours a day, seven days a week, during the semester; during semester breaks and throughout the summer, registered nurses are available Monday through Friday, from 8:00 a.m. to 4:00 p.m. The staff will make referrals to the appropriate healthcare professional or community organization. Appointments with the off-campus University physicians can be made weekdays from 9:00 a.m. to 3:00 p.m.

Health Services provides emergency response to any accidents and/or injuries involving any person on the campus. In case of emergency while the Health Services Center is closed, call Public Safety by dialing 5 from any campus telephone, or by dialing (516) 877-3511.

In conjunction with other campus organizations, the Center offers workshops and seminars on health and wellness. Topics include:

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

Students may contact the Health Services Center at (516) 877-6000.

Immunization Requirements

The Health Services Center provides information on immunization requirements and maintains all health forms required by the University. New York State Immunization Law requires all students registered for 6 or more credits, born after 1956, to prove immunity to measles, mumps, and rubella. Students are also required to complete the Meningococcal Meningitis Response Form and Health History. These forms can be found online at <http://students.adelphi.edu/sa/hs/forms.php>. Course registration and attendance at Adelphi University will not be possible without clearance by the Health Services Center.

Medical Insurance

Any Adelphi University student who is currently registered may purchase the Adelphi University Accident and Health Insurance policy. All residence hall and international students are automatically enrolled in Adelphi's student medical insurance plan. A student who is already covered by alternative medical insurance, and wishes to cancel Adelphi's coverage, must bring evidence of such medical insurance to the Health Services Office by October 1 (for the fall semester) or March 1 (for the spring semester). Likewise, those students who do not have medical insurance coverage and wish to enroll in Adelphi's plan must do so by the same dates.

ELS Language Center

Linen Hall

Ward Morrow, *District 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 gifted students who complete level 112 in the Intensive Program can enroll in the University as matriculating students without a TOEFL score. Enrolling in this program allows the student an opportunity to live in Adelphi residence halls, enjoy the dining facilities, use the recreational areas, and experience life at Adelphi. For admission information call the Center at (516) 877-3910 or email: nygc@els.edu.

Office of Information Technology and Resources (OITR)

Hagedorn Hall

Customer Services, Information Commons,
Swirbul Library

Email: customerservices@adelphi.edu

The Office of Information Technology and Resources (OITR) is dedicated to providing students with the technology resources they need to succeed. OITR technicians and customer services staff offer ongoing training and support services to enable students to take full advantage of these resources. OITR training manuals can be downloaded at <http://infotech.adelphi.edu/resources/manuals.php>.

OITR is located on the lower level of Hagedorn Hall on the Garden City campus.

Customer Services

Customer Services is located in the Information Commons on the second floor of Swirbul Library. You can contact Customer Services at (516) 877-3340 or customerservice@adelphi.edu. Hours vary by semester and during exam periods. Fall semester hours are:

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

Friday: 8:00 a.m.–8:00 p.m.

Saturday: 8:00 a.m.–8:00 p.m.

Sunday: 10:00 a.m.–12:00 midnight

Customer Services uses a work order tracking system. If students require assistance,

they can enter a ticket describing the problem. Each ticket is assigned a unique number, which enables students to check the status. To report a problem, students can access eCampus, Adelphi's portal system, at <http://ecampus.adelphi.edu>. Select the "Services" tab and launch the work order system.

OITR organizes Peer-to-Peer Training sessions led by students who teach a range of classes from learning software applications to designing a personal Web site. The training schedule is available at <http://infotech.adelphi.edu/services/students/peer.php>.

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

- Information Commons, Swirbul Library
- Sager Lab, Swirbul Library (for research use)
- Commuter Lounge, UC Lower Level
- Underground Café, UC Lower Level
- Manhattan Center Library

For more information, go to <http://infotech.adelphi.edu/services/labs>

In addition, various departments have their own specialized computer labs. Students can find more information at <http://infotech.adelphi.edu/resources/labs>.

To facilitate network access, OITR has created both indoor and outdoor wireless hot spots on campus. Look for the yellow signs that indicate the indoor hot spots. Your laptop must be equipped with a Wi-Fi card (802.11b) and capable of 128-bit WEP encryption. Before students connect they must contact Customer Services and provide a valid Adelphi ID. Upon verification, Customer Services will give you instructions on how to connect to the Adelphi wireless system. For more information on connecting to the wireless network, students can go to <http://infotech.adelphi.edu/resources/wireless.php>.

Indoor/Outdoor Hot Spots

Maps of Adelphi's indoor and outdoor wireless hot spots and more information about the wireless network are available at <http://infotech>.

adelphi.edu/resources/wireless.php. Students residing on campus may connect to the Internet through Adelphi's network. The first time you connect, you will be prompted to follow the Residential Networking Registration. Go to <http://infotech.adelphi.edu/services/reshall.php> for information.

eCampus

The Adelphi eCampus portal offers easy access to applications and services in one safe, secure location. Access C.L.A.S.S., Moodle, and Blackboard, read email, post to the message boards, and check the University calendar for the latest events. Log in to eCampus at <http://ecampus.adelphi.edu>.

For more information about OITR services, visit <http://infotech.adelphi.edu>

eCampus is organized by tabs, including My eCampus; Message Boards; Calendar; Libraries; Email; and Services. For more information about eCampus tabs and offerings, visit <http://ecampus.adelphi.edu/>, or contact Customer Services at (516) 877-3340.

Office of Disability Support Services

University Center 310

<http://students.adelphi.edu/sa/dss>

Students who have a documented disability may be eligible for cost-free reasonable accommodations, academic assistance, or academic adjustments. Students with disabilities who are in need of accommodations or assistance must contact the Office of Disability Support Services. Reasonable accommodations are determined individually by the Office according to documented need. Some of the more typical accommodations are: Extended time testing, distraction reduced test environment, readers for exams, note takers, books in alternative to print 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, the Consent for Release of Information form, and provide recent, valid disability documentation from a qualified professional. Guidelines for disability documentation are available at the Office of Disability Support Services or online at <http://students.adelphi.edu/sa/dss>.

The Office of Disability Support Services, located in the University Center, room 310, is open Monday through Thursday 8:30 a.m. to 7:00 p.m. and Friday 8:30 a.m. to 4:00 p.m. The coordinator may be reached at (516) 877-3145 or TTY (516) 877-3138.

Office of Student Financial Services

Levermore Hall, Lower Level

Email: financialservices@adelphi.edu.

The Office of Student Financial Services is committed to helping students find the resources to fund their studies. The staff is available by appointment or on a walk-in basis to discuss financial aid options. Office hours are Monday through Thursday, 8:30 a.m. to 7:00 p.m., and Friday, 9:00 a.m. to 4:30 p.m. To make an appointment to meet with a financial aid counselor for an in-depth consultation call (516) 877-3080. For additional information, visit our Web site <http://ecampus.adelphi.edu/sfs/graduate.php>.

University Learning Center

Earle Hall, Lower Level

Henrietta Pearlman, *Director*

Email: learningcenter@adelphi.edu

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

The Center's resources are available to undergraduate and graduate students enrolled at any Adelphi University campus, as well as alumni. The Center's peer tutors are students with both excellent communication skills and academic knowledge. All academic support programs commence during the first week of classes, so that students are able to receive assistance before they experience academic difficulty. The Center offers:

- Tutoring in academic courses
- Individual and small group tutoring, workshops to enhance reading, test taking and study skills
- Workshops for graduate exam preparation (GRE, GMAT, LSAT, and MCAT) on Saturdays
- Opportunities to practice speaking English for international students
- Review sessions for particular courses
- Computer lab and study rooms
- Recitations for chemistry and physics.

Students are encouraged to visit the Learning Center for supplemental instruction in specific subject areas, as well as for academic enrichment, particularly in communication strategies.

The Learning Center serves both students who are having academic difficulty as well as those who are doing well academically and want to develop their skills further, increase their knowledge, and raise their GPA.

Students may come to the Center as often as they want and seek assistance at any time during

the semester, as the need arises. Appointments are not necessary (although they can be made online at learningcenter@adelphi.edu); students simply 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. Schedule is on the Learning Center's Web site.

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. For more information visit the Center's Web site: <http://students.adelphi.edu/learningcenter> or call (516) 877-3200.

University Libraries

Charles W. Simpson, *Dean, University Libraries*
Email: simpson@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, and the Copy Center.

Special Collections and University Archives are located in New Hall, which is adjacent to Swirbul. Among the notable special collections are William Blake; William Cobbett; William Hone; Americana; Cuala Press; expatriate literature of the 1920s and 1930s; materials on the origin and development of the English novel; Spanish Civil War Papers; the Siegfried Muller Memorial Collection of Gerhart Hauptmann; and the Robert R. McMillan Collection of Political and Presidential Memorabilia. The Library is also a selective depository for official publications of the United States and New York State. Collections are maintained in the libraries at the Manhattan, Hauppauge, and Hudson Valley Centers in support of the academic programs offered at those sites.

The University Libraries

The libraries provide state-of-the-art information systems and services including Internet-based information resources, electronic full-text journals, and document delivery services. The Adelphi Library Catalog Online (ALICAT) provides electronic access to the libraries' holdings. Participation in the ConnectNY consortium of New York academic libraries provides direct borrowing of the 5 million books in the collections of member libraries. Members of the library faculty

are available to provide instruction in the use of the libraries and their resources.

Swirbul Library/Information Commons

Regular Schedule

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

Friday 8:00 a.m. – 8:00 p.m. +

Saturday 8:00 a.m. – 8:00 p.m. #

Sunday 10:00 a.m. – 12:00 midnight *

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

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

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

For information and hours, please call

(516) 877-3572.

The Writing Center

Earle Hall, Lower Level

Ann Wallace, *Director*

Email: wallace@adelphi.edu

The Writing Center helps students of all abilities learn to use writing more effectively within their programs. The staff of peer tutors works with students in the process of writing term

projects, theses, or other assignments. Students may make an appointment or simply drop in. Standing appointments and long-term arrangements can be made for those working on larger projects. The Writing Center also offers frequent workshops on a variety of topics and maintains a library of composition reference books and handouts.

The Writing Center on the Garden City campus, located on the lower level of Earle Hall, is open during the fall and spring semesters Monday through Thursday, 9:00 a.m. to 8:00 p.m., and Friday, 9:00 a.m. to 5:00 p.m. Summer session hours are Monday through Thursday, 9:00 a.m. to 5:00 p.m. In addition, the Writing Center provides evening and weekend tutoring at the Manhattan Center Library and at a drop-in desk at Swirbul Library. Students from the Hudson Valley and Hauppauge campuses may call the Writing Center to schedule telephone and online tutoring sessions during regular hours of operation. For more information, telephone (516) 877-3296 or visit the Center's Web site at <http://students.adelphi.edu/writingcenter>.



COCURRICULAR AND STUDENT LIFE

Cocurricular and Student Life

Student Affairs

University Center 108

Office of Dean of Student Affairs

<http://students.adelphi.edu/sa/dean/>

Adelphi is committed to the success of every student. To this end, the University offers a wide range of services, programs, and activities to enhance students' academic experience, sense of community, and overall well being. Cocurricular activities—social, artistic, scholarly, athletic—offered in comfortable facilities to complement academic life, are part of the spirit of learning that unifies course work at Adelphi and sustains a vibrant atmosphere on campus.

Students with suggestions for augmenting student life at Adelphi, or who have other issues or concerns are invited to see the dean of student affairs in University Center 108, or call (516) 877-3660.

Arts and Events

Students, faculty, and the wider 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, theater, and music—as well as a lecture series, art series, and ambassador series.

Various topics have been addressed by recent guest speakers on campus. 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 New York Yankees Manager Joe Torre.

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

Athletics and Recreation

Intercollegiate athletics have been an integral part of the Adelphi University educational experience since 1896. Today, Panther teams compete in 16 sports: men's soccer, golf, cross-country, basketball, baseball, tennis, and lacrosse; women's cross-country, soccer, volleyball, basketball, softball, lacrosse, and tennis; and co-ed swimming and track. The teams compete at the NCAA Division II level with the exception of men's soccer, which competes in Division I.

At one time or another all teams, and many individuals have been recognized for excellence both regionally and nationally. Baseball has reached the NCAA College World Series four times in the last six years; women's soccer has qualified for the NCAA Tournament six times in the last ten years and has competed in the Final Four nationally; the men's lacrosse team has won seven national titles ('79, '81, '93, '95, '98, '99 and '01) and was second in 1996 and 1997; the women's lacrosse team won the 2004 and 2006 NCAA Division II Championships; and the men's basketball team won the NCAA Northeast Regional Championship in 2001 and 2002, and finished in the 2004–2005 season as the top ranked team in Division II.

As a member of the 11-year-old New York Collegiate Athletic Conference, the athletic program won the coveted Commissioner's Cup six times since 1997, including four times in the last five years. This "Cup" is the culmination of the conference's year-long competition for conference championships. There is also a vigorous intramural program that attracts hundreds of students each season.

Opportunities for self-scheduled recreational activities include swimming, running, tennis, aerobics, and use of the Fitness Center. Intramural activities such as floor hockey, indoor soccer, softball, running competition, flag football, basketball, and volleyball are the basis for a large and ever changing program.

For information about recreation facilities, adult fitness, and other health and wellness programs visit <http://students.adelphi.edu/campusrec/recfacilities>.

Center for Student Involvement

University Center 110

<http://students.adelphi.edu/sa/csi/>

The Center for Student Leadership and Activities supports cocurricular education as a vital component of the college experience. The Center serves as a resource for more than 70 student organizations that include academic, social, community, and religious groups. The Center also formulates policies and procedures for planning events on campus. In addition, the University sponsors trips to New York City theaters and museums, and coordinates a variety of on campus social events through the Center.

The diverse population of Adelphi is represented by students from 36 states and 47 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.

International Student Services

University Center 108

Adelphi University has a strong commitment to international education and welcomes students from all over the world. The Office of International Student Services, which is located in the University Center, helps international students meet requirements for entry into the United States and maintain legal status while they pursue full-time study at the University. The Office provides advice regarding the requirements of the U.S. Citizenship and Immigration Service, Internal Revenue Service, Department of State, Social Security Administration, and a wide variety of concerns such as culture customs and educational systems.

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

The Office may be contacted at (516) 877-4990 or (516) 877-3661, or at <http://students.adelphi.edu/sa/iss>.

Interfaith Center

University Center 302

<http://students.adelphi.edu/sa/iss/>

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

Muslim, and Protestant faiths. Buddhist meditation is also offered.

The Interfaith Center fosters an ecumenical and interfaith presence on campus and introduces interested members of the University community to houses of worship in the area. On the third floor of the University Center they maintain the Interfaith Chapel, the Interfaith Library, and the Offices of the Catholic, Humanist, Jewish, Muslim, and Protestant Chaplains. For more information students may visit the Interfaith Center, call (516) 877-4944, or go to <http://students.adelphi.edu/sa/ifc>.

Commuter Student Affairs

University Center 110

<http://students.adelphi.edu/sa/csa/>

The Office of Commuter Student Affairs provides services and programs for students who commute to the University. The Office helps each commuter explore and take full advantage of the many University-sponsored cocurricular programs. Key services include off-campus housing, maps, lockers, umbrella loan program, public transportation schedules (bus, train, and taxi services), and AUTV information for campus events. Commuters have an opportunity to stay abreast services through the online commuter newsletter.

The Commuter Student Lounge provides computer access and a place to study, relax, meet with friends, or watch a favorite program on the flat screen TV.

Residential Life and Housing

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

The Ruth S. Harley University Center

The University Center or “UC” is known as “the center of it all.” Most major events taking place on campus happen here. Housed within the UC are the University Barnes and Noble bookstore, commuter student lounge, the campus cafeteria, art gallery, an ATM, several student organization offices, meeting space, the Interfaith Chapel, a lost and found, and a stamp machine. It is also a wireless access point. The newest addition to the UC is the Underground Café, a cozy coffee bar featuring Starbucks coffee. It is a great place for relaxing, studying, and meeting up with friends.



COLLEGE OF
ARTS AND SCIENCES

College of Arts and Sciences

Science Building 127

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

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

Philosophy of the College

Long before Adelphi was a University composed of many distinct schools, it was Adelphi College, founded in 1896 and distinguished by its progressive commitment to liberal undergraduate learning. Today the chief heir and champion of that commitment is the College of Arts and Sciences. The Graduate School of Arts and Sciences is a division of the College.

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

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

Knowledge of what others have accomplished is part of what makes a person educated, but

only part. What matters more is the transformation of the learner's mind: the development of those qualities of intellect and independence essential to practical success in the modern world and a full productive life.

The faculty of the College place a high priority on their students' intellectual development in and out of the classroom, and structure programs and opportunities to foster that growth. Learning at the graduate level will necessarily challenge a student to study and analyze original research or other creative work, develop first hand facility with creative or research methodologies, undertake collaborative work with peers and mentors, engage in serious internships, and hone communicative skills.

Aware of the expanding number of mature students seeking graduate study, the University schedules graduate programs to be as convenient for the part-time student as possible.

We invite you to explore the graduate study options available in the College of Arts and Sciences. Each department's programs provide excellent preparation for further study or careers in a particular field. Just as important, as William C. Wallace suggested, they contribute to a life worth living.

Graduate Programs of Study, 2008–2010

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

Physics

Physics/Optics Master of Arts

Physics “7–12”* Master of Arts

Social Studies

Social Studies “7–12”* Master of Arts

Spanish

Spanish “7–12”* Master of Arts

* See also *School of Education*.

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

Admission Requirements

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

Application for Admission

Applicants to graduate programs may enter in January and September, and also in summer session.

Requirements for Advanced Degrees

Curricular and Other Academic Requirements

Students are responsible for observing all requirements and regulations that pertain to the degree they are seeking. Students should, therefore, familiarize themselves thoroughly with the requirements and policies outlined in this *Bulletin*, as well as the supplemental requirements and policies of the departments in which they are studying. Any exceptions to these policies must be approved by the department and by the dean of the College of Arts and Sciences in writing and filed in the Graduate Office in Science 127. The student is advised not to

depend upon oral agreements if exceptions are to be made.

Credit for Graduate Study at Other Institutions

In no case will a master’s degree earned in the College of Arts and Sciences be awarded unless the student has satisfactorily completed a minimum of 24 credits of approved graduate study at Adelphi University; most degree programs require more than 24 credits earned at Adelphi. Once having been admitted to graduate study in the College and undertaken a program of study, students may take courses and transfer credits with a grade of A or B from another university only if authorized to do so by the department and the dean of the College prior to registering for graduate study in the other university. A maximum of 6 graduate credits taken in other approved graduate institutions may be applied toward meeting the requirements of the master’s degree. Any application of transfer credit toward an advanced graduate degree must have the express approval of the department concerned and the dean.

Candidacy for a Second Master’s Degree

Students who have been awarded a master’s degree in one field may be allowed to continue advanced study for another master’s degree, provided that it is in a separate, independent discipline. In so doing, they must apply and meet the admissions requirements of the chosen graduate program.

A maximum of 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— Master's Degrees

Candidates for the Master's Degree

Upon beginning study for the master's degree, students will be assigned an academic adviser. The adviser will approve the student's program of studies and advise with regard to degree requirements and academic policies and regulations.

In programs where a thesis is required students must be sponsored by a member of the graduate faculty of their department. The sponsor advises the candidate in the planning of the thesis research and the writing of the final report. Specific procedures for the review of thesis proposals vary with departments and should be clarified by the candidate with the sponsor in advance.

After having written the thesis, the candidate will be examined on the thesis. The examination committee will consist of the thesis sponsor and at least two additional members of the faculty, one of whom is preferably from outside the student's department. The sponsor arranges for the

examination with the approval of the departmental chair and reports the results.

The original copy of the thesis, certified on proper forms as approved in format and content, must be deposited in the Office of Graduate Studies, College of Arts and Sciences, in accordance with the deadlines established by the College. Upon deposit of the thesis, the candidate must arrange for its microfilming and publication.

For further instructions and information on the master's thesis or dissertation requirements, students should consult with the chair of their department.

Foreign Language Requirement

Although proficiency in a foreign language is not required for current Arts and Sciences degrees, reading proficiency in a language other than English is strongly recommended for those intending to pursue the Ph.D.

Foreign language examinations are held during the early part of November and April every year. The student must request a departmental chair to make arrangements with the foreign language department concerning examinations no later than October 1 or March 1. Examinations will consist of the translation into English of foreign language texts of journal articles in the student's major field. No special makeup examinations will be available for a failing candidate; however, candidates may repeat the examinations as regularly scheduled.

The foreign language proficiencies may also be met by presenting satisfactory scores on the graduate language examinations of the Educational Testing Service, Princeton, New Jersey.

Students wishing to enroll in any of the undergraduate courses in foreign languages offered by the University should consult the *Undergraduate Bulletin*.

Special examinations in computer language and programming must be arranged through the departmental chair with the director of the Computing Center.

Numbering of Courses

Hyphenated courses (e.g., CHE 631–632) are year-long courses. Credits earned for the first half of a year-long course may be applied toward fulfillment of degree requirements only upon satisfactory completion of the second half of the course.

Comma courses (e.g., BIO 611, 612) are courses that extend over two semesters. Degree credit will be granted, however, for satisfactory completion of only one semester's work in such courses.

Schedule

Most graduate courses are scheduled for late afternoon and evening hours in order to permit part-time (maximum of 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
P/F	(primarily for fieldwork, clinical practice, student teaching, and individual study)
P	Acceptable for credit toward degree requirements
F	Unacceptable: student subject to termination of degree candidacy and dismissal
IP	Denotes thesis or dissertation In Progress. Grades and credits determined on completion of course requirements.

The grade of C is substandard for graduate study. Credits earned with a grade of C will not normally be accepted as applicable toward fulfilling degree requirements and may serve as grounds for dismissal from candidacy. Exceptions may be made when, in the judgment of the faculty, the student's performance in certain other course work or areas of the program has been sufficiently outstanding to offset the

work of C quality. The student is held responsible for ascertaining and fulfilling the policy of the department with respect to the acceptability of credits earned with a final grade of C.

There is no grade of D in the College of Arts and Sciences graduate school.

The grade of P (passing or satisfactory) is used primarily for fieldwork, clinical practice, student teaching, or individual study. In such courses, use of the Pass/Fail option is at the discretion of the instructor. In other types of courses a Pass/Fail option can be employed only under exceptional circumstances. Permission must be granted by the course instructor, the student's major department, the department offering the course, and the dean.

A student earning a grade of F is subject to termination of degree candidacy and dismissal from further graduate study.

Students enrolled in thesis or dissertation research and selected other courses may receive a report of IP (In Progress) if they are making satisfactory progress. The grade of IP will carry through the term of its contract, after which it will become an I. The use of IP as a thesis or dissertation report (not for a class grade) is left to the discretion of the department. A final grade and credits will be assigned upon acceptance of the thesis or dissertation by the student's advisory committee or upon completion of requirements in the course for which the IP was originally reported.

Credit for Courses

If a student repeats a course, both grades will appear on the transcript and will be used in computing the GPA. Credits will be counted only one time toward graduation.

Independent Study

Permission for Independent Study forms are available from the Office of the Dean of the College. Students should consult with their academic adviser about the regulations governing independent study.

Waiver of Academic Regulations

Requests for waiver of any academic regulation must be made in writing to the Dean of the College. Waiver requests should fully explain the reasons for the petition and include all pertinent documentation. Waiver requests will be considered by the Dean's Office and the Academic Standards Committee of the College.

Art and Art History

Blodgett Hall 302

David Hornung, *Chair, Director Master's Program*

Email: hornung@adelphi.edu

Professors

Hugh Crean

Thomas McAnulty

Assistant Professors

Andrea Begel

Carson Fox

Jennifer Maloney

Kellyann Monaghan

Jean Sorabella

Associate Professors

David Hornung

Geoffrey Grogan

Director, Graphic Design Studios

Dale Flashner

The department of art and art history offers a program of study that leads to the Master of Arts degree in studio art. Each student designs a program of study in consultation with a faculty advisor. 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.

Portfolio Requirement

For admission as a degree candidate, an applicant must have earned a baccalaureate degree from an accredited four-year college and have developed a portfolio of artwork in a representative range of media. This work must have been done within the last two years.

A formal portfolio presentation is required of all students applying for admission to the Master of Arts program: 12–15 examples of recent artwork are required. Original artwork is preferred to reproductions. We urge prospective candidates to present the portfolio in person, as this provides the student with an opportunity to meet

some of the art faculty and to visit the studio facilities. Slide portfolios are also acceptable for those students from abroad or living at some distance from the University.

Course Requirements for the M.A. in Studio Art

Courses are three credits unless noted otherwise.

Required Courses

Required courses account for 15 of the 36 credits needed to graduate. The remaining 21 credits reflect the student's personal interests and are taken as electives.

ARH 563	Philosophy and Criticism of Art
ART 765	Color, Media, and Materials
Two Art History Electives	
ART 793	Major Creative Project

*Studio Electives

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

Advanced Studios

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

**The 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.

Biology

Science Building 103

Lawrence Hobbie, *Chair*

Email: hobbie1@adelphi.edu

George K. Russell, *Director of Graduate Studies*

Email: russell@adelphi.edu

Professors

A. Coolidge Churchill,
Emeritus

Deborah F. Cooperstein

Carol Diakow

James K. Dooley

Lawrence Hobbie

Gayle D. Insler

George K. Russell

Benjamin Weeks

Associate Professors

R. David Jones

Assistant Professors

Tandra Chakraborty

Jonna Coombs

Matthias Foellmer

Alan Schoenfeld

Andrea Ward

Master of Science in Biology

Preparation for the Health Professions, Teaching, and Scientific Research

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

At Adelphi, students gain a broad foundation in biology, practical experience, and the fundamental skills of scientific research. Laboratory courses emphasize contemporary scientific techniques and integrate technology into the learning experience.

Departmental laboratory facilities include modern equipment for molecular biology, cell and tissue culture, scanning and transmission electron microscopy.

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

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

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

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

Biotechnology Concentration

Biotechnology is a dynamic and growing field in which the discoveries of modern biology are applied to solve problems in medicine and agriculture. In Adelphi's biotechnology concentration, students receive a combination of scientific knowledge, basic business education, and practical training in an internship to prepare them for employment in universities, hospitals, and the biotechnology and pharmaceutical industries.

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.

The biotechnology program offers two tracks, a research thesis track and a scholarly paper track:

- Research Thesis track: 33 credits minimum, 36 credits recommended for biotechnology concentration
- 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.

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.

Biotechnology Required Courses

- BIO 645 Introduction to Biotechnology (3 credits)
- CHE 581 Laboratory Safety (1 credit)
- BIO 630 Experimental Design (3 credits)
- 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 & 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 the Premedical Adviser (email: shopsisc@adelphi.edu or telephone (516) 877-3140) or the Office of Pre-Professional Advising and Fellowships (email: eraia@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.

Requirements for the M.S. in Biology

A. Research Thesis Option (33 credits)

1. Two laboratory courses.
2. Elective credits:
Electives may be at the 500, 600, or 700 level. Only two courses may be chosen at the 500 level without specific approval following petition to the Director of Departmental Graduate Studies. With approval of the supervisory committee, up to 12 credits may be selected from graduate offerings in other departments.
3. An average of at least 3.0 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. BIO 798 and 799 (Thesis Research, based on laboratory or field studies).

B. Nonthesis Option (Scholarly Paper) (36 credits)

1–3 as above plus BIO 796 (Scholarly Paper, a literature review, and critique of a specific field of study in biology)

Note: Students must acquaint themselves with the current copy of the Biology "Guide for Graduate Students." Copies may be obtained in the Biology Department Office.

Biotechnology Concentration (33–36 credits)

Biotechnology is a dynamic and growing field in which the discoveries of modern biology are applied to solve problems in medicine and agriculture. In Adelphi's biotechnology concentration, students receive a combination of scientific knowledge, basic business education, and practical training in an internship to prepare them for employment in universities, hospitals, and the biotechnology and pharmaceutical industries.

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.

The biotechnology program offers two tracks, a research thesis track and a scholarly paper track:

- Research Thesis track: 33 credits minimum, 36 credits recommended for biotechnology concentration
- 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.

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.

Biotechnology Required Courses

- BIO 645 Introduction to Biotechnology (3 credits)
- CHE 581 Laboratory Safety (1 credit)
- BIO 630 Experimental Design (3 credits)
- 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 Physiological—Chemistry (4 credits)
 - BIO 506 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 & 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 permis-
sion 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.

Course Types

The following courses are lectures:

BIO 528 BIO/ENV 567

BIO 615 BIO 630

BIO 631 BIO 640

BIO 645 BIO 654

BIO 660 BIO 670

BIO 674

The following courses consist of lectures and
laboratory:

BIO 526 BIO 626

CHE 571 CHE 572

The following courses consist of lectures and
one laboratory each week:

BIO 504 BIO 526

Biology Web Address

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

*Please consult course offerings for descriptions of
these courses.*

Emergency Management

Blodgett Hall 102

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

Visiting Professor
K.C. Rondello

Adjunct Faculty
Nick Gaudiosi
Peter Reinhartz
Richard Rotanz

Certificate in Emergency Management (18 credits)

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

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

The Emergency Management program and its courses aim to provide the training to meet this need. Adelphi’s emphasis is on a program that combines professional school strength with a strong liberal arts component core from the College of Arts and Sciences uniting strengths at the University in environmental science, sociology, political science, social work, psychology, nursing, and business.

Program Requirements

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

Required Courses (12 credits)

Take the following four required 3-credit courses:

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

Electives (6 credits)

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

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

Select one professional course such as:

- EMG 550 Emergency Response Functional Roles for Disaster Management

Capstone Course (1 credit)

This optional capstone course, provided by the School of Nursing, is strongly recommended for health professionals:

- EMG 580 Disaster Management Capstone Course (1 credit)

Please consult the course offerings for descriptions of these courses.

English

Harvey Hall 201

Jennifer Fleischner, *Chair*

Email: fleischner@adelphi.edu

Professors

Jennifer Fleischner

Steven J. Rubin

Igor Webb

Susan Weisser

Assistant Professors

Martha Cooley

Anton Dudley

Jacqueline LaMon

Michael Matto

Christopher Mayo

Adam McKeown

Associate Professors

Judith Baumel

Kermit Frazier

Lahney Preston-Matto

The English Department offers the Master of Fine Arts (M.F.A.) program in creative writing, with advanced workshops in fiction, poetry, and playwriting, and courses in literature, language, and theory.

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.

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 Program in Creative Writing (37 credits)

Web address: www.adelphi.edu/mfacw

Creative Writing Faculty

Igor Webb, *Professor*

Judith Baumel, *Associate Professor*

Kermit Frazier, *Associate Professor*

Martha Cooley, *Assistant Professor*

Imraan Coovadia, *Associate Professor*

Anton Dudley, *Assistant Professor*

Jacqueline LaMon, *Assistant Professor*

Literature, Language, and Theory Faculty

Jennifer Fleischner, *Professor*

Susan Weisser, *Professor*

Kris Fresonke, *Associate Professor*

Michael Matto, *Assistant Professor*

Christopher Mayo, *Assistant Professor*

Adam McKeown, *Assistant Professor*

Lahney Preston-Matto, *Assistant Professor*

Peter West, *Assistant Professor*

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 through training in:

- Creative Writing
- Language and Literary Studies
- Research
- Teaching

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

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 writers and agents, students learn firsthand about the professional life of a writer. They will also learn the practical procedures of submitting a manuscript or applying for a grant.

Students will meet with their advisers to determine the appropriate plan of study.

Plan of Study (37 credits)

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 Playwriting Workshop

ENG 643 Creative Nonfiction Workshop

Thesis Colloquium (4 credits)

Required of all students:

ENG 799 Thesis Colloquium

ENG 790 Thesis Independent Study
(4 credits)

Professional Practicum (1 credit)

Required of all students:

ENG 791 Practicum Colloquium (one semester, 1 credit)

Please consult the course offerings for descriptions of these courses.

Environmental Science

Science Building 103

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

Anagnostis Agelarakis, *Director*

Email: agelarak@adelphi.edu

John Vetter, *Graduate Coordinator*

Email: vetter@adelphi.edu

Professors

Anagnostis Agelarakis, Anthropology

Henry F. Ahner, Physics

Regina Axelrod, Political Science

Anthony Cok, Environmental Studies

John Dooher, Physics

Laraine Fletcher, Anthropology

Martin H. Garrell, Physics

Gottipaty Rao, Physics

Benjamin Weeks, Biology

Associate Professors

David Gleicher, Economics

Katie Laatikainen, Political Science/
International Studies

David Machlis, Economics

Charles Shopsis, Chemistry

Mariano Torras, Economics

Assistant Professors

Beth Christensen, Environmental Studies

Matthias Foellmer, Biology

John Vetter, Anthropology

Andrea Ward, Biology

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.

Master of Science in Environmental Studies (36 credits)

Environmental studies is an interdisciplinary field of knowledge that encompasses aspects of scientific, political, social, and economic disciplines. A working knowledge of these fields is necessary for the analysis, remediation, and protection of a multitude of environmental problems on local, national, or global scales. The Environmental Studies program permits 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 three curricular options open to the student who wishes to pursue the Master's of Science degree in environmental studies. A student can elect a concentration in **environmental risk assessment** or in the **global environment**; or the student can elect a more integrative approach to the subject drawing on aspects of the two concentrations, **environmental education**.

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

- The physical, chemical, biological, and biochemical aspects of pollutant detection;
- The cultural, societal, epidemiological, public health, paleontological, and paleopathological effects of environmental perturbations; and
- The economic, governmental, and social interactions consequent to environmental concerns.

The Master of Science in environmental studies prepares students for further study or careers in many industrial, regulatory, political, economic, and educational agencies.

The program is composed of 36 credits of course work, incorporating classroom, labora-

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

Admission

The requirements for admission to the master's program are a bachelors degree in environmental studies or a related field, and demonstrated promise of successful achievement in the field. Work experience in related environmental fields will be considered with regard to the above requirements. Students are admitted as regularly matriculated students, or on a provisional basis as non-degree students. Graduate Record Examination scores are not required. Applicants should contact the program director.

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.*

I. Common Courses (9 credit minimum)

Courses are three credits unless noted otherwise.

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

ENV 500 Environmental Studies
Introductory Seminar

ENV/BIO 614 Ecological Systems (4 credits)

ENV/ECA 530 Environmental Economics

ENV/POL 560 International Environmental
Policy

II. Concentrations (21 credit minimum)

Courses are three credits unless noted otherwise.

The selected area of concentration encompasses the majority of the course work for the student. A total of 21–24 credits, including directed research, fieldwork, and electives, may be associated with the concentration. In following the global physical environment or the

Requirements for the M.S. in Environmental Science

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

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

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

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/EAS 501	Principles of Earth Science I
ENV/EAS 502	Principles of Earth Science II
ENV/CHE 570	Principles of Toxicology (4 credits)
ENV/EAS 654	Oceanography
ENV/EAS 671	Climatology
ENV/EAS 674	Hydrogeology
ENV/EAS 761	Marine Geology
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
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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

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 561	Human Ecology
ENV 631	Special Topics in the Global Human Environment

Offered as needed, topics include:

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

ENV 633	Workshops in the Global Human Environment
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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 531	Conservation, Preservation, and Regulation
ENV/ANT 566	Populations, Health, and Disease Ecology (4 credits)
ENV/ANT 640	Paleopathology and Paleodemography (4 credits)

ENV/BIO 567	Environmental Pollutants and Disease
ENV/BIO 625	Community Ecology and Evolution
ENV/POL 560	International Environmental Policy

**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.

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

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

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

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

- ECA 520 Macroeconomics

- BUS 551 Legal and Ethical Environment
- BUS 652 Government and Public Policy

III. Advanced Offerings

Courses are three credits unless noted otherwise.

ENV 700	Graduate Seminar
ENV 791	Internship
ENV 798	Guided Research
ENV 799	Thesis Research

Please consult the course offerings for descriptions of these courses.

Mathematics

Alumnae Hall 111

William Quirin, *Chair*

Email: quirin@adelphi.edu

Professors

Robert Emmett Bradley

David Lubell

Walter Meyer

William Quirin

Associate Professors

Stephen Bloch

Robert M. Siegfried

Assistant Professors

David Chays

Lee Stemkoski

Christopher Storm

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

The mathematics department contributes course work toward a Master of Arts “7–12” degree for those seeking a graduate degree and New York State certification for teaching on the secondary level. Students who successfully complete the program will graduate with a Master of Arts from the School of Education. For further information see the chair of the department and the program director of the Master of Arts degree in secondary education fields in the School of Education.

Please consult the course offerings for descriptions of these courses.

Music

Post Hall, Room 22

Christopher Lyndon-Gee, *Chair*

Email: lyndongee@adelphi.edu

University Professor

Paul Moravec

Associate Professor

Christopher Lyndon-Gee

Assistant Professor

Sidney Marquez Boquiren

Georgia Newlin

Choral Workshops

The graduate choral workshops expand the music department’s curriculum and further its goal of offering comprehensive instruction in the field of musical performance, education, and skills. Further, they serve as an educational liaison between Adelphi University and the Long Island artistic community.

Please consult the course offerings for descriptions of these workshops.

Physics

Blodgett Hall, Lower Level

Gottipaty Rao, *Chair*

Email: rao@adelphi.edu

Professors

Henry F. Ahner

John P. Doohar

Martin H. Garrell

Eugene Hecht

Gottipaty N. Rao

Assistant Professors

Sean Bentley

Research Coordinator

Andreas Karpf

Adjunct Professors

Maureen Karpf

Patricia Panatier

Physics is the study of energy and matter and their interactions. Historically, it has been characterized by the search for simple, unified explanations of phenomena. Its theories, supported by experimental research and expressed in precise, elegant mathematics, yield insight into the nature of the universe.

The physics department contributes course work to a Master of Arts “7–12” degree for those seeking a graduate degree for teaching on the secondary level. Students who successfully complete the program will graduate with a Master of Arts from the School of Education. For further information contact the chair of the department and the program director of the Master of Arts Degree in secondary education in the School of Education.

Combined Baccalaureate and Master’s Degree: Scholars Teachers Education Program (STEP)

The Department of Physics in collaboration with the Adelphi University Ammon School of Education offers the Scholars Teachers Education Program (STEP) in physics. STEP is

a unique, five-year, combined bachelor’s/master’s program for undergraduate students preparing to teach in the high schools. Students who successfully complete the program will graduate with a Master of Arts from the Ammon School of Education. 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 study, which takes them through their master’s degree in education. The students are strongly advised to consult the department for advisement and discussions.

Admission Requirements

- Freshmen: minimum 3.0 high school GPA; SAT of 1000 or higher
- Transfer students: minimum 2.75 GPA

M.S. in Physics with a Concentration in 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 non-linear 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 & 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.

The program with a concentration in optics will give the students a very good education in physics while being focused enough in practical areas of optics to greatly enhance their job skills and employment opportunities.

Please consult the course offerings for descriptions of these courses.



GORDON F. DERNER
INSTITUTE OF ADVANCED
PSYCHOLOGICAL STUDIES

Gordon F. Derner Institute of Advanced Psychological Studies

Hy Weinberg Center 220

Jean Lau Chin, *Dean*
Email: chin@adelphi.edu

Patrick Ross, *Associate Dean*
Lenore Heller, *Assistant Dean*
Jean Lau Chin, *Director of Doctoral Program in
Clinical Psychology*
Rosemary Flanagan, *Director of Master's
Program in School Psychology*
Francine Conway, *Chair of Undergraduate
Program*
Lenore Heller, *Director of Master's Programs in
General Psychology and Mental Health
Counseling*
Jonathan Jackson, *Director of Psychological
Services and Director of Clinical Training*
Mary Beth Cresci, *Director of Postdoctoral
Programs*

Professors

Robert Bornstein
Wilma S. Bucci
Jean Lau Chin
Rebecca C. Curtis
Jerold Gold
Lawrence Josephs
Morton Kissen
Karen Lombardi
Robert Mendelsohn
Joseph W. Newirth
Coleman Paul
Susan Petry
Louis Primavera
Patrick L. Ross
Janice M. Steil
Joel Weinberger

Associate Professors

Francine Conway
Mark Hilsenroth
Kate Szymanski

Assistant Professors

Laura DeRose
Rosemary Flanagan
Patrick Grehan
Veronica Orozco
Carolyn Springer

Clinical Faculty

Morris Eagle
Jonathan Jackson
Sharon Leon
Kirkland Vaughans

Professional Philosophy

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.

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.

Programs of Study

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

- I. General Psychology (Master of Arts)
- II. School Psychology (Master of Arts)
- III. Mental Health Counseling (Master of Arts)
- IV. Clinical Psychology (Doctor of Philosophy)
- V. Respecialization in Clinical Psychology (Certificate Program)
- VI. Postgraduate Diploma

- Psychotherapy and Psychoanalysis
- Child and Adolescent Psychotherapy
- Group Psychotherapy
- Postgraduate Program in Marriage and Couple Therapy
- Postgraduate Program in Psychodynamic School Psychology

Telephone Numbers

Clinical Psychology (Ph.D.): (516) 877-4804

Postdoctoral Clinical: (516) 877-4835

General Masters: (516) 877-4802

Master's in School Psychology: (516) 877-4743

Master's in Mental Health Counseling:
(516) 877-4802

Programs and Degrees

NOTE: Postdoctoral programs are now referred to as "postgraduate" programs in the Derner Institute.

The **Master of Arts in General Psychology** is a full- or part-time program, designed to serve three broad groups: (1) students who will apply their psychology skills to advance an already established career directions; (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 toward a concentration in industrial/organizational or forensic psychology. Courses for this program are offered at the Garden City campus and Hauppauge Education and Conference Center.

The **Master of Arts in Mental Health Counseling** is a 60-credit graduate training program designed to help students acquire knowledge regarding helping relationships, groups, lifestyle and career development, and research and evaluation. Students are educated to use this knowledge and the requisite clinical skills to become competent counselors. The program is designed for full-time study. The curriculum is designed to prepare students to be

effective entry-level counselors mental health counselors in a variety of settings including schools, community agencies, hospitals, business and industry, and clinics. It complies with the standards for state and national accrediting groups Council for Accreditation of Counseling and Related Educational Programs (CACREP). After fulfilling all requirements, students must work in the field under appropriate supervision for 3,000 hours before sitting for the New York State licensing exam in mental health counseling.

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

The **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: (1) foundations of psychology including biological and social bases of behavior, developmental psychology, history and systems of psychology; (2) didactic and experiential training in assessment, psychological testing, intervention, and relationship skills; (3) research methods and statistics; (4) professional ethics and diversity; and (5) supervision, consultation, and management. 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 completion. The clinical psychology program has been APA-accredited since

1957. Students who complete the program are eligible to apply for a New York State psychology license.

The **Respecialization Diploma Program** is also available to enable doctoral-level psychologists trained in other areas to make a career shift into clinical psychology. The respecialization diploma program serves to prepare psychologists through participation in academic work and intensive clinical training to develop skills to become practicing clinicians.

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.

Two clinics are available on campus to provide the field experiences for our students.

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 the Adelphi University community. 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.

Master's Degree Programs

Course Prefixes

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

Curriculum

Fall

MPS 656	Statistics
MPS 603	Psychopathology, Personality, and Diagnosis
MPS 609	Consciousness and Cognition
<i>OR</i>	
MPS 612	Contemporary Views of Psychoanalytic Theory

Elective

Spring

MPS 607	Developmental Psychology
MPS 606	Research Design

Elective

Elective

Summer

(10 weeks, three hours per week)

Elective

Elective

Elective

Elective

An optional winter intersession is sometimes offered.

Industrial/Organizational Concentration in Psychology

The Master of Arts in general psychology with a cluster of courses in industrial/organizational psychology prepares students for positions in business with a focus on human resource management (HRM). Courses include areas such as personnel selection, performance evaluation, management/employee relations, motivation, and organizational behavior and change. The concentration 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 be skilled, knowledgeable, and ethical professionals applying concepts of psychology and organizational behavior to business. This concentration is offered in conjunction with the School of Business.

Admission Requirements

Applicants must meet the following requirements:

- A minimum GPA of 3.0
- Prerequisite courses (or equivalents in):
 - Developmental Psychology
 - Research Methods
 - Psychopathology

Transfer Credits

Students who have taken master's level equivalent courses at another university may apply for written permission from the dean and program director to transfer up to a maximum of 6 credits. Transfers are considered only for those

courses in which the student received a minimum grade of B.

Graduation Requirements

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 course, the student must meet with the program director and will be placed on academic probation; the student may also be subject to dismissal.

Grades below B will not count toward graduation. Core courses with grades below B must be retaken. Elective courses may be repeated or another elective may be substituted.

Successful graduates of the Master of Arts in general psychology program who complete the concentration industrial/organizational psychology will earn an M.A. degree in psychology and a certificate in human resource management.

Plan of Study

Required sequence for full-time students:

Fall 1

MPS 656	Statistics
HRM 765	Developing World Class Human Resources
HRM 763	Executive Theory and Assessment
MPS 603	Psychopathology and Diagnosis
Total Credits:	12 Credits

Spring 1

MPS 631	Employment Assessment
MPS 606	Research Design
HRM 762	Human Resource Planning and Policy
HRM 766	Performance Appraisal and Compensation
Total Credits:	12 Credits

Summer 1

MPS 607	Developmental Psychology
MPS 609	Consciousness and Cognition
Elective	
MPS 625	Special Topics: Proseminar in Industrial/Organizational Psychology
Total Credits:	12 Credits

Electives:

MPS 625	Special Topics: Change Management
MPS 625	Special Topics: Executive Coaching
MPS 633	Negotiation, Motivation, and Conflict Resolution in Organizations

Consult department for additional electives.

Forensic Concentration

Adelphi's master's program in general psychology offers a concentration in forensic psychology which is designed to train students to provide psychological services in civil justice and mental health settings as well as correctional facilities. These services include, but are not limited to, evaluation of offenders and crime victims, and consultation to police and correctional facility personnel. Persons trained in forensic psychology at the master's level should be able to analyze, interpret, organize, apply, and transmit existing knowledge in the field of forensic psychology. Graduates may be employed as assistants to forensic psychologists. They may interview clients, develop behavioral profiles, and assist in child custody mediation. The program will NOT provide training in independent counseling, psychotherapy, or forensic examinations. The forensic psychology concentration consists of five core courses in addition to a sequence of five forensic courses and two electives:

Plan of Study

Fall

MPS 666	The Criminal Mind (<i>prerequisite for 669</i>)
MPS 667	Family Violence
MPS 626	Special Topics: Child Custody Evaluations
MPS 656	Statistics

Spring

MPS 669	Profiling the Homicidal Offender (<i>prerequisite 666</i>)
MPS 626	Special Topics: Forensic Assessment
MPS 606	Research Methods
Elective (consult department)	

Summer

MPS 603	Psychopathology
MPS 607	Developmental Psychology
MPS 609	Consciousness and Cognition

OR

MPS 612	Contemporary Views of Psychoanalytic Theory
Elective (consult department)	

The Master of Arts in School Psychology (72 credits)

The master's in school psychology is a 72-credit program that can be completed in three years of full-time study, or four years of part-time study, with some attendance during summer sessions. The majority of courses are in either assessment or school practice preparation. Classes are scheduled for late afternoon and evenings, which allows candidates to earn a masters degree while employed.

The program's core courses are in psychology and education, with 12 credits in assessment and a 30-credit core of school practice preparation, which includes the internship. In addition to the internship there are various field placements and practica within the 30-credit

core of school practice preparation. Field placements provide an opportunity for students to practice beginning skills in conjunction with a didactic course. Practica provide students with a more intensive opportunity to use integrated skills, such as providing comprehensive psychoeducational evaluations and school consultation. The school practice core culminates with a full-time internship in a public school, working under the supervision of a certified school psychologist.

Students are required to take the Praxis Exam (given by the Educational Testing Service), as their Comprehensive Exam. This will also permit students to become Nationally Certified School Psychologists (NCSP), which increases mobility when moving from one jurisdiction to another. Requirements for certification as a school psychologist differ across states; however, some states accept the NCSP credential as the basis for certification. Information about the Praxis Exam may be obtained at www.nasponline.org/certification/becoming_ncsp.html. Students are advised to retain their textbooks, such as *Best Practices in School Psychology*, and *School Psychology: Past, Present and Future*, among others, so as to have the materials necessary to prepare for the examination.

Individuals with an M.A. in school psychology will meet the requirements for provisional certification as a school psychologist in New York State. Employment may be obtained in public schools; currently there is a shortage of school psychologists. Other employment opportunities may exist in state-run agencies, such as the Office of Developmental Disabilities. The choice of employment is somewhat more limited than that for individuals with a doctoral-level degree. Students should note that the title psychologist is protected by law, and that this program does not provide one with the necessary credential to work in independent practice.

The Office for the Master's Program in School Psychology is housed in 212 B Blodgett Hall.

Program Overview

Courses are three credits unless noted otherwise.

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
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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

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 are outpatient psychotherapy practice; a weekly case conference is also required. All supervision is arranged so that the supervisor devotes two hours per week to supervisory activities per student. The respecialization program combines some of the placements to make it possible to have the clinical training at the University in a two-year period.

Research and scholarship are emphasized throughout the program, with special preparation for a scholarly presentation of a research project as a culminating academic/professional experience. This second-year project, consisting of a publishable research study performed under the guidance of a faculty mentor, is required of all students. Final outline for the dissertation is usually completed in the third or fourth year with completion of the dissertation within the fifth or sixth year.

The Ph.D. in Clinical Psychology

Courses are three credits unless noted otherwise.

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</i>)
PSI 640	Research Conference (<i>0 credits</i>)
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 (<i>1.5 credits</i>)
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 (<i>0 credits</i>)
PSI 712	Clinical Practice I: Psychodiagnostics
PSI 724	Techniques of Psychotherapy

Spring

Externship	
PSI 701	Psychotherapy Case Conference II (<i>0 credits</i>)
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

Respecialization Program

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
<i>Spring</i>	
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

Transfer Credits

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.

Grading

Students are required to earn grades of "B" or better in all courses in order to remain in the program. If a grade less than "B" is earned in any given course, the student must meet with the program director, and will be placed on academic probation. Grades of below "B" will not count toward graduation. If it is a core course, the course must be retaken. If it is an elective, another elective may be substituted.

Admission to the Master's Programs

Master's in Mental Health Counseling Program

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

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 Subject); and an Admissions interview.

Master's in General Psychology Program

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

Applicants are required to have a GPA of at least 3.0 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. Students are required to demonstrate competency in graduate-level writing. To prove proficiency, students may either attain the required score on a standard writing test (GRE or ACT) or earn a minimum grade of "B" in a graduate-level writing course.

Master's in School Psychology Program

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

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

Applicants are required to have 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?

Admission to the Doctoral Program

The application deadline for fall admission to the doctoral program is January 15.

Applicants to the doctoral programs are required to have completed undergraduate courses in: general psychology, experimental psychology, statistics, developmental psychology, and abnormal psychology. Applicants are required to submit Graduate Record Examination (GRE) results (including the General Exam and the Psychology Exam). The Miller Analogies Test is not required. The Ph.D. program does not have minimum required scores, although most candidates have GRE scores considerably above 500 and have GPAs well above 3.0. Top applicants for the clinical psychology program are interviewed in required group interviews.

Admission to Respecialization and Postgraduate Programs

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

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

Questions regarding individual programs may be directed to the appropriate program director: for the master's programs in general psychology and mental health counseling contact Lenore Heller at 877-4802 or 877-4829; for the master's program in school psychology contact 877-4743; for the doctoral program contact Yvette Jones at 877-4800; and for Post-Doctoral programs contact Marge Burgard at 877-4835.

Please see Chapter X "Admissions" for application procedures.

Doctoral Degree Requirements

Ph.D.: Four years full-time on campus, including an externship, plus one year full-time internship for clinical psychology. Second-year research project required. Dissertation required, written comprehensive not required, oral comprehensive not required, oral disserta-

tion defense required. Six years average time to completion of program.

Respecialization Diploma in Clinical Psychology

Doctorate in psychology other than clinical psychology required, dissertation not required, two years in clinical courses and clerkships plus one year internship required. Three years average time to completion of program. Doctorate or Master's and state license in an area of mental health required.

Postgraduate Diploma in Psychotherapy and Psychoanalysis

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

Postgraduate Diploma in Child and Adolescent Psychotherapy

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

Postgraduate Diploma in Group Psychotherapy

Doctorate and state license in an area of mental health; two years part-time including personal group therapy, supervision courses,

seminars, supervised evaluation required. Three years average time to completion of the program.

Independent Study

The purpose of independent study is to allow the student to pursue academic interests which 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. No student may take more than 12 credits of independent study toward their undergraduate degree, or 6 credits toward their graduate degree.

Minority Considerations

Special care is taken to recruit and to help provide financial assistance for qualified minority students. A Derner Institute–supported minority student organization participates in recruitment of faculty and students, selection of students, planning of special programs, and minority student orientation and advisement.

Financial Aid

Funding for students in the Gordon F. Derner Institute of Advanced Psychological Studies is available in several forms: loans; on- and off-campus employment; teaching, research, and clinical assistantships; and paid field placements.

Loans

Government loans are available through the University. Financial need must be demonstrated. Apply for state and federally funded low-interest loans through the Office of Financial Aid, Levermore Hall.

Graduate Assistantships

For clinical 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 com-

mon graduate assistantship is for \$5,000, which requires five hours of work per week.

The Institute's practice is to award financial aid on the basis of merit, financial need, and possession of relevant skills. Given that, it should be emphasized that the Derner Institute has a commitment to recruit and train minority students. As part of that recruitment, incoming minority students are particularly likely to be awarded graduate assistantships.

Every student applying must complete the Financial Aid Form and submit a copy to the Chair of the Financial Aid Committee. In addition, students must submit the Derner Institute Application for Financial Aid Form, a copy of their most recent federal income tax return as stipulated on the FAF form, and, if according to information supplied on the FAF, the student is classified as dependent, a copy of the parents' federal income tax return. The original FAF and the income tax return(s) should be submitted to Office of Student Financial Services at Adelphi.

Scholarships and Fellowships

A limited amount of scholarship money is available to New York State residents through the Tuition Assistance Program (TAP). Forms are available in the Office of Financial Aid, Levermore Hall. All students should investigate the possibility of obtaining these funds.

Further information regarding foundations, fellowships, and grants may be obtained by writing:

The Foundation Center
888 Seventh Avenue
New York, NY 10019

The APA monograph, *Graduate Study in Psychology*, has additional suggestions regarding financial aid. This monograph is available in the IAPS office or in the Swirbul Library. Additional sources of funding may be identified through www.fastweb.com.

Deferred Payment of Tuition

Tuition can be paid in installments by arranging in advance with the Bursar's Office, Levermore Hall, and paying an additional fee. No student can graduate until all outstanding debts to the University are paid.

Part-Time Employment

Some jobs, mostly outside the field, are available through the Student Placement Office, Levermore Hall. Any job related to psychology must be approved by the dean, in regard to legality, professional ethics, and necessary supervision.

Howard Davis Memorial Fund

A limited amount of money is available for emergency, short-term loans. Specific terms are arranged with the Dean, to whom applications should be directed.

Leave of Absence Guidelines

The continuity of training and education is an important aspect of the program; the faculty generally will not permit extension of leaves of absence beyond a single year. Under special circumstances, a student may petition for an extension of a leave for an additional year; such a petition must be presented no later than the preceding spring. The petition must present a compelling reason for such an extension, and should also include provision for approved professional activities during the leave period. The decision will be based on the specifics of the case, including the student's previous performance in the program, and the professional use that will be made of the leave period. If leave is not granted, the student will be expected to return to full-time status; or will have to reapply and be considered as a new student.

VI



SCHOOL OF
BUSINESS

School of Business

Hagedorn Hall 121

Anthony F. Libertella, *Dean*
Email: Libertel@adelphi.edu

Rakesh Gupta, *Associate Dean*
Brian Rothschild, *Assistant Dean*

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
MaryAnne Hyland
David Machlis
Ganesh Pandit
Jayen Patel
Dennis Payette
Sebastian Sora
R. Bruce Swensen
Mariano Torras
Winston Waters
Simon Yang

Assistant Professors

Pamela Buckle
Rakesh Gupta
James Hazy
Harvey J. Heinowitz
Graham K. Henning
Alan Kreitzman
Sviatoslav Moskalev
Seung-Chan Park
David Prottas
Shibin Sheng
Joyce Silberstang
Gita Surie
Monica Yang
Wen Yin
Jiang Zhang

*The School of Business is accredited by
AACSB International—The Association to
Advance Collegiate Schools of Business.*

Professional Philosophy

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.

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 for-profit enterprises, but also in government, medicine, 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.

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 advisement, and access to faculty.

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.

Programs of Study

Degrees

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

Degree in Management

Specializations:

- (1) Accounting
- (2) Corporate Finance and Investments
- (3) Health Services Administration
- (4) Human Resources/Management
- (5) Marketing
- (6) M.I.S.: Management Information Systems

Joint Degree Programs

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

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

Advanced Post-Master's Certificate

Human Resource Management

Master's Programs

The M.B.A. 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 func-

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

Advanced Core Courses

This component of courses examines 21st century management issues on a macro and global level, and is designed to enrich the student's professional and learning experience.

These courses provide every student with the knowledge to compete in a global marketplace, as well as to manage and grow a global enterprise.

Specialization and Electives

Depending upon interests and career objectives, students can make the focus of their M.B.A. program as broad or as narrow as they wish. Those seeking a broader course of study can select from advanced elective courses that span the entire spectrum of the business curricula. Specialization is available to those whose interests lie in one of the more traditional management spheres. These are outlined in greater detail on the following pages. Students opting for a specialization choose their electives from a prescribed list of courses relating to that specific discipline.

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

The M.B.A. program is designed to serve middle-level professionals and others seeking advancement in management careers. To be able to perform with distinction in our global environment, today's managers must be intellectually well-rounded and have the capacity to understand and appreciate the impact of their decisions on society, and the role that society plays in forming their decisions. They must know how to communicate effectively and must possess a

thorough understanding of the legal, environmental, technological, and social issues that affect an organization's operations. The program's required foundation, core, and advanced core components integrate contemporary management issues and business fundamentals, thereby enabling students to acquire such knowledge and competencies. Students have the option of specializing in one of the traditional areas of management or pursuing a more general approach by spreading their advanced elective course of study over several functional areas.

The Master of Business Administration (M.B.A.) degree consists of a maximum of 66 credits and a minimum of 33 credits. This flexibility is intended to accommodate students with varied academic backgrounds, including those who have already earned an advanced degree and are now seeking to earn a graduate business degree. The M.B.A. curriculum meets state, regional, and national accreditation standards.

Courses are three credits unless noted otherwise.

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
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M.B.A.—Areas of Specialization or Electives

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

Accounting

This specialization is for students who have completed at least 24 undergraduate credits in accounting. For course selection, please consult with Assistant Dean Brian Rothschild 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
HHM 771	Hospital and Healthcare Policy and Management
HHM 772	Organizations of Systems for the Delivery of Healthcare
HHM 773	Health Resources and Manpower Management
HHM 774	Legal Aspects of Healthcare
HHM 776	Hospital and Healthcare Finance

Finance

FIN 510	Securities Markets
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

For course selection, please consult with Assistant Dean Brian Rothschild at (516) 877-4670.

HHM 770	Quality Management and Regulation in Healthcare
HHM 775	Experiential Approach to Operations
HHM 778	Health Services Administration Internship

Human Resources Management

BUS 650	Conflict Management
BUS 651	Future Trends in Management
BUS 653	Business Ethics
BUS 662	Entrepreneurship/ Intrapreneurship*
HRM 660	Industrial Relations
HRM 762	Human Resource Planning and Policy
HRM 763	The Executive Personality: Theory and Assessment
HRM 765	Developing World Class Human Resources*

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

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

M.I.S.: 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

GOAL M.B.A. Program Graduate Opportunity for Accelerated Learning (42 credits)

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

The GOAL (Graduate Opportunity for Accelerated Learning) M.B.A. program offers busy managers a fast-track format in which to obtain their M.B.A. in 17 months. The program provides a balanced, diverse and global orientation to business education. It emphasizes leadership, team building, analysis and problem solving. The GOAL M.B.A. plan requires 14 courses (42 credits) taken two courses per term over seven terms (8 weeks each). A cohort format is used for the entire program. Courses are held on Saturdays

only, 8:00 a.m. to 5:00 p.m., on the Garden City campus. The first two Saturdays of the program are orientation modules covering: environmental/organizational factors, economics, accounting, quantitative methods, and computer applications.

The Program

Term 1:

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

Term 2:

OPR 670	Statistical Methods
BUS 689	Persuasive 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 assistant dean of the School of Business, Brian Rothschild at (516) 877-4670.

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

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

Program Plan*

Management Requirements (39 credits)

ACC 500	Financial Accounting
ECA 520	Macroeconomics
ECA 521	Microeconomics
MGT 561	Management Theory and Organizational Behavior
OPR 573	Management Information Systems

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

MKT 580	Marketing Management
ACC 600	Accounting for Managerial Analysis
FIN 630	Corporate Finance
OPR 678	Best Practices, Operations, and TQM
FIN 734	Building Shareholder Value Through Competitive Analysis
HRM 765	Developing World Class Human Resources
HHM 772	Organizational Systems Delivery of Health Care
HHM 776	Hospital Healthcare Finance

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 can apply to the M.S. and M.B.A. programs concurrently. One application and one set of transcripts, references, and other supporting documents should be sent to the Office of University Graduate Admissions. Students may exit the program after completion of the requisite

45 credits for the M.S. in nursing. Students who are currently enrolled in the M.S. program in nursing administration and who wish to enroll in the joint degree program must apply directly to the School of Business prior to enrolling in NUR 770. An additional 27 credits will be required for the M.B.A.

Admission Requirements

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

Post-Master's Certificate Program in Human Resource Management (15 credits)

American business and industry are becoming increasingly aware of the degree to which an organization's success depends on the productive

well-being of its human resources. Accordingly, the business world has been increasing its attention to the personnel function and to the field of Human Resource Management.

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

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

Human Resource Certificate Courses (15 credits)

Required courses:

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

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

- Two letters of recommendation written by persons (academic or professional) who are knowledgeable about the applicant's qualifications for graduate work.

Note: *Full matriculation status will only be granted upon satisfactory fulfillment of all the admissions requirements for degree and certificate programs.*

To ensure that your application is considered for the term you wish to enter as a fully accepted student, it is suggested that your application and supporting credentials be received by the following dates: fall semester—August 15; spring semester—December 15.

Additional Requirements for International Students

In addition to the University and School of Business admissions requirements (admissions application with fee, bachelor's degree or equivalent, official transcripts, essay, and GMAT test score results), international students must submit the following credentials:

- Certified English translations of all prior academic records of studies that have been conducted in non-English speaking countries. Credentials must be certified and include all studies completed to date; grades or examination results; degrees, diplomas, or certificates earned; and length of the school year.
- Total of 550 or better on the paper-based Test of English as a Foreign Language Exam (TOEFL), or 213 or better on the computer-based TOEFL, or completion of Adelphi's Language Institute for English (L.I.F.E.) program level XII, unless there is a demonstrated competence while attending an American institution. (Information concerning the TOEFL exam is available from Educational Testing Service, Princeton, New Jersey 08540.)
- Declaration and certificate of finances. Applicants must file a financial affidavit

before an I-20 form can be issued.

Application deadlines for international students are: fall semester—May 1; spring semester—November 1; Summer Sessions—March 1.

Admission with Advanced Degree

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

Credits taken to fulfill the requirements of a previous degree cannot be used toward fulfillment of the requirements for another degree. The School of Business no longer offers an M.S. in finance degree.

Other Applicants

Students Registered in Other Degree Programs at Adelphi: Graduate students officially registered in other divisions of the University may register for course work within the School of Business only if written permission from the appropriate dean, adviser, or chair is presented at the time of registration. The written permission must indicate that the course work taken within the School of Business will count toward degree requirements in the cognate program. Students registering on a continuing basis under the classification will be considered as visiting students within the School of Business.

Visiting Students: Graduate students officially registered in a business degree program at another accredited university may register for course work within the School of Business if written permission from their appropriate dean, chair, or program director is presented at registration.

Additional Information

Convenient Times and Places to Study

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

Academic Advising

Faculty advisers and mentors are available for academic counseling through all our business programs. Students may meet with advisers from the time of first inquiry through graduation. Considering the individual's interests, desired area of specialization, and time constraints, the student and adviser together formulate a plan of study matching educational needs with the individual's career and professional goals.

Advisers/mentors schedule office hours at times convenient for their advisees. Extra hours of service are also added during each registration period.

Career Counseling

The University's Center for Career Development offers help with career decisions, taking into account both the students' interests and education and their desired salary and career path. Whether you are a young graduate student, an experienced professional seeking a career change, or someone returning to the work force, counselors will take the time to assess your interests and skills and help you make the right decision. Annual reports, recruiting brochures, and employment guides are available as hand-outs or on a lending basis.

The Career Center also holds special receptions for employers and students, as well as career seminars on résumé writing and interviewing. These events are only part of an overall career strategy that the Center can put together for you.

Internships

Internships are available to qualified students. Students are placed in part-time positions corresponding to their field of study and earn academic credit by completing an independent study project with a faculty adviser.

Academic Services

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

Lectures and Experts

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

Professional Societies for Graduate Students

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

Scholastic Requirements

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

Grading System

Each candidate for a master's degree must complete all graduate course requirements with a minimum GPA of 3.0 on a scale of 4.0. A minimum of 3.0 is required for graduation.

A student who fails to maintain a 3.0 cumulative grade point is placed on academic probation and is subject to possible dismissal.

If the student has not withdrawn from a course, or has not completed the course requirements and made no arrangements with the instructor for an Incomplete, the instructor must issue a grade from A to F.

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

Waiver and Substitution Policy

Depending upon the student's previous academic background, waivers or substitutions for certain courses may be granted, reducing the total number of overall credits needed to complete a degree program. The Office of the Dean and chairpersons will advise as to whether the student qualifies for any course waivers or substitutions upon acceptance into a degree program. Waivers can only be petitioned for and granted during the first semester as a matriculated student in the School of Business.

Proficiency Examinations

Students who do not meet the criteria to be considered for course waivers and substitutions may be granted permission to take a proficiency examination in *prerequisite* course requirements.

Transfer Credit Policy

A maximum of 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; and
- Comparable in content to courses offered by the School of Business.

Minimum Course Requirements at Adelphi

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

Graduation with Distinction

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

Waiver of Academic Regulations

A student in the School of Business may request the waiver of an academic regulation by petitioning the Academic Standards Committee of the School of Business. Petitions should be addressed to the committee and filed with the Office of the Dean of the School of Business. Students are requested to discuss the matter with a member of the dean's staff prior to submitting their petitions.



RUTH S. AMMON
SCHOOL OF EDUCATION

Ruth S. Ammon School of Education

Harvey Hall 130

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

Perry Greene, *Associate Dean*
Patrice Armstrong-Leach, *Assistant Dean*

Professors

Judith Cohen
Ronald S. Feingold
Robert Goldfarb
Florence L. Myers
Robert Otto
Michael O'Loughlin
Lawrence J. Raphael
C. Roger Rees
Devin Thornburg
Stephen Virgilio

Associate Professors

Srilata Battacharyya
Lucia Buttarò
Elizabeth DeFreitas
Sarah Doolittle
Perry Greene
Crystal E. Kaiser
Esther Kogan
Ellen Kowalski
Susan Lederer
Robert Linné
Patricia A. Marcellino
Carl Mirra
Anne Mungai
William J. Niles
Evelyn O'Connor
H. Robert Perez
Fran Redstone
Stephen S. Rubin
Elaine S. Sands
Janet R. Schoepflin
Yula Serpanos
Stanley Snegroff
Lori B. Wolf
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Assistant Professors

Cindy Arroyo
Angela Beale-Tawfeeq
Leigh D. Benin
Lyudmila A. Bryzzheva
Diane Caracciolo
Alan R. Cohen
Jenine DeMarzo
Anne Gibbone
Darryl Gordon
Jean Harris
Tracy Hogan
Greg Letter
Lillian Muofhe
Miriam Pepper-Sanello
Paul Rukavina
Tamara Sewell
Diana Schwinge
Mikyung Sim
Shilpi Sinha
Dante Tawfeeq
Rita Verma
Laraine Wallowitz

Clinical Faculty

Daniel Bedard
Diane Feige
Anita Frey

Visiting Faculty

Anne Gibbone
Elite Ben-yosef

Senior Adjunct Faculty

Gary Goldenback
Michael Wagner

Adjunct Clinical Faculty

Felix Berman
Leslie Edelman
Jean Geyer
Deanna Glassman
Clara Goldberg
Terry Grace
Carol Lynn Kearney
Mary Lambert
Cynthia Proscia

Professional Philosophy

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

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**—we believe teachers must be scholars who value and engage in life-long learning.
- **Reflective Practice**—we understand the learning process as a fluid, complex,

and dialogical process. Our educational philosophy then, stresses the value of learning through meaningful activity and reflection within a community of scholars/educators.

- **Social Justice**—we recognize learning as a sociocultural dynamic and therefore seek to frame our learning and service within the cultural, historical, and material contexts of the diverse populations of the New York metropolitan area. Educators must be aware of the ways schools may reproduce hierarchies based on race, class, gender, and sexuality. Awareness should lead to action as teachers embrace their roles as student advocates and active community members.
- **Inclusive Community**—our conception of learning as a sociocultural dynamic leads us to a philosophy that embraces community and collaboration. Democratic, collaborative learning communities that welcome diversity and honor the voices of all hold the most promise for individual as well as organizational progress.
- **Wellness**—our conception of learning is holistic. That is, we believe values and personal growth in the physical, mental, social, emotional, and spiritual domains should be nurtured as well as skills and knowledge.
- **Creativity and the Arts**—in line with our emphasis on holistic education is our belief in the value of creative expression and artistic exploration to personal and professional growth. Creativity and vision are inherent in our conception of the good teacher. The creative process allows us to reflect on our world as well as envision ways of making it more humane, just, and beautiful. (For more about these core values, please visit our website at: <http://education.adelphi.edu/about/philosophy.php>)

To ensure that each candidate is developing the knowledge, skills, and dispositions required in their chosen field 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 of state teacher certification examinations, course evaluations, feedback from employers) to help us reflect on the effectiveness of our curriculum.
- We also monitor all of 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 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.

I. Department of Communication Sciences and Disorders

Master of Science in Communication Disorders
 Specialization in Speech/Language Pathology
 Doctor of Arts in Communication Disorders
 Doctor of Audiology

II. Department of Curriculum and Instruction

Programs in Early Childhood, Childhood, and Adolescence Education

Master of Arts in Early Childhood Education (*precertification, in-service, and advance certificate*)
 Master of Arts in Childhood Education (*precertification*)
 Master of Arts for Elementary Teachers, PreK–6 (*in-service*)
 Master of Arts in Adolescence Education (Chemistry, Earth Science, Biology, Physics, English, Mathematics, Social Studies)

Program in Art Education

Master of Arts in Art Education

Programs in Bilingual Education and ESL

- Bilingual Education Extensions to Childhood, Adolescence, Special Education, Early Childhood Special Education, Literacy and Teachers of Students with Speech and Language Disabilities (TSSLD)
- Advanced Certificate in Literacy
- Advanced Certificate in Childhood Special Education
- Master of Arts in TESOL (non-certification track)
- Master of Arts in TESOL (certification track)

Advanced Certificate in TESOL

Programs in Educational Leadership and Technology

Master of Arts in Educational Leadership and Technology
 Certificate in Educational Leadership and Technology
 Advanced Certificate in Educational Leadership and Technology

Programs in Literacy

Master of Science in Literacy

Programs in Special Education

Master of Science in Childhood Special Education (*in-service*)
 Master of Arts in Childhood Special Education Studies (*does not lead to certification*)
 Master of Science in Childhood Special Education in Inclusive Settings (*New York State dual certification*)
 Master of Science in Early Childhood Special Education (*in-service, precertification, and advanced certificate*)
 Advanced Certificate in Early Childhood Special Education

III. Department of Health Studies, Physical Education and Human Performance Science

Programs in Health Studies

Master of Arts in Health Education
 Master of Arts in Community Health Education
 Advanced Certificate in Community Health Education

Programs in Physical Education and Human Performance Science

Master of Arts in Exercise Science
 Master of Arts in Physical Education
 Specializations:
 Adapted Physical Education
 Exercise Physiology
 Sports Management
 Master of Arts in Sports Management

Department of Communication Sciences and Disorders

Hy Weinberg Center

Susan H. Lederer, *Chair*
Email: lederer@adelphi.edu

The department of communication sciences and disorders offers the Master of Science (M.S.) and Doctor of Arts (D.A.) in speech-language pathology, and the Doctor of Audiology (Au.D) degree programs. The 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 provides students with the academic education and clinical experiences required for New York State licensure and the Certificate of Clinical Competence (CCC) issued by the American Speech-Language-Hearing Association (ASHA). Additional course work and clinical practicum experiences required for New York State certification as a Teacher of Students with Speech and Language Disabilities (TSSLD) and the Bilingual extension to the TSSLD are provided.

Our graduates are employed in a variety of settings, including hospitals, rehabilitation centers, clinics, schools, universities, and private practice.

The department offers one of the few professional doctorates in communication disorders in the country. The Doctor of Arts program is designed to prepare professionals to assume leadership roles in the discipline as clinical administrators and supervisors, university teachers, and clinical researchers.

Hy Weinberg Center for Communication Disorders

Bonnie Soman, *Director*

Supervised clinical experiences and research are conducted at Adelphi University's Hy Weinberg Center for Communication Disorders. The Center serves children and adults who have a variety of communication problems. Students participate in a wide range of clinical activities, including diagnostic evaluations and both individual and group therapeutic intervention.

Housed at the Hy Weinberg Center for Communication Disorders are clinical and research laboratories containing instrumentation systems for the study of normal and disordered speech and hearing. These laboratories enhance the quality of research, clinical education, and services provided at the Center. Student clinical education emphasizes the application of current theoretical principles to the organization and administration of clinical procedures.

Master's Degree Programs in Communication Sciences and Disorders—Speech-Language Pathology

The Master of Science program in communication disorders 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, language, and hearing.

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 credits and can be full-time or part-time study. In addition to the program at the main campus in Garden City, the Master's program in speech-language pathology is also offered at two additional locations: Adelphi University's Manhattan Center and at St. Joseph's College in Patchogue. The academic courses at the Garden City Campus are held on a traditional 15-week semester. The academic courses at the Manhattan Center and St. Joseph's College campus are held on Sundays in 8-week cycles. All students must take academic course work at the program site (i.e., Garden City, Manhattan Center, or at St. Joseph's College) to which they were admitted. Exceptions are granted only 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 facilities. 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. Applications for this examination must be approved by the student's academic adviser 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 admitted provisionally to the M.S. degree program in Communication Disorders who have not received undergraduate training in communication disorders are required first to complete a minimum of 18 credits in undergraduate prerequisite courses or their equivalent (see below), as approved by the department. 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 these 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.*

**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
<i>OR</i>	
SPH 602	Speech and Language Development
SPE 350	Survey of Developmental Language Disorders
<i>OR</i>	
SPE 351	Survey of Speech Disorders
<i>OR</i>	
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-) 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, 666, and 668.
5. The following clinical practicum courses are graded on a Pass/Fail basis: SPH 661, 662, 663, 664, 665, and 669.

The M.S. in Communication Disorders: Concentration in Speech-Language Pathology (56 credits)

Robert Goldfarb, *Graduate Program Director*

Off-Campus Locations

Adelphi Manhattan Center, *Robert Goldfarb, Coordinator*
 St. Joseph's College, Patchogue, *Florence L. Myers, Coordinator*

Required Courses

Courses are three credits unless noted otherwise.

SPH 600	Speech and Hearing Science
SPH 603	Language Disorders in Children I
SPH 605	Advanced Aural Rehabilitation
SPH 606	Advanced Clinical Audiology I
SPH 610	Speech Disorders in Children
SPH 611	Motor Speech Disorders
SPH 613	Advanced 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 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	[description tk?]

**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 (<i>1 credit</i>)

In addition, students are required to take:

SPH 561	Speech-Language Pathology in a School Setting
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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.
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OR

SPH 675	Clinical Practicum in a Bilingual School Setting
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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:

EBE 600	Foundations of Bilingual Education
EBE 601	TESOL I
EBE 610	Methods and Materials in Bilingual Education
EBE 721	Theories of Second Language Acquisition

The clinical requirement can be met by taking SPH 675: Clinical Practice in a Bilingual School Setting (in place of SPH 674 in the TSSLD program) or with one year full-time work experience with bilingual children, as per New York State guidelines.

The Doctor of Communication Disorders (D.A.)

Lawrence J. Raphael, *Coordinator*

In 1986, Adelphi University instituted the first Doctor of Arts program in communication disorders in the nation. Designed to meet the needs of those who wish to prepare for specialized positions in speech-language pathology, this professional doctorate has set a distinctive trend in graduate education. 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 for continuity of training and education, securing 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 post-master'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 a 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 retake it once. Students who complete the qualifying examination successfully will be advanced to candidacy for the degree.

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.

Required Courses

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
<i>OR</i>	
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

Janet R. Schoepflin, 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 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 for the program is based on the highest prevailing rate among the three universities.

Admissions

Admission is determined by the Audiology Faculty Council, which is composed of faculty and staff from each participating university. Each applicant is required to submit 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
- Introduction to Speech-Language Pathology
- 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
- 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 II and III of the program.

During the first three levels of the program, students take academic and clinical courses. During the fourth year of the program, students complete a full-time clinical externship (AUD 570) and finish the required clinical research project.

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 80 post-baccalaureate semester credit-hours of academic course work and 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.

Course Requirements (Levels 1 and 2)

Courses are three credits unless noted otherwise.

Students assigned to Adelphi as the home institution take the following required courses in levels one and two.

SPH 600	Speech and Hearing Science
SPH 601	Amplification Systems I
SPH 603	Language Disorders of Children I
SPH 604	Language Development of the Deaf/Hearing Impaired
SPH 605	Advanced Aural Rehabilitation
SPH 606	Advanced Audiology I
SPH 607	Advanced Audiology II
SPH 609	Psychoacoustics and Instrumentation (<i>4 credits</i>)
SPH 640	Differential Diagnosis of Auditory Disorders I (<i>4 credits</i>)
SPH 641	Differential Diagnosis of Auditory Disorders
SPH 642	Amplification Systems II (<i>4 credits</i>)
SPH 644	Pediatric Audiology
SPH 670	Research Methods
SPH 650	Clinical Practicum in Audiology (<i>2 credits</i>)
SPH 651	Clinical Practicum in Audiology (<i>2 credits</i>)
SPH 652	Clinical Practicum in Audiology (<i>2 credits</i>)
SPH 653	Clinical Practicum in Audiology (<i>1 credit</i>)
SPH 654, 655, 656, 657	Clinical Practicum in Audiology (<i>1 credit</i>)
SPH 658	Clinical Practicum in Speech-Language Pathology for Audiology Majors (<i>1 credit</i>)

**Tuition and fees for the Au.D. program are set at the highest prevailing rate among the member institutions regardless of the home institution.*

SPH 659	Clinical Seminar in SLP (0 credits)
SPH 829	Clinical Project Seminar (3 credits)
SPH 850	Advanced Audiology Practicum I
SPH 851	Advanced Audiology Practicum II
SPH 855	Clinical Externship and Seminar (1 credit)

The Department of Curriculum and Instruction

Harvey Hall

Organizationally, curriculum and instruction is an academic department, consisting of undergraduate art education; STEP, an innovative fifth-year (B.A./M.A.) teacher education program, and graduate programs leading to teaching credentials and advanced qualifications in adolescence education; educational leadership and technology; art education; childhood education; early childhood education; bilingual/TESOL education; childhood special education; early childhood education; and literacy.

Our courses and curricula reflect a respect for diversity, and a mission to prepare teachers to enter the teaching profession with pride, a commitment to scholarship, a shared wisdom of how students think and learn, and demonstrable skills and abilities. The department of curriculum and instruction consists of a dedicated community of scholars with a deep commitment to innovative scholarship and teaching.

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.

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 <http://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 counter-balanced 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.*

Off-Campus Students

All students who attend degree programs at off-campus sites must enroll in at least one required class at the Garden City campus to be in compliance with federal regulations governing off-campus programs.

The M.A. in Early Childhood Education, Birth through Grade 2

Esther Kogan, *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 teachers who will use their moral purpose and vision to advocate for children. In guiding young children's learning and development, early childhood teachers 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 teachers 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:

- I. M.A. Precertification**, for students without prior initial certification in a teaching area (35–41 credits).
- II. M.A. In-Service**, for students holding NYS initial teaching certification in an area other than Early Childhood Education (30–37 credits).
- III. Advanced Certificate**, for students who hold NYS Certification in any teaching area (20 credits).

TRACK I: Precertification M.A.

Courses are three credits unless noted otherwise.

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).

Exploration Block (14 credits)

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
EYC 660	Assessment, Observation and Documentation in Early Childhood Settings (2 credits)

Synthesis Block (21 credits)

ELY 545	Children's Literature
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 & 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)

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 554	Working with Paraprofessionals in the Classroom
EYC 555	Block Building
EYC 556	Sensory Learning
EYC 557	Introduction to the Administration and Supervision of Early Childhood Settings

Reflection Block (6 credits)

EYC 820 Student Teaching in Early Childhood Settings (6 credits)

OR

EYC 851 Student Teaching 1 & 2 in Early Childhood Settings for Uncertified Early Childhood Teachers (6 credits) (fall or spring)

OR

EYC 852 Student Teaching 1 & 2 in Early Childhood Settings for Uncertified Early Childhood Teachers (6 credits) (summer)

TRACK II: In-Service M.A.

Courses are three credits unless noted otherwise.

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.*

Exploration Block (14 credits)

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

EYC 660 Assessment, Observation and Documentation in Early Childhood Settings (2 credits)

Synthesis Block (20 credits)

ELY 545* Children's Literature

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 & Creative Expression in Young Children (2 credits)

HED 610* Health Promotion for Teachers (1 credit)

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 554 Working with Paraprofessionals in the Classroom

EYC 555 Block Building

EYC 556 Sensory Learning

EYC 557 Introduction to the Administration and Supervision of Early Childhood Settings

EYC 550 Special Topics

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

TRACK III: Advanced Certificate

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 & Documentation in Early Childhood Settings <i>(2 credits)</i>
EYC 665	Artistic & Creative Expression in Young Children <i>(2 credits)</i>
EYC 801	Field Experience and Classroom Management for Uncertified EC Teachers <i>(4 credits)</i>

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 554	Working with Paraprofessionals in the Classroom
EYC 555	Block Building
EYC 556	Sensory Learning
EYC 557	Introduction to the Administration and Supervision of Early Childhood Settings
EYC 550	Special Topics

Reflection Block *(3 credits)*

EYC 900	Applied Practicum in Early Childhood Settings
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The M.A. in Childhood Education (Precertification Program) and Elementary Teachers N–6 (In-Service Program)

Leigh Benin, *Program Director*

The Childhood Education Program at Adelphi University, committed to the growth and well-being of all children, is dedicated to the professional education and personal development of elementary teachers as advocates for children, possessed of moral purpose and vision. Through this endeavor, we embrace the ideal of working with teachers, students, and other colleagues in league with our educational institutions to cultivate intellectually vital, socially just, aesthetically rich and compassionate communities in our universities, schools, towns, and cities. Through our program, we strive to build an inclusive, caring educational community aimed at “cultivating the humanity” of the whole person: engaging teachers in scholarly study and open-minded inquiry, socially engaged praxis and community service, creative experimentation and artistic expression, as well as critical self-examination and contemplative practice. Teachers are encouraged and prepared, in this way, to attend faithfully to the well-being and growth of children by creating such communities with their own students, and engaging them, as well, in these practices.

The Childhood Education Program is guided by a shared understanding of what it means to be a teacher.

Teachers are:

- Scholars committed to a life of study and inquiry, participating meaningfully in communities of study and inquiry;
- Agents for democratic social change, dedicated to the practice of freedom and work of justice;

- Open to possibilities, people of aesthetic sensibility, passion, and personal vision, embracing beauty and imaginative possibility in their work; and
- Self-aware people who know themselves and attend to their own growth through the practice of mindful and reflective self-examination.

The curriculum of the Childhood Education Program was designed to reflect this understanding of teaching and vision of education. It features:

- Teachers collaboratively engaging in scholarly study and open-minded inquiry through course work that is interdisciplinary, multidisciplinary and inquiry-based.
- Teachers participating in socially engaged praxis and community service through a program that advances critical pedagogy and service learning within a school-community partnership model.
- Teachers exploring teaching as an art, requiring artistic expression and creative experimentation through direct engagement with the arts in arts-based classes, as well as direct experience with diverse teaching practices and possibilities via field-based courses in the pedagogical arts.
- Teachers cultivating their own character in a program that is student-centered, individualized through course work aimed at understanding oneself via autobiographical inquiry, critical self-examination and contemplative practice—engaging teachers in the reflective practice of their craft and the articulation of personal vision through their work.

Note: *The M.A. in childhood education is an initial program for students who do not currently*

hold certification in elementary (childhood) education. Qualified 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 education candidates who have been admitted will receive by mail, from program advisers, a program of study with the results of this transcript review. Any deficient course work must be completed prior to the final student teaching semester. The Department of Curriculum and Instruction does not waive the student teaching requirement. In compliance with new State regulations, this program requires a minimum of 100 hours of fieldwork in schools prior to student teaching. This program certifies teachers for grades 1–6. It does not meet State requirements for the new early childhood birth–grade 2 certificate. Candidates interested in the birth–grade 2 teaching certificate should enroll in our early childhood master's program.

Overview of the Program (40 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.*

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

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)
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Pedagogical Arts Core

ECH 595	Child Literacies: Literature, Culture and the Arts
ELY 625*	Approaches to Teaching Literacy
ECH 700*	Social Studies and Critical Literacy

* *Fifty hours combined fieldwork required.*

ELY 625 and ECH 700 must be taken together in one semester.

ECH 710**	Mathematics and Technology
ECH 720**	Science and Technology

** *Fifty hours combined fieldwork required.*

ECH 710 and 720 must be taken together in one semester.

Capstone Course

EDS 825	Master's Seminar: Inquiry in Teaching and Learning (must be taken prior to student teaching)
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Note: *Already NYS Certified classroom teachers are waived from student teaching and take a six-credit education elective in place of student teaching.*

Student Teaching (6 credits)

Uncertified students not currently teaching childhood education must take:

ECH 830	Student Teaching in Childhood Education Precertification (6 credits)
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In-Service Program (33 credits for M.A.)

Open only to those provisionally certified in elementary education PreK–6. Leads to permanent certification only. Not available for initially certified childhood teachers.

Required Core (12 credits)

EDS 601	Schools and Society
EAR 500–505	Exploring the Arts
EDS 825	Masters Seminar: Inquiry in Teaching and Learning
ECH 620	Assessment and Interaction in Childhood Education

Area of Concentration (take in last semesters) (12–15 credits)

Students may choose from a combination of the following, but at least two courses must be taken in any one area.

Art Education
Bilingual Education
Foundations of Education
Health Studies
Liberal Arts and Sciences
Middle School Education
Literacy
Adolescence Education
Special Education
TESOL

Education Electives (3–6 credits)

Liberal Arts Elective (3 credits)

EDS 652	Paradigms of Knowing
OR	
Elective	Graduate Course in College of Arts and Sciences

The M.A. Programs in English, Mathematics, Science and Social Studies Education

Leigh Benin, *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.

Four programs are offered in adolescence education: English, mathematics, science, and social studies. Candidates applying to this program are expected to have the appropriate undergraduate preparation in their chosen discipline (a baccalaureate degree or equivalent). Candidates with an appropriate liberal arts background who are certified in areas other than 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 new State regulations, this program requires a minimum of 100 hours of fieldwork in schools prior to student teaching. To meet this New York State requirement, some courses include 20–30 hours of fieldwork in schools.*

Overview of the Program (34–37 credits)

Note: *The following course sequence is for candidates entering in the fall semester. See departmental adviser for sequence for students entering in spring or summer.*

Courses are three credits unless noted otherwise.

Fall, Year 1

- | | |
|---------|---|
| EDU 723 | Special Topics: Foundations of Education |
| EDO 725 | Youth Literacies: Literature, Culture, and the Arts |

Graduate course in math, science, or social studies under advisement. English majors take EDO 598 Teaching Composition.

Spring, Year 1

- | | |
|---------|--|
| EDO 595 | Inquiry and Expression: Literacy Across the Curriculum; Humanities |
|---------|--|

OR

- | | |
|---------|--|
| EDO 596 | Inquiry and Expression: Literacy Across the Curriculum; Math and Science |
|---------|--|

(Must be taken after completion of 12 credits and prior to completing 24 credits)

EAR 500–505 Exploring the Arts Elective
(choose one)

EDO 603* Adolescent Experience

EEC 560* Managing Inclusive
Environments

**English and math education majors take these courses simultaneously. Include 50 hours of combined fieldwork.*

EDO 603* Adolescent Experience

EDO 518* Instruction and Assessment in
Social Studies Education

OR

EAE 517 Instruction and Assessment in
Science Education

**Social studies and science education majors take these courses simultaneously. Include 50 hours of combined fieldwork.*

Fall, Year 2

All adolescence education candidates take the following:

EDO 860 Masters Seminar in Adolescence
Education

HED 610 Health Promotion for Teachers
(1 credit)

Graduate elective in education or in mathematics,
science, history, or English under advisement

Adolescence education candidates choose one of
the following six-credit sequences as appropriate:

EDO 511 Instruction and Assessment in
English Education

(Requires 50 hours fieldwork for English education majors.)

Graduate course in English under advisement

EDO 513* Instruction and Assessment
in Mathematics Education

EDO 613* Secondary Mathematics Content,
Pedagogy and Assessment:
Learning with Master Teachers

**Math education majors take these courses simultaneously. Include 50 hours of combined fieldwork.*

**Science education majors take these courses simultaneously. Include 50 hours of combined fieldwork.*

EEC 560* Managing Inclusive
Environments

EDO 618* Social Studies Content, Pedagogy
and Assessment: Learning with
Master Teachers

OR

EDO 617 Science Content, Pedagogy,
and Assessment: Learning with
Master Teachers

**Social studies education majors take these courses simultaneously. Include 50 hours of combined fieldwork.*

Spring, Year 2

EDO 830 Student Teaching in Adolescence
Education

Note: Already NYS Certified Classroom Teachers
take three-credit education elective in place of
student teaching.

The M.A. in Art Education

Artistic activity is a psychologically integrating experience that naturally calls forth self-direction, learning through the senses, and multidimensional ways of knowing. The special mission of art education is to support the development of perceptual sensitivity and depth of expression within a cultural and educational context that is too often disconnected from both the outer world of the senses and the hidden world of imagination and inspiration. The goal of the Adelphi program in art education is to develop art educators who can understand artistic development across the lifespan and the relationship of the sensory and kinesthetic domains to art making, awaken and support the exploration of ideas, feelings, and experiences through developmentally sensitive means and materials, appreciate the role the arts can play in opening cross cultural understandings, and maintain a lively commitment to their own artistic practice.

This is an initial program for 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 may be submitted as photographs, slides or in a digital format. The size of the images should fit easily within a file folder. The portfolio will not be returned.

The portfolio should contain a minimum of 20 images. It should include at least 7–10 images that demonstrate proficiency in one medium, such as painting, photography, ceramics, graphic design, etc. An additional 7–10 images should demonstrate proficiency in the foundational areas of drawing and painting. The remaining three-five images should demonstrate proficiency in additional area(s) not already shown.

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: *In compliance with new State regulations, this program requires a minimum of 100 hours of fieldwork in schools prior to student teaching.*

Overview of the Program (34–37 credits)

Note: *The following course sequence is for candidates entering in the fall semester. See departmental adviser for sequence for candidates entering in spring or summer. All candidates are required to meet regularly with an adviser, and follow program advisement sheets with important notes and dates regarding state testing, deadlines for certification, graduation, and student teaching application, etc. This program of study requires a minimum of two years to complete for candidates required to student teach (two fall semesters, two spring semesters). Limited summer study is available, but not required.*

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
<i>OR</i>	
EAE 595	Youth Literacies: Literature, Culture and the Arts

Spring, Year 1 (12 credits)

EAR 509	Artistic Development Across the Lifespan (25 hours fieldwork, spring only)
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Must be taken with either

EEC 560	Classroom Management, 1–6 (25 hours fieldwork)
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OR

EEC 711	Managing Inclusive Environments, 7–12 (25 hours fieldwork)
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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	Heath 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)
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Bilingual Education and TESOL

Eva Roca, *Program Director*

The philosophical framework embraced by the programs in TESOL and Bilingual Education at Adelphi University combines theory, practice, and understandings that are inextricably intertwined with an awareness and sensitivity of gender, race, class, and ability in P–12 school-age children. Both programs are committed to preparing teachers and related support professionals to meet the needs and demands of diverse communities.

TESOL Programs

As an integral part of the Ruth S. Ammon School of Education we systematically reflected upon and co-constructed our values to which we will hold our degree candidates. We believe in preparing educators who recognize and promote

the following six Core Values of our Conceptual Framework: Scholarship, Reflection, Social Responsibility, Inclusive Community, Wellness, and Creativity. These values are best described through the teaching objectives we established for our candidates.

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.

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. Any deficient course work must be completed prior to the final student teaching semester. The department of curriculum and instruction does not waive the student teaching requirement.

The newly registered M.A. in TESOL (Non-Certification Track) is 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.

The Advanced Certificate program in TESOL was designed for candidates who are certified in areas other than ESL, who may hold initial (provisional) or professional (permanent) certification, and who seek an additional certificate.

M.A. in TESOL: Certification Track (40 credits)

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.*

Fall, Year 1: Foundations (Entry Level)

EBE 600*	Foundations of Bilingual and Multicultural Education: Theory & Practice
EBE 601*	TESOL I: Developing Literacy and Language Arts in the ESL Classroom
<i>(EBE 600 and EBE 601 are corequisites)</i>	
EBE 620*	Linguistics for Teachers: Psycho/Structural Considerations
EDS 601	School and Society <i>(fall or spring)</i>

** 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 & Technology Skills in 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

M.A. in TESOL (ESL): 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.

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 Content Areas

EDS 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 230 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 Education

ECH 725 Child Literacies: Literature, Culture, and the Arts

Childhood Special Education

EEC 600 Introduction to Special Education

EEC 700 Families, Culture, and Learning

Literacy

ELY 521	Literacy for Young Adults
ELY 545	Children's Literature (B–6)
ELY 602	The Reading-Writing Connection
ELY 603	Literature in Middle and Secondary Schools
ELY 723	Multicultural Literacy in Classrooms K–12

Advanced Certificate in TESOL (ETE) (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.

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 & 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 (<i>fall or spring</i>)
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OR

EBE 822	Practicum in TESOL for Teachers Certified in Other Areas (<i>summer</i>)
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Overview of the Bilingual Education Extension Advanced Certificate Program (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).

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

Overview of the Bilingual Extension to the TSSLD Certification (Teacher of Students with Speech and Language Disabilities)

Courses are three credits unless noted otherwise.

Course Requirements (15 credits)

EBE 600* Foundations of Bilingual and
Multicultural Education:
Theory and Practice

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*

Overview of the Post-Master's Bilingual Certification Extension for School Social Workers

The 16-credit Post-Master's Bilingual Extension for School Social Workers Advanced Certificate, leading to the Bilingual Certification Extension, is intended for bilingual individ-

uals 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 (SAVE).

Courses are three credits unless noted otherwise.

Course Requirements (17 credits)

EBE 600* Foundations of Bilingual and
Multicultural Education:
Theory and Practice

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*

Educational Leadership and Technology Programs

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).
- The 30-credit **Advanced Certificate** track, which also qualifies for New York State Certification or the new license (SBL) School Building Leader.

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.*

The M.A. in Educational Leadership and Technology (36 credits)

Sequence of Courses

Courses are three credits unless noted otherwise.

Foundations Courses

EDL 590 Ethics, Law, and Technology

EDL 553 Educational Policy

EDL 561 Management Theory and

Organizational Behavior

EDL 533 Computer Based Technologies in
Education

BUS 500 Financial Accounting

Field-Based and Applied Courses

(18 credits)

EDL 666 School Leadership

EDL 554 Research and Evaluation in
Schools

EDL 557 Technology and School
Administration *(with 10-hour
practicum)*

EDL 556 Supervision in the Schools
(with 30-hour practicum)
(4 credits)

EDL 555 Administrative Internship
(320 hours) (5 credits)

Certificate in Educational Leadership and Technology (30 credits)

Admission requires a master's degree.

Sequence of Courses

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)

The M.S. Program in Literacy

Anne Mungai, *Program Director*

The M.S. in Literacy

(36 or 42 credits)

This program is designed to offer an integrated, theoretically grounded view of literacy and literacy learning that addresses the needs of students and teachers in diverse communities. To this end we aim to facilitate rigorous scholarship and research, contextualized learning and service in school and community settings, and opportunities for critical reflection on the role of literacy in society and our responsibilities as educators. This program is designed to enhance the professional preparation of classroom teachers as literacy specialists and to prepare them for leadership roles as campus or school district literacy program coordinators or directors. Completion of the program will lead to New York State certification as Literacy Specialist.

This program will enhance the professional preparation of classroom teachers, interventional literacy teachers, clinicians, supervisors, and directors or coordinators of literacy in school districts. Those candidates completing the program of study will be recommended for certification as a literacy specialist, for birth through grade 12 (42 credits); birth through grade 6 (36 credits); or grade 5 through grade 12 (36 credits).

As a part of program requirements, 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.

Requirements for All Majors in Literacy:

Birth through Grade 12 (42 credits):

1. Core Sequence (27 credits)

ELY 600	Literacy and Research: Inquiry I (This course should be taken as the first course in the core sequence.)
ELY 602	The Reading Writing Connection
ELY 750*	Assessing and Addressing Literacy Needs I (Prerequisites: ELY 600 and ELY 602 or ELY 603)
ELY 751*	Assessing and Addressing Literacy Needs II (Prerequisite: ELY 750)
ELY 753	Practicum in Literacy I (Prerequisite: ELY 751)
ELY 754	Practicum in Literacy II (Prerequisite: ELY 753 prior to registration for this course)
ELY 800	Organizing, Supervising and Reforming Literacy Programs
ELY 810	Literacy and Research: Inquiry II (Candidates must have completed a minimum of 24 credits prior to registering for this course.)

**Permission of adviser is required.*

2. Directed Electives (9 credits)

ELY 521	Literature for Young Adults
ELY 545	Children's Literature
ELY 653	Language, Literacy, and Culture

3. Free Electives (6 credits)

Under Advisement

Literacy Program—Graduate

Birth through Grade 6 (36 credits):

1. Core Sequence (24 credits)

ELY 600	Literacy and Research Inquiry I
ELY 602	The Reading Writing Connection
ELY 750*	Assessing and Addressing Literacy Needs I (Prerequisites: ELY 600 and 602)
ELY 751*	Assessing and Addressing Literacy Needs II (Prerequisite: ELY 750)
ELY 753	Practicum in Literacy I (Prerequisite: ELY 751)
ELY 754	Practicum in Literacy II (Prerequisite: ELY 753)
ELY 800	Organizing, Supervising and Reforming Literacy Programs
ELY 810	Literacy and Research: Inquiry II (Students must have completed a minimum of 24 credits prior to registration for this course.)

**Permission of adviser is required.*

2. Directed Electives (6 credits)

ELY 545	Children's Literature
ELY 653	Language, Literacy, and Culture

3. Free Electives (6 credits)

Under Advisement

Grade 5 through Grade 12 (36 credits)

1. Core Sequence (24 credits)

ELY 600	Literacy and Research Inquiry I
ELY 603	Literacy in the Middle and Secondary Schools
ELY 750*	Assessing and Addressing Literacy Needs I (Prerequisites: ELY 600, ELY 603)

ELY 751*	Assessing and Addressing Literacy Needs II (Prerequisite: ELY 750)
ELY 753	Practicum in Literacy I (Prerequisite: ELY 751)
ELY 754	Practicum in Literacy II (Prerequisite: ELY 753)
ELY 800	Organizing, Supervising and Reforming Literacy Programs
ELY 810	Literacy and Research: Inquiry II (Students must have completed a minimum of 24 credits prior to registering for this course.)

**Permission of adviser is required.*

2. Directed Electives (6 credits)

ELY 521	Literature for Young Adults
ELY 653	Language, Literacy and Culture

3. Free Electives (6 credits)

Under Advisement

Advanced Certificate in Literacy

Literacy Certification

Birth—Grade 12 (24-credit program)

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)

Literacy Certification Birth–Grade 6 (18-credit program)

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)

Literacy Certification Grade 5–Grade 12 (18-credit program)

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 requiredPrerequisites apply to sequential courses 751, 753/755, 754/756.*

NOTE: 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 pro-

gram. 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.

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.

The M.S. in Childhood Special Education

Anne Mungai, *Program Director*

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. 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.

Childhood Special Education

(For candidates certified in elementary/childhood education)

Program Overview (33–39 credits)

Please consult an adviser for recommended course sequences, fieldwork requirements, and other program requirements.

Courses are three credits unless noted otherwise.

Prerequisites

EEC 600	Introduction to Special Education
SPH 602	Speech Language and Development

Required courses

EEC 610	Current Topics in Special Education (Research I)
EEC 620	Technology and Instruction
EEC 630	Human Development, Cognition, and Teaching
EEC 700	Families, Cultures, and Learning
EEC 720	Formal and Informal Methods of Assessment
EEC 705	Team Collaboration
EEC 710	Classroom Management
EEC 750	Methods of Instruction

EEC 800	Master's Seminar in Special Education (Research II)
ELY 630	Literacy for the Exceptional Child

Student Teaching (3 credits)

EEC 821	Practicum in Special Education for teachers certified in other areas
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OR

EEC 822	Summer Practicum in Special Education for teachers certified in other areas
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Special Education in

Inclusive Settings *(For candidates without elementary/childhood certification)*

There are two tracks to this program. The **Preservice Track** is 49–55 credits and open to students holding no teaching certificates. The **In-Service Track** is 33–52 credits and open to students holding teaching certificates in areas other than elementary and/or special education.

Master of Science in Childhood Special Education in Inclusive Settings—Dual Certification (Preservice Track)

(Certification in Childhood Special Education and Childhood Education 1–6)

Note: *The Preservice Track is only open to candidates with no prior classroom teaching certificates. Prerequisite courses: EDS 601 School and Society and SPH 602 Speech and Language Development (may be taken concurrently with foundation courses) 3 credits*

Required Special Education Courses

Courses are three credits unless noted otherwise.

EEC 600	Introduction to Special Education
EEC 610	Current Topics in Special Education (Research I)
EEC 620	Technology and Instruction

EEC 630	Human Development, Cognition, and Teaching
EEC 700	Families, Cultures, and Learning
EEC 705	Team Collaboration
EEC 710	Classroom Management
EEC 720	Formal and Informal Methods of Assessment
EEC 740	Math and Science Technology Education for Special Education Students
EEC 750	Methods of Instruction
EEC 800	Master's Seminar in Special Education (Research II)

Special education subtotal: 33 credits

Other Required Courses

Courses are three credits unless noted otherwise.

ECH 700	Social Studies and Critical Literacy in Childhood Education
ELY 625	Approaches to Teaching Literacy in Childhood Education
ELY 630	Literacy for the Exceptional Child (<i>Prerequisite:</i> ELY 625)
HED 610	Health Promotion for Teachers (<i>1 credit</i>)

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 (<i>6 credits</i>)
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Total credits required: 49–55

The M.S. in Childhood Special Education in Inclusive Settings—Dual Certification (In-Service Track)

Anne Mungai, *Program Director*

Certification in Childhood Special Education and Childhood Education 1–6

Note: *The in-service track is only open to candidates who hold a classroom teaching certificate in an area other than childhood or special education. Please consult an adviser for recommended course sequences, fieldwork requirements, and other program requirements.*

Prerequisite Courses

EDS 601	School and Society
SPH 602	Speech and Language Development

(may be taken concurrently with foundation courses)

ECH 700	Social Studies and Critical Literacy in Childhood Education
EEC 740	Math and Science Education for Special Education Students
ELY 625	Approaches to Teaching Literacy
HED 610	Health Promotion for Teachers (<i>1 credit</i>)
EEC 600	Introduction to Special Education

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, Professionals and Children: Collaborating for Children with Special Needs
EEC 705	Team Collaboration
EEC 710	Classroom Management
EEC 720	Formal and Informal Methods of Assessment
EEC 740	Math and Science Technology Education for Special Education Students
EEC 750	Methods of Instruction
EEC 800	Master's Seminar in Special Education (Research II)
ELY 630	Literacy for the Exceptional Child (<i>Prerequisite:</i> ELY 625)

Student Teaching/Reflective Practice

EEC 821	Practicum in Special Education for Teachers Certified in Other Areas
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OR

EEC 822	Summer Practicum in Special Education for Teachers Certified in Other Areas
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Total credits required: 33–52

The M.S. and Advanced Certificate in Early Childhood Special Education Programs

Crystal Kaiser, *Program Director*

In keeping with New York State regulations, candidates who wish to become early childhood special educators must possess (regular education) certification for the same age level (birth through grade 2) or earn such certification in one of our dual certification programs. We offer four programs; each designed to meet the unique needs of candidates who have had different levels of preparation.

A master's degree and a current New York State Certification in any area other than special education is required for entrance into this program.

All prerequisite and foundation core courses are subject to waiver review. If core courses are waived they must be replaced with approved graduate-level courses.

Program of Study

Manhattan candidates must take one course (their choice) on the Garden City campus.

Courses with an * have required fieldwork hours and should be taken in blocks to expedite placement. Please check with an adviser for important notes and deadlines.

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 by Practice

Upon successful 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)
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OR

EEC 822	Summer Practicum in Special Education (this course is only available to certified teachers who are working full time in regular education)
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NOTE: Candidates holding provisional certification in elementary education must have COMPLETED EDU 614 or an equivalent to obtain their permanent certification.

1. **Master of Science in Early Childhood Special Education (Dual Certification—Preservice), Birth through Grade 2:** This program leads to certification in both early childhood and early childhood special education. This program is intended for candidates who do not hold New York State Teacher Certification.
2. **Master of Science in Early Childhood Special Education (Dual Certification—In-Service), Birth through Grade 2:** This program leads to certification in early childhood and early childhood special education. This program is intended for candidates who already hold New York State certification in a teaching area, but not in either of the two stated areas.

3. **Master of Science in Early Childhood Special Education (Single Certification—In-Service), Birth through Grade 2:** This program leads to certification in early childhood special education. This program is intended for candidates who already hold certification in early childhood.
4. **Advanced Certificate in Early Childhood Special Education, Birth through Grade 2:** This program leads to certification in early childhood special education; it does not provide a degree. The program is intended for candidates who already hold certification in early childhood, have a master's degree (needed for professional or permanent certification) and are seeking additional training and certification.

Note: *These programs are not available for candidates who hold initial certification in early childhood special education. Students with such certification must take a graduate program leading to a different certification, such as childhood special education, literacy or TESOL, in order to achieve professional certification.*

Candidates should meet with the program director for recommended course sequences, fieldwork, and other program requirements.

1. Master of Science in Early Childhood Special Education (Dual Certification—Preservice)

Program Prerequisites: ECH 600 Child Development or EEC 630 Learning Theory, or the undergraduate equivalent within previous 5 years, with a grade of B or better.

This program leads to certification in both early childhood and early childhood special education, birth through grade 2. It is intended for candidates who do not hold New York State certification in any area.

*Course includes field experience component.

Required Course Work:

Courses are three credits unless noted otherwise.

I. 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 (Prerequisite: ECH 560)
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)

II. Early Childhood Special Education (ECS) Foundations (12 credits)

May be taken prior to [recommended] or concurrently with EYC Foundations courses.

EEC 600*	Introduction to Special Education
ECS 600*	Introduction to Inclusive Early Intervention: Prematurity, Newborns, Infants, and Toddlers (Prerequisite: EEC 600)
ECS 610*	Creating 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)
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III. 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
ECS 710*	Inclusive Curriculum, Methods, and Teaming for Infants and Young Children with Disabilities
ECS 720*	Positive Behavioral Support and Applied Behavioral Analysis: Self, Individual, and Group Management in Early Childhood
ECS 800*	Masters Seminar in Early Childhood Special Education: Authentic Research and Advocacy

IV. Student Teaching in Early Childhood Special Education (6 credits)

Any combination of 6 credits may be selected from the options below. 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)
ECS 860 and ECS 870	Summer Student Teaching I and II in Early Childhood Special Education and Clinical Seminar (6 credits total)

**Course includes field experience component.*

Electives (Program 1: Preservice Dual Certification) (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 554	Working with Paraprofessionals in the Classroom (1 credit)
EYC 555	Block Building (1 credit)
EYC 556	Sensory Learning (1 credit)
EYC 557	Introduction to the Administration and Supervision of Early Childhood Settings (1 credit)
ECS 810	Special Topics in Early Childhood Special Education
ECS 820*	Supplemental Supervised Early Childhood Special Education Field Experience and Seminar
SPH 521	Beginning Sign Language

2. Master of Science in Early Childhood Special Education (Dual Certification—In-Service), Birth through Grade 2

Program Pre/Corequisites: EEC 630; SPH 602; ELY 640; EYC 710; EYC 720; EYC 665; EEC 600, or the graduate or undergraduate equivalent within the past 5 years, with a grade of B or better.

**Course includes field experience component.*

This program leads to certification in early childhood and early childhood special education. It is intended for candidates who already hold certification in a teaching area, but not in either of the two stated areas.

Required Course Work:

I. Early Childhood Education (EYC) Foundations (7 credits)

EYC 650	Facing History: Roots of Early Childhood Education and Foundations for Practice (Prerequisite: EEC 600)
EYC 655	Children's Play: A Source of Development and Learning
HED 610	Health Promotion (1 credit)

II. Early Childhood Special Education (ECS) Foundations (9 credits)

ECS 600*	Introduction to Inclusive Early Intervention: Prematurity, Newborns, Infants, and Toddlers (Prerequisite: EEC 600)
ECS 610*	Creating and Maintaining Family Partnerships for Infants and Young Children with Special Needs
ECS 620*	Introduction to Inclusive Early Childhood Special Education: Preschool through Primary (Prerequisite: EEC 600)

III. Early Childhood Special Education (ECS) Advanced Sequence (12 credits)

ECS Foundations courses must be completed prior to enrolling in the courses listed below.

ECS 700*	Authentic Infant and Early Childhood Identification, Assessment and Progress Evaluation
ECS 710*	Inclusive Curriculum, Methods, and Teaming for Infants and Young Children with Disabilities

ECS 720*	Positive Behavioral Support and Applied Behavioral Analysis: Self, Individual and Group Management in Early Childhood
ECS 800*	Masters Seminar in Early Childhood Special Education: Authentic Research and Advocacy

IV. Practicum in Early Childhood Special Education (3 credits)

Any single selection of three credits; all advanced sequence courses to be completed first. Adviser signature required. (No online registration)

ECS 880 or ECS 890:

Practicum I and II in ECSE and Clinical Seminar
(3 credits each)

ECS 891 or ECS 892:

Summer Practicum I and II in ECSE and Clinical Seminar
(3 credits each)

Electives (Program 1: In-Service Dual Certification) (6 credits, based on advisement)

ELY 545	Children's Literature
EEC 620	Technology and Instruction
EEC 700*	Families, Culture and Learning
EEC 705	Team Collaboration
EEC 725	Individual Evaluation in Special Education (Prerequisite: ECS 700)
EYC 550	Special Topics in Early Childhood Education (1 credit)
EYC 552	The English Language Learner Student (1 credit)
EYC 553	The Gifted Child (1 credit)
EYC 554	Working with Paraprofessionals in the Classroom (1 credit)
EYC 555	Block Building (1 credit)

**Course includes field experience component.*

EYC 556	Sensory Learning (1 credit)
EYC 557	Introduction to the Administration and Supervision of Early Childhood Settings (1 credit)
ECS 810	Special Topics in Early Childhood Special Education
ECS 820*	Supplemental Supervised Early Childhood Special Education Field Experience and Seminar
SPH 521	Beginning Sign Language

3. Master of Science in Early Childhood Special Education (Dual Certification—In-Service), Birth through Grade 2

Program Pre/Corequisites: EEC 630; SPH 602; ELY 640; EYC 710; EYC 720; EYC 665; EEC 600, or the graduate or undergraduate equivalent within the past 5 years, with a grade of B or better.

This program leads to certification in early childhood special education. It is intended for candidates who already hold New York State certification in early childhood education.

Required Course Work:

I. Early Childhood Special Education (ECS) Foundations (9 credits)

ECS 600*	Introduction to Inclusive Early Intervention: Prematurity, Newborns, Infants, and Toddlers (Prerequisite: EEC 600)
ECS 610*	Creating and Maintaining Family Partnerships for Infants and Young Children with Special Needs
ECS 620*	Introduction to Inclusive Early Childhood Special Education: Preschool through Primary (Prerequisite: EEC 600)

II. Early Childhood Special Education (ECS) Advanced Sequence (12 credits)

ECS Foundations courses must be completed prior to the following:

ECS 700*	Authentic Infant and Early Childhood Identification, Assessment and Progress Evaluation
ECS 710*	Inclusive Curriculum, Methods and Teaming for Infants and Young Children with Disabilities (Prerequisite: ECS 700)
ECS 720*	Positive Behavioral Support and Applied Behavioral Analysis: Self, Individual and Group Management in Early Childhood
ECS 800*	Masters Seminar in Early Childhood Special Education: Authentic Research and Advocacy (Adviser signature required, no online registration)

III. Practicum and Seminar in Early Childhood Special Education (3 credits)

All ECSE Advanced Sequence Courses must be completed prior to Practicum.

Either ECS 880, 890, 891, or 892 Practicum in ECSE and Clinical Seminar

Adviser signature required. (No online registration)

Electives (Program 3: In-Service Single Certification Program) (6 credits, based on advisement.)

ELY 545	Children's Literature
EEC 620	Technology and Instruction
EEC 700*	Families, Culture and Learning
EEC 705	Team Collaboration
EEC 725	Individual Evaluation in Special Education (Prerequisite: ECS 700)

**Course includes field experience component.*

EYC 550	Special Topics in Early Childhood Education (1 credit)
EYC 552	The English Language Learner Student
EYC 553	The Gifted Child (1 credit)
EYC 554	Working with Paraprofessionals in the Classroom (1 credit)
EYC 555	Block Building (1 credit)
EYC 556	Sensory Learning (1 credit)
EYC 557	Introduction to the Administration and Supervision of Early Childhood Settings (1 credit)
ECS 810	Special Topics in Early Childhood Special Education
ECS 820*	Supplemental Supervised Early Childhood Special Education Field Experience and Seminar
SPH 521	Beginning Sign Language

4. Advanced Certificate in Early Childhood Special Education, Birth through Grade 2

This program leads to certification in early childhood special education 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.

Required Course Work:

I. Early Childhood Special Education (ECS) Foundations (9 credits)

ECS 600*	Introduction to Inclusive Early Intervention: Prematurity, Newborns, Infants, and Toddlers (Prerequisite: EEC 600)
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ECS 610*	Creating and Maintaining Family Partnerships for Infants and Young Children with Special Needs
ECS 620*	Introduction to Inclusive Early Childhood Special Education: Preschool through Primary (Prerequisite: EEC 600)

II. Early Childhood Special Education (ECS) Advanced Sequence (9 credits)

ECS Foundations courses must be completed prior to or concurrent with the following:

ECS 700*	Authentic Infant and Early Childhood Identification, Assessment and Progress Evaluation
ECS 710*	Inclusive Curriculum, Methods, and Teaming for Infants and Young Children with Disabilities (Prerequisite: ECS 700)
ECS 720*	Positive Behavioral Support and Applied Behavioral Analysis: Self, Individual and Group Management in Early Childhood

III. Practicum and Seminar in Early Childhood Special Education (3 credits)

(Note: All ECSE advanced sequence courses must be completed prior to Practicum.)

Either ECS 880, 890, 891, or 892 Practicum in ECSE and Clinical Seminar. *Adviser signature required. (No online registration)*

Please consult the course offerings for descriptions of these courses.

**Course includes field experience component.*

Department of Health Studies, Physical Education and Human Performance Science

Woodruff Hall Gymnasium

Stephen Virgilio, *Chair*

Philosophy

Health education, physical education, and human performance science are disciplines or programs of study that relate to individuals at every stage of life: preschool, children, adults, and the aging. The impact of health education, physical education, and human performance science on individuals can be significant and critical to many of the current issues facing society. For example, health education, physical education, and sport can provide stability in the face of the breakdown of the traditional family unit and the number of at-risk-youths. Furthermore, health, fitness, and nutrition education continue to be of major importance to society given the need to develop a healthful lifestyle that will enhance the quality of life and reduce soaring medical costs.

In light of the diversity of aims and applications that characterize today's health and physical education programs, the department has recently committed its resources to the development of programs with multidisciplinary perspectives. The department prepares professionals to work with many different populations such as preschoolers, the adolescent, the adult, the elderly, the differently abled, the athlete, and the injured. Instead of the specialist teaching only about sport skills and specific health-related knowledge, we envision the health and physical education professional teaching about "lifestyle," including areas related to wellness, physical activity, nutrition, stress reduction,

personal living skills, multicultural awareness, cooperation, and sharing through games, dance, sport, physical activities, and discussion. While the schools are an essential site for this education, the development of departmental goals and objectives requires the interaction of professionals beyond the school setting, including the home, community, and worksite. Corporate fitness, and wellness centers, recreation, park and community centers, YM/YWCA, hospitals, senior citizen centers, and retirement homes are but a few of the settings where reinforcement and development of goals may be established.

Students with a 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 deficiency in their academic background, they may be required to complete additional courses.

Twelve credits in professional education, plus literacy and language, are required in addition to student teaching. Also, the passing of all state tests is required for New York State Teacher Certification.

The M.A. in Health: Teacher "K-12"

Candidates for the Master of Arts in school health education should have an undergraduate background in health or health-related areas. Where deficient, candidates may be required as part of the program to complete course work in addition to the requirements of the graduate program: human biology (anatomy and physiology), health-related courses, and education courses.

Graduate Alternative Teacher Education (GATE) Program in Health (37-52 credits)

(M.A. in health education for students without initial certification in health education.)

GATE provides an alternative track for both initial and professional certification.

Students without prior certification in health education may enter the Master of Arts program in health education. In such cases, prior course work and experience will be evaluated with respect to its comparability with required course work. Where there are weaknesses additional course work may be necessary. *(Note that the required courses were selected with regard to the implementation of the New York State Standards. If students have strengths or course work that are not listed in the corequisite category, substitutions may be made.)*

Required Courses (28-34 credits)

HED 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 <i>(Prerequisite: HED 604)</i>
HED 627	School Health Program and Policies
HED 650	Health and Cultural Diversity
HED 701	Substance Abuse Prevention <i>(Prerequisite: HED 501)</i>
HED 703	Dynamics of Teaching Health Education <i>(Prerequisite: 12 health credits)</i>
HED 792	Fieldwork Internship

Education Requirements (*if needed*)

EDS 601	School and Society
ECH 600	Childhood Development,
OR	
EAE 603	The Adolescent Experience

Electives/Corequisites (*minimum 9 credits depending on previous academic experience*)
Comparable courses and other academic experiences may be substituted.

HED 501	Dynamics of Substance Abuse
HED 505	Multidimensional Aspects of Stress
HED 506	Health and Nutrition
HED 520	Special Topics
HED 571	Health Issues for Elementary Educators
HED 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
OR	
PED 501	Science Foundations (other course work may be substituted)
HED 538	Student Teaching for NYS certification (not toward M.A.)

Note 1: *Evaluation of and credit for comparable course work may reduce certification credits needed; however, M.A. degree requires a minimum of 37 credits in 500 level courses and above. Student teaching (EDU 538) does not count towards the M.A. degree.*

Note 2: *Field Experience Requisite 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 M.A. in Health Education
(**minimum 36 credits**)

(*For students who already have initial teacher certification in health education.*)

Required Courses (*minimum 27 credits*)

HED 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 of 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 M.A. in Community Health Education (37 credits)

(Does not lead to initial teacher certification)

The Master of Arts in community health education 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 education specialists.

This program prepares students to meet the expanding need for health education professionals capable of working with the community in a variety of public, private, and professional settings.

Course Requirements for the Community Health Education Program*

HED 601	Contemporary Health Issues
HED 602	Research and Technology in Health Education
HED 603	Mind/Body Dimensions in Health
HED 605	Issues in Community Health
HED 650	Health and Cultural Diversity
HED 654	Mass Communication for Health Educators
HED 703	Dynamics of Teaching Health
HED 750	Community Health Education: Planning and Implementation
HED 751	Fieldwork Internship in Community Health Education

Electives (health or health related)

(minimum 9 credits)

General Electives in Health

HED 501	Dynamics of Substance Abuse
HED 505	Multidimensional Aspects of Stress
HED 506	Health and Nutrition
HED 520	Special Topics
HED 571	Health Issues for Elementary Education
HED 604	Aspects of Human Sexuality
HED 607	Health Promotion for Youth
HED 621	Teaching Human Sexuality
HED 653	Environment and Health
HED 701	Substance Abuse Prevention
HED 702	Intervention Techniques
HED 791	Independent Study

Advanced Certificate Program in Community Health Education (19–28 credits)

This advanced certificate program is designed to give students who have already attained a master's degree in health studies or related fields the opportunity to specialize in community health education.

Entrance Requirements

Completion of a master's degree in health education or related field.

Required Courses (19 credits)

HED 605	Issues in Community Health
HED 650	Health and Cultural Diversity
HED 654	Mass Communication for Health Educators
HED 703	Dynamics of Teaching Health
HED 750	Community Health Education: Planning and Implementation

** 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 Education

Elective Courses (9 credits)

Pertinent to the area of community health education.

The number of credits required in the certificate program is 28; however, a student may be exempted from up to 9 credits, depending on previous graduate experience.

The M.A. in Physical Education (33–36 credits)

(Professional certification for students who already have initial teacher certification in physical education.)

(33–36 credits, of which 21 credits must be in physical education.)

Required Courses (18 credits)

PED 508 Technology in Health and
Physical Education
PED 641 Social Foundations in
Physical Education
PED 650 Research and Design
PED 652 Curriculum Analysis
PED 653 Motor Learning
PED 656 Teaching Analysis

Electives in Physical Education or Other Fields (15–18 credits, including 1–3 credit internship)

PED 500 Organization and Principles
of Coaching
PED 501 Scientific Foundations of
Physical Activity
PED 502 Care and Prevention/Injuries
PED 509 Health-Related Fitness
Education
PED 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 Administra-
tion 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 & Activity
PED 625	Medical Aspects/Sport
PED 626	Theory of Exercise Prescription
PED 628	Cardiac Rehabilitation
PED 658	Neuromuscular Aspects

Departmental Electives in Adapted Physical Education

PED 670	Physical Education: PDD, Intellectual and Learning Disabilities
PED 671	Physical Education for the Exceptional Child (<i>prerequisite to all below</i>)
PED 676	Physical Education for Students with Physical Challenges
PED 680	Advanced Topics in Physical Education: <ul style="list-style-type: none"> • 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 Sports Management

PED 608	Computer Applications
PED 630	Psychology of Sport
PED 632	Sports 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

Graduate Alternative Teacher Education (GATE) Program in Physical Education (66 credits)

(M.A. in physical education for students without initial teacher certification.)

GATE provides an alternative track for both initial and professional certification. Students without prior certification in 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.)*

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 & 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.*

Specializations

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 “K–12” in physical education, the program is designed to prepare teachers as specialists in adapted physical education 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 specialization in adapted physical education. Students with a master's degree in physical education may

wish to obtain the certification of specialization without pursuing another degree. In this case, the student is required to complete the specialization requirements (minimum 18 credits). It is recommended that students enter the program with an undergraduate GPA of 3.0 or better. Specialization requirements are now a minimum of 18 credits. Also, exit requirements include: (a) must obtain Special Olympics coaching certification in two sports and (b) must take the Adapted Physical Education National Standards (APENS) exam.

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: PDD, Intellectual and Learning Disabilities
PED 671	Physical Education for the Exceptional Child (prerequisite to all below)
PED 673	Evaluation: Special Populations
PED 676	Physical Education for Students with Physical Challenges
PED 680	Advanced Topics in Physical Education: <ul style="list-style-type: none"> • Infant and Early Childhood Physical Education • Physical Education: Sensory Impairment • Motor Development: Normal and Abnormal • Infant and Early Childhood Adapted Physical Education

PED 792	Internship in Adapted Physical Education Capstone (<i>required</i>)
PED 794	Fieldwork in Adapted Physical Education

Electives (6 credits)*Prerequisite: Permission of department.*

EDU 705	Team Collaboration
EDU xxx	Approved Courses in Special Education
PED 643	Movement Experience Elementary School
PED 680	Camp ABILITIES (<i>summer</i>)
PED 680	Health Related Fitness Education
SPE 521	Sign Language

Exercise Physiology (36 credits)

Optional emphasis in adult fitness/cardiac rehabilitation, research, or sports medicine. (*See adviser for specific program of studies.*)

Prerequisites (6 credits)

PED 461	Kinesiology
PED 463	Physiology of Exercise

Core (15 credits)

PED 618	Advanced Exercise Physiology I
PED 619	Advanced Exercise Physiology II
PED 620	Clinical Aspects of Work Physiology
PED 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	Theories 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
	<ul style="list-style-type: none"> • Foot Injuries • Back Injuries • Exercise Prescription • Special Populations • Administrative Corporate Fitness • Fitness Law • Pulmonary Function
PED 625	Medical Aspects of Sport
PED 654	Biomechanics
PED 680	Advanced Topics in Physical Education: Sports Medicine

Internship (3 credits)**Sports Management (36 credits)**

Optional emphasis in the school/college or professional/business sector.

Core Courses (15 credits)

PED 632	Introduction to Sports Management
PED 638	Sport in American Culture
PED 650	Research and Design of Experiments
PED 680	Advanced Topics in Physical Education: Computer Applications
PED 680	Advanced Topics in Physical Education: Sports Marketing

Sports Management Electives (9–15 credits)

PED 500	Organization and Principles of Coaching
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PED 630	Psychology of Sport
PED 636	Athletic Administration
PED 637	Organization and Administration in Physical Education
PED 639	Introduction to Sports Law
PED 680	Advanced Topics in Physical Education: Sport Marketing, Sport and Media, Public Relations Event Management
LES 670	Leisure/Recreation Facilities Management

Business Electives (3–9 credits)

BUS 651	Future Trends in Management
BUS 662	Entrepreneurship
MGT 561	Management Theory/ Organizational Behavior
MGT 666	Leadership
MGT 770	Management of Technology
MKT 580	Marketing Management
MKT 582	Creative Problem Solving

Internship (3–6 credits)**Physical Education Certificate in
Advanced Studies**

Fifteen credits beyond the master's degree, six of which must be in approved advanced courses. (This is an Adelphi certificate.)

Please consult the course offerings for descriptions of these courses.

Requirements for Retention in, and Completion of, Degree Programs in the Ammon School of Education

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 required. Additionally, applicants are required to submit letters of reference, write a personal essay and some programs require a resume. 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 <http://education.adelphi.edu/requirements.php>.

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.

New York State Certification Requirements

Janet Drummond, *Senior Coordinator of Certification and Student Records*

Candidates completing a New York State registered teacher education program, should apply for certification through Adelphi University using the OTAPP college form. Applications for certification are completed in the semester prior to graduation and may be obtained through the Ruth S. Ammon School of Education offices or the Office of the Registrar, Levermore Hall—lower level.

All teacher certification candidates recommended by Adelphi University for New York State certification must successfully complete the degree program requirements, including any deficiencies in the liberal arts and sciences, a seminar on child abuse identification and reporting, a workshop in school violence and intervention, and student teaching. (Health Promotion for Teachers (HED 610) and HED 571 fulfills all abuse seminar requirements.) All teaching certification candidates must take and pass the New York State Teachers Certification Examinations (NYSTCE) required for their particular area of certification.

Effective July 1, 2001, new legislation required all prospective school district employees, and all individuals who apply to the Education Department for certification, to be fingerprinted for a criminal history background check in order to be cleared for employment or certification.

Please note: *Although you may already hold a valid certificate in another teaching area, the necessary parts of the NYSTCE are now required*

for all applicants seeking certification in an additional area. New York Education Law now permits individuals with INS Permanent Residence Status to qualify for a permanent teacher certificate. For the most updated requirements, you may contact the New York State Education Department at <http://www.nysed.gov/tcert/homepage.htm>.

New York State Teacher Certification Examinations (NYSTCE) registration bulletins are available in all Ammon School of Education offices and the Office of the Registrar. The purpose of these bulletins is to provide general information concerning preparation for tests, test registration, registering for alternative testing arrangements, dates of test, score reports, and forms.

Academic Advisement

Mary Botta, *Senior Coordinator of Education Student Advisement*

Curriculum and instruction advisers are available for academic counseling throughout the year. Upon acceptance as a degree candidate to the master's program, students are assigned an academic adviser who will assist in planning the student's program of study, approve courses, and generally inform the student of degree requirements, academic policies, and regulations. The assigned adviser generally remains the student's adviser throughout the program of study.

Candidates may meet with an academic adviser from their first inquiry through graduation. Academic advisement is available midweek during the day and evening for our Garden City campus students. In addition, advisement is available midweek, as well as Saturday and Sunday for those students who attend our weekend program at Adelphi's Manhattan Center. *It is the candidate's responsibility to arrange advising appointments during scheduled office hours.* Extra office hours are added during each registration period.

Supervised Clinical Experience

JoAnn Cosentino, *Director, School and Community Partnerships*

A supervised clinical experience, consisting of either student teaching or a practicum for teachers who are currently in the field, is provided for candidates completing their certification programs. Each experience is a full-time, daytime responsibility and includes a weekly seminar at Adelphi University. Specific course prerequisites for student teaching or the practicum vary in each program and are listed in the course description section of this *Bulletin*. General requirements include a satisfactory health examination, a satisfactory speech and hearing evaluation, acceptable academic and personal qualifications, satisfactory faculty recommendations, and a satisfactory student teaching portfolio. Curriculum and instruction students must pass all (3) parts of the New York State Teacher Certification exams prior to student teaching.

Candidates seeking early childhood education certification (birth–2) or childhood education (grades 1–6) must pass the LAST (Liberal Arts and Science Test), the ATS-W (Elementary Assessment of Teaching Skills-Written), and the CST (Multi-Subject Content Specialty Test).

Special education candidates take two CST exams (Multi-Test and Special Education) in addition to the ATS-W and the LAST.

Candidates seeking certification in adolescent education (grades 7–12) must pass the LAST, the Secondary ATS-W, and the Multi-Subject Content Specialty Test.

In general, graduate students may not register for the clinical experience until they have completed all of their program requirements. Graduate students must have a 3.0 overall GPA to be eligible for student teaching or a practicum. Applications for the clinical experience must be filed by December 1 for the spring semester of the following year and March 1 for the

fall semester of the following year. Information pertaining to the clinical experience may be obtained through the Office of School and Community Partnerships.

Adelphi Model Program (formerly the Pilot Program)

JoAnn Cosentino, *Director, School and Community Partnerships*

The Ammon School of Education offers Adelphi 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.

The Early Learning Center

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.

Students in the Ruth S. Ammon School of Education and other disciplines participate in field experiences at the Center, thereby enhancing

their knowledge of child development and early childhood curriculum.

Independent Study

Approval for independent study can be granted by the Dean of the Ruth S. Ammon School of Education.

Waiver of Academic Regulations

Candidates may petition the Dean of the School for the waiver of an academic regulation of the Ammon School of Education.

Regional Labor Market

Candidates are advised to go to the New York State Department of Labor Web site (www.labor.state.ny/us) where they can find useful information regarding occupational projects for New York State and Regions in New York State as well as wage information (annual average hourly rates from the Occupational Employment Survey for New York State). Candidates 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.

Candidates 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.

VIII



SCHOOL OF
NURSING

School of Nursing

Alumnae Hall 220

Patrick Coonan, *Dean*
Email: coonan@adelphi.edu

Ann Pierce, *Associate Dean for Academic Affairs*
Jane White, *Associate Dean for Grants and Research, Director of Ph.D. Program*
Nancy Cole, *Assistant Dean for Student Affairs*

Directors

Judith Ackerhalt, *Director of Nursing Administration Programs*
Stefni Bogard, *Clinical Administrator of Nurse Practitioner (NP) Programs*
Marybeth Ryan, *Director of Nursing Education Programs*
Margaret Silver, *Director of the ASCEND Program (R.N. to B.S.)*
Jane White, *Director of the Doctoral (Ph.D.) Program*

Professors

Patrick Coonan
Jane White

Associate Professors

Judith Ackerhalt
Veronica Arikian
Christine Coughlin
Judith Forker
Erica Kathryn
David Keepnews
Marilyn Klainberg
Marybeth Ryan
Arlene Trolman
Joan Valas

Visiting Faculty

Yvonne Gray
Roberta Marpet
K.C. Rondello

Assistant Professors

Elizabeth Cohn
Xiomei Cong
Diane Dembicki
Bonnie M. Ewing
Maryann Forbes
Sue Greenfield
Mary Hickey
Myrtle-Denise Pollard
William Daniel Roberts
Lorraine Sanders
Margaret Silver

Clinical Assistant Professors

Deborah Ambrosio-Mawhirter
Stefni Bogard
Jacqueline Brandwein
Robert Kerner
Teresa Masitti

Senior Adjunct Faculty

Lucy Alexander
Father Joseph D'Angelo
Jean Winter

Professional Philosophy

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 health-care; and to provide a foundation for doctoral study. At the master's level, nursing education is concerned with increasing specialization in the diverse theoretical foundations of nursing and specialization in advanced nursing practice. We expect that our graduates will contribute to the development of nursing as a profession through the development, implementation and evaluation of advanced practice roles.

The emphasis of graduate education is on the development of scholarly critical thinkers with the ability to translate knowledge into practice. Through the process of critical inquiry, students learn to understand the nature of complex human and environmental systems and to develop strategies for effective intervention. Research concepts and skills are subsets of critical inquiry and are considered integral to the roles of nurse practitioner and nursing administrator. The master's curriculum is designed to provide the knowledge base and experience needed to evaluate research designs and methodologies and utilize research findings.

The philosophy of the doctoral program in nursing is to prepare expert nurse scholars who will contribute to the development of knowledge and science of nursing; advance healthcare through teaching, research and leadership; and improve the health of society.

Members of the faculty assume that each student has the potential to be self-directed and the curriculum is structured to maximize student independence, personal development, professional accountability, and continuous learning.

The master's program is accredited by the Commission on Collegiate Nursing Education (CCNE), One DuPont Circle NW, Suite 530, Washington, D.C. 20036-1120, (202) 887-6791.

The School holds membership in the Council of Baccalaureate and Higher Degree programs of the National League for Nursing, the American Association of Colleges of Nursing, and the National Organization of Nurse Practitioner Faculties.

Programs of Study

A. Doctor of Philosophy in Nursing (Ph.D.)

B. Master of Science (M.S.)

1. Adult Health Nurse Practitioner
2. Emergency Nursing/Disaster Management
3. Nursing Administration
4. Nursing Education

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

D. Post-Master's Certificate

1. Adult Health Nurse Practitioner
2. Emergency Nursing/Disaster Management
3. Nursing Administration
4. Nursing Education

Degree Requirements for the Master of Science

Candidates for the degree of Master of Science must satisfactorily complete a program of study and submit a master's project. Candidates must also fulfill all requirements of the curriculum in which they are enrolled.

The required Capstone Project is a scholarly paper for which a number of options are available. These include a project proposal that does not require implementation for graduation; completion of a qualitative or quantitative research project; an evaluation research project; or an educational or administrative project.

All students must pass a written Comprehensive Examination given at the completion of all course work. This requirement is for all students admitted after Spring 2006.

Degree requirements must be completed within five years after matriculation. At the end of the five-year period, the student's record is reevaluated in terms of the curriculum in effect at the time and the student is advised of any additional requirements for graduation. The responsibility of fulfilling degree requirements rests with the student.

All students enrolled in any M.S. program take the same required set of foundational courses called "core" (15 credits). Some of these courses have prerequisites or self-study modules. The core courses must be completed before enrolling in the "specialty" courses. Each student also completes a Capstone Project at the end of most of the specialty course work.

Courses are 3 credits unless otherwise noted.

Core Courses (15 credits)

NUR 602	Frameworks for Advanced Nursing
NUR 606	Statistics for Nursing Research
NUR 607	Informatics: Information, Data and Knowledge
NUR 702	Health Issues, Policy and Politics in Health Care
NUR 650	Seminar in Nursing Research, Conduct and Utilization

Capstone Course (3 credits)

NUR 753	Capstone Project
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Master of Science Adult Health Nurse Practitioner (51 credits)

This advanced nursing practice concentration entails in-depth study of adult-health nursing. The curriculum integrates theoretical knowledge and practical skills while exploring the issues and forces within the healthcare delivery system that affect the roles of the advanced practice nurse. Students have opportunities to work with advanced practice nurses and other health professionals in a variety of clinical settings.

Through study of the many facets of physical illness and nursing care, this component prepares students to become nurse practitioners in adult health nursing. The program emphasizes scientific inquiry as a tool for building clinical knowledge and testing the validity of the theoretical assumptions underlying nursing practice.

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
NUR 753	Advanced Pharmacology
NUR 764	Advanced Physical Assessment of the Adult
NUR 755	Advanced Physical Assessment Clinical (2 credits)

Adult Health Nurse Practitioner Specialty Courses (15 credits)

NUR 633	Adult Health Nursing I: Theory and Clinical (4 credits)
NUR 638	Adult Health Nursing II: Theory and Clinical (4 credits)
NUR 640	Summer Clinical Practicum (1 credit)

NUR 653	Adult Health Nursing III: Theory and Clinical
NUR 742	Adult Health IV: Theory and Clinical

Capstone Course (3 credits)

NUR 753 Capstone Project (3 credits)

Master of Science Emergency Nursing/Disaster Management (42 credits)

The emergency nursing/disaster management program is a 42-credit master's degree program designed to prepare nurses for managerial positions in the emergency department and disaster management settings. After completing the program, the graduate will be able to attain employment and successfully work in the field of disaster nursing and emergency management as a clinician, manager, educator, consultant or researcher.

Courses are three credits unless noted otherwise.

Core Courses (15 credits)

Specialty Core Courses (12 credits)

NUR 657	Introduction to Emergency Management (cross reference with EMG 501)
EMG 502	Epidemic and Pandemic Planning and Response
MGT 561	Management Theory and Organizational Behavior
NUR 690	Interventions for Human Responses to Disasters

Specialty Courses (12 credits)

NUR 658	Leadership and Management of Disasters Across the Continuum of the Public's Health
NUR 659	Leadership and Management Practicum (for 658)
NUR 613	Special Needs of Vulnerable Groups During Disasters
NUR 605	Seminar in Clinical Leadership

Capstone Course (3 credits)
NUR 753 Capstone Project

Master of Science Nursing Administration (45 credits)

The concentration in nursing administration prepares nurse managers who can function in a variety of healthcare settings. Topics include nursing theories, group dynamics, communication and professional issues and trends. To prepare to serve as leaders in improving healthcare services, students study leadership roles in the healthcare field. Through the program's research component, students gain practice in analyzing and implementing research findings.

Program Plan

Courses are three credits unless noted otherwise.

Core Courses (15 credits)

Specialty Courses (21 credits)

HRM 765	Developing World Class Human Resources
MGT 561	Management Theory and Organizational Behavior
NUR 604	Team Building for Nurse Leaders
NUR 605	Seminar in Clinical Leadership
NUR 664	Collective Bargaining (1 credit)
NUR 665	Legal Issues (1 credit)
NUR 666	Ethical Issues (1 credit)
NUR 677	Financial Literacy for Nurse Leaders
NUR 768	Seminar in Processes of Evaluation for Nurse Leaders

Functional Focus Course (6 credits)

NUR 770	Seminar and Practicum in Nursing Administration
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Capstone Course (3 credits)
NUR 753 Capstone Project

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 program incorporates contemporary management theory, business fundamentals and essential core competencies, and knowledge, skills and values of advanced professional nursing practice. The objective of this joint degree program is to prepare leaders who facilitate and embody the competencies required to help transform health service organizations and health systems as a whole.

Program Plan

Courses are three credits unless noted otherwise.

Nursing Requirements (36 credits)

(Includes Core Courses of 15 credits and capstone project, 3 credits)

Specialty Courses (12 credits)

NUR 604	Team Building for Nurse Leaders
NUR 605	Seminar in Clinical Leadership
NUR 664	Collective Bargaining (1 credit)
NUR 665	Legal Issues (1 credit)
NUR 666	Ethical Issues (1 credit)
NUR 768	Seminar in Processes of Evaluation for Nurse Leaders

Functional Focus Course (6 credits)

NUR 770	Seminar and Practicum in Nursing Administration
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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

Capstone Course (3 credits)

NUR 753	Capstone Project
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Master of Science Nursing Education (45 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 undergraduate 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 educators and to 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 health-care 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.

Program Plan

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 Core Courses (5 credits)

NUR 605	Seminar in Clinical Leadership
NUR 665	Legal Issues (1 credit)
NUR 666	Ethical Issues (1 credit)

Specialty Courses (16 credits)

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)

Professional Cognate Courses (6 credits)

Students choose 6 credits of graduate-level courses in specialty-related areas within the School of Nursing and other Schools in the University.

Capstone Course (3 credits)

NUR 753 Capstone Project

Post-Master's Certificate Programs

Designed for students who already hold a master's degree in nursing, the Advanced Certificate program provides an educational route to respecialize in an area other than that studied in their master's program. The program aims to strengthen the administrative or clinical capability of master's-prepared nurses who are planning or are already involved in a role expansion or role change. Some examples are: the clinical specialist who is moving into an administrative or nurse practitioner role; and the nurse whose major was teaching and who wishes to become a nurse practitioner.

The program is individualized for each applicant. It is a part-time course of study that includes 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.

Areas of study include nurse practitioner in adult health nursing, emergency nursing and disaster management, nursing education, and nursing administration.

Post-Master's Certificate Adult Health Nurse Practitioner (30–33 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

NUR 753 Advanced Pharmacology

NUR 764 Advanced Physical Assessment of the Adult

NUR 755 Advanced Physical Assessment Clinical (2 credits)

Specialty Courses (15 credits)

NUR 633 Adult Health Nursing I: Theory and Clinical (4 credits)

NUR 638 Adult Health Nursing II: Theory and Clinical (4 credits)

NUR 640 Summer Clinical Practicum (1 credit)

NUR 653 Adult Health Nursing III: Theory and Clinical

NUR 742 Adult Health IV: Theory and Clinical

Post-Master's Certificate Emergency Nursing and Disaster Management (24 credits)

The Post-Master's Certificate in emergency nursing and disaster management is a 24-credit program designed to prepare nurses who have some emergency department or emergency management experience with more formal, in-depth education in the area of emergency nursing and disaster management. Graduates can expect to assume a leadership position in the field of disaster nursing and emergency management as a clinician, manager, educator, consultant, or researcher.

Courses are three credits unless noted otherwise.

Specialty Core Courses (12 credits)

NUR 657 Introduction to Emergency Management

EMG 502	Epidemic and Pandemic Planning and Response
MGT 561	Management Theory and Organizational Behavior
NUR 652	Interventions for Human Responses to Disaster

Specialty Courses (12 credits)

NUR 658	Leadership and Management of Disasters across the Continuum of the Public's Health
NUR 659	Leadership and Management Practicum (for 658)
NUR 613	Special Needs of Vulnerable Groups during Disasters
NUR 605	Seminar in Clinical Leadership

Post-Master's Certificate Nursing Administration (21 credits)

Courses are three credits unless noted otherwise.

Specialty Foundation Courses (18 credits)

HRM 765	Developing World Class Human Resources
MGT 561	Management Theory and Organizational Behavior
NUR 604	Team Building for Nurse Leaders
NUR 605	Seminar in Clinical Leadership
NUR 664	Collective Bargaining (1 credit)
NUR 665	Legal Issues (1 credit)
NUR 666	Ethical Issues (1 credit)
NUR 768	Seminar in Processes of Evaluation for Nurse Leaders

Functional Focus Course (3 credits)

NUR 770	Seminar and Practicum in Nursing Administration
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Post-Master's Certificate Nursing Education (21 credits)

This program is designed to prepare the nurse who has earned a master's degree in nurs-

ing to implement the role and responsibilities of the academic nurse educator in diverse educational and healthcare settings. With the knowledge, skills, and values acquired during the program, graduates will be able to help meet the educational needs of the nursing profession and healthcare consumers and advance the professional role of the nurse educator.

Courses are three credits unless noted otherwise.

Specialty Core Courses (5 credits)

NUR 605	Seminar in Clinical Leadership
NUR 665	Legal Issues (1 credit)
NUR 666	Ethical Issues (1 credit)

Specialty Courses (16 credits)

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)

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 breadth of ideas, 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. A nurse-educator role sequence examines content and provides a

precepted experience with a goal that students assume roles in education following graduation.

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 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 (9–12 credits per semester) or part-time basis.

Most courses are offered 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 15th.

Program Plan (54-credit minimum required)

Courses are three 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 I
NUR 890	Dissertation Guidance II

Admission**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 the *Graduate 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 M.S. courses. The specific undergraduate courses that will be required and the amount of credits required will be determined on an individual basis following review of transcript(s) by School of Nursing faculty/advisers.

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

The deadline for receipt of all application materials is *February 15th* 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 (R.N.) in the state of New York
- Complete the Graduate Application form
- Provide the Admissions 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 (taken in the last five years), or completion of a statistics tutorial before enrollment
- 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.

General Information for Nursing Students

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 six graduate credits may be accepted as applicable toward the M.S. degree.

Matriculation

Students are considered to be matriculated when they have been accepted into the program as a degree student and are enrolled in at least one course. Students in the master's program have five years from the date of first enrollment to complete their requirements.

Textbook and Study Guide

Expenses

Students can expect to spend between \$200 and \$300 per semester for the purchase of textbooks and 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 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-".

Failure to meet the above grading requirements will result in dismissal from the program.

Note: A course with a grade of "I" prohibits a student from registering for the next requisite course in the course sequence. Students with two or more Incompletes may not register for future course work until all Incompletes are removed.

Regulations for Nursing Majors

Prior to registration for clinical courses, all students are required to submit evidence of the following:

- Annual Physical
- Annual Mantoux (with CXR, if positive)
- MMR Titers showing immunity
- Tetanus within 10 years
- Hepatitis B Vaccine Series or
- Hepatitis B Declination Statement
- Varicella Titer (this is now required by some hospitals)
- BCLS or ACLS certification, depending on program specialty.

Materials must be submitted to the Health Services Center before each fall semester. Failure to submit a health form will result in suspension from clinical experiences. A copy of the CPR certification card must be provided each semester.

Insurance

All students are required to have accident and health insurance in order to participate in a clinical practicum. All students must carry professional malpractice insurance.

School of Nursing Learning Resources Center

The School of Nursing Learning Resources Center includes a learning laboratory, a computer laboratory, a seminar room with demonstration bed, and a small auxiliary laboratory for physical assessment skills. The skills laboratory simulates the hospital setting with all appropriate and supportive supplies and equipment. These include advanced patient care mannequins and simulators, injecta-pads, intravenous training arms, ostomy models, and many other innovative educational devices. In addition to regularly scheduled classes held in the nursing laboratory, open laboratory skills sessions are held regularly with a clinical coordinator, 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 R.N. students to discuss issues relating to their program.

Honors in Nursing

Sigma Theta Tau International, Inc.

The School of Nursing's honor society is the Alpha Omega Chapter of Sigma Theta Tau International, Inc., the International Honor Society of Nursing. The purposes of this organization are to:

- Recognize the achievement of scholarship of superior quality.
- Recognize the development of leadership qualities.
- Foster high professional standards.
- Encourage creative work.
- Strengthen commitment on the part of individuals to the ideals and purposes of the profession of nursing.

Graduate students who have achieved a grade-point average of 3.5 at the graduate level and who have successfully completed one-quarter of the graduate program may be considered for membership.

Financial Aid

Sigma Theta Tau Scholarship

Each year, the Alpha Omega chapter of Sigma Theta Tau International, Inc. offers a Nursing Scholarship Award. Eligible are full- or part-time master's students who are members of Alpha Omega who have a minimum grade-point average of 3.5, and who demonstrate accomplishment and leadership in professional endeavors and community activities. The Alpha Omega chapter of Sigma Theta Tau also offers annual research awards. Master's students who are active members of Alpha Omega chapter may apply.

Employer Tuition Reimbursement

Employer Billing

If a company will pay the University directly regardless of the student's grades, an authorization from the employer must be submitted to the Office of Student Financial Services at the time of registration. The student will be required to pay all tuition and fee charges not covered by their employer at the time of registration. The student will be required to pay all tuition and fee charges not covered by their employer at the time of registration. Students may participate in this program as long as payment is not contingent upon successful course completion.

Employer Deferment

Students who will be reimbursed by their employer only after a grade is received must present an official letter of intent from their employer, specifying the tuition and fees covered. The student will be required to pay all remaining tuition and fees and the \$75 reimbursement deferment at the time of registration.

Students should ask their employer or union about participation in either of these programs.

Waiver of Academic Regulations

Students may petition the dean of the School of Nursing for a waiver of an academic regulation of the school.

of the new Federal Faculty Loan Program and Graduate Assistantships.

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:

1. Have a M.S. or M.S.N. from an accredited nursing program (CCNE or NLNAC approved);
2. Be licensed as a registered nurse (RN) in the state of New York;
3. Complete the *Graduate Application* form;
4. Provide the admission committee with three professional letters of reference from a supervisor, committee chair, former professor, etc.;
5. Submit satisfactory GRE scores (taken within the last five years);
6. Submit evidence of successful completion of a graduate level statistics course (taken in the last five years), or completion of a statistics tutorial before enrollment.
7. Submit all academic transcripts;
8. Provide a professional writing sample, preferably scholarly writing such as a publication;
9. Submit a personal essay describing academic and professional goals.
10. 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



SCHOOL OF
SOCIAL WORK

School of Social Work

Social Work Building

Andrew Safyer, *Dean*

Email: asafyer@adelphi.edu

Peter I. Chernack, *Associate Dean for Program
Development and Administration*

Lois Stein, *Assistant Dean for Academic Affairs*

Naomi Barasch, *Director of Field Education*

Marcia Edwards, *Coordinator of Admissions*

Karen Campbell, *Director, Manhattan Center*

Social Work Programs

Eileen Chadwick, *Director Hudson Valley*

Program

Lynne Shulman, *Director, Hauppauge Center*

Social Work Programs

Professors

Roni Berger

Gertrude S. Goldberg

Andrew W. Safyer

Associate Professors

Wahiba Abu-rass

Julie C. Altman

Richard Belson

Ellen Bogolub

Carol S. Cohen

Judy Fenster

Richard B. Francoeur

Roger A. Levin

Ellen S. Rosenberg

Zulema E. Suárez

Carol Sussal

Assistant Professors

Beverly Araujo

Peter I. Chernack

Carolann Daniel

Patricia A. Joyce

Diann Cameron Kelly

Suzanne Michael

James B. Mullin

Elizabeth Palley

Subadra

Panchanadeswaran

Geoffrey Ream

Philip A. Rozario

In Han Song

Bradley D. Zodikoff

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.

Professional Philosophy

Social work is a profession that seeks to ameliorate human suffering. This commitment is based upon the assumption that people, individually and collectively, have innate strengths and that strategies to enhance and restore a capacity for social functioning are both capable of discovery and teachable. Multidisciplinary knowledge from the arts and sciences is essential to the education of social workers, for the profession requires practitioners who have been exposed to a breadth of ideas and information. Social work education is grounded in the perspective that environmental influences affect the development and well-being of people and must be taken into account when assessing behavior and life situations.

Social work education at Adelphi University integrates knowledge from a variety of disciplines in all courses throughout the curriculum. Rather than being taught selected facts and theories as single truths, Adelphi students grapple with opposing ideas, consider a broad range of facts and theories, and finally, learn to select and apply knowledge to ameliorate individual, family, and social problems.

Programs of Study

- Master of Social Work M.S.W. Program
- One-Year Residency M.S.W. Program
- 16-Month Accelerated M.S.W. Program
- Part-time M.S.W. Program
- B.S.W.—M.S.W. Advanced Standing Program
- Hauppauge Center M.S.W. Program
- Hudson Valley Center M.S.W. Program
- Manhattan Center M.S.W. Program
- Doctor of Philosophy (Ph.D.) in Social Work
- Bilingual School Social Work Program
- 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

Master of Social Work Program

The Master of Social Work program provides the preparation necessary for advanced professional social work practice. The degree is 64 credits. The foundation curriculum provides the knowledge, skills, values, and ethics essential to all forms and levels of generalist social work practice. In the second year of the program all students complete a concentration in contemporary, direct practice and are prepared to be advanced, social work practitioners using sophisticated clinical skills in work with individuals, small groups, families, and couples.

Organization and Structure of the Curriculum

All students in the first year of the Adelphi University M.S.W. program are required to take the same ten courses. Eight of the 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 second year of their M.S.W. program, all students at Adelphi University must complete ten courses, two of which are supervised field internships. The eight remaining second-year classroom courses are distributed as follows: 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.

Field education provides students with the opportunity to work directly with people in a different field agency in the first and second year of the M.S.W. program. In the first year, students complete a minimum of 600 hours of field instruction with an emphasis on developing foundation practice skills for work with individuals, families,

groups, and communities. In the second year, students complete a minimum of 600 hours of field instruction in advanced, direct social work practice. Advanced Standing students may, in certain instances, be required to complete additional hours of field instruction 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.

Students are expected to work normal agency hours and are responsible for adhering to agency policies and practices. Although the School does offer field internships with evening hour assignments, all students are required to be available for a minimum of one full day or two half days during weekday daytime hours. Field instruction, unlike other academic courses, continues during January intersession and students are advised to factor possible housing expenses into their financial plans. In addition, students will need to arrange for transportation to and from the field agency.

The model presented below is the standard program for students who maintain full-time status over two years. While 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.

M.S.W. Course of Study

First-Year M.S.W. Program (32 credits)

Fall Semester (16 credits)

SWK 500	Issues in Social Welfare I: History and Philosophy of Social Welfare
SWK 510	Human Behavior Theory for Social Work Practice I
SWK 520	Foundations of Social Work Practice I
SWK 542	Oppression, Diversity and the Struggle for Human Rights
SWK 690	Field Instruction I

Spring Semester (16 credits)

SWK 501	Issues in Social Welfare II: Inequality, Inequity, and Social Justice
SWK 511	Human Behavior Theory for Social Work Practice II
SWK 521	Foundations of Social Work Practice II
SWK 557	Social Work Research I
SWK 559*	Statistics for Social Work Research
SWK 691	Field Instruction II

**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.*

Second-Year M.S.W. Program (32 credits)

In their second year, students complete a concentration in contemporary direct practice. The concentration is comprised of Advanced Social Work Practice with Individuals, a choice of Advanced Social Work Practice with Groups or Advanced Social Work Practice with Families and Couples, Social Work Assessment and Diagnosis, and the field internship. Students may register for the third practice course, which is not part of their concentration, as an elective.

Fall Semester (16 credits)

SWK 710	Social Work Assessment and Diagnosis
SWK 758	Social Work Research II

SWK 780	Advanced Social Work Practice with Individuals
SWK 7XX	Elective
SWK 790	Field Instruction III

Spring Semester (16 credits)

SWK 722	Organizational Context for Professional Practice
SWK 736	Contemporary Social Work: An Integrated Approach
SWK 782	Advanced Social Work Practice with Groups
SWK 786	Advanced Social Work Practice with Families/Couples
SWK 791	Field Instruction IV

Admission Requirements

The requirements for admission to the M.S.W. program are based on prior academic performance, values consonant with the 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 www.socialworkers.org/pubs/codenew/code/asp.*

Application Procedure

Each candidate is required to file an application provided by the University’s Office of Graduate Admissions or the School of Social Work, or downloaded from the University’s Web site.

Applications for full-time study should be completed and received by the University with all required documents by July 15 for priority consideration for the fall semester and by December 1 for priority consideration for the spring semester. Completed applications for full-time study received after these dates will only be reviewed on a space available basis.

It is strongly recommended that applicants for the Advanced Standing program and transfer students file applications by March 1 for fall semester admission. The School reserves the right to limit admissions as necessary.

Candidates must submit three reference letters. Preferred sources are supervisors in the social agencies in which they have been volunteering or employed, college instructors, or others unrelated to the applicant who are equipped to evaluate their readiness for graduate study and capacity for social work practice. Candidates must arrange for the forwarding of their college transcripts and submit a personal statement of how their interest in social work developed and the life experiences that influenced this professional choice. Please refer to the questions on the application. At the discretion of the School’s 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.

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.

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 associate 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.

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.

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 week-day evenings. All required courses are taught at the Center, except for SWK 578 Social Work Research II, which is offered each fall and summer 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 and other information contact:

Lynne Shulman, Director of Social Work Programs

Hauppauge Center

55 Kennedy Drive

Hauppauge, New York 11788

Telephone: (631) 300-4363

Email: 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 758 Social Work Research II, which is delivered as an online course with only three in-person sessions held at the Garden City campus. As an alternative, the course is also offered each fall and summer on the Garden City campus. SWK 758 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 further information contact:

Eileen Chadwick, LCSW

Hudson Valley Center

457 Maple Street

Poughkeepsie, N.Y. 12601

Telephone: (845) 471-3348

Email: 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 758 Social Work Research II 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 further information contact:

Karen Campbell, Director of Social Work Programs
Manhattan Center
75 Varick Street
New York, New York 10013
Telephone: (212) 965-8340 ext. 116

Post-Master's Certificate Program in Bilingual School Social Work

This 16-credit post-master's program is designed for bilingual M.S.W. graduates, who are seeking N.Y. State Certification in Bilingual School Social Work. To apply, please submit your application, your M.S.W. final transcript, and an essay describing your interest in bilingual school social work and in securing the certificate.

This program is also available to current Adelphi M.S.W. students. For more information, please contact Ms. Marcia Edwards, Coordinator of Admissions for the School of Social Work, at (516) 877-4384/60.

Human Resources Management Certificate Program

M.S.W. students are eligible to enroll in a joint program with the School of Business leading to a certificate in Human Resources Management that requires nine additional credits beyond the M.S.W. degree. The certificate program is 15 credits: the SWK 722 course is applied toward the certificate so that the M.S.W. student takes four rather than five business school courses to complete the certificate. One of the four courses

is counted toward the M.S.W. in lieu of a social work elective and is taken during the final year of M.S.W. study. The remaining nine credits for the certificate are taken in the year following receipt of the Master's of Social Work.

Ph.D. in Social Work Program

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.

Students take 48 credits of the 51 required credits one afternoon and evening a week for eight semesters (two courses per semester). The remaining course is a year-long, three-credit course to be scheduled at the convenience of the students and instructors. 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. 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. Students have six years from the time they enter the program to complete and gain acceptance of a dissertation proposal and 10 years from entry to complete all requirements for the degree.

Ph.D. Course of Study

First Year

Fall

SWK 810 Epistemology and Social Work Knowledge

SWK 842 Human Behavior Theory, Empirical Knowledge and Contemporary Practice

Spring

SWK 850 Comparative Approaches to Social Work Research: Quantitative*

SWK 882 Comparative Approaches to Social Work Research: Qualitative

* *Must pass an examination on social research content of M.S.W. program*

Second Year

Fall

SWK 846 Social Work Practice with Families: Theory and Research

SWK 860 Social Work and Social Science

Spring

SWK 843 Social Work Practice with Individuals: Theory and Research

SWK 845 Cross-national Perspectives on Social Provision
Candidacy Examinations

Third Year

Fall

SWK 851 Foundations to Data Analysis: Univariate and Bivariate Statistics

SWK 848 Social Work Practice with Groups: Theory and Research

Spring

SWK 856 Multivariate Analyses

SWK 857 United States Social Work in Historical and Cross-national Perspective

SWK 862 Specialization Seminar: A Multi-Dimensional Approach (year-long seminar)

Fourth Year

Fall

SWK 844 Program Development and Evaluation

SWK 853 Advanced Research Topics

Spring

SWK 811 Social Work Education: Issues and Processes

SWK 854 Proposal Development Seminar

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.

rience 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 exam (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, non-refundable 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:

- *Graduate Bulletin*
- 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.

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UNIVERSITY
COLLEGE

University College

Shawn O'Riley, *Executive Director*,
University College
Hagedorn Hall, Room 201H
(516) 877-3404
Email: oriley@adelphi.edu

Emily Wilson, *Associate Director*,
Adult Education, University College
Hagedorn Hall, Room 201E
(516) 877-3419
Email: wilson@adelphi.edu

University College 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.

For more information about University College, call (516) 877-3400, or visit the Web site at <http://academics.adelphi.edu/universitycollege/>.

Advanced Certificate in Basic Sciences for Health Professions (34 credits)

The post-bachelor's Advanced Certificate in Basic Sciences for Health Professions is designed for students who want to pursue a career in medicine but did not complete the required science courses in their undergraduate degree program. The goal of the program is to help this special group of students get accepted into the school of their choice in order to pursue a career in medicine.

Students complete 34 credits of science courses, covering the topics required by medical schools: general chemistry, organic chemistry, physics, and biology. Courses are in a cohort format so that they study with a group of peers in specially scheduled course sections.

This comprehensive program allows students to:

- Complete the course work required for application to most medical, dental, veterinary, or osteopathic medical schools in one calendar year
- Complete core certificate requirements in three semesters of intensive study
- Gain on-site volunteer experience in the health professions that is critical to a successful medical school application
- Prepare for the MCAT and other standardized graduate admissions tests
- Acquire important recommendations necessary in the competitive environment of medical school applications

Pre-Health Professions Advising

The Office of Pre-Professional Advising will be available to certificate students throughout the program to assist with all aspects of their preparation and application process.

Who Should Apply

Students who did not take the required science courses in their undergraduate degree program and want to apply for medical, dental, veterinary or osteopathic medicine schools. Medical schools are often eager to accept students from non-premedical degree backgrounds because of their diversity of experiences, but require all applicants to have science course work that will prepare them for their studies in medicine. If you are an excellent student, did not complete the required science courses, and want to prepare for medical school in as little as a year, this certificate program is for you.

Application Requirements

Applications are reviewed by the Advanced Certificate in Basic Sciences for Health Professions Committee. 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

For application information, email ucadmissions@adelphi.edu or call (516) 877-3412.

Graduate Certificate in Emergency Management (18 credits)

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 and 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

- Introduction to Emergency Management
- Health Management in Times of Disaster
- Planning and Coordination
- Business Continuity Planning

Emergency Management Electives (Select two)

- Social and Organizational Preparedness and Response
- Leadership in Emergency Management
- Emergency Management Law
- Select one professional course such as:
Emergency Response Functional Roles for Disaster Management

Capstone Course

- Disaster Management Capstone Course

This optional course provided by the School of Nursing is strongly recommended for health professionals.

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.



ADMISSIONS

Admissions

Admission to Graduate Study

General Requirements for Admission

Applicants must hold a baccalaureate degree from a regionally accredited college or university. The following supporting documents should be submitted to the Office of University Graduate Admissions, Levermore Hall 114:

1. Completed and signed application for admission and \$50 application fee.
2. An official transcript 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.

Besides these general requirements, particular programs may specify additional requirements. Applicants should review the statement on admission that appears within the section of this *Bulletin* for each school.

For further information, call or write:

Office of University Admissions
Levermore Hall 114
Adelphi University
Garden City, NY 11530
(516) 877-3050

Admission to Graduate Standing

To be admitted to candidacy in any graduate program leading to a master's or doctoral degree, applicants must possess a baccalaureate from a regionally accredited college or university and must present evidence of their qualifications for advanced study.

In addition to these general requirements, the specific prerequisites for admission to a 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.

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 special students. This classification includes those who wish to take selected courses to earn credit for personal or professional benefit, and those who enroll as summer visitors. In order to gain admission, such students must file a nondegree application form and present evidence of a baccalaureate degree. Entry to certificate and diploma programs may require evidence of additional credentials.

Students who are teachers and wish to meet state certification requirements but who do not plan to become degree candidates are also admitted with nondegree status.

Nondegree special students are permitted to enroll in only those courses that have been specifically designated by departments as being available to such students. Individual exceptions require special permission by the coordinator of the program in which the student wishes to enroll and by the appropriate dean.

Nondegree special students are limited to a maximum of 12 credits in courses regularly applicable to a graduate degree. Waiver of this limitation requires the appropriate dean's approval.

Visiting Students

A student who is a degree candidate at a university other than Adelphi and who wishes to take courses at Adelphi for transfer to the university in which he or she is a degree candidate may do so by making regular application as a nondegree special student to the Office of Graduate Admissions. At the end of the semester in which he or she is enrolled, the student must file with the Registrar of Adelphi University a formal request that a record of grades be sent to the home university.

International Students

The following documents should be submitted by all international applicants:

1. International application for admission;
2. Certified English translations of all prior academic records;
3. Transcripts from all institutions previously attended;
4. Total of 550/213/79-80 or better (587/240/94-95 for Master's in Social Work) on the Test of English as a Foreign Language (TOEFL), or the completion of ELS Language Center's Level 213. 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.)

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.



EXPENSES AND FINANCIAL AID

Tuition and Fees

Tuition and Fee Policy

The Office of Student Financial Services must be consulted for the current tuition and fees schedule. Tuition and fees are payable either by mail or in person at the Office of Student Financial Services, by phone with MasterCard or Visa, or via the Web at www.Adelphi.edu. Checks and money orders should be made payable to Adelphi University. All payments will be applied to any past-due balance first.

Charges billed by the University are outlined below. Students, 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.

The following tuition and fee policy pertains to the 2008–2009 academic year. The Board of Trustees of Adelphi University reserves the right to change this tuition and fee schedule without prior notice.

Tuition and Fee Rates*

2008–2009

Academic Year

Graduate, Full-Time (12 or more credits per semester)

Social Work

Tuition and University Fees
(\$500 nonrefundable).....\$25,300

Education STEP

Tuition and University Fees
(start date prior to Fall 2007)\$25,500

Tuition and University Fees
(start date of Fall 2007,
Spring 2008, Summer 2008).....\$26,450

Tuition and University Fees
(start date of Fall 2007 or later)...\$27,450

Communicative Disorders**

Tuition and University Fees
(start date prior to Fall 2007)\$26,300

Tuition and University Fees
(start date of Fall 2007,
Spring 2008, Summer 2008).....\$27,250

Tuition and University Fees
(start date of Fall 2007 or later)...\$28,250
(\$500 nonrefundable).....\$23,700

Gordon F. Derner Institute of Advanced
Psychological Studies (IAPS)\$31,700

Graduate, All Other Programs

Tuition, per credit hour

(start date prior to Fall 2007)\$775
(start date of Fall 2007,
Spring 2008, Summer 2008).....\$800
(start date of Fall 2007,
Spring 2008, Summer 2008).....\$830

Tuition, per credit hour

(Communicative Disorders
1–11 credits per semester)
(start date prior to Fall 2007)\$795
(start date of Fall 2007,
Spring 2008, Summer 2008).....\$825
(start date of Fall 2007,
Spring 2008, Summer 2008).....\$860

Education

(start date prior to Fall 2007)\$795
(start date of Fall 2007,
Spring 2008, Summer 2008).....\$825
(start date of Fall 2007,
Spring 2008, Summer 2008).....\$860

Tuition, per credit hour

(IAPS—1–11 credits per semester).....\$925

University Fees (nonrefundable)

1–6 credits\$500
7–11 credits\$600

*Check www.adelphi.edu for updated information.

**This does not include the Doctor of Audiology (Au.D.) program. Tuition and fees for the Au.D. program are set at the highest prevailing rate among the member institutions regardless of the home institution.

University Fees

University Fees cover the use of all academic and recreational facilities and services including the library, gymnasium, health service center, counseling, and career services, and provides for security and accident insurance for all students.

Other Fees and Charges

Application Fee (nonrefundable)	\$50
Deferred Payment Plan Fee	\$50
Graduation Reapplication/Late Filing Fee..	\$25
Late Registration Fee.....	\$50
Accident Insurance.....	TBA
Medical Insurance (Annually).....	TBA
Program change, each form.....	\$25
Professional Liability Insurance.....	Variable
(Specified after each course in the <i>Directory of Classes</i>)	
Registration Reinstatement Fee	\$150
Returned Check (in addition to charge for late payment of tuition).....	\$25
Program Specifics Fees (specified in the <i>Directory of Classes</i>)	variable
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.

Payment Policy

Tuition and fees are payable in full at the time of registration. Students preregistering for the fall and spring semesters will be billed in July and December, respectively. Students are responsible for all charges regardless of billing. Students are required to notify the Office of the Registrar of their appropriate billing address and to contact the Office of Student Financial Services if bills are not received. Payments must be made in accordance with University policies, whether or not bills are received. Students may request a current statement of account at the

Information Desk, Levermore Hall, Lower Level, room one.

Deferred Payment Plan—Students may elect a deferred payment plan for each semester whereby one-half of the balance plus a \$50 deferred payment plan fee is due at registration. The final payment is due on October 15 or March 15.

Monthly Payment Plan—Many students have indicated a preference to pay on a monthly basis. Adelphi offers the AMS Tuition Pay plan, which provides for payment in monthly installments as an alternative. Information on this plan is mailed to all students before each semester and can also be obtained in the Office of Student Financial Services.

Late Payment Fees—All tuition and fee charges are due at registration unless a two-payment plan or the AMS monthly payment plan is elected. Failure to make payments on time will result in the assessment of late penalties, as defined in the class schedule. Programs not following the traditional semester calendar are also subject to late payment fees.

Students having outstanding indebtedness to the University will not be permitted to register, receive a transcript or grade report, or have a degree conferred. No student may withdraw or graduate from the University in good standing unless all current obligations are paid in full. University policy precludes the use of any current financial aid for payment of past-due charges.

Late Payment Fee

Fall Semester

Payment after August 1	\$50
Payment after October 15	\$25
Payment after October 31	\$100

Spring Semester

Payment after January 6.	\$50
Payment after March 15.	\$25
Payment after March 31.	\$100

Tuition Refund Policy

Refunds are computed as of the date the Registrar is notified of the withdrawal. The date of the request will determine the tuition liability for the semester.

Nonattendance in a course does not constitute an official withdrawal. Students will be held responsible for payment of all tuition and fees until an official withdrawal is presented to the Registrar.

Refunds do not depend upon the number of class sessions held or attended. Failure to complete payment is not an official withdrawal. A student who is suspended or dismissed, or who withdraws when under investigation for misconduct, shall not have tuition refunded for the semester in which action is taken.

All refunds from credit balances must be requested in writing each term from the Office of Student Financial Services.

All students who withdraw from the University prior to the first day of classes will receive a credit for all tuition and fees less the mandatory administrative fee.

Students enrolled in courses that meet for fewer than 10 weeks will receive 100% credit for courses dropped prior to the first day of class. Students dropping courses during the first week of class will receive 75% credit. After the first week of classes there is no refund.

Students who have paid their bill with MasterCard/Visa will receive as their refund a charge back to their credit card.

Refund Schedules

Title IV Recipients

Effective Fall 2000, Adelphi University will adopt a new refund policy that conforms to the updated version (Section 668.22) of the Higher Education Amendments of 1998. In accordance with federal regulations, students who withdraw entirely from all classes at the University and have Federal Title IV financial assistance (Federal Stafford Loan, Federal Parent Loan for Undergraduate Students, Federal SEOG, Federal

Perkins Loan, or Federal Pell Grant) that has been credited or could have been credited to their account, will be subject to both Federal Policy regarding the possible return of Title IV funds awarded and Adelphi University's policy regarding the possible return of institutional aid awarded. Furthermore, the amount of refundable institutional charges (and/or possible reduction of outstanding balance) will be set by school policy.

The federal government and the School policy will be similar regarding the amount of Student Aid that may be retained (for related school expenses). Only that amount of the semester's aid that has been earned (as a result of the prorated amount of time the student has been in school for that semester) will be eligible for retention on the student's behalf. Any aid that is not earned must be returned to its source. (The amounts to be returned to federal programs will vary based upon the type of program, the total amount to be returned, and the government's determination of the order in which aid is returned to the programs.) If there is a student account balance resulting from these adjustments, the student is responsible for payment.

The order of return of Title IV funds at Adelphi University is as follows:

- Unsubsidized Federal Stafford loans
- Subsidized Federal Stafford loans
- Federal Perkins loans
- Federal PLUS loans
- Graduate PLUS loans
- Federal Pell Grants
- ACG/SMART
- Federal SEOG Grants
- Other Title IV programs

Sample worksheets for the calculation are available in the Office of Student Financial Services upon request.

Refund of Institutional Charges

All students who are ineligible for assistance under the Federal Title IV programs are subject

to the following institutional refund schedule for a traditional 15-week semester:

Full/partial drop/withdrawal prior to the first day of the semester.....	100% refund
Full/partial drop/withdrawal by the end of the first week	90% refund
Full/partial drop/withdrawal by the end of the second week	50% refund
Full/partial drop/withdrawal by the end of the third week.....	50% refund
Full/partial drop/withdrawal by the end of the fourth week	25% refund
Thereafter	No refund

Appeals

An appeals committee exists for students and parents who feel that individual circumstances warrant exceptions from published policies. Any written requests for appeals should be directed to the committee's coordinator. The address is:

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.

The maximum loan amount for a graduate student is \$20,500. The current rate of interest (as of July 1, 2007) is 6.80%.

Financial Assistance

Adelphi University offers a wide variety of federal aid programs, state grants, and scholarship and fellowship programs.

Financial assistance is any grant, scholarship, loan, or employment opportunity that is offered to an enrolled or prospective student with the express purpose of helping the student meet educational expenses.

The amounts and types of financial assistance that a student receives are determined by

the eligibility of the applicant for each program. The combination of these various awards is commonly referred to as the "financial aid package."

The University expects each student to have knowledge of the information presented in the Undergraduate Bulletin and appropriate Directory of Classes.

Students are encouraged to file the appropriate application forms and to contact their graduate school/department for a listing of additional sources and assistantship information.

Responsibilities of Financial Assistance Recipients

Students receiving financial assistance have the following responsibilities:

1. To complete the Free Application for Federal Student Aid (FAFSA) each academic year by the deadline prescribed by the University.
2. To meet the requirements of good academic standing and maintain satisfactory academic progress toward their degree.
3. If a student transfers from another institution to Adelphi University during the **same award year**, federal regulations require that we request through the National Student Loan Data System (NSLDS) updated information about any fall disbursements so that your spring disbursements are accurate and do not exceed any federal guidelines. Your assistance package may change after review of your record on the NSLDS system.
4. To report to the Office of Student Financial Services any changes in enrollment status, changes of name or address, receipt of any additional internal or external financial assistance.

The University reserves the right to make adjustments in financial assistance packages because of changes in the recipient's enrollment, or residency, income discrepancies, or financial circumstances.

The University further reserves the right to make proportionate adjustments in campus-administered financial assistance if federal or state funding to the University changes.

Students who withdraw from the University before the end of an academic term may be required to repay a portion of their financial assistance.

Application Procedure

The completed FAFSA must be filed with the federal government as soon as possible after January 1 of each academic year.

Students currently enrolled are required to reapply for financial assistance each academic year.

Financial Assistance Programs

Assistantships

A limited number of graduate assistantships are available to qualified graduate students. Assistantships are awarded on the basis of academic merit and some may take financial need into consideration.

Students receiving such appointments are required to devote a specified number of hours each week during the academic year to assist in teaching, research, or other technical services, as assigned by their department.

In return for such services, the student is granted a remission of tuition. In addition, some assistantships offer stipends.

Contact your graduate school/department to obtain applications and specific eligibility requirements.

Adelphi University Scholarships

Adelphi University offers scholarship opportunities to graduate students pursuing graduate degrees in Business, 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 \$18,500. The current interest rate (as of July 1, 2006) is 6.85%. Repayment of the loan begins six months after the student ceases to be enrolled at least half time.

Federal Work Study Program (FWS)

This program provides employment for students demonstrating financial need. Jobs are on campus. The maximum amount a recipient can earn is determined by financial need.

Pathways to Teaching Scholarship

Pathways to Teaching is an Adelphi University scholarship program funded by a Federal Teacher Quality Enhancement grant through the U.S. Department of Education. This scholarship is offered to qualified and motivated undergraduate and graduate students who are seeking teaching certification in secondary mathematics and science. Interested applicants must complete a Pathways to Teaching application and submit it along with all required documentation. Contact Rafael A. Negron at (516) 877-4063 or email negron@adelphi.edu for an application or for more information. The scholarship covers up to 15 credits of tuition.

New York State Aid Programs

Tuition Assistance Program (TAP)

New York State awards grants to New York residents attending New York schools. Grants range from \$75 to \$550 and are based on the total family income. Students must be enrolled full time (12 or more credits per semester) to be eligible.

TAP applications will be generated by New York State after the student's FAFSA form has been processed. Applications are mailed to the student beginning in April each year. The TAP application must be completed and returned to New York State for processing before a student's eligibility can be determined. For further information please contact: TAP Unit (888) 697-4372. Adelphi University's School Code is 5000.

New York State Scholarship Programs

A detailed listing of state-sponsored scholarships is available at the New York State Higher Education Services Corporation (HESC) Web site: www.hesc.com.

Vietnam Veterans Tuition Awards

Vietnam Veterans Tuition Awards (VVTA) provide up to \$1,000 per semester for full-time study or \$500 per semester for part-time study to Vietnam veterans matriculated in a graduate degree-granting program.

Persian Gulf Veterans Tuition Awards

Persian Gulf Veterans Tuition Awards (PGVTA) provide up to \$1,000 per semester for full-time study or \$500 per semester for part-time study to Persian Gulf veterans matriculated in a graduate degree-granting program.

Regents Professional Opportunity Scholarship

New York State residents attending, or planning to attend, a New York State college as an undergraduate or graduate student pursuing a career in certain licensed professions may be eligible for an award from the Regents Professional Opportunity Scholarship Program.

Selection priority is given to: (1) Those who are economically disadvantaged and who are members of a minority group that is historically underrepresented in the chosen profession; (2) Those who are members of a minority group that has been historically underrepresented in the chosen profession; (3) Graduates of the

following opportunity programs: SEEK, College Discovery, EOP, or HEOP.

Awards range from \$1,000–\$5,000 per year.

Award recipients must agree to work one year for each annual payment received. Employment must be in the studied profession and must be in New York State.

Contact NYS Education Department in the fall prior to the academic year for which you are applying, for the application deadline.

For further information, contact:

NYS Education Department
Bureau of College, School, and
Community Collaboration
Cultural Education Center, Room 5C64
Albany, NY 11230

Other Assistance

Several lenders offer credit based “alternative loans” for students who need to borrow above the Federal Stafford loan limits. For these alternative loans, students may borrow up to their total cost of education, less all other financial aid that they are receiving for the loan period. The features, eligibility, and repayment requirements for these alternative loans vary depending on the program. To find out more about them, contact the Office of Student Financial Services at (516) 877-3080 or by email at financialservices@adelphi.edu.

Financial Assistance Policies

All financial assistance awards are made based on the information available as of the date of the financial assistance award letter. If the student receives financial assistance from sources not specified in the award letter, whether from Adelphi or from outside sources, Adelphi reserves the right to adjust the award.

In addition, the Office of Student Financial Services should be notified of any change to the student's financial situation after the completion of the FAFSA that the student believes could affect the student's eligibility for assistance.

Adjustments to student's financial assistance award may be made at the discretion of the Office of Student Financial Services. Some common reasons for adjustments are change in budgets (for example, if the student moves from University housing to private housing), documentation of incorrect income and asset information, change in student's circumstances, awarding of outside or academic scholarships, or any other change in information that in the opinion of the Office of Student Financial Services justifies a change in the financial assistance awards.

Students receiving scholarships that exceed the cost of tuition may be subject to federal income tax on the amount by which the award exceeds tuition. We recommend students check with their tax consultant for further information.

Foreign Students

Federal and state financial aid programs are limited to U.S. citizens and resident aliens (persons with Form I-151, also called a "Green Card").

Nondegree Students

Individuals registering for courses in the University without applying to the Admissions Office for degree status are considered nondegree students. The courses taken are considered to be for personal enrichment and the student is not eligible for any financial assistance.



RULES AND
REGULATIONS

University Regulations

The responsibility for knowing and meeting the applicable degree requirements, as well as the academic regulations of the University and its schools, rests with each student.

University regulations, protocols, and procedures govern all degree programs at the University. Beyond these fundamental regulations, protocols, and procedures, the University's six graduate schools abide by additional specific regulations, protocols, and procedures consonant with their missions, and curricula.

The *Graduate Bulletin* is the chief source of information on the academic regulations, protocols, and procedures of both the University and its graduate schools. University academic regulations, protocols, and procedures pertaining to graduate study are set forth below. The specific regulations of the six individual graduate schools appear in the sections of this *Bulletin* devoted to the programs of the individual schools. Students wishing to seek clarification of such information, or exceptions from academic regulations, are invited to consult their department chairs, then the dean of their schools, and finally the Office of the Provost, the University agency charged with oversight of the entire academy.

Federal and state regulations are not subject to petition.

Student Code of Conduct

As members of an educational community, students are expected to behave responsibly, appropriately, and civilly toward all persons with whom they interact. In addition, students are expected to abide by all University rules, regulations, and policies. The Code of Conduct describes the University's standards and expectations for the behavior of its students. The Code requires that students comply promptly with the directives of Adelphi employees who are acting in accordance with their authority as officials of the University. Failure to comply could result

in suspension from the University. All students are expected to read and adhere to the letter and spirit of the Code of Conduct.

Violations of the Code of Conduct are handled by the Student Judicial Officer. According to the Adelphi Honor Code, all matters of academic misconduct are adjudicated under the policies that govern the University Honor Code. Inquiries may be made to the Committee for Academic Honesty through the Office of the Provost (516) 877-3160. The Code of Conduct is published by the Dean of Student Affairs and can be viewed online at <http://academics.adelphi.edu/policies/conduct.php>. For questions or more information, contact the Office of the Dean for Student Affairs, University Center 106, (516) 877-3660, <http://students.adelphi.edu/sa/dean>.

Academic Integrity

Adelphi University demands the highest standards of academic integrity. Proper conduct during examinations, the proper attribution of sources in preparation of written work, and complete honesty in all academic endeavors is required. Submission of false data, falsification of grades or records, misconduct during examinations, and plagiarism are among the violations of academic integrity. Students who do not meet these standards are subject to dismissal from the University (see Honor Code in Adelphi's *Guide to Student Life* or <http://academics.adelphi.edu/policies/honesty.php>).

Acceptance as a Degree Candidate

Acceptance as degree candidates in all programs is recommended by the school and department in which a student wishes to specialize. Status as a degree candidate depends upon a student's qualifications and the policy of the degree program in which he or she wishes to enroll. Students who are provisionally accepted must apply for a change in status at the office of the dean of their chosen school.

Attendance

Only students who have been registered by the Office of the Registrar may attend courses at the University. Adelphi students make a commitment to be active participants in their educational program; class attendance is an integral part of this commitment. *Attendance requirements for each course will be announced by the faculty member at the beginning of each term.* Students are expected to be present promptly at the beginning of each class period, unless prevented by illness or by other compelling cause. Students are responsible for completing course work missed through absences. Students should wait a reasonable length of time for an instructor in the event that the instructor is delayed.

The Academic Calendar

The Academic Calendar consists of two semesters (fall and spring), approximately 15 weeks each, January Intersession and two summer terms, five weeks each. Adelphi University does not schedule classes on Labor Day; Rosh Hashanah; Yom Kippur; Thanksgiving; Christmas; New Year's Day; Martin Luther King, Jr., Day; Memorial Day; and Independence Day. The University recognizes that there are other holidays, both secular and religious, which may be observed by individuals or groups on campus. Students who wish to observe such holidays must so inform their instructors within the first two weeks of each semester so that alternative arrangements convenient to both students and instructors can be made.

Intersession

The Adelphi University Intersession meets in the beginning of January. This intersession gives students an opportunity for non-traditional learning experiences including exploring art galleries or museums, intensive writing or language acquisition, and study abroad. While each course meets New York State regulations for instructional time, the various creative, enriching approaches imply great variability in meeting times and locations.

To prevent time conflicts, students may register for only one course per intersession.

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

Billing/Financial Aid Considerations

Graduate students will pay the current tuition rate for their program. All relevant University fees will apply to Intersession offerings.

Deadlines

Every semester graduate students have sufficient opportunities to reconsider, for a period of time, their selection of courses. The Academic Calendar (which can be found in the front of this *Bulletin*) sets forth the specific deadlines for decisions about, and adjustments to, their registration. This includes adding and dropping courses, changing grading options, and withdrawing from a course. Meeting academic deadlines are the student's responsibility.

Registration

Registration is the process by which the Office of the Registrar certifies the enrollment of students in courses of study. This course enrollment also grants the privileges associated with services available at the University. Registration instructions are published by the Registrar every semester in the *Directory of Classes*. Registration materials are mailed, by the Office of the Registrar, to eligible students. The *Directory of Classes* is available at the Registrar's Office, Levermore Hall lower level or on-line at www.adelphi.edu.

All students intending to enroll in graduate courses for a given semester must register with the University Registrar during the official registration period preceding the opening of each semester, and announced in the Academic Calendar, which appears in this *Bulletin*.

To register, students must consult the current issue of the *Directory of Classes*, or Adelphi's online *Course Search*, which lists the courses

being offered and describes the procedures, terms, and conditions of registration.

During the registration period, students must report directly to their academic advisers for advice and endorsement of their programs. A preprogramming period is held toward the end of each semester, during which currently enrolled students may, by appointment with their academic advisers, select their programs in advance for the following semester.

There are several ways to register at Adelphi:

Priority registration begins in late fall and spring and continues until the first day of classes. It is an opportunity for students to select the courses in which they wish to enroll the following semester.

Late registration begins on the first day of the semester. See the “Academic Calendar” section in this *Bulletin*.

Eligibility

Only eligible students may register for courses of study at Adelphi. Eligible students are those who:

- have been admitted to the University by the Office of Admissions (see section titled “University Admissions Policy”);
- have met all their financial obligations to the University;
- have enrolled the previous semester and have not been dismissed, suspended, expelled, or withdrawn from the University;
- have provided the University with proof of compliance with New York State immunization requirements (see section titled “Admission Credentials”).

Only students who have been cleared by the Office of Student Financial Services and who are officially registered for a course as of the end of the second week of the semester shall be eligible to receive a grade for that course. No grades will be issued to students who violate this policy.

Continuous Matriculation

Students wishing to maintain their status as graduate students and continue to have access to faculty and the resources of Adelphi University must register for continuous matriculation. Registration is required, for example, of students who have completed all course requirements except the thesis and dissertation and who want supervision or advice from faculty, use of laboratory facilities, or the use of the University Libraries. Payment of the registration fee entitles students to all the privileges of registered students. This fee need not be paid by a student whose only contact with the University during an academic semester is to take a comprehensive or similar examination for a graduate degree.

Certified candidates for a doctoral degree, if not registered for courses or thesis or dissertation research carrying academic credit, may register by mail for continuous matriculation during each semester of the academic year until they have completed degree requirements.

Changes in the Registration Program

After the registration periods end, students may make four kinds of changes to their registration: adding courses, dropping courses, changing the grading option, withdrawing from courses. Forms to initiate these changes (Action Request) are obtained from, and returned to, the Office of the Registrar. These options are described elsewhere in this *Bulletin*. Deadlines to effect these changes are clearly set forth in this *Bulletin*, in the *Directory of Classes*, and elsewhere.

Changes of program must meet with the approval of the adviser, chair, and dean of the pertinent degree program.

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 meet-*

ing all requirements for degrees. Students must therefore familiarize themselves thoroughly with the University regulations, protocols, and procedures set forth here, and with the specific regulations, protocols, and procedures set forth under each school and degree program.

Academic Residence

Candidates for the M.A., M.S., and M.B.A. degrees are expected to carry at least one course each semester, and to fulfill all degree requirements within five years (M.S. and M.B.A. in accounting, M.B.A. in management, and M.S. in banking and money management, six years; M.S.W., four years) from the date of admission to graduate study. Under extraordinary circumstances and with the recommendation of a student's department, the dean may grant an extension of the time limit.

Cancellation of Courses

The University reserves the right to cancel any course.

Course Policies and Practices

Course policies and practices are made explicit each term in the course syllabus. These are established by the course instructor and are never at variance with University policies and practices. The course syllabus describes attendance policy, course requirements, and grading criteria. The instructors are required to distribute course syllabi during the first week of classes. Course syllabi are also on file with the dean. Students planning to take advantage of advanced technology (e.g., recorders, 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.

Note: *The Ruth S. Ammon School of Education expects all students enrolled in 8-week cycle courses to attend every session in order to receive course*

credit. Under extenuating circumstances, instructors may allow one excused absence.

Course Prefixes and Numbering System

Every course offered has a three-letter prefix as well as an associated department number. In Arts and Sciences and Business, the course prefixes are normally the first three letters of the name of the major or area (BIO for Biology, ACC for Accounting, for example), or the prefix may combine other significant letters (MGT for Management, for example). The other schools use single prefixes for all their courses. NUR for Nursing, SWK for Social Work.

Graduate courses are numbered 500 and higher. Graduate students may not take courses numbered lower than 500 for graduate credit. Graduate courses numbered 500 to 599 are open to Adelphi seniors under strictly controlled admission to graduate standing. However, at the discretion of a dean, a limited number of graduate credits so earned, and not used to fulfill baccalaureate requirements, may be applied toward a higher degree.

Graduate courses numbered 600 to 699 are normally taken during the first year, and those numbered 700 to 799 taken in the second year, of full-time graduate study. Courses numbered 800 and higher are reserved for third- and fourth-year graduate students in doctoral programs.

Auditing Courses

Some departments do not permit auditing at the graduate level, and regularly enrolled students always are given priority over students who are auditing if space in the class is limited. Students wishing to audit graduate courses are advised to obtain permission from the appropriate department head or graduate director. No credit may be earned for an audited course by examination or any other means, and no audited course may be repeated for a credit at a later date. No record of audit shall appear on a transcript unless a student attends 75 percent of the classes.

Adding Courses

Students who wish to add a course to their program after the initial registration, must complete an Action Request form, including appropriate approval. Students may add courses during the first two weeks of the semester. Students are advised that there is a fee for courses added and that there may be additional tuition charges.

Dropping Courses

Students may drop a class within the first four weeks of the semester. Students who wish to drop a course from their program after the registration periods must complete an Action/Request. Students are advised that there is a fee for each course dropped. Dropped courses will not appear on the transcript.

Dropping and Adding Courses

Completed Action Request Forms should be submitted to the Office of the University Registrar to add courses.

Completed Action Request Forms (including appropriate academic approval) should be submitted to the Office of the University Registrar to drop courses.

Repeating Courses

If a student repeats a course, both grades will appear on the transcript and will be used in computing the GPA. Credits will be counted only one time toward graduation.

Withdrawing from Courses

Withdrawals from courses are possible after the deadline to drop courses but no later than Friday of the ninth week of the semester, the third week of a summer term, or the second week of a one-month term. Students who wish to withdraw from a course must complete an Action Request including appropriate signatures of academic approval. Withdrawals from courses appear on the transcript as a W.

Nonattendance in a course does not constitute an official drop or withdrawal from a

course. The student's failure to drop or withdraw properly from a course does not preclude the instructor from submitting a grade for the student on the basis of the work previously submitted.

An instructor may request the dean of the appropriate academic unit to withdraw a student from a course because the student's behavior disrupts the conduct of the course. Students have the right to appeal such withdrawals with the Office of the Provost.

Academic Assistance for Students with Disabilities

Graduate students who have a documented disability may be eligible for cost-free reasonable accommodations and academic assistance. Students with disabilities who are in need of accommodation must contact the Office of Disability Support Services. Reasonable accommodations are determined individually by the Office according to documented need. Some of the more typical accommodations are: extended time testing, distraction-reduced test environment, readers and/or scribes for exams, note-takers, books on tape, alternative format textbooks and class materials, sign language interpreters for students who are deaf or hard-of-hearing, and handicapped parking permits. In addition, assistive technology is available for students with disabilities (for example, Kurzweil Reading Machine, Braillewriter, and speech recognition computer software). The Office of Disability Support Services also arranges for such accommodations as: modified residence hall facilities, accessible classroom seating, and classroom relocation to accessible sites.

To apply for accommodations, the student must complete the Petition for Reasonable Accommodations and Academic Adjustment form, the Consent for Release of Information form, and provide recent, valid disability documentation from a qualified professional. Guidelines for disability documentation are available at the Office of Disability Support Services.

The Office of Disability Support Services (students.adelphi.edu/sa/dss), located in the University Center 310, is open Monday through Thursday 8:30 a.m. to 7:00 p.m. and Friday 8:30 a.m. to 4:00 p.m. The Coordinator may be reached at (516) 877-3145 or TTY (516) 877-3138.

Final Examinations

Final examinations are an important part of the institutional program and a gauge of course achievement. Finals for fall and spring semesters are held at the close of the semester. Examination times are scheduled by the Registrar and announced in the *Directory of Classes*. Instructors indicate their final examination requirements on syllabi or announcements distributed during the first week of class. If a course does not require a final examination, appropriate course-related activity will be substituted at the scheduled time during finals week. Classes may not meet at other times during finals week without written consent of the appropriate academic dean.

Final examinations for summer courses are normally held during the last regularly scheduled class meeting.

Students are advised that:

- No final examinations will be administered to an individual or group before the last official class meeting;
- No instructor may increase the time allowed for a final examination beyond the scheduled two hours;
- No instructor may change the time or date of the final examination;
- No student may be required to take more than two final examinations during one calendar day. Students with more than two examinations on one calendar day should go to the office of the appropriate academic dean;
- Postponed examinations may be requested only by students who are seriously ill or who have more than two examinations in one day;

- Postponed examinations will be held no later than the first week of the following term;
- Instructors must offer a make-up examination to all students who were excused from the final examination because of illness or because of conflict with other examinations;
- All students must be allowed to see their graded finals;
- Access to graded finals should be ensured for a period of one semester after the examination was completed;
- Completed and graded finals may not be left in public places for retrieval by students.

Grades

Grades represent the instructor's evaluation of student competencies and course performance. Grades assigned by Adelphi instructors conform with University standards, policies, and procedures. Each instructor will inform students of applicable grading standards for a course. Students may review the material submitted to the instructor for evaluation, such as that student's papers and examinations. At the end of each semester, grades are given in semester courses. Grades are mailed to students by the Registrar after the close of each term, provided they have no outstanding financial obligations with the University.

Grading System

Adelphi has a letter grading system. Passing grades for graduate students, in rank order, are A, B, C, and P (Pass). Failing grades are designated with F.* Other designations include:

What Grades Signify

Letter Grade	Quality Range	Grade Points (per credit hours)
A+	Superior mastery of facts and	4.0
A	principles; clear evidence that	4.0
A-	stated course objectives and	3.7
	requirements were met by the student.	

B+	Above average mastery of facts	3.3
B	and principles; evidence that	3.0
B–	stated course objectives and	2.7
	requirements were met by the	
	student.	
C+	Average mastery of facts and	2.3
C	principles; some evidence that	2.0
C–	stated course objectives and	1.7
	requirements were met by the	
	student.	
F	No mastery of facts and	0.0
	principles; little evidence	
	that stated course objectives	
	and requirements were met	
	by the student.	

* The School of Business does use a grade “D” designation.

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. A student who believes his or her grade is incorrect or unfair should:

- Discuss their course work with the instructor and review grading policies for the course with the instructor;
- If still dissatisfied, disputes concerning grades should be brought to the chair of the department (if there is a chair) who 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 who 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 associate provost in the Office of Academic Services and Retention discuss the matter with the

dean. The associate provost may choose to discuss the matter with the dean.

If the chair, dean's office, or provost's office conclude 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.

Other Transcript Designations

AU (Audit) Students who are auditors register for the course, pay the regular tuition, but do not receive a grade.

I (Incomplete) The student has not completed the course requirements by the end of the semester and has obtained permission from the instructor to take additional time to complete the course work. *Conditions:* The designation of Incomplete (I) rather than a regular letter grade may be used by instructors only if a student has been excused from the completion of course requirements because of illness or other exceptional, compelling circumstances. *Students may have no more than one calendar year after the end of the semester in which the grade was given to resolve Incompletes.* Unresolved Incompletes convert to Fs after this time. This then becomes the final grade.

IP The IP grade shall only be used for completion of continuing graduate research and theses.

W (Withdrawal) is issued by the Office of the Registrar when the student has officially withdrawn from a course with the instructor's written consent. This procedure is accomplished only on official

University Action Request forms. W is not computed in the GPA. (See the section in this *Bulletin* titled “Withdrawing from Courses.”)

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

In cases of withdrawal for other than medical reasons, students should notify the Office of Academic Services and Retention and the dean of the pertinent school in writing without delay. Medical withdrawal from the University should be sought in writing from the Office of Academic Services and Retention. The date of receipt of the written request determines the refunds or financial obligations.

The University reserves the right at any time to withdraw a student whose quality of academic performance or conduct is unsatisfactory.

Withdrawal for Medical Reasons

Students requesting a medical withdrawal must submit the appropriate medical documentation and a letter requesting a medical withdrawal to the Office of Academic Services and Retention. This must be done during the semester for which the leave is requested. Students approved for medical withdrawal 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 wishing to return after a medical withdrawal must submit medical docu-

mentation clearing them for return to the Office of Academic Services and Retention.

Readmission

Readmission to the University is sought in writing from the dean of the appropriate school or college and is subject to the particular readmission policies of that graduate program.

Conferring of Degrees

Students who are awarded degrees in August may attend the previous May Commencement. Students who are awarded degrees in January may attend Commencement the following May.

All students *must* apply for graduation. For January graduates, applications must be filed with the Registrar on or before the last Friday in September; for May graduates, on or before the second Friday in October; for August graduates, on or before the first Friday in June. Students who have completed degree requirements but who have not applied for graduation will not receive a diploma nor will the degree be conferred.

Students whose courses do not end by the date of graduation, will need to apply for the next applicable graduation date. Students who have applied for graduation but who have been assigned Incomplete grades for course work taken in the final semester may attend the commencement exercises but will not be awarded degrees nor receive diplomas at the commencement ceremonies. Students in this category may be awarded their degrees and receive their diplomas if the Registrar’s Office receives written notification of the removal of the Incomplete grade or grades prior to:

- for May graduates, June 30 of the year of graduation;
- for August graduates, September 30 of the year of graduation;
- for January graduation (February 28/29) of the year of graduation.

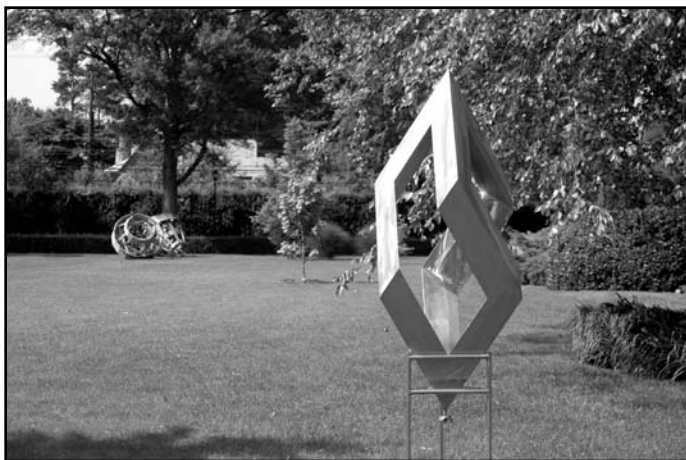
A student is considered “graduated” when the graduation application has been filed and all

academic requirements have been met. Notation of graduation will appear on the student's transcript as of that date.

Diplomas

Students who graduate are mailed diplomas certifying that all degree requirements have been met. Adelphi University will not issue diplomas to students who have outstanding financial obligations with the University.

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FACULTY

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RECENT HONORARY
DEGREE RECIPIENTS

BOARD OF TRUSTEES

OFFICERS OF
ADMINISTRATION

Faculty

VISITING FACULTY

ELITE BEN-YOSEF, *Visiting Assistant Professor of Curriculum and Instruction*, M.A. Adelphi University; Ed.D. Hofstra University

PATRICIA ECKARDT, *Visiting Assistant Professor of Nursing*, B.S., State University of New York Empire State; M.B.A. (2004), Alameda University

ROBERT LIPPMAN, *Visiting Assistant Professor of Chemistry*, M.S., City College of New York; Ph.D. (1965), Columbia University

ROBERTA MARPET, *Visiting Associate Professor of Nursing*, B.S., Ed.M., Columbia University; Ph.D. (1985), New York University

JOANNE METCALF, *Visiting Assistant Professor of Music*, B.A., University of California; M.A., Ph.D. (1999), Duke University

UNIVERSITY PROFESSOR

PAUL MORAVEC, University Professor, B.A., Harvard University; M.A., Columbia University; D.M.A. (1987), Columbia University

CURRENT FACULTY

WAHIBA ABU-RASS, *Assistant Professor of Social Work*, M.Phil., Ph.D. (2000), Columbia University; M.S.W. (2007), Rutgers University

JUDITH ACKERHALT, *Associate Professor of Nursing*, B.S.N., Rutgers University; M.S., Adelphi University; Ed.D. (1986), Columbia University

ANAGNOSTIS AGELARAKIS, *Professor of Anthropology and Sociology*, B.A., M.S., Lund's University, Sweden; M.Phil., Ph.D. (1989), Columbia University

HENRY F. AHNER, *Associate Provost*, Professor of Physics, B.S., Polytechnic Institute of Brooklyn; M.S., Ph.D. (1968), New York University

ANNA AKERMAN, *Assistant Professor of Communications*, B.A., Brown University; M.A., Ph.D. (2004), New York University

JULIE C. ALTMAN, *Associate Professor of Social Work*, B.A., Muskingum College; M.S.W., University of Michigan; Ph.D. (1999), University of Chicago

LUCY ALEXANDER, *Senior Adjunct Faculty in Nursing*, B.S., M.S., Ph.D. (1991), Adelphi University

RAYSA E. AMADOR, *Professor of Languages and International Studies*, B.A., M.A., Ph.D. (1978), New York University

DEBORAH AMBROSIO-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

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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:

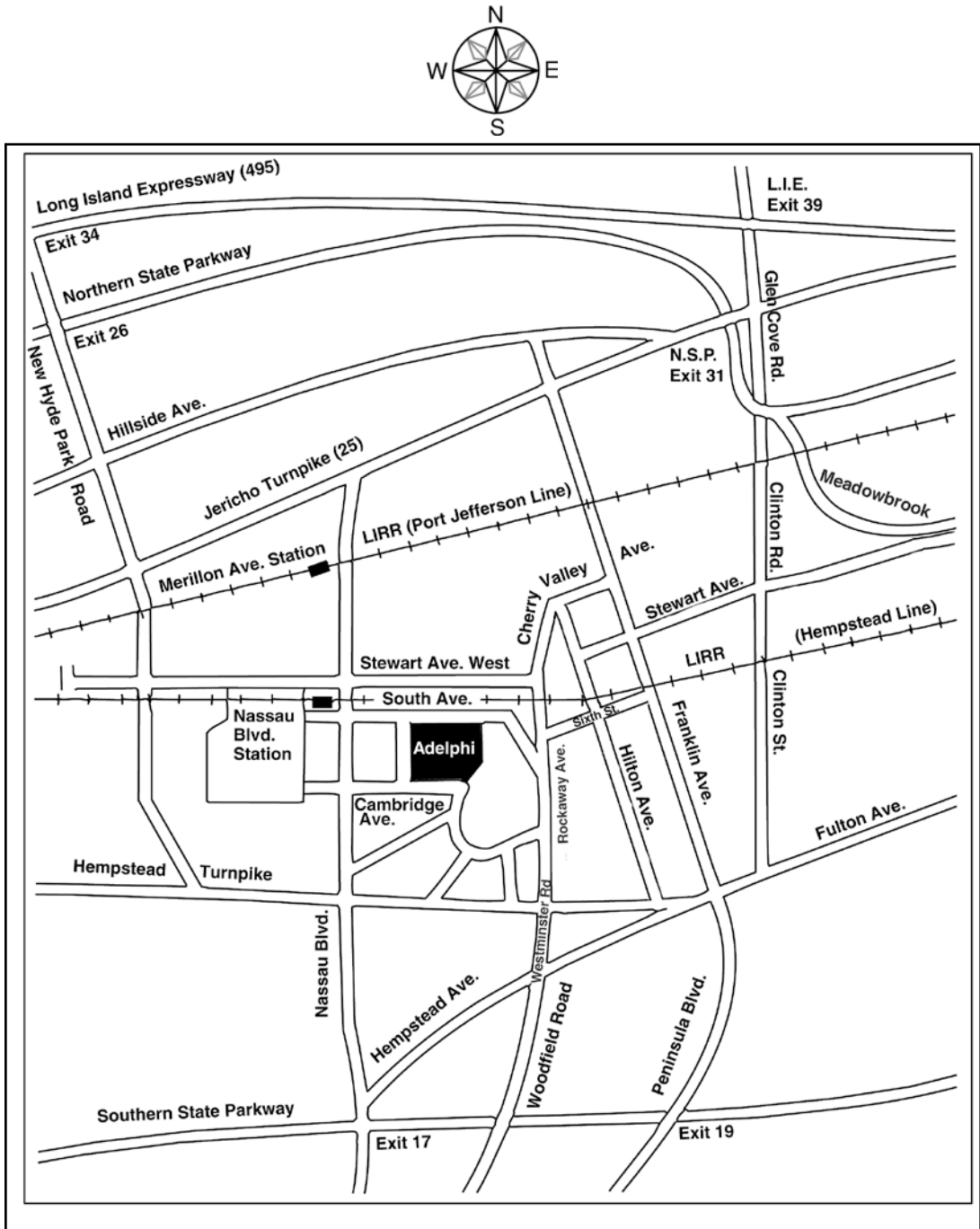
Take the Northern Parkway to exit 26 south (New Hyde Park Road). Turn right onto New Hyde Park Road. Continue south on New Hyde Park Road for three miles. Turn left onto Stewart Avenue. At the fourth light, turn right onto Nassau Boulevard. Turn left onto South Avenue (immediately after crossing the 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:

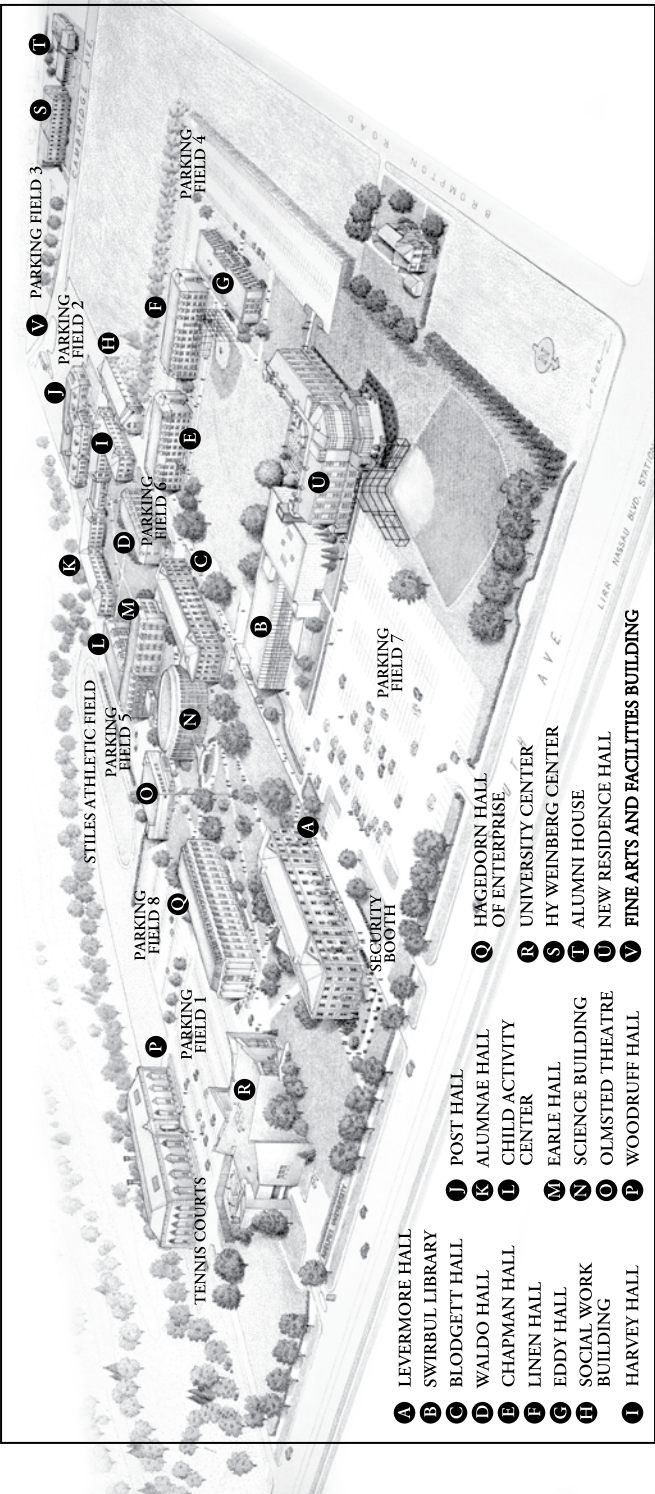
Take the Southern Parkway to exit 17 north (Hempstead Avenue). Continue on Hempstead Avenue traveling north. Make a left at the second traffic light (Nassau Boulevard). Continue north for 2.5 miles to the ninth traffic light. Make a right turn onto South Avenue (immediately before crossing the railroad tracks). The Adelphi campus is on the right.



This map is simplified to show Adelphi University's location relative to major highways and selected streets.

ADELPHI UNIVERSITY

GARDEN CITY, NEW YORK



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 Long Island Expressway.

Via Long Island Expressway (Route 495):

Traveling East:

Take the Long Island Expressway to Exit 55 (Motor Parkway). From the service road, turn left at the first traffic light onto Motor Parkway. Then turn right at the third traffic light (Kennedy Drive). Go a short distance and turn right into Adelphi's Hauppauge Center at 55 Kennedy Drive.

Traveling West:

Take the Long Island Expressway to Exit 55 (Motor Parkway). From the service road, turn right at the first traffic light onto Motor Parkway. Then turn right at the second traffic light (Kennedy Drive). Go a short distance and turn right into Adelphi's Hauppauge Center at 55 Kennedy Drive.

Via Northern State Parkway:

Traveling east, take the Northern Parkway to Exit 37A and merge onto the Long Island Expressway (Route 495) East. Take the Long Island Expressway to Exit 55 (Motor Parkway). From the service road, turn left at the first traffic light, onto Motor Parkway. Then turn right at the third traffic light (Kennedy Drive). Go a short distance and turn right into Adelphi's Hauppauge Center at 55 Kennedy Drive.

Via Southern State Parkway:

Take the Southern Parkway to Exit 41A (Sagtikos Parkway North). Take the Sagtikos Parkway

to Exit S1 East (Route 495 - Long Island Expressway). Take the Long Island Expressway to Exit 55 (Motor Parkway). From the service road, turn left at the first traffic light onto Motor Parkway. Then turn right at the third traffic light (Kennedy Drive). Go a short distance and turn right into Adelphi's Hauppauge Center at 55 Kennedy Drive.

Directions to Adelphi University's Hudson Valley Center

Adelphi's Hudson Valley Center is located at 457 Maple Street, 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."

