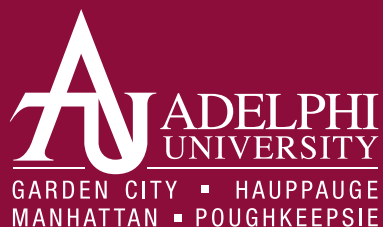
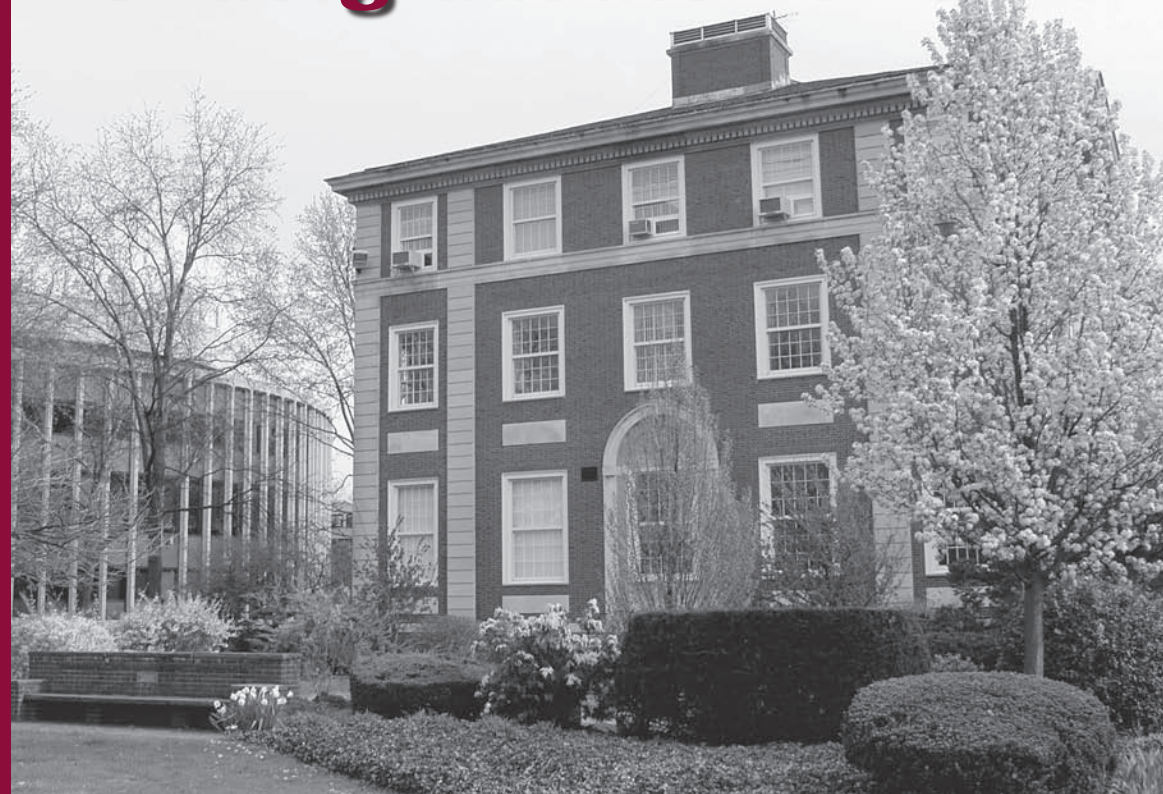


ADELPHI UNIVERSITY

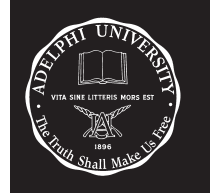
2006 Supplement to the 2005–2007 Undergraduate Bulletin



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2006 SUPPLEMENT
TO THE
ADELPHI UNIVERSITY
2005–2007
UNDERGRADUATE
BULLETIN

ADELPHI UNIVERSITY 2006 SUPPLEMENT TO THE 2005–2007 UNDERGRADUATE BULLETIN, SEPTEMBER 2006

ACCREDITATION

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

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 predisposition or carrier status, veteran status, status as a disabled or Vietnam era veteran, or any other basis protected by applicable local, state, or federal laws. The discrimination coordinator for student concerns pursuant to Section 504 of the Rehabilitation Act of 1973 is Carol Phelan, Coordinator of Disability Support Services, Room 310, University Center; (516) 877-3145; the discrimination coordinator for employee concerns pursuant to Section 504 of the Rehabilitation Act of 1973 and for Title IX concerns is Jane Fisher, Manager of Employment, Employee and Labor Relations, Room 203, Levermore Hall, (516) 877-3222; the coordinator of Title VII and the Affirmative Action Officer is Lisa S. Araujo, Assistant Vice President for Human Resources and Labor Relations, Room 203, Levermore Hall, (516) 877-3224.

2006 Supplement to the 2005–2007 Adelphi University Undergraduate Bulletin

This *Supplement* contains new undergraduate programs, revisions, changes, and corrections to University policies and programs as described in the Adelphi University 2005–2007 *Undergraduate Bulletin*. New faculty, changes in faculty appointments, as well as other updated information can be found on the Web at www.adelphi.edu. Programs and requirements are subject to change without notice at any time at the discretion of the University. Students should check with their advisers when planning their academic program.

IMPORTANT NOTES:

Italicized page numbers cited throughout the *Supplement* refer to those pages in the Adelphi University 2005–2007 *Undergraduate Bulletin*.

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Academic Calendar 2006–2007*

Fall 2006

Tuesday, August 22

Fall 2006 General Registration

Saturday, August 26

Classes Begin

Sunday, August 27

Sunday classes add an additional
15 minutes to each session to meet
state regulations

Saturday, September 2 –

Sunday, September 3

Labor Day Weekend – No Classes

Monday, September 4

Labor Day – No Classes

Friday, September 8

Late Registration Ends

Last Day to Add a Course

Friday, September 22 –

Sunday, September 24

No Classes

Monday, September 25

Last Day to Drop a Course

Last Day to Change Grading Option

Final date for submission of
graduation application for
January 2007

Sunday, October 1

No classes to begin after 3:40 p.m.

Monday, October 2

No Classes

Monday, October 9

Open Planning for Spring 2007
Registration

Friday, October 13

Final date for submission of
graduation application for May 2007
(to have name appear in book)

Monday, October 16 –

Friday, October 20

Mid-point of Semester

Friday, October 27

Last Day to Withdraw from a Course

Monday, October 30 –

Friday, November 3

Spring 2007 Registration Begins
(Graduate and Undergraduate)

Tuesday, November 7

No Classes

Wednesday, November 22

No Classes

Thursday, November 23 –

Sunday, November 26

Thanksgiving Break – No Classes

Tuesday, December 12 –

Thursday, December 14

Emergency/Study Days

Sunday, December 17

Finals Week Begins

Saturday, December 23

Finals End/Last Day of Classes

Spring 2007

Wednesday, January 24
Classes Begin

Tuesday, February 6
Late Registration Ends
Last Day to Add a Course
Final date for submission of
graduation application for May 2007

Tuesday, February 20
Last Day to Drop a Course
Last Day to Change Grading Option

Monday, March 12
Open Planning for Summer/Fall 2007
Registration

Tuesday, March 27
Last Day to Withdraw from a Course

Monday, April 2 – Sunday, April 8
Spring Break – No Classes

Monday, April 9 – Friday, April 13
Summer/Fall 2007 Registration
Begins (Graduate and
Undergraduate)

Wednesday, May 9 – Thursday, May 10
Emergency/Study Days

Friday, May 11
Finals Week Begins

Thursday, May 17
Finals End/Last Day of Classes

Sunday, May 20
Doctoral Hooding Ceremony

Monday, May 21
Commencement

Summer 2007

Session I

Monday, May 28
Memorial Day – No Classes

Tuesday, May 29
Summer I Classes Begin

Friday, June 1
Late Registration Ends
Last Day to Add a Course

Friday, June 8
Last Day to Drop a Course
Last Day to Change Grading Option
Final date for submission of
graduation application for
August 2007

Friday, June 15
Last Day to Withdraw from a Course

Sunday, July 1
Summer I Classes End

Summer 2007

Session II

Monday, July 9
Summer II Classes Begin

Friday, July 13
Late Registration Ends
Last Day to Add a Course

Friday, July 20
Last Day to Drop a Course
Last Day to Change Grading Option

Friday, July 27
Last Day to Withdraw from a Course

Sunday, August 12
Summer II Classes End

Academic Calendar 2007–2008*

Fall 2007

Friday, August 24

Classes Begin

Saturday, September 1 – Monday,
September 3

Labor Day Weekend – No Classes

Wednesday, September 12

No Classes to begin after 3:50 p.m.

Thursday, September 13 – Friday,
September 14

No Classes

Friday, September 21

No Classes to begin after 3:50 p.m.

Saturday, September 22

No Classes

Tuesday, November 6

Mission Day** – No Classes

Wednesday, November 21

No Classes

Thursday, November 22 –

Sunday, November 25

Thanksgiving Break – No Classes

Monday, December 10

Emergency/Study Day

Tuesday, December 11

Emergency/Study Day

Sunday, December 16

Finals Begin

Saturday, December 22

Finals End

Saturday, December 22

Last Day of Classes

Spring 2008

Wednesday, January 23

Classes Begin

Monday, March 10 – Sunday, March 16

Spring Break – No Classes

Wednesday, March 26

Research Day No Classes

Thursday, May 8

Emergency/Study Day

Friday, May 9

Emergency/Study Day

Saturday, May 10

Finals Begin

Friday, May 16

Finals End

Friday, May 16

Last Day of Classes

Sunday, May 18

Doctoral Hooding Ceremony

Monday, May 19

Commencement

Summer 2008

Session I

Monday, May 26

Memorial Day – No Classes

Tuesday, May 27

Classes Begin

Monday, June 30

Classes End

Summer 2008

Session II

Monday, July 7

Classes Begin

Sunday, August 10

Classes End

**Calendar subject to change.*

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

I. An Adelphi Education

Updates Chapter I of the 2005–2007 Undergraduate Bulletin.

Off-Campus Centers

Updates p. 15.

The Manhattan Center

Adelphi University's Manhattan Center offers course work in a variety of career-advancing undergraduate and graduate programs conveniently scheduled for adult students. Undergraduate course work is offered in nursing, business, social sciences, and social work. Graduate course work is offered in social work and education (including elementary education, secondary education, special education, bilingual/TESOL, literacy, communication sciences and disorders, and educational leadership and technology).

The Hauppauge Center

The Hauppauge Center offers undergraduate courses in business, the social sciences, social work, and criminal justice. Nursing courses for registered nurses seeking a Bachelor of Science degree in nursing are also offered. Graduate programs are offered in social work, psychology, and school psychology.

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

Updates p. 17–18.

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

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

Associate of Arts (A.A.)

Liberal Arts (ABLE) (04182)

Bachelor of Arts (B.A.)

Anthropology (04174)

Art (04110)

Art Education (23163)

Biology (04086)

Chemistry (04154)

Communicative Disorders (04127)

Communications (04094)

Dance (04114)

Economics (04175)

English (04132)

Environmental Studies (19055)
 Fine Arts (ABLE) (78090)
 Foreign Language Studies (04115)
 French (04117)
 History (04091)
 Interdisciplinary Studies (22295)
 International Studies (22297)
 Latin American Studies (78856)
 Literature (ABLE) (78096)
 Mathematics (04139)
 Philosophy (04137)
 Physics (04148)
 Political Science (04179)
 Psychology (04162)
 Social Sciences (ABLE) (78092)
 Sociology (04181)
 Spanish (04120)
 Speech Arts (04136)
 UC Natural Sciences (78094)

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

Accounting (04090)
 Management (04093)

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

Dance (78386)
 Studio Art (31034)
 Theater (76177)

Bachelor of Science (B.S.)

Art (04112)
 ASCEND Program (R.N. to B.S.) (85080)
 Biochemistry (89304)
 Biology (04085)
 Business (ABLE) (78089)
 Chemistry (04155)
 Computer and Management Information
 Systems (27647)
 Computer Science (79405)
 Criminal Justice (26699)
 Exercise Science and Sports Management
 (28976)
 Finance (04123)
 Interdisciplinary Studies (22296)
 Mathematics (04140)
 Music (04113)
 Nursing (04125)
 Physical Education (23164)
 Physical Education (04107)
 Physical Education and Health Education
 (23165)
 Physics (04147)
 Social Science (ABLE) (78093)
 UC Natural Science (78095)

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

Bachelor of Science (B.S.)/ Master of Arts (M.A.)

Scholars Teacher Education Program
 (STEP) (23166)

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

Nursing Administration (91025)
 Nursing Education (30931)

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

Social Welfare (04171)

Off-Campus Centers Undergraduate Programs of Study*

Manhattan Center

ABLE (Bachelor's Degree Program for
 Adults)
 ASCEND Program (R.N. to B.S.)
 Bachelor of Arts (B.A.) in Social Sciences
 Bachelor of Science (B.S.) in Business
 Bachelor of Science (B.S.) in Nursing
 Bachelor of Social Work (B.S.W.)

Hauppauge Center

ABLE (Bachelor's Degree Program for
 Adults)
 ASCEND Program (R.N. to B.S.)
 Bachelor of Arts (B.A.) in Social Sciences
 Bachelor of Science (B.S.) in Business
 Bachelor of Science (B.S.) in Criminal
 Justice
 Bachelor of Social Work (B.S.W.)

General Education

Updates p. 24–26.

Email correction:

Charles Shopsis, *Associate Dean,
College of Arts and Sciences; Chair of
General Education Committee*
Email: shopsis@adelphi.edu

Course Description:

GEN 100 Freshman

Orientation Experience 1 credit

A one-credit course for incoming freshmen designed to serve as an introduction to the University. This orientation to Adelphi includes instruction in the use of the library and computer resources, the Career Development Center, Writing and Learning Centers. It also addresses basic study and writing skills and community and social issues faced by new collegians. This course is graded as a regular course (e.g. not pass/fail).

II. College of Arts and Sciences

Updates Chapter II of the 2005–2007 Undergraduate Bulletin.

Art and Art History

Programs in Studio Arts

The department of art and art history offers four-year programs of intensive study in the studio arts leading to the Bachelor of Arts (B.A.) degree and the Bachelor of Fine Arts (B.F.A.) degree in studio art. Faculty is made up of experienced art professionals whose educational mission is to guide each student from raw talent to accomplished artist. The curriculum is designed to foster a sensitivity to visual form and to provide each student with the physical and conceptual means to realize their creative potential.

Students majoring in art elect a concentration in one of the following areas:

- art education
- art history
- ceramics
- graphic design
- painting
- photography
- printmaking
- sculpture.

Advisement

As a freshman, students are assigned to a professor who guides them through registration and is available

**Please visit www.adelphi.edu for the most up-to-date list of off-campus programs.*

for consultation throughout the year as needs arise. Students are advised by the same professor for all four years of their college education.

Fine Arts and Facilities

Building

The art department recently moved its painting, printmaking, sculpture, jewelry, and ceramic studios into a spacious new art facility, the Fine Arts and Facilities Building, on the south end of campus. The new building promises to be a vital center of art activity at Adelphi. We will continue to use our current space on the third floor of Blodgett Hall for foundation studies, graphic design, digital lab, and photography.

Portfolio Requirements for Admission to the Freshman Class

A student who wishes to enter Adelphi University as an art major should mail a portfolio to the department of art and art history at the following address:

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

The portfolio should include two pencil drawings:

- a. a self-portrait
- b. a shoe

In addition to the two drawings, the prospective student should submit slides or digital images of 12 to 20 works made in the previous

year. The art faculty will examine all portfolios and invite selected students to come for a tour of the art department and a meeting with the chairman.

Talent Scholarships

The faculty of the department of art and art history awards a substantial number of art talent Scholarships each year to entering students. Eligibility for these awards is determined at the time of the portfolio presentation.

Foundation Requirements for Art Majors (30 credits)

All art majors must complete the following 30 credits of Foundation Requirements during their first two years of study:

Freshman Year:

Courses are 3 credits unless noted otherwise.

ART 101	Fundamentals of 2D Design
ART 105	Drawing I
ART 106	Drawing II
ART 126	3D Design
ART 190	Introductory Art Seminar

Sophomore Year:

Courses are three credits unless noted otherwise.

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

Degree Requirements for B.A. in Art

In addition to the departmental degree requirements, all art students must complete the University's General Education requirements in liberal arts (28–30 credits). Students will also have the opportunity to take elective courses in other areas of interest. A total of 120 credits is required for completion of the B.A. degree in art. Participation in a senior thesis art exhibition is required of all art students concentrating in a studio area.

B.A. with a Concentration in Fine Art

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

Required Credits:

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

Required Course Work in Art and Art History:

Studio Art Foundation: 24 credits
Fine Art Studio Electives: 18 credits
Senior Portfolio in Fine Art: 3 credits
Art History: 12 credits

B.A. with a Concentration in Graphic Design

Students wishing to concentrate in graphic/advertising design will normally do so beginning in their third year of study. Interested students will be required to present a portfolio to the art faculty consist-

ing of 10–12 artworks selected from courses completed at Adelphi. This review will take place in March of the student's second year. Its purpose is to encourage and support those students who demonstrate the discipline and dedication necessary for success in this demanding program and profession. Students who, in the faculty's judgment, have not progressed at the level expected would not be admitted to the graphic design program. The student's portfolio, academic record, and class performance will be taken into consideration by the faculty in making this decision.

Required Credits:

73 credits in art and art history
28 credits in General Education
19 credits in free electives

Required Course Work in Art and Art History:

Studio Art Foundation: 24 credits
Graphic Design Studio: 25 credits
Studio Electives: 9 credits
Art History: 15 credits

Junior Year:

Courses are three credits unless noted otherwise.

ART 301	Computer Graphic Applications I
ART 329	Computer Graphic Applications II
ART 330	Graphic Design I
ARH 392	History of Graphic Design
ART 430	Graphic Design II

Senior Year:

Courses are three credits unless noted otherwise.

ART 437	Advertising Design I
ART 438	Advertising Design II
ART 433	Senior Project in Graphic Design (2 credits)
ART 434	Senior Promotional Materials (capstone) (2 credits)
ART 492	Internship

B.A. with a Concentration in Art Education

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

Required Credits:

57 credits in art and art history
28 credits art education sequence
28 credits in General Education
7 credits in free electives

Required Course Work in Art and Art History:

Studio Art Foundation: 30 credits
Fine Art Studios: 15 credits
(including the
capstone course:
Senior Portfolio in
Fine Art)

Art History: 12 credits

B.A. with a Concentration in Art History

Required Credits:

36 credits in art history
6 credits in studio art
28 credits in General Education
50 credits in free electives

Required Course Work in Art and Art History:

Courses are three credits unless noted otherwise.

ARH 196, 197	Art and the World I, II (6 credits)
ARH 247	Art of Classical Antiquity
ARH 249	Art of the Italian Renaissance
OR	
ARH 250	Northern European Art
ARH 251	19th Century Art
OR	
ARH 260	17th and 18th Century Art
ARH 252	Modern Art I
OR	
ARH 253	Modern Art II
ARH 360	Art History Seminars (at least two) (6 credits)
ARH 563	Philosophy and Criticism of Art
Art History Electives (9 credits)	

B.F.A. in Studio Art

The Bachelor of Fine Arts in Studio Arts is a new program. For information, please contact the art department at (516) 877-4460.

Art History Honors Thesis Option

Students seeking to graduate with honors in art history may, with permission of the department, register for ART 490 Independent Study/Art History Honors Thesis.

Honors in Art

Students who have obtained a minimum GPA of 3.75 in their art and art history courses, based on seven semesters of work, will be awarded Honors in Art.

Art Minors

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

Summer Workshop Program

The department of art and art history offers an extensive program of summer art workshops for both graduate and undergraduate students. This program is open to visiting students and to students not necessarily majoring in art. Please see the *Summer Directory of Classes* or contact the art department for a current listing of workshops offered. Enrollment for summer workshops is limited; permission of the department is required to register.

Adelphi in Florence

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

Art Courses

Replaces p. 90–93.

Studio Art—Required Courses

ART 101 Fundamentals of 2D Design

3 credits

Art majors only.

Fundamentals of 2D Design examines the organizational principles common to all two-dimensional art. In a series of practical assignments, students explore line, shape, interval, scale, pattern, and other elements of design to achieve an awareness of form and an appreciation of the way it can suggest and amplify meaning in art.

ART 105 Drawing I

3 credits

Art majors only.

Drawing plays a primary role in the development of an artist or designer. This course is an introduction to the principles and techniques of representational drawing. Students develop their powers of observation and expression through a series of projects using a variety of materials.

ART 106 Drawing II

3 credits

Prerequisite: ART 105.

This course continues involvement with the principles and concepts developed in Drawing I. Students will be encouraged to broaden their experimentation with drawing materials and processes. Additionally, the study of existing drawings from both printed reproductions and museum visits will enhance the student's appreciation of the rich grammar of drawing and its varied roles in historic and contemporary cultures.

ART 126 (previously ART 205)

3D Design

3 credits

Art majors only.

Fundamentals of 3D Design examines the structural principles that underlie sculpture, model building, and other three-dimensional art. In a series of practical assignments and employing varied materials and processes, students explore the character of form in space.

ART 190 Introductory Art Seminar

3 credits

Art majors only.

The Introductory Art Seminar is a series of discussions among freshman art majors that examine basic assumptions about contemporary art and design. The instructor moderates the

dialogue and selects essays, films, and art objects for discussion. Students refine their opinions in a series of short writings that are compiled in a “portfolio of ideas” about art, its place in society, and the processes by which it is made.

ART 240 (previously ART 115)
Figure Drawing and Anatomy 3 credits
Prerequisites: ART 105, 106.

The human figure presents the artist with uniquely complex challenges in drawing. This course analyses muscular and skeletal anatomy while maintaining the importance of expression and graphic vitality.

ART 255 (previously ART 305)
Drawing III 3 credits
Prerequisites: ART 105, 106, and 240.

Drawing III is designed for art students who have taken Drawing I, II, and Figure Drawing and Anatomy, and who are ready to pursue a more sophisticated and independent direction in drawing. Students learn to work in a series and design their own projects. Experimentation is encouraged.

ART 275 Color: Theory and Practice 3 credits
Art majors only.

Prerequisites: ART 101, 126 (previously ART 205).
 This course investigates the visual structure of color in a series of small paintings and collages. Students employ varied materials and processes to achieve both a physical and conceptual mastery of color as it is applied in painting, illustration, and design disciplines.

ART 353 Contemporary Art Seminar 3 credits
Junior art majors only.

Contemporary Art is a seminar on issues that surround the making and exhibition of art, e.g., the role of art criticism, the place of craft in contemporary art, the challenge of pluralism for the individual artist, and other timely subjects. Weekly readings, short essays, films, and field trips are part of the curriculum.

ART 401 Senior Thesis Project I 3 credits
Prerequisite: Contemporary Art Seminar.

Senior Thesis Project I is a tutorial course to be arranged with a faculty mentor chosen by the student. With the help of his or her mentor, the student writes a statement of purpose outlining what will become a two semester studio project; the second half comes under the rubric of Senior Thesis Project II. The mentor keeps the project moving and makes timely suggestions and criticisms in weekly meetings with the student. Students are expected to keep a project journal.

ART 402 Senior Thesis Project II 3 credits
Prerequisites: Senior Thesis Project I.

Senior Thesis Project II is a continuation of the personal project begun in Senior Thesis Project I. A full-time faculty member presides over weekly meetings of four-hour duration that include regular critiques and discussions of ongoing projects. Students are expected to maintain consistent studio practice on their project throughout the semester. The class culminates in a Senior Thesis Exhibition.

ART 499 Senior Portfolio in Fine Art 3 credits
Required capstone course for senior B.A. candidates only.

Senior Portfolio in Fine Art covers the practical aspects of studio art, including: materials, the handling and storage of art works, matting and framing, photographic documentation techniques, and professional practice in the presentation of art work. The class will also discuss career related issues, e.g., galleries and other exhibition venues, and how to present work in the marketplace.

Additional Required Courses for Graphic Design

ART 301 (previously ART 203)
Computer Graphic Applications I 3 credits
Open to graphic design students only.

Computer Graphic Applications I is a tutorial in Macintosh basics with a hands-on approach to the powerful page layout capability of QuarkXPress, creation and manipulation of digital imagery with Adobe Photoshop CS, and the drawing and vector art with Adobe Illustrator CS. Through various two-dimensional and three-dimensional projects, students will learn to design with the computer as a tool for graphic problem solving. Scanning and the use of the digital camera are included.

ART 316 (previously ART 239)
Lettering and Typography 2 credits
Open to graphic design students only.
Prerequisite: Art Foundation.

Corequisites: ART 203 and 230.

A study of the various kinds of letterforms as found in mechanical type and in hand produced lettering. Practice in designing and specifying type for advertising and publishing.

ART 329 Computer Graphic Applications II 3 credits
Prerequisite: ART 301.

This is the second part of a tutorial in Macintosh basics with a hands-on approach to the powerful page layout capability of QuarkXPress, creation and manipulation of digital imagery with Adobe

Photoshop CS and the drawing of vector art with Adobe Illustrator CS. Strong emphasis placed on portfolio development.

**ART 330 (previously ART 230)
Graphic Design I** 3 credits

Open to graphic design students only.

This course offers a tutorial in Macintosh basics with a hands-on approach to the powerful page-layout capability of QuarkXPress, creation and manipulation of digital imagery with Adobe Photoshop CS and the drawing of vector art with Adobe Illustrator CS. Strong emphasis placed on portfolio development.

ART 430 Graphic Design II 3 credits

Open to graphic design students only.

Advanced studio techniques that offer solutions to graphic production problems. Portfolio development is stressed. Students will work in the department's production studio.

**ART 433 Senior Project in
Graphic Design** 2 credits

Capstone course for graphic design program: senior graphic design students only.

A compilation of advanced level projects in specialized areas of graphic design that allows students to customize effective portfolio pieces for their job specific needs. Senior projects are required to be showcased in the Graphic Design Exhibition.

**ART 434 Senior Promotional
Materials** 2 credits

Capstone course.

Senior level course that investigates diverse ways for graphic designers to package themselves for the interview presentation process as they embark on their careers. All promotional materials are required to be showcased in the Graphic Design Exhibition.

**ART 437 (previously ART 233)
Advertising Design I** 3 credits

Senior graphic design students only.

Advertising Design I explores conceptual principles and techniques of graphic design for print media. Students conceive and develop designs for a variety of clients ranging from brand identity to brochures. The development of a professional and competitive portfolio for the current job market is stressed.

**ART 438 (previously ART 234)
Advertising Design II** 3 credits

Senior graphic design students only.

In Advertising Design II, the graphic design student engages advanced level problem solving with a strong emphasis on the designer/client relationship and the development of professional portfolio pieces.

ART 492 Internship 3 credits

Studio Art—Elective Courses

**ART 108 (previously ART 313) Drawing
Workshop** 3 credits

Non-majors only.

This course is designed to give the non-major an opportunity to learn such rudiments of free-hand drawing as volumetric description of form, spatial illusion, and the use of the gesture to animate form. Students work in a variety of materials on projects that range from direct observation to more imaginative approaches.

**ART 117 (previously ART 209)
Printmaking I** 3 credits

Open to art majors only.

No prerequisite.

Printmaking I is an introduction to several major printing processes including drypoint, linocut, aquatint, and hard and soft-ground etching. In addition, students gain familiarity with the print shop and safe print room practice. This course sets the stage for more advanced and individualized work in printmaking.

**ART 118 (previously ART 223)
Ceramics I** 3 credits

No prerequisite.

Ceramics I is an introduction to basic ceramic studio techniques. Students produce hand-built and wheel-thrown vessels and learn to glaze and fire their products.

ART 120 Photography I 3 credits

No prerequisite.

A lecture-demonstration course in black-and-white photography designed to provide the beginning student with practical camera and darkroom experience. It is necessary that all students have access to a camera, preferably a 35 mm with variable controls.

ART 121 (previously ART 338)**Calligraphy Workshop**

3 credits

No prerequisite.

This course introduces the use of the broadedge pen and features an in depth study of the elegant style of writing known as “chancery cursive,” commonly called “italic.” The instructor provides clear examples and individual attention.

ART 122 (previously ART 385)**Jewelry I**

3 credits

No Prerequisite.

This workshop focuses on the design and fabrication of jewelry, using traditional silver smithing techniques of forming, soldering, and stone setting.

ART 211 Sculpture I

3 credits

*Open to art majors only.**Prerequisite: ART 126 (previously ART 205).*

Sculpture I is for students who have taken Fundamentals of 3D Design or an equivalent and want to explore sculpture on a more advanced level. Students are encouraged to present ongoing projects for weekly reviews and criticism. Field trips to museums and galleries are part of this curriculum.

ART 213 Painting I

3 credits

Prerequisite: ART 105, 106.

Painting I is an introduction to the art and craft of painting. Students work from observation to develop skills in color mixing, the rendering of form, and paint handling. Slide presentations and field trips to museums augment studio work.

ART 217 (previously ART 409)**Printmaking II**

3 credits

Prerequisite: ART 117 (previously ART 209).

Printmaking II is for students who wish to continue exploring printmaking techniques learned in Printmaking I in a more self-directed and personal way.

ART 227 Primitive Ceramic Firing

3 credits

Prerequisite: ART 118.

Instruction in the processes of raku and sawdust firing. Emphasis is placed on the use of materials to construct simple natural forms.

ART 228 (previously ART 423)**Ceramics II**

3 credits

Prerequisite: ART 118 (previously ART 223).

Ceramics II is for students who wish to continue their investigation of either functional pottery or ceramic sculpture. This course places increasing emphasis on the development of a personal direction within the medium.

ART 241 Art on the Mac for Art Majors

3 credits

*No prerequisite.**Art majors only.*

Art on the Mac for Art Majors introduces the art major to the numerous ways in which the computer can be employed as a studio tool for making, and documenting art. Employing digital tools in a variety of methods, students will learn how to flesh out ideas in digital forms that support and elaborate upon traditional studio techniques.

ART 262 Photography II

3 credits

Prerequisite: ART 120.

A course geared for the student who has completed a basic course in black-and-white photography. Emphasis will be placed on the technical skills of photography as well as on the aesthetic values. Students will be guided in establishing their own personal directions.

ART 270/ENG 270 Adelphi in Florence: Experiencing the Renaissance

3 credits

Overseas study.

Faculty-led summer program in the heart of the Italian Renaissance which combines intensive study with firsthand experience of the art, culture, street life, and atmosphere of one of Europe's most beautiful settings.

ART 315 Portrait and Studio Photography

3 credits

Prerequisites: ART 120 (previously ART 265).

This course focuses on the special problems associated with portrait photographing for both fine art and commercial applications. It emphasizes technical matters, e.g., the careful study of lighting, composition, and developing techniques along with the psychological and aesthetic concerns that are intrinsic to the idiom.

ART 339 Sculpture II

3 credits

Prerequisite: ART 211, 126 (previously 205).

Sculpture II is for students who would like to continue the exploration of sculptural concepts, media, and techniques begun in Sculpture I in a more focused and individualized manner.

ART 340 (previously ART 413) Painting II

3 credits

Prerequisite: ART 213.

Painting II is the follow up to Painting I. Students are encouraged to develop greater independence. Work may be based on observation or more conceptual motifs. Historical and contemporary paintings will be considered and discussed through slide presentations and field trips.

ART 380 (previously ART 411)**Photography III***3 credits**Prerequisite: ART 262.*

An advanced workshop in creative photography to help develop the student's awareness in exploring the potential of the medium. Lecture and darkroom demonstrations will place emphasis on the fine print and the techniques of kodalith diao, solarization, and multiple printing.

ART 381 Medium and Large**Format Photography***3 credits**Prerequisite: ART 262.*

This course utilizes the view camera to explore a variety of subjects under varied light conditions. It introduces black and white sheet film processing and printing and the zone system for image control. Historical and contemporary examples of large format photography will be examined and discussed.

ART 491 Independent Study *1–3 credits**Open to arts majors only.*

Independent study can be arranged between a student and instructor. Project plans must be clearly stated in writing and signed by the chair. There is a limit of two independent studies per student for four years.

ART 492 Internship *3 or 6 credits**Open to arts majors with permission of department chair.*

Internship experience for fine art, design, or art history concentrations. Placements are usually off campus in a professional setting.

Art History Courses

ARH 196 Art and the World I *3 credits**Open to all students.**Required course for all art majors.*

This course provides a global view of major epochs of human experience and major events of historical and cultural significance from the Stone Age through Ancient Near East Classical Antiquity, Africa, Asia, and other cultural areas, to the Renaissance period in Europe. Works of art examined in context offer insight into ways that people in different times and places have explored their relationships with other human beings and with nature, and have defined meaning and value in existence. Links will be made between the events and character of the periods discussed and our time, establishing a historical foundation for understanding the rise of modernism and the modern world.

ARH 197 Art and the World II *3 credits**Open to all students.**Required course for all art majors.*

This course provides a global view of major epochs of human experience and major events of historical and cultural significance from the European Renaissance through the Baroque, Neo-Classical, and Romantic periods; Eastern traditions; and in Africa to the present. Works of art examined in context offer insight into ways that people in different times and places have explored their relationships with other human beings and with nature, and have defined meaning and value in existence.

ARH 243 Art of Africa and Oceania *3 credits**Open to all students.*

This course examines the art and craft of the tribal cultures of Africa and Pacific Oceania. It focuses upon the function of art in tribal society, its meaning, expressive power, and historical implications.

ARH 245 Art of Asia *3 credits**Open to all students.*

Introduction to the art of China, India, and Japan with study of the interrelationships between historical change, religion, and art in these cultures.

ARH 247 Art of Classical Antiquity *3 credits**Open to all students.*

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

ARH 248 Medieval Art 3 credits*Open to all students.*

Art and architecture of Western Europe in “the age of faith,” from the illuminated manuscripts of the Early Middle Ages to the high achievements of sculpture and architecture in the Romanesque and Gothic periods.

ARH 249 Art of the Italian Renaissance 3 credits*Open to all students.*

The scientific spirit, love of beauty, naturalism, and individualism of the Renaissance expressed through the art of the great masters from Masaccio and Donatello to Leonardo da Vinci and Michelangelo.

ARH 250 Northern European Art 3 credits*Open to all students.*

From Van Eyck through Dürer and Bruegel, the art of northern Europe in the Renaissance period; the particularly northern contribution to the European tradition in naturalism, depiction of light, intensity of expression.

ARH 251 19th Century Art 3 credits*Open to all students.*

The emergence of modernism examined through the major movements and artists of the 19th century. Paintings and sculptures interpreted in terms of their meanings and within the context of political and cultural changes of the period.

ARH 252 Modern Art I 3 credits*Open to all students.**Required course for all art majors.*

This course covers the roots of Modernism in the late nineteenth century and the major movements of twentieth century art up until the end of World War II. Painting, sculpture, and design are examined within the context of political and cultural changes of the period.

ARH 253 Modern Art II 3 credits*Open to all students.*

Modern Art II covers art produced from the end of World War II until the present. Painting, sculpture, and design are examined within the context of political and cultural changes of the period.

ARH 266 History of Photography 3 credits*Open to all students.*

This course examines the origins and development of photography since its inception in 1839. The development of the photographic medium is considered in view of its evolving technical, social, and esthetic context.

ARH 290 The Arts and the Creative Process 3 credits*Open to all students.*

This course about art and the human imagination will explore philosophical, historical, and practical issues pertinent to the creative arts. By examining the nature of art, what compels the artist to create, the distinctions and connections among art forms, and the vital relationship between history and the arts, the variety and centrality of human expression through art will be seen in the broader context of liberal learning. This course rotates among the art and art history, communications, music, and performing arts departments.

ARH 360 Seminar: Art History Topics 3 credits*Open to all students.**Permission of instructor required.*

Important issues and problems in the history of art studied in-depth through discussion and reading. A new theme is chosen for investigation each time the seminar is offered.

ARH 392 Special Topics in Art History 3 credits*Open to all students.*

Investigation of subjects of special interest in art history.

ARH 563 Philosophy and Criticism of Art 3 credits

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

Biology

Elective Courses

Updates p. 38.

Add to electives:

BIO 362 (previously BIO 425) Jaws, Teeth, and Forensic Dentistry

BIO 526 Scanning Electron Microscopy

Dentistry

Updates p. 40.

Please note: The Adelphi University/Tufts University School of Dental Medicine is a four-year B.S./four-year D.M.D. program.

Course Changes

Updates p. 93–95.

Additions:

BIO 223 Genetics Lab *1 credit*

Prerequisites: BIO 111, 112.

Laboratory exercises using a variety of genetic materials to illustrate important principles and techniques in classical and molecular genetics. Lab reports and final exam. One meeting (2-1/2 hours) per week.

BIO 224 Genetics Project Lab *2 credits*

Prerequisites: BIO 111, 112.

Corequisite: BIO 222.

Laboratory emphasizes development of technical skills, independent investigative ability, and understanding of the scientific approach through semester-long genetics and molecular biology research projects. Presentations and lab reports required. Two scheduled meetings (2-1/2 hours each) per week.

BIO 438 Microbial Ecology *4 credits*

Prerequisite: BIO 238.

The distribution and function of micro-organisms in natural ecosystems and their impact on human problems. Two lectures and two laboratory periods a week.

BIO 484 Neurobiology *4 credits*

Prerequisites: BIO 111 and BIO 112, or equivalent, or permission of the instructor.

An examination of the biological bases of nervous system function. Basic topics include cell biology of the neuron, neurohistology, neuroanatomy, electrophysiology, neuropharmacology, and developmental neurobiology. Special topics reflect the latest findings in the field. Three-hour lecture per week.

BIO 485 Special Topics: Disaster Management for the Health Professions/Disaster Management for the Health Professions Lab *4 credits*

It became apparent following the tragic events of 9/11 that the nation was not adequately prepared to respond to a significant bio-terrorist attack. Since that time, a great amount of time and resources have been devoted to achieving an adequate state of preparedness for possible future events of this nature. After the recent natural tragedy of Hurricane Katrina, it has also become obvious that terrorist attacks are not our only concern for disaster management. The initial response to any of these occurrences must be on a local level.

In this course students learn the four stages of disaster management, become trained in weapons of mass destruction awareness, learn response skills for natural and man-made occurrences, and the biological effects of different agents, how we can prevent them, and how we can treat them. The student will also learn how to perform triage in a mass casualty situation. In addition to lectures and handouts, there will be audiovisuals presented to show actual mass casualty drills and the various agencies involved with them. The syllabus will consist of the study of biological agents, radiological emergency management, guide to disaster assistance, household hazardous materials, the role of the emergency operations center, public assistance, emergency planning, effective communications, decision-making and leadership and influence. We will discuss, in detail, biological agents, their effects, preventions, and treatments. We will also include a section on animal care in disasters. The laboratory section will consist of actual field exercises. These will occur on weekends and will include accommodations for student schedules as necessary.

Deletions:**BIO 253 Marine Biology****BIO 525 Introduction to Transmission
Electron Microscopy****BIO 540 Principles of Disease****Number, Title, and Description:****BIO 362 (previously BIO 425)****Jaws, Teeth, and Forensic****Dentistry***4 credits*

Analytical descriptions of the anatomy, development, variation, anomalies, wear trauma, and pathogenesis of dental structures and surfaces, as well as of the dental masticatory apparatus as part of the cranium form the basis of this course. Human dental morphology and function are examined in the context of our primate and hominid evolutionary phylogeny. Forensic aspects of the human dentition are examined based on diachronic variants of socioeconomic and sociocultural organizations of human populations. A required laboratory component of 25 hours in working with dental collections from prehistoric and recent human populations provides additional training in dental anatomy and variation, forensics and pathology.

Titles:**BIO 362 Jaws, Teeth, and Forensic
Dentistry
(previously BIO 425 Jaws and Teeth)****BIO 630 Stem Cell Therapeutics and
Tissue Repair****BIO 504 Survey of Biochemistry
(previously Physiological Chemistry)***Satisfies undergraduate and graduate biology
elective requirement.***Title and Credits:****BIO 222 Genetics***3 credits**(previously 4 credits)**Add recitation activity.**Corequisite: BIO 223, 224.*

The fundamental principles of heredity in plants, animals, and microorganisms, and the application of these principles to human inheritance. Recent advances in biochemical genetics, gene structure, and the physiological action of genes is emphasized. Designed for biology majors, but also open to non-majors. Two lectures and one recitation a week.

Chemistry

Requirements for the Major in Chemistry

Updates p. 41.

Add to list of chemistry electives:

CHE 493 Research Seminar in Chemistry

CHE 581 Chemical Safety in the Laboratory

Requirements for the Major in Biochemistry

Updates p. 41.

Add to the list of biochemistry electives:

CHE 493 Research Seminar in Chemistry

CHE 581 Chemical Safety in the Laboratory

Course Changes

Updates p. 95–97.

Prerequisites:

CHE 107, 108 Essentials of Chemistry 4 credits each
CHE 107 is the prerequisite for CHE 108 Essentials of Chemistry.

CHE 111, 112 General Chemistry 4 credits each
CHE 111 is the prerequisite for CHE 112 General Chemistry.
 General Chemistry is a one-year course that emphasizes the fundamental principles and laws of chemistry.

CHE 251, 252 Organic Chemistry 3 credits each
CHE 251 is the prerequisite for CHE 252 Organic Chemistry.

Information/Requirements:

CHE 265 Quantitative Analysis 4 credits
 Includes two class-periods and two laboratory periods a week.

CHE 323, 324 Physical Chemistry Laboratory 2 credits each
 Two laboratory periods a week.

CHE 413 Inorganic Chemistry Laboratory 2 credits
 Two laboratory periods a week.

CHE 493 Research Seminar in Chemistry 2 credits
Open to junior and senior students majoring in chemistry.

Descriptions:

CHE 481 Computers and Chemistry 3 credits
Prerequisite: MTH 602 or equivalent.

A course in programming, focusing on chemically related problems. Lectures and programs will cover selected subjects from topics such as gas laws, solutions, equilibria, thermodynamics, kinetics, spectroscopy, theoretical chemistry, organic chemistry, and curve fitting. Three lecture periods a week.

CHE 581 Chemical Safety in the Laboratory 1 credit
 A course designed to teach safety fundamentals for students intending to work or supervise in a chemistry laboratory. Hazards, protection, accident prevention, and government regulation are topics discussed. The course is given on two Saturdays.

Communications

Updates p. 44.

Center for Communications, Inc.

Please disregard this section.

Course Changes

Updates p. 97–99.

Addition:

COM 369 Special Topics:

Global Media *3 credits*

In this course we will be mapping out world communication and the cross-cultural outlines of our so-called “global village.” We will look at the rise of international communication systems and the development of this thing we call global culture. We will examine some of the modern techniques and technologies of the information revolution—computers, satellites, the news, digital imaging, fiber optics—and a variety of their influences on cultural development and “new world orders.” We will assess the merits and limitations of technological developments in media and their implications for global communication.

English

Please Note: Students entering the English major and minor beginning fall 2006 will be advised according to the requirements of the new English curriculum that will be put in place during the academic year 2006-2007. The new program allows students who major in English to choose between a literature and a creative writing track.

Course Changes

Updates p. 99–101.

Additions:

ENG 202 The Structure of Modern English

3 credits

This course examines the structure of the English language through the study of transformational, descriptive, and pedagogical grammars. Core concepts and theories regarding phonetics, phonology, morphology, syntax, semantics, and pragmatics will be addressed. Social and pedagogical issues related to language, writing, and writing instruction will be a focus of this course.

ENG 233 Literature in English *3 credits*

English and American literature from the accession of Queen Victoria to end of World War II, including poetry, novels, plays and nonfiction. Course focuses on historical background, literary movements and styles, and major figures. Provides a foundation in the period and in reading literature in English.

ENG 250 Interpretive Theories and Methods

3 credits

Required for the major, this course introduces the key methods and concepts needed for the study of literature. Basic terms of literary analysis, as well as the tenets of modern critical theories, will be discussed through reading literary works of various genres.

ENG 251 Third Gender Literature *3 credits*

Prerequisite: ENG 107.

This survey class aims to create a community of diverse readers and scholars who challenge each other with perspectives and interpretations of

third gender literature. The course will examine how the self-defined image of sexual minorities has evolved, as has their place in social history. Focusing primarily on gay and lesbian fiction, poetry, and dramatic literature, the course will also draw upon readings from mythology, cultural theory, autobiography, and critical studies.

ENG 315 Creative Non-Fiction

Workshop

3 credits

This workshop will study the literary genre of creative non-fiction through reading, critical analysis, and writing. The course explores the development and contemporary expression of creative nonfiction through reading, analysis and practice of its various forms including memoir, autobiography, nature writing, literary journalism, travel writing, and the personal essay.

ENG 331 Restoration and Eighteenth-Century Drama

3 credits

Studies in British drama, stagecraft, and culture from 1660–1800. Authors may include Wycherley, Behn, Congreve, Dryden, Addison, Gay, Fielding, Centlivre, Cowley, and Sheridan.

ENG 346 Austen

3 credits

Prerequisites: ENG 107 and ENG 250.

This course will offer a concentrated study of Jane Austen's completed novels and letters.

ENG 347 Major Author(s) in Translation

3 credits

Study of a major author or authors in English translation, including poetry, fiction, non-fiction, or drama. Provides students with opportunity to study the work of an author or authors in depth. Authors are drawn from a variety of languages, nationalities, and historical periods. May be repeated when topic varies.

ENG 370 African American Drama

3 credits

Prerequisites: ENG 107 and ENG 250.

This course explores African-American drama from the early 19th century to the present, taking into account the social, political, and cultural background throughout and touching on the actors, directors, producers, designers, and theaters that helped African-American playwrights survive and thrive.

ENG 412 Advanced Fiction

3 credits

Prerequisite: ENG 312.

Course may be repeated with a different instructor. For students with a serious interest in imaginative writing and a complementary interest in reading. Students produce writing exercise, reading and critique of colleague's work and try different styles and ways of working with the goal of writing several substantial pieces of fiction by the end of the semester. Attendance is required.

ENG 413 Advanced Poetry

3 credits

Prerequisite: ENG 313.

Course may be repeated with a different instructor.

This workshop aims to create a community of dedicated writers and readers who challenge themselves and support each other. Students will produce substantial new drafts of independent work weekly, analyze late twentieth century and contemporary poetry in written and oral presentations, and develop close editing skills.

ENG 457: Special Topics in Creative Writing and Reading

3 credits

Prerequisite: One of the following courses: ENG 312, 313, 314, 315, 316.

Senior majors only.

This course focuses on special topics not ordinarily offered. Each section will address a different topic and take a different approach to the education of creative writers. One might be an interdisciplinary consideration of a theme or genre; another might be an analysis of specific aspects of craft in creative writing.

Number, Title, and Descriptions:

ENG 360 Early American Literature (previously ENG 225 American Literature I)

Focus on early American writers, including writers during the colonial and early republican periods. Studies include the literature of colonization, revolution, reform, faith, nature, and slavery.

ENG 361 Nineteenth-Century American Literature (previously ENG 226 American Literature II)

Focus on early American literature of the nineteenth century in America, beginning mid-century from the period just before the Civil War and halting on the eve of WWI, and covering the rise of diverse voices in the literary scene, including such writers as Melville, Douglass, Lincoln, Twain, Jewett, Gilman, Chopin, Crane, James, Du Bois, Yeziarska, Cather, and Dreiser.

ENG 362 American Literature of the Modern Period (previously ENG 227 American Literature III)

Focus on American literature from the 1920s through the late twentieth century. Includes studies of such authors as Hemingway, Fitzgerald, Stein, Faulkner, Eliot, Welty, O'Hara, Larson, Wright, Bishop, Ellison, Baldwin, Roth, Malamud, and Bellow.

Course Numbers:

ENG 280 The Bible in Western Literature
(previously ENG 180)

ENG 312 Writing Fiction (previously ENG 212)

ENG 313 Writing Poetry (previously ENG 213)
May be repeated with different instructor.

ENG 316 Writing Plays (previously ENG 216)
Add prerequisite: ENG 109.

ENG 352 History of the English Language
(previously ENG 230)
Add prerequisites: ENG 107, 250.

ENG 340 Chaucer (previously ENG 240)
Add prerequisites: ENG 107, 250, and 231.

ENG 341 Shakespeare I (previously ENG 241)
Add prerequisites: ENG 107, 250.

ENG 342 Shakespeare II (previously ENG 242)
Add prerequisites: ENG 107, 250.

ENG 343 Milton (previously ENG 243)
Add prerequisites: ENG 107, 250.

Titles:

ENG 109 Introduction to Creative Writing
(previously Writing Self Exploration)

ENG 231 Literature in English I
(previously British Literature I)

ENG 232 Literature in English II
(previously British Literature II)

ENG 301 Modern Drama (previously
Masters of Modern Drama)
Prerequisites: ENG 107 and ENG 250.

ENG 303 Modern Novel (previously
Masters of Modern Novel)
Prerequisites: ENG 107 and ENG 250.

ENG 305 Modern Poetry (previously
Masters of Modern Poetry)
Prerequisites: ENG 107 and ENG 250.

ENG 314 Forms in Poetry (previously
Advanced Poetry)
Prerequisite: ENG 109.

ENG 323 The Eighteenth-Century Novel (previously English Novel of the Neoclassical Age)
Prerequisites: ENG 107 and ENG 250.

ENG 344 Major Author(s) in English
(previously Major British Author)
Prerequisites: ENG 107 and ENG 250.

ENG 450 Advanced Creative Writing
(previously Seminar: Advanced Writing)
Prerequisites: ENG 109 and ENG 315.

ENG 492 Internship Change (previously
Directed Work Experience)

Prerequisites:

ENG 107 The Art and Craft of Writing and ENG 250 Interpretive Theories and Methods are required prerequisites for the following courses:

ENG 302 Contemporary Drama

ENG 304 Contemporary Novel

ENG 306 Contemporary Poetry

ENG 320 Medieval Literature

ENG 321 The English Renaissance

ENG 322 English Neoclassicism

ENG 324 The English Romantics

ENG 325 Seventeenth-Century Literature

ENG 326 The Victorians

ENG 327 The English Novel in the 19th Century

ENG 328 20th Century Literature

ENG 231 and ENG 232 British Literature I and II; ENG 233 Literature in English; and ENG 250 Interpretive Theories are required prerequisites for the following courses:

ENG 451 Historical Movement Seminar: Romanticism

ENG 452 Historical Movement Seminar: American Literature

ENG 453 Thematic Topics in Literature

ENG 454 Special Topics in Changing Forms

ENG 455 Special Topics in World Literature

Environmental Studies

Updates p. 48–49.

Requirements for the Major in Environmental Studies (58 credits)

Core Courses:

Courses are three credits unless noted otherwise.

ENV 101	Social Sciences and Environmental Problems
ENV 102	Natural Sciences and Environmental Problems
CHE 581	Chemical Safety in Laboratory and Studio (1 credit)
ENV 410	Senior Seminar in Environmental Studies
ENV 420	Internship in Environmental Studies (strongly suggested) (3–6 credits)

Common Courses:

(12-credit minimum)

Courses are three credits unless noted otherwise.

ENV 101	Social Sciences and Environmental Problems
ENV 102	Natural Sciences and Environmental Problems
CHE 581	Chemical Safety in Laboratory and Studio (1 credit)

ENV 410	Senior Seminar in Environmental Studies
ENV 420	Internship in Environmental Studies (strongly suggested) (3–6 credits)

Corequisite Courses:

(15-credit minimum)

These courses must be selected in consultation with an adviser.

Courses are three credits unless noted otherwise.

Biology:

BIO 103	The Living World (4 credits)
BIO 104	Darwin to DNA (4 credits)
OR	
BIO 111	Concepts and Methods of Biology I (4 credits)
BIO 112	Concepts and Methods of Biology II (4 credits)

Chemistry:

CHE 111	General Chemistry (4 credits)
CHE 112	General Chemistry II (4 credits)
OR	
CHE 107	Essentials of Chemistry I (4 credits)
CHE 108	Essentials of Chemistry II (4 credits)

Physics:

PHY 111	College Physics I (4 credits)
PHY 112	College Physics II (4 credits)
OR	
PHY 113	Physics I (4 credits)
PHY 114	Physics II (4 credits)

Statistics:

MTH 113 Survey of Statistics
 MTH 114 Statistics for Natural Science

OR

PSI 137 Psychological Statistics (4 credits)
 SOC 200 Sociological Statistics (4 credits)

**Variable Requirements:
 (24-credit minimum)**

Select a minimum of 12 credits from Natural Sciences and 12 credits from Social Sciences.

These courses must be selected in consultation with an adviser.

Courses are three credits unless noted otherwise.

Natural Sciences:

BIO 234 Principles of Ecology (4 credits)
 BIO 243 Botany (4 credits)
 BIO 253 Marine Biology (4 credits)
 BIO/ANT 362 Jaws, Teeth, and Forensic Dentistry (4 credits)
 CHE 251 Organic Chemistry I
 CHE 252 Organic Chemistry II
 ENV 490/CHE 470 Principles of Toxicology
 EAS/ENV 104 Environmental Geology*
 EAS/ENV 310 Water Resources and Hydrology*
 EAS/ENV 323 Marine Resources*
 ENV/PHY 250 Physical Aspects of Pollution*

ENV/ANT 343 Primate Ecology and Sustainable Development (4 credits)
 ENV 420 Internship in Environmental Studies (3–6 credits)
 ENV 491 Independent Study in Environmental Studies*
 PHY 104 Astronomy*
 ENV/EAS 108 Physical Geography* (4 credits)
 ENV/EAS 224 Marine Science* (4 credits)
 ENV/EAS 260 Environmental Geography*
 ENV 490/EAS 385 Geohazards*
 ENV/EAS 156 Weather and Climate*
 BIO 103 The Living World (4 credits)
 BIO 104 Darwin to DNA (4 credits)
 BIO 111 Concepts and Methods of Biology I (4 credits)
 BIO 112 Concepts and Methods of Biology II (4 credits)
 CHE 111 General Chemistry I (4 credits)

**Education Students please note:*

Candidates in the STEP program should consult with an earth sciences adviser, taking 30 credits in earth science subject matters, 8 credits of which include EAS 102 Physical Geology and EAS 103 Historical Geology (4 credits each).

CHE 112	General Chemistry II (4 credits)
CHE 107	Essentials of Chemistry I (4 credits)
CHE 108	Essentials of Chemistry II (4 credits)
PHY 113	Physics for Science Majors I (4 credits)
PHY 114	Physics for Science Majors II (4 credits)
ENV/ANT 441	Forensic Anthropology (4 credits)
<i>Social Sciences:</i>	
ANT 112	Physical Anthropology (4 credits)
ANT 321	Historic Preservations (4 credits)
ECA 215	Environmental Economics
ENV/ANT 225	Human Evolution* (4 credits)
ENV/EAS 280	Urban Environments*
ISP 101	Global Issues I
ISP 102	Global Issues II
POL 213	Energy Policy
POL 326	Public Administration
ENV 420	Internship in Environmental Studies (3–6 credits)
ENV 491	Independent Study in Environmental Studies

ANT 229	Humankind, Culture, and Environment (4 credits)
ECA 111	The Price System
ECA 112	The National Economy
POL 212	Environment and Politics

Emergency Management Program

Updates p. 50.

Qualified Environmental Studies Program juniors and seniors may take selected courses in the Emergency Management Program toward their degree requirements. Students should refer to the Emergency Management Program description and consult with their adviser.

STEP Students and earth Sciences

Updates p. 50.

STEP students should consult with an earth sciences adviser, taking 30 credits in earth science subject matters, 8 credits of which must be taken as follows:

EAS 102	Physical Geology (4 credits)
EAS 103	Historical Geology (4 credits)

Course Changes

Updates p. 102–104.

Additions:

ENV 109 Physical Geology *4 credits*

Cross-listed with EAS 102.

Understanding the physical processes that shape the earth: erosion, running water and valley formation; glaciation; wind action and deserts; seashore and ocean basin development; earthquakes, mountain building, and plate tectonics; rocks and minerals. Laboratory. Field trip(s) required.

ENV 110 Historical Geology *4 credits*

Cross-listed with EAS 103.

Origin and history of the earth and its life forms. Emphasis on evidence for multiple episodes of crustal plate convergence and divergence from rock units, structures, plate tectonics, sea floor spreading, paleomagnetism, apparent polar wandering, paleogeography, and paleontology. Laboratory. Field trips(s) required.

ENV 392 Environmental Sciences: The Biological Basis *4 credits*

Effective Spring 2007.

This laboratory course provides environmental studies majors with an understanding of cell, tissue, and whole organism function. This gateway course to advanced biology/environmental studies provides the principles of biology and presents uses of the biological sciences to investigate and reduce the effects of pollutants on a molecular and cellular level.

History

Updates p. 51–52.

Requirements

Research Skills and Histiography:

History majors must receive a minimum grade of B– in HIS 201 Sophomore Seminar in Research Skills.

Advanced Courses

Minimum Requirements:

The two-course “Non-Western History” requirement is now the two-course “Global History” requirement.

Senior Research Seminars:

Students must receive a minimum grade of B– in HIS 201 Sophomore Seminar in Research Skills.

Course Changes

Updates p. 104–106.

Additions:

HIS 233 Colonial America *3 credits*

This course will survey the early period of American history from the Elizabethan period to the aftermath of the Seven Years’ War. Geographically, it will focus on North America, with occasional forays into the Caribbean. It will center on two main themes: migrations—of enslaved Africans and a range of European groups (especially the French, Dutch, and English)—and exchanges of commodities and ideas between Europeans and Native Americans.

HIS 234 Establishing the U.S. *3 credits*

This course will focus on two of the most pivotal events in early American history: the American Revolution and the Constitution. Over the course of the semester, we will decide just how revolutionary the Revolution was—what changed as a result of it and, equally important, what did not. We will discuss several of the period's key figures (especially Hamilton, Madison, and Jefferson) and issues (especially slavery, native Americans, the extension of a market economy, and the extent of federal power). Over the course of the semester, students will prepare a short research paper based on the course readings, other readings chosen by the student, and original research in primary sources.

HIS 290 Special Topics:**Islamic History** *3 credits*

The course presents a general survey of Islamic history from the earliest period to the present, highlighting the role of geography in state formation, the evolution of Islam in changing historical contexts, the rise and fall of dynasties, and religious resurgence and encounters between civilizations. By situating Islamic history within a larger global framework we hope to examine factors that have shaped the experiences of Muslims worldwide.

HIS 290 Special Topics: Warfare in the Western World *3 credits*

A survey of the Western Way of War from the Middle Ages to the Nuclear Age. Special attention will be given to war in its political, social, and moral context.

Deletions:**HIS 243** Russia to 1815**HIS 245** History of the Soviet Union**HIS 390** Special Topics: Visions of War**HIS 534** Special Studies in American History**Title:****HIS 106 World Civilizations II (previously World History Since 1500)****Titles and Numbers:****HIS 204/AAS 204 Black History in America to 1865 (previously HIS 304 History of Afro-Americans I)****HIS 205/AAS 205 Black History in America 1865 to Present (previously HIS 305 History of Afro-Americans II)**

Language and International Studies

Requirements for the Major in International Studies

Updates p. 55.

Section II A: BUS 341 International Business (previously INS 341 International Business)

Section II B: Language/Political Science Concentration: the three credits in history must be a 200 level course to be chosen in consultation with the major adviser.

Courses

Updates p. 107.

Addition:

CHI 390 Special Topics: Elementary Chinese I, Mandarin *3 credits*

Not open to students with prior knowledge of the language except with permission of the chairperson.

A study of the basic elements of the language: listening, speaking, reading, writing, and culture. Work in the language lab is required.

Mathematics and Computer Science

Updates p. 58.

Requirements for the Major in Mathematics (46 credits)

The addition of CSC 301 Introduction to Proof and Abstract Reasoning as a required course for mathematics majors raises total requirements for the major to 46 credits.

Requirements for the Major in Computer Science

Updates p. 59.

Delete both CSC 471 and CSC 472 from list of requirements.

Majors choose three courses, not two courses, from among the following:

CSC 233	Graphical User Interface Programming
CSC 302	Artificial Intelligence
CSC 333	Computer Graphics: Image Processing
CSC 372	Systems II
CSC 390	Special Topics in Computer Science
CSC 440	Software Engineering
CSC 443	Database Management Systems
CSC 450	Computer Networks
CSC 453	Operating Systems

Computer and Management Information Systems Major Requirements

Updates p. 59–60.

OPR 272 Analytical and Statistical Modeling (previously BFD 272 Analytical and Statistical Modeling)

Delete CSC/OPR 480 Senior Seminar in Information Systems from the list of requirements.

Math Minor Requirements

MTH 457 is required instead of MTH 257.

Effective spring 2008, MTH 301 will be required for the math minor (in place of MTH 457), reducing the minor to 21 credits.

Course Changes

Updates p. 111–114.

Addition:

CSC 333 Computer Graphics and Image Processing *3 credits*

Prerequisites: MTH 142, MTH 253, CSC 270.

Techniques for display of two-dimensional and (especially) three-dimensional images on a computer screen, using a modern graphics library such as OpenGL and/or Java3D. Color, perspective and orthographic projections, rigid-motion transformations, lighting models, shading, diffuse and specular reflection, surface mapping, curve smoothing, ray tracing, etc. Generally offered in fall semester of odd-numbered years.

Descriptions:

MTH 322 Geometry II *3 credits*

Prerequisites: MTH 142 or permission of instructor.

This course pursues geometry from a computational point of view, using coordinates (including homogeneous coordinates), vectors, matrices, scalar products, and norms to study important structures such as lines, planes, and spheres, and important transformations such as isometries and projective transformations. Applications will be strongly emphasized, especially in computer graphics, computer vision, and robotics.

MTH 493, 494 Special Topics 13 credits
Permission of department.
 Selected topics in advanced mathematics. Most recent topic has been Graph Theory.

CSC 390 Special Topics in Computer Science 3 credits
Permission of departmental adviser required.
 Recent topics have included Computer Security, Advanced Web Programming, and Computer Vision.

MTH 301: disregard “Offered every semester.”

Prerequisites:

MTH 290-295 Mathematics Honors Seminar
Prerequisite: MTH 253.

MTH 351 Theory of Numbers
Prerequisite MTH 457.

MTH 355 Symbolic Logic
Prerequisite CSC 156.

MTH 457 Abstract Algebra
Prerequisite CSC 156.

CSC 233 Graphical User Interface
Prerequisite: CSC 156.

CSC 333 Graphical User Interface and Image Processing
Prerequisite: CSC 156.

CSC 343 Data Structures
Prerequisite: MTH 253.

CSC 344 Algorithms and Complexity
Prerequisite: MTH 253.

Number/Title:

CSC 156 Discrete Structures (previously CSC-MTH 156)

CSC 173 Visual Programming (previously

Introduction to Computer Programming 2a (visual)

MTH 366 Introduction to Queing Theory (previously MTH-CSC 366)

CSC 344 Algorithms and Complexity (previously CSC-MTH 344)

Deletions:

CSC 471 Senior Project I

CSC 472 Senior Project II

Music

Course Changes

Updates p. 115.

Addition:

MUH 390 Special Topic: Diction for Singers (French) 3 credits
 Written study of diction for singers in French. Course utilizes the unique symbols of the International Phonetic Alphabet (IPA) to train singers to read foreign languages in which they are not fluent. An overview of the usages of IPA to sing in the Slavic languages will be presented.

Title:

MUH 214 Basic Keyboard Skill previously Keyboard Harmony I
This course remains an Invariable Requirement for the major.

Performing Arts

Updates p. 63–65.

Corrections:

Under “Requirements for the Major in Dance,” it should say “the course requirements for the Bachelor of Fine Arts degree....”

PFD 249 Period Movement is incorrectly listed as PFD 298.

Courses Open to Non-Majors

Acting/Theater:

PFA 108 Beginning Acting
PFA 109 Dramatics
PFA 290 The Arts and Creative Process

Dance:

PFD 390 Worlds of Dance

Courses for Majors Only

Acting:

PFA 100 Improvisation
PFA 111 Introduction to the Professional Theater
PFA 130 Mechanics of Voice Production
PFA 150 Character Development
PFA 180 Voice Projection
PFA 200 Text Analysis (Acting III)
PFA 210 Theater History I
PFA 230 Diction (Voice III: Erasing the Local Accent)
PFA 250 Scene Study
PFA 260 Theater History II

PFA 280

PFA 304

PFA 340

PFA 350

PFA 354

PFA 360

PFA 380

PFA 400

PFA 402

PFA 450

PFA 454

PFA 460

PFA 481

PFA 490, 491, 492 Independent Study

PFA 493

Technical Theater/Design:

PTD 101, 151; Research,
201, 251; Rehearsal, and
301, 351; 401, 451 Production
PTD 103 History and
Application of Theater
Technology
PTD 115 Mechanical
Drafting
PTD 153 Introduction to
Costumes

Diction
(Projection—
Working with the
“Accentless” Voice)

History and
Performance of
Drama I (Greeks
to Jacobbeans)
Rudiments of
Directing
Psychological
Acting
History and
Performance
of Drama II
(Jacobbeans to
Present)

Directing
Stage Accents
Auditioning
The Solo
Performance
Acting for the
Camera
Realism
Theatrical
Outreach
Manhattan
Production

Professional
Internship

PTD 165	Scenographic Techniques
PTD 169	Sound
PTD 213	Prop Construction
PTD 223, 273	Stage Management I and II
PTD 241	Costume Construction
PTD 269	Makeup for the Stage
PTD 313	Advanced Technical Theater
PTD 315, 365	Scene Design I, II
PTD 317, 367	Lighting Design I, II
PTD 319	Scene Painting
PTD 331	Draping and Pattern Making
PTD 333, 383	Costume Design I, II
PTD 490	Independent Study
PTD 493	Professional Internship

Dance:

PFD 110, 111; 210, 211; 310; 410, 411	Ballet
PFD 125, 126; 225, 226; 325, 326; 425, 426	Modern Dance
PFD 221–222	Dance Theory and Composition I, II
PFD 235	Dance History and Criticism
PFD 248, 249	Period Movement
PFD 343, 344	Advanced Dance Repertory
PFD 348, 398	Intermediate Dance Composition
PFD 350	Dance Theater
PFD 415	Principles of Teaching Dance
PFD 448, 449	Advanced Dance Composition

PFD 490	Independent Study
PFD 493	Professional Internship

Course Changes

Updates p. 118–119.

Additions:

PFA 390 Special Topic: Cabaret Theater *3 credits*
To introduce students to the concept of Cabaret Theater in a viable, working way. To understand the historical context for the art form from Chat Noir in France, to Dadaism, Burlesque, vaudeville and modern equivalents. To learn how to write an effective sketch, song parody, and rant (monologue) using the Brechtian rules as a base. To learn how to put a cabaret together from concept to production.

PFA 390 Special Topic: Performing Standup Comedy

Class size limited to 10 students.

PFA 390 Special Topics: Performing Standup Comedy *3 credits*
Class size limited to 10.

This course is designed for students who are interested in learning the art of standup comedy. The course will consist of students writing and creating material to be performed at the end of the semester in a New York City comedy club. They will be taught timing, movement, creation of a comedy voice, and other essentials.

PFA 493 Professional Internship *1–3 credits*
Practical experience in an off-campus venue. Must be pre-approved by program director.

PTD 493 Professional Internship *1–3 credits*
Practical experience in an off-campus venue. Must be pre-approved by program director.

PFD 493 Professional Internship *1–3 credits*
Practical experience in an off-campus venue. Must be pre-approved by program director.

Title and Number Change:

PFT 421 Introduction to Performing Arts Administration and Management
(previously PFA 421 Introduction to Performing Arts Administration)

Philosophy

Requirements for the Major in Philosophy

Updates p. 67.

Add PHI 315 The History of Philosophy V to required courses.

Course Changes

Updates p. 121.

PHI 313 The History of Philosophy III

3 credits

This course examines the philosophy of the 18th century “Enlightenment” in Europe.

PHI 314 The History of Philosophy IV

3 credits

This course examines central issues in the philosophy of 19th century Europe and America.

PHI 315 The History of Philosophy V

3 credits

This course examines central themes and movements in 20th century philosophy.

Political Science

Changes in Major Requirements

Updates p. 71.

- The number of credits required in political science major has been increased from 36 to 39;
- All political science majors are required to take a three-credit American government course above the introductory level;
- Majors are permitted to substitute POL 241 Modern Political Theory in the Western World in place of POL 240 Ancient and Medieval Political Theory in the Western World. Either course may be used to fulfill the requirement in political theory of a foundation course;
- All political science majors are required to take POL 246 Research Design and Methods.

Course Changes

Updates p. 125–128.

Additions:

POL 227 State and Local

Government (previously POL 327) *3 credits*

There have been increasing attempts to redesign American federalism by devolving power to sub-national units of government (states, cities, and counties). This course explores the important role played by sub-national units in formulating public policy and addresses issues hitherto seen as within the purview of the federal government. The course will concentrate on New York State as an exemplar of this process by analyzing the roles that issues, political parties, interest groups,

personalities, governmental structures, and geographical conflict (e.g. cities versus suburbs) play in allocating resources.

POL 241 Modern Political Theory in the Western World 3 credits

This course explores the works of selected Western political philosophers from the Modern period in political theory, roughly 1400–1900 C.E. It includes political theorists such as Machiavelli, Hobbes, Locke, Rousseau, Mill, and Marx. It explores questions like: How does an effective leader govern? What is the nature and extent of equality? How can stable political societies be constructed and maintained when there is widespread disagreement over the good?

POL 246 Research Design and Methods 3 credits

Effective spring 2007.
Prerequisite: POL 102.

This course provides an introduction to political science research. Several approaches to research design are explored, including historical analysis, case studies, comparative analysis, and hypothesis testing. Strategies for data collection and analysis, including document analysis, sampling, interviewing, qualitative methods, and statistical analysis, are presented and evaluated.

POL 251 Special Topic: Research Methods and Quantitative/Qualitative Analysis 3 credits

Designed to introduce students to the theoretical and practical elements of research and quantitative analysis in political science, this class is essential for political science majors and especially for students considering graduate work. After reviewing the development of social science in philosophical and theoretical terms so as to expose students to the broader questions posed by epistemology, namely how is the political and social world knowable in a scientific sense, the course will cover all the major elements, theoretical and practical, of research methods and analysis in political science.

POL 321 The American Congress 3 credits

A study of Congress and its place in the American political system, with special attention to patterns of internal organization and leadership, the roles of political parties and pressure groups, and relations with the President, the federal bureaucracy, the courts, and the public.

POL 348 Family and Sexuality in Political Theory 3 credits

How do ideas about family and sexuality influence various conceptions of politics and vice versa? What assumptions, explicit or implicit, do political theorists make about the family and sexuality? How and for whom are their depictions or prescriptions for motherhood, fatherhood, and sexuality empowering and/or oppressive? In this course, we will explore the answers to questions like these by analyzing and critically evaluating how theorists (and activists) portray and critique the institution of the family and the politics of sexuality.

POL 363 The Politics of Latin America 3 credits

A comparative analysis of Latin American political systems within a modernization perspective. Specific focus on the elements of political stability and instability in the region as related to three broad themes: the role of the Latin American military, the impact of American foreign policy, the attempt at radical reform characterized by the Cuban revolution and the Chilean socialist experience.

POL 419 Seminar in Political Issues 3 credits

Prerequisite: Permission of instructor.

POL 429 Seminar in Public Policy 3 credits

Prerequisite: Permission of instructor.

POL 439 Seminar in American Politics

Prerequisite: Permission of instructor.

POL 459 Seminar in Political Theory 3 credits

Prerequisite: Permission of instructor.

POL 479 Special Topic: Political Economy of East Asia and Africa (previously Seminar in Comparative Politics) 3 credits

By permission of instructor only.

Course examines the concepts and principles of political economy as applied to three case studies: China, Japan, and sub-Saharan Africa. Intense analysis and review of political economy in these three cases will be followed by individual research projects that require use of PowerPoint.

POL 499 Seminar in International Politics 3 credits

Prerequisite: Permission of instructor.

Deletions:**POL 213 Energy Policy: A Political Perspective****POL 303 Contemporary Issues of American Feminism****POL 333 Making U.S. Foreign Policy****POL 366 Political Economy of Development and Underdevelopment****Descriptions:****POL 240 Ancient and Medieval Political Theory in the Western World** *3 credits*
Invariable requirement for political science.

This course examines the works of selected Western political philosophers from the Ancient and Medieval periods of political theory, roughly 400 B.C.E.–1400 C.E. It includes theorists such as Plato, Aristotle, St. Augustine, Cicero, and St. Thomas Aquinas. The Course explores questions like: What is the best life a human being can live? What is the best form of government? How should political communities mediate conflicts between individual goods and social goods? What roles do education, reason, and faith play in politics?

POL 280 Theories and Practice of International Relations *3 credits*

The study of international relations involves the relationship between nation-states as well as other actors in the global arena. The objective of the student of international relations is to understand and explain processes of continuity and change in international relations as well as problems associated with these explanations. This course systematically explores participants (actors), processes, and outcomes of international relations by focusing on the continuity and change in contemporary international relations. The major theoretical approaches to international relations—realism, pluralism, constructivism, and globalism—are applied to historical and contemporary issues in international relations.

POL 342 American Political Thought *3 credits*

This course examines the major political theories and writings of American leaders and intellectuals from roughly the colonial period to the present, including an exploration of topics such as republicanism, democracy, civil disobedience, equality, and progressivism. The readings will include the works of thinkers and activists such as Jefferson, Madison, Thoreau, Cady Stanton, Dewey, and DuBois.

POL 345 Feminist Theory *3 credits*

This course explores the meaning of feminism and different ways of understanding the oppression of women and the construction of femininity and masculinity. The readings will include historical material and selections from all three “waves” of feminism, but will concentrate on work since 1950. Various feminist theories—for example, liberal, Marxist, multicultural, radical—will be analyzed and applied to the world in which we live, touching on topics such as the gendered organization of family and work, abortion, sexual identity, gender expression, and the intersection of race and gender.

POL 360 European Politics *3 credits*

This course approaches the study of European politics in a comparative fashion and examines both national and European levels of governance. Our cross-national analysis of European politics involves examining parliamentary and executive systems, electoral systems, party systems, political cleavages, and public policy across Europe. The course also examines briefly the transition of post-Communist Eastern Europe to representative government. The importance of the European Union to European politics and various theoretical models of European integration are analyzed.

POL 371 Women and Comparative Development *3 credits*

Since the United Nations’ “Decade of the Woman,” a variety of critical scholarly perspectives on economic and political development have emerged. Applying these perspectives, many scholars, practitioners, and activists argue that development strategies often have failed to adequately address women’s issues, or have actually contributed to lowering their status. This course examines the growing academic literature on women and development, focusing on the gender critique and the responses from the development community. It will explore issues such as women’s health, education, employment, population planning, and political participation in selected countries from the developing nations of Asia, Africa, and Latin America.

POL 372 Hate and Conflict: Art, Media and Politics *3 credits**Prerequisite: permission of instructor.*

This is an interdisciplinary course for art, communications, and political science majors in an interactive setting. It explores the origins, manifestations of conflict as well as possibilities for resolution. The focus is on conflict among groups based on race, ethnicity, religion, class, education, nationalism, etc. There will be both written and creative projects.

POL 380 International Law and Organization*3 credits*

International law and international organizations have evolved dramatically since the beginning of the 20th century. The course systematically examines the actors, institutions, processes, and politics involved in efforts to make world politics more predictable and peaceful. The evolution of international law and comparison of various multilateral institutions—both global and regional—in producing international order are evaluated. Substantively, the course explores the development of legal norms, international institutions, and politics in the areas of peace and security, economic and social cooperation, and human rights.

POL 381 American Foreign Policy*3 credits*

This course provides an analysis of the content and formulation of US foreign policy. Students assess the evolution of US foreign policy through realist and liberal theoretical perspectives. The process of making foreign policy, including the role of the various branches of government and non-governmental actors such as interest groups, the media, and business, are explored along with various models of foreign policy decision-making. Specific foreign policy approaches are explored through case studies that examine isolationism, containment, American intervention, and human rights-based or ethical foreign policy.

POL 383 Cooperative Foreign Policy*3 credits*

This course involves the description, evaluation, and application of various analytical models and approaches to compare the foreign policy-making institutions, styles, and political processes of several democratic and non-democratic nation-states. A comparison of the domestic and international influences on foreign policy is emphasized. External factors include interdependence and dependence, anarchy and polarity in the international system. Domestic factors that influence foreign policy include the role of individual leadership, type of governmental apparatus, and the role of societal groups, economic actors, and the media.

POL 388 (previously POL 314) International Relations Through Film*3 credits*

This course analyzes contemporary issues of international relations—international conflict, globalization, or war, for example—through selected readings and film. Students explore, through careful comparison and contrast between film and readings, how our understanding of international relations is shaped by both scholarship and images. The course encourages a critical appreciation for the ways in which even non-political films inform our perceptions of international relations.

POL 389 National Model United Nations*3 credits*

Course enrollment in this course is limited to 12 students.

Prerequisites: POL 280 or INS 102 and permission of the instructor.

National Model United Nations (NMUN) is a three-credit course designed to prepare students to participate in the collegiate National Model United Nations. The course involves an assessment of the role of the UN in world politics. Substantively, the course examines the evolution of the UN system, its organization and structure, and its policies in the areas of peace and security, economic development, and human rights. After gaining an understanding of the UN system, student projects will focus on preparation for the conference. For five days, mid-semester, Adelphi students will join other students from over 100 universities from the United States and abroad to participate in the intensive five-day simulation of the UN system. Students are **required** to attend the five-day conference.

Sociology

Updates p. 74–75.

Requirements for the Major in Sociology (38 credits)

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

Majors are required to take:

SOC 100	Introduction to Sociology
SOC 200	Quantitative Research Methods
SOC 201	Sociological Research Methods
SOC 202	Development of Social Thought
SOC 203	Contemporary Sociological Theories

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

Course Sequence for Sociology Majors

Sociology majors should take Introduction to Sociology (SOC 100) first. Development of Social Thought (SOC 202) and Sociological Statistics

(SOC 200) should be taken before the spring term of the junior year. During the spring semester of the junior year, sociology majors should take Sociological Research Methods (SOC 201) and Contemporary Sociological Theory (SOC 203).

Majors' Seminars

The sociology department offers a Majors' Seminar (SOC 386), which adds variety to our curriculum because its content is different each year.

Honors in Sociology

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

Requirements for the Minor in Sociology

The minor in sociology requires:

SOC 202	Development of Social Thought
SOC 201	Sociological Research Methods
SOC 203	Contemporary Sociological Theories

Four additional sociology electives.

Course Changes

Updates p. 128–130.

Additions:

SOC 590 Special Topic: Gender and Care Work 3 credits

Prerequisite: SOC 100.

This seminar explores questions about care as a core element of “women’s work.” Students will look at different efforts to define care, examine the race, class, and gender demographics of care, and explore the international aspects of care, specifically in terms of childcare and health care.

Numbering:

SOC 331 Sociology of Law 3 credits

Previously SOC 330.

Prerequisites:

SOC 225 Sociology of the Family 3 credits

No prerequisite.

SOC 288 Special Topics Seminar 3 credits

No prerequisite.

Titles and Descriptions:

SOC 200 Quantitative Research Methods (previously Sociological Statistics) 3 credits

This course provides an overview of quantitative research methods. It explores research design and quantitative methods, including field research, literature review, formulating a hypothesis, collecting, organizing, describing, summarizing and interpreting data, using computers to handle data, testing a hypothesis, and developing and writing conclusions in response to data analysis. It requires study and hands-on use of these methods.

SOC 201 Qualitative Research Methods (previously Sociological Research Methods) 3 credits

This course provides an overview of qualitative research methods. It explores the logic of sociological inquiry, ethical issues in working with human subjects, research design, and qualitative methods, including field research, interviewing, focus groups, and content analysis. It requires study and hands-on use of these methods.

Women’s Studies

Updates p. 82.

Women’s Studies is located in Blodgett Hall 102.

Correction:

The course “Gender Roles and Identities” is SOC 241, not SOC 225 as listed under the women’s studies minor.

Center for African American and Ethnic Studies

Harvey Hall 217

Updates p. 77–78.

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

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

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

The Minor in African American and Ethnic Studies (18 credits)

Required Courses

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

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

Elective Courses

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

Social Sciences:

AAS 208 Elements of Black Culture

SWK 243 Understanding the Culture of Ethnic and Immigrant Groups

ANT 265 Developing World Culture, Conflict, Change

AAS 288/SOC 288 Social Inequality and the Law

AAS 306/POS 305 Race and Politics

AAS 390 Special Topics: Rethinking Globalization

AAS 333 Women in International Development

AAS 390 Special Topics: Comparative African American Religions

SWK 542 Oppression, Diversity, and the Struggle for Human Rights

Humanities:

AAS 260/ENG 262 Black Writers to 1930

AAS 261/ENG 263 Black Writers from 1930 to Present

AAS 271/ANT 271 Indians of North America

HIS 281 Women in the United States I

HIS 282 Women in the United States II

HIS 290 Special Topics: Atlantic World

HIS 299 History of Ethnicity in the U.S.

AAS 317/HIS 317 Civil Rights Movement

AAS 361/HIS 361 African History I

AAS 362/HIS 362 African History II

Arts:

AAS 130 History of Black Dance/Ethnic Dance

AAS 135/PFA 135 History of Black Performing Arts

AAS 140/PFA 140 Black Drama Workshop

AAS 238/MUA 238 Jazz—20s, 30s, and 40s

AAS 239/MUA 239 Jazz—50s, 60s, and 70s

Course Changes

Updates p. 131–132.

Deletion:

AAS 390 Special Topics: Ethnic Dance *3 credits*

Titles:

AAS 390 (previously AAS 490) Independent Study *3 credits*

AAS 204 (previously HIS 304) Black History in the United States to 1865 *3 credits*

AAS 205 (previously HIS 305) Black History in the United States 1865 to Present *3 credits*

Title and Description:

AAS 390 (previously AAS 322) Rethinking Globalization *3 credits*

This course seeks to present important new perspectives on world citizenship, and it attempts to meet the challenge presented by asking, what kinds of education do we need for a new global citizenship?

Technology is an important centerpiece of globalization, as are the internationalization of everyday life, and the emergence of global governance and its impact on civil society, local government, and international governing bodies like the United Nations. Globalization is chiefly about trade, global corporations, markets, financial products and services, global governance, migrating labor, and the expansion of the ownership of ideas and property. We need a more multi-disciplinary approach to education because we are entering an age of a new global citizenship and transnational civil society, in which we simply must know more about the variables and causal factors which will impact our lives.

Latin American Studies

Science 214A

Requirements for the Latin American Studies Major (36 credits)

Updates p. 79.

Students wishing to major in Latin American Studies must demonstrate proficiency in Spanish Level IV (SPA 122); however, students with an interest in a French and/or Portuguese speaking region can be accommodated with adviser approval.

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

Levermore Hall 304

Erin P. Raia, *Director*
raia@adelphi.edu

Updates p. 80–81.

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, the office 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. For more information email the director, Erin P. Raia, at raia@adelphi.edu.

Prelaw Preparation

Prelaw Faculty Advisers:

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The best advice to the student preparing for law school is contained in the Prelaw Handbook, issued yearly by the Association of American Law Schools and the Law School Admission Council. Students are urged to read this advice in its entirety. Essentially, the student is reminded that law “is a profession to which all of life is relevant. It deserves an education befitting its nature.” No particular major is singled out as best for prelaw preparation. Rather, what the law schools seek is “the ability to express thoughts with clarity and force,” “understanding of human institutions and values,” and “the power to think clearly, carefully, and independently.”

To express ideas with clarity and force, students must master the art of writing. Beyond this, they must learn to read works of literature and exposition with comprehension and speed, and should continuously practice speaking and debate. Understanding human values and

institutions is a lifetime goal, but the best opportunity to begin this quest is during one’s undergraduate years. Careful study within each of the great divisions of human knowledge—the humanities, the sciences, and the social sciences—is indispensable.

Prelaw students must develop the capacity to think creatively. This capacity depends on the skills and understanding already discussed, and also on the ability to conduct research; to reason deductively, inductively, and by analogy; and to synthesize what one has learned. Students must be able to think logically, imaginatively, and scientifically. Above all, they must learn to cope with “the plasticity and ambiguity of fact and theory” found in the humanities and social sciences.

Guidance of prelaw students at Adelphi rests with the Prelaw Council. The council advises students on the development of individually tailored programs of undergraduate study in preparation for law school; maintains a small library of prelaw materials, law school bulletins, and information on the LSAT; teaches its own prep course; sponsors workshops and conferences on campus; and gives assistance in choosing a law school and handling applications and recommendations. Prelaw students are urged to register with the Chair of the Council, Blodgett Hall 200.

Please see “History” for more about the prelaw concentration of study, as well as Chapter IX in the 2005–2007 *Undergraduate Bulletin* for information about Adelphi’s joint degree program in law with New York Law School.

Premedical Preparation

Charles S. Shopsis, *Chair, Premedical Council*

Email: shopsisc@adelphi.edu

The health professions are popular career goals for Adelphi students. Students preparing for medical, dental, veterinary, optometry, podiatry, or chiropractic school (“pre-meds”) may major in any subject but must take general chemistry, organic chemistry, general biology, and physics (all one year sequences) and at least one semester of math or statistics. Careful planning is important because the required science courses must be completed by the end of the junior year, at which time the national pre-professional examinations (Medical College Admissions Test [MCAT], Dental Admissions Test [DAT], etc.) should be taken.

Admission to health professional schools requires excellent grades, good performance on standardized tests (which test reading, reasoning, mathematical skills and science knowledge), and documented interest in the profession, as evidenced by relevant volunteer work or employment and knowledge of the profession.

All pre-med students should contact the Office of Pre-Professional Advising and Fellowships in Levermore Hall 304 early in their college career and no later than the end of their sophomore year. In the fall of their junior year students should make an appointment with a member of the Premedical Council to discuss the application

procedure and initiate the process of preparation of the required letter of evaluation. Early consultations with the departmental adviser, and pre-medical adviser are recommended to discuss career plans, assure appropriate course selection, and monitor student progress.

Premedical students can keep abreast of current details concerning admission requirements, application procedures, required standardized tests and summer programs by checking the premedical bulletin boards on the first floor of the Science Building as well as checking with the Office of Pre-Professional Advising and Fellowships; logging in to Adelphi’s premedical web page (<http://academics.adelphi.edu/artsci/premed/>); subscribing to the pre-med email list (see web page for instructions); and participating in the Premedical Honor Society (Alpha Epsilon Delta, AED). AED has a bulletin board near Science 119 and a mailbox in Science 103. Books on the application process, test preparation, and medical school bulletins are kept in the reserve or reference sections of the Science library.

Students with a bachelor’s degree can prepare for health professional school admission by participating in the post-baccalaureate premedical program. Candidates with degrees in non-science disciplines can take the required premedical courses and appropriate ancillary courses and receive counseling and letters of evaluation in support of their professional school applications.

Science graduates interested in becoming health professionals may

also participate in this program and may benefit by enrolling in the M.S. program in biology to improve their premedical credentials. They too will receive full premedical support services.

More information about these programs can be obtained from Professor Charles Shopsis at (516) 877-4140 or shopsisc@adelphi.edu. (See “Biology” in the *2005–2007 Undergraduate Bulletin* for more information about premedical study as well as Chapter IX for information about Adelphi’s joint degree programs in optometry, dentistry, and physical therapy. The M.S. program in biology is described in a separate *Graduate Bulletin* available from the Office of Admissions.)

Pre-engineering Preparation

Blodgett Hall, Lower Level

For information about the pre-engineering program please see “Physics” in the *2005–2007 Undergraduate Bulletin*. For information about Adelphi’s joint degree programs in engineering please refer to Chapter IX in the *2005–2007 Undergraduate Bulletin*.

Dentistry

Tufts University School of Dental Medicine Joint Degree Program 4/4 Early Assurance Program

Students interested in the field of dentistry may apply for the Early Assurance Program with Tufts University School of Dental Medicine. Students will earn a B.S. in biology after four years at Adelphi University; students who meet eligibility will have the opportunity of being admitted to Tufts where they will complete four years of study earning a D.M.D.

Eligible candidates must meet the following requirements:

- First-year students at Adelphi who are biology majors and who have indicated an interest in the Early Assurance Program must maintain an overall GPA of 3.5 to be recommended to Tufts University School of Dental Medicine.
- Students must interview with Tufts School of Dental Medicine Admissions Committee during the spring of the first year of study at Adelphi to qualify for entrance into the Early Assurance Program.
- Students must continue to maintain a 3.5 overall GPA as well as a 3.5 overall in science courses. If a student falls between a 3.3–3.49 GPA they will be placed on probation for 1 semester and must achieve a

GPA over a 3.5 to be removed from probation. If a student falls below a 3.3 they are automatically removed from the program.

- During the undergraduate studies at Adelphi students must take 2 semesters of: general biology, general chemistry, organic chemistry, general physics, biochemistry.

In addition, Tufts recommends students take advanced biology courses (anatomy, physiology, and histology) so that students are better prepared their first year at Tufts.

When taking courses in the General Education requirements, strong writing courses are encouraged in the humanities/social sciences categories. A sculpture course is also recommended to count toward the arts category.

DAT Score 18/17/18—academic average/perceptual ability/total science—must be submitted no later than end of junior year. Students may submit scores three times in order to achieve score.

Students must be interviewed at Tufts during senior year and acceptance is conditional upon successful completion of the bachelor's degree in biology.

For further information please contact Erin Raia at (516) 877-3140.

Criminal Justice Program

Replaces ABLE Criminal Justice p. 83–84.

Criminal justice majors choose one of two concentrations: social science or police science. See pages 74–76 in the 2005–2007 *Undergraduate Bulletin* for criminal justice major requirements and electives in these concentrations. Since the program is interdisciplinary in nature, course descriptions are found under the department in which the course is offered.

For more information about the University College (ABLE) criminal justice program contact Emily B. Wilson, associate director of the University College ABLE program, at wilson@adelphi.edu.

In addition to the criminal justice requirements, students must also complete any University requirements in General Education from either the College of Arts and Sciences or the University College program.

Requirements for the B.S. in Criminal Justice

Candidates for this degree must have completed at least 120 credits, 60 of which must be in the liberal arts. The final 30 credits must be taken in graded course work at the University, and no more than 60 of the total credits may be awarded from prior learning. Candidates must have a minimum GPA of 2.5 in their area of concentration and a minimum GPA of 2.0 from Adelphi overall. Students must select one area of specialization: police studies or social sciences.

The requirement for the Bachelor of Science in criminal justice will be fulfilled as follows:

General Requirements: (24 credits)

Expository Writing
Writing and Rhetoric
Foundations of Economics
Math for Managers
Capstone I
Capstone II

Major Requirements: (48–52 credits)

See pages 74–76 in the 2005–2007 *Undergraduate Bulletin* for criminal justice major requirements and electives for concentrations in both social science and political science.

Course Changes

Criminal Justice (ACG)

Replaces ABLE Criminal Justice p. 133–134.

Please note that all ABLE criminal justice courses now have the prefix “ACG.”

ACG 265 Criminal Justice

Planning and Research

4 credits

This course provides students with basic training in the application of statistical analysis to research issues and questions that they may encounter in a practical “real life” criminal justice environment. The course covers basic social research concepts, a variety of statistical techniques, and instruction in the use of the SPSS statistical software package for conducting statistical analysis.

ACG 315/ SOC 315 Juvenile

Delinquency

3 credits

This course will explore some of the broader social issues associated with juvenile crime, criminality, and criminal behavior. Using accepted definitions of crime and delinquency, the course will examine causes and explanations of juvenile delinquency, as well as possible modes of prevention, control, and correction.

ACG 363 Criminal Law

4 credits

This course is an examination of the Penal Law of New York State. We will discuss all major crimes and defenses and over the course of our discussion arrive at some understanding of the law as it now exists and the law as it perhaps ought to be.

ACG 364 Forensic Science

4 credits

This course is an introduction to forensic techniques in the crime laboratory and the impact of scientific evidence on the justice system. Case analysis, briefs, and simulations will focus on the issues of admissibility, relevance, and materiality of evidence. Traditional as well as emerging forensic sciences will be discussed, to include forensic psychiatry, forensic pathology, ballistics, social science, and questioned documents.

ACG 366 Organized Crime

4 credits

This course examines how organized crime affects labor, politics, consumer services, contemporary society, business, finances, and local state and federal governments.

ACG 455 Contemporary Developments in Criminal Justice*4 credits*

Current issues and controversies facing the criminal justice system and various system responses designed to address them. Recent developments in research and technology regarding international terrorism, hate crime, computer crime and white-collar offenses will be explored as well as issues surrounding race/ethnicity and socioeconomic status as they impact the criminal justice system, particular with regard to drug-related crime. "Get tough" laws and mandatory sentencing policies will also be looked at.

Specialization: Police Science (ACG)**ACG 254 Police and Community Relations***4 credits*

This course addresses the role of modern police within the larger community. It will assist students in enhancing their knowledge of the relationship between community welfare and law enforcement. Some topics to be discussed include community dynamics, barriers between the criminal justice system and the community, cultural sensitivity and interrelating with cultural groups, conflict management, and communication.

ACG 255 Police Organization and Administration*4 credits*

This course introduces students to concepts of organization, examines the history of police in relation to organizational theory, and explores the roles and responsibilities of the police manager. Students will analyze the ways in which police organizations are designed and how a police manager designs and controls the process of administration, to include budgetary and intergovernmental concerns.

ACG 370 Special Topics in Police Studies*4 credits*

Special topics courses provide maximum flexibility to the curriculum so that faculty may take advantage of new developments in the field to offer courses on up-to-date and cutting edge topics. This flexibility is perhaps especially appropriate in the area of policing and police studies where rapidly developing local and national social, political, racial, and economic issues may have profound influences on policing philosophy and practice.

Levermore Global Scholars Program

The Levermore Global Scholars Program is a unique learning community of students committed to the idea of improving and understanding the world they live in. The program offers the opportunity for students to enrich the social, cultural, and international dimensions of their college education through active community involvement, global learning, and immersion into the cultural and artistic life of Long Island and nearby New York City.

The program complements students' work within their majors with special, interdisciplinary "Levermore Seminars," taught by distinguished Adelphi faculty from throughout the university and designed to explore the connection between academic learning and civic engagement.

Beyond the classroom, participants will have the opportunity for community service, internships, study abroad, informal discussions with guest speakers, and cultural excursions in New York City and the surrounding community. The overall aim of the program is to create a learning environment where students can develop a sense of community, as well as their own intellectual and leadership capabilities.

In addition to the requirements listed in the freshman application instructions, all applicants to the Levermore Global Scholars Program are asked to write a detailed letter (no more than 350 words) to the Levermore Advisory Committee explaining why they should be part of this program. Please include a summary of your understanding of the program's objectives, explain why this program appeals to you, and outline what qualifications or past experiences have prepared you for this program.

For more information contact Steven J. Rubin, associate dean in the College of Arts and Sciences, Science 121, or by email: sjr@adephi.edu.

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

Updates Chapter III of the 2005–2007 Undergraduate Bulletin.

Course Changes

Updates p. 140.

Note: PIA (numeric course code 0501) is the correct prefix on all undergraduate psychology courses and replaces PSY.

**PIA 441 Creativity, Perception,
and the Visual Arts** *3 credits*

This course is designed to teach art and psychology majors the fundamental principles of visual perception as it applies to the creation and aesthetics of visual art, as well as the psychology of creativity and theoretical approaches to the topic. Students will create projects related to this material.

Title and Description:

**PIA 114 Developmental Psychology
Through the Lifespan** *3 credits*

Non-majors only.

Cannot be used for credit in the major.

This course explores human development as both a process of growth (through aging and experiencing) and a series of normative stages. An emphasis on applications of theory and research to the health care setting will be given.

IV. Honors College

Updates Chapter IV of the 2005–2007 Undergraduate Bulletin.

The Senior Thesis

Updates p. 139.

Often the thesis grows out of a project the student has undertaken in the sophomore or junior year in research or independent work on or off campus. Sometimes, students begin something entirely new. In any case, all Honors students must complete the senior thesis, a yearlong project designed to bring about and to demonstrate intellectual mastery, and to encourage the integrity and coherent responsibility that only a complex project can elicit. Students must agree with their adviser on a topic by mid-October of their senior year.

Throughout the year students are supervised not only by their departmental adviser but also by one of the Honors College Academic Directors.

In the spring, when the student and adviser are satisfied that the thesis is ready for presentation, the thesis is given to readers before whom the thesis is defended. The defense is meant to be both an exploration of the student's achievement and a further intellectual challenge. Honors students find that graduate and professional programs to which they apply respond very positively to the senior thesis. Along with the diverse and interdisciplinary Honors curriculum, admissions

committees often express particular praise for the thesis project.

Courses of Instruction

Updates p. 148–149.

HON 320 Social Science Seminar 3 credits

The Social Science Seminar is the unique Honors equivalent of the general education social science requirement. This seminar attempts, at once, to unveil for students the perspective of the deepest political and moral responsibility and to deepen their grasp of human achievement by focusing on a great text and figure, inspiring the students to develop their own visions for society and social change.

The Social Science Seminar:

Fall 2006

- Section I:** A Psychoanalyst
Looks at Love
- Section II:** Politics and
Biography
- Section III:** Communication and
Behavior
- Section IV:** Mind Out of Matter

Spring 2007

- Section I:** Power and Prejudice
- Section II:** Early Cold War
- Section III:** Violence and Culture
- Section IV:** Global Climate
Change

HON 486 Liberal Arts Seminar 3 credits

Seminar topics, chosen from a variety of fields, explore material from the perspective of responsible leadership that characterizes the College. Although the seminars are often focused on a topic studied in a single discipline, the atmosphere and points of view are inevitably interdisciplinary as the senior Honors students bring their individual interests and knowledge to bear on discussion.

The Liberal Arts Seminar:

Fall 2006

- Section I: Plants and Human Nature
- Section II: Gods and Monsters
- Section III: Music and Christian Worship
- Section IV: Xeophon

Spring 2007

- Section I: The Greek View of Life
- Section II: Euler and the Enlightenment
- Section III: Reading Kafka

V. School of Business

Updates Chapter V of the 2005–2007 Undergraduate Bulletin.

Dean's List

Updates p. 164.

To qualify for the Dean's List, business students are required to have a G.P.A. of 3.5 or higher and must have completed at least 12 credits (not 6 as previously stated) during that semester.

Major Requirements

Updates p. 166.

ECA 102 Consumer Economics does *not* count toward the economics major.

VI. Ruth S. Ammon School of Education

Updates Chapter VI of the 2005–2007 Undergraduate Bulletin.

Note: The School of Education has been renamed the Ruth S. Ammon School of Education.

The Ruth S. Ammon School of Education is one of the largest private centers for the preparation of educational professionals in New York State with a proud history of graduating well-respected, sought-after teachers, clinicians, and school administrators.

The School is composed of three departments: Curriculum and Instruction; Health Studies, Physical Education and Human Performance Science; and Communication Sciences and Disorders. Each department offers specific programs leading to undergraduate and graduate degrees. Some programs also offer advanced certificates for candidates seeking to extend their education. A number of programs offer

community services that are also training opportunities for our candidates. For example, the School's Hy Weinberg Center offers an array of diagnostic and treatment options for children and adults with communication disorders and the Reading Clinic offers diagnosis and intervention for children having difficulty developing literacy skills.

All programs in the Ammon School of Education are committed to insuring that candidates have the knowledge, skills, and dispositions required in their field of study. As a School, we believe that educational professionals working in a complex multi-cultural society must not only be scholars, but also reflective practitioners who can grow and learn over time. We believe in inclusive communities that respect the contribution and worth of all individuals, and that educational professionals have the ability to change society. Finally, we seek to promote a holistic view of learning and the recognition that teaching is a creative act, that creativity and the arts enable schools to become more humane, just, and beautiful.

Department of Curriculum and Instruction

Philosophy

Updates p. 174.

Adelphi University's Ammon School of Education, and the department of curriculum and instruction within it, advocates 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 lifelong 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 advo-

cates 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 Web site 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, the School:

- Employs highly qualified instructors who teach curriculum aimed at fulfilling our mission.

- Requires candidates 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.
- Reflects on the effectiveness of its curriculum by using multiple sources of data (e.g. results of state teacher certification examinations, course evaluations, feedback from employers).
- Monitors all candidates to ensure that they meet 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.

STEP Minor in Childhood Education

Updates p. 176.

The STEP minor in childhood education is 35 credits.

Adolescence Education

Updates p. 177.

Students in the STEP Adolescence Education sequence must major in one of the liberal arts and sciences appropriate to their content specialty and complete the University General Education requirements. If not met as part of the General Education program, Adolescence Education STEP minors must take 6 credits in a language other than English to fulfill NYS certification requirements in Adolescence Education 7–12. *Please see your education minor adviser to determine whether or not you are eligible for a waiver of the language requirement.*

Students selecting the minor in adolescence education should major in the following areas:

- English Education: major in English
- Biology Education: major in biology
- Chemistry Education: major in chemistry
- Earth Science Education: major in environmental studies (must include a minimum of 30 credits in earth science)
- Mathematics Education: major in mathematics
- Physics Education: major in physics
- Social Studies Education: major in one of the following: anthropology, economics, history, political science, or sociology. Regardless of major, all minors in social studies education must take a minimum of 21 credits, including

a course in geography, in U.S. history, world history, and a course each in economics, political science, introduction to sociology and introduction to psychology

- Language Instruction in French: major in French
- Language Instruction in Spanish: major in Spanish

STEP Minor in Adolescence Education

(28 credits)

Courses are three credits unless otherwise noted.

Freshman Year (1 credit):

EST 102 STEP Orientation Seminar (*1 credit*)

Sophomore Year (6 credits):

Fall (3 credits)

PSI 116 Adolescent Psychology

OR

EST 222 Adolescence Development

Spring (3 credits)

EST 311 Sociolinguistic Perspectives in Adolescence Education

Junior Year (9 credits):

Fall (3 credits)

EST 304 Community, School, and Society

Spring (6 credits)

EAE 595 Youth Literacies: Literature, Culture and the Arts

EST 307 Introduction to Philosophy of Education

Senior Year (12 credits):

Fall (6 credits)

Select One:

EDO 596 Inquiry and Expression: Literacy across the Curriculum: Humanities

EDO 597 Inquiry and Expression: Literacy Across the Curriculum: Math and Science

Content Elective in English, Mathematics, History, or Science (under advisement)

Spring (6 credits)

Choose one (major related):

EAE 513 Instruction and Assessment in Mathematics Education (*25 field hours*)

EAE 517 Instruction and Assessment in Science Education (*25 field hours*)

EAE 518 Instruction and Assessment in Social Studies Education (*25 field hours*)

- EST 580 Service Learning and Composition
(*English majors only, others by permission*)
(25 field hours)
- EEC 560 Managing Inclusive Environments (25 field hours)

Total spring field hours = 50-hour block.

Language instruction minors will follow the same pattern as above with a field-based course in the spring of the fourth year and another in the fall of the fifth year.

Fifth Year (33 credits):

Summer (9 credits)

- EST 574 Teaching and Learning Aesthetics
OR
Exploring the Arts Elective
- HED 607 Health Promotion for Children and Adolescents

Graduate Elective: under advisement (Math, Social Studies, Science)

Graduate Content Elective: under advisement (English majors)

Fall (12 credits)

- EAE 860 Masters Seminar: Inquiry in Teaching and Learning

Choose one (major related):

- EAE 511 Instruction and Assessment in English Education (50 field hours)

- EAE 613 Secondary Mathematics Content, Pedagogy and Assessment: Learning from Master Teachers (50 field hours)
- EAE 617 Secondary Science Content, Pedagogy and Assessment: Learning from Master Teachers (50 field hours)
- EAE 618 Secondary Social Studies Content, Pedagogy and Assessment Learning from Master Teachers (50 field hours)

Choose one (major related):

- EAE 598 Teaching Composition (English majors)
- Graduate Elective in Math, Science, or Social Studies (under advisement)
- Graduate Elective (under advisement)

Total fall field hours = 50 hour block

Spring (12 credits)

Choose three 1-credit workshops:

- EST 600 Technology in Education: Workshop (1 credit)
- EST 601 Diversity Issues in Education: Workshop (1 credit)
- EST 602 Peace Education: Workshop (1 credit)
- EST 603 Teachers as Advocates: Workshop (1 credit)

EAE 820	Student Teaching in Adolescence Education Pre-Certification (6 credits)
OR	
EDU 637, 639	STEP Internship, Adolescent (fall and spring) (6 credits)
EAE 503	Reflective Practice Seminar in Adolescent Education

Supervised Clinical Experience for Art Education

Updates p. 186.

JoAnn Cosentino, *Director, Office of
School and Community Partnerships*

A supervised clinical experience is provided for students completing their certification programs. Each experience is a full-time, daytime responsibility and includes a weekly seminar at Adelphi University. Specific course prerequisites for student teaching or the practicum are listed in the course description section of this *Bulletin*. General requirements include a satisfactory health examination, a satisfactory speech and hearing evaluation, acceptable academic and person qualifications, and satisfactory faculty recommendations. Students will be cleared for student teaching by their program director. Education Art Studies must take the Liberal Arts and Sciences Test (LAST), the ATS-W and the

CST in Art examination in order to qualify for certification. It is strongly recommended that all exams be taken prior to student teaching. Undergraduate students must have a 2.75 overall GPA and 3.0 in education courses to be eligible to student teach.

Applications for the clinical experience must be filed by March 1 for the following spring semester and December 1 for the following fall semester. Information pertaining to the clinical experience may be obtained through the Office of School and Community Partnerships.

Course Changes

Curriculum and Instruction

Deletions:

EDO 511–518

ELY 521

ELY 545

ELY 603

EST 405

EST 510

Descriptions:

EST 307 Introduction to Philosophy of Education *3 credits*

The purpose of this course is to philosophically reflect on and analyze the basic assumptions that underlie and influence educational policy and practice. Drawing on previous study of learning, human development, teaching, and the exploration of the interconnection between schools and society, this course furthers the student's understanding of the child, family, schooling, culture, and society nexus by examining its philosophical dimensions. The course addresses such basic questions as the nature of knowledge, ethics, aesthetics, freedom, equality, diversity, justice, democracy, being, rationality, compassion, and mindfulness.

These philosophical notions are examined in relation to the broad aims and varied curricular and pedagogical approaches employed in today's schools, including the rights and responsibilities of all parties to the educational event.

EST 311 Sociolinguistic Perspectives in Adolescence Education *3 credits*

This course introduces students to sociolinguistic perspectives on language use and language learning. The course provides students with a foundational understanding of the concepts of language contact, language variation, and language acquisition. Students will explore the language policies of the United States, analyze how societal structures affect the schooling of English language learners and be introduced to theories of how secondary school students can become bilingual and biliterate.

Fieldwork:

EAR 220 Artistic Development: Early Childhood through Adolescence requires 25 hours fieldwork.

EAR 410 Instruction and Assessment in the Visual Arts (previously EAR 510) requires 50 hours fieldwork.

EST 305 The Child With Special Needs requires 25 hours fieldwork.

Number:

EAR 410 Instruction and Assessment in the Visual Arts: Capstone (previously numbered EAR 510) requires a capstone project and 50 hours fieldwork.

Title:

EST 302 Perspectives on Teaching and Learning (previously Perspectives on Learning)

Department of Health Studies, Physical Education and Human Performance Science

Concentrations

Updates p. 181.

Physical education offers three areas of concentration:

- **Pedagogy/teaching** includes teacher preparation and the study of teaching in the gymnasium environment and/or the health classroom. Students may specialize as coaches, teachers K–12, and adapted physical educators. A teaching practicum and field experience are required.
- **Human performance science** is the application of scientific principles to sport skills enhancement, training and conditioning programs, adult fitness, nutritional analysis, biomechanics, injury prevention, and rehabilitation. Areas of concentration include exercise science and pre-physical therapy/allied health. Field experience is required.
- **Sport management** prepares students for careers as public school administrators, athletic directors, and sport management personnel in the private sector (including supervision of professional teams and fitness centers). Management theory is applied to the specific population and facilities. The majority of the course work in

the sport management area of concentration is at the upper division level.

**Requirements for Major
in Sports Management and
Exercise Science Leading
to the Bachelor of Science
(Without teacher certification)**

Updates p. 182.

Exercise Science Foundations:
(Required 36 credits)

BIO 203, 204	The Human Body: Scientific Perspectives
HED 506	Nutrition
PED 100	Principles of Health and PE
PED 167	First Aid and Injury Control
PED 288	Sports Medicine
PED 290	Technology in HPE
PED 315	Motor Development
PED 375	Social Issues
PED 461	Kinesiology
PED 463	Physiology of Exercise
PED 470	Health and Fitness
PED 472	Techniques of Athletic Training
PED 491	Seminar/Project Fundamentals

Exercise Science Elective
(16 credits)

Additional Electives (32 credits)

Sport Management:
(Required 22 credits)

PED 100	Principles of Health and Physical Education
PED 205	Introduction to Sports Management

PED 275	Introduction to Sports Marketing
PED 290	Technology in HPE
PED 370	Aspects of Coaching
PED 375	Social Issues in Physical Education and Sports
PED 492	Practicum
PED 550	Sport Management Topics

Electives:

Sport Management (15 credits)
Clusters (12–24 credits)
Business or Communications

**Pre-Physical Therapy/
Allied Health**

Requirements include all foundations and electives from exercise science. The additional electives should include coursework in the basic sciences, such as biology, chemistry and physics. Statistics and/or calculus may also be required.

**Joint Degree Program in
Physical Therapy**

Adelphi University and the New York College Medical School of Health Sciences in Valhalla, New York offer a combined seven-year B.S./D.P.T. degree program in physical therapy. See Chapter IX in the *2005–2007 Undergraduate Bulletin* for more information.

Course Change

Physical Education

Title:

PED 340 (previously EDU 340)
Curriculum and Teaching

Department of Communication Sciences and Disorders

Requirements

Updates p. 184.

Students must maintain a minimum overall GPA of 2.75. If a student's GPA falls below 2.75, the student will be placed on academic probation for one semester. If a 2.75 is not achieved by the end of the probationary semester, the student will be dismissed from the program. If a student earns a second C or lower within the first 15 credits of course work in the major (SPE and LIN courses), the student will be dismissed from the program. If a student has earned one grade of C within the first 15 credits of SPE courses and then earns a second C beyond the first 15 credits of SPE courses, the student will be required to retake that course until a grade of B- or better is earned. A student, who earns a grade of D or F in any major course, at any time, will be dismissed from the program. Transfer students may be required to take one or more additional semesters of study. All students are expected to demonstrate adequate oral and written communication skills. All students are required to take two writing courses. No more than one B- will be accepted. It is the responsibility of the student to consult with his or her academic

adviser, the *University Bulletin*, and the *Student Handbook*, regarding program policies and procedures. Required courses may not be taken Pass/Fail.

The Hy Weinberg Center for Communication Disorders

Updates p. 184.

The principal functions of the Hy Weinberg Center for Communication Disorders are the preparation of undergraduate and graduate students in speech-language pathology and audiology; research in the areas of speech, language, and hearing disorders; and clinical service to the community. Clients present with a wide range of communication impairments across the life span. Both individual and group therapy is provided.

The Center is equipped with state-of-the-art clinical audiometric instrumentation; the Center also houses speech and hearing science laboratories. The laboratories contain acoustic and physiologic instrumentation for objective measurement of important parameters of speech and voice. A newly installed video monitoring system enables students, supervisors, and family members to observe therapy. In addition, the Center has a sound treated van that provides speech and hearing screenings to the community. Such screenings are administered by qualified students under the supervision of a clinical faculty member.

Requirements for the Major in Communication Disorders

Updates p. 185–186.

Students majoring in communication disorders must complete 45 credits in speech, 6-8 credits in biology and physics, and 25 additional credits in interdepartmental requirements. University-wide General Education requirements must also be met.

Speech Requirements: (45 credits in speech and 25 additional credits)

SPE 100	The Speech-Language and Hearing Professions
SPE 110	Oral Communication in the Professional World
<i>OR</i>	
SPE 112	Public Speaking
SPE 138	Sound and the Auditory Mechanism
SPE 140	Anatomy and Physiology of the Speech Mechanism
SPE 142	Phonetics
SPE 144	Development of Speech and Language
SPH 220	Introduction to Speech Science
SPE 350	Survey of Developmental Language Disorders
SPE 351	Survey of Speech Disorders
SPE 352	Clinical Audiology
SPE 353	Audiologic Rehabilitation
SPE 355	Introduction to the Clinical Process

SPE 356	Clinical Practice in Speech-Language Pathology
SPE 357	Clinical Practice in Audiology
SPE 400	Current Issues in Speech-Language Pathology and Audiology
SPE 410	Survey of Acquired Neurogenic Disorders

Interdepartmental Course Requirements:

(25 credits)

Required:

BIO 203 or BIO 204

The Human Body: Scientific Perspectives on Structure and Function I, II (*select one*)

PIA 101	General Psychology
LIN 103	Descriptive and Historical Linguistics
ENG 107	Art and Craft of Writing

Second Writing Course (*choose one*):

ENG 108	Writing About Literature
ENG 109	Writing Self Exploration
ENG 110	Writing About Society (<i>Others by advisement.</i>)

Physical Science Course

Psychology/Development Course (*choose one*):

PIA 115	Developmental Psychology
PIA 116	Developmental Psychology—Adolescence
EST 221	Child Development

EST 222 Adolescent
Development
Statistics Course (*choose one*):
PIA 137 Psychological
Statistics
MTH 113 Survey of Statistics

Social Science Elective (*choose one*):
PIA 250, 272, 283, 292, 415;
SOC 270; or by
advisement

Related Elective (*choose one*):
EST 302, 305; PHI 380; COM 205;
NUR 557; or by
advisement

Elective Course Work (Teacher Certification)

Updates p. 186.

Students interested in academic course work leading to certification as a Teacher of Students with Speech and Language Disabilities (TSSLD) can elect to enroll in the following courses:

SPE 561 Speech Language
Pathology in a School
Setting
EDU 304 Community, School,
and Society
HED 610 Health Education
Training for Teachers

Bilingual extension certification:
For seniors fluent in a language
other than English, graduate courses
in bilingual education leading to the
Bilingual Extension to the TSSLD
can be taken with adviser approval.

Course Changes

Communication Sciences and Disorders

Addition:

SPH 561 Speech-Language Pathology in a School Setting

3 credits

This course will focus on the varied roles of the Speech-Language Pathologist/Teacher of Student with Speech and Language Disabilities in a school setting. Course content will include an overview of the educational system, models of education (e.g., charter schools, BOCES), federal special education legislation and New York State standards of learning, characteristics of learners with disabilities, models of service delivery (e.g., inclusion, push-in, pull-out), collaboration, screening/testing, IEP and curricula development, current issues and classroom management.

Description:

SPE 410 Survey of Acquired Neurogenic Disorders

3 credits

The purpose of this course is to introduce students to theoretical, neurological and clinical aspects of language and motor speech disorders of adults.

VII. School of Nursing

Updates Chapter VII of the 2005–2007 Undergraduate Bulletin.

ASCEND Program (R.N. to B.S.) Requirements

Updates p. 200.

Changes in course requirements for the R.N. ASCEND Program (previously the R.N. to B.S. program):

NUR 421	Client Teaching, add to requirements
NUR 441	Professional Development, add to requirements
NUR 301	Theory in Nursing, removed as a requirement
NUR 446	Seminar in Information Technology, replaces NUR 301 as a requirement

Health Regulations for Majors

Updates p. 201.

The requirements for health clearance are as follows:

- Annual Physical
- Annual Mantoux (with CXR if positive) *MMR Titers (showing immunity) Mumps, Measles, Rubella*
- Tetanus/Diphtheria
- Hepatitis B Vaccine, Titers or Declination
- Statement

- Varicella Titer
- CPR Certification

Textbook, Uniform, and Study Guide Expenses

Updates p. 201.

Students can expect to spend between \$300 and \$400 per semester for the purchase of textbooks and School of Nursing Study Guides. Textbooks are also available at the reserve desk in the Swirbul Library. In addition, beginning in the student's sophomore year in the nursing program, students can expect to spend between \$200 and \$400 for laboratory and clinical equipment and uniforms; and approximately \$400 for a Personal Digital Assistant that will substitute for some textbooks. The School of Nursing has an official student uniform. Students must purchase a sufficient number of uniforms to present a professional appearance in clinical settings.

Course Changes

Updates p. 203–205.

Additions:

NUR 304 Healing Modalities (3 credits)
No pre/corequisites. May be used as an elective. Open to all students.

This course focuses on the self-development and self-care practice of professional nurses. The philosophical and theoretical basis of holism is emphasized as a context for healing modalities, such as imagery, therapeutic touch, meditation, music, art, and journaling. Students work in small groups to build skills in selected modalities to expand awareness and integrate self-care into their nursing practice.

NUR 446 Introduction to Technology and Information (3 credits)

NUR 556 Addictions: Shattered Lives (3 credits)

No pre/corequisites. May be used as an elective. Open to all students, not just nursing majors.

This course encourages critical reflection, exploration, and discussion. Students are challenged to discover and implement insights gained through an examination of the multiplicity of issues surrounding chemical dependency, as well as its related problems with regard to addicted individuals and those otherwise affected by addiction. Application to nursing practice will occur throughout the course.

NUR 609 Seminar in Technology Information Literacy and Project Management (3 credits)

VIII. School of Social Work

Updates Chapter VIII of the 2005–2007 Undergraduate Bulletin.

Optional Concentration in Children and Families

Updates p. 210.

Students may elect to follow a path that provides an emphasis on understanding and working with children and families. Through this concentration, students will receive field placements in both their junior and senior years in child/family settings, and must take two specific academic courses: SWK 306 Introduction to Social Services with Children; and SWK 728 Child Abuse and Neglect.

Students considering this concentration must make their interest known to the program director at the time of their acceptance into the undergraduate program.

Course Changes

Updates p. 214.

Deletion:

SWK 243	Understanding the Culture of Ethnic and Immigrant Groups
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IX. Joint Degree Programs

Updates Chapter IX of the 2005–2007 Undergraduate Bulletin.

Dentistry

Updates p. 216.

Tufts University School of Dental Medicine 4/4 Early Assurance Program

Students interested in dentistry may apply for the Early Assurance Program with Tufts University School of Dental Medicine. Successful students will earn a B.S. in biology from Adelphi after four years and will be admitted to Tufts, where they can earn a D.M.D. degree after four years of additional study.

To be eligible for this program students must complete their first year in the biology major with a GPA of at least 3.5. Students can then interview with a Tufts School of Dental Medicine Admissions Committee for admission to the Early Assurance program.

To remain in the program students must maintain a 3.5 GPA, overall and in science courses. Students in the program must take a year of biochemistry in addition to the requirements of the biology major. Tufts recommends that biology courses include anatomy, physiology and histology, that General Education humanities and social science courses be writing intensive, and that art courses include sculpture.

DAT scores of at least 18, 17, and 18 in the Academic Average, Perceptual Ability, and Total Science components of the test must be achieved and submitted to Tufts no later than the end of the junior year. Students will be interviewed at Tufts during their senior year. Matriculation requires completion of the B.S. degree.

For further information call the Office of Pre-Professional Advising and Fellowships at (516) 877-3140 or the biology department at (516) 877-4193.

X. Student Life

Updates Chapter X of the 2005–2007 Undergraduate Bulletin.

Application for Housing

Updates p. 221.

Students interested in housing should indicate so on their application for admission. Admission to the University does not imply that a room has been reserved. Applicants expressing an interest will be mailed a housing application and information regarding residential life as part of the deposited student packet. Please act quickly as space is limited. Additional information, including the online housing application, is available from the Office of Residential Life and Housing, Earle Hall 100, (516) 877-3650, or at <http://students.adelphi.edu/sa/rlh>.

XI. Academic Support

Updates Chapter XI of the 2005–2007 Undergraduate Bulletin.

Opportunity Program

Updates p. 224–225.

This program is designed to assist the most financially disadvantaged students. Students must meet both academic and financial requirements. Each year, ten students are selected to receive an Opportunity Grant, which is renewed each academic year as long as the student continues to fulfill the program requirements. The Opportunity Program counsels students regarding academic progression on a regular basis and encourages campus involvement. The Office is located in University Center 109, (516) 877-3661.

Office of Information Technology and Resources

Updates p. 229–230.

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/resourcesmanuals.php>.

OITR is located on the lower level of Hagedorn Hall on the Garden

City campus. Customer Services is located in the Information Commons on the second floor of Swirbul Library. Students may contact Customer Services by: **Telephone:** (516) 877-3340

Drop In:

Hours vary by semester and during exam periods. Fall semester hours are:

Monday–Thursday

8:00 a.m.–Midnight

Friday 8:00 a.m.–6:00 p.m.

Saturday 8:00 a.m.–Midnight

Sunday Noon–8:00 p.m.

Email: customerservices@adelphi.edu

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 eight general-access computer labs at the following locations:

- Information Commons in Swirbul Library
- Gallagher Lab
- Commuter Lounge

- Hagedorn Room 110
- Sager Lab
- Science Room 227
- Swirbul Room 100
- Swirbul Room 201

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 provide 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:

A map of our indoor and outdoor wireless access areas is available at <http://infotech.adelphi.edu/resources/wireless.php>.

Students residing on campus have full access to the Adelphi network. Students will be prompted to follow the Residential Networking Registration the first time they connect their computers in the residence halls.

The Adelphi eCampus portal gives students easy access to applications and services in one safe, secure location. Students can access C.L.A.S.S.

and Blackboard, read their email, post to the message boards, and check the University calendar for the latest events. eCampus can be accessed from <http://ecampus.adelphi.edu>.

For more information about OITR services, students should go to <http://infotech.adelphi.edu/services/students>.

University Learning Center

Updates p. 228.

The University Learning Center offers:

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

The Early Learning Center

Updates p. 231.

Please note the new name of the Child Activity Center is the Early Learning Center.

ELS Language Center

Updates p. 232.

The ELS office is located in Linen Hall. For admission information, please contact the ELS program at (516) 877-3910 or email nygc@els.edu.

XII. Admissions

Updates Chapter XII in the 2005–2007 Undergraduate Bulletin.

General Conditions of Admission

Updates p. 234.

Advanced Placement

The maximum number of credits a student may receive from Advanced Placement tests offered by the College Board/college level work completed prior to high school graduation is 30.

United States Armed Forces Institute Credits

Credits may be granted for appropriate courses taken under the direction of the United States Armed Forces Institute, but only if such courses were given under the supervision of a fully accredited, degree-granting college or university.

Admission of International Students

Updates p. 234.

Late applications will be considered on a case-by-case basis.

Admission Requirements

Updates p. 235.

Entrance Examinations

To assist the Admissions Committee in making a decision, the University requires that candidates partici-

pate in either the American College Testing (ACT) Program or the Scholastic Assessment Test (SAT) of the College Entrance Examination Board (CEEB), of which Adelphi is a member. (The IELTS exam may also be considered upon request.) Students who have lived in the United States less than three years and are from a non-English-speaking country need to submit a TOEFL or APIEL score, unless your SAT verbal score is higher than 500. International students from a non-English speaking country are required to submit a TOEFL or APIEL score as well. This policy also applies to transfer students. For students intending to enroll in the General Studies Program or Learning Disabilities Program, SAT scores are highly recommended and expected to be submitted upon request.

Admission of Transfer Students

Updates p. 235.

Interviews may be required for students interested in social work or nursing.

Application for University Housing

Updates p. 238.

Residence hall housing is available through the Office of Residential Life and Housing. Applicants for admission are encouraged to apply for housing in one of Adelphi's six residence halls. Those interested in University housing should indicate

their interest on the application for admission. Housing in the community is also available. For additional information, please contact the Office of Commuter Student Affairs at (516) 877-6667, or go to the message board on eCampus and review the classifieds section for the thread “available housing.”

Joint Degree Programs

Updates p. 239.

General Admission Requirements

To be accepted into a joint degree program, candidates must first apply for admission to Adelphi University, indicating their interest in a particular program. Students using an Adelphi application form can check off the appropriate box. If using the Common Application form, students may indicate their interest by completing the supplemental form to the common application. Once qualified for admission to the University, the application will be forwarded to the appropriate joint degree committee and acceptable candidates will be contacted.

Dentistry Admission Requirements

Tufts University School of Dental Medicine

4/4 B.S./D.M.D. Program

Applicants to the joint degree program in dentistry must first apply to Adelphi University and indicate interest in the dentistry program. To be eligible for this program students must have a strong academic

average in high school, solid combined SAT scores, and a strong letter of recommendation from their high school counselor. Candidates are also required to participate in interviews with the Tufts University School of Dental Medicine at the end of the first year of study at Adelphi. To continue on to Tufts University School of Dental Medicine students must maintain a minimum GPA of 3.5 and minimally attain the Dental Aptitude Test (DAT) score agreed to by both Adelphi University and Tufts University School of Dental Medicine.

Learning Disabilities Program

Updates p. 241.

Admission Requirements

SAT scores are highly recommended, and expected upon request, but not required.

Required Documentation

Students are required to submit the following to the office of the Learning Disabilities Program*:

- A recent psycho-educational evaluation that provides clear evidence of a specific learning disability and/or AD/HD. Reasonable accommodations must be made.
- The Wechsler Adult Intelligence Scale, Third Edition, (WAIS-III), including index scores. The WASI (Wechsler Abbreviated Scale of Intelligence) is not acceptable.

- The Woodcock-Johnson Psychoeducational Test Battery Fourth Edition (WJ-IV), tests of cognitive ability and achievement.
- The applicant's most recent Individual Educational Plan (IEP).
- A completed application to the Learning Disabilities Program (in addition to the separate Admissions Application to the University).
- Two letters of recommendation by professionals in the field of learning disabilities.
- Transfer students must submit a high school transcript.
- Official attendance records.
- A statement from the guidance counselor that includes a complete explanation of the applicant's special education services.
- Appropriate candidates will require a personal interview.

The Learning Disabilities Program will conduct a comprehensive and individualized evaluation of each candidate's application and interview. Judgment of the professional staff will determine eligibility for the Program. Admission to the Learning Disabilities Program is limited. Applications, including all documentation must be received by March 1. For information about admission to the Learning Disabilities Program call (516) 877-4710, or visit www.adelphi.edu.

Admission Requirements School of Nursing

Updates p. 243.

An admissions interview may be requested of transfer applicants.

* The information requested is intended for use solely in connection with the University's voluntary action efforts to overcome the effects of conditions that may have resulted in limited participation of qualified disabled students. Response to these items is voluntary and will be kept confidential and used only in accordance with this part. Refusal to provide this information will not subject the applicant to any adverse treatment by the University.

XIII. Expenses and Financial Aid

Updates Chapter XIII of the 2005–2007 Undergraduate Bulletin.

The following Tuition and Fee Policy pertains to the 2006–2007 academic year. The Board of Trustees of Adelphi University reserves the right to change this tuition and fee schedule without prior notice. The Office of Student Financial Services, (516) 877-3080, must be consulted for the current tuition and fees schedule.

The Comprehensive Tuition and Fee rate for 2006–2007 is \$20,900. Tuition and fees are payable either by mail or in person at the Office of Student Financial Services, or by phone with MasterCard or Visa. Checks and money orders should be made payable to Adelphi University. All payments will be applied to past-due balances first.

Charges billed by the University are outlined below. Students and parents, however, should be prepared to pay for expenditures associated with books, travel, and personal items.

Tuition and Fee Rates

Undergraduate, Full Time 2006–2007 Academic Year

(12–17 credits per semester)

Tuition and University Fees, per year (including non- refundable fees of \$900) . . .	\$20,700
Student Activity Fee.	\$200
Comprehensive Tuition Fee . . .	\$20,900

Tuition and University Fees, Upper Division Nursing, Education, and Social Work, per year (including nonrefundable fees of \$800)	\$21,000
Student Activity Fee.	\$200
Comprehensive Tuition Fee . . .	\$22,100

There is a \$300 charge for each Clinical Nursing Course.	
Nursing: One-time PDA Fee	\$420
One-time Practice-Pack Fee . . .	\$55
Student Teacher Supervisor Fee	\$400

Undergraduate, Part Time 2006–2007 Academic Year

(1–11 credits per semester)

Tuition, per credit hour	\$640
University Fees (nonrefundable), per year	\$570
Student Activity Fee.	\$40
Tuition per credit hour, Upper Division Nursing and Social Work	\$650
University Fees (nonrefundable), per year	\$570

There is a \$100 charge for each Clinical Nursing Course.

University Fees

University Fees cover the use of all academic and recreational facilities. They also include use of the library, gymnasium, health services, counseling, and career services, and provide for security, course materials/lab fees, and accident insurance for all students.

Student Activity Fee

The Student Activity Fee is allocated and disbursed by the Student Government Association to recognize student groups.

Other Fees and Charges

Application Fee (nonrefundable) . . .	\$35
Graduation Reapplication Fee	\$25
Graduation Late Filing Fee	\$25
Late Registration Fee (Check current Directory of Classes for appropriate calendar)	
Medical Insurance (Annual)	TBA
Orientation Fee (Freshmen, Fall Semester only)	\$255
Orientation Fee (Transfers/ Freshmen, Spring Semester only)	\$70
Program Change, each form	\$25
Registration Reinstatement Fee . . .	\$150
Returned Check (in addition to charge for late payment of tuition)	\$25
Learning Disabilities Program Fee (per semester)	\$3,000
Learning Disabilities Program Fee (Summer)	\$1,700
Transcripts	\$10
Deferred Payment Plan Fee	\$50
Laboratory, Studio, and Workshop Fees (specified with course listings in the Directory of Classes)	Variable

Private Music Instruction	\$740
Professional Liability Insurance (Specified after each course in the Directory of Classes) Variable	
Withdrawal Fee	\$100

Payment Policy

Tuition and fees are payable in full at the time of registration. Students registering for the fall semester prior to June 30, and the spring semester prior to November 30, 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 statement of account at the Information Desk located in Levermore Hall, lower level, room one.

Deferred Payment Plan—Students may elect a deferred payment plan for each semester. One-half of the balance, plus the \$50 deferred payment plan fee, is due by August 1 for the fall semester or January 6 for the spring semester. Students who register after June 30 or November 30 must pay one-half of the balance due plus the \$50 deferred payment plan fee, when registering.

Monthly Payment Plan—Many students have indicated a preference to pay on a monthly basis. Adelphi offers AMS Tuition Pay, which pro-

vides 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 the deferred 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 below and 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/grade report, or have a degree conferred. No student may withdraw or graduate from the University in good standing unless all current obligations are paid in full. Federal and state regulations, as well as University policy, preclude the use of any current financial aid for payment of past due charges.

Late Payment Fees

Fall Semester

Payment after August 1	\$50
Payment after October 15 . . .(add'l)	\$25
Payment after October 31 . .(add'l)	\$100

Spring Semester

Payment after January 6	\$50
Payment after March 15. . . .(add'l)	\$25
Payment after March 31. . .(add'l)	\$100

Residence Fees

Annual Room Rates

(per person/per academic year
excluding intercession and summer)

Singles—There are very few single rooms and they are usually reserved for special circumstances.

\$7,350 Room
\$8,020 Room with Air Conditioning
\$8,400 Room in New Residence Hall
\$8,800 Converted Double Room to Single
\$9,910 Converted Double Room to Single with Air Conditioning
\$11,130 Converted Double to Single in Suite
\$11,250 Converted Double Room to Single in New Residence Hall

Doubles—Most students will have a double room, as these are the most common on the campus.

\$6,350 Room
\$6,800 Room in Suite with Quad
\$7,020 Room with Air Conditioning

\$8,020 Suite with Semi-Private Bath
 \$7,910 Converted Triple to Double
 \$8,130 Room in New Residence Hall
 \$8,900 Converted Triple to Double with Air Conditioning
 \$10,360 Converted Triple to Double in New Residence Hall

Triples—

\$5,300 Converted Double
 \$5,730* Designed Room
 \$5,960 Converted Double with Air Conditioning
 \$6,400* Designed Room with Air Conditioning
 \$6,850 Converted Double Suite
 \$7,290 Converted Double in New Residence Hall
 \$7,520* Room in New Residence Hall

*These rooms are designed to accommodate three students.

Quad—

\$6,850 Converted Double Suite to Quad

Financial Assistance

New Endowed and Restricted Scholarships

Updates p. 253–254.

Ruth S. Ammon Scholarship awarded to undergraduate and graduate students in the School of Education. Established in 2006 by trustee Carol A. Ammon '79 M.B.A., the daughter of Ruth S. Ammon '42. No other criteria established.

Atlantic Bank Scholarship recipients must be deserving students of Greek origin or parentage who are pursuing careers in banking and/or finance and who have financial need.

Barnes and Noble Scholarship awarded to students in need. Recipient is selected by Student Financial Services.

Bethpage Federal Credit Union awarded to an entering freshman with high need; preference is given to students from Hempstead or Central Islip School District.

Vivian and Richard Cahn Endowed Scholarship established in 2005 by trustee Richard Cahn and his wife, Vivian. No criteria have been established.

Citibank Scholarship awarded to undergraduate or graduate business major.

Patricia Keane DeGeorge Memorial Scholarship established in November 2002 by Bob and Kathy Keane and their family in memory of their daughter Patricia Keane DeGeorge '98. The award is given by the School of Nursing to one or more non-traditional students with a grade-point average of 3.0 or above working towards an undergraduate degree in nursing.

Dorothea Deitz Memorial Scholarship awarded to a female major in physical education who demonstrates financial need, academic achievement, athletic participation, community service, and leadership.

Devlin/Ernst Scholarship awarded to students majoring in history. Established by the families of Robert Devlin and Robert Ernst, two former professors of history.

Elizabeth A. Doherty Memorial Scholarship awarded by the School of Social Work, applicants must demonstrate financial need, possess a talent for overcoming adversity, be enrolled in the graduate program in the School of Social Work and plan on entering the field of drug and alcohol addiction treatment.

Theresa Fink Scholarship awarded to a worthy female student with broad interest and need selected by Student Financial Services.

Ruth Woodroffe Gangel Scholarship established in 2001 by Frank Gangel in memory of his beloved wife, Ruth Woodroffe, who graduated from the School of Nursing in 1947. The School of Nursing awards the scholarship to deserving students pursuing a degree within the School of Nursing who exhibit financial need.

Douglas J. Green Endowed Scholarship established in 2005 by trustee Douglas J. Green. No criteria have been established to date.

B. Loretta Gumper Vom Lehn Memorial Scholarship established in 2002 by the children of B. Loretta Gumper, a 1967 graduate of the School of Nursing. The scholarship is awarded annually to one or more upperclassmen who demonstrate financial need and plan to enter the field of nursing upon graduation.

Gregory Peter Gutman Scholarship in Management Education established in 2003 through a bequest from the late Professor Gutman, a distinguished faculty member of the School of Business. The management department gives the award to a student with at least a 3.3 GPA and leadership qualities. Preference is given to a student majoring in marketing.

Ronald B. Lee Family Scholarship established in 2006 by Ronald B. Lee '67, former captain of the Adelphi track team. The director of athletics awards this scholarship to

a student-athlete who is a member of the track team.

Adam Libertella Scholarship established in 2006 by the dean of the School of Business in memory of his father. No criteria established to date.

Long Island Panhellenic Scholarship awarded to two Long Island female first-year students who demonstrate academic achievement, financial need and extra-curricular involvement.

Thomas and Richard Lovely Scholarship established in 2005 by Mr. and Mrs. Thomas Dixon Lovely in the name of their sons, Thomas and Richard. Open to graduates of Garden City High School with superior accomplishments who will attend Adelphi University.

Jerry March Scholarship awarded to students selected by the chemistry department. Established in memory of the late Professor March.

The Eileen and Horace McDonell Scholarship awarded annually to students pursuing degrees in physics. Established in 2005 by former trustee Horace G. McDonell, Jr. and his wife, Eileen.

Evelyn J. McGarr Scholarship awarded to full-time undergraduate English majors with 3.0 GPA and need. Established through the generosity of the family of the late Evelyn J. McGarr, class of 1931.

Metropolitan Hospital Alumnae Association Scholarship established in 2004 by the Alumnae Association of the former Metropolitan Hospital School of Nursing. Awarded by the School of Nursing to a registered nurse pursuing a baccalaureate or graduate degree.

H. William Niehbur Scholarship established in 1995 by the daughter of H. William Niehbur '85 M.S.W. Awarded to a student in the School of Social Work based on financial need.

9/11 Memorial Endowment Scholarship established by Jonathan B. Kohan, chief of the Atlantic Beach Fire-Rescue in tribute to those in the fire service who gave their lives in the line of duty. The scholarship is awarded to a resident of Nassau or Suffolk County, New York who is a student in Adelphi's emergency management graduate certificate program with a GPA of 3.0 or better.

Rita Paprin Memorial Scholarship awarded to a graduate student in the School of Social Work who is studying social policy and social change. Established in 1981 by Maurice S. Paprin to commemorate the life and career of his late wife.

Leon M. Pollack '63 Endowed Scholarship established in 2005 by trustee and alumnus Leon Pollack. Awarded to undergraduate students.

Lawrence Rasmussen Scholarship awarded by the department of music.

Kathryn T. Riley Scholarship Program awarded by the School of Education and the Office of Development to Catholic-school teachers on Long Island. Essay required. Established by an anonymous donor in memory of Ms. Riley, a 1981 graduate of Adelphi's master's degree program and an assistant principal in the Diocese of Rockville Centre Catholic School System to show appreciation and respect for the hard-working faculty in Catholic schools on Long Island.

Roslyn Savings Foundation established in 2006 by long-time donor to the School of Nursing, Roslyn Savings Foundation. This endowed scholarship will be awarded to students entering the nursing field.

Carol Sabino Scholarship established by the colleagues and friends of Carol Sabino, alumna and 37-year employee of Adelphi University. Awarded to an outstanding ABE student.

Joe Schmelzeis Endowed Scholarship established in 2005 by 1955 alumnus and long-time supporter Joe Schmelzeis. The award is given to commuter students with at least a 2.0 grade point average who are the first in their families to attend college.

Schott/Lipmanson Scholarships established by Lilo and Gerard Leeds through the New York Community Trust in 2003. Awarded to currently enrolled students in need.

Harvey Seelig Memorial Scholarship established in 2001 by Ruth Seelig in memory of her late husband. The scholarship is awarded to students in need of funds who have high scholastic goals.

Bertha J. Spiselman Prerau Scholarship Fund established in 1966 by Sydney Prerau and augmented in 2006 by a generous bequest from his wife and alumna, Bertha Spiselman Prerau.

Starr Program Scholarship established in 1996 by the Institute for Student Achievement. Awarded to students in financial need.

Swift-Austin-Wheat Honors College Scholarship Endowments established by Richard Garner, the founding dean of the Honors College, awards six scholarships to students in the Honors College.

Switzer Foundation Scholarship awarded annually to a female student in the School of Nursing whose legal residence is within fifty miles of New York City and who has financial need and scholastic merit.

Della Hudson Tomlin Scholarship established in 2001 by Adelphi students in the name of long-time administrator and student club adviser, Della Tomlin. Awarded to full-time undergraduates with financial need who have a minimum 2.3 GPA. Essay required.

Dr. Dorothy M. Torpey Endowed Scholarship established through a bequest from alumna Dorothy M. Torpey. Ms. Torpey, a history major who graduated in 1940, died on September 30, 2005. The scholarship provides full tuition to a student who is preparing to become a teacher, majoring in social studies or political science, participates in clubs and/or sports, or in some way makes a contribution to the community, demonstrates financial need, and who remains qualified for the Dean's List each semester beginning with the first semester of the second year.

The John A. Weisz Family Scholarship Established in 2005 by the late John Weisz and his wife Barbara, an alumna and Trustee. Recipients are awarded based on financial need. Essay required.

Julian Wilder Scholarship established in 2002 by the widow of Julian Wilder, a long-time professor in Adelphi's School of Education. The award is for an upperclassman majoring in education.

Recipients of the following annual awards and prizes are selected by members of the organization or the department:

Replaces list on p. 256.

Panyotis Agelarakis Scholarship Fund

Art History Prize

Axin Poetry Prize

George F. Barlow Prize

The Edward A. Burke Physics Scholarship Award

Peggy Ann Burleigh Memorial Scholarship Prize

Burns Award

C.A.L.I.B.E.R. Jimal Niwatram Scholarship Award

Kurt F. Derner Award For Courage

Warren Eickelberg Scholarship Prize

Madeline Gardner Memorial Award

Howard Grob Memorial Award

Carla Hernandez Award

History Award

Patricia Hochfelder Award

IAPS Award

Eileen M. Jacobi Leadership Award

Thomas S. Knight Award

Karen T. Lacy Prize

Richard Lodge Award

Alfred R. Mascolo Scholarship Prize

Mildred Montag Award

W. Grafton Nealley Award

Marcus Rayman Neblett Award

Maryann Beaudry Pecora Award

Serio Biology Award

Margaret T. Shay Senior Award

Jay Smith Award

Max Traurig Award

Women's Club Of Garden City
Scholarship Prize

Hugh A. Wilson Awards

Federal Programs

Updates p. 257.

Federal Stafford Loan—A Stafford Loan is a low-interest loan available to students enrolled in a minimum of 6 credits per semester. These loans are made by a lender such as a bank, credit union, or savings and loan association and are guaranteed by the federal government. Depending on the need of the student as calculated by the Department of Education, these loans are either made on a subsidized basis, where the federal government pays the interest during the enrollment period, or an unsubsidized basis, where the student is responsible for such interest. Maximum loan amounts for dependent students are \$2,625 for freshmen, \$3,500 for sophomores, and \$5,500 for juniors and seniors. Maximum loan amounts for independent students are \$6,625 for freshmen, \$7,500 for sophomores, and \$10,500 for juniors and seniors. Effective July 1, 2006, the in-school interest rate is 6.85% for the Federal Stafford Loan. Repayment of the loan begins six months after the student ceases to be enrolled at least half time.

Parent Loan for Undergraduate Students (PLUS)—A PLUS loan is available to parents of dependent children enrolled in a mini-

mum of 6 credits per semester. A parent may borrow up to the cost of education, less any other financial assistance, each academic year. Credit worthiness is a factor in obtaining this loan. PLUS loans carry variable interest rates, set each June. The interest rate as of July 1, 2006, is 8.25%. Repayment of the loan begins within 60 days of when the loan is disbursed unless special deferment conditions apply. More information and applications are available from participating lending institutions or the Office of Student Financial Services.

Student Budgets

Updates p. 259.

These estimates of Adelphi's typical undergraduate student budgets for 2006–2007 are based on the costs of living at a modest level over a nine-month period (September–May). (We strongly recommend that students confer with an Adelphi Student Financial Services counselor to determine additional items they should budget for college costs.)

	Resident	Commuter
Tuition and Fees	\$20,900	\$19,720
Books	\$1,000	\$1,000
Room and Board	\$9,500	\$1,500
Transportation	\$1,100	\$3,000
Personal Expenses	\$1,000	\$1,800
Total	\$33,720	\$28,220

NOTE: Charges may be subject to change. Tuition and fees may vary depending on major and special laboratory fees.

XIV. Rules and Regulations

Updates Chapter XIV of the 2005–2007 Undergraduate Bulletin.

Student Code of Conduct

Correction p. 263.

The Code of Conduct is available online at <http://academics.adelphi.edu/policies/conduct/php>.

Academic Advising

Correction p. 265.

On entering the University as freshmen, students who have not declared a major are assigned an “undeclared adviser.” The undeclared adviser will continue to advise the undeclared student in course selection until they declare a major.

Adding Courses

Updates p. 270.

Students may add classes during the first two weeks of the semester.

Grades

Updates p. 272.

Instructors submit grades to the Registrar 48 hours after the scheduled exam.

Grade Changes

Updates p. 274.

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.