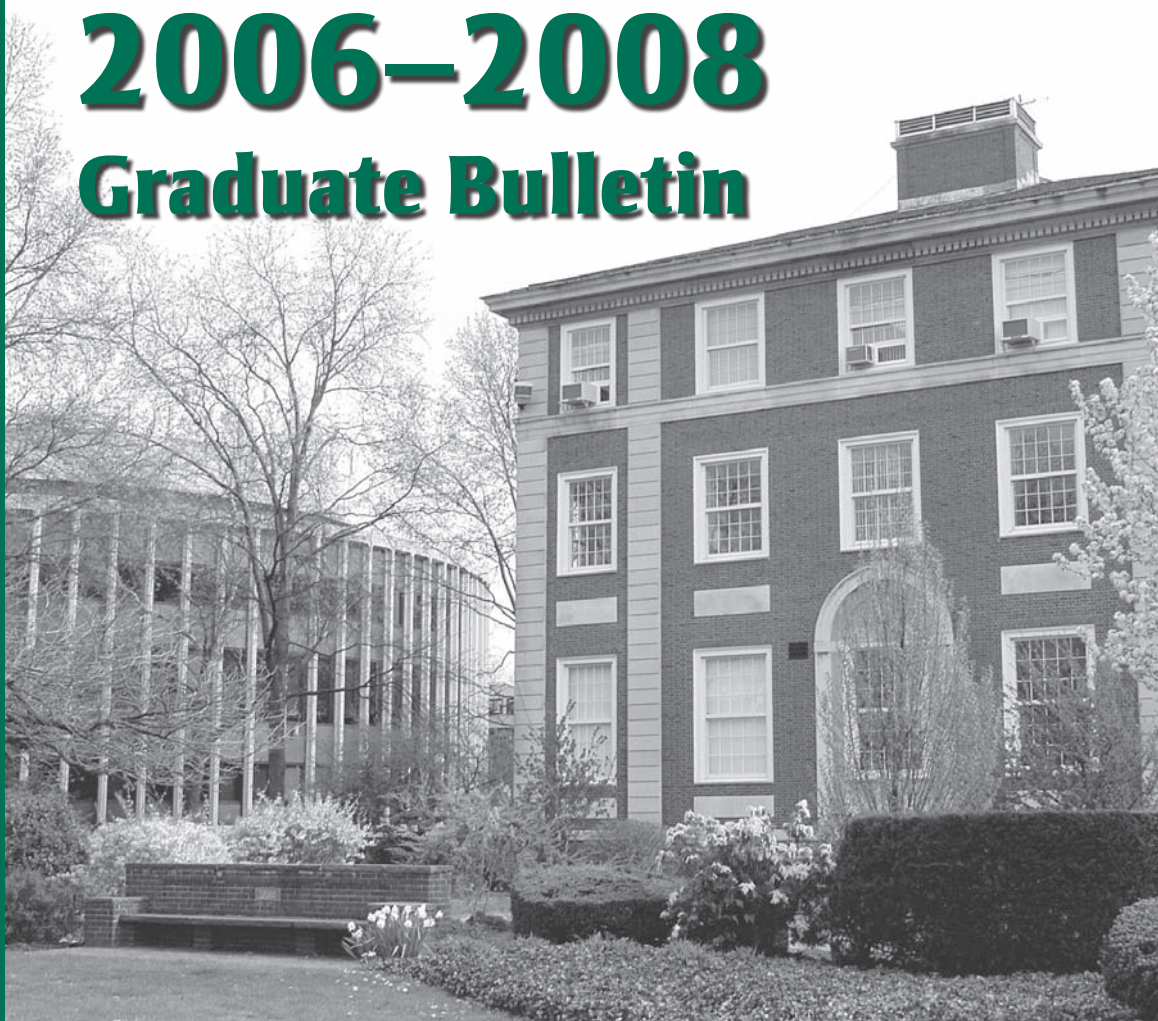


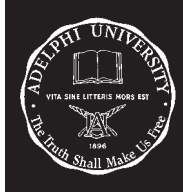
ADELPHI UNIVERSITY

**2007 Supplement to the  
2006–2008  
Graduate Bulletin**



**AU** ADELPHI  
UNIVERSITY  
GARDEN CITY ■ HAUPPAUGE  
MANHATTAN ■ POUGHKEEPSIE

[www.adelphi.edu](http://www.adelphi.edu)  
**1-800-ADELPHI**



2007 SUPPLEMENT  
TO THE  
ADELPHI UNIVERSITY  
2006-2008  
GRADUATE  
BULLETIN

## ADELPHI UNIVERSITY 2007 SUPPLEMENT TO THE 2006–2008 GRADUATE BULLETIN, SEPTEMBER 2007

### 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; the Council on Social Work Education, 1725 Duke Street, Suite 500, Alexandria, VA 22314-3457, (703) 683-8080; the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue, NW, Suite 500, Washington, D.C. 20036-1023, (202) 466-7496; and AACSB International—The Association to Advance Collegiate Schools of Business, 777 South Harbour Island Blvd., Suite 750, Tampa, FL 33602-5730, (813) 769-6500.

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### 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

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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](http://administration.adelphi.edu/publicsafety). The United States Department of Education's Web site for campus crime statistics is: [www.ope.ed.gov/security](http://www.ope.ed.gov/security).

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### 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.

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## **Adelphi University 2007 Supplement to the 2006–2008 Graduate Bulletin**

This *Supplement* contains new graduate programs, revisions, changes, and corrections to University policies and programs as described in the *Adelphi University 2006–2008 Graduate Bulletin*. New faculty, changes in faculty appointments, as well as other updated information can be found on the Web at [www.adelphi.edu](http://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 2006–2008 Graduate Bulletin*.

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## Academic Calendar 2007–2008\*

### Fall 2007

Friday, August 24

Classes Begin–Fall 2007

Saturday, September 1–Monday,  
September 3

Labor Day Weekend–No Classes

Friday, September 7

Last Day to Add a Course

Wednesday, September 12

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

Thursday, September 13

No Classes

Friday, September 14

No Classes

Friday, September 21

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

Last Day to Drop a Course

Last Day to Change Course Grading  
Option

Final Day to Submit Graduation  
Application for January 2008

Saturday, September 22

No Classes

Friday, October 12

Final Day to Submit Graduation  
Application for May 2008 (to  
have name appear in book)

Friday, October 26

Last Day to Withdraw from a Course

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–Tuesday,  
December 11

Emergency/Study Days

Sunday, December 16

Finals Begin

Saturday, December 22

Finals End–Last Day of Classes for  
Fall 2007

### Spring 2008

Wednesday, January 2

2008 Intersession–Classes Begin

Monday, January 21

Martin Luther King Jr. Day–  
No Classes

Tuesday, January 22

2008 Intersession–Classes End

Wednesday, January 23

Classes Begin–Spring 2008

Wednesday, February 6

Late Registration Ends  
Last Day to Add a Class

Wednesday, February 20

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

Monday, March 10–Sunday, March 16

Spring Break–No Classes

Tuesday, March 25

Last Day to Withdraw from a Course

\*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.

Wednesday, April 23  
Research Day\*\*–No Classes

Thursday, May 8–Friday, May 9  
Emergency/Study Days

Saturday, May 10  
Finals Begin

Friday, May 16  
Finals End–Last Day of Classes for  
Spring 2008

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–Summer Session I

Tuesday, June 3  
Late Registration Ends  
Last Day to Add a Course

Thursday, June 5  
Last Day to Drop a Course  
Last Day to Change Course Grading  
Option  
Last Day to Submit Graduation  
Application for August 2008

Tuesday, June 17  
Last Day to Withdraw from a Course

Monday, June 30  
Session I Classes End

## Summer 2008

### Session II

Friday, July 4  
No Classes

Monday, July 7  
Classes Begin–Summer Session II

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

Wednesday, July 16  
Last Day to Drop a Course  
Last Day to Change Course Grading  
Option

Monday, July 28  
Last Day to Withdraw from a Course

Sunday, August 10  
Classes End–Summer Session II

Sunday, August 24  
Summer 2008 Closes



## Academic Calendar 2008–2009\*

### Fall 2008

Monday, August 25  
Classes Begin

Saturday, August 30–Sunday,  
August 31  
Labor Day Weekend—No Classes

Monday, September 8  
Last Day to Add a Course

Monday, September 22  
Last Day to Drop a Course  
Last Day to change Course Grading  
Option

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

Tuesday, September 30–Wednesday,  
October 1  
No Classes

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

Thursday, October 9  
No Classes

Monday, October 27  
Last Day to Withdraw from a Course

Wednesday, November 26  
No Classes

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

Monday, December 8  
Emergency Day for Monday,  
September 29, Classes Beginning  
Before 3:50 p.m.  
Makeup Day for Monday, September  
29, Classes Beginning on or After  
3:50 p.m.

Tuesday, December 9  
Conversion Day—Wednesday Classes  
Starting on or After 3:50 p.m. will  
Meet as Makeup for October 8  
No Tuesday Classes are Held

Friday, December 12  
Emergency/Study Day

Saturday, December 13  
Saturday Classes Meet

Sunday, December 14  
Sunday Classes Meet

Monday, December 15  
Finals Week Begins

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

\*Calendar subject to change.

**Spring 2009**

Friday, January 2

2009 Intersession—Classes Begin

Monday, January 5

Last Day to Add a Course

Thursday, January 8

Last Day to Drop a Course

Wednesday, January 14

Last Day to Withdraw from a Course

Monday, January 19

Martin Luther King, Jr. Day—  
No Classes

Friday, January 23

2009 Intersession—Classes End

Monday, January 26

Classes Begin—Spring 2009

Monday, February 9

Last Day to Add a Course

Monday, February 23

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

Monday, March 16—Sunday, March 22

Spring Break—No Classes

Monday, March 30

Research Day\*\*—No Classes  
Last Day to Withdraw from a Course

Tuesday, May 12—Wednesday, May 13

Emergency/Study Days

Thursday, May 14

Finals Begin

Wednesday, May 20

Finals End  
Last Day of Spring 2009 Classes

Thursday, May 21

Doctoral Hooding Ceremony

Friday, May 22

Commencement

**Summer 2009****Session I**

Monday, May 25

Memorial Day—No Classes

Tuesday, May 26

Classes Begin—Summer 2009  
Session I

Saturday, May 30

Last Day to Add a Course

Tuesday, June 2

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

Friday, June 12

Last Day to Withdraw from a Course

Monday, June 29

Last Day of Summer 2009 Session I  
Classes**Summer 2009****Session II**

Monday, July 6

Classes Begin—Summer 2009  
Session II

Friday, July 10

Last Day to Add a Course

Monday, July 13

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

Thursday, July 23

Last Day to Withdraw from a Course

Sunday, August 9

Last Day of Classes—Summer 2009  
Session II

Friday, August 21

Summer Session 2009 Closes

\*\* 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 2006–2008 Graduate Bulletin*

### Off-Campus Centers

*Updates p. 15–16*

#### The Manhattan Center

NOTE: The Manhattan Center offers course work towards an M.S. degree in communication disorders/speech language pathology. The Manhattan Center houses a Center for Psychological Studies that provides free services and field placement opportunities to Adelphi students as well as low-cost services to members of the community.

#### Patchogue (at St. Joseph’s College)

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

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## Table of Graduate Degrees and Programs with New York State Program Codes

*Updates p. 17–18*

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

### Doctor of Arts (D.A.)

Communication Disorders (14897)

### Doctor of Audiology (Au.D.)

Audiology (29010)

### Doctor of Philosophy (Ph.D.)

Clinical Psychology (04165)

Nursing (81377)

Social Work (04170)

### Master of Arts (M.A.)

Adolescence Education (26402)

Alternative Certification in Urban Education Studies (Trans B) (24638)

Art (04111)

Art Education (24640)

Biology Education 7–12 (04082)

Chemistry Education 7–12 (04157)

Childhood Education (24639)

Communications (84167)

Community Health Promotion (77145)

Early Childhood Education In-Service (27798)  
 Early Childhood Education Pre-Service (27800)  
 Early Childhood Elementary Education (88331)  
 Educational Leadership and Technology (22943 and 28948)\*  
 Elementary Teachers PreK–6 In-Service (04095)  
 English (04130)  
 English Education 7–12 (28912)  
 Exercise Science and Sports Management (24574)  
 Health Education (24572)  
 Health Education (GATE) (24571)  
 Health Education K–12 (04109)  
 Mathematics Education 7–12 (28911)  
 Mental Health Counseling (28920)  
 Physical Education (GATE) (24573)  
 Physical Education K–12 (04108)  
 Physics Education 7–12 (04145)  
 Psychology (04161)  
 School Psychology (27525)  
 Science Education 7–12 Areas (28909)  
 Social Studies Education 7–12 (28910)  
 Spanish 7–12 (04121)  
 Teaching English to Speakers of Other Languages (26400)

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

Creative Writing (30057)

## **Master of Science (M.S.)**

Accounting (04088)  
 Adult Health Nurse Practitioner (20407)  
 Bilingual Education (85098)  
 Biochemistry (89305)  
 Biology (04084)  
 Chemistry (04156)  
 Childhood Special Education (26398)  
 Childhood Special Education Non-Certification (26399)  
 Childhood Special Education in Inclusive Settings (27015)  
 Early Childhood Special Education In-Service (28906)  
 Early Childhood Special Education In-Service (28907)  
 Early Childhood Special Education Pre-Service (28905)  
 Earth Science (04160)

Emergency Nursing/Disaster Management (30055)  
 Environmental Studies (23534)  
 Literacy Education (22695)  
 Nursing Administration (91021)  
 Nursing Education (30930)  
 Physics with Concentration in Optics (31262)

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

Nursing Administration (22306)

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

Accounting (04089)  
 Graduate Opportunity for Accelerated Learning (26577)  
 Management (04092)

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

Social Work (04169)

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

## **Post-Bachelor's Advanced Certificate**

Basic Sciences for Health Professions (31671)

## **Post-Master's Advanced Certificates**

Adult Nurse Practitioner (93115)  
 Bilingual Education (22287)  
 Bilingual Education for Certified Teachers (27013)

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

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

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

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

## **Graduate Programs of Study Off-Campus Centers**

### **Manhattan Center**

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

### **Hauppauge Center**

Master of Social Work (M.S.W.)  
Master of Arts (M.A.) in General Psychology  
Master of Arts (M.A.) in School Psychology  
Master of Arts (M.A.) in Mental Health  
Counseling  
Graduate Certificate in Emergency  
Management

### **Hudson Valley**

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

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## II. Support Services and Resources

*Updates Chapter II of the 2006–2008 Graduate Bulletin*

### Office of Information Technology and Resources

*Updates p. 32–33*

#### Customer Services

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

- Monday through Thursday:  
8:00 a.m.–12:00 Midnight
- Friday: 8:00 a.m.–8:00 p.m.
- Saturday: 8:00 a.m.–8:00 p.m.
- Sunday: 10:00 a.m.–8:00 p.m.

#### eCampus

<http://ecampus.adelphi.edu/>

The Adelphi eCampus portal gives you easy access to applications and services with a single sign-on. Once you log on to eCampus, you can read your email, post to the message boards, access C.L.A.S.S. and Blackboard, and view the calendar for the latest events.

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

### Office of Disability Support Services

*Updates p. 33*

Students with disabilities who are in need of accommodations or assistance must contact the Office of Disability Support Services.

### The University Libraries

*Updates p. 35*

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

#### Swirbul Library/ Information Commons

Regular Schedule

- Monday–Thursday 8:00 a.m. –  
12:00 Midnight + \*
- Friday 8:00 a.m. – 8:00 p.m. +
- Saturday 8:00 a.m. – 8:00 p.m. #
- Sunday 10:00 a.m. –  
12:00 Midnight \*

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

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

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

For information and hours, please call (516) 877-3572.

## The Writing Center

*Updates p. 35*

The Writing Center helps students of all abilities learn to use writing more effectively within their programs. The staff of peer tutors works with students in the process of writing term projects, theses, or other assignments. Students may make an appointment or simply drop in. Standing appointments and long-term arrangements can be made for those working on larger projects. The Writing Center also offers frequent workshops on a variety of topics and maintains a library of composition reference books and handouts.

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

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## III. Cocurricular and Student Life

*Updates Chapter III of the 2006–2008 Graduate Bulletin*

### Arts and Events

*Updates p. 38*

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

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

## Interfaith Center

*Updates p. 40*

Students are served by representatives of the Catholic, Humanist, Jewish, Muslim, and Protestant faiths.

The Humanist Chaplain also maintains an office on the third floor of the University Center.

For more information students may visit the Interfaith Center, call (516) 877-4944, or go to <http://students.adelphi.edu/sa/ifc>.

## IV. College of Arts and Sciences

*Updates Chapter IV of the 2006–2008 Graduate Bulletin*

### Anthropology

#### Course Update Addition:

**ANT 791 Independent Study**

### Art

#### Course Updates Additions:

##### **ART 753 Contemporary Art**

###### **Seminar**

*3 credits*

Course focuses 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 790 Women in Art**

*3 credits*

A study of the contribution of women to the visual arts from antiquity to the present, in light of historical, socio-economic and cultural factors. Woman as icon, forgotten artist, and the litmus for change. The course asks how, and why their important work was overlooked. Invited speakers.

##### **ART 790 Special Topics: 3D Color:**

###### **Glazes and Patinas**

*3 credits*

This course focuses on two categories of surface elaboration that will augment the student's understanding and ability to use color in three dimensional works of art. Through the study of patina and glaze finishes, students will learn the material and technical aspects of finishing sculptural surfaces. Comprehension and mastery of these techniques will be explored and evaluated through class critiques.



## Biology

*Updates p. 50*

Biotechnology specialization is now a biotechnology concentration.

### Requirements for the M.S. in Biology

*Updates p. 51*

#### A. Research Thesis Option

*(33 credits)*

1. Two laboratory courses.
2. Elective credits:  
Electives may be at the 500, 600, or 700 level. Only two courses may be chosen at the 500 level without specific approval following petition to the Director of Departmental Graduate Studies. With approval of the supervisory committee, up to 12 credits may be selected from graduate offerings in other departments.
3. An average of at least 3.0 is necessary for graduation. In general, a degree will not be awarded to any student who receives 3 credits of F or 6 credits of C.
4. BIO 798 and 799 (Thesis Research, based on laboratory or field studies).

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

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

*Note: Students must acquaint themselves with the current copy of the Biology “Guide*

*for Graduate Students.” Copies may be obtained in the Biology Department Office.*

### Biotechnology Concentration *(33–36 credits)*

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

Students can receive biotechnology training in the Adelphi master’s program in biology in two ways:

1. As students admitted to the biotechnology concentration, by completing the requirements described below; this program combines training in science and business with an internship to provide the most in-depth preparation for work in the biotechnology industry; or
2. As students admitted to the biology master’s program, by taking relevant courses such as “Introduction to Biotechnology”; this approach will provide some background in biotechnology to help students decide if this field is for them, but without the business courses and internship.

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

- Research Thesis track: 33 credits minimum, 36 credits

recommended for biotechnology concentration

- Scholarly Paper track: 36 credits

Because of the value of an extended research experience in preparing students for work in biotechnology, students are strongly recommended to follow the Research Thesis track, but it is also possible to complete the master's degree by following the Scholarly Paper track; this would be especially appropriate for students who already have extensive lab experience.

### Requirements for Admission to the Biotechnology Concentration

- Been admitted to, and completed 12 credits in, the Adelphi M.S. program in biology
- Taken GRE, or scored above 450 on GMAT
  - This is a requirement to take graduate courses in the School of Business. The required exam could be taken while a student was already enrolled in the M.S. program in biology.
- Interested students will apply to be admitted to the biotechnology concentration by writing a letter to the Biology Graduate Committee.
- Admission will be based on previous record, performance at Adelphi, and potential for success in biotechnology.

### Biotechnology Required Courses

- BIO 645 Introduction to Biotechnology (3 credits)
- CHE 581 Laboratory Safety (1 credit)

- BIO 630 Experimental Design (3 credits)
- BIO 794 Internship in Biotechnology (3 credits)
- One of these lecture/lab combinations:
  - BIO 640/641 Graduate Genetics/Graduate Genetics Lab (4 credits)
  - BIO 650/651 Graduate Cell Biology/Graduate Cell Biology Lab (4 credits)
- One additional lab course from the following, including the co- or prerequisite lecture course:
  - BIO 504 Physiological Chemistry (4 credits)
  - BIO 506 Molecular Biology (4 credits)
  - BIO 525 Transmission Electron Microscopy (4 credits)
  - BIO 526 Scanning Electron Microscopy (4 credits)
  - BIO 615/616 Regulatory Physiology/Regulatory Physiology Lab (4 credits)
  - BIO 626 Cell Culture Techniques (4 credits)
  - BIO 640/641 Graduate Genetics/Graduate Genetics Lab (4 credits)
  - BIO 650/651 Graduate Cell Biology Graduate Cell Biology Lab (4 credits)
  - BIO 674/675 Graduate Microbiology/Graduate Microbiology Lab (4 credits)
  - CHE 571/572 Biochemistry I & II (8 credits)

The following three courses in business (9 credits total, 3 credits each):

- ACC 500 Financial Accounting

- BUS 551 Legal and Ethical Environment (intellectual property issues)
- MGT 561 Management Theory/Organizational Behavior

One of the following business courses is recommended but not required (3 credits):

- BUS 580 Marketing, or
- BUS 689 Persuasive Communication and Negotiation

For the Research Thesis track, students must write and defend a thesis based on at least two semesters of Thesis Research (BIO 798/799, 6 credits total).

For the Scholarly Paper track (by permission only to biotechnology students), students must register for Scholarly Paper (BIO 796, 2 credits), and write and defend a scholarly paper based on library research in an area of interest in biology. Students will also need to complete additional course work in biology to give a total of 36 credits.

Exceptions to the above courses may be approved only with special permission of the Graduate Committee.

## Course Changes

*Updates p. 61–63*

## Additions:

**BIO 540 Principles of Disease** 3 credits  
*Prerequisites: BIO 112, 112; BIO 203, 204 or equivalent*

A discussion of how diseases affect organ systems and major organs with emphasis on cellular, genetic, immune mechanisms. Detection methods, mechanisms of treatments are also included. Not for biology major credit.

**BIO 621 Endocrinology** 3 credits  
Functional analysis of the mechanism and activities of the ductless glands with emphasis on hormonal regulation of reproduction, metabolism, and growth. Lecture.

**BIO 630 Special Topics: Coral Reefs and Tropical Shores: Environmental Studies at San Salvador, the Bahamas** 3 credits  
*Permission of instructor and a swim competency test are required. This course has a travel fee in addition to tuition, and requires that students have passports and snorkeling gear.*

This is a field-based course focusing on both the coral reef and the shoreline environments of San Salvador, the Bahamas, and associated environmental issues. Course work in tropical environments, reef ecology, reef geology, and tropical coastal processes will be conducted daily on land and underwater (snorkeling) and include data collection and analysis. Students will also learn about Bahamian culture and the environmental challenges of island life, particularly in light of increased tourism. Students will also have the opportunity to investigate archeological sites (pre-Columbian; the site Columbus supposedly landed). Evening lectures and laboratory experiences will supplement fieldwork.

**BIO 630 Special Topics: Innate Immunity and Viral Infections** 3 credits  
Innate immunity is the body's first line of defense against infections, including those of viruses, and has been a major area of research advances in the past few years. This course explores the mechanism of innate immunity and its role in defending against viruses.

## Course Types

The following courses are lectures:

BIO 528	BIO/ENV 567
BIO 615	BIO 630
BIO 631	BIO 640
BIO 645	BIO 654
BIO 660	BIO 670
BIO 674	

The following courses consist of lectures and laboratory:

BIO 526	BIO 626
CHE 571	CHE 572

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

BIO 504	BIO 526
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The following course consists of a lecture and two laboratory periods each week:

BIO 506

The following course consists of a lecture and computer lab work:

BIO/ENV 624

The following course consists of one laboratory period per week:

BIO 641

The following course consists of lecture/discussion:

BIO 650

## Emergency Management

*Updates p. 63–64*

Please note: Emergency Management now falls under University College. Updates to this section can be found in *Graduate Bulletin Supplement* Section X, University College.

## English

### Course Changes

*Updates p. 65*

### Additions:

**ENG 621 American Literature II** 3 credits

The study of major writers, themes, and forms from 1800 to the turn of the century. Includes the works of Emerson, Hawthorne, Melville, James, Wharton, and Twain.

*Updates p. 53*

The English Department offers the Master of Fine Arts (M.F.A.) program in creative writing, with advanced workshops in fiction, poetry, and playwright-

ing, and courses in literature, language, and theory.

## Degree Requirements for the M.F.A. in Creative Writing

*Updates p. 54*

**Thesis Colloquium** 4 credits

*Required of all students:*

ENG 799	Thesis Colloquium
ENG 790	Thesis Independent Study (4 credits)

## Environmental Studies

*Updates p. 55*

There are two basic curricular concentrations open to the student who wishes to pursue the Master of Science degree in environmental studies. A student can elect a concentration in the **global physical environment** or in the **global human environment**. In the latter, specializations in **environment and health** and **business/environmental** are available.

### Course Changes

*Updates p. 66–68*

### Additions:

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

*Cross-listed with ANT 566*

This course studies the human factors affecting environmental conditions and subsequently the distribution and ecology of diseases. The nature of infectious diseases affecting humanity and the effects to control and eradicate them are examined from an interdisciplinary point of view.

**ENV 590 Special Topics: Geohazards****ENV 590 Special Topics:  
Environmental Chemistry** 3 credits

This course is designed for the science track students in the Environmental Studies program. The chemical aspects of environmental phenomena and problems will be studied. Causes of pollution, in water and air, and possible solutions from a chemical view point will be discussed. (Students must have a minimum knowledge of chemistry.)

**ENV 590 Special Topics: Epidemic and Pandemic Planning and Response**

*Cross-listed with EMG 590*

A critical analysis examining how we plan for and respond to infectious epidemic disease, from smallpox and SARS to influenza and AIDS. Themes to be addressed include the historic impact of catastrophic illness; the relationship between contagion and social upheaval; the social construction of disease; the effects of urbanization; the role of doctors, nurses and allied health and alternative practitioners; the quest for public health; prejudice and infection; quarantine and isolation; and the tension between public good and individual rights.

**ENV 599 Continuous  
Matriculation** 0 credits**ENV 630 Special Topics: Coral Reefs and Tropical Shores: Environmental Studies at San Salvador, the Bahamas**

*Permission of instructor and a swim competency test are required. This course has a travel fee in addition to tuition, and requires that students have passports and snorkeling gear.*

This is a field-based course focusing on both the coral reef and the shoreline environments of San Salvador, the Bahamas, and associated environmental issues. Course work in tropical environments, reef ecology, reef geology, and tropical coastal processes will be conducted daily on land and underwater (snorkeling) and include data collection and analysis. Students will also learn about Bahamian culture and the environmental challenges of island life, particularly in light of increased tourism. Students will also have the opportunity to investigate archeological sites (pre-Columbian; the site Columbus supposedly landed). Evening lectures and laboratory experiences will supplement fieldwork.

**ENV 630 Special Topics: Humans, Primates and Sustainable Development**

This course, focusing primarily on primate ecology and adaptations, aims to address the fundamentals of sustainability in which environmental conditions, cultural horizons, and politico-economic concerns are inseparably integrated.

## History

### Course Changes

*Updates p. 68–69*

### Additions:

**HIS 533 Special Studies in  
American History I** 3 credits

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

**HIS 534 Special Studies in  
American History II** 3 credits

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

## Languages and International Studies

### Course Change

*Updates p. 68*

### Addition:

**SPA 551 Survey in Spanish and Spanish American Literature** *3 credits*  
*Knowledge of Spanish required*

A study of selected Spanish and Spanish American poetry, fiction, and theatre. Reading, interpretation, discussion of literary aspects and background of the works of selected authors, research on approved literary works, and preparation of lesson plans based on the works.

## Physics

*Updates p. 59*

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

The Department of Physics in collaboration with the Adelphi University Ammon School of Education offers the Scholars Teachers Education Program (STEP) in physics. STEP is a unique, five-year, combined bachelor's/master's program for undergraduate students preparing to teach in the high schools. Students who successfully complete the program will graduate with a Master of Arts from the Ammon School of Education. The continuity and cohesiveness of the graduate and undergraduate aspects of the program make the curriculum both economical and comprehensive. The structure of STEP is particularly effective in meeting the needs of the transfer student. Most students entering the program at the junior level have a three-year course study, which takes them through their master's degree in education. The students are strongly advised to consult the department for advisement and discussions.

### Admission Requirements

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

### **M.S. in Physics with a Concentration in Optics**

The Department of Physics offers an M.S. in physics with a concentration in optics. Lasers and modern optics are playing important roles in the present technological world. They have major applications in communications, defense, surgery, homeland security, printers, scanners, medical diagnostics, fundamental research and numerous other technology applications. The program emphasizes the fundamentals and advanced scientific and technological developments of the subject with hands-on laboratory experience. This experience would enable a student to seek job opportunities in a number of areas of research and technology in the broader areas of lasers and modern optics.

The students will also participate in a number of experimental and theoretical research projects. State-of-the-art research is conducted in lasers, modern optics, quantum and non-linear optics, atom traps, development of trace gas detection techniques employing lasers, holography, flame diagnostics, alternate energy technologies, and environmental science.

### **Degree Options**

There are two degree options, Thesis and Non-Thesis. The thesis option requires 24 credits of courses and a 6-credit research based thesis, while the Non-Thesis option requires 30 credits of courses and a short paper. Within the first semester of enrollment in the program, all students are advised to submit a degree plan that details the courses to be taken, selects Thesis or Non-Thesis option, and gives

a proposed thesis topic for Thesis option students. The degree plan must be approved by the department. For both degree options, the student will be required to take 15 credits of core physics courses. Non-Thesis option students are required to take 15 credits from approved elective courses beyond the core courses. The elective courses should be primarily from within the department, but out-of-department electives are allowed as approved by the faculty.

Thesis option students are required to take an additional 9 credits from approved elective courses. Additionally, students must complete a significant research project with an accompanying thesis in addition to the required course load. The thesis must be defended in front of a committee consisting of the project adviser, a second member of the department, and an additional member from outside the department. Prior to beginning work towards the thesis option, the student must present a short proposal of the work to be performed for the approval of the department faculty.

### **Required Core Courses**

All students pursuing an M.S. in physics, including Thesis and Non-Thesis students, must complete all of the following required courses. All the courses are 3 credits.

PHY 507	Quantum Mechanics
PHY 502	Electrodynamics
PHY 513	Solid State Physics
PHY 505	Optical Instrumentation
PHY 515	Modern Optics Laboratory

## Elective Courses

Beyond the required core courses, the students will be required to fulfill the course requirements by choosing approved electives. The majority of the electives are to be chosen from the following list. All the courses are 3 credits.

PHY 603	Lasers I
PHY 604	Lasers II
PHY 606	Physical Optics
PHY 608	Nonlinear Optics
PHY 607	Quantum Mechanics II
PHY 642	Quantum Optics
PHY 658	Laser Cooling & Trapping
PHY 648	Fiber Optics
PHY 662	Optical Radiation: Sources, Detection and Noise
PHY 620	Advanced Mathematical Methods for Physics
PHY 613	Statistical Mechanics
PHY 628	Atomic Physics and Spectroscopy
PHY 623	Classical Mechanics

## Admission Requirements

Applications to the program will be reviewed by the department faculty. Students to be admitted must have an undergraduate degree from an accredited university in physics or a related field (such as optics, engineering, or chemistry). All applicants must submit an application form including required essays, two letters of recommendation, and transcripts from undergraduate institutions. The GRE is recommended, but not required. For those coming directly from an undergraduate program, a minimum GPA of 3.0 will be required in all but exceptional cases. For those who have been working for

some time since completing their undergraduate degree, work experience and other factors can be considered to compensate for lower GPAs. Admission and financial aid decisions will be made separately. Applications for financial aid, fellowship, or assistantship will be considered separately.

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

## Course Changes

*Updates p. 70*

### **PHY 620 Advanced Mathematical Methods for Physics** *3 credits*

Topics for advanced study in physics, including calculus of variations, coordinate transformations, introduction to tensors, functions of a complex variable, probability, and introduction to special functions such as gamma, beta, and Bessel.

### **PHY 623 Classical Mechanics** *3 credits*

Mathematical introduction; review of elementary mechanics; central force problems; conservation theorems and applications; Fourier and Green's functions; variational calculus and Lagrangian multipliers; Lagrangian and Hamiltonian formulations; oscillations; normal mode theory; rigid body dynamics.

### **PHY 628 Atomic Physics & Spectroscopy** *3 credits*

The topics include the interaction of radiation with matter, radiation detectors, and resonances. Applications of quantum mechanics are stressed. Spectroscopic studies of atoms and molecules are explored in detail.

## Deletions:

PHY 605  
PHY 680



## Additions:

### PHY 502 Electrodynamics *3 credits*

This course covers topics in electromagnetic theory that serve as a foundation for classical descriptions of many optical phenomena. A partial list of topics includes: review of Maxwell's equations, boundary conditions, and wave equations; polarization of light; crystal optics; vector, scalar, and Hertz potentials; radiation from accelerated charges; electric and magnetic dipole radiation; Lorentz atom description of the interaction of light with matter; scattering; optical waveguides.

### PHY 505 Optical Instrumentation *3 credits*

Important concepts of optical coherence, interferometry, and optical instruments will be discussed. Course will cover fundamental concepts key to the understanding and operation of the instruments, but will focus on practical analysis of basic components (such as prisms and lenses), common interferometers (such as Fabry-Perot, Mach-Zender, Michelson, Newton, etc.), and other optical instruments (such as microscopes and telescopes).

### PHY 507 Quantum Mechanics I *3 credits*

Ideas leading to quantum mechanics; Schrodinger's equation in time-independent and time-dependent forms. One- and three-dimensional solutions of bound-state eigenvalue problems; scattering states; barrier penetration; the hydrogen atom; perturbation theory. Quantum mechanical description of identical particles, symmetry principles, multi-electron systems.

### PHY 513 Solid State Physics for Optics *3 credits*

*Prerequisite: PHY 507*

Properties of crystal structures, lattice vectors, Bragg diffraction, Brillouin zones, elastic waves, phonons, thermal properties, Fermi gas, energy bands, Kronig-Penny model, Bloch wave functions, semiconductors, effective mass of electrons and holes. Fermi surfaces and metals, optical processes and excitons, dielectrics, optical scattering and absorption, p-n junctions, semiconductor lasers light emitting diodes, nanostructures and quantum dots, and fiber optics.

### PHY 515 Modern Optics Laboratory *3 credits*

Intensive laboratory course with experiments on optical imaging systems, testing of optical instruments, diffraction, interference, holography, lasers, detectors, spectroscopic instruments.

### PHY 603 Lasers I *3 credits*

This course prepares the student to understand the fundamental principles and design features of laser systems. The course starts with a discussion of the physical processes that occur in laser oscillators and amplifiers. Other topics which will be covered include optical resonator mode theory; Q-switching and mode locking; and techniques for measuring the spectral and temporal properties of laser beams.

### PHY 604 Lasers II *3 credits*

This course describes various classes of lasers (optically pumped solid state lasers, gas lasers, organic dye lasers, etc.). Designs of specific laser systems from each class will be described in detail (the Nd:YAG laser, argon ion laser, dye lasers, etc.). Key applications of lasers and related measurements will also be explored.

### PHY 606 Physical Optics *3 credits*

The principles of physical optics including diffraction and propagation based on Fourier transform theory; integral formulation of electromagnetic propagation; diffraction from apertures and scattering objects; applications to optics of Fourier transform theory, sampling expansions, impulse response, propagation through optical systems, imaging and transforming, optical transfer function, and optical filtering.

### PHY 607 Quantum Mechanics II *3 credits*

The course covers the topics in modern quantum theory, which are relevant to atomic physics, radiation theory, and quantum optics. The theory is developed in terms of Hilbert space operators. The quantum mechanics of simple systems, including the harmonic oscillator, spin, and the one-electron atoms, are reviewed. Finally, methods of calculation useful in modern quantum optics are discussed. These include manipulation of coherent states, the Bloch sphere representation, and conventional perturbation theory.

### PHY 608 Nonlinear Optics *3 credits*

Fundamentals and applications of optical systems based on the nonlinear interaction of light with matter. Topics to be treated include mechanisms of optical nonlinearity, second-harmonic and sum- and difference frequency generation, photonics and optical logic, optical self-action effects including self-focusing and optical soliton formation, optical phase conjugation, stimulated Brillouin and stimulated Raman scattering, and selection criteria of nonlinear optical materials.

**PHY 613 Statistical Mechanics** 3 credits

Review of thermodynamics; general principles of statistical mechanics; microcanonical, canonical, and grand canonical ensembles; ideal quantum gases; applications to magnetic phenomena, heat capacities, black-body radiation; introduction to phase transitions.

**PHY 642 Quantum Optics** 3 credits

This course will explore advanced topics in contemporary experimental and theoretical quantum optics, including squeezing, entanglement, photon statistics, non-demolition measurements, lasing without inversion, etc. as well as various applications of these areas.

**PHY 648 Fiber Optics** 3 credits

The course is designed to give the student a basic understanding of the optical communication systems while making him/her aware of the recent technological advances. The following topics are covered: components of an optical communication system, propagation characteristics of optical fibers, lightwave sources such as light-emitting diodes and semiconductor lasers, optical receivers, noise analysis and bit error rate, coherent multichannel and soliton based communication systems.

**PHY 658 Laser Cooling and Trapping** 3 credits

The course will present the theoretical and experimental foundations of laser cooling and trapping of atoms. Semi-classical and quantum treatments of Doppler and sub-Doppler laser cooling will be discussed, along with optical trapping, magnetic trapping, and hybrid traps. The course will also explore applications, including optical lattices, atom optics, Bose-Einstein condensates, and Fermi degenerate gases.

**PHY 662 Optical Radiation: Sources, Detection, and Noise** 3 credits

The generation, detection, and measurement of optical radiation. The following topics are covered: definitions of radiance, intensity, irradiance, exitance, solid angle; the Planck radiation law; approximations to the radiation law and their use in engineering calculations; emissivity and properties of radiation sources; Kirchhoff's law; irradiance in optical imaging systems; detector responsivity; noise in the detection process; the Fowler-Einstein equation and Poisson statistics; the spectral density of bandlimited noise; Carson's theorem; shot noise; temperature noise in thermal and quantum detectors; Johnson noise in electric circuits; direct and heterodyne detection schemes; transient response of detectors; detective quantum efficiency; thermal detectors; photoemissive detectors; photoconductive and photovoltaic detectors; television camera tubes; and charge-coupled detector arrays; photometry; and colorimetry.

## V. Derner Institute of Advanced Psychological Studies

*Updates Chapter V of the 2006–2008  
Graduate Bulletin*

### Professional Philosophy

*Updates p. 72*

The Gordon F. Derner Institute of Advanced Psychological Studies has long been recognized as a pioneer in the training of clinical psychologists. The Institute was founded in 1951 and became the nation's first university-based professional school of psychology in 1972. Today, the Institute houses an array of programs emphasizing professional practice integrating psychological science and research through its undergraduate psychology program, master's program in general psychology, mental health counseling and school psychology, APA accredited Ph.D. program in clinical psychology, and postgraduate programs in psychoanalysis and psychotherapy. We are committed to training professionals to meet the needs of a diverse and global society.

The Derner Institute educates students in the discipline of psychology—one that is grounded in both the social and natural sciences; and committed to scholarship, research, and practice that are sensitive to multicultural issues, and integrative of multiple psychological perspectives from cognitive, social, developmental, and psychodynamic perspectives. We provide students at all levels with a rigorous, empirically-

informed education in psychology that prepares them to be lifelong learners and well-trained professionals who combine scholarly inquiry and professional service. Our faculty draws on and contributes to the evolving body of knowledge about the workings of the human mind and behavior, while our training emphasizes helping students to transform the ways in which they make meaning and relate to others through psychology—our training requires critical reasoning, intellectual rigor, creative imagination, and empathic capacity to work with diverse individuals, groups, and families.

Adelphi's clinical psychology doctoral program uses the Vail model for its philosophy of training. The Vail model proposed that a clinical psychology program must adhere to the following general principles: the clinical psychologist should have a core of knowledge and training common to all psychologists; the program should be of at least four years' duration, combining academic and clinical training, including an internship; preparation should be broadly directed toward both research and professional goals *rather than simply technical skills*; courses should be developed in sequence and be complementary rather than overlapping; the faculty should be neither over-dominated by the academy nor simply practical; continued contact throughout the training with clinical material is necessary, with the range extending from the normal to the abnormal population; a sense of professional responsibility and professional obligation must be instilled; cooperative work with persons of related disciplines is encouraged and sensitivity to the

social implications of the psychologists' activities is essential; and throughout, research issues are to be emphasized. Thus, the program should hold fast to those principles that suggest that the psychologist will be a professional, trained in a research tradition. These principles guide the core curricula of the doctoral program to be divided into the following major areas of instruction: general psychology, psychodynamics of behavior, diagnostic methods, therapy, research methods, professional ethics, and related disciplines. They also influence the emphases in our other programs.

## Programs and Degrees

*Updates p. 73–74*

*NOTE: Postdoctoral programs are now referred to as “postgraduate” programs in the Derner Institute.*

The **Master of Arts in general psychology** is a full- or part-time program, designed to serve three broad groups: (1) students who will apply their psychology skills to advance an already established career directions; (2) students who have an interest in future doctoral level training, but who need additional preparation to apply competitively for such a program; and (3) students who have a general interest in learning more about psychology and human behavior, but who have no specific career path in mind. Courses for this program are offered at the Garden City campus and Hauppauge Education and Conference Center.

The **Master of Arts in mental health counseling** is a 60-credit

graduate training program designed to help students acquire knowledge regarding helping relationships, groups, lifestyle and career development, and research and evaluation. Students are educated to use this knowledge and the requisite clinical skills to become competent counselors. The program is designed for full-time study. The curriculum is designed to prepare students to be effective entry-level counselors mental health counselors in a variety of settings including schools, community agencies, hospitals, business and industry, and clinics. It complies with the standards for state and national accrediting groups Council for Accreditation of Counseling and Related Educational Programs (CACREP). After fulfilling all requirements, students must work in the field under appropriate supervision for 3,000 hours before sitting for the New York State licensing exam in mental health counseling.

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

The **Doctor of Philosophy** in clinical psychology is a full-time program consisting of 120 credits. The doctoral program in clinical psychology prepares students who have a primary career goal of community and clinical

cal practice. This may be combined with an academic or research career. Required courses include: (1) foundations of psychology including biological and social bases of behavior, developmental psychology, history and systems of psychology; (2) didactic and experiential training in assessment, psychological testing, intervention, and relationship skills; (3) research methods and statistics; (4) professional ethics and diversity; and (5) supervision, consultation, and management. Extensive clinical field experience accompanies the academic core where students are placed in externships and in our Psychological Services Center accompanied by intensive supervision and case conferences. Completion of a dissertation and a one-year full-time internship is required for completion. The clinical psychology program has been APA-accredited since 1957. Students who complete the program are eligible to apply for a New York State psychology license.

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

The **Postgraduate Programs** are designed for professionals who have doctorates or master's degrees in a mental health profession and are licensed for independent practice. These programs provide certificates and advanced training in psychotherapy and psychoanalysis including:

adult, child and adolescent; marriage and couples; and group psychotherapy; and psychodynamic school psychology. The postgraduate programs consist of a series of seminars in theory, technique, case conferences, and supervised practice. Courses are offered in the evening or late afternoons to accommodate working professionals. In addition to our Garden City location, some programs are offered at our Manhattan Center. Personal therapy and supervised practice are basic requirements of these programs.

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

The **Center for Psychological Services** is an integral part of the Derner Institute, and serves primarily as a practicum training facility for the doctoral candidates in clinical psychology. The Center's staff and Institute faculty provide professional oversight and supervision to students who provide assessment and psychotherapy services to the Adelphi University community. The center also maintains a liaison with community agencies including schools, hospitals, mental health clinics, drug rehabilitation centers, and crisis intervention units.

The **Postgraduate Psychotherapy Center** is an association of psychotherapists affiliated with the Postgraduate Programs in Psychoanalysis and Psychotherapy. Founded in 1963, the Center provides affordable and effective psychoanalytic psychotherapy services. All are experienced licensed mental health professionals with advanced training in psychoanalysis and psychotherapy.

## Master of Arts in General Psychology

*Updates p. 75*

### Curriculum

*Fall*

MPS 656	Statistics
MPS 603	Psychopathology, Personality, and Diagnosis
MPS 609	Consciousness and Cognition

*OR*

MPS 612	Contemporary Views of Psychoanalytic Theory
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Elective

*Spring*

MPS 607	Developmental Psychology
MPS 606	Research Design

Elective

Elective

*Summer*

*(10 weeks, three hours per week)*

Elective

Elective

Elective

Elective

An optional winter intersession is sometimes offered.

### Industrial/Organizational Concentration in Psychology

The Master of Arts in general psychology with a cluster of courses in industrial/organizational psychology prepares students for positions in business with a focus on human resource management (HRM). Courses include areas such

as personnel selection, performance evaluation, management/employee relations, motivation, and organizational behavior and change. The concentration is designed to prepare students to develop core competencies needed to plan, control, and direct organizations for effective and efficient use of human resources, and to be skilled, knowledgeable, and ethical professionals applying concepts of psychology and organizational behavior to business. This concentration is offered in conjunction with the School of Business.

### Admission Requirements

Applicants must meet the following requirements:

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

### Transfer Credits

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

### Graduation Requirements

Students are required to earn grades of B or better in all courses in order to remain in the program. If a grade less than B is earned in any course, the student must meet with the program director and will be placed on academic probation; the student may also be subject to dismissal.

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

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

### Plan of Study

Required sequence for full-time students:

#### Fall 1

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

#### Spring 1

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

#### Summer 1

MPS 607	Developmental Psychology
MPS 609	Consciousness and Cognition Elective

MPS 625	Special Topics: Proseminar in Industrial/ Organizational Psychology
Total Credits:	12 Credits

#### Electives:

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

Consult department for additional electives.

### Forensic Concentration

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

The forensic psychology concentration consists of five core courses in addition to a sequence of five forensic courses and two electives:

### Plan of Study

#### *Fall*

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

#### *Spring*

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

#### *Summer*

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

#### *OR*

MPS 612	Contemporary Views of Psychoanalytic Theory Elective (consult department)
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## The Master of Arts in Mental Health Counseling

*Updates p. 75*

*First Year, Fall*

### **Deletion:**

MPS 606

### **Addition:**

MPS 656      Statistics

*First Year, Spring*

### **Deletion:**

MPS 646      Research II: Program  
Evaluation

### **Addition:**

MPS 606      Research Design

## Postgraduate Diploma in Psychotherapy and Psychoanalysis

*Updates p. 81–83*

Doctorate *or* master's and state license in an area of mental health required.

## Independent Study

*Updates p. 82*

The purpose of independent study is to allow the student to pursue academic interests which may not be adequately covered by or available within the regular course offerings. Students who demonstrate the ability to undertake



independent study may engage in intensive research or in a project on a topic of merit and originality under the sponsorship of a faculty member. Students interested in undertaking independent study should seek consultation from a faculty member or the department chair.

Requests submitted by the adviser or faculty member are approved by the department chair, and then go to the dean for approval. The faculty member must submit the following information on behalf of the student:

- 1) requirements to be completed demonstrating successful completion, e.g., case studies, paper
- 2) readings where appropriate or review of the literature
- 3) whether the faculty member is seeking workload credit
- 4) number of course credits and hours of work per week or semester
- 5) Evaluation method

Requests for independent study must demonstrate that the amount of work to be done is equivalent to what would be done in a regular course, i.e., a three-credit Independent Study request should demonstrate that 45 hours of work will be done in addition to assignments, research, and/or readings as would be expected in a regular course.

Required courses may not be taken as independent study. An exception may be made when a required course is not being offered in the student's last semester or if two required courses are being offered at the same time in the student's last semester.

Independent Study must be graded and may not be taken for pass/fail.

Students can take Independent Study from 1–3 credits. Requests for independent study beyond 3 credits will need approval from the provost. No student may take more than 12 credits of independent study toward their undergraduate degree, or 6 credits toward their graduate degree.

## Master's Courses, General Psychology Program

*Updates p. 84–86*

### Updates:

**MPS 606 Research Design I** 3 credits  
*Delete* "This is the first course in year-long sequence, see MPS 646."

**MPS 626 Special Topics: Proseminar in Public Health Psychology** 3 credits  
This class introduces students to current issues in health psychology via lectures, readings, and hands-on activities. Invited speakers will present research or interventions related to a variety of health topics including maternal and child health, tobacco emotional and cognitive responses to media, global health, domestic violence, psychoncology, HIV/AIDS, and thanatology.

### Deletions:

MPS 613  
MPS 622  
MPS 631  
MPS 632  
MPS 646

### Additions:

HRM 561  
HRM 762  
HRM 763  
MKT 780

**MPS 619 Psychology and Spirituality***3 credits*

An introduction to current theoretical, clinical, and empirical knowledge about psychology, health, and spirituality. Will discuss the history, practice and on going research in these areas as well as the major theoretical perspectives and their philosophical backgrounds.

**MPS 624 Special Topics: Juvenile Delinquency***3 credits*

This course will provide a comprehensive review of the theories of causation reviewed from the psychological and sociological perspective. Students will understand the distribution and frequency of delinquency in modern society. Students will be introduced to correctional treatments, prevention programs, and evaluative aspects of these programs in modern society.

**MPS 624 Special Topics: Stress Resiliency and Coping***3 credits*

This course will cover many sources of stress in our lives (survival stress, internally-generated stress and environmental stress), the psychological implications of short-term and long-term stress as well as coping styles and will introduce the concept of resiliency. Various forms of stress-reduction (meditation, relaxation) will be integrated into the course.

**MPS 625 Special Topics: Current Issues in Forensic Psychology***3 credits*

A forum for the presentation, in-depth examination, and discussion of a variety of current issues and topics professionals are encountering in the field of forensic psychology. The issues covered are Sex Offenders and Civil Commitment Laws; Campus Murders; and Mental Illness in the Criminal Justice System: An Epidemic.

**MPS 625 Special Topics: Statistics***3 credits*

Concentrates on use of descriptive and inferential statistical techniques in the analysis of data from psychological research studies. Emphasis on the general linear model as a unifying principal. Topics include a thorough coverage of descriptive statistics, basic concepts of inference, two group comparisons, analysis of variance, simple and multiple regressions.

**MPS 625 Special Topics: Proseminar in Industrial and Organizational Psychology***3 credits*

This course will cover the topics of Industrial and Organizational psychology. Topics will be presented by the professor as well as experts in the various fields that encompass I/O Psychology. The course will include discussions on applied research, talent acquisition, performance appraisal, motivation, work teams, leadership, executive coaching, diversity, internal consulting, external consulting, and training and development.

**MPS 625 Special Topics:****Psychopharmacology***3 credits*

This course will develop an understanding of how psychotropic drugs operate as well as how medications alter neurochemical functioning. The causes of side-effects and drug interactions will also be presented. Finally, the process of getting FDA approval for new medications will be discussed.

**MPS 626 Special Topics: Family Dynamics***3 credits*

Topics to be discussed include the various models of family related interventions. Emphasis will include understanding families, therapeutic approaches in working with families, research in family therapy, and special populations encountered in family therapy.

**MPS 626 Special Topics: Forensic Assessment***3 credits*

This course provides training on tests used in forensic assessment including competency, malingering and risk assessment and traditional psychological tests. We will cover types of referral questions, which tests to use, communicating your findings, what one should include in reports, presenting findings in court, and ethics in forensic assessment.

## Master's Courses, Mental Health Counseling

### Required Courses

*Updates p. 86–87*

#### Addition:

##### MPS 656 Statistics

This course concentrates on the use of both descriptive and inferential statistical techniques in the analysis of data from psychological research studies. Emphasis is placed on the general linear model as a unifying principal. Topics will include a thorough coverage of descriptive statistics, basic concepts of inference, two group comparisons, analysis of variance, simple and multiple regression.

#### Deletion:

MPS 646      Research Design II:  
                  Program Evaluation

## Master's Courses, School Psychology Program

*Updates p. 88–90*

### School Practice Core

#### Addition:

##### SPY 615 Neuropsychological Bases of Child Learning and Behavior      3 credits

An overview of neuropsychological theory, within the context of biological bases behaviors, as this pertains to school psychological practice will be presented. The application of neuropsychological practice to the assessment of common childhood disorders and the implications for interventions will be addressed.

#### Prerequisites:

SPY 608 Intellectual Assessment II      3 credits  
*Prerequisite: SPY 607*

SPY 618 Practicum in School Psychology  
*Prerequisite: SPY 608*

SPY 619 Internship in School Psychology I  
*Prerequisite: SPY 621*

SPY 620 Internship in School Psychology II  
*Prerequisite: SPY 619*

SPY 621 Practicum in School Psychology II  
*Prerequisite SPY 618*

#### Updates:

The following courses are open only to students in the school psychology program:

SPY 602, SPY 604, SPY 605, SPY 607, SPY 608, SPY 610, SPY 612, SPY 614, SPY 616, SPY 618, SPY 619, SPY 620, SPY 621, SPY 622, SPY 624, SPY 702, SPY 704, SPY 708, SPY 710.

## Doctoral Courses

*Updates p. 90–92*

#### Deletion:

PSI 817

#### Additions:

##### PSI 823 Special Topics: Clinical Implications of Attachment Theory and Research      3 credits

This seminar will cover an attachment theory perspective on understanding certain kinds of psychopathology (e.g., borderline conditions) and so-called attachment-based psychotherapeutic interventions. We will also discuss the relationship between object relations theory and attachment theory and the place of attachment theory in contemporary psychoanalysis. Relevant research and clinical material will be included.

**PSI 820 Special Topics: Short-Term**

**Psychodynamic Psychotherapy** 3 credits  
Case conceptualization, techniques and practice of STDP.

**PSI 820 Special Topics:**

**Unconscious Processes** 3 credits  
The unconscious from Freud to modern viewpoints.

**PSI 820 Special Topics: Lacan and Language in Psychoanalysis**

3 credits  
Language and culture as foundation for psychoanalysis.

**Update:****PSI 838 Multicultural Issues II** 3 credits

This course is designed to assist students in developing some of the necessary skills in engaging the cultural, racial, ethnic, and class "Other." It is an effort to develop critical and therapeutic awareness from both the internal and social oppressive realities of our patients' lives that when unrecognized, impinge upon the therapeutic relationship and serve to reenact the very traumatic experiences that we endeavor to treat.

**Postgraduate Courses**

*Updates p. 93*

**Additions:****PST 903 Case Conference in Contemporary Freudian Psychoanalysis**

This course involves candidate presentations of case material which is conceptualized according to contemporary Freudian models. Working with free association, unconscious fantasies, and dreams is brought to life in the case material. Interpretations, constructions, and use of the transference and countertransference are also demonstrated.

**PST 904 Case Conference in Self Psychology and Intersubjectivity**

This course involves candidate presentations of case material which is conceptualized according to self psychology and intersubjective models. Candidates learn to work with mirror, twin, and idealized transferences. Through the case material, they also learn to attend to the intersubjective nature of communications and enactments.

**PST 905 Case Seminar**

Theoretical knowledge from courses will be linked with current case studies that will be presented by faculty and candidates.

**PST 906 Case Conference in Current Relational Approaches**

In this course we will be exploring the clinical application of current relational approaches to psychoanalysis. Students will present clinical material which focuses on the transference/countertransference matrix as it emerges in the psychoanalytic relationship. The use of the analytic relationship as both a diagnostic and a treatment tool will be examined.

**PST 907 Case Seminar:****Object Relations Perspective**

This course, a case seminar linked with the course on Object Relations Theory, focuses on additional readings in Object Relations and discussion of clinical material presented by the candidates and the instructor.

**PST 907 Case Seminar:****Object Relations Perspectives**

This course will review the work of D. Winnicott and will explore his contribution to the field of child and adult psychotherapy. Winnicott's concepts such as holding environment, potential space, transitional space, and playing and creativity will be discussed and clinical material will be presented to highlight the application of Winnicott's ideas in practice. The influence of Winnicott's ideas on the work of Khan, Ogden, Phillips and Green will be explored.

**PST 908 Integrating Theory and Practice**

This course is offered to fourth-year candidates who have studied the major psychoanalytic theories in previous courses. Candidates are encouraged to review the theories that have most strongly influenced their analytic work. They present readings that highlight their theoretical perspective and discuss clinical cases from that vantage point.

**PST 909 Integrating Treatment Modalities: Child, Family, Couples and Group**

Introduction to psychoanalytic group psychotherapy, covering theoretical and clinical topics germane to advanced candidates who might consider initiating a combined individual-group analytic practice. The sessions will be run in an experiential format, with the candidates' group the object of study.

**PST 911 Foundations of  
Psychoanalysis I: Trauma,  
Psychopathology, and Sexuality**

This course introduces candidates to Freud's earliest psychoanalytic writings, allowing them to share in the excitement of his discoveries: trauma and memory, the unconscious and dream work, defenses and psychopathology, infantile and adult sexuality. The readings illustrate the relevance of many of Freud's early concepts to today's practice.

**PST 912 Foundations of  
Psychoanalysis II: Theories of the Mind:  
Unconscious Processes**

In this course we continue the study of the writings of Freud and other early psychoanalysts. The nature of unconscious process and the theory of narcissism are covered in depth. Manifestation in normal functioning and in different forms of psychopathology, as well as the impact on the psychoanalytic process are among the issues explored.

**PST 913 British Object  
Relations I**

Klein and Fairbairn depart from Freudian drive theory as they move uniquely and richly towards a 'relational model.' We will focus on unconscious fantasy and symbolization, the processes of internalization, psychic structure, aggression, love, paranoid-schizoid and depressive dynamics, and their ensuing vicissitudes on our ever-evolving understanding of psychopathology and psychoanalysis.

**PST 914 Foundations of  
Psychoanalysis III: Structural Theory  
and Object Relations**

Freud's later work provides the foundations for many contemporary developments in object relations theory, self psychology, and contemporary conflict theory. Freud's idea about narcissism and self-esteem, holding on to lost relationships through identification, turning active into passive to cope with trauma, signal anxiety as an automatic trigger of defensive activity, turning aggression against the self as the basis of harsh inner criticism, splitting of the ego as a way of coping with painful realities, as well as many other seminal ideas remain central in any contemporary psychoanalytic approach to treatment. The course will cover Freud's structural model, mature theory of intrapsychic conflict and defense, and the development of the ego ideal and superego as internalized object relations and will discuss the implications of these models of the mind for contemporary clinical practice.

**PST 917 American Relational  
Psychoanalysis**

This course will examine the development of the Relational Theory. The contributions of Mitchell, Aron, Davies, Benjamin, Ghent, et. al., will be studied in terms of their clinical, theoretical, and political implications. Particular attention will be paid to discussing the question of whether the relational movement comprises a uniquely meaningful body of work or a synthesis of other theoretical models.

**PST 918 Advanced Psychodynamic  
Therapy**

Key concepts of anxiety, defense mechanism, transference, countertransference, and intrapsychic conflict will be presented, particularly as they are related to the classroom functioning of children.

**PST 919 Transference and  
Countertransference I**

This course traces transference and countertransference beginning with Freud's first observations. Through a critical reading of his earliest papers, the candidate will come to understand that the process through which Freud made his discoveries regarding the transference and countertransference is the same process every analyst experiences when first encountering transference and countertransference in their own work with patients.

**PST 921 Principles of Psychoanalytic  
Technique I: The Opening Phase of  
Treatment**

This course considers central psychoanalytic concepts as they apply to the opening phase of treatment: the analytic frame, therapeutic alliance, transference and countertransference, and empathy. Attention will be given to the evolution of fantasy in anticipation and during the initial interview, and the intersubjective process between patient and analyst.

**PST 922 Principles of Psychoanalytic  
Technique II: Working with the  
Unconscious**

The concepts of resistance, transference, and countertransference, are introduced with special reference to unconscious experience in psychoanalytic treatment. The class emphasizes the use of the analyst's subjectivity through the phases of psychoanalytic treatment. Principles of treatment are discussed in the context of the history of psychoanalytic thought.

**PST 925 Psychotherapy with the Ego-Impaired Child**

This course focuses on psychotherapy with children who have impaired ego functioning, with emphasis on children with learning disability, attention deficit disorder, and borderline personality disorder.

**PST 926 Work with Parents of Children and Adolescents in Psychotherapy**

This course provides an in-depth exploration of work with parents of children and adolescents in psychotherapy. Three models of work are discussed: Parent guidance, supportive psychotherapy, and treatment of the parent-child relationship.

**PST 927 Intersubjectivity**

This course will review central theories of intersubjectivity with reference to their utility in psychoanalytic treatment. We will focus on readings of theorists who have shaped the concept of intersubjectivity as a developmental line, a communication process, and a mode of experiencing clinical phenomena in psychoanalysis.

**PST 929 Effective Consultation in the School Community: Responding to Current Issues**

This course will present the use of psychodynamic framework to develop effective strategies for consulting with school staff members regarding crises, managements of difficult students, and other issues that emerge in the school community.

**PST 930 Contemporary Psychodynamic Principles and the Child with Special Needs**

Psychodynamic understanding of ego development and the influence of unconscious processes will be integrated with biological, neurodevelopmental, social, and familial influences that contribute to learning and behavioral problems in children with special needs.

**PST 931 Development: Infancy, Toddlerhood and Preschool Years**

This course focuses on classical and contemporary theories of normal and atypical development. It will include consideration of psychosexual phases, regulatory processes, attachment theory, research on infant-parent interaction patterns and relationships, mentalization, and intersubjectivity. Clinical diagnosis of early-childhood disorders will be addressed.

**PST 932 Psychotherapy with Preschool Children**

Linked to Development I, this course will focus on psychotherapeutic techniques useful in work with young children. Infant-parent dyadic psychotherapy methods, and individual therapy approaches with preschoolers will be considered through readings and case-material.

**PST 933 Basic Principles of Child and Adolescent Psychotherapy I**

This course focuses on the consultation process and the beginning of psychotherapy; developing a therapeutic alliance with parents, children, and adolescents; evaluating the child and family; formulating a treatment plan and discussing findings and recommendations with parents; children and adolescents, making a treatment contract, and beginning therapy sessions.

**PST 934 Development: School-Aged Child**

This course will review the social, emotional and learning development of school-age children from a variety of theoretical perspectives: ego-psychological; object-relational; self object and systemic. The role of parents and therapists in creating a facilitating environment that encourages experiencing and fosters a capacity to be and reflect in the world will be explored. Attention will also be given on the children's subjective experiences and how the latter influence their cognitive development and social and emotional adjustment.

**PST 935 Family Therapy I: Family Systems Theory and Technique**

This course introduces candidates to Family Systems Theory and techniques of family interviewing, with special attention to the role of identified child or adolescent patient in the family system.

**PST 936 Family Therapy II: Using Family Systems Understanding in Work with Children and Adolescents—Case Seminar**

This case seminar applies material discussed in Family Therapy I to case material provided by the instructor and candidates.

**PST 937 Family Therapy III: The Family Life Cycle and Ethnic Diversity**

This course focuses on the effect of ethnicity and social class on family structure.

**PST 938 Basic Principles of Child and Adolescent Psychotherapy II**

The course considers basic processes in psychotherapy with children and adolescents: the use of play; the interpretative process; work with defenses; resistance; transference; ending therapy; emotional reactions of therapists working with children; adolescents and their parents.

**PST 939 Case Seminar: Latency Age Treatment**

This course aims at developing skill in working psychodynamically with latency age children. The use of play, metaphor and enactment is introduced by clinical examples. Child cases presented by students will be used to highlight key concepts and understanding of ego development and object relation theory.

**PST 940 Relational Approach to Child and Adolescent Psychotherapy**

Contributions of the Relational Psychologists to understanding development and to psychotherapy with children, adolescents, and their parents.

**PST 941 Ego Psychology**

Drawing on the work of Anna Freud and other classic and contemporary ego psychologists, this course focuses on children's development of ego functions necessary for adaptation and the consequences of impaired ego functioning.

**PST 942 Advanced Study of Childhood Psychopathology**

An in-depth study of psychopathological conditions occurring in school age children and adolescents. The syndromes studied will include developmental disorders, anxiety and depressive disorders, and behavioral disturbances such as conduct and oppositional disorders. Psychodynamic underpinnings of Autism Spectrum Disorders and Asperger's Syndrome are also explored. Applications to child psychotherapy of the writings of Melanie Klein, Jacques Mehler, Harry Stack Sullivan and Donald Winnicott are examined.

**PST 943 Development: Adolescence**

The study of normal development in early, middle, and late adolescence lays the groundwork for the study of problems in adolescence.

**PST 944 Psychotherapy with Adolescents**

This course focuses on developing a therapeutic alliance and doing supportive and insight-oriented psychotherapy with adolescents.

**PST 945 Case Seminar in Advanced Childhood Psychopathology**

The instructor and class members will discuss their work with children who exemplify the psychopathological conditions being studied in the course listed above. Emphasis will be on the school psychologist's role in diagnosing, counseling, and guiding the school's management of these children.

**PST 946 School-Based Counseling with Parents, Families and Staff: A Psychodynamic Model**

The establishment of a good working alliance is a vital component to effective school-based counseling with both parents and teachers. When successful, the relationship that psychodynamically-oriented school psychologist establishes will enhance the outcome of his/her therapeutic work. Nevertheless, obstacles such as resistances, defenses, and well-entrenched personality styles inevitably present challenges to building rapport and maintaining a fruitful collaboration. This course will review psychodynamic concepts discussed in earlier courses and will emphasize their application by the school psychologist in developing positive alliances with parents and staff.

**PST 947 Family Therapy IV**

This course will explore countertransference issues raised by differences and similarities between the social class of the therapist and of the client families.

**PST 948 Contribution of Melanie Klein and Modern Kleinians**

This course will review the contribution of Melanie Klein to child and adult psychoanalysis. Klein's main concepts will be presented and clinical examples will be used to demonstrate the application of these concepts in child therapy. The course will also review the evolution of her ideas in the work of Bion, Segal, Steiner, Josephs, Alvarez and O'Shaughnessy etc. as well as her influence on the work of contemporary American analysts like Ogden and Grotstein.

**PST 949 Advanced Psycho-Educational Assessments of Children: In Integrative Psychodynamic/Developmental Approach**

This course focuses on the school psychologist's role in conducting comprehensive evaluations of children. Selection of test materials will be presented. Stress is placed upon test interpretations that recognize the interactive influences of cognitive, emotional, academic and neuro-developmental issues. The course will also familiarize school psychologists with more advanced concepts in assessment, such as identifying a wider range of pathology; making use of assessment methods such as play assessment and social/peer observation; and becoming aware of interactive processes during assessment. Based on an understanding of the whole child, these evaluations will lead to recommendations regarding academic remediation, school support services, and behavioral management interventions.

**PST 950 Case Seminar in Current Controversies in Psychoanalysis**

In this seminar we address a variety of issues in different years. Among the topics addressed in recent years have been the impact of the "new epistemologies" (postmodernism, constructivism, intersubjectivity, etc.), racial, cultural, and ethnic issues that arise in the analytic process, and the treatment of profoundly disturbed character pathology.

**PST 950 Case Seminar in Embodiment and Disembodiment: Addictions, Eating Disorders, Psychosoma**

This clinical course explores the relationship between difficulties in emotional processing and their manifestations in addictions, eating disorders and somatization. We will integrate various current psychoanalytic theories (British object relations, French psychoanalysis, and the American Relationalists) with cognitive behavioral and psychopharmacological approaches and apply them to clinical cases.

**PST 950 Case Seminar in Working with Trauma and Dissociation**

This course will address theoretical differences between the processes of repression and dissociation and how those differences lead to different clinical interventions, neurocognitive theories on trauma and their clinical implications, and working with transference/countertransference enactments around retraumatization. Class time will be equally divided between theoretical and clinical material.

**PST 950 Case Seminar in Working with Perversions**

This course examines the psychodynamics of perversions by studying the major papers written on the subject. Classical theory will be contrasted with more recent object relations approaches. Primal scene and castration fantasies will be connected to perverse scenarios and enactments. There will be a special section on female perversions. Case histories will illustrate both theoretical and technical issues that arise in treatment. Transference and countertransference dimensions in the treatment of perversion will be raised. Readings include Freud, Stoller, Bach, McDougall, Chasseguet-Smirguel, and more.

**PST 951 The Revolution, Evolution and Metapsychology of Family Systems Models**

The historical context of family systems models is traced, beginning from the revolutionary work of Gregory Bateson and evolving through Bowen Theory, Structural Family Therapy, Strategic Therapy Models and Postmodern concepts. A metatheoretical integration is explored in lectures, readings, case/videotape presentations.

**PST 952 Hypothesis Development and Treatment Planning in Marriage and Couple Therapy**

Marital treatment is most effective when interventions are based on clinical hypotheses derived from relationship dynamics. This course provides a systemic and psychodynamic framework to develop therapeutic hypotheses about the complex nature of multi-generation relationship processes and dynamic treatment plans to guide the course of therapy.

**PST 953 Psychoanalytic Perspectives on Couples**

This course provides an overview of key concepts in psychoanalytic theory that are especially relevant in the treatment of couples. Interpersonal and object relational ideas will be elaborated, with particular emphasis on projective identification and how it dovetails with certain concepts in family systems theory. Issues of character style and pathology in couples will also be addressed. Case presentations and videos will be utilized to illustrate these theoretical constructs.

**PST 954 Couples Therapy: An Integrative Perspective**

A critical and clinically oriented review of the literature concerned with the integration of psychodynamic, cognitive-behavioral, and systemic approaches to couples therapy. Assessment and intervention within these frameworks will be discussed and demonstrated via case presentation by faculty and candidates.



**PST 955 Case Seminar in Advanced Psycho-Educational Assessments of Children**

Examples of school-based evaluations conducted by class members will be presented. Discussion of the material brought to class will give students a practical opportunity to apply the concepts introduced in the Assessment course noted above.

**PST 956 Contemporary Freudian Psychoanalysis**

This course will examine the emergence of a contemporary Freudian position reflecting both continuity and change in its evolution. It will consider the current status of Freudian theory of mind, technique, and development as represented by a diverse group of analysts including Arlow, Brenner, Busch, Gray, and Rothstein as well as Bach, Ellman, Jacobs, Pine, and Wallerstein.

**PST 957 Clinical Applications in Work with Challenging Couples**

The metatheoretical model explored in the first year will be applied to the presentation of challenging couples cases. Discussions will encompass intrapsychic, relational and larger systems context as well as the interaction of therapist-to-couple emotional system. Role play and videotaped material will enliven this highly interactive class experience.

**PST 957 Working with Couples in Throes of Separation and Divorce**

This course will explore issues which arise in work with divorced or separating couples. Particular topics include maintaining therapeutic neutrality and working with attachment injuries with couples who consider separation or reconciliation, helping couples through the crisis time of divorce and working with projective identification, and helping divorced parents establish co-parent relationships and work together in the best interests of their children.

**PST 960 Case Seminar in Understanding and Employing Group Counseling in the Schools**

The class members will participate in group process exercises designed to help them explore their own experience in a group and thus be better prepared to empathize with students in the groups that they will be leading. Class members will also discuss the group work they are currently doing in the schools.

**PST 961 Psychoanalytic Models of Development, Early Development, and Attachment Theory**

This course focuses on models of pre-oedipal attachment and separation. The seminal contributions of J. Bowlby will be studied. Contemporary efforts to integrate empirical research on attachment in children with psychoanalytic developmental theory will be examined.

**PST 962 Defenses, Resistance and Impasses**

The course is taught in the context of personality integration, namely, the delicate balance between ego identity and ego defenses. The analytic process is focused on in terms of how it arouses anxieties unique to each individual and how the coping mechanisms themselves can hinder ongoing treatment. Case example vignettes are frequently cited as a basis for developing tactics and strategy.

**PST 963 Understanding and Employing Group Counseling in the Schools**

Group work makes it possible to reach many students in one setting and to employ the power of the peer group to help children grow. The class will review seminal writings on emotional development and on groups. Readings will include current literature on specific types of groups with children and adolescents. This course will expose the candidates to the basic concepts of group process as understood from various psychodynamic and systemic points of view. The main focus will be upon the practical application of these theories. Some of the topics to be presented are: how to form, run and hold a group together; overcoming resistance in a group; and conducting various types of topic centered groups.

**PST 964 Case Seminar in School Based Counseling with Parents, Families and Staff**

Class members will present their work in establishing and maintaining positive working alliances with parents and staff. The ongoing case seminar format will allow the class to examine the evolution of a counseling relationship.

**PST 965 Couple Therapy and the Family Life Cycle**

Couples face different developmental challenges as their relationship passes through the stages of the Family Life Cycle. This short course will describe the gender role, family structure and financial tasks of each stage and how they influence the changing emotional needs of the couple.

**PST 966 Understanding Sexuality Within a Psychoanalytic Frame**

This course will provide an understanding of sexuality, including sexual orientation, sexual development, and sexual dysfunctions from a psychoanalytic perspective. Students will learn major theories of human sexual response, how to conduct sexual histories, and how to develop a conceptual framework for individuals and couples treatment of sexual problems. Cases will be discussed to illustrate clinical techniques.

**PST 966 The Treatment of Violence and Abuse in Couples**

Research suggests that as many as two out of three couples who present for couple treatment engage in some form of partner violence. This short course provides an overview of how to assess for relational violence and battering, contraindications for couple work, and ways to provide a considered and safe approach to treating relational violence and abuse. Videotapes and case descriptions will illustrate this complex work.

**PST 967 The Family Life Cycle in Couples**

This course will focus on couples conflicts that are centered around their children's development: the transition to parenthood, difficulties in elementary school, adolescence, and the transition to young adulthood.

**PST 967 Implicit Communication Processes in Couples**

The first class will address an approach to couple therapy within an integrative framework that draws on contributions from relational theory, family systems theory, cognitive neuroscience and research in infant development, with a particular focus on implicit modes of processing, memory and communication as it impacts on couples and couple therapy. Continuing within the same framework, the second class will look at individual neurobiological variations as they impact on couple dynamics and couple therapy. As a case in point, we will look at adults with ADD in the context of couple relationships.

**PST 968 Case Conference: Integration Approaches with Couples and Families**

A clinically-oriented experience in which candidates are expected to make case presentations which will then be discussed from the perspective of the emerging theoretical and clinical literature which describes the integration of cognitive-behavioral, psychoanalytic and system therapies.

**PST 968 What's Possible with the Impossible Couple**

This course focuses on the unique challenges presented by volatile and highly distressed couples. Systemic conceptualizations and techniques are utilized for securing the therapeutic frame and clinical management of these difficult cases, and a psychoanalytic/relational perspective is used to address the couples inner experience of self, other, and the relationship.

**PST 969 Postmodern Psychoanalysis: Lacan**

A primary tenet of postmodernism speaks to the decentering, disintegration, and death of the centered subject. For Lacan, a guardian of the Unconscious, being a subject means being subject to a language which pre-existed one's birth and subject to the *Jouissance* of the Other. We will consider Lacan's thinking on what is at stake in a psychoanalysis and the ethical dilemma the subject is called on to face in confronting the Symbolic and the Real from out of the Imaginary course through which one's life is being lived out.

**PST 970 Elective**

In the third year, each class chooses three electives. Electives offered include:

- Advanced Seminar in Play and Symbolic Communication
- Advanced Seminar in Object Relations
- Psychotherapy with More Seriously Disturbed Children
- Psychotherapy with More Seriously Disturbed Adolescents
- Psychotherapy with Children Involved in Divorce and Adoption
- Special Topics, including Legal Issues in Psychotherapy with Children and Adolescents Medication as an Adjunct to Psychotherapy with Children and Adolescents

**PST 971 Psychotherapy with Abused and Traumatized Children**

This course will situate childhood trauma treatment in the psychoanalytic-developmental and object relational perspectives. The acute and chronic effect of child abuse will be explored including: physiological and psychological effects, its impact on emotions and behavior, trauma loss/memories and family systemic factors. Transference-countertransference dimensions of the therapeutic relationship and trauma-based treatment techniques will be elaborated upon.

**PST 972 Elective**

**PST 973 Elective**

**PST 974 Freudian Theory I:  
Contributions to Child and Adolescent  
Psychotherapy**

This course is an introduction to the contributions made by the broad tradition of psychoanalysis to psychotherapeutic work with children. Readings will take note of the evolving nature of psychoanalytic thought and will focus on history, theory, and clinical applications of the tradition. Use of clinical material will be emphasized.

**PST 975 Freudian Theory II:  
Contributions to Child and Adolescent  
Psychotherapy**

This course emphasizes the application of a Freudian developmental framework and important theoretical concepts to clinical work. It involves extensive readings and clinical material; including discussions about the maturation of defenses; ego impairments and separation-individuation; the developmental roots of psychopathology; transference and developmental needs; character formation, and a number of case studies.

**PST 976 Advanced Developmental  
Concepts**

This seminar will focus on the use of developmental theory to facilitate diagnosis of learning and behavioral disorders.

**PST 977 Advanced Personality  
Assessment Techniques**

This course presents an integration of psycho-educational and projective tests data in order to better understand children and to develop strategies to serve the needs of students.

**PST 978 Advanced Counseling Skills**

Techniques of time limited counseling in the schools will be addressed with an emphasis on resolving resistance to change.

**PST 979 Case Seminar**

Theoretical knowledge from courses will be linked with current case studies that will be presented by faculty and candidates.

**PST 980 Basic Principles of Group  
Structure and Process**

Principles of group formation, cohesion, and dynamics; common group tensions; basic assumptions. Interface of institution(s) and the group. Application of group techniques in various clinical and organizational settings. Role of the leader. The combined-individual model of consultation and therapy.

**PST 981 Practicum I: Group Process**

The candidates' group: How do we become a group? Boundary maintenance and confidentiality.

**PST 982 Establishing the Group**

Selection, criteria, and preparation for group membership. Diagnostic and political issues. Early stages of group life: frame, context, cohesion, and process. Avoiding early dropouts. The relational approach: understanding early intersubjective processes in the group.

**PST 983 Practicum II: Group Process**

Working with the beginning group. What kind of group are we and can we be?

**PST 984 Major Theorists and Theories of  
Group and Group Therapy**

Classic and contemporary contributions, including readings by Freud, Bion, Foulkes. Object relational, interpersonal, self-psychological, group-centered approaches, Tavistock, and systems theory and technique.

**PST 985 Practicum III: Case Conference**

Candidates present their group work, applying the lens of various group theories and techniques.

**PST 986 Intersubjectivity Transference–  
Countertransference**

Understanding and working with intersubjective and transference-countertransference phenomena. Transferences to the therapist/leader, among members, to the group-as-a-whole. Group and individual resistances. The use of countertransference, support, confrontation, noninterpretation, interpretation.

**PST 987 Practicum IV: Group Process**

The group studies itself: encouraging and elaborating on symbolic derivatives, including dreams; dealing with the disruption of summer break and terminating members.

**PST 988 Relational Group Psychotherapy**

In-depth consideration of Klein, Bion, and contemporary relational theory as applied to group. Topics include: the therapist's anxiety and resistance to group; basic affects, bonding, the K function; container-contained, passion and the 3 R's of group: resistance, rebellion, and refusal.

**PST 989 Practicum V: Group Process**

Reconnecting and progressing: relational dynamics in the candidates' group.

**PST 990 Defense and Resistance**

The resistant or difficult group and member; primitive transferences and defenses. Resolving impasses and avoiding premature termination. The use of the therapist's self and the role of countertransference as applied to case presentations.

**PST 991 Practicum VI: Group Process**

How do we deal with the group's defenses and resistances? Effects of public supervision of the candidates' work.

**PST 992 Selected Topics of Psychoanalytic Group Psychotherapy**

According to the interests of the candidates and their choice of instructors.

**PST 993 Practicum VII: Case Conference**

Preparation for case presentation; analysis of candidates' writing samples.

**PST 994 The Relational Matrix**

Evolutionary and ongoing processes of transference-countertransference and defense analysis. Termination: theory, technique, and process.

**PST 995 Practicum VIII: Group Process**

Termination of the candidates' group. Evaluation, working through, open versus closed endings.

**PST 996 Integrative Systemic Assessment in Couple Therapy**

This course introduces a multilevel model of assessment, integrating biological, intrapsychic, interpersonal, and cultural dimensions. A conceptual framework for the assessment of couples is presented, encompassing the social context, the multigenerational family system, pertinent triangles, the marital dyad, and the partners as individuals. Opportunities are provided for candidates to explore their own families.

**PST 997 Object Relations and Couples Therapy**

Object relations couple therapy draws on the theories of Klein, Winnicott, Fairbairn, Guntrip, Balint, Bion, and others to provide an analytically oriented treatment which heals through creating a contextual holding environment within which the return of the repressed can be understood and prevented from sabotaging healthy interaction in the here and now.

**PST 998 Solution-Focused Couples Therapy**

This course presents a treatment method developed by Berg and DeShazer. The unique approach empowers a couple immediately, helps them to visualize changes they want and builds on what they are already doing that is working. The course uses readings and videotapes to demonstrate this model of therapy.

## VI. School of Business

*Updates Chapter VI of the 2006–2008 Graduate Bulletin*

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

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

*Updates p. 99*

#### Additions:

#### Management/Human Resources

BUS 653	Business Ethics
BUS 650	Conflict Management
HRM 763	The Executive Personality: Theory and Assessment

#### Accounting

ACC 601	Financial Statement Analysis
ACC 605	Tax Consequences of Financial Transactions
ACC 703	Advanced Auditing
ACC 704	Advanced Federal Taxation
ACC 706	Advanced Cost Accounting
ACC 707	Auditing and the Computer
ACC 708	Seminar in Accounting Theory
HHM 771	Hospital and Health Care Policy and Management

- HHM 772 Organizations of Systems for the Delivery of Health Care
- HHM 773 Health Resources and Manpower Management
- HHM 774 Legal Aspects of Health Care
- HHM 776 Hospital and Health Care Finance

**Health Services Administration**

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

**Admission Requirements**

*Updates p. 101*

- 10. International applicants must have obtained a minimum score of 550 on Test of English as a Foreign Language (TOEFL) within the past two years; a declaration and certificate of finances; and certified English translations of all prior academic records.

**Admission with Advanced Degree**

*Updates p. 103*

The School of Business no longer offers an M.S. in finance degree.

**Course Changes**

**Additions:**

*Updates p. 107–110*

**HHM 770 Quality Management and Regulation in Healthcare** 3 credits  
*Prerequisites: BUS 551, OPR 678*

The purpose of this course is to familiarize the student with the concept of quality improvement across the healthcare continuum. This course focuses on the history and evolution of quality, its terms, principles, theories, and practices, as well as the role and importance of the regulatory agencies responsible for quality oversight.

**HHM 775 Experiential Approach to Operations** 3 credits

This course provides fundamental experiential proficiency to health services administrators not formally trained in the health sciences. Students will become familiar with key concepts and terminology and learn to communicate with others in the healthcare field knowledge. Rotations, through managerial departments in healthcare facilities, allow students to gain real-world practical experience.

**HHM 778 Health Services Administration Internship** 3 credits

*NOTE: Students must have completed or waived 57 credits to begin the Health Services Administration Internship.*

This course will provide students with supervised professional training and experience in an actual work environment. It is an ongoing seminar between students, supervising faculty member, and employment preceptor. It involves completion of a learning contract, meetings with the faculty member, professional experience at senior-level and completion of a major project.

**BUS 650 Conflict Management** 3 credits

Introduction to the foundation and theories of conflict management, including: an interdisciplinary introduction to conflict, sources of conflict, and conflict theory various responses; the ADR continuum; and negotiation theory. Students will gain critical skills in multi-party and public policy facilitation. Emphasis upon methods to assess conflict and evaluation interventions.

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## VII. Ruth S. Ammon School of Education

*Updates Chapter VII in the 2006–2008  
Graduate Bulletin*

### Department of Communication Sciences and Disorders

#### Undergraduate Prerequisites

*Updates p. 119*

**Deletion:**  
SPE 220

#### Clinical Practicum

*Updates p. 120*

**Addition:**  
5. SPH 674 and 675

#### NYS Certification as Teacher of Students with Speech and Language Disabilities (TSSLD)

*Updates p. 121*

SPH 674 Last sentence should read:  
Students must pass the LAST and  
ATSW prior to SPH 674 or 675.

## The Doctor of Audiology (Au.D.) Program

*Updates p. 123*

Students enrolled in the program will  
be required to complete a minimum of  
86 hours of postbaccalaureate study.

#### Clinical Practicum Courses

*Updates p. 126*

SPH 652	Clinical Practicum in Audiology (2 credits)
SPH 653	Clinical Practicum in Audiology (1 credit)

#### Level 4 Course Requirements

*Updates p. 127*

Students in level 4 are required to take  
a minimum of 6, not 7, credits.

#### Additions to Required Courses:

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

## Additions to Elective

### Courses:

SPH 852	Advanced Audiology Practicum III
SPH 853	Advanced Audiology Practicum IV

## Course Changes

*Updates p. 167–173*

## Speech-Language Pathology

### Additions:

**SPH 602 Development of Speech and Language** (*for education majors; cross-listed with SPE 144*) *3 credits*

Study of the acquisition of speech and language in the normal child and the evolution of the processes of phonology, syntax, semantics, pragmatics and metalinguistics. Theories of language acquisition and methods of assessing language behavior are discussed, as well as issues related to cultural/linguistic diversity.

### Updates:

**SPH 603 Language Disorders in Children I** *3 credits*

An in-depth study of language disorders in young children. Emphasis will be on clinical assessment and intervention of language and emergent literacy in natural contexts such as collaborative pretend play, shared book reading, and other developmentally appropriate activities. Focus will be on children with specific language impairment.

**SPH 630 Voice Disorders** *3 credits*

A review of normal ventilatory, laryngeal and supralaryngeal function for voice production; an overview of clinical voice disorders, their classification, diagnosis and management. Experience is provided using and interpreting objective clinical measurement techniques in the evaluation of phonatory function.

## Audiology, Level 1 and 2 Courses

### Updates:

**SPH 609 Psychoacoustics and Instrumentation** *3 credits*

This course will examine the processes underlying normal auditory perception, including such phenomena as sensitivity, masking, loudness, and pitch; the physiological mechanisms influencing perception; and the instrumentation and techniques used to measure these phenomena. Topics include the basic physiological, acoustical, electrical, physical, and psychoacoustical principles involved in the practice of audiology. Laboratory exercises in the topic areas will be required.

SPH 653 Clinical Practicum in Audiology should be listed separately from SPH 652. This is a 1-credit course.

## Audiology, Level 3 and 4 Courses

### Updates:

**SPH 855 Clinical Externship and Seminar** *1 credit*

This course will accompany the full-time clinical externship in audiology. Grand round presentations by students will be conducted.

**SPH 829 Clinical Research Project Seminar** *1–3 credits*

This seminar is designed to assist the Level 4 Au.D. student in formulating and developing a clinical research project. Topics for individual projects will be proposed and discussed in seminar fashion. Students may also register for this course as a one-credit seminar, which will provide them with additional guidance for carrying the proposal to conclusion. Continuous matriculation in this class is required until the research project is completed.

### Addition:

**SPH 850, 851 Advanced Audiology Practicum** *1 credit each*

This course will accompany the off-site clinical placements and review current literature and case studies. Grand round presentations by students will be conducted.

## **Audiology, Elective Au.D. Courses**

### **Updates:**

SPH 841 Aural Rehab (Pediatrics) is a 1-credit course.

## **Doctor of Arts (D.A. Courses)**

### **Updates:**

#### **SPH 740, 741 Seminar in Current Issues and Research Trends in Speech Pathology and Audiology** *3 credits each*

Readings, research and discussion of current major issues in the discipline. Topics for discussion may include critical personnel shortages, increased scope of practice, requirements for entry level into the professions, private practice issues, evidence based practice and others.

#### **SPH 800 Advanced Seminar in Differential Diagnosis of Communicative Disorders** *3 credits*

An in-depth study of current issues in assessment. Topics will include psychometric issues, diversity, authentic assessment, differential diagnosis, and assessment of classroom and clinical practice students.

## **Department of Curriculum and Instruction**

### **Program Changes**

*Updates p. 116*

### **Deletions:**

- Bilingual Education Extensions to Elementary, Secondary, and Special Education and Communication Sciences and Disorders
- Master of Arts in TESOL (pre-certification)

### **Additions:**

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



## **M.A. in Art Education, Overview of the Program**

*Updates p. 137*

Students are no longer required to attend a fall orientation.

### **Spring, Year 1**

EEC 710 should read EEC 560.

## **M.A. in TESOL: Certification Track**

*Updates p. 139*

### **Fall, Year 2: Pedagogy**

Candidate must submit pre-student teaching portfolio (Synthesis Point) to their adviser for clearance.

### **Spring, Year 2: Performance**

Candidate must submit graduation portfolio (Reflection Point) to their adviser for clearance.

## **M.A. in TESOL: Non-Certification Track**

*Updates p. 139*

This program does not lead to New York State certification.

EDS 652 should be Paradigms of Knowing.

## **Advanced Certificate in TESOL**

### **Required Courses**

*Updates p. 140*

Candidate must submit pre-clinical practice portfolio (Synthesis Point) to their adviser for clearance.

### **Reflective Practice**

Candidate must submit graduation portfolio (Reflection Point) to their adviser for clearance.

## **Overview of the Bilingual Education Extension Advanced Certificate Program**

*Updates p. 140*

This program is for candidates who already hold professional certification in special education, adolescent, childhood, early childhood, early childhood special education, or literacy education.

### **Additions:**

## **Advanced Certificate in Literacy**

*Updates p. 145*

## Literacy Certification

### Birth–Grade 12 (24-credit program)

#### Core Requirements

ELY 601	Seminar in Literacy I (prior or corequisite with ELY 750)
ELY 602	The Reading-Writing Connection
ELY 603	Literacy in the Middle and Secondary Schools
ELY 750*	Assessing and Addressing Literacy Needs I
ELY 751**	Assessing and Addressing Literacy Needs II
ELY 753/755	Practicum in Literacy I
ELY 754/756	Practicum in Literacy II
ELY 800	Organizing, Supervising and Reforming Literacy Programs
ELY 801	Seminar in Literacy II (ELY 753 prerequisite)

## Literacy Certification

### Birth–Grade 6 (18-credit program)

#### Core Requirements

ELY 601	Seminar in Literacy I (prior or corequisite with ELY 750)
ELY 602	The Reading-Writing Connection
ELY 750*	Assessing and Addressing Literacy Needs I
ELY 751**	Assessing and Addressing Literacy Needs II
ELY 753/755	Practicum in Literacy I

ELY 800	Organizing, Supervising and Reforming Literacy Programs
ELY 801	Seminar in Literacy II (ELY 753 prerequisite)

## Literacy Certification

### Grade 5–Grade 12 (18-credit program)

#### Core Requirements

ELY 601	Seminar in Literacy I (prior or corequisite with ELY 750)
ELY 603	Literacy in the Middle and Secondary Schools
ELY 751**	Assessing and Addressing Literacy Needs II
ELY 753/755	Practicum in Literacy I
ELY 800	Organizing, Supervising and Reforming Literacy Programs
ELY 801	Seminar in Literacy II (ELY 753 prerequisite)

\*Adviser approval required

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

*NOTE: Candidate must hold a master's degree in a related area and New York State certification (or be eligible for same within the program's term) to complete the advanced certificate program. Candidate assumes full responsibility for all tuition and fees incurred. Candidate assumes all responsibility for supplying official documentation, and for meeting all certification requirements as of the date of program completion.*

## Advanced Certificate in Childhood Special Education

### Grades 1–6 (18 credits)

*Updates p. 148*

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

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

### Program of Study

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

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

**Prerequisite Courses:** (may be taken concurrently with foundation 700-level courses)

EEC 600	Introduction to Special Education* (25 hrs)
EEC 700	Families, Cultures and Learning* (10 hrs)

### Foundation Core Courses:

EEC 710	Classroom Management* (25 hrs)
EEC 720	Formal and Informal Methods of Assessment (25 hrs)
EEC 705	Team Collaboration

EEC 750	Methods of Instruction* (25 hrs)
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### Advanced Core Course:

EEC 800	Master's Seminar in Special Education
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### Student Teaching/Reflective Practice

Upon successful completion of all program courses, and passing scores on all required state examinations, candidates register for:

EEC 821	Practicum in Special Education Seminar (fall or spring)
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*OR*

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

## Course Changes

*Updates p. 174–175*

*Note: All EDO course prefixes should change to EAE.*

### Adolescence Education

#### Prerequisites:

EDO 596 and EDO 597 Inquiry and Expression (now EAE 596 and 597) do not have prerequisite requirements.

**Additions:**

**EDO 613 (now EAE 613) Secondary Mathematics Content, Pedagogy, and Assessment** 3 credits  
50 hours of field experience.

**EDO 617 (now EAE 617) Secondary Science Content, Pedagogy, and Assessment** 3 credits  
50 hours of fieldwork.

**EDO 618 (now EAE 618) Social Studies Content, Pedagogy, and Assessment** 3 credits  
50 hours of fieldwork.

**EAE 723 Special Topics: Literacies of Math, Science, and Technology** 3 credits  
The relationship between literacy and math and science teaching and learning is explored, along with strategies for promoting technology and information literacy.

**EAE 860 Master's Seminar in Adolescence Education, Inquiry and the Imagination** 3 credits  
Addresses alternative forms of inquiry, including creative writing, visual and performing arts. Individuals and group explorations across a range of creative modalities will help students discover an individual imaginative form for their final capstone project. No previous artistic experience required, just a willingness to explore alternative possibilities for discovering meaning.

**Deletion:**

**EDO 860 Master's Seminar in Adolescence Education**

**Art Education**

*Updates p. 175–177*

**Prerequisites:**

**EAR 525 Establishing the Role of the Arts and Education** does not have a prerequisite requirement.

**Deletion:**

**EAR 503 Exploring the Arts: Speech and Drama**

**Additions:**

**EAR 500 Special Topics: Exploring the Arts: Alice Hoffman Young Writer's Retreat** 3 credits  
Graduate students will act as participant/mentors for selected high school juniors. Participants will experience an intensive writing workshop with accomplished writers and artists who will facilitate the experience in ways that actively engage all participants in an exploration of identity and community through writing.

**EAR 500 Special Topics: Exploring the Arts: Art and Literature for Social Justice** 3 credits  
Students will examine creative works of art and literature that have served to awaken the imagination in order to bring about social change. Students will choose pressing social issues upon which to concentrate and will write and/or employ the visual arts to bring their group or individual projects to life.

**EAR 500 Special Topics: Exploring the Arts: Celebrating Artists with Autism** 3 credits  
An exploration of current issues and research regarding the atypical artistic development of children with autism. Topics include the function, major characteristics, and individual needs of young art makers with autism, as well as suggested methods for the art teacher to intervene with these children during the art process.

**EAR 500 Special Topics: Creating Art and Literature for Social Justice** 3 credits  
Students will examine creative works of art and literature that have served to awaken the imagination in order to bring about social change. Students will choose pressing social issues upon which to concentrate and will write and/or employ the visual arts to bring their group or individual projects to life.

**EAR 500 Special Topics: Exploring the Arts: Educational Theatre for Teachers** 3 credits  
This course is for educators with little or no prior experience in the performing arts. Participants learn how basic principles of educational theatre enliven curriculum and instruction. The workshop approach offers a safe, cooperative learning environment that allows participants to experience personal and professional growth.

**EAR 500 Special Topics: Exploring the Arts: Integrating the Arts in Curricula: The Waldorf Educational Method** *3 credits*

An introduction to methods that integrate the arts in learning using Waldorf education as a case study. We will focus on integrating the arts in the humanities and the sciences grades 1–12. Each student will participate in cooperative learning, handwork and drawing, generate curricula integrating the arts, and assemble a portfolio.

**EAR 500 Special Topics: Exploring the Arts Series: Math and Physics through Architecture** *3 credits*

Through hands-on, interactive activities and field trips, students will engage in an exploration on how mathematics can be taught in a successful and enlivening manner through the arts. This workshop is geared for both mathematics and science teachers. No prior artistic training necessary.

**EAR 500 Special Topics: Exploring the Arts: Native Arts and Pedagogy** *3 credits*

This course is a student-led seminar that provides an introduction to Indigenous Arts and Pedagogy mediated through the lenses of postcolonial ethnography and holistic life philosophy. Topics include: critical pedagogy, critical ethnography and indigenous perspectives regarding artistic processes and teaching, contextualized within the issues and concerns of contemporary indigenous communities.

**EAR 500 Special Topics: Exploring the Arts: Painting Process I** *3 credits*

Participants will engage in painting and writing exercises as well as group process activities. Students gain practice in meditation, communication skills that develop reflective and empathic listening and explore their multiple forms of intelligence: emotional, intuitive, symbolic, imaginative, spiritual, interpersonal and intrapersonal. Prior knowledge of painting technique is not necessary.

**EAR 500 Special Topics: Exploring the Arts: Women in Art and Literature** *3 credits*

An exploration of the social, cultural, and professional situation of women as seen through art and literature. Students will undertake a search involving studio experimentation and critical thinking to clarify their own position in our culture and generate initiatives for the innovative teaching of art and literature in the classroom.

**EAR 503 Exploring the Arts: Educational Theatre** *3 credits*

Participants will learn how educational theatre can enliven curriculum and instruction. This workshop offers a safe, cooperative learning environment that allows participants to experience first hand the educational potential of theatre arts for personal and professional growth, particularly for those who may feel intimidated by this art form.

**EAR 723 Special Topics**

## Bilingual Education

*Updates p. 177–179*

### Additions:

**EBE 605 Foundations of Bilingual Special Education** *3 credits*

This course provides an introduction to the philosophical, sociological, (socio-) linguistic, political, legal, and historical perspectives on bilingual education including bilingual special education. Additionally, relevant theories of second language acquisition with their appropriate classroom application are reviewed as part of the essential content for teachers of English language learners. *25 hours of field work required.*

**EBE 700 School-Based Measurement for Exceptional Children** *3 credits*

This course will provide an introduction to the principles of administering and interpreting assessments relevant to the child with special needs. Students will gain an understanding of basic statistics as well as the legal and ethical considerations of testing in the areas of intelligence, achievement, behavior, and skills screening.

**EBE 710 Case Study Development for Bilingual Exceptional Students** *3 credits*  
*Prerequisite: NUR 700*

This course emphasizes assessment as an integral part of the teaching-learning process. Students will understand assessment as a decision-making collaborative process; understand characteristics of bilingual students with special needs; analyze non-traditional methods of assessment; use a case study approach to gain in-depth understanding of the student to plan instruction.

**EBE 840 Student Teaching in Bilingual Special Education** 6 credits

This sixteen-week capstone experience will provide candidates the opportunity to work under the supervision of bilingual special education cooperating teachers at two different grade levels. The university supervisor will observe the candidate twice in each placement and will conduct weekly seminars on a range of topics.

*Candidate must apply to the Office of School and Community Partnerships a year before starting the scheduled clinical practice.*

**EBE 841 Practicum Teaching in Bilingual Special Education** 3 credits

This sixteen-week capstone experience will provide candidates the opportunity to work in their own bilingual special education classroom setting under the supervision of a university supervisor. The supervisor will observe the candidate twice in the field and will conduct weekly seminars on a range of topics.

*Candidate must apply to the Office of School and Community Partnerships a year before starting the scheduled clinical practice.*

**EBE 842 Practicum Teaching in Bilingual Special Education** 3 credits

This sixteen-week capstone experience will provide candidates the opportunity to work in their own bilingual special education classroom setting under the supervision of a university supervisor. The supervisor will observe the candidate twice in the field and will conduct weekly seminars on a range of topics.

*Candidate must apply to the Office of School and Community Partnerships a year before starting the scheduled clinical practice.*

**EBE 723 Special Topics** 3 credits**Childhood Education**

*Updates p. 179–181*

*Note: All EDO course prefixes should change to EAE.*

**Corequisites:****ECH 502 Reflective Practice Seminar in Childhood Education**

*Corequisites: ECH 807 and 820*

Taken concurrently with EDU 531 this seminar provides student teachers with the opportunity to reflect critically and analytically on their student teaching experiences.

**Additions:****EDO 613 (now EAE 613) Secondary Mathematics Content, Pedagogy, and Assessment**

*50 hours of field experience.*

**EDO 617 (now EAE 617) Secondary Science Content, Pedagogy, and Assessment**

*50 hours of fieldwork.*

**EDO 618 (now EAE 618) Social Studies Content, Pedagogy, and Assessment**

*50 hours of fieldwork.*

**EDU 723 Special Topics: Math, Science, and Technology Literacy**

Field-based techniques are used to carry out outdoor science activities and research projects in biology, chemistry, earth science and physics.

**Deletion:**

Remove the second ECH 502 course listed.

## Childhood Special Education

*Updates p. 182–184*

### **EEC 560 Managing Inclusive Environments, 7–12** 3 credits

The course introduces secondary educators to the changes in the current educational landscape that permit the accommodation of students with special needs in general education classrooms; explores professional obligations that attach to these changes; and analyzes classroom management options that maximize learning and minimize distractions in secondary classrooms. *Fieldwork is required.*

### **EEC 610 Current Topics in Special Education (Research I)** 3 credits

This seminar provides an opportunity for candidates to identify, focus and reflect on significant education issues in special education. Candidates will locate resources, find relevant literature, and critique current trends in the field. Candidates will sharpen their critical thinking, critical reading, and critical writing skills.

### **EEC 620 Technology and Instruction** 3 credits

This course provides the classroom teacher with hands-on experience using technology designed for students with and without special needs. Candidates will explore the effective infusion of technology in instructional design for school-age learners. Projects include identifying internet resources, creating multimedia lessons, and development of an instructional Web page.

### **EEC 630 Human Development, Cognition, and Teaching** 3 credits

Through an analysis of child development and learning theories, students explore why and how people think and construct knowledge. Students examine how these theories, individually and collectively, enlighten the teaching process. Students consider the interaction of learning theories with diverse populations defined by gender, culture, disability, and language.

### **EEC 700 Families, Cultures, and Learning** 3 credits

This course is designed to provide an awareness of diversity issues by examining specific values and beliefs. The course focuses on the impact of families and cultures on the cognitive, linguistic, and affective growth of children. *Ten hours fieldwork required.*

### **EEC 705 Team Collaboration** 3 credits

This course is designed for educators working with students with special needs, their families, and related services professionals. Emphasis is placed on understanding the roles of CSE team members, facilitating communication among service providers, and analyzing collaborative strategies employed in and outside inclusive classrooms.

### **EEC 710 Classroom Management** 3 credits

This course is designed to define, specify, and measure the behaviors teachers recognize as necessary in the repertoire of the special child. The course will equip teachers with the understanding of basic principles of behavior change and a humanistic philosophical approach to behavior modification. *Twenty-five hours of fieldwork required.*

## **Additions:**

### **EEC 720 Methods of Assessment** 3 credits

### **EEC 723 Special Topics: Introduction to Autism Spectrum Disorders** 3 credits

This course introduces autism spectrum disorders, focusing on cognitive, behavioral, social, and academic issues of individuals with autism, Asperger's Syndrome, and Pervasive Developmental Disorders. Topics include: theories of cause and development, the diagnostic process, education and therapeutic interventions, psycho-social adjustment, IDEA and IEP development, multi-disciplinary teams, and working with families.

## **Updates:**

Students must take EEC 600, EEC 610, EEC 620 and EEC 630 before taking EEC 705, EEC 710, EEC 720, EEC 750 and EEC 800.

## Early Childhood Education

*Updates p. 184*

## **Addition:**

### **EYC 550 Special Topics: Listen and Learn** 1 credit

Participants will be introduced to classroom activities aimed at developing the auditory skills of their young students. These lessons will support the readiness growth of students through interactive finger plays, read alouds, phonemic awareness, rhyming, riddles, music and choral speaking.

## Early Childhood Special Education

*Updates p. 186*

### Additions:

#### **ECS 810 Special Topics: Working with the Young Medically Fragile Child** 3 credits

*Open to non-majors*

Introduction for professionals from any helping discipline to understand and/or meet the developmental needs of young children (birth-second grade) with severe or complex medical challenges. Common diagnoses, medical conditions, assistive technology, implications for educational planning, related legislation. Specific strategies for multidisciplinary and family collaboration to maximize child development and education.

#### **ECS 810 Special Topics: Interventions for Autism Spectrum Disorder in Young Children** 3 credits

*Prerequisite: EEC 600 or previous course work or life experience in autism topics.*

*Open to non-majors*

Assessment tools used in diagnosis and multiple treatment options for young children with autistic spectrum disorders. Treatment options to be introduced include Applied Behavioral Analysis, TEACCH, DIR RDI, Sensory Integration and Biomedical treatment approaches. Presentations of NYS Clinical Practice Guidelines for autism spectrum disorders in early intervention.

#### **ECS 810 Special Topics: Effective Supervision of the ECSE Paraprofessional or Aide** 3 credits

*Prerequisite: ECS 600 or equivalent.*

*Open to non-majors*

Clarification of the various roles of paraprofessionals within early intervention and early childhood special education. Basic supervision strategies, including effective communication, proactive planning, and constructive counseling. Developing a working partnership with staff to support personal and professional growth. Explore and problem-solve some of the most frequent challenges to effective supervision.

#### **ECS 810 Special Topics: Practical Strategies for Home and Community**

#### **Early Intervention** 3 credits

*Prerequisite: ECS 600 or equivalent.*

*Open to non-majors*

Practical strategies for using research-based teaching techniques for effective delivery of both home and community-based service for young children with special needs in their natural environments. Environmental and materials considerations; supporting and teaching parents and other caregivers, communication techniques and early intervention requirements related to NYS.

## Education

*Updates p. 187–188*

### Additions:

#### **EDU 723 Special Topics: Cognition and Student Learning** 3 credits

Candidates will study cognition and learning from the psychological perspective on education, focusing on cognitive, social personality, and emotional development as a series of progressive changes. An emphasis on the learning theories within a multicultural and diverse society will be placed, embodying a theme of reflective practice along with application.

#### **EDU 723 Special Topics: Creative Arts for the Exceptional Child** 3 credits

This course offers practical, workable ways of attaining realistic academic goals for exceptional children. Teachers of exceptional children need simple hands-on ways of meeting curriculum requirements, specific I.E.P. goals, and classroom management which offers an opportunity for maximum social and emotional growth.

#### **EDU 723 Special Topics: Field-Based Science** 3 credits

Field-based techniques are used to carry out outdoor science activities and research projects in biology, chemistry, earth science and physics.



**EDU 723 Special Topics:****Literacy Foundations: Teachers of Health Physical Education** 3 credits

This course gives preservice candidates' foundational knowledge in literacy theories and methods to assist them in understanding students' literacy development. A field component for the course allows candidates practice in teaching literacy in the elementary and secondary grades and to review services for students.

**EDU 723 Special Topics: Math, Science, and Technology Literacy** 3 credits

The relationship between literacy and math and science teaching and learning is explored, along with strategies for promoting technology and information literacy.

**EDU 723 Special Topics: Methods of Foreign Language Instruction** 3 credits

This course will examine in-depth theories and research in the field of Language Education in accordance with the ACTFL (American Council on the Teaching of Foreign Languages) Standards and the national Standards for Foreign Language Learning in the 21st Century. Students are required to complete 25 hours of fieldwork in secondary schools.

**EDU 723 Special Topics: Oral History and Curriculum Development** 3 credits

Teacher candidates collaborate with high school students on oral histories of a local community. They develop curriculum for local high school social studies and English classes. They learn project-based learning in the field of community history. This project connects the familiar to the wider world of social studies curriculum.

**EDU 723 Special Topics: Socio-cognitive Perceptions of Motivation in Learning** 3 credits

Candidates will study motivation from the physical, psychological, and socio-emotional perspective as it impacts student learning. Social and cultural models of learning that stress the situated nature of learner's beliefs and cognitions will be discussed. An emphasis will be placed on how contextual factors shape and influence learning and motivation.

**EDU 723 Special Topics: Teaching Composition** 3 credits

This course surveys the theory and explores the practice of teaching writing in the secondary school.

**Education Studies**

*Updates p. 188*

**Additions:****EDU 723 Special Topics: Cognition and Student Learning** 3 credits

Candidates will study cognition and learning from the psychological perspective on education, focusing on cognitive, social, personality, and emotional development as a series of progressive changes. An emphasis on the learning theories within a multicultural and diverse society will be placed, embodying a theme of reflective practice along with application.

**EDS 723 Special Topics: Comparative Education and Culture: Africa** 3 credits

This course is part of a series of future courses designed to acclimate students to teaching environments from a global perspective. Students in this course explore local languages, histories, and cultures of Africa in the contexts of teaching and learning. The students examine comparative instructional strategies and styles.

**EDU 723 Special Topics: Creative Arts for the Exceptional Child** 3 credits

This course offers practical, workable ways of attaining realistic academic goals for exceptional children. Teachers of exceptional children need simple hands-on ways of meeting curriculum requirements, specific I.E.P. goals and classroom management which offers an opportunity for maximum social and emotional growth.

**EDU 723 Special Topics: Diversity, Community and Leadership** 3 credits

This course addresses the challenges for educational leaders of establishing high standards for all students within curricula while meeting the needs of a diverse population. It frames the tensions between achievement and equity, the challenges of the achievement gap, overrepresentation of minorities in special education, and disparities in resources. *Required 10-hour field component.*

**EDU 723 Special Topics: Emotional Lives of Children: Classroom as Community** 3 credits

Designed for current and future school personnel, this course explores the emotional lives of children. Psychological, phenomenological, and literacy understandings of childhood are addressed. Methods for creating a classroom community that enhances the emotional well-being of children are explored.

**EDU 723 Special Topics: Literacy Foundations: Teachers of Health and Physical Education**

3 credits

This course will provide preservice physical education and health education candidates with foundational knowledge in literacy theories and methods to assist them in understanding and aiding students' literacy development and will enable them to be part of an instructional team at both the childhood and adolescent levels.

**EDU 723 Special Topics: Socio-Cognitive Perceptions of Motivation in Learning**

3 credits

Candidates will study motivation from the physical, psychological and socio-emotional perspective as it impacts student learning. Social and cultural models of learning that stress the situated nature of learner's beliefs and cognitions will be discussed. Emphasis will be placed on how contextual factors shape and influence learning and motivation.

## Educational Leadership

*Updates p. 188–189*

**Additions:**

**EDL 723 Special Topics:**

**School-Based Financial Planning**

3 credits

This course engages aspiring school leaders in learning events, conditions and circumstances to know how education is financed in New York City and State. Specifically, the course examines important movements, trends and innovations shaping education in the 21<sup>st</sup> century: Financing School Facilities, School Budgetary Systems and Grant writing.

**EDL 723 Special Topics: Urban Education: Challenges and Opportunities**

3 credits

This course will critically examine the strategies, challenges and opportunities of teaching in an urban setting: impact of urban youth culture; disproportionate suspension rates; widening achievement gap among diverse populations; role of teachers; deficit models of teaching and learning; and race and class. The course will also deconstruct myths and realities through readings, discussion, film and class projects.

## Literacy

*Updates p. 189–191*

**Deletion:**

ELY 753, 754 Practicum in Literacy I and II

**Additions:**

**ELY 555 Administrative Internship**

5 credits

*Prerequisites: Need 18 credits and review of e-folio. Approval of Program Director needed to register for course.*

**ELY 635 Literacy for the Bilingual Exceptional Child**

3 credits

Teacher candidates will create appropriate literacy goals and strategies for the bilingual exceptional child in various developmental stages and levels of language proficiency. Candidates will examine theories and methods of instruction in reading and writing that can be implemented to address the needs of bilingual students with special needs. *25 hours of field work required.*

**ELY 753/755, 754/756 Practicum in Literacy I and II**

3 credits each

*Prerequisite for ELY 753/755 is ELY 751 and approval of electronic portfolio; prerequisite of ELY 754/756 is the successful completion of ELY 753/755. ELY 753/755 and 754/756 may not be taken concurrently.*

This two-course sequence consists of supervised application of diagnostic and interventional techniques in a clinical or classroom situation. Students will apply and interpret formal and informal assessment strategies so as to individualize instruction for struggling readers and writers. Students will have the opportunity to work with individuals and small groups. Both elementary and secondary clinical experiences will be arranged as appropriate. Candidates will attend seminars where candidates will discuss issues related to clinical practice.

## **Department of Health Studies, Physical Education and Human Performance Science**

*Updates p. 155*

### **Graduate Alternative Teacher Education (GATE) Program in Health**

#### **Required Courses**

**Addition:**

HED 601 Contemporary Health  
Issues

**Deletion:**

HED 702 Intervention Techniques  
for Health Education

#### **Electives/Corequisites**

**Addition:**

HED 702 Intervention Techniques  
for Health Education

**Deletion:**

HED 601 Contemporary Health  
Issues

## **M.A. in Health Education**

*Updates p. 156*

#### **Required Courses**

**Addition:**

HED 601 Contemporary Health  
Issues

**Deletion:**

HED 702 Intervention Techniques  
for Health Education

#### **Electives in Health Education or Other Fields**

**Addition:**

HED 702 Intervention Techniques  
for Health Education

**Deletion:**

HED 601 Contemporary Health  
Issues

## **M.A. in Physical Education**

*Updates p. 158–159*

#### **Departmental Electives in Elementary Physical Education**

**Deletion:**

PED 680 Innovative Activities for  
Elementary School

#### **Departmental Electives in Adapted Physical Education**

**Deletion:**

PED 673 Evaluation: Special  
Populations

## Departmental Electives in Sports Management

### Course Updates:

PED 608	Computer Applications
PED 633	Sport Marketing
PED 646	Sport Media and Communications

## Graduate Alternative Teacher Education (GATE) Program in Physical Education

Students without prior certification in physical education may enter the program.

All students must achieve the minimum grade of C– or better in all undergraduate and graduate course work. A minimum GPA of 3.0 must be achieved for entrance to student teaching and graduation.

## Education Foundations

*Updates p. 160*

### Course Updates:

PED 525	Curriculum and Methods of Instruction
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## Specializations

### Adapted Physical Education

It is recommended that students enter the program with an undergraduate GPA of 3.0 or better. Specialization requirements are now a minimum of 18 credits. Also, exit requirements include: (a) must obtain Special Olympics coaching certification in two sports and (b) must take the Adapted Physical Education National Standards (APENS) exam.

## Exercise Physiology, Core Courses

*Updates p. 161*

### Addition:

PED 623	Adult Fitness Programming
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### Deletions:

PED 658	Neuromuscular Aspects of Human Performance
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## Exercise Physiology, Emphasis

### Addition:

PED 658	Neuromuscular Aspects of Human Performance
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### Deletion:

PED 623	Adult Fitness Programming
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## Course Changes

### Health Studies

*Updates p. 192–193*

### Update:

#### HED 601 Contemporary Health Issues

Investigation of critical health issues affecting individuals, families, and communities. Detailed analysis of causes and prevention strategies will draw from social science, medical, epidemiological, and education research. This course meets the New York State requirements for child abuse education.

### Prerequisites:

HED 650, HED 701, HED 702, and HED 703 no longer have prerequisites.

## VIII. School of Nursing

*Replaces Chapter VIII of the 2006–2008 Graduate Bulletin.*

Alumnae Hall 220  
Patrick Coonan, *Dean*  
Email: Coonan@adelphi.edu

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

### Professional Philosophy

The philosophy of the master's program in nursing at Adelphi University is to facilitate the student's transition into advanced practice nursing roles, specifically the roles of nurse educator, nurse practitioner, emergency and disaster nurse manager, and nursing administrator; to foster the professional role development necessary for providing leadership in the delivery of healthcare; and to provide a foundation for doctoral study. At the master's level, nursing education is concerned with increasing specialization in the diverse theoretical foundations of nursing and specialization in advanced nursing practice. We expect that our graduates will contribute to the development of nursing as a profession through the development, implementation and evaluation of advanced practice roles.

The emphasis of graduate education is on the development of scholarly criti-

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

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

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

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

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

## Programs of Study

- A. Doctor of Philosophy in Nursing (Ph.D.)
- B. Master of Science (M.S.)
  - 1. Adult Health Nurse Practitioner
  - 2. Emergency Nursing/Disaster Management
  - 3. Nursing Administration
  - 4. Nursing Education
- C. Joint Master of Science/Master of Business Administration (M.S./M.B.A.)
- D. Post-Master's Certificate
  - 1. Adult Health Nurse Practitioner
  - 2. Emergency Nursing/Disaster Management
  - 3. Nursing Administration
  - 4. Nursing Education

## Degree Requirements for the Master of Science

Candidates for the degree of Master of Science must satisfactorily complete a program of study and submit a master's project. Candidates must also fulfill all requirements of the curriculum in which they are enrolled.

The required Capstone Project is a scholarly paper for which a number of options are available. These include a project proposal that does not require implementation for graduation; completion of a qualitative or quantitative research project; an evaluation research project; or an educational or administrative project.

All students must pass a written Comprehensive Examination given at

the completion of all course work. This requirement is for all students admitted after Spring 2006.

Degree requirements must be completed within five years after matriculation. At the end of the five-year period, the student's record is reevaluated in terms of the curriculum in effect at the time and the student is advised of any additional requirements for graduation. The responsibility of fulfilling degree requirements rests with the student.

All students enrolled in any M.S. program take the same required set of foundational courses called "core" (15 credits). Some of these courses have prerequisites or self-study modules. The core courses must be completed before enrolling in the "specialty" courses. Each student also completes a Capstone Project at the end of most of the specialty course work.

Courses are 3 credits unless otherwise noted.

### Core Courses (15 credits)

NUR 602	Frameworks for Advanced Nursing
NUR 606	Statistics for Nursing Research
NUR 607	Informatics: Information, Data and Knowledge
NUR 702	Health Issues, Policy and Politics in Health Care
NUR 650	Seminar in Nursing Research, Conduct and Utilization

### Capstone Course (3 credits)

NUR 753	Capstone Project
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## Master of Science Adult Health Nurse Practitioner (51 credits)

This advanced nursing practice concentration entails in-depth study of adult-health nursing. The curriculum integrates theoretical knowledge and practical skills while exploring the issues and forces within the health-care delivery system that affect the roles of the advanced practice nurse. Students have opportunities to work with advanced practice nurses and other health professionals in a variety of clinical settings.

Through study of the many facets of physical illness and nursing care, this component prepares students to become nurse practitioners in adult health nursing. The program emphasizes scientific inquiry as a tool for building clinical knowledge and testing the validity of the theoretical assumptions underlying nursing practice.

### Core Courses (15 credits)

#### Specialty Core Courses (18 credits)

NUR 738	Adult Health Promotion and Disease Prevention
NUR 761	Advanced Practice Professional Role and Practice Management (1 credit)
NUR 754	Advanced Human Physiology
NUR 752	Advanced Pathophysiology
NUR 753	Advanced Pharmacology

NUR 764	Advanced Physical Assessment of the Adult
NUR 755	Advanced Physical Assessment Clinical (2 credits)

#### Adult Health Nurse Practitioner Specialty Courses (15 credits)

NUR 633	Adult Health Nursing I: Theory and Clinical (4 credits)
NUR 638	Adult Health Nursing II: Theory and Clinical (4 credits)
NUR 640	Summer Clinical Practicum (1 credit)
NUR 653	Adult Health Nursing III: Theory and Clinical
NUR 742	Adult Health IV: Theory and Clinical

#### Capstone Course (3 credits)

NUR 753	Capstone Project (3 credits)
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## Master of Science Emergency Nursing/ Disaster Management (42 credits)

The emergency nursing/disaster management program is a 42-credit master's degree program designed to prepare nurses for managerial positions in the emergency department and disaster management settings. After completing the program, the graduate will be able to attain employment and successfully work in the field of disaster nursing and emergency management as a clinician, manager, educator, consultant or researcher.

*Courses are three credits unless noted otherwise.*

**Core Courses** (15 credits)**Specialty Core Courses** (12 credits)

NUR 657	Introduction to Emergency Management (cross reference with EMG 501)
EMG 502	Epidemic and Pandemic Planning and Response
MGT 561	Management Theory and Organizational Behavior
NUR 690	Interventions for Human Responses to Disasters

**Specialty Courses** (12 credits)

NUR 658	Leadership and Management of Disasters Across the Continuum of the Public's Health
NUR 659	Leadership and Management Practicum (for 658)
NUR 613	Special Needs of Vulnerable Groups During Disasters
NUR 605	Seminar in Clinical Leadership

**Capstone Course** (3 credits)

NUR 753	Capstone Project
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## Master of Science Nursing Administration

(45 credits)

The concentration in nursing administration prepares nurse managers who can function in a variety of healthcare settings. Topics include nursing theories, group dynamics, communication and professional issues and trends. To

prepare to serve as leaders in improving healthcare services, students study leadership roles in the healthcare field. Through the program's research component, students gain practice in analyzing and implementing research findings.

**Program Plan**

*Courses are three credits unless noted otherwise.*

**Core Courses** (15 credits)**Specialty Courses** (21 credits)

HRM 765	Developing World Class Human Resources
MGT 561	Management Theory and Organizational Behavior
NUR 604	Team Building for Nurse Leaders
NUR 605	Seminar in Clinical Leadership
NUR 664	Collective Bargaining (1 credit)
NUR 665	Legal Issues (1 credit)
NUR 666	Ethical Issues (1 credit)
NUR 677	Financial Literacy for Nurse Leaders
NUR 768	Seminar in Processes of Evaluation for Nurse Leaders

**Functional Focus Course** (6 credits)

NUR 770	Seminar and Practicum in Nursing Administration
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**Capstone Course** (3 credits)

NUR 753	Capstone Project
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## Joint M.S./M.B.A. Degree Program

*(81 credits)*

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

### Program Plan

*Courses are three credits unless noted otherwise.*

### Nursing Requirements

*(36 credits)*

*(Includes Core Courses of 15 credits and capstone project, 3 credits)*

### Specialty Courses *(12 credits)*

NUR 604	Team Building for Nurse Leaders
NUR 605	Seminar in Clinical Leadership
NUR 664	Collective Bargaining <i>(1 credit)</i>
NUR 665	Legal Issues <i>(1 credit)</i>
NUR 666	Ethical Issues <i>(1 credit)</i>
NUR 768	Seminar in Processes of Evaluation for Nurse Leaders

### Functional Focus Course *(6 credits)*

NUR 770	Seminar and Practicum in Nursing Administration
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### Business Administration

#### Requirements *(45 credits)*

ACC 500	Financial Accounting
ACC 600	Accounting for Managerial Analysis
BUS 689	Persuasive Communication and Negotiation
ECA 520	Macroeconomics
ECA 521	Microeconomics
FIN 630	Corporate Finance
FIN 734	Building Shareholder Value through Competitive Analysis
HHM 772	Organizational Systems Delivery of Health Care
HHM 776	Hospital and Healthcare Finance
HRM 765	Developing World Class Human Resources
MGT 561	Management Theory and Organizational Behavior
MKT 580	Marketing Management
OPR 507	Mathematics for Managers

OPR 573	Management Information Systems
OPR 638	Best Practices Production and Total Quality Management

**Capstone Course** (3 credits)

NUR 753	Capstone Project
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## Master of Science Nursing Education

(45 credits)

The Master of Science in nursing education prepares students as nurse educators competent to function in a variety of educational and healthcare settings, but primarily to assume responsibilities as faculty members in undergraduate nursing programs. As students develop in this advanced practice role, they will acquire knowledge, skills and values related to teaching and learning, instructional design, assessment and measurement strategies, and curriculum development implementation and evaluation in nursing education. The Capstone seminar and practicum will afford students the opportunity to be guided by expert nurse educators and to apply newly gained knowledge as they function in the nurse educator role.

After completing the program, graduates will be able to assist in meeting the educational needs of the nursing profession and healthcare consumers; integrate scholarly processes in nursing education practice; develop, implement and evaluate innovative approaches to nursing education; and advance the professional role of the nurse educator. Graduates also will be eligible to take the newly offered National League for

Nursing certification examination for nurse educators.

### Program Plan

The Master of Science (M.S.) in nursing education is a credit specialty program with credit allocation as follows: 12 credits in core courses (required in all master's level nursing degree programs); 5 credits in specialty core courses; 16 credits in specialty course content; and 6 credits of professional cognates, which allow students to take courses of interest in specialty-related areas within the School of Nursing and other schools in the University.

#### Core Courses (15 credits)

##### Specialty Core Courses (5 credits)

NUR 605	Seminar in Clinical Leadership
NUR 665	Legal Issues (1 credit)
NUR 666	Ethical Issues (1 credit)

##### Specialty Courses (16 credits)

NUR 679	Curriculum Development, Implementation and Evaluation
NUR 789	Educational Theories and Application to Learning
NUR 791	Instructional Design in Nursing Education
NUR 792	Assessment and Measurement in Teaching
NUR 793	Seminar and Practicum in Nursing Education (4 credits)

**Professional Cognate Courses***(6 credits)*

Students choose 6 credits of graduate-level courses in specialty-related areas within the School of Nursing and other Schools in the University.

**Capstone Course** *(3 credits)*

NUR 753 Capstone Project

**Post-Master's Certificate Programs**

Designed for students who already hold a master's degree in nursing, the Advanced Certificate program provides an educational route to respecialize in an area other than that studied in their master's program. The program aims to strengthen the administrative or clinical capability of master's-prepared nurses who are planning or are already involved in a role expansion or role change. Some examples are: the clinical specialist who is moving into an administrative or nurse practitioner role; and the nurse whose major was teaching and who wishes to become a nurse practitioner.

The program is individualized for each applicant. It is a part-time course of study that includes 21–33 credits of master's courses. The certificate is awarded upon successful completion of required courses. Prior graduate courses are evaluated for possible advanced standing in the certificate program.

Areas of study include nurse practitioner in adult health nursing, emergency nursing and disaster management, nursing education, and nursing administration.

**Post-Master's Certificate  
Adult Health Nurse  
Practitioner***(30–33 credits)***Specialty Core Courses** *(18 credits)*

NUR 738	Adult Health Promotion and Disease Prevention
NUR 761	Advanced Practice Professional Role and Practice Management <i>(1 credit)</i>
NUR 754	Advanced Human Physiology
NUR 752	Advanced Pathophysiology
NUR 753	Advanced Pharmacology
NUR 764	Advanced Physical Assessment of the Adult
NUR 755	Advanced Physical Assessment Clinical <i>(2 credits)</i>

**Specialty Courses** *(15 credits)*

NUR 633	Adult Health Nursing I: Theory and Clinical <i>(4 credits)</i>
NUR 638	Adult Health Nursing II: Theory and Clinical <i>(4 credits)</i>
NUR 640	Summer Clinical Practicum <i>(1 credit)</i>
NUR 653	Adult Health Nursing III: Theory and Clinical
NUR 742	Adult Health IV: Theory and Clinical

## Post-Master's Certificate Emergency Nursing and Disaster Management

(24 credits)

The Post-Master's Certificate in emergency nursing and disaster management is a 24-credit program designed to prepare nurses who have some emergency department or emergency management experience with more formal, in-depth education in the area of emergency nursing and disaster management. Graduates can expect to assume a leadership position in the field of disaster nursing and emergency management as a clinician, manager, educator, consultant, or researcher.

*Courses are three credits unless noted otherwise.*

### Specialty Core Courses (12 credits)

NUR 657	Introduction to Emergency Management
EMG 502	Epidemic and Pandemic Planning and Response
MGT 561	Management Theory and Organizational Behavior
NUR 652	Interventions for Human Responses to Disaster

### Specialty Courses (12 credits)

NUR 658	Leadership and Management of Disasters across the Continuum of the Public's Health
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NUR 659	Leadership and Management Practicum (for 658)
NUR 613	Special Needs of Vulnerable Groups during Disasters
NUR 605	Seminar in Clinical Leadership

## Post-Master's Certificate Nursing Administration

(21 credits)

*Courses are three credits unless noted otherwise.*

### Specialty Foundation Courses

(18 credits)

HRM 765	Developing World Class Human Resources
MGT 561	Management Theory and Organizational Behavior
NUR 604	Team Building for Nurse Leaders
NUR 605	Seminar in Clinical Leadership
NUR 664	Collective Bargaining (1 credit)
NUR 665	Legal Issues (1 credit)
NUR 666	Ethical Issues (1 credit)
NUR 768	Seminar in Processes of Evaluation for Nurse Leaders

### Functional Focus Course (3 credits)

NUR 770	Seminar and Practicum in Nursing Administration
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## Post-Master's Certificate Nursing Education (21 credits)

This program is designed to prepare the nurse who has earned a master's degree in nursing to implement the role and responsibilities of the academic nurse educator in diverse educational and healthcare settings. With the knowledge, skills, and values acquired during the program, graduates will be able to help meet the educational needs of the nursing profession and healthcare consumers and advance the professional role of the nurse educator.

*Courses are three credits unless noted otherwise.*

### Specialty Core Courses (5 credits)

NUR 605	Seminar in Clinical Leadership
NUR 665	Legal Issues (1 credit)
NUR 666	Ethical Issues (1 credit)

### Specialty Courses (16 credits)

NUR 679	Curriculum Development, Implementation and Evaluation
NUR 789	Educational Theories and Application to Learning
NUR 791	Instructional Design in Nursing Education
NUR 792	Assessment and Measurement in Teaching
NUR 793	Seminar and Practicum in Nursing Education (4 credits)

## Doctor of Philosophy (Ph.D.) in Nursing (54-credit minimum)

The doctoral program in nursing is designed to prepare expert nurse-scholars who will advance the development of knowledge for the discipline; contribute to the science of nursing; advance healthcare through teaching, research and leadership; and improve the health of society. Students will be exposed to breadth of ideas, information and theories, and discuss and debate opposing ideas. The program is grounded in philosophical and foundational core nursing knowledge as well as knowledge of research methodologies and methods. The student's focus of substantive inquiry provides the context for the application of foundational knowledge. A nurse-educator role sequence examines content and provides a precepted experience with a goal that students assume roles in education following graduation.

This 54-credit (minimum) program leads to the Ph.D. degree in nursing. An M.S. in nursing is required for entry. The program offers strong cores in both nursing science and research. Two graduate-level statistics courses are required. In addition, a concentration of nursing education courses is offered to prepare not only nurse scientists, but also those who will assume roles as faculty members in schools of nursing. Students also select graduate-level cognate courses, which support the dissertation topic or its methods, and are usually taken in schools or departments other than nursing.

A seminar format is used for most nursing courses. Inherent in this decision is the faculty's belief that nursing education fosters collegiality, collaboration, leadership and professional growth. To that end, the faculty will facilitate learning by inviting the review and critique of selected topics and readings. Students also select readings appropriate to the topic for seminar discussion. Within a supportive environment, students are encouraged to challenge and debate ideas and to work towards extending each other's thinking. Thus, the responsibility for learning rests with the student and his or her commitment to scholarship and the advancement of the science of nursing.

Following completion of 48 credits of course work, students must successfully complete a comprehensive examination to be admitted to candidacy and begin work on the required dissertation. The dissertation guidance process follows the formal defense of the student's research proposal.

Planning for the student's dissertation begins early in the program through courses designed to assist with this research process. The dissertation requires two semesters of work, six credits of dissertation advisement, at a minimum. The successful oral defense of the dissertation is the last step in the program before graduation.

The program may be taken on a full time (9–12 credits per semester) or part-time basis. Most courses are offered one day a week. Students are admitted only in the fall semester and proceed through the program in cohorts. Procedures for the program, progression, oral defense, leaves of absence, graduation, etc., are outlined in the

*Doctoral Student Handbook* provided to all students following admission to the program. Please note that the deadline for application for the fall semester is February 15th.

### **Program Plan** (*54-credit minimum required*)

*Courses are three credits unless noted otherwise.*

#### **Nursing Science/Core/Foundation** (15 credits)

NUR 803	Philosophical Foundations of Nursing Science
NUR 804	Knowledge Development in Nursing Science
NUR 805	Research Seminar I: Problem Identification; Phenomena of Concern
NUR 806	Health Policy Leadership
NUR 807	Ethics in Healthcare

#### **Research/Statistics/Methods of Inquiry** (18 credits)

NUR 808	Qualitative Research Approaches
NUR 809	Qualitative Research Methods
NUR 812	Quantitative Research Designs and Methods
NUR 813	Research Seminar II: Proposal Development
PSI 644	Advanced Psychological Statistics
PSI 645	Design and Analysis of Experiments

#### **Cognates** (6 credits)

Cognate courses support student's dissertation/research.

**Education (Role/Focus) (9–13 credits)**

Course selection depends on student's preparation in education. Plans of study for students are developed individually in consultation with the faculty adviser.

NUR 679	Curriculum Development, Implementation and Evaluation
NUR 789	Educational Theories and Application to Learning
NUR 791	Instructional Design in Nursing Education
NUR 792	Assessment and Measurement in Teaching
NUR 793	Seminar and Practicum in Nursing Education (4 credits)
NUR 814	Nursing Education and Diverse Learners
NUR 815	Research in Nursing Education
NUR 816	Advances in Technology and Nursing Education
NUR 817	Precepted Experience in Education (2–4 credits)

**Dissertation Advisement (6 credits)**

In addition to the 6-credit minimum dissertation advisement, candidates are required to register for 3 credits per semester until dissertation is completed and defended.

NUR 889	Dissertation Guidance I
NUR 890	Dissertation Guidance II

**Admission****General Requirements**

Unless otherwise indicated, the following are required for admission into all courses of study at the master's level:

- Applicants must meet all University admission requirements as set forth in the *Graduate Bulletin*.
- Be currently licensed as a registered professional nurse or eligible for licensure in the state of New York.

Students must have:

- Completed a baccalaureate degree in nursing from a nationally accredited undergraduate nursing program.\*\*
- A cumulative grade-point average of 3.0 (on a 4-point scale) or better from the undergraduate nursing program.
- Completed an introductory/basic statistics course with a grade of "B" or higher.
- Submitted official transcripts of all prior academic work.
- Submitted two letters of reference.
- Completed the application form and submitted the required application fee.
- Proof of BCLS certification for all programs; Proof of ACLS certification for the Acute Care and Emergency Nursing Emergency Management NP Programs.

**Applicants with Non-Nursing Baccalaureate Degrees:**

Applicants with a non-nursing baccalaureate degree will be considered for admission, but will be required to take

some undergraduate nursing courses prior to enrolling in the M.S. courses. The specific undergraduate courses that will be required and the amount of credits required will be determined on an individual basis following review of transcript(s) by School of Nursing faculty/advisers.

### **Clinical Experience Requirement for All Graduate Programs**

Applicants should have two years of clinical nursing practice before registering for the specialty courses.

### **Requirement for the M.S.-M.B.A. Program**

Applicants to the joint program are required to have completed the Graduate Management Admissions Test (GMAT) prior to applying for admission to the program.

### **Requirements for the Post-Master's Certificate Program**

Requirements for the Post-Master's Certificate Program must have a master's degree in nursing.

### **Essay/Writing Sample**

Following acceptance, all students are required to complete an "in person" essay as a writing sample; this is administered by/in the School of Nursing.

### **Provisional Admission**

Applicants who do not meet all admission criteria are eligible for provisional admission at the discretion of the Program Director. Students who are provisionally admitted are required to complete 12 credit hours before they

may be considered for regular admission status. The student must receive no grade lower than a "B-" in each of these courses. Upon satisfaction of the 12 provisional credit hours with a grade of "B" or higher in each course, the student's admission will be changed to regular admission.

Please see the *School of Nursing Student Handbook* for all policies related to admission, progression, and graduation.

### **International Student Requirements**

International applicants to all graduate programs in the School of Nursing must have obtained a minimum score of 550 on the Test of English as a Foreign Language (TOEFL) within the last two years; a declaration and certificate of finances; and certified English translations of all prior academic records.

The faculty reserves the right to require additional supportive data or prerequisites from applicants to all programs.

### **Doctoral Admission Requirements**

The deadline for receipt of all application materials is *February 15th* to be considered for the following fall semester.

To be considered for admission to the doctoral program in nursing, applicants must:

- Have an M.S. or M.S.N. from an accredited nursing program (CCNE or NLNAC approved)
- Be licensed as a registered nurse (R.N.) in the state of New York
- Complete the Graduate Application form



- Provide the Admissions Committee with three professional letters of reference from a supervisor, committee chair, former professor, etc.
- Submit satisfactory GRE scores (taken within the last five years)
- Submit evidence of successful completion of a graduate-level statistics course (taken in the last five years), or completion of a statistics tutorial before enrollment
- Submit all academic transcripts
- Provide a professional writing sample, preferable scholarly writing such as a publication
- Submit a personal essay describing academic and professional goals
- Interview with at least two faculty members in the School of Nursing

Admission requirements are not weighted. All requirements must be fulfilled and the applicant's dossier complete before interviews are scheduled with faculty members. Following interviews, the Admission Committee determines each applicant's admission to the program. Financial aid for tuition is available in the form of the new Federal Faculty Loan Program and Graduate Assistantships.

## General Information for Nursing Students

### Advanced Standing

The transfer of credits earned at another institution is allowed only for comparable graduate courses completed with a grade of "B" or higher within five

years preceding the date of entrance to the School of Nursing of Adelphi University. Evaluation of advanced standing is made by the School of Nursing. A maximum of six graduate credits may be accepted as applicable toward the M.S. degree.

### Matriculation

Students are considered to be matriculated when they have been accepted into the program as a degree student and are enrolled in at least one course. Students in the master's program have five years from the date of first enrollment to complete their requirements.

### Textbook and Study Guide

#### Expenses

Students can expect to spend between \$200 and \$300 per semester for the purchase of textbooks and the School of Nursing Study Guides. Textbooks are also available at the Reserve Desk in the Swirbul Library.

### Leave of Absence/

#### Continuous Matriculation

Students must enroll in "continuous matriculation" if they decide not to take courses for a semester. Students may also apply for a Leave of Absence in some circumstances. *The Student Handbook* outlines both procedures and student responsibilities.

### Grading System

Courses completed with a grade of "A" or "B" are automatically applied toward degree requirements when the course in question is applicable towards such requirements. The minimally acceptable grade in all required courses is

“B-”. *Failure to meet the above grading requirements will result in dismissal from the program.*

For further information on the University grading system, and on Withdrawals (W's) and Incompletes (I's), see the section titled “Grading System” in the *Graduate Bulletin*.

*Note: A course with a grade of “I” prohibits a student from registering for the next requisite course in the course sequence. Students with two or more Incompletes may not register for future course work until all Incompletes are removed.*

## **Regulations for Nursing Majors**

Prior to registration for clinical courses, all students are required to submit evidence of the following:

- Annual Physical
- Annual Mantoux (with CXR, if positive)
- MMR Titers showing immunity
- Tetanus within 10 years
- Hepatitis B Vaccine Series or
- Hepatitis B Declination Statement
- Varicella Titer (this is now required by some hospitals)
- BCLS or ACLS certification, depending on program specialty.

Materials must be submitted to the Health Services Center before each fall semester. Failure to submit a health form will result in suspension from clinical experiences. A copy of the CPR certification card must be provided each semester.

## **Insurance**

All students are required to have accident and health insurance in order to

participate in a clinical practicum. All students must carry professional malpractice insurance.

## **School of Nursing Learning Resources Center**

The School of Nursing Learning Resources Center includes a learning laboratory, a computer laboratory, a seminar room with demonstration bed, and a small auxiliary laboratory for physical assessment skills. The skills laboratory simulates the hospital setting with all appropriate and supportive supplies and equipment. These include advanced patient care mannequins and simulators, injecta-pads, intravenous training arms, ostomy models, and many other innovative educational devices. In addition to regularly scheduled classes held in the nursing laboratory, open laboratory skills sessions are held regularly with a clinical coordinator, thus providing all students with an opportunity for reinforcement of clinical learning.

## **School of Nursing Organizations**

The School of Nursing Acting for Progress (SNAP) is an organization composed of all students in the School of Nursing. It was formed to bring constituents together to consider and discuss problems, issues, and concerns affecting the members of the School of Nursing. The organization stimulates interest and involvement in professional and social issues and provides an environment conducive for informal socialization among its members.

VISIONS is an organization composed of students in the registered

nurse to baccalaureate program in the School of Nursing. Its goal is to bring together R.N. students to discuss issues relating to their program.

## Honors in Nursing

### **Sigma Theta Tau International, Inc.**

The School of Nursing's honor society is the Alpha Omega Chapter of Sigma Theta Tau International, Inc., the International Honor Society of Nursing. The purposes of this organization are to:

- Recognize the achievement of scholarship of superior quality.
- Recognize the development of leadership qualities.
- Foster high professional standards.
- Encourage creative work.
- Strengthen commitment on the part of individuals to the ideals and purposes of the profession of nursing.

Graduate students who have achieved a grade-point average of 3.5 at the graduate level and who have successfully completed one-quarter of the graduate program may be considered for membership.

## Financial Aid

### **Sigma Theta Tau Scholarship**

Each year, the Alpha Omega chapter of Sigma Theta Tau International, Inc. offers a Nursing Scholarship Award. Eligible are full- or part-time master's students who are members of Alpha Omega who have a minimum grade-point average of 3.5, and who demon-

strate accomplishment and leadership in professional endeavors and community activities. The Alpha Omega chapter of Sigma Theta Tau also offers annual research awards. Master's students who are active members of Alpha Omega chapter may apply.

## Employer Tuition Reimbursement

### *Employer Billing*

If a company will pay the University directly regardless of the student's grades, an authorization from the employer must be submitted to the Office of Student Financial Services at the time of registration. The student will be required to pay all tuition and fee charges not covered by their employer at the time of registration. The student will be required to pay all tuition and fee charges not covered by their employer at the time of registration. Students may participate in this program as long as payment is not contingent upon successful course completion.

### *Employer Deferment*

Students who will be reimbursed by their employer only after a grade is received must present an official letter of intent from their employer, specifying the tuition and fees covered. The student will be required to pay all remaining tuition and fees and the \$75 reimbursement deferment at the time of registration.

Students should ask their employer or union about participation in either of these programs.

## Waiver of Academic Regulations

Students may petition the dean of the School of Nursing for a waiver of an academic regulation of the school.

## Courses of Instruction

### Master's Program Courses

#### **NUR 602 Frameworks for Advanced Nursing** 3 credits

This course examines the role of theory and conceptual models for advanced nursing practice. A historical presentation of the development and importance of theory to the discipline of nursing is presented. The components of theories are explored. The levels of theory, from grand theory to practice theory, and their application in nursing are explored with emphasis on mid-range theory testing. The relationships among theory, practice, and research are examined. Models used to evaluate theories in nursing are presented. The importance of theory testing and examples of such are covered. Students select theories and critique them for their application to nursing practice, education and research.

#### **NUR 604 Team Building for Nurse Leaders** 3 credits

This course provides students with opportunities to synthesize concepts, principles, and theories into a knowledge base for planning, leading, and evaluating single-leader groups and work teams. Students consider teams as performance units, explore team-building, and identify interventions that promote team development.

#### **NUR 605 Seminar in Clinical Leadership** 3 credits

Students explore dimensions of the leadership role, identify attributes, knowledge and skills required to fulfill the role; approaches to leadership, conduct self-assessments, and create a professional development plan. Mentoring circles afford opportunities to cultivate requisite interpersonal skills and obtain help in overcoming barriers preventing students from exercising leadership.

#### **NUR 606 Statistics for Nursing Research** 3 credits

*Prerequisites:* An undergraduate statistics course; undergraduate nursing research course.

This course prepares the graduate student for statistical methods for nursing research. Statistical procedures relevant to nursing research will be presented. There procedures will be further emphasized through the use of statistical software with research data. Also, statistical methods will be critiqued from published nursing research.

#### **NUR 607 Informatics: Health Science Information, Data and Knowledge** 3 credits

*Prerequisites:* Technology and Computer Literacy Module; Information Literacy Module (Self-Learning).

This course prepares the graduate student for efficient use of information and communication technology in healthcare. Three knowledge domains are addressed: methods and technology for the processing of data, information and knowledge; health system organization; and informatics and computer science. This course will allow learning opportunities to apply informatics knowledge.

#### **NUR 609 Seminar in Information Literacy, Technology and Project Management** 3 credits

*Not offered for students admitted after spring 2006; see NUR 607.*

Students explore library tools, electronic media, databases, reference lists, and internet sites necessary for project completion. APA style is introduced. Healthcare financing and project management principles, practices, and software assist students in organizing and completing projects. Management technology tools and presentation software are introduced.

#### **NUR 613 Special Needs of Vulnerable Groups During Disasters** 3 credits

*Prerequisites:* All core courses, NUR 657, 690, 702, EMG 590, MGT 651.

This course addresses the roles and strategies of responders for vulnerable populations with special needs during times of disaster. The special needs of children, elderly, chronically ill, pregnant women, economically disadvantaged, homeless, and those with severe mental illness will be considered in context of natural and man-made disasters.

#### **NUR 633 Adult Health Nursing I: Theory and Clinical** 4 credits

*Pre/Corequisites:* NUR 602,754, 761, 762, 763, 764.

This four-credit theory and clinical course is the first of four comprehensive courses that focuses on the primary care management of adults through the life span. Students gain beginning experience with differential diagnosis and the teaching and counseling roles of the nurse practitioner. Theory and clinical practice related to selected cardiac and respiratory disorders; hematological problems; common emergencies; infection; dermatological problems; eye, ear, nose and throat disorders; and health promotion strategies are emphasized. This course consists of three hours of lecture and two credits of clinical practice.

**NUR 638 Adult Health Nursing II: Theory and Clinical** 4 credits  
*Prerequisites:* NUR 602, 633, 754, 761, 762, 763, 764.

In this course, theory and clinical practice related to selected women's health issues, gastrointestinal disorders, endocrine disorders, and genitourinary problems are stressed. Attention is given to critical thinking essential to healthcare maintenance and disease prevention. This course consists of two hours of lecture and two credits of clinical practice.

**NUR 640 Summer Clinical Practicum (Adult Health)** 1 credit

This one-credit concentrated clinical course for adult health nurse practitioner students presents practice opportunities for students to further enhance their skills in and knowledge of the nurse practitioner role. This course requires clinical practice and meetings with a course instructor as scheduled.

**NUR 650 Seminar in Nursing Research: Conduct and Utilization** 3 credits  
*Prerequisites:* NUR 606, 607 and an undergraduate nursing research course.

In this course, students advance in the study of quantitative and qualitative nursing research methods. Knowledge and skills related to critiquing nursing research studies are further developed as studies in an area of interest are compared, and current knowledge is synthesized. Evidence-based practice is also examined and students apply relevant concepts and processes to nursing practice.

**NUR 653 Adult Health Nursing III: Theory and Clinical** 4 credits  
*Prerequisites:* NUR 602, 633, 638, 640, 754, 761, 762, 763, 764.

This course builds on Adult Health Nursing I, and II and includes differential diagnosis of common health problems including psychosocial disorders, aging problems, musculoskeletal, and neurological disorders. This course consists of three hours of lecture and two credits of clinical practice.

**NUR 657 Emergency Nursing/ Emergency Management** 3 credits  
*Cross referenced with EMG 501.*

*Prerequisites:* All core courses, EMG 590, MGT 651.

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

**NUR 658 Leadership and Management of Disasters Across the Continuum of the Public's Health** 3 credits  
*Prerequisites:* All core courses, NUR 657, 690, 702, EMG 590, MGT 651.

*Corequisite:* NUR 659, 605.

This course provides the skills needed to lead a health service organization. It focuses on the policies, politics, and ethics confronting the healthcare system interface of the organized healthcare industry and governmental public health framed by issues and problems arising from complex emergencies and disasters.

**NUR 659 Practicum in Leadership and Management of Disasters Across the Continuum of the Public's Health (see above for credits)**  
*Prerequisites:* All core courses, NUR 657, 690, 702, EMG 590, MGT 651.

*Corequisites:* NUR 658, 605.

This practicum provides an opportunity for the student to synthesize/integrate the knowledge obtained in Leadership and Management of Disasters Across the Continuum of the Public's Health. Students are expected to demonstrate ability to plan, develop and evaluate the emergency preparedness of a health service institution by applying appropriate management tools.

**NUR 664 Collective Bargaining** 1 credit  
 Explores labor relations information related to professional issues in collective bargaining. The role of the nurse manager in the development of a proactive work climate and in the future of the collective bargaining movement in health care is explored.

**NUR 665 Legal Issues** 1 credit

Focuses on the areas of professional liability as it relates to negligence, intentional torts, and client consent. The roles of the nurse practitioner and nurse manager are explored as they relate to patient advocacy and risk management.

**NUR 666 Ethical Issues** 1 credit

Addresses three critical areas in current professional practice: the moral foundations of professional practice; the elements of professional decision making; and maintaining ethical practice climates in health care delivery systems.

**NUR 675 Healing Modalities** 3 credits

This course focuses on the self-development and self-care practice of the professional nurse. 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 677 Financial Literacy for Nurse Leaders** 3 credits

Students are provided with a solid understanding of nursing's contribution to revenue, and ultimately, the financial stability of healthcare systems. Students are introduced to the budgeting process and other financial aspects of the healthcare system.

**NUR 679 Curriculum Development, Implementation and Evaluation** 3 credits

*Prerequisites:* NUR 609, 650, 702, 605, 665, 666, 789, 79, 792.

This course introduces students to the art and science of curriculum development, implementation, and evaluation in nursing education. A variety of theories, models, and concepts in nursing, education, and related disciplines that underlie these procedures are explored. The roles and responsibilities of the nurse educator are also examined.

**NUR 690 Interventions for Human Responses to Disasters** 3 credits

*Prerequisites:* All core courses, NUR 690, 702, EMG 590, MGT 651.

This course presents the knowledge and skills required to plan, provide, and evaluate healthcare interventions for victims of disasters. Topics include chemical, biological, nuclear, explosive, and natural events. It covers epidemiology, risk, pathophysiology, transmission, medical interventions, prevention strategies, personal protective strategies, disaster triage, and current findings in disaster research.

**NUR 702 Health Issues, Policy and Politics in Healthcare** 3 credits

Focuses on selected trends and issues in healthcare and their interrelationship with nursing practice. Main emphasis is on the analysis of issues and strategies to influence these trends so that nurses can make a greater contribution to the healthcare system.

**NUR 712 Special Topics: Employee Relation** 3 credits

Students explore employee relations in a healthcare setting, including management of human resources, human resource practices, and human resource functions.

**NUR 738 Adult Health Promotion and Disease Prevention** 3 credits

The goal of this course is to teach the student the necessary skills for promoting health and preventing the onset of disease prevention. Evidence based on knowledge will be explored, focusing on clinical application. Also, students will continue to develop and utilize evidence based on practice skills of building, retrieving, and analyzing clinical domain knowledge.

**NUR 742 Adult Nursing IV: Theory and Clinical** 3 credits

*Prerequisites:* NUR 602, 603, 633, 638, 640, 653, 761, 762, 763, 764.

In this culminating internship experience, students focus on the implementation of the advanced nurse practitioner role. During the practicum, students apply the knowledge and skills that were acquired throughout their course of graduate study as they assess, plan, implement, and evaluate holistic health care for adults. Theory and clinical experiences focus on the comprehensive management of clients with multiple health problems. A certification review and mock certification exam are included in this course. This course consists of two hours of theory and two credits of clinical practice.

**NUR 749 Seminar/Clinical II** 2 credits

*Prerequisites:* NUR 633, 635, 638, 640, 653, 742, 602, 603, 761, 762, 763, 764.

This course is for students who require additional clinical hours to complete the Adult Health Nurse Practitioner internship experience.

**NUR 753 Capstone Project Development and Presentation** 3 credits

*Pre/Corequisites:* All core, specialty and functional focus courses.

The capstone project represents the culmination of students' work in the master's program. Students work with a capstone adviser towards completion and presentation of a scholarly project that represents independent research and a contribution to advanced practice nursing knowledge.

**NUR 754 Advanced Human Physiology** 3 credits

*Prerequisites:* All M.S. core courses.  
*Corequisites:* NUR 764, 755.

The focus of this course is on understanding human physiological components, structures and systems. This course builds on prior knowledge obtained from course work in basic human physiology. Core concepts include cellular and membrane physiology and organized body systems.

**NUR 755 Advanced Physical Assessment of the Adult: Clinical** 1 credit

*Prerequisites:* All M.S. core courses.  
*Corequisites:* NUR 764.

The goal of this course is to teach the student skills required to perform a comprehensive patient interview, perform a complete physical exam, document the assessment findings, develop preferential and differential diagnoses, and develop diagnostic reasoning skills. Also, the student will learn how to orally present their assessment findings in a structured and organized manner during patient clinical encounters.

**NUR 761 Advanced Practice Professional Role and Practice Management** 1 credit

*Prerequisites:* NUR 764, 755.

This course explores the role dimensions of independent advanced practice nursing; licensure/certification, ethics, legal issues, reimbursement, practice management, regulatory agencies and clinical practice. The role of the advanced practice nurse will be viewed from the perspectives of self, patient/clients, and communities/organizations. Finally, an assessment of clinical practice environments/healthcare systems and role dimensions of Advanced Practice Nursing will be explored.

**NUR 762 Advanced Pathophysiology** 3 credits

*Prerequisites:* Core courses.

The pathophysiology underlying diseases is studied to enable the student to form a basis for clinical judgment and diagnosis. The key principles and facts underlying present knowledge of tissue and organ systems, their specialized functions, and interrelationships will be studied.

**NUR 763 Advanced Pharmacology** 3 credits

*Prerequisites:* Core courses.

This three-credit theory course in clinical pharmacotherapeutics focuses on the pharmacotherapeutic use of medications for primary health care management by advanced nurse practitioners. Emphasis is placed on the clinical critical thinking process used to prescribe drugs in the management of specific illnesses. The New York State laws for advanced practice nurse prescriptive authority will be addressed. This course builds on prior knowledge of drug classification, actions, interaction, and adverse drug reactions. Core concepts include pharmacodynamics, pharmacokinetics, pharmacotherapeutics, health related information, medication compliance, and issues that pertain to the prescribing of medication in advanced nursing practice.

**NUR 764 Advanced Physical Assessment of the Adult** 3 credits

*Prerequisites:* Core courses.  
*Corequisites:* NUR 755.

The goal of this course is to teach the student assessment skills required to perform a comprehensive patient interview, perform a complete physical exam, documentation skills, develop preferential and differential diagnoses and diagnostic reasoning skills. Also, the student will learn how to orally present their assessment findings in a structured and organized manner.

**NUR 768 Seminar in Processes of Evaluation for Nurse Leaders** 3 credits

*Pre/Corequisites:* NUR 604, 605, 609.

Students integrate program evaluation, quality improvement, and leadership concepts and skills to design, implement, and evaluate health promotion programs. In addition, students search databases to identify external funding sources for their programs.

**NUR 770 Seminar and Related Practicum in Nursing Administration** 2-6 credits

*Prerequisites:* All specialty and core courses.

Provides seminar and practical experience in the observation, participation in, and clinical analysis of various roles and functions of nursing administrators.

**NUR 789 Educational Theories and Application to Learning** 3 credits

*Prerequisites: NUR 602, 605, 606, 607.*

This course introduces students to education theory and its application in academic and clinical settings. Various theories, models, and concepts will be explored and applied to the process of learning to promote students' understanding of how learning occurs. The ways that knowledge is acquired will also be examined.

**NUR 791 Instructional Design in Nursing Education** 3 credits

*Prerequisites: NUR 609, 605, 665, 666, 789.*

This course is designed to facilitate the student's application of teaching-learning theory to nursing education. Teaching methods and styles will be examined. The application of different teaching strategies for different populations and settings will also be explored. Linking learning objectives, teaching strategies, and outcomes will be emphasized.

**NUR 792 Assessment and Measurement in Teaching** 3 credits

*Prerequisites: Statistics; NUR 650.*

This course prepares students to use assessment and measurement techniques in a variety of educational settings. The qualities of good assessment and measurement instruments, test creation and evaluation, and the selection, interpretation, and application of standardized tests will be presented.

**NUR 793 Seminar and Practicum in Nursing Education** 4 credits

*Prerequisites: All core and specialty core courses and NUR 789, 791, 792, 679.*

Under the guidance of a master teacher, the practicum component of this course offers students experience in classroom and clinical teaching in various settings. Practicum experiences are used in seminar to examine faculty roles and responsibilities from theoretical, philosophical and experiential viewpoints.

**NUR 795 Independent Study** 1–6 credits

This course provides an opportunity for students and faculty to design learning experiences that are of particular interest to or are needed by an individual student. This course is designed to be taken for variable credit.

## Ph.D. Courses

**NUR 803 Philosophical Foundations of Nursing Science** 3 credits

This course examines the historical influence of the philosophy of science and key philosophers on the development of nursing science. Important epistemological issues in the development of nursing as a discipline are explored. The relationships among theory, practice and research are foundational topics in this course.

**NUR 804 Knowledge Development in Nursing** 3 credits

*Prerequisite: NUR 803.*

This course builds on NUR 803 Philosophical Foundations of Nursing Science and examines selected methodologies in the development of nursing's epistemology. To that end, concept and theory development, analysis and synthesis are explored. The roles of empirics, aesthetics, intuition, critical social theory, and feminism are examples of knowledge development that are analyzed.

**NUR 805 Problem Identification and Phenomena of Nursing** 3 credits

*Prerequisites: NUR 803, 804.*

This course builds on NUR 803 Philosophical Foundations of Nursing Science and NUR 804 Knowledge Development in Nursing. State-of-the-science papers are examined for discussion. Mid-range theories are examined and critiqued to provide frameworks for the research of student-identified problems. Instruments that measure specific phenomena will be selected and reviewed for use in research.

**NUR 806 Health Policy Leadership** 3 credits

This course focuses on the knowledge and skills needed to be an effective leader in the realm of healthcare policy formulation and analysis. Following an extensive review of health policy literature, the student will select a comprehensive healthcare policy issue, conduct an in-depth analysis and critique, formulate a formal response and present a viable solution, taking into consideration cost, access, quality, ethics, social and political factors.



**NUR 807 Ethics in Healthcare** 3 credits*Prerequisite:* NUR 803.

This course explores and examines the principles of ethics with a focus on implications for practice in research, academic, and healthcare settings. Students will examine and analyze, using an ethical framework, issues such as those involving moral distress, research protocols, informed consent, public health issues, health policy, and end-of-life issues.

**NUR 808 Qualitative Research Approaches** 3 credits*Pre/Corequisites:* NUR 803, 804.

This course on qualitative research introduces the student to several major approaches or methodologies. The historical development of qualitative research in nursing is analyzed. The discipline origin of each approach is explored and ways each of these traditions addresses the selection of participants, data collection, and data analysis are compared and contrasted.

**NUR 809 Qualitative Research Methods** 3 credits*Prerequisites:* NUR 803, 804, 808.

Building on NUR 808, Qualitative Research Approaches, the focus of this course is on the methods used in conducting qualitative research. Students will explore aspects of methods such as gaining entry in field research, recruiting participants, developing interview guides, observation and interviewing techniques, data collection procedures and data analysis.

**NUR 812 Quantitative Research Designs and Methods** 3 credits*Prerequisites:* PSI 644, 645; NUR 803, 804, 805.

This course addresses the various designs and methods used for the investigation of problems requiring quantitative approaches. Students critique published research comparing and contrasting the various data collection and analysis methods. SPSS and other software programs are used throughout the course. Instruments are evaluated for use in quantitative studies.

**NUR 813 Research Seminar II: Proposal Development** 3 credits*Prerequisites:* NUR 803, 804, 805, 806, 807, 808, 812; PSI 644, 645.*Corequisite:* NUR 809.

This course builds on both the research and nursing core sequence. It is designed to be taken in the last semester of course work and assists the student in preparing a draft proposal for defense. To this end, and in collaboration with the student's selected dissertation chairperson, the student will strengthen the design developed for the dissertation.

**NUR 814 Nursing Education and Diverse Learners** 3 credits

This course examines research on theories of multicultural education. The roles of multicultural paradigms in understanding educational organizations, the development of educational administrative and leadership perspectives, and the process of change and reform will be explored. The course will provide a balanced examination of the theory and application of various components of culture, linguistics, ethnic, race, and gender diversity in the education of students.

**NUR 815 Research in Nursing Education** 3 credits*Prerequisites:* NUR 805, 808, 812.

The course explores nursing history and its relevance to today's nursing education process. The field of evidence-based education will be explored. Analysis and synthesis of current research on such broad topics as faculty-student relationships, curriculum design, teaching styles and methods, and faculty development models provides students with identifiable problems for further research.

**NUR 816 Advances in Technology and Nursing Education** 3 credits

This course explores the implementation and evaluation of technology in nursing education. It is designed to provide students with an opportunity to analyze and critically assess the technology used in theory, laboratory, and clinical courses as well as within the healthcare delivery system. Topics to be covered include synchronous, asynchronous, and informatics management.

**NUR 817 Precepted Experience in Education** 3 credits  
*Prerequisite: Completion of all education course requirements, at least 9 credits*

This course provides students in the doctoral program an opportunity to individualize a precepted education experience. In collaboration with faculty, students select and design an educational experience that builds on completed course work and enhances their career goals. Experiences in education such as administration, program evaluation, distance learning, or research may be selected.

**NUR 889-890 Dissertation Guidance I, II** 3 credits each (fall, spring)  
*Prerequisites: Admission to candidacy.*

These courses are arranged in an independent study format with the dissertation chairperson for supervision and assistance in developing and completing the doctoral dissertation.

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## IX. School of Social Work

*Updates Chapter IX of the 2006–2008 Graduate Bulletin*

*Updates p. 218*

The Doctor of Social Welfare D.S.W. is now a Doctor of Philosophy (Ph.D.) in Social Work.

### Ph.D. in Social Work Program

*Updates p. 226–229*

The doctoral program of the Adelphi University School of Social Work prepares students to assume leadership in the social work profession. The course of study is designed to expand students' capacities to conceptualize, develop, evaluate and disseminate knowledge of the problems that impact the human condition and strategies designed to change those conditions. In becoming social work scholars, doctoral students must develop a critical and sophisticated understanding of the historical, global, national, and community forces that shape contemporary human experience and social work practice. The Adelphi doctoral curriculum is grounded in an evolving knowledge base and is designed to foster the critical thinking that will prepare its graduates for leadership in the development of knowledge for all levels of social work practice.

## Organization and Structure of the Ph.D. Program

The Ph.D. program is designed to meet the needs of students who continue to work as social work professionals during their course of study. To obtain the doctoral degree, students must complete the 51-credit curriculum with at least a 3.3 grade-point average and successfully defend a dissertation that is the product of original, independent research.

Students take 48 credits of the 51 required credits one afternoon and evening a week for eight semesters (two courses per semester). The remaining course is a year-long, three-credit course to be scheduled at the convenience of the students and instructors. Students who have completed the first two years of study with a minimum grade point average of 3.3 are eligible to take qualifying examinations based on their first two years (eight courses and 24 credits) of course work. If they pass all four examinations, they may proceed with the remaining nine courses and with development of a proposal for their dissertations. Dissertation advisement may begin while students are enrolled in courses. For advisement after completion of their course work students enroll in SWK 895, Continuing Matriculation with Dissertation Advisement, for a maximum of six semesters. For semesters they remain in the program and for which they are not receiving advisement, students must enroll in SWK 896, Continuing Matriculation without advisement. Students have six years from the time they enter the program to complete and gain acceptance of a

dissertation proposal and 10 years from entry to complete all requirements for the degree.

## Ph.D. Course of Study First Year

### *Fall*

SWK 810	Epistemology and Social Work Knowledge
SWK 842	Human Behavior Theory, Empirical Knowledge and Contemporary Practice

### *Spring*

SWK 850	Comparative Approaches to Social Work Research: Quantitative*
SWK 882	Comparative Approaches to Social Work Research: Qualitative

\* Must pass an examination on social research content of M.S.W. program

## Second Year

### *Fall*

SWK 846	Social Work Practice with Families: Theory and Research
SWK 860	Social Work and Social Science

### *Spring*

SWK 843	Social Work Practice with Individuals: Theory and Research
SWK 845	Cross-national Perspectives on Social Provision
	Candidacy Examinations

**Third Year***Fall*

SWK 851	Foundations to Data Analysis: Univariate and Bivariate Statistics
SWK 848	Social Work Practice with Groups: Theory and Research

*Spring*

SWK 856	Multivariate Analyses
SWK 857	United States Social Work in Historical and Cross-national Perspective
SWK 862	Specialization Seminar: A Multi-Dimensional Approach (year-long seminar)

**Fourth Year***Fall*

SWK 844	Program Development and Evaluation
SWK 853	Advanced Research Topics

*Spring*

SWK 811	Social Work Education: Issues and Processes
SWK 854	Proposal Development Seminar

**Admission Requirements**

Admission to the Ph.D. program requires a Master of Social Work degree with a grade-point average of at least 3.3; three years of successful post-M.S.W. professional experience; the Graduate Record Examination (G.R.E.); and evidence of capacity to engage in doctoral study. Promising

candidates are interviewed by a member of the doctoral faculty.

Exceptions to these requirements will be considered when applicants demonstrate equivalent attainments or compensating strengths. For example, an applicant has not yet completed three years of post-master's professional experience but has made a contribution to social work knowledge in professional publications. Applicants who do not fulfill the typical admission requirement may be required to complete additional course work beyond the 51 credit hours.

The School of Social Work considers the following criteria when evaluating applicants for acceptance into the doctoral programs:

- Intellectual capacity
- General professional competence
- Knowledge of critical issues in social work
- Strength of commitment to doctoral study
- Adequacy of plans for financing doctoral study
- General capability (e.g. time) to pursue research on a doctoral level
- A high score on the TOEFL exam (Test of English as a Foreign Language) is required of international students to demonstrate sufficient proficiency in language skills to engage in doctoral study.

**Application Procedure**

Applicants for admission should:

1. Secure and fill out the "Application for Admission to Graduate Studies" form;
2. Arrange for three letters of reference, using the provided forms,

- and send them to the Office of Graduate Admissions (see below);
3. Include a personal essay describing professional experience, interests, and reasons for doctoral study, and how it fits into their professional career history and future career plans;
  4. Submit examples of their professional work (papers, articles, grant applications);
  5. Include the required, non-refundable application fee (\$50) in the form of a check or money order made payable to Adelphi University;
  6. Mail the completed application form, personal essay, professional samples, and application fee in the return envelope provided with the application form to:
 

Office of Graduate Admissions  
Adelphi University  
Levermore Hall  
1 South Avenue  
P.O. Box 701  
Garden City, New York  
11530-0107

When the application is complete (all the above items have been received), the director of the doctoral program will communicate with promising applicants to set up an admissions interview with a member of the doctoral faculty on Adelphi's Garden City campus.

### **Application Deadline**

It is preferable that applications be completed by April 1 for admission the following September. Admissions interviews will be held as completed applications are received. Applications received after the deadline will be considered if seats are still available.

### **Relationship to University Admissions**

The decision to admit a student rests with the Doctoral Committee of the School of Social Work. The relationship with the Office of University Admissions is consultative and procedural. For example, in the instance of international applicants or applicants attending special undergraduate programs in the United States, the Office of University Admissions can provide help in evaluating the equivalency of academic course work to the M.S.W. curriculum in the United States.

The following materials are sent to applicants by the University:

- *Graduate Bulletin*
- School of Social Work Cover Letter
- Application (including reference letter forms)
- Data Card

The Office of University Admissions, upon notification by the director of the doctoral program, sends official letters of acceptance or rejections.

## Course Changes

*Updates p. 230–234*

### Updates:

**SWK 559 Statistics for Social Work Research** *1 credit*  
Undergraduate statistics course should have been taken in the last five years.

**SWK 786 Advanced Social Work Practice with Families and Couples** *3 credits*

*Updates p. 233*

SWK 857 United States Social Work in Historical and Cross-National Perspective

### Prerequisites:

**SWK 751 Advanced Social Work Practice with Communities and Community Organizations**  
*Prerequisites: SWK 521*

**SWK 777 Families with Substance Involved Members: Assessment and Treatment**  
*Prerequisites: SWK 521 and 727*

### Addition:

**SWK 798 Special Topics: Introduction to Basic Spanish for Social Workers** *3 credits*  
*Prerequisite: SWK 510*

This course, which fulfills the elective requirement in the M.S.W. and B.S.W. programs, covers the basics of Spanish language usage needed to begin conversations with clients. Students will emerge with an ability to establish a beginning rapport with clients in a variety of social work settings.

## X. University College

Shawn O’Riley, *Executive Director, University College*  
Hagedorn Hall, Room 201H  
(516) 877-3404  
Email: oriley@adelphi.edu

Emily Wilson, *Associate Director, Adult Education, University College*  
Hagedorn Hall, Room 201E  
(516) 877-3419  
Email: wilson@adelphi.edu

*This is a new section of this publication.*

University College offers innovative instructional programs including non-credit courses and certificate programs; associate’s and bachelor’s degrees; and graduate programs, including graduate certificates in basic sciences for health professions and emergency management.

For more information about University College, call (516) 877-3400, or visit the Web site at <http://academics.adelphi.edu/universitycollege/>.

## Advanced Certificate in Basic Sciences for Health Professions (34 credits)

The post-bachelor’s Advanced Certificate in Basic Sciences for Health Professions is designed for students who want to pursue a career in medicine but did not complete the required science courses in their undergraduate degree program. The goal of the program is to help this special group of students get accepted into the school of their choice in order to pursue a career in medicine.

Students complete 34 credits of science courses, covering the topics required by medical schools: general chemistry, organic chemistry, physics, and biology. Courses are in a cohort format so that they study with a group of peers in specially scheduled course sections.

This comprehensive program allows students to:

- Complete the course work required for application to most medical, dental, veterinary, or osteopathic medical schools in one calendar year
- Complete core certificate requirements in three semesters of intensive study
- Gain on-site volunteer experience in the health professions that is critical to a successful medical school application
- Prepare for the MCAT and other standardized graduate admissions tests
- Acquire important recommendations necessary in the competitive environment of medical school applications

## **Pre-Health Professions Advising**

The Office of Pre-Professional Advising will be available to certificate students throughout the program to assist with all aspects of their preparation and application process.

## **Who Should Apply**

Students who did not take the required science courses in their undergraduate degree program and want to apply for medical, dental, veterinary or osteopathic medicine schools. Medical schools are often eager to accept stu-

dents from non-premedical degree backgrounds because of their diversity of experiences, but require all applicants to have science course work that will prepare them for their studies in medicine. If you are an excellent student, did not complete the required science courses, and want to prepare for medical school in as little as a year, this certificate program is for you.

## **Application Requirements**

Applications are reviewed by the Advanced Certificate in Basic Sciences for Health Professions Committee. The following are required for application to the program:

- Completed University College application and fee
- Three letters of recommendation:
  - One from undergraduate faculty highlighting academic abilities
  - One from work or volunteer organization highlighting leadership skills
  - One personal reference highlighting interest in medicine
- Transcripts from all previously attended colleges (unofficial upon application, but official before program completion)
- Undergraduate GPA of 3.25 or higher
- ACT or SAT scores (unofficial upon application, but official before program completion)
- Essay detailing why you want to pursue a career in the health professions

For application information, email [ucadmissions@adelphi.edu](mailto:ucadmissions@adelphi.edu) or call (516) 877-3412.

## Graduate Certificate in Emergency Management (18 credits)

Recent events have demonstrated the importance of emergency preparedness for professionals in business, insurance, health care, travel and tourism, education and public service. To meet the critical need for trained professionals who can respond effectively to emergency situations, University College offers an interdisciplinary graduate certificate in Emergency Management.

This 18-credit program consists of six courses that maximize the extensive resources of the Schools of Business, Nursing, Social Work, the Derner Institute of Advanced Psychological Studies, and the College of Arts of Sciences.

### Degree Overview

Emergency services organizations are a critical part of our society. Response to, and protection from, fire, hazardous materials, public safety threats, and other emergencies are crucial to the public welfare. The management and leadership of public safety personnel, whether in law enforcement, fire service, emergency medical services, emergency telecommunications, or corrections, are vital to the success of the organization in carrying out its mission of protecting and serving the public.

This is a six-course, 18-credit, graduate certificate program that can be completed within a year. The plan of study includes four required courses, elective courses, and a summary capstone course.

### Required Courses

- Introduction to Emergency Management
- Health Management in Times of Disaster
- Planning and Coordination
- Business Continuity Planning

### Emergency Management Electives (Select two)

- Social and Organizational Preparedness and Response
- Leadership in Emergency Management
- Emergency Management Law
- Select one professional course such as: Emergency Response Functional Roles for Disaster Management

### Capstone Course

- Disaster Management Capstone Course

*This optional course provided by the School of Nursing is strongly recommended for health professionals.*

### Who Should Apply

Students who are interested in careers in emergency service administration and management should apply. This could include fire fighters, police officers, military officers, emergency medical technicians, private security officers and administrators, federal, state and local emergency administration officials, homeland security officers, publicly elected officials, hospital administrators, community service organization administrators, coast guard officers, and anyone else interested in or currently working in emergency services.



## Courses of Instruction

### **UEM 501 Introduction to Emergency Management** *3 credits*

Students will develop an in-depth awareness of the theory and practices of emergency management; analyze the range of situations caused by nature, technology and/or man; apply disaster generated demands to planning; understand the functions of emergency operation centers, hazardous assessments, impact ratios, and the principle of preparedness.

### **UEM 502 Social and Organizational Preparedness** *3 credits*

Perspectives of the social sciences are employed in evaluating the disastrous effects on victims, responders, and governments; focusing on the social, cultural, and economic factors influencing how disasters are viewed, prepared for, and responded to. Further, students will evaluate and analyze the theoretical and empirical abstracts of disasters.

### **UEM 503 Health Management in Times of Disaster** *3 credits*

Students will analyze and evaluate the roles, responsibilities, and perspective of the public health infrastructure during disasters. Students will examine and synthesize the mechanisms and strategies deployed by government and local healthcare entities to identify, mitigate and recover from tragic events including the consequences of weapons of mass destruction.

### **UEM 510 Planning and Coordination** *3 credits*

Students will develop the discipline of planning methodologies for municipalities, businesses, and non-profit organizations and evaluate current theories and practices in emergency operation planning; the integration of the National Incident Management System in local plans; and response coordination through the activation of an emergency operation center during complex events.

### **UEM 520 Leadership in Emergency Management** *3 credits*

Evaluation and analysis of current theory, the situation and practices of leadership in comprehensive emergency management for successful outcomes in a range of events developed from natural, technological, and man-made disasters.

### **UEM 530 Business Continuity Planning** *3 credits*

This program is designed to provide students the evaluation, analysis, and development skills of business continuity plans, synthesize current planning theories and contributions from leading practitioners, to manage disruptions, maintain vital operations, and prevent losses that could occur when productivity is crippled or security compromised from the hazards we face.

### **UEM 540 Emergency Management Law** *3 credits*

This program is designed to provide evaluation and analysis skills of legal aspects and consequences of the development of an emergency management plan, laws related to declarations of emergency and disasters, and the rights of both the government and individuals during emergency situations.

### **UEM 590 Special Topics: Epidemic and Pandemic Planning and Responses** *3 credits*

A critical analysis examining how we plan for and respond to infectious epidemic disease, from smallpox and SARS to influenza and AIDS. Themes to be addressed include the historic impact of catastrophic illness; the relationship between contagion and social upheaval, the social construction of disease; the effects of urbanization; the role of doctors, nurses, and allied health and alternative practitioners, the quest for public health; prejudice and infection; quarantine and isolation; and the tension between public good and individual rights.

### **UEM 591 Independent Studies**

### **UEM 791 Internship**

## XI. Admissions

Updates Chapter X of the 2006–2008 Graduate Bulletin.

### General Requirements for Admission

Updates p. 238–239

- Students who have lived in the United States less than three years and are from a non-English-speaking country need to submit a TOEFL, APIEL, or IELTS score.

### International Students

The following documents should be submitted by all international applicants:

- International application for admission;
- Certified English translations of all prior academic records;
- Transcripts from all institutions previously attended;
- Total of 550/213/79–80 or better (587/240/94–95 for Master's in Social Work) on the Test of English as a Foreign Language (TOEFL), or the completion of ELS Language Center's Level 213. The IELTS may also be accepted in lieu of the TOEFL exam.
- Translated descriptions or syllabi of courses taken;
- Completed and notarized affidavit of support and bank statement. (The I-20 form, which enables the student to apply for a student visa, will not be issued without these documents.)

## XII. Expenses and Financial Aid

Updates Chapter XI of the 2006–2008 Graduate Bulletin.

### Tuition and Fee Rates:\* 2007–2008 Academic Year

#### New Students

##### Graduate, Full-Time

(12 or more credits per semester)

Education STEP . . . . . \$24,950

Communicative Disorders . . . . . \$25,700

Gordon F. Derner Institute of

Advanced Psychological

Studies . . . . . \$29,900

Social Work . . . . . \$23,850

International application for

##### Graduate, Other Programs

Certified English translations of all

Tuition, per credit hour (Arts and

Sciences, Business, Nursing,

and IAPS Master's) . . . . . \$755

Tuition, per credit hour (Education,

including Communicative

Disorders) . . . . . \$780

Tuition, per credit hour

(Social Work) . . . . . \$730

Tuition, per credit hour (IAPS) . . . . . \$870

### University Fees Per

#### Semester (nonrefundable)

1–6 credits . . . . . \$150

7–11 credits . . . . . \$200

Technology Fee (1–11 credits) . . . . . \$100

Technology Fee (12 or more

credits) . . . . . \$200

## Continuing Students

### *Graduate, Full-Time*

(12 or more credits per semester)

Education STEP . . . . .	\$24,070
Communicative Disorders . . . . .	\$24,800
Gordon F. Derner Institute of Advanced Psychological Studies . . . . .	\$29,900
Social Work . . . . .	\$23,850

### *Graduate, Other Programs*

(1–11 credits per semester)

Tuition, per credit hour (Arts and Sciences, Business, Nursing, and IAPS Master’s) . . . . .	\$730
Tuition, per credit hour (Education, including Communicative Disorders) . . . . .	\$750
Tuition, per credit hour (Social Work) . . . . .	\$730
Tuition, per credit hour (IAPS) . . . . .	\$870

## University Fees Per Semester (nonrefundable)

1–6 credits . . . . .	\$150
7–11 credits . . . . .	\$200
Technology Fee (1–11 credits) . . . . .	\$100
Technology Fee (12 or more credits) . . . . .	\$200

## University Fees

University Fees cover the use of all academic and recreational facilities. They also include use of the library, gymnasium, health services, counseling, and career services, and provide for security, and accident insurance for all students. There are many courses that have additional fees attached to them.

## Other Fees and Charges

Application Fee (nonrefundable) . . . . .	\$50
Graduation Reapplication/Late Fee. . . . .	\$25
Late Registration Fee (Check current <i>Directory of Classes</i> for appropriate calendar) . . . . .	\$50
Medical Insurance (Annual) . . . . .	TBA
Criminal Background Check (where required) . . . . .	\$100
Program Change, Drop/Add each form . . . . .	\$25
Registration Reinstatement Fee. . . . .	\$150
Returned Check (in addition to charge for late payment of tuition) . . . . .	\$25
Transcripts. . . . .	\$10
Deferred Payment Plan Fee. . . . .	\$50

## Laboratory, Studio, and Workshop Fees

(specified with course listings in the *Directory of Classes*). . . . . Variable  
Professional Liability Insurance  
(Specified after each course in the *Directory of Classes*) . . . Variable

## Refund Schedules

Unsubsidized Federal Stafford loans  
Subsidized Federal Stafford loans  
Federal Perkins loans  
Federal PLUS loans  
Graduate PLUS loans  
Federal Pell Grants  
ACG/SMART  
Federal SEOG Grants  
Other Title IV programs

\* Subject to change.

## Appeals

Written requests for appeals should be directed to the appeals committee coordinator:

Mary Barca  
Levermore Hall, Room 9  
Adelphi University  
P.O. Box 701  
South Avenue  
Garden City, NY 11530

## Federal Stafford Loan

The maximum loan amount for a graduate student is \$20,500. The current rate of interest (as of July 1, 2007) is 6.80%.

## XIII. Rules and Regulations

*Updates Chapter XII of the 2006–2008 Graduate Bulletin*

Note: The Office of the Registrar should be called the Office of the University Registrar throughout the *Bulletin*.

## The Academic Calendar

*Updates p. 251*

The Academic Calendar encompasses two semesters (fall and spring), approximately 15 weeks each, an intersession of approximately three weeks, and two summer terms, five weeks each.

Please disregard the sentence “Graduate students may register during the several registration periods.”

### Intersession

The Adelphi University Intersession meets in the beginning of January. This intersession gives students an opportunity for non-traditional learning experiences including exploring art galleries or museums, intensive writing or language acquisition, and study abroad. While each course meets New York State regulations for instructional time, the various creative, enriching approaches imply great variability in meeting times and locations. To prevent time conflicts, students may register for only one course per intersession.

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

### **Billing/Financial Aid Considerations**

Graduate students will pay the per credit rate for all credits earned in an intersession course. All relevant University fees will apply to intersession offerings.

### **Registration**

*Updates p. 251*

Please disregard the sentence in the fifth paragraph under registration, which reads “Admission to a graduate course is not possible after the second meeting of any class.”

### **The D.S.W. Degree**

*Updates p. 253*

Note: The D.S.W. degree is no longer offered. The School of Social Work now offers the Ph.D. in Social Work.

### **Dropping and Adding Courses**

*Updates p. 255*

Completed Action Request Forms should be submitted to the Office of the University Registrar to add courses.

Completed Action Request Forms (including appropriate academic approval) should be submitted to the Office of the University Registrar to drop courses.

### **Academic Assistance for Students with Disabilities**

*Updates p. 255*

Graduate students who have a documented disability may be eligible for cost-free reasonable accommodations and academic assistance. Students with disabilities who are in need of accommodations must contact the Office of Disability Support Services.

### **Conferring of Degrees**

*Updates p. 258*

Students who are awarded degrees in August may attend the previous May Commencement. Students who are awarded degrees in January may attend Commencement the following May.

### **Grade Changes**

*Updates p. 259*

Please disregard the first sentence of the last paragraph which reads, “Changes in grade, other than Incompletes, received after the official date for the awarding of degrees will be entered on the student’s record with the date of receipt and will be computed in the student’s grade-point average.”