



ST. JOHN'S UNIVERSITY

GRADUATE BULLETIN

2014–2016

St. John's University Graduate Bulletin

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Thirty-Ninth Series, Number 1

This is your official guide to academic policies and regulations at St. John's University. Students are required to familiarize themselves with this bulletin. Primary responsibility for knowing and fulfilling all requirements rests on every individual student. The bulletin in effect at the time of admission or readmission governs degree requirements.

The University administration reserves the right, whenever advisable (1) to change or modify its schedule of tuition and fees and (2) to withdraw, cancel, reschedule or modify any course, program of study, or degree, or any requirement in connection with any of the foregoing.

Consistent with the University's mission as a Catholic, Vincentian and metropolitan institution of higher education, the University does not discriminate on the basis of race, religion, color, national or ethnic origin, age, sex (including sexual harassment and sexual violence), sexual orientation, marital status, citizenship status, disability, genetic predisposition or carrier status, status as a victim of domestic violence or status in the uniformed services of the United States (including veteran status) or any other protected category under applicable local, state or federal law in admitting students to its programs or in administering its educational policies, admissions policies, scholarship and loan programs, athletics and other institutionally administered programs or activities generally made available to students at the University and with respect to employment at the University. This statement of nondiscrimination is in compliance with Title IX of the Education Amendments of 1972, Title VI and Title VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, the Age Discrimination Act and other applicable federal, state and local laws and regulations relating to nondiscrimination. In accordance with these laws, the University also prohibits retaliation against anyone who has complained about discrimination or otherwise exercised rights guaranteed under these laws. In addition, the University continually strives to fulfill its educational goals by maintaining a fair, humane, responsible and non-discriminatory environment for all students and employees. All University policies, practices and procedures are administered in a manner which preserves its rights and identity as a Catholic Vincentian institution of higher education.

The following person has been designated to handle student inquiries regarding the Americans with Disabilities Act and the Amendments Act, the Rehabilitation Act, and related statutes and regulations: Dorothy Schmitt, Associate Director of the Counseling Center, Marillac Hall, Room 130, 8000 Utopia Parkway, Queens, NY 11439, schmittd@stjohns.edu; 718-990-1482.

The following person has been designated to handle inquiries regarding the non-discrimination policies and to serve as the Title IX Coordinator for purposes of overall campus compliance: Yael Wepman, Director of Employee Relations & Compliance, Office of Human Resources, 8000 Utopia Parkway, Queens, NY 11439, wepmany@stjohns.edu; 718- 990-2660.

The following person has been designated to handle inquiries regarding the University's policy against discrimination and harassment and to serve as the Title IX Coordinator for purposes of overall campus compliance: Yael Wepman, Director of Employee Relations and Compliance, Office of Human Resources, 8000 Utopia Parkway, Queens, NY 11439, wepmany@stjohns.edu; 718- 990-2660.

The following person has been designated deputy Title IX coordinator for the Office of Student Affairs: Jackie Lochrie, Associate Dean for Student Services, Bent Hall, Garden Lvl-Judiciary Suite 17C, 8000 Utopia Parkway, Queens, NY 11439, lochriej@stjohns.edu; 718-990-6568.

Inquiries concerning the application of anti-discrimination laws may be referred to the Title IX coordinators or to the assistant secretary of the United States Department of Education, Office for Civil Rights. For further information on notice of nondiscrimination, visit: <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the U.S. Department of Education office that serves your area, or call 1-800-421-3481.

Other bulletins and brochures of St. John's University and up-to-date academic information may be obtained by contacting:

Office of Admission

St. John's University
8000 Utopia Parkway
Queens, NY 11439
1-888-9STJOHNS

St. John's University
300 Howard Avenue
Staten Island, NY 10301
718-390-4500

St. John's University
101 Astor Place
New York, NY 10007
1-888-9STJOHNS

stjohns.edu

USE OF THE NAME OF ST. JOHN'S UNIVERSITY

Students of St. John's University, either individually or collectively, shall not, without the written consent of the proper authorities, use the name of St. John's University or any of its units in any activity of whatsoever kind outside of the regular work of the school. Violation of this rule is regarded as sufficient cause for dismissal.



ST. JOHN'S UNIVERSITY

2014–2016 GRADUATE BULLETIN

St. John's College of Liberal Arts and Sciences

The School of Education

The Peter J. Tobin College of Business

College of Pharmacy and Health Sciences

College of Professional Studies

8000 Utopia Parkway
Queens, NY 11439
(718) 990-2000

300 Howard Avenue
Staten Island, NY 10301
(718) 390-4500

101 Astor Place
New York, NY 10007
(718) 990-2000

500 Montauk Highway
Oakdale, NY 11769
(631) 218-7800

Via Marcantonio Colonna, 21
Rome, Italy
00192
011 39 (06) 393-842

www.stjohns.edu

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Please note: The *Graduate Bulletin* also can be found at our Web site stjohns.edu/bulletin

Academic Calendar

Academic Calendar 2014–2016

Fall 2014

August

- 1 **Friday:**
College of Pharmacy and Health Sciences
Final Oral Examinations (defense) for all candidates for doctoral degrees in September 2014 to have been held by this date.
- 22 **Friday:**
Graduate Division of St. John's College of Liberal Arts and Sciences
Final Oral Examinations (defense) for all candidates for doctoral degrees in September 2014 to have been held by this date.
- The School of Education**
Final date for oral defense of dissertation by doctoral candidates for September 2014 degrees. Editing and microfilm fees due.
- 29 **Friday:**
Graduate Division of St. John's College of Liberal Arts and Sciences
Dissertation and theses copy due in Dean's Office for review for September 2014 degree conferral.
- The School of Education**
Printed and electronic copy of doctoral dissertation must be handed in to the Dean's Office for editing for September 2014 degrees.

September

- 1 **Monday:** Labor Day – University closed. No classes.
- 3 **Wednesday:** Fall semester begins.
- 12 **Friday:** Last day to submit Diploma Application online (via UIS) for September 2014 conferral.
- 17 **Wednesday:**
College of Pharmacy and Health Sciences
Last day to apply for fall Master's Comprehensive Examinations and Doctoral Qualifying and Comprehensive Examinations.
- 19 **Friday:**
Graduate Division of St. John's College of Liberal Arts and Sciences
Final copy of dissertation and theses must be submitted to the Dean's Office for September 2014 graduation by this date. Microfilm fee to be paid at this time.

The School of Education
Printed and electronic copy of final edited and corrected doctoral dissertation must be handed in to the Dean's Office for editing for September 2014 degrees.

- 25 **Thursday:**
College of Professional Studies
Comprehensive Examinations will be offered on an as-needed basis. Please see the Director for details.
- 29 **Monday:**
College of Pharmacy and Health Sciences
Readers' copies of Doctoral dissertations and Master's theses for degrees in January 2015 to be submitted to the departmental chair for review.
- Graduate Division of St. John's College of Liberal Arts and Sciences**
Last day to apply for fall Comprehensive Examinations. Portfolios and E-Portfolios due in Dean's Office.
- 30 **Tuesday:** September degree conferral date.

October

Web registration begins. Schedule to be announced. Consult the Web.

- 1 **Wednesday:**
Graduate Division of St. John's College of Liberal Arts and Sciences
Readers' copies of Doctoral dissertations and Master's theses for degrees in January 2015 to be submitted to the departmental chair by this date.
- 9 **Thursday:**
The School of Education
Last day to apply for Doctoral and Master's Comprehensive Examinations for Fall 2014.
- 13 **Monday:** Columbus Day – University closed. No classes.
- 15 **Wednesday:** Last day to submit coursework for Spring and Summer 2014 incomplete grades.
- 29 **Wednesday:**
Graduate Division of St. John's College of Liberal Arts and Sciences
Doctoral and Master's Comprehensive Examinations.

November

- 1 **Saturday:** All Saints Day – University closed. No classes.
- 5 **Wednesday:**
College of Pharmacy and Health Sciences
Doctoral and Master's Comprehensive Examinations.*

Graduate Division of St. John's College of Liberal Arts and Sciences
DA Qualifying Examinations.

- 7 **Friday:**
Last day to withdraw from classes. Last date to apply for Pass/Fail option.
- Graduate Division of St. John's College of Liberal Arts and Sciences**
Final Oral Examination (defense) for all candidates for Doctoral degrees in January 2015 to have been held by this date.
- 8 **Saturday:**
The School of Education
Doctoral Comprehensive Examinations I*
- 14 **Friday:**
The School of Education
Final date for oral defense of Dissertation by doctoral candidates for January 2015 graduation. Editing and Microfilm fees due.
- 15 **Saturday:**
The School of Education
Doctoral Comprehensive Examinations II* and Master's Comprehensive Examinations.
- 17 **Monday:**
College of Pharmacy and Health Sciences
Final Oral Examinations (defense) for all candidates for Doctoral degrees in January 2015 to have been held by this date.
- 21 **Friday:**
Graduate Division of St. John's College of Liberal Arts and Sciences
Dissertation and theses copy due in Dean's Office for review by this date for January 2015 graduation.
- 24 **Monday:**
The School of Education
Printed and electronic copy of doctoral dissertation must be handed in to the Dean's Office for editing for January 2015 degrees.
- 26-29 **Wednesday – Saturday:**
Thanksgiving recess. No classes.

December

- 4 **Thursday:**
College of Pharmacy and Health Sciences
Completed theses and dissertations for all January degrees to be submitted to the Office of the Dean by this date. Microfilm fee to be paid at this time.
- 8 **Monday:** Feast of the Immaculate Conception – University closed. No classes.
- 9 **Tuesday:** Monday classes meet. Last day of classes.
- 10 **Wednesday:** Study day. No classes.
- 11-17 **Thursday – Wednesday:**
Final examination week.

*Doctoral Cohort programs may be subject to alternative dates.

**Calendar is subject to change. Please consult the Web regularly at stjohns.edu/services/registrar/calendar. For information on school closings, check stjohns.edu/closings.

12 **Friday:**
Graduate Division of St. John's College of Liberal Arts and Sciences
Final copy of dissertation and theses must be handed in to the Dean's Office for January 2015 graduation. Microfilm fee to be paid at this time for dissertation.

The School of Education

Printed and electronic copy of final edited and corrected doctoral dissertation must be handed in to the Dean's office for January 2015 graduation.

Spring 2015

January

- 9 **Friday:** Last day to submit Diploma Application online (via UIS) for January 2015 conferral.
- 19 **Monday:** Martin Luther King, Jr. Day – University closed. No classes.
- 21 **Wednesday:** Spring semester begins.
- 28 **Wednesday:**
College of Pharmacy and Health Sciences
Last day to apply for spring Doctoral and Master's Comprehensive Examinations.
College of Professional Studies
Comprehensive Examinations will be offered on an as-needed basis. Please see the Director of details.

February

- 2 **Monday:**
Graduate Division of St. John's College of Liberal Arts and Sciences
Readers' copies of Doctoral dissertations and Master's theses for degrees in May 2015 to be submitted to the departmental chair by this date.
- 3 **Tuesday:**
College of Pharmacy and Health Sciences
Readers' copies of Doctoral dissertations and Master's theses for degrees to be submitted to departmental chair by this date for May 2015 graduation.
Graduate Division of St. John's College of Liberal Arts and Sciences
Last day to apply for spring Comprehensive Examinations. Portfolios and E-Portfolios due in Dean's Office.
- 9 **Monday:**
The School of Education
Last day to apply for Master's and Doctoral Comprehensive Examinations for Spring 2015.
- 16 **Monday:** Presidents' Day – University closed. No classes.

23-28 **Monday – Saturday:**
Spring break – no classes.

25 **Wednesday:**
College of Pharmacy and Health Sciences
Doctoral and Master's Comprehensive Examinations.

March

- 11 **Wednesday:**
Graduate Division of St. John's College of Liberal Arts and Sciences
Doctoral and Master's Comprehensive Examinations.
- 13 **Friday:**
The School of Education
Final date for oral defense of Dissertation by doctoral candidates for May 2015 graduation. Editing and Microfilm fees due.
- 14 **Saturday:**
The School of Education
Doctoral Comprehensive Examination I.*
- 16 **Monday:** Last day to submit course work for Fall 2015 incomplete grades.
- 18 **Wednesday:**
Graduate Division of St. John's College of Liberal Arts and Sciences
D.A. Qualifying Examinations.
- 20 **Friday:**
The School of Education
Printed and electronic copy of doctoral dissertation must be handed in to the Dean's office for editing for May 2015 graduation.
- 21 **Saturday:**
The School of Education
Doctoral Comprehensive Examinations II* and Master's Comprehensive Examinations.

April

- 2-6 **Thursday – Monday:** Easter Recess – University closed. No classes.
- 3 **Friday:**
Graduate Division of St. John's College of Liberal Arts and Sciences
Final Oral Examination (defense) for all candidates for Doctoral degrees in May 2015 to have been held by this date.
- 6 **Monday:**
Graduate Division of St. John's College of Liberal Arts and Sciences
Readers' copies of Doctoral dissertations and Master's theses for degrees in September 2015 to be submitted to the departmental chair by this date.
- 8 **Wednesday:** Last day to withdraw from classes. Last day to apply for Pass/Fail option.

10 **Friday:**
College of Pharmacy and Health Sciences
Readers' copies of Doctoral dissertations and Master's theses for degrees in September 2015 to be submitted to the departmental chair by this date.

Final Oral Examinations (defense) for all candidates for Doctoral degrees in May to have been held by this date.

The School of Education

Printed and electronic copy of final edited and corrected dissertation must be handed in to the Dean's Office for May 2015 degrees.

- 17 **Friday:**
Graduate Division of St. John's College of Liberal Arts and Sciences
Dissertation and theses copy due in Dean's Office for review by this date for May 2015 graduation.
- 29 **Wednesday:** Monday classes meet.

May

- 1 **Friday:**
Graduate Division of St. John's College of Liberal Arts and Sciences
Final dissertation and theses must be submitted to the Dean's Office for May 2015 graduation by this date. Microfilm fees to be paid at this time.
- 4 **Monday:** Last day of classes.
- 5 **Tuesday:** Study day – no classes.
- 6-12 **Wednesday – Tuesday:** Final Examination Week.
- 8 **Friday:** Last day to submit Diploma Application online (via UIS) for May 2015 conferral.
- 14 **Thursday:** Ascension Thursday – University closed.
- 16 **Saturday:** Staten Island campus Commencement.
- 17 **Sunday:** Queens campus Commencement.

June

- 14 **Sunday:** Rome campus Commencement.

Fall 2015

August

- 7 **Friday:**
College of Pharmacy and Health Sciences
Final Oral Examinations (defense) for all candidates for doctoral degrees in September 2015 to have been held by this date.
- 21 **Friday:**
Graduate Division of St. John's College of Liberal Arts and Sciences
Final Oral Examinations (defense) for all candidates for Doctoral degrees in

4 *Doctoral Cohort programs may be subject to alternative dates.

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September 2015 to have been held by this date.

The School of Education

Final date for oral defense of dissertation by doctoral candidates for September 2015 degrees. Editing and microfilm fees due.

28 **Friday:**

The School of Education

Printed and electronic copy of doctoral dissertation must be handed in to the Dean's Office for editing for September 2015 degrees.

September

2 **Wednesday:** Fall semester begins.

4 **Friday:**

College of Pharmacy and Health Sciences

All language testing requirements must be fulfilled and requests for transfer credit must be processed by this date.

Graduate Division of St. John's College of Liberal Arts and Sciences

Dissertation and theses copy due in Dean's Office by this date for September 2015 graduation.

5 **Saturday:** University closed – no classes.

7 **Monday:** Labor Day – University closed. No classes.

9 **Wednesday:** Monday classes meet.

11 **Friday:** Last day to submit Diploma Application online (via UIS) for September 2015 conferral.

18 **Friday:**

Graduate Division of St. John's College of Liberal Arts and Sciences

Final copy of dissertation and theses must be handed in to the Dean's Office for September 2015 graduation. Microfilm fee to be paid at this time for dissertation.

The School of Education

Printed and electronic copy of final edited and corrected doctoral dissertation must be handed in to the Dean's Office for September 2015 degrees.

23 **Wednesday:**

College of Pharmacy and Health Sciences

Last day to apply for fall Master's Comprehensive Examinations and Doctoral Qualifying, Writing, and Comprehensive Examinations.

College of Professional Studies

Comprehensive Examinations will be offered on an as-needed basis. Please see the Director for details.

30 **Wednesday:** September degree conferral date.

Graduate Division of St. John's College of Liberal Arts and Sciences

Last day to apply for fall Comprehensive Examinations. Portfolios and E-Portfolios are due in Dean's Office.

October

Web Registration begins. Schedule to be announced. Consult the Web.

1 **Thursday:**

Graduate Division of St. John's College of Liberal Arts and Sciences

Readers' copies of Doctoral dissertations and Master's theses for degrees in January 2016 to be submitted to the departmental chair for review.

5 **Monday:**

College of Pharmacy and Health Sciences

Readers' copies of Doctoral dissertations and Master's theses for degrees in January 2016 to be submitted to the departmental chair by this date.

The School of Education

Last day to apply for Doctoral and Master's Comprehensive Examinations for Fall 2015.

12 **Monday:** Columbus Day – University closed. No classes.

15 **Tuesday:** Last day to submit coursework for Spring and Summer 2015 incomplete grades.

23 **Friday:**

Graduate Division of St. John's College of Liberal Arts and Sciences

Doctoral and Master's Comprehensive Examinations.

November

4 **Wednesday:**

College of Pharmacy and Health Sciences

Doctoral and Master's Comprehensive Examination and Qualifying Examination.

6 **Friday:**

Graduate Division of St. John's College of Liberal Arts and Sciences

Final Oral Examination (defense) for all candidates for Doctoral degrees in January 2016 to have been held by this date.

DA Qualifying Examinations.

7 **Saturday:**

The School of Education

Doctoral Comprehensive Examinations I*

9 **Monday:** Last day to withdraw from classes. Last date to apply for Pass/Fail option.

13 **Friday:**

College of Pharmacy and Health Sciences

Final Oral Examinations (defense) for all candidates for Doctoral degrees in January 2015 to have been held by this date.

The School of Education

Final date for oral defense of dissertation by doctoral candidates for January 2016 degrees. Editing and microfilm fees due.

14 **Friday:**

The School of Education

Final date for oral defense of dissertation by doctoral candidates for January 2015 graduation. Editing and microfilm fees due.

20 **Friday:**

Graduate Division of St. John's College of Liberal Arts and Sciences

Dissertation and theses copy due in Dean's Office by this date for January 2016 graduation.

The School of Education

Printed and electronic copy of doctoral dissertation must be handed in to the Dean's Office for editing for January 2016 degrees.

25-28 **Wednesday – Saturday:** Thanksgiving recess. No classes.

December

3 **Thursday:**

College of Pharmacy and Health Sciences

Completed theses and dissertations for all January degrees to be submitted to the Office of the Dean by this date. Microfilm fee to be paid at this time.

8 **Tuesday:** Feast of the Immaculate Conception – University closed.

No classes.

9 **Wednesday:** Last day of classes.

10 **Thursday:** Study day – no classes.

11 **Friday:** Study day – no classes.

Graduate Division of St. John's College of Liberal Arts and Sciences

Final copy of dissertation and theses must be handed in to the Dean's Office for January 2016 graduation. Microfilm fee to be paid at this time for dissertation.

The School of Education

Printed and electronic copy of final edited and corrected doctoral dissertation must be handed in to the Dean's office for January 2016 degrees.

12 **Saturday:** Saturday classes held.

14-19 **Monday-Saturday:** Final examination week.

*Doctoral Cohort programs may be subject to alternative dates.

**Calendar is subject to change. Please consult the Web regularly at stjohns.edu/services/registrar/calendar. For information on school closings, check stjohns.edu/closings.

Spring 2016

January

- 8 **Friday:** Last day to submit Diploma Application online (via UIS) for January 2016 conferral.
- 18 **Monday:** Martin Luther King, Jr. Day – University closed. No classes.
- 20 **Wednesday:** Spring semester begins.
- 26 **Tuesday:**
College of Professional Studies
Comprehensive Examinations will be offered on an as-needed basis. Please see the Director for details.
- 27 **Wednesday:**
College of Pharmacy and Health Sciences
All language testing requirements must be fulfilled and requests for transfer credit must be processed by this date.

Last day to apply for spring Doctoral and Master's Comprehensive Examinations.

February

- 1 **Monday:**
College of Pharmacy and Health Sciences
Readers' copies of Doctoral dissertations and Master's theses for degrees to be submitted to departmental chair by this date for May 2016 graduation.
- 2 **Tuesday:**
Graduate Division of St. John's College of Liberal Arts and Sciences
Readers' copies of Doctoral dissertations and Master's theses to be submitted to departmental chair by this date for May 2016 graduation.
- 3 **Wednesday:**
Graduate Division of St. John's College of Liberal Arts and Sciences
Last day to apply for fall Comprehensive Examinations. Portfolios and E-Portfolios are due in Dean's Office.
- 8 **Monday:**
The School of Education
Last day to apply for Master's and Doctoral Comprehensive Examinations for Spring 2016.
- 10 **Wednesday:** Monday classes meet.
- 15 **Monday:** Presidents' Day – University closed. No classes.
- 22-27 **Monday – Saturday:** Spring break – no classes.

March

- 2 **Wednesday:**
College of Pharmacy and Health Sciences
Doctoral and Master's Comprehensive Examinations.
- 11 **Friday:**
Graduate Division of St. John's College of Liberal Arts and Sciences
Doctoral and Master's Comprehensive Examinations.
- 12 **Saturday:**
The School of Education
Doctoral Comprehensive Examinations I.*
- 15 **Tuesday:** Last day to submit course work for Fall 2015 incomplete grades.
- 18 **Friday:**
The School of Education
Final date for oral defense of dissertation by doctoral candidates for May 2016 degrees. Editing and microfilm fees due.
- 30 **Wednesday:**
Graduate Division of St. John's College of Liberal Arts and Sciences
D.A. Qualifying Examinations.
- 19 **Saturday:**
The School of Education
Doctoral Comprehensive Examinations II* and Master's Comprehensive Examinations.
- 24-28 **Thursday – Monday:** Easter Recess – University closed. No classes.
- 30 **The School of Education**
Printed and electronic copy of doctoral dissertation must be handed in to the Dean's Office for editing for May 2016 degrees.

April

- 1 **Friday:** Last day to withdraw from classes. Last day to apply for Pass/Fail option.
- 8 **Friday:**
College of Pharmacy and Health Sciences
Final Oral Examinations (defense) for all candidates for Doctoral degrees in May to have been held by this date.

Graduate Division of St. John's College of Liberal Arts and Sciences
Final Oral Examination (defense) for all candidates for Doctoral degrees in May 2016 to have been held by this date.

The School of Education
Printed and electronic copy of final edited and corrected doctoral dissertation must be handed in to the Dean's Office for May 2016 degrees.

- 11 **Monday:**
College of Pharmacy and Health Sciences
Dissertations and Master's theses copy for degrees in May to be submitted to the departmental chair by this date.

Graduate Division of St. John's College of Liberal Arts and Sciences
Readers' copies of Doctoral dissertations and Master's theses for degrees in September 2016 to be submitted to the departmental chair by this date.
- 22 **Friday:**
Graduate Division of St. John's College of Liberal Arts and Sciences
Dissertations and theses copy due in Dean's Office for review by this date for May 2016 graduation.
- 29 **Friday:**
College of Pharmacy and Health Sciences
Final dissertations and theses must be submitted to the Dean's Office for May 2016 graduation by this date. Microfilm fees to be paid at this time.

May

- 2 **Monday:** Last day of classes.
- 3-4 **Tuesday – Wednesday:** Study days – no classes.
- 5 **Thursday:** Ascension Thursday – University closed.
- 6 **Friday:** Last day to submit Diploma Application online (via UIS) for May 2016 conferral.

Graduate Division of St. John's College of Liberal Arts and Sciences
Final dissertation and theses must be submitted to the Dean's Office for May 2016 graduation by this date. Microfilm fees to be paid at this time.
- 6-12 **Friday – Thursday:** Final Examination Week.
- TBA **Saturday:** Staten Island campus Commencement.
- TBA **Sunday:** Queens campus Commencement.

June

- TBA **Sunday:** Rome campus Commencement.

*Doctoral Cohort programs may be subject to alternative dates.

6 **Calendar is subject to change. Please consult the Web regularly at stjohns.edu/services/registrar/calendar. For information on school closings, check stjohns.edu/closings.

General Information

Applications for admission to graduate degree programs are accepted throughout the academic year. It is highly recommended that both the application and all supporting credentials be submitted to the Office of Graduate Admission three months prior to the semester in which the student wishes to begin a program of study. Specific program deadlines are as follows:

Psychology (Ph.D., Psy.D., M.S.)

January 15 (Fall only—Clinical Psy., Ph.D.)
January 15 (Fall only—School Psy., Psy.D.)
May 1 (Fall only—School Psy., M.S.)

Speech Pathology and Audiology (M.A.)

February 1 (Fall)
October 1 (Spring)

College of Pharmacy and Health Sciences

M.S., Ph.D.
March 1 (Fall)
November 1 (Spring)

The Peter J. Tobin College of Business (M.B.A.)

May 1 (recommended for Fall)
November 1 (recommended for Spring)

The School of Education (Ph.D., Ed.D., Adv. Crt., M.S.Ed.)

The School of Education deadlines for the completed applications for M.S.Ed., Adv. Crt., and Ed. D.

(non-counseling majors)

January 5 (Spring)
May 8 (Summer)
August 10 (Fall)

Counseling majors (M. S. Ed., and Adv. Crt):

November 1 (Spring)
April 1 (Summer/Fall)

Ph.D. in Literacy

June 15 for the Fall semester every two years. (2010, 2012, 2014, 2016, etc.)

International Students

May 1 (Fall)
November 1 (Spring)
(unless program has deadline above.)
Submit by May 1 (see specific program deadlines)

A non-refundable fee of \$70, in the form of a check or money order payable to St. John's University, must accompany the application.

The Office of Graduate and International Admission will make every effort to notify students of the status of their application. Ultimately, however, it is the student's responsibility to make sure that all supporting creden-

tials are received by the application deadline. Completed applications and supporting credentials should be forwarded to the campus of intended study as follows:

Queens, Staten Island and Rome Campuses

Office of Graduate Admission
St. John's University
8000 Utopia Parkway
Queens, NY 11439

- Applicants to The School of Education:
St. John's University
The School of Education
Office of Graduate Admission
8000 Utopia Parkway
Queens, NY 11439

- Applicants to The Peter J. Tobin College of Business:
St. John's University
Office of Graduate Admission
8000 Utopia Parkway
Queens, NY 11439

Admission to a Degree Program

Admission to a degree program is contingent upon an assessment of the candidate's ability to successfully pursue graduate study.

Ability is demonstrated by previous academic performance, satisfactory achievement on appropriate standardized tests, letters of recommendation and other factors that suggest academic potential and motivation.

Specifically, degree candidates must provide the following for admission consideration:

1. Evidence of a baccalaureate degree from an accredited college or university including *official* transcripts from each institution attended.
2. Letters of recommendation (requirements vary according to program; please refer to appropriate program information in other sections of this bulletin) from instructors in the proposed area of specialization or other qualified individuals as designated by the school, division or program to which the candidate is applying.
3. Official results of performance on standardized test as appropriate to the requirements of the particular school, division or program.
4. Evidence that conditions or requirements specific to the school, division or program of interest have been met.

Admission to a degree program does not guarantee advancement to degree candidacy. Additional requirements must first be met before the student may be considered a degree candidate (see "Degree Requirements"). In special cases, the dean of the college may waive an admission requirement if it is deemed warranted.

International Student Admission

Applicants whose native language is not English and who have not attended a post-secondary institution in which English is the language of instruction must take the (1) TOEFL (Test of English as a Foreign Language) or (2) IELTS (International English Language Testing System). For applications and information regarding IELTS, please visit the Web site: www.ielts.org. For applications and information regarding TOEFL, contact TOEFL Services, Educational Testing Service, Box 6151, Princeton, NJ 08541-6151; or visit the ETS Web site: www.ets.org.

English as a Second Language:
International applicants may be asked to take a University-sponsored English placement examination prior to the start of their academic studies at St. John's. Students will be informed of this test in the decision letter. Students requiring additional English language support are considered for the University's full-time Intensive English Program (IEP) or part-time English as a Second Language (ESL) classes.

Application Deadline: All students living outside the United States who require a student visa must provide completed applications (including all supporting materials) by May 1 for the fall semester and November 1 for the spring semester. However, applicants must first adhere to any specific deadlines for their intended program of study as noted in the Graduate Bulletin.

Applicants must present a formal application, official school records issued by your college/university and results of the TOEFL/IELTS examinations. All documents in languages other than English must be accompanied by certified English translations. For deadline dates, please see the "International Students" section. Students who require a Form I-20 for a student (F-1) visa or a Form DS-2019 for an exchange (J-1) visa must provide proof of financial support. Please refer to our University brochure "How To Get Your Form I-20" or "How To Get Your Form DS-2019", or contact the International Student and Scholar Services Office, (718) 990-6083, fax (718) 990-2070.

General Graduate Information

Questions concerning admission procedures or graduate programs offered by the University should be directed to the Office of Graduate Admission, (718) 990-1601, fax (718) 990-2346, or you may email gradhelp@stjohns.edu.

Transfer Student Admission

Students may seek admission to one of the graduate programs at the University after having successfully completed some graduate coursework at another accredited institution. The student must present the catalog description(s) of the graduate course(s) for which transfer credit or advanced standing is requested and complete a Transfer of Credit form (where applicable), which is available from the office of the appropriate academic Dean. No credit will be allowed for courses beyond the stipulated time limit or in which the grade attained is below "B" (3.0). Only after the academic Dean evaluates all documentation, may requests for transfer of credit or advanced standing be approved. Transferred or advanced standing grades will not affect the cumulative quality point index.

Transfer Credit

A student may request that credit for previously completed coursework be transferred to the St. John's University program of study, provided that it has not been applied toward the fulfillment of requirements for another degree. At the master's level, a maximum of six semester hours of graduate credit will be accepted on a tentative basis, pending re-evaluation after the student has successfully completed 12 semester hours of graduate credit at the University. For programs in the graduate divisions of St. John's College of Liberal Arts and Sciences and the The Peter J. Tobin College of Business, please refer to the appropriate sections of this bulletin.

A matriculated student may wish to take a course at an accredited institution and transfer the credit toward the St. John's degree program. The student must present the catalog description of the course and a permission form to his/her department/division Chair. Upon the recommendation of the Chair and the approval of the academic Dean, the student may register for the course. Upon completion of the course, the student must submit an official transcript to the Office of the Registrar and complete a Transfer of Credit form, which is available in the office of the appropriate academic Dean.

Advanced Standing

Students enrolled in advanced certificate and doctoral programs may request advanced standing for coursework completed in fulfillment of a previously earned graduate degree.

The number of advanced standing credits permitted is contingent upon assessment of the previously earned credit in accordance with department/division and school/college regulations. However, all doctoral students in the Graduate Division of St. John's College of Liberal Arts and Sciences and the College of Pharmacy and Allied Health Professions must complete a minimum of two-thirds of the total

number of credits beyond the master's degree at St. John's University. All doctoral students in The School of Education are required to take a minimum of 45 credits at St. John's University.

Accident and Sickness Insurance

The University makes available health insurance to all students through University Health Plans. This insurance allows students to be covered for illness and accidents. The University requires all international students holding F1 and J1 visas and all resident students to have adequate health insurance coverage.

F1 and J1 Students: All F1 and J1 students will be automatically provided with and charged for health insurance each semester. The mandatory charge for the insurance will be added to the semester invoice, which is due and payable with the tuition and fee charges.

Resident students: Resident students who have not waived the University-provided insurance will be automatically provided with and charged for this health insurance. The charge for this insurance will be added to the semester invoice, which is due and payable with the tuition and fee charges. To waive the insurance coverage, resident students are required to submit their insurance information online at www.universityhealthplans.com.

Commuter Students: Insurance also is available to our commuter full-time and part-time graduate population and can be purchased at www.universityhealthplans.com.

Please direct any questions to the Office of Student Financial Services at (718) 990-7592 (Queens campus); the Health Office at (718) 390-4447 (Staten Island campus; or University Health Plans at 1 (800) 437-6448.

Expenses

All fees and the entire tuition as well as room and/or board charges for each semester are due and payable in full before registration can be completed. All payments must be made by check or money order payable to St. John's University or by credit card. American Express, MasterCard, VISA and Discover are currently accepted by the Office of Student Financial Services.

For those students who wish to make tuition payments on a monthly basis, St. John's University makes available services of an outside independent educational credit company plan. Information regarding this plan can be obtained from the Office of Student Financial Services.

Students holding full-tuition scholarships are required to pay the General Fee and any other fees required for the course(s) they are taking.

Students whose accounts are in arrears will not be permitted to register for a subsequent semester, receive grades, or be issued a diploma or a transcript of record. All past due

balances are charged interest at the rate of one percent per month. Delinquent accounts may be referred to a third party for collection, which will result in the addition of collection costs to the account balance.

The University reserves the right to change the schedule of tuition and fees when necessary, but every effort is made to maintain them at the lowest possible level.

For the most up-to-date information, check the online version of this bulletin at stjohns.edu/bulletin.

2014–2015 Tuition*

Graduate Cost	per credit
College of Professional Studies	\$1,145
The School of Education	1,145
The Peter J. Tobin College of Business	1,155
St. John's College	
Grad Arts & Sciences	1,145
School Psychology	1,225
Library Science	1,215
Speech–Language Pathology and Audiology	1,225
Ph.D. Clinical Psychology	1,375
College of Pharmacy and Health Sciences	1,320
Public Health	1,145

* Check for regular tuition updates online at www.stjohns.edu. 2015-2016 tuition will be announced in April 2015.

Fees

General Fee per semester (non-refundable)	\$170
Particular Fees (non-refundable)	
Application fee	70
Late registration/payment	200
Maintaining matriculation, per semester	100
Microfilming of doctoral dissertation and abstract	100
Examination Fees (non-refundable)	
Comprehensive examination for master's degree	100
Qualifying examination for doctoral degree	40
Comprehensive examination for doctoral degree, reading of dissertation and oral examination	200
Make-up examinations	80
Special Assessment	50
Dissertation Copyediting fee	150

Laboratory Fees

Individual courses may carry a laboratory fee. Please refer to the online course description for fee information.

Laboratory fees are non-refundable. Additional charges will be made for breakage and losses.

Health Insurance Rate 2014-2015

- 1) Resident Students \$1,849 per year
- 2) New Spring 2014 Resident Students \$1,241 for the semester
- 3) F1/J1 Fall 2014 Students \$924.50 for the semester
- 4) F1/J1 Spring 2015 Continuing Students \$924.50 for the semester
- 5) New F1/J1 Spring 2015 \$1,241 for the semester

Room and Board

Queens

Academic Year 2014–2015

Single Room	\$6,190 per semester
Standard Double Room	\$5,130 per semester
Triple Room	\$4,980 per semester
Quad Room	\$4,120 per semester

Meal Plan

Board (Meal) Plan	
Freshman Meal Plan	\$3,065 per semester
Residence Village (Soph.-Senior) Meal Plan	\$3,015 per semester
Apartment Meal Plan	\$2,110 per semester

Queens Off-Campus (Seton Complex, DePaul and Henley)

Academic Year 2014–2015

Single Room	\$6,830 per semester
Double Room	\$5,555 per semester
Triple Room	\$5,100 per semester

Queens Off-campus Coolidge and Goethals

Academic Year 2014-2015

Single Room	\$6,690 per semester
Double Room	\$5,570 per semester

Queens Town Home

Academic Year 2014-2015

Town Home Single Rooms	\$6,850 per person
Town Home Double Rooms	\$5,745 per person
Town Home Triple Rooms	\$5,155 per person

Staten Island

Academic Year 2014–2015

Single Rooms	\$5,295 per semester
Double Rooms	\$4,895 per semester
Triple Room	\$4,190 per semester

Meal Plan

Meal Plan I	\$1,782 per semester
Meal Plan 2	\$2,285 per semester

Room and Board Withdrawals

Withdrawal from campus housing could affect your cost of attendance for financial aid purposes. Please contact the Office of Student Financial Services for details.

The Withdrawal schedule for Room and Board for 2015-2016 will be announced in April 2015. The following percentage of room and board charges may be credited for withdrawals:

Fall 2014 Undergraduate/Graduate

100%	through September 2
90%	through September 7
80%	through September 12
70%	through September 17
60%	through September 22
50%	through September 27
25%	through October 2
0%	after October 3

Fall 2014 Law

100%	through August 18
90%	through August 23
80%	through August 28
70%	through September 2
60%	through September 7
50%	through September 12
25%	through September 17
0%	after September 18

Spring 2015 Undergraduate/Graduate

100%	through January 23
90%	through January 28
80%	through February 2
70%	through February 7
60%	through February 12
50%	through February 17
25%	through February 22
0%	after February 23

Spring 2015 Law

100%	through January 12
90%	through January 17
80%	through January 22
70%	through January 27
60%	through February 1
50%	through February 6
25%	through February 11
0%	after February 12

Withdrawal from campus housing could affect your cost of attendance for financial aid purposes. Please contact the Office of Student Financial Services for details.

Withdrawal from Courses and Tuition Credits and Refunds

A student who wishes to withdraw from a course must complete a Change of Program form and have it signed by the appropriate departmental Chair and academic Dean. The date of withdrawal will be the date of the student's written request as attested by his or her Dean.

Withdrawal from courses may entitle the student to a credit for tuition. The percentage of credit will be determined according to the schedules listed. The credit policy refers only to tuition. Fees are not refundable.

Students should allow at least three weeks from the date of filing a Change of Program with the Dean for refund claims to

be approved, processed and for checks to be mailed.

Students will not be entitled to any portion of a refund until all federal Title IV programs are credited and all outstanding charges have been paid.

Students are considered in attendance until they officially withdraw from the University or are requested to do so by a Dean.

Students who leave school voluntarily or drop a course must do so through the proper channels, or otherwise risk assuming full tuition charges.

Please also see page 12 "Officially Notifying the University of a Withdrawal from Class" and "Withdrawing from Class."

The Withdrawal schedule for Tuition credits for 2015-2016 will be announced in April 2015. The following percentage of tuition may be credited for withdrawals:

Fall 2014 Undergraduate/Graduate

100%	through September 9
80%	through September 16
60%	through September 23
40%	through September 30
20%	through October 7
0%	after October 7

Fall 2014 Law

100%	through September 2
90%	through September 9
80%	through September 16
60%	through September 23
40%	through September 30
20%	through October 7
0%	after October 7

Spring 2015 Undergraduate/Graduate

100%	through January 27
80%	through February 3
60%	through February 10
40%	through February 17
20%	through February 24
0%	after February 24

Spring 2015 Law

100%	through January 20
90%	through January 27
80%	through February 3
60%	through February 10
40%	through February 17
20%	through February 24
0%	after February 24

Academic Information and Regulations

Program Requirements

In addition to the regulations in this section, each student is responsible for becoming familiar with the requirements specific to the college/school, department/division and academic program of study in which s/he enrolled. For further details, consult the appropriate section of this bulletin.

Academic Units and Programs

Approved Programs of Study

Students may only enroll in programs of study officially registered with the New York State Education Department or otherwise officially approved. Enrollment in non-registered or unapproved programs of study may jeopardize eligibility for certain student aid awards.

Most graduate courses at St. John's are conveniently scheduled for late afternoons, evenings and Saturday mornings. The following is a listing of all approved graduate programs at St. John's University. To learn which of the University's campuses offer specific programs, please consult your Academic Dean.

St. John's College of Liberal Arts and Sciences

Major Name HEGIS Code Credentials

Asian and African Culture Studies	0399	Adv. Cert.
Audiology	1220	Au.D.
Biological and Pharmaceutical Biotechnology	0499	M.S.
Biology	0401/0401	B.S./M.S.
Biology	0401	M.S.
Biology*	0401	M.Phil.
Biology	0401	Ph.D.
Catholic Theology and Pastoral Ministry	2399	M.A.
Chemistry	1905/1905	B.S./M.S.
Chemistry	1905	M.S.
Chinese Studies	0399	M.A.
Clinical Psychology	2003	M.A.
Clinical Psychology*	2003	M.Phil.
Clinical Psychology	2003	Ph.D.
Communication Arts/Government and Politics	0601/2207	B.S./M.A.
Communication Arts/Sociology	0601/2208	B.S./M.A.
Criminal Justice/Government and Politics	2105/2207	B.S./M.A.
Criminal Justice/Sociology	2105/2208	B.S./M.A.
Criminology and		

Justice	2209	M.A.
East Asian Studies	0302/0302	B.A./M.A.
East Asian Studies	0302	M.A.
English	1501/1501	B.A./M.A.
English	1501	M.A.
English	1501	D.A.
General-Experimental Psychology	2002	M.A.
Global Development and Social Justice	4903	M.A.
Government and Politics	2207 /2207	B.A./M.A.
Government and Politics	2207	M.A.
Government and Politics/Law	2207/1401	M.A./J.D.
Government and Politics/Library and Information Science	2207/1601	M.A./M.S.
Health Services Administration/Government and Politics	1202/2207	B.S./M.A.
Health Services Administration/Sociology	1202/2208	B.S./M.A.
History	2205/2205	B.A./M.A.
History	2205	M.A.
Human Services/Sociology	2101/2208	B.S./M.A.
International Law and Diplomacy	2210	Adv. Cert.
Journalism/Government and Politics	0602/2207	B.S./M.A.
Journalism/Sociology	0602/2208	B.S./M.A.
Latin American and Caribbean Studies	0308	Adv. Cert.
Legal Studies/Government and Politics	0599/2207	B.S./M.A.
Legal Studies/Sociology	0599/2208	B.S./M.A.
Liberal Studies	4901	M.A.
Library and Information Science	1601	Adv. Cert.
Library and Information Science	1601	M.S.
Mathematics	1701/1701	B.A./M.A.
Mathematics	1701	M.A.
Ministerial Studies	2301.10	M.Div.
Modern World History	2205	D.A.
Museum Administration	1099	M.A.
Pastoral Ministry	2301	Adv. Cert.

Pharmacy/Library and Information Science	1211/1601	M.S./M.S.
Psychology/General-Experimental Psychology	2001/2002	B.A./M.A.
Psychology/Criminology and Justice	2001/2209	B.A./M.A.
Public Administration	2102	Adv. Cert.
Public History	4903	M.A.
School Psychologist**	0826.02	M.S.
School Psychology	0822	Psy.D.
Sociology	2208/2208	B.A./M.A.
Sociology	2208	M.A.
Sociology/Criminology and Justice	2208/2209	B.A./M.A.
Spanish	1105/1105	B.A./M.A.
Spanish	1105	M.A.
Speech Language Pathology	1220	M.A.
Teacher of Speech and Learning Handicapped/Speech-Language Pathology and Audiology	0815/1220	B.S.Ed./M.A.
Theology	1510/1510	B.A./M.A.
Theology (Religious Studies)	1510	M.A.
Theology (Catech Min, Leader, and Min Prep)	2310	M.A.

* *The Master of Philosophy (M. Phil.) is an intermediate degree between other academic Master's degrees and the Doctor of Philosophy (Ph.D.) degree. It is awarded to candidates in some of the University Ph.D. programs for completion of all requirements for the Ph.D. except the dissertation.*

** *Leads to permanent bilingual certification.*

The School of Education

Major Name HEGIS Code Credentials

Administrative Studies	0827	Adv. Cert.
Adolescent Education Career Change	0803	M.S.Ed.
Adolescent Education Career Change NON CERT	0803	M.S.Ed.
Adolescent Education Field Change	0803	M.S.Ed.
Adolescent Education 7-12/Teaching Literacy 5-12	0803/0830	B.S.Ed./M.S.Ed.
Adolescent Education: Biology 7-12	0401.01	M.S.Ed.
Adolescent Education: English 7-12	1501.01	M.S.Ed.

Adolescent Education: Mathematics 7-12 1701.01	M.S.Ed.	Childhood Education and TESOL Career Change 1508	M.S.Ed.	Teaching Literacy B-6 0830.01	Adv. Cert.
Adolescent Education: Social Studies 7-12 2201.01	M.S.Ed.	Childhood Education and TESOL Career Change NON CERT 1508	M.S.Ed.	Teaching Literacy B-6 and Teaching Children with Disabilities 0830.01	M.S.Ed.
Adolescent Education: Spanish 7-12 1105.01	M.S.Ed.	Clinical Mental Health Counseling 2104.10	Adv. Cert.	Teaching Literacy B-6 and TESOL K-12 0830.01	M.S.Ed.
Adolescent Education: Teaching Students with Disabilities 7-12 Generalist with Students with Disabilities Subject Extensions 0808	M.S.Ed.	Clinical Mental Health Counseling 2104.10	M.S.Ed.	Teaching Literacy 5-12 0830.01	Adv. Cert.
Adolescent Education Residency Program* 0899.50	M.S.Ed.	Early Childhood Education: Career Change NON CERT 0823	M.S.Ed.	Teaching Literacy 5-12 and TESOL K-12 0830.01	M.S.Ed.
Alt. Cert. Trans B. Adolescent Math Special Ed* 0899.50	M.S.Ed.	Early Childhood Education: Career Change NON CERT 0823	M.S.Ed.	Teaching Students with Disabilities 7-12 Generalist with Students with Disabilities Subject Extensions 0808	Adv. Cert.
Alt. Cert. Trans B. Adolescent English 7-12* 0899.50	M.S.Ed.	Early Childhood Education B-2 and Teaching Students with Disabilities B-2 0808	M.S.Ed.	Teaching Students with Disabilities 7-12 Generalist with Students with Disabilities Subject Extensions 0808	M.S.Ed.
Alt. Cert. Trans B. Adolescent Math 7-12* 0899.50	M.S.Ed.	Early Childhood Education B-2 and Teaching Student with Disabilities B-2: Field Change 0808	M.S.Ed.	TESOL (Teaching English to Speakers of Other Languages) 1508	M.S.Ed.
Alt. Cert. Trans B. Teaching Students with Disabilities Generalist* 0899.50	M.S.Ed.	Education Administration and Supervision 0827	Ed.D.	TESOL K-12 1508	Adv. Cert.
Bilingual Education: ITI** 0899.60	Adv. Cert.	Gifted Education 0811	Adv. Cert.	TESOL: ITI 0899.60	Adv. Cert.
Bilingual Extension 0899	Adv. Cert.	Instructional Leadership 0829	Adv. Cert.	TESOL Special Education: ITI** 0899.60	Adv. Cert.
Bilingual Pupil Personnel Services: ITI** 0899.60	Adv. Cert.	Instructional Leadership 0829	Ed.D.		
Bilingual Special Education: ITI** 0899.60	Adv. Cert.	Literacy 0830	Ph.D.		
Childhood and Childhood Special Education (Internship) 0808	M.S.Ed.	Literacy 5-12 0830	M.S.Ed.		
Childhood and Childhood Special Education (Internship) NON CERT 0808	M.S.Ed.	Literacy B-6 0830	M.S.Ed.		
Childhood Education 0802	M.S.Ed.	Literacy Leadership Coach 0830	Adv. Cert.		
Childhood Education: Career Change 0802	M.S.Ed.	Middle Childhood 5-6: Extension 0802	Adv. Cert.		
Childhood Education: Career Change NON CERT 0802	M.S.Ed.	Middle Childhood 7-9 : Extension 0802	Adv. Cert.		
Childhood Education: Field Change 0802	M.S.Ed.	School Building Leadership 0828	Adv. Cert.		
Childhood Education 1-6/ Literacy B-6 0802/0830	B.S.Ed./ M.S.Ed.	School Building Leadership 0827	M.S.Ed.		
Childhood Education 1-6/Teaching Children with Disabilities in Childhood 0802/0808	B.S.Ed./ M.S.Ed.	School Building Leadership/School District Leadership 0827	Adv. Cert.		
		School Counseling 0826.01	M.S.Ed.		
		School Counseling 0826.01	Adv. Cert.		
		School District Leadership 0827	Adv. Cert.		
		Teaching Children with Disabilities in Childhood 0808	M.S.Ed.		
		Teaching Literacy B-12 0830	M.S.Ed.		

* Admission into these Alternative Certification/ Transitional B (Teaching Fellows) programs is initiated through the New York City Department of Education.
** Admission into these Intensive Teacher Institute (ITI) Certificate Program is initiated through B.O.C.E.S.

The Peter J. Tobin College of Business

Major Name HEGIS Code Credentials

Accountancy	0502	M.S.
Accountancy/ Public Accounting	0502/0502	B.S./M.B.A.
Accountancy/ Taxation	0502/0502	B.S./M.S.
Accounting	0502/0502	B.S./M.S.
Accounting	0502	M.S.
Accounting/Business Administration	0502/0506	B.S./M.B.A.
Accounting/Law	0502/1401	M.S./J.D.
Accounting (non-CPA)/ Business Administration	0512/0506	B.S./M.B.A.
Anthropology/ Business Administration**	2202/0506	B.A./M.B.A.
Asian Studies/ Accounting**	0301/0502	B.A./M.S.

Asian Studies/ Business Administration**	0301/0506	B.A./M.B.A.
Business Administration	0506	M.B.A.
Computer Science/ Accounting*	0701/0502	B.S./M.S.
Computer Science/ Business Administration*	0701/0506	B.S./M.B.A.
Cyber Security Systems/ Accounting*	0799/0502	B.S./M.S.
Cyber Security Systems/Business Administration*	0799/0506	B.S./M.B.A.
Economics/ Accounting	0504/0502	B.S./M.S.
Economics/Business Administration	2204/0506	B.S./M.B.A.
English/Business Administration**	1501/0506	B.A./M.B.A.
Enterprise Risk Management	0512	M.S.
Finance/Accounting	0504/0502	B.S./M.S.
Finance/Business Administration	0504/0506	B.S./M.B.A.
French/Business Administration**	1102/0506	B.A./M.B.A.
History/Business Administration**	2205/0506	B.A./M.B.A.
Investment Management	0505	M.S.
Information Technology/ Accounting*	0702/0502	B.S./M.S.
Information Technology/ Business Administration*	0702/0506	B.S./M.B.A.
Italian/Business Administration**	1104/0506	B.A./M.B.A.
Management/ Accounting	0506/0502	B.S./M.S.
Management/ Business Administration	0506/0506	B.S./M.B.A.
Management Information Systems/ Accounting*	0702/0502	B.S./M.S.
Management Information Systems/ Business Administration*	0702/0506	B.S./M.B.A.
Management of Risk	0512	M.S.
Marketing/ Accounting	0509/0502	B.S./M.S.
Marketing/Business Administration	0509/0506	B.S./M.B.A.
Mathematical Physics/ Business Administration**	1902/0506	B.S./M.B.A.
Networking and Telecommunications/ Accounting*	0799/0502	B.S./M.S.

Networking and Telecommunications/ Business Administration*	0799/0506	B.S./M.B.A.
Physics/Business Administration**	1902/0506	B.S./M.B.A.
Psychology/Business Administration**	2001/0506	B.A./M.B.A.
Public Accounting	0502	M.S.
Public Accounting/ Law	0502/1401	M.B.A./J.D.
Risk Management and Insurance/ Accounting	0512/0502	B.S./M.S.
Risk Management and Insurance/ Business Administration	0512/0506	B.S./M.B.A.
Sociology/Business Administration**	2208/0506	B.A./M.B.A.
Spanish/Business Administration**	1105/0506	B.A./M.B.A.
Taxation	0502.10	M.S.
Taxation/ Accounting	0502/0502.10	M.B.A./ M.S.

* The UG portion of these Combined Degrees are offered through the College of Professional Studies.
 ** The UG portion of these Combined Degrees are offered through St. John's College of Liberal Arts and Sciences.

School of Law

Major Name HEGIS Code Credentials

Law	1401	J.D.
Bankruptcy	1499	LL.M.
International and Comparative Sports Law	1401	LL.M.
Transitional Legal Practice	1401	LL.M.
U.S. Legal Studies for Foreign Law School Graduates	1499	LL.M.

College of Pharmacy and Health Sciences

Major Name HEGIS Code Credentials

Pharmacy/Library and Information Science	1211/1601	M.S./M.S.
Pharmacy	1211	Pharm.D.
Pharmacy, Practitioner Option	1211	Pharm.D.
Pharmacy Administration	1211	M.S.
Pharmaceutical Sciences	1211	M.S.
Pharmaceutical Sciences	1211	Ph.D.
Public Health	1214	M.P.H.
Toxicology	0426	B.S./M.S.
Toxicology	0426	M.S.

College of Professional Studies

Major Name HEGIS Code Credentials

Criminal Justice Leadership	2105	M.P.S.
Criminal Justice/ Criminal Justice Leadership	2105/2105	B.S./M.P.S.
Data Mining and Predictive Analytics	0702	M.S.
International Communication	0699	M.S.
Sport Management	0599	M.P.S.

Office of the Registrar

The Office of the Registrar is responsible for the accuracy and integrity of the University's official student records. Our chief responsibilities fall into six broad categories: registration; record-keeping; enrollment verifications and transcripts; course offerings; classroom scheduling; and graduation.

The Office of the Registrar facilitates the University course registration process. The Office announces the exact dates for registration in advance of each registration period. Continuing students register in October/November for the spring semester and in March/April for the summer and/or fall semesters. Students are expected to see their advisor before registering. All students should bring a student advisement report to their advising appointments. Advisors will provide their advisees with Priority Registration Numbers, which are needed to register. Once they have their Priority Registration Number, students may select and register for classes online through St. John's University Information System, UIS.

The Office of the Registrar mails student grade reports for the fall and spring semesters on a rolling basis. Summer grade reports are mailed at the end of all summer sessions. Grades are also available from the University's website, www.stjohns.edu. Students can access grades online through the University Information System (UIS) via St. John's Central, the University's web portal. An assigned USERNAME and PASSWORD is required. Questions regarding access can be referred to the Office of the Registrar. Students are required to change their PASSWORD to a six digit number of their own design at their first login.

Because the University is continually expanding the services and information it makes available online, students should refer to the University's website (www.stjohns.edu) on a regular basis. For the Office of the Registrar site, visit www.stjohns.edu/academics/office-registrar.

Advisement

Advisement policies vary among the individual schools and students should consult with their respective Dean's office to ensure that proper procedures are followed.

Matriculated students are assigned an advisor upon admission to their graduate program. Students are responsible for consulting with their advisor to plan their schedule each semester. Registering for a class does not guarantee that it is applicable toward one's degree program. Students who register for classes without their advisors' approval put themselves at financial and academic risk.

Students must complete a specific registration form with courses that have been pre-approved by an advisor and then signed by their Dean. Any changes in a student's schedule must be completed before the end of the registration period by filing the appropriately approved Change of Program form.

Students will not be permitted to enroll in a course after the late registration period has ended, even if the student has been unofficially attending a class. If a student wishes to withdraw from a course, the appropriate Change of Program form must be approved by the appropriate academic Dean and filed in the Office of the Registrar.

Registration

Once advised, students may register according to the schedule published by the Registrar. This schedule is mailed to students and can also be accessed on the Office of the Registrar's website.

Students register for classes using UIS. Registration requires students to enter a Priority Registration Number, which is obtained from their advisor or Dean.

Students must pay their tuition and fees in full before registration can be completed. Students having no payment due or a refund due must complete their registration process by confirming registration for the semester via UIS by going to the "View/Confirm Term Bill" section.

E-Bills are sent to students after each registration period. Financial services representatives are available year-round to assist students in satisfying their financial obligation to the University. Registration is not complete until payment is made, and the University reserves the right to drop a student from an individual class or from his or her entire program if payment is not made by the due date.

Officially Notifying the University of a Withdrawal from Class

When a student registers for a class, the University considers it a clear indication of an intention to attend that class. If a student changes his/her mind about attending class or if circumstances prevent him/her from attending, s/he must notify St. John's of the change in status. The manner in which this notification is made depends on when during the semester

the withdrawal decision is made.

During the first week of the semester, classes can be added or dropped through UIS. After this date, Dean's permission is needed to change registration. Please note that to drop all classes, the Dean must be informed in writing.

During the second and third weeks of the semester, classes can still be dropped with permission from the Dean's Office. Classes dropped through the first three weeks of a semester do not appear on a University transcript.

Withdrawing from Class

Students wishing to unregister for classes may withdraw from them. These classes are noted as a withdrawal (WD) on transcripts. This mark does not calculate into Grade Point Averages (GPAs). Please consult the academic calendar for the last day to withdraw from a class.

To withdraw from one or more classes, students must contact the Dean's Office. It is recommended that students visit the office in-person so a discussion can be had regarding this decision. If an in-person meeting is not possible, the request to withdraw from class(es) must be put in writing.

Dropping or withdrawing from a class may result in a full or partial refund of tuition paid for the class. Refunds are based on the date the class was dropped or withdrawn, whether via UIS or through the Dean's Office.

Students who stop attending a class without withdrawing from it officially will receive the appropriate grade or mark as determined by their attendance, participation, and performance and in accordance with the grading criteria provided by the instructor. See the "Grading Systems" section for additional information.

Advisement Reports

St. John's University makes advisement reports available to students in many graduate programs via UIS. Advisement reports match courses that students have taken against degree programs' requirements. While unofficial in nature, these reports complement the advisement process and should be presented to one's advisor at each advisement session.

Note that even new students may and should obtain an advisement report from UIS. If a new student has been awarded transfer credit or advanced standing and if the Office of the Registrar has been informed of such, the advisement report will take it into consideration before the student has registered for any classes. Even without such credit, the report is still useful as it will show all degree requirements.

Please also note that not all graduate programs have an advisement report available. If UIS does not permit a report to be run for a specific program, then a report is not available for this program.

For additional information regarding advisement reports, consult the Office of the Registrar's website at <http://www.stjohns.edu/academics/office-registrar/student-advisement-reports>.

Transcripts and Verifications

St. John's University is pleased to provide enrollment and degree verifications free of charge to all student and alumni. Transcripts and enrollment verifications can be requested in person, by mail, or through UIS. Once a request has been received, most transcripts are mailed within three business days. If possible, enrollment verifications are provided when requested.

Requests submitted by mail must include the following information: full name and any other names used while at St. John's, the last four digits of social security number, dates of attendance, division of the University attended, degrees received, current address and phone number, reason for request, and complete address to which the document should be sent. All written requests must be signed to authorize the release of academic information.

Written requests should be sent to one of the following addresses:

St. John's University
Office of the Registrar
8000 Utopia Parkway
Queens, NY 11439
ATTN: Transcript Desk

St. John's University
Office of Enrollment Services
300 Howard Avenue
Staten Island, NY 10301
ATTN: Transcript Desk

Students may view their entire academic record on UIS. This record may be printed and may be used as an unofficial document pending receipt of an official transcript or verification.

Veterans and their Dependents

Veterans and their dependents should contact the Department of Veterans Affairs regional office in Buffalo, New York, for information about education benefits. The telephone number is (888) 442-4551. The Department of Veterans Affairs also maintains a very useful website, which can be found at www.gibill.va.gov.

The Office of Student Financial Services (OSFS) certifies the enrollment of veterans and their dependents for educational benefits.

Graduation

The University confers degrees three times a year: January, May, and September. Students awarded degrees in September and January are invited to attend the May commencement ceremony. The Office of University Events informs degree candidates of which commencement ceremony they are invited to attend. Only

those students who complete all degree requirements by the end of the spring semester will be eligible to participate in the spring commencement exercise. For details regarding the Rome campus Commencement ceremony, which is held in June, please contact the Office of University Events.

“Degree conferral” refers to the official date a degree is awarded to a student and noted on the student’s academic record.

To ensure that a diploma is ordered, the Office of the Registrar requires all pending graduates to complete an online Application for Diploma, which is available through UIS. To access the application, a student should log into St. John’s Central, click on the UIS link, and navigate through the Student Records menu and Graduation sub-menu.

Replacement Diplomas

If an original diploma is lost, stolen or destroyed, a replacement diploma can be ordered. To order a replacement diploma, a standard application for diploma must be submitted with a notarized affidavit and two forms of identification, one containing a photograph. Examples of identification include a passport, driver’s license, social security card, and work ID. There is a \$50 fee for a replacement diploma. Please call (718) 990-2000 for applications and affidavits.

Loss, destruction, change of name, and theft are the only reasons for which a diploma will be replaced. We do not issue duplicate diplomas.

Applications for replacement diplomas may be mailed to one of the following addresses:

St. John’s University
Office of the Registrar
8000 Utopia Parkway
Queens, NY 11439
ATTN: Diploma Desk

St. John’s University
Office of Enrollment Services
300 Howard Avenue
Staten Island, NY 10301
ATTN: Diploma Desk

Full-Time Study in Graduate Programs

Full-time study shall mean enrollment for at least 9 credits a semester or the equivalent. This includes independent or individualized study, practice teaching, graduate assistantships, thesis or dissertation research and preparation for language or qualifying examination. Non-credit or prerequisite courses may be considered as contributing toward full-or part-time study on an equivalent basis. Such equivalence is determined through the program or school in which the student is enrolled and must be approved prior to registration. A student carrying a full-time program that includes non-

credit prerequisite courses will carry at least six credit hours each semester with the exception of the first semester, in which a student only needs to carry three credit hours. A combination of such credit and prerequisite work shall equal the minimum student effort requirement for full-time study.

Courses taken entirely on a personal or voluntary basis, or solely to meet teacher certification, licensing or other external requirements, not recommended or required by the school, shall not contribute to full- or part-time study.

Students will not be permitted to register for more than 12 credit hours of graduate study in any semester. However, under unusual circumstances and with appropriate approval, students will be permitted to register for up to 15 hours. [All students holding F-1 or J-1 visas must be enrolled in a full-time program (12 credits or the equivalent).]

Time Limit

Students who are unable to devote their full time to graduate study may extend the time for obtaining the master’s degree or professional diploma beyond the normal span of two years. All coursework, research tool, residence and examination requirements must be satisfied within five years. No degree credit will be allowed for courses completed more than five years before the granting of the degree or diploma.

Students working for the doctorate must complete all requirements for the degree within seven years (eight years for The School of Education). No degree credit will be allowed for courses completed more than seven years prior to the granting of the degree.

Examinations

If a student is not present for the regular final examination, a make-up examination may be permitted by the appropriate Dean. Permission may be granted in the case of students whose academic work is acceptable and only when the reason for absence from the scheduled examination is of a sufficiently serious nature, i.e., an emergency situation which absolutely precluded attendance and can be documented to the Dean’s satisfaction. The deferred examination may be taken only on the date published in the Academic Calendar and the student is subject to a make-up examination fee in each case.

Auditing Courses

A student who audits a course is one who is qualified to register for a credit course for which no credit will be granted. *Students may not audit a course which they subsequently would be required to complete for their degree.* Auditors are expected to attend class but are not responsible for examinations or written

assignments. A grade of “AU” for the course will be noted on the permanent record.

Permission to audit a course must be obtained on a Pass/Fail-Audit Option Request form from the student’s Dean and the Dean of the school in which the course is offered. This written permission must be presented to the Office of the Registrar. Audit and credit courses may not exceed 18 semester hours per term. Full tuition and fees are charged for audited courses. A student may not change from audit to credit status or vice versa once the semester begins.

Grading System

A letter system is used in assigning grades for the course with quality points given for each grade:

Grade	Quality Points
A	Excellent 4
A-	Excellent 3.7
B+	Very Good 3.3
B	Good 3
B-	Good 2.7
C+	Fair 2.3
C	Passing 2
F	Failure 0
INC	Incomplete 0
ABF	Absent/Failure 0
WD	Withdrawal 0
P	Passing 0
AU	Audit 0
UW	Unofficial Withdrawal 0

Credit for courses is given in semester hours. The quality points for a course are obtained by multiplying the points corresponding to the grade given for the course by the number of semester hours of credit attached to the course. The total quality points for all courses divided by the total credits attempted give students their quality point index.

Besides term examinations, courses which carry three semester credits but which meet for only two hours a week require the submission of a research paper or some equivalent research project before credit may be given.

Written tests, term papers and other assignments are given during the term at the discretion of the individual instructor. Credit will not be given for a semesters’ work unless all assignments have been satisfactorily completed.

A grade of incomplete (INC) may be given, at the discretion of the instructor, if the student fails to submit a research paper or some equivalent research project. Students receiving an INC grade must submit all required materials no later than the deadline indicated in the Academic Calendar. If the INC is not removed within the time period, it will remain a permanent INC grade on the student’s record. In some cases, it may be necessary for the student to repeat the course.

The student must request a grade of incomplete from the professor before the end of the semester.

The grade of ABF will be assigned if the student fails to sit for the scheduled final examination if one is required for the course. The grade of ABF will remain on the student's transcript and will be calculated as an F grade if the student fails to sit for the make-up examination.

Graduate students may audit courses with permission of their Dean. Students may not audit a course which they subsequently would be required to complete for their degree. Auditors are expected to attend class but are not responsible for examinations or written assignments. A grade of "AU" for the course will be noted on the records.

A student will be given the grade of "WD" if s/he officially withdraws from a course, any time up to the date indicated in the Academic Calendar.

Academic Standing

Students in the master's and advanced certificate programs must maintain a 3.0 quality point average to continue in graduate work. Students who fail to maintain this average, either in a particular semester or in their overall academic record, are subject to having their academic program terminated. Students in the master's programs of the College of Pharmacy and Allied Health Professions will automatically become subject to review by the appropriate college committee and Dean. Students are subject to academic dismissal as a result of such review.

Students in doctoral programs are required to receive at least a "B" grade in all courses. Grades of "B-" will not count as a "B" where required for doctoral courses. When a student receives a grade of less than a "B," his or her program enrollment will automatically become subject to review by the appropriate department, inter-departmental graduate committee and the Office of the Dean.

Residence

Residence requirements assure adequate contact between the University and the graduate student while providing necessary association with scholars in the student's area of specialization.

With the exception of the Master of Arts program in Speech-Language Pathology and Audiology offered by St. John's College of Liberal Arts and Sciences, the master's and professional diploma programs offered by The School of Education, and the Master of Business Administration offered by The Peter J. Tobin College of Business, all master's degree students must successfully complete 12 semester hours of academic credit during two consecutive academic semesters. For regulations

on satisfying the residence requirement of a particular master's or doctoral program, each student should consult the appropriate college/school and department/division section in this bulletin.

Continuous Enrollment— Maintaining Matriculation

Master's Degree and Advanced Certificate

Continuous enrollment for matriculation until the degree is awarded is obligatory for students enrolled in degree programs. Those who are not enrolled in coursework must maintain their active status each semester by enrolling in a Maintaining Matriculation course at the scheduled registration periods. Students who have not satisfied the continuous enrollment requirement for two or more semesters must

- 1) apply for re-admission,
- 2) meet the admission requirement in effect at that time,
- 3) be re-admitted,
- 4) pay the appropriate maintaining matriculation fees for two semesters. In order to register for the proper Maintaining Matriculation course, students should consult their departmental course offerings.

Comprehensive Examination

Most degrees require the satisfactory completion of a comprehensive examination. This examination must be taken within a year after the satisfaction of all courses, language and residence requirements.

Students in The Peter J. Tobin College of Business and the College of Pharmacy and Allied Health Professions should consult with the appropriate Dean's office for complete details and requirements regarding the comprehensive exam.

This examination may be oral or written or both, according to the regulations of a particular department/division. The content of this examination is not limited to the courses taken by the student, but may cover general concepts as well as the whole area of the candidate's field of study. The comprehensive examinations may be held in the fall, spring or summer according to departmental/divisional regulations as noted in the Academic Calendar.

Applications for these examinations should be made in the Dean's Office no later than the dates assigned in the Academic Calendar. Late fees may apply. The individual examiners report the results of this examination in writing to the Dean, who communicates them to the individual candidates. In case of failure, one re-examination may be permitted upon the recommendation of the departmental/divisional Chair and the Dean.

Doctoral Degree

Before sitting for the comprehensive examination, students must be registered in coursework or be enrolled in the appropriate Maintaining Matriculation course. In order to register for the proper Maintaining Matriculation course, students should consult their departmental course offerings. After successful completion of the comprehensive examination, students must enroll in the appropriate three-credit Doctoral Research course each semester until the degree is awarded. In order to register for the proper course, students should consult their departmental/divisional course offerings.

Students who have not satisfied the continuous enrollment requirement for two or more semesters must

- 1) apply for re-admission,
- 2) meet the admission requirements in effect at that time,
- 3) be re-admitted,
- 4) pay the appropriate fees for two semesters.

Research Review Board

All research carried out by students, faculty or affiliates of St. John's University involving human subjects must be approved by the Institutional Review Board for use of Human Subjects (IRB).

All research involving animals must be approved by the Institutional Animal Care and Use Committee (IACUC). This requirement includes any thesis, dissertation, research project or research essay. Such approvals must be secured before research is begun, *must be renewed each year and expires upon completion of degree.*

**Guidelines and application forms for both IRB and IACUC review are available on-line at: www.sju.stjohns.edu/grants/research.html.*

Master's Thesis

A department or division may require a thesis for the master's degree. Students should consult the appropriate department to ascertain if this is required or optional.

The master's thesis should offer evidence of sound research and an adequate treatment of a well-defined subject. A mere essay or compilation of facts will not be accepted. The thesis must be written on a subject comprehended under the major and approved by the mentor and the departmental committee.

The responsibility for a well-organized presentation of personal research rests with the student and is in no sense a part of the instructional responsibility of faculty members.

Before beginning the writing of the thesis, the student should consult with the Chair of the department and become familiar with the style sheet utilized by the department. The completed thesis should be submitted to the

readers no later than the date indicated in the Academic Calendar, normally three calendar months before the end of the semester.

An original and one copy of every approved thesis for the master's degree must be submitted to the Dean. These will be bound and will become the property of the University Library. They must be printed on 20-pound, acid-free, non-corrosable bond paper with a minimum 25% rag or cotton content.

Theses must be submitted to the Dean in accordance with the date indicated in the Academic Calendar.

Doctoral Dissertation

The responsibility for a well-organized presentation of personal research (as well as the details involved) rests entirely with the student and is not part of the instructional responsibility of faculty members.

Since the doctoral dissertation research essay must present evidence of a substantial contribution to existing knowledge as a result of personal research, it is considered a criterion of the student's scholarly attainment and will largely determine his/her final success in reference to the degree.

The title of the dissertation, along with the names of the mentor and members of the research committee, must be submitted to the department and then the Dean for approval. When the student's mentor has approved the completed dissertation, the reader's copies, typewritten according to the approved format, must be submitted approximately four calendar months before the end of the semester. The format to be used is specified by the appropriate department or school.

In establishing a doctoral dissertation/research essay committee, preparing a dissertation proposal and submitting and defending the dissertation, the following guidelines apply:

1. Students have the responsibility for requesting a mentor from the doctoral core faculty.
2. The student and mentor work together to choose a committee adhering to the following procedures and guidelines:
 - a. The committee shall consist of the mentor and at least two other members.
 - b. The two members plus the mentor shall come from the department/division.
 - c. One additional member of the committee may come from outside St. John's University.
 - d. The departmental/divisional Chair, Dean and mentor must unanimously approve any outside member.
 - e. Final approval of the committee composition rests with the Dean.

3. The dissertation proposal must be approved by the committee and then forwarded to the departmental Chair for his/her recommendations and then to the appropriate Dean for his/her approval.
4. There shall be an interim oral presentation of the dissertation in progress made before the doctoral committee which shall be scheduled by the mentor.
5. A manuscript based upon the dissertation and properly prepared for submission to a refereed journal must be submitted to the mentor prior to the scheduling of the oral defense.
6. The oral defense shall be open to the University community.
7. The mentor acts as the Chair of the oral defense, unless otherwise determined by the Department GEPC or its equivalent. The Chair of the oral defense shall be responsible for conducting the defense according to parliamentary procedure.

Students must consult their respective Dean's office, as well as the Directors or Chairs of their doctoral programs, for the specific guidelines, timelines and stylistic formats which apply to the dissertation within their discipline.

After the completed dissertation has been formally accepted, the candidate must defend the dissertation in a final oral examination before the faculty and the doctoral committee. The final copies (i.e., an original and two copies) of the completed dissertation must be submitted to the Dean for approval in accordance with the Academic Calendar. All dissertations must conform fully to current style guidelines appropriate to the discipline.

Each copy shall have a title page, bearing the subject, the author's name, the mentor's name, the date of presentation and the statement: *"Submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy (or Doctor of Education or Doctor of Arts) to the faculty of the department (or division) of (Psychology, Administrative and Instructional Leadership, Pharmaceutical Sciences, etc.) at St. John's University, New York."*

Dissertations that are accepted for publication by commercial publishing houses should indicate that they were originally submitted as a doctoral degree requirement at St. John's University.

On another page shall be listed the student's vitae, giving the institutions at which undergraduate and graduate work was done, the degrees received and the dates.

The original and one copy of the dissertation will then be sent to the Serials Department, University Library. The library retains one paper copy of each doctoral dissertation and two paper copies of each master's thesis. The paper for all library copies must be of high quality—20 lb., acid-free, non-corrosable bond paper with a minimum of 25% rag or cotton content. The paper must have a good opacity, that is, print on one page should not easily show through the page in front of it. The margins for all copies must be one and one-half inches on the left side of each page and one inch on each of the other three sides. Note that these margins must also be left on pages containing graphs, illustrations, appendices, etc. Print on all copies must be dark and even. Word processed copies must be of letter quality.

The original abstract of each dissertation (not more than 350 words) and two copies thereof must accompany the dissertation. The original dissertation and abstract will be sent to University Microfilms, Inc. (UMI) for microfilming. The paper original and microfilm are returned to the library, while the abstract remains at UMI.

The microfilm will be kept permanently at the library. The original with the abstract, as well as the copy and its abstract, will be bound and returned to the library. The original will remain at Circulation/Reserve and the second bound copy will be sent to the appropriate graduate school.

A fee, per bound copy, will be assessed each candidate for this binding service. Each candidate for the doctoral degree is required to fill out a special contract (obtainable in the Dean's office) for "University Microfilms, Inc."

Graduate Financial Aid Forms

Graduate students requesting consideration for financial aid, must meet the following requirements:

- Be enrolled in a graduate degree program at St. John's University or a qualified Advanced Certificate Program (Please note that not all Advanced certificate programs are eligible for federal assistance)
- Maintain the enrollment status (full or part-time) required by your type of assistance
- All coursework must be applicable to student's program of study

To be considered for Federal student aid (including federal loans) students must:

- Complete and sign the Free Application for Federal Student Aid (FAFSA)
- Be a U.S. citizen or an eligible noncitizen
- Have a valid Social Security Number
- Be registered with Selective Service if you are a male between the ages of 18 and 25
- Maintain satisfactory academic progress at St. John's University

Please use St. John's University federal institution code number 002823 when filing the FAFSA. Once the FAFSA is processed, the student receives a federal Student Aid Report (SAR). You may obtain and complete your FAFSA application online at fafsa.ed.gov.

Assistantships and Fellowships

Assistantships and fellowships are awarded annually to academically qualified graduate students. Descriptions of the Award Categories are below.

Doctoral Fellows

Doctoral Fellows are awarded to doctoral students only; these assistantships reside only in academic departments. Doctoral Fellows teach and/or conduct research. Teaching activities might include lab supervision, serving as teacher of record for select undergraduate courses, tutoring, or in some other capacity. Research must be confined to the faculty and/or program needs of the student's department. Doctoral Fellows are expected to devote a specified number of hours per week engaged in the teaching or mentoring of students in some capacity.

Graduate Assistantships

There are several types of Graduate Assistantships. Those assigned to departments are expected to teach and/or conduct research within those disciplines. The purpose of the Graduate Assistant program is to provide a graduate student the opportunity to supplement coursework with practical experience related to the student's educational course of study and career objectives. Assistantships are an extension to, and application of, classroom instruction through hands-on experience with guidance from experienced faculty, administrators, or staff. Other types of Graduate Assistantships are assigned to offices and capacities throughout the University not directly affiliated with departments. The majority of Graduate Assistants in both categories will be master's students, although doctoral students are also eligible for these positions.

University Doctor of Arts Fellowships

UDAF's are tuition-remission-only fellowships (no stipend) awarded to working professionals in the Doctor of Arts programs in History and English. UDAF's are granted at the discretion of the Deans in consultation with chairs and supervisors. The criteria for selection of these awards are solely academic merit.

Summer Graduate Assistants

A limited number of summer Graduate Assistantships are available. Most of these are tuition-remission only and come without stipends. Summer Graduate assistantships can be for three or six credits but no more; credits can be taken over one or two sessions. Summer stipends are awarded to students in the following departments: Biology, Chemistry, Psychology (St. John's College) and all departments in the College of Pharmacy and Health Sciences.

Scholarships

Scholarship awards are made primarily on the basis of scholastic achievement and need. They are generally given to full-time students for a period of one year. Application for scholarships should be made to the academic Dean's Office unless otherwise indicated.

Scholarship awards vary depending on availability of funds.

The School of Education Scholarships

Students interested in applying for any of the following scholarships offered by The School of Education are referred to the Office of the Dean in the Graduate School of Education.

Catholic Scholarship

An academic scholarship is awarded to select eligible graduates with a record of significant achievement from a Catholic college or university who have completed a major or minor in education. This scholarship is extremely competitive. Each scholarship provides for full-time study in one master's degree program in the Graduate Division of the School of Education. The scholarship commences with the fall term and is applicable to new students applying to a master's degree only. Students are responsible for all fees, books, and other expenses.

Requirements for Consideration

You must be a graduate of a Catholic college or university and have completed a major or minor in education. You must also possess a proven track record of service to your college/university or community. To apply, please submit an application to the University, a statement of professional goals, a resume, and two letters of reference supporting your service to your college/university and/or community

How to Apply

Submit an application for admission and the Catholic Scholarship application along with transcripts, resume, and two letters of reference supporting service to your college/university and/or community, and a statement of goals.

Deadline: All materials are due April 1 for enrollment the following fall semester for master's degree candidates only. This is an extremely competitive scholarship.

Graduate Scholars in Education

Description: In response to the critical need for teachers, St. John's University awards tuition scholarships for a full master's degree in education. This highly competitive, one-time scholarship is worth \$6,000 toward the 33-60 credit program. It will be awarded to select eligible applicants commencing in the fall semester.

Requirements for Consideration

You must submit a graduate program application to the University for the fall semester, possess a minimum 3.5 grade point average (career changers and counseling majors must have a 3.6 GPA), and have passing test scores on the New York State Teacher Certification Examination (EAS,ALS,CST). * For information on how to register for the required exams, visit nystce.nesinc.com. *Note: NYS Teacher Certification Exams are not required for counseling majors or career changers.

How to Apply

Submit an application for admission along with your transcripts demonstrating a minimum 3.5 grade point average (3.6 for career changers and counseling majors), your NYS Teacher Certification Examination scores (not required for career changers and counseling majors), and a statement of goals.

Deadline: All materials are due by June 1 for enrollment the following fall semester. This is an extremely competitive scholarship. Students are urged to apply as far in advance as possible.

Catholic School Educator Grant

Description: As part of our mission as a Catholic university, St. John's awards a 40 percent tuition reduction to full-time teachers and administrators in Catholic schools for one master's degree, one advanced certificate, or one doctoral degree.

Requirements for Consideration

You must be a full-time teacher or administrator at a Catholic school.

How to Apply

Submit your application along with all other necessary materials. If accepted by the University, you must complete a written form each semester and submit it to the Office of Student Financial Services.

Deadline: There is no deadline for this program.

Excellence in Education Scholarship

Description: This scholarship acknowledges outstanding academic achievement and is based on the recommendation of the faculty. The scholarship is awarded to three students entering a graduate program in the fall semester from each department in the Graduate Division of The School of Education. This highly competitive, one-time scholarship is worth \$10,000 toward the 33-60 credit program. It will be awarded to select eligible applicants commencing in the fall semester.

Requirements for Consideration: You must submit a graduate program application to the University for the fall semester, possess a minimum 3.75 cumulative grade point average, and provide a reference letter from a faculty member recommending you for this scholarship.

How to Apply

Submit your completed application and transcripts demonstrating a minimum 3.75 cumulative grade point average, as well as a reference letter from a faculty member recommending you for this scholarship.

Deadline: There is no deadline for this scholarship. Due to the highly competitive nature of this program, students are encouraged to apply as far in advance of actual enrollment as possible.

Superintendent's Scholarship

Description: This scholarship provides a 25 percent tuition reduction for students applying to the Oakdale campus in any degree program who possess a minimum 3.0 grade point average.

How to Apply:

Submit a completed application and transcripts demonstrating a minimum 3.0 cumulative grade point average, as well as two reference letters from your supervisors recommending you for this scholarship.

Deadline: There is no deadline for this scholarship. Due to the highly competitive nature of this program, students are encouraged to apply as far in advance of actual enrollment as possible.

Special Graduate Scholarship Program for Public Employees

Each semester St. John's University awards a limited number of graduate scholarships to students who are Public Management employees pursuing a master's degree in the Graduate Division of Liberal Arts and Sciences, Department of Government, and Politics. Applicants may inquire through the Department of Government and Politics.

Endowed Scholarships

The University offers students the opportunity to apply for numerous Endowed Scholarships which have been made possible by the generosity of our donors who include trustee, alumni parents, and friends of St. John's University. Visit: stjohns.edu to view all available Graduate endowments.

Federal Financial Aid

A recipient of any type of federal financial aid must make appropriate satisfactory academic progress in order to continue to be eligible to receive federal financial aid. Students who fail to make satisfactory academic progress lose eligibility for federal aid. Consult the Office of Student Financial Services regarding the University's satisfactory academic progress requirements for federal aid recipients.

Federal Family Education Loan Programs

What is a Federal Direct Student Loan? Federal Direct Student loans are one form of student aid from the federal government. Under the Federal Direct Student Loan program students borrow money for school from the federal government. The Office of Student Financial Services encourages students to evaluate loan options carefully, borrow only what is really needed and remember that loans must be repaid.

How much can I borrow?

\$20,500 is the maximum annual amount a graduate student is eligible to borrow in the form of a Federal Direct Unsubsidized Loan. Please note loan limits are set by federal regulation and determined by Congressional action.

What is an Unsubsidized loan?

Federal Direct Unsubsidized Student Loan payments can defer until after graduation, but interest on the loan accrues and is capitalized on the loan while you are enrolled in school and/or in deferment. Loan repayment must begin six months after you cease to be enrolled at least half-time (including leaves of absence or maintaining matriculation periods). The interest rate for Federal Direct Unsubsidized Loans is calculated annually by the Federal Government based on the 10-year Treasury note index.

Are there any other federal loans available to graduate students?

The Federal Direct Graduate PLUS Loan is a federal loan available to graduate students. The maximum amount you will be eligible to borrow for the school year will be indicated on your St. John's award letter. Students often elect to limit the amount which they borrow to the difference between annual direct costs and other financial aid received. Direct costs are those paid directly to St. John's including tuition and fees, and room and board for resident students. Indirect costs, consists of all

other expenses that relate to attendance at St. John's University. Your entire estimated cost of attendance is available on your UIS account. The interest rate for the Federal Direct Graduate PLUS Loan is calculated annually by the Federal Government based on the 10 – year Treasury note index.

What fees, if any, are associated with these loans?

For Federal Direct Unsubsidized Loans, an origination fee is assessed and is automatically deducted by the federal government. For Graduate PLUS loans, an origination fee is assessed and is automatically deducted. Since origination fees are deducted before the federal government disburses loans to St. John's, the amount credited to the student's account will be less than the loan amount borrowed. Origination fees are determined by the U.S. Department of Education and are subject to change on an annual basis. Go to studentaid.ed.gov for current origination fees.

How do I apply for a Federal Direct Student Loan?

Federal Direct Unsubsidized Stafford Loan Process

Step 1: All students who wish to borrow a Federal Direct Unsubsidized Stafford Loan must first accept their loans. Loans are accepted or declined on the student's personal UIS account by following the instructions below:

- Log in to UIS and click on the Financial Aid tab
- Click on My Award Information then Award by Aid Year
- Select the current aid year and submit
- Click on the Accept Award Offer tab
- Follow the on screen instructions to fully accept, partially accept, or decline your loan awards.

*Important note: If you wish to reinstate a loan you already declined or modify a loan you have already accepted, please print, complete and return a Student Loan Change Form available online at stjohns.edu.

Step 2: First time Direct Loan borrowers only must complete a Federal Student Loan Entrance Counseling Session in accordance with federal regulations. Visit StudentLoans.gov and click on Entrance Counseling. (When selecting a school during entrance counseling, search for "Saint John's University" without using abbreviations.)

Step 3: First time Direct Loan borrowers only must complete a Direct Loan Master Promissory Note (MPN) at StudentLoans.gov. Borrowers will need their FAFSA Personal Identification Number (PIN) in order to

complete the MPN. If you do not have a PIN or cannot recall it, you can request your PIN at pin.ed.gov.

Federal Direct Graduate PLUS Loan Process

All new Direct Grad PLUS borrowers must complete a separate Grad PLUS Entrance interview at StudentLoans.gov. All borrowers must have their credit history checked by the Department of Education. Approved borrowers will then have to complete a Master Promissory Note in order to obtain a loan. Students should go to studentloans.gov to complete the PLUS process.

Where can I learn about the various federal student loan programs?

For more information, please visit the following websites:

- stjohns.edu/financialaid
- studentaid.ed.gov
- nslds.ed.gov
- ed.gov/offices/OSFAP/DirectLoan

Alumni Relations

The Office of Alumni Relations is dedicated to keeping our more than 166,000 graduates connected to each other and to St. John's University. It strives to continually enhance services and develop new programs that meet the needs of an ever-evolving alumni body. Realizing that today's students are tomorrow's alumni, it encourages alumni to mentor our current students by offering them opportunities to share their personal expertise and experiences.

The Office sponsors and oversees more than 20 constituent groups (organized by School/College/Campus and other affiliations) and Regional Chapters across the country. Alumni who make annual contributions to the University support high quality education for deserving students; in appreciation of their generosity, they are entitled to many discounts and services provided by St. John's corporate partners.

The Office of Alumni Relations:

- Coordinates social, educational and cultural functions throughout the year
- Sponsors professional networking and career development opportunities
- Sponsors the Alumni Insider's View... Programs and Student Alumni Association (SAA) to foster interaction between current students and alumni
- Collaborates with the University's Career Center on a variety of student engagement initiatives

- Hosts alumni receptions at both home and away athletic events
- Collaborates in publishing the *St. John's University Magazine*
- Creates events specifically for young alumni
- Hosts the Alumni Online Community at alumni.stjohns.edu to provide a variety of online services to graduates

For more information about the Office of Alumni Relations, please visit www.stjohns.edu/alumni.

To contact us, e-mail alumni@stjohns.edu or telephone the following campus locations:

- Queens campus (718) 990-6232
- Staten Island campus (718) 390-4147
- Rome campus 011 39 (06) 393-842

Athletics

St. John's University offers 17 sports programs which compete at the highest level of intercollegiate athletics. The University participates at the Division I level of the National Collegiate Athletic Association (NCAA) and is a founding member of the BIG EAST Conference. Red Storm teams are also affiliated with the Eastern College Athletic Association (ECAC), the Intercollegiate Association of Amateur Athletics of America (IC4A), the Metropolitan Track and Field Association (MTFA), the Intercollegiate Fencing Association (IFA) and the National Intercollegiate Fencing Association (NIFA).

The University has 10 intercollegiate offerings for women, including basketball (six NCAA Tournament appearances), cross country, fencing (2001 NCAA National Champions), golf (2011 BIG EAST individual champion), indoor and outdoor track and field (20 NCAA Championship appearances), soccer (2010 NCAA Tournament berth), volleyball (two NCAA Tournament berths), tennis and softball.

The seven men's intercollegiate team offerings consist of baseball (tied for eighth all-time with 33 NCAA Tournament appearances, six College World Series appearances), basketball (27 NCAA Tournament appearances, seventh-most wins in NCAA history), fencing (2001 NCAA National Champions), golf (five NCAA Regional appearances), lacrosse, tennis (2011 BIG EAST Coach of the Year) and soccer (1996 NCAA National Champions, four College Cups, 17 NCAA Tournament berths).

Student Support Services and Resources

Campus Recreation

Campus Recreation is designed for the purpose of providing the entire university community with the opportunity to participate in a variety of leisure and recreational activities. These activities encompass team sports, individual and dual sports, as well as competitive and non-competitive activities. In addition to the obvious benefits of physical fitness, it is hoped the participants will also obtain improved skills, new and lifelong leisure time skills, along with social and ethical qualities (cooperation, trust, regard for others, etc.) from this program. It is felt these objectives are consistent with the University's educational mission. A high level of skill is not a prerequisite to participate in any activities offered by this department. Therefore, all eligible students, faculty, staff and administrators are urged to take part in as many activities as time and interest permit.

Monday-Thursday 7 a.m.–11 p.m.

Friday 7 a.m.–9 p.m.

Saturday 10 a.m.–9 p.m.

Sunday Noon–9 p.m.

Special Events

The overall goal of Special Events and open recreation is to promote social interaction through providing outside activities. We also look for ways to provide visionary leadership and direction for a campus wide population.

If you have an idea or would like to see an event hosted by Campus Recreation please email us at recreation@stjohns.edu.

We host a variety of events focused on sports, fitness, wellness and social interaction.

Intramurals

Having the opportunity to participate in both formal and informal recreational activities is a vital part of everyday life. The Intramural program at St. John's University provides formal recreational sports opportunities to all students, faculty, staff and administrators by offering an opportunity for interesting and rewarding competition in men's, women's and co-recreational activities. The program offers a variety of activities that the entire university community can participate in regardless of preference or athletic ability.

Fitness

As part of our fitness programming we offer a wide variety of fitness classes throughout the week. All classes take place in the Fitness Center Dance Studio.

Personal Training

The Personal Training program offers one-on-one sessions with a qualified personal trainer. The personal trainer will design a fitness program specifically designed to meet your needs and interests. This is the best way to receive high-quality instruction, motivation and support for your new fitness routine.

Club Sports

The objectives of Club Sports are to fulfill the recreational and extramural competitive needs of students. The program emphasizes Instruction and Competition.

Club Sports are special interest groups where by the students, with the Campus Recreation Department, accept the responsibility for the majority of the organization responsibilities of the club. Anyone interested in joining a club may contact the Campus Recreation Department in Taffner Field House or the club's coach or captain.

Campus Ministry

Campus Ministry at St. John's University is people, programs, places and most importantly, a presence. The staff of Vincentian priests, religious women and lay ministers are all actively engaged in the development of a vibrant Christian community on the Queens, Staten Island and Manhattan campuses.

Vincentian in tradition, Campus Ministry also seeks to instill in the University community a deep concern for the rights and dignity of the human person, especially the poor and most vulnerable. They hope to share with others the heritage of the Gospel, which is the source of life at the University and the very reason for its existence.

The weekend retreat experience is an important part of the Campus Ministry program, offering students time away from the pressure of classes and working to reflect, take stock, relax and give thanks. Retreats are conducted by student leaders and staff at the Vincentian Renewal Center in Princeton, NJ.

Campuses offer weeklong programs during the semester breaks with sites in Philadelphia, inner-city Brooklyn, Harlem and David, KY. This enables students to live and work among the poor with emphasis on prayer, service and community. On a weekly basis there are many opportunities to serve the needs of people in the metropolitan area through soup kitchens and shelters.

The St. Vincent de Paul Society is a student service organization sponsored by Campus Ministry. The members are involved in weekly service opportunities such as serving in soup kitchens, shelters and schools. They also sponsor service projects and fundraisers throughout the year.

The University community is served by students, staff, faculty and administrators through various ministries in the Chapel such as readers, Eucharistic Ministers, singers and musicians.

The RCIA program is available for those who are thinking of becoming Catholics and for Catholics who wish to receive First Communion or Confirmation or would like to be a sponsor for a candidate.

On the Queens campus, the Eucharist is celebrated daily at 8 a.m. and 12:15 p.m. in St. Thomas More Church. There is a Sunday celebration at 11 a.m. followed by a coffee hour. The opportunity for reconciliation is also available each day. A special mass for students is held on Sunday evenings at 6 p.m. Following liturgy, we gather as community for snacks and friendship.

On the Staten Island campus, the Eucharist is celebrated at noon on class days in St. Vincent de Paul Chapel. The opportunity for reconciliation is also available each day. Special masses for campus groups are arranged with the Campus Ministers. The Campus Ministry Advisory Council sponsors student activities for the poor and disabled.

The Campus Ministers are always available to help with any personal, moral or religious questions or concerns.

Career Center

Mission/Vision Statement

As a team of dedicated career educators we serve as a resource to internal and external constituents offering career advising, job-readiness skill training, internships, and employment services. The Career Center provides programs and services that create opportunities for students, alumni, faculty and employers to engage in mutually beneficial partnerships that meet the needs of an evolving and global workforce.

As a Career Center we will be known for leadership through our ability to anticipate and respond to changing student needs and the job market. We will be a target school of choice for NYC region employers seeking diverse and highly qualified interns and employees.

University Career Services

The Career Services Office serves as a resource to internal and external constituents offering career advising, job-readiness skill training, internships, and employment services. Career Services offers students a wide range of career-related education and development, which includes, but is not limited to:

Individual Advisement

Career advisors are available to meet one-on-one and will tailor appointments to meet your needs, including providing assistance in developing your professional objective, resume/cover letter writing, job search strategies, networking, evaluating job offers/salary negotiations and mock or videotaped interview practice.

COACH (Count on Alumni for Career Help)

Often the best, most inspiring advice comes from listening to the personal experiences of others. Communication with professionals can provide realistic information about career options, job responsibilities and employment conditions. The purpose of COACH is to provide you with a way to learn about potential career opportunities and meet people in your field.

Polished and Professional

The goal of this series is to provide you with the professional tools necessary to stand out in a social situation, particularly if the job for which you are interviewing requires a certain standard of conduct with clients and superiors. On a practical level, interviews that last for several hours may extend through meal-times. And in today's competitive job market being polished and professional is essential! Programs include business networking strategies; dining etiquette; creating a professional brand; mock interviewing; and more.

Internships and Employment

Are you looking for internships or job opportunities?

If your answer is yes, visit the Career Center to access resources and listings to assist you with identifying, researching and obtaining meaningful internships, part- and full-time employment. Access CareerLink through St. John's Central (Career/Internships tab).

Career Fairs and Special Events

Employers from various fields come to campus several times each year offering advice about careers in their organizations and seeking to meet qualified candidates to fill internships, part-time and full-time positions through participation in career fairs, facilitated panel discussions and information sessions. In addition to on campus fairs we also partner with the Big East Consortium to participate in additional job fairs in NYC and virtually.

On Site Employer Visits

On Site Employer Visits provide students with an opportunity to learn about industries and opportunities. Network with alumni, learn more about specific career fields and get experience interacting with potential employers at their company.

Center for Counseling and Consultation

The Center for Counseling and Consultation provides assessment, individual and group counseling, crisis intervention, consultation, and community referrals to students who may be experiencing personal or emotional difficulties that interfere with their ability to perform well academically. Psychiatric consultation is also available when appropriate.

The Center is staffed by professionally licensed and credentialed mental health providers including psychologists, mental health counselors, and a part-time psychiatrist.

Services are free, voluntary and confidential within the limits of legal and ethical restrictions.

Any student currently enrolled for a minimum of six credits is eligible to be seen for a consultation at the Center.

The Centers operate within a short-term counseling model and students with more long-term or specialized needs are helped to find more appropriate resources within the community.

Common problems include academic concerns, depression, anxiety, family issues, romantic relationships, alcohol and substance abuse, stress, shyness, sexual assault or harassment, loneliness, homesickness, etc.

As part of the Department of Student Wellness, counseling staff work closely with all members of the St. John's community to help create a healthy and positive living and learning environment.

The Queens Center

Marillac Hall, Room 130

Phone: (718) 990-6384

Hours: Monday - Thursday, 8:30 a.m.–

4:30 p.m. and Friday 8:30 a.m.–3 p.m.

Evening hours until 7 p.m. are provided a few days a week when classes are in session.

The Staten Island Center

Flynn Hall, Room 115

Phone: (718) 390-4451

Hours: Monday - Thursday, 8:30 a.m.–

4:30 p.m. and Friday, 8:30 a.m.–3 p.m.

Students at the Manhattan campus may use the services at the above campuses or be assisted with a referral to community practitioners.

Dining Service Facilities

St. John's Dining Services are proudly operated by Chartwells Higher Education. Offering a wide variety of meal options in more than a dozen dining locations on three campuses, you're sure to find something to satisfy your hunger.

St. John's Dining also features a full service catering department. From casual meetings to gala affairs, our catering staff is available to guide the way to a successful event. You can browse our menus and place an order, at <http://stjohns.catertrax.com>.

Should you have any questions regarding campus dining, please visit our website at www.DineOnCampus.com/StJohns or call us at (718) 990-1535, or stop by our offices in Marillac Hall B-6.

Student Health Services

On the Queens Campus, treatment for symptoms of flu, colds, allergies, GI upset, minor abrasions and burns together with health counseling are available from 8:30 a.m.–5:00 p.m. Monday–Thursday and 8:30 a.m.–3 p.m. on Friday in the Health office in DaSilva Hall, (718) 990-6360.

The Queens Student Health Services is staffed by two registered nurses. A physician is available to see St. John's University students by appointment.

On the Staten Island campus, a nurse is available from 8:30 a.m.–4:30 p.m. Monday–Thursday and 8:30 a.m.–3 p.m. on Friday, in the Health Office, Room B17, Campus Center, (718) 390-4447.

Students at the Manhattan campus may be referred to nearby facilities or use the services of the Queens or Staten Island campus.

Immunization Requirements

NYS law 2165 requires that all students born on or after January 1, 1957 provide proof of immunity to measles, mumps and rubella disease. Immunization compliance is issued through the Health Office and allows for course registration and class attendance. All new students (freshmen, transfer, undergraduate/graduate, matriculated/non-matriculated, full or part-time) must have on file proof of TWO doses of measles vaccine and ONE dose of mumps and rubella vaccine. An immunization given before 1968 is acceptable only if the immunization record specifies that the vaccine was a live virus vaccine. A dose of live virus measles, mumps and rubella vaccine must be administered no more than four days prior to a child's first birthday and a second dose of live measles, mumps and rubella must be administered no less than 28 days after the first dose.

Failure to provide the completed medical forms 30 days from the beginning of class will result in exclusion from class.

In compliance with NYS law 2167, ALL students attending colleges and universities in New York State are required to be given information relating to immunization against meningococcal meningitis. By law you must respond to this notification within 30 days. Information can be obtained in the Office of Health Services. Failure to complete the required form 30 days from the beginning of class will result in exclusion from class.

Housing: Off-Campus

The Queens campus maintains an Off-Campus Housing Office, located in Donovan Hall. You can contact the Office of Residence Life at (718) 990-2417. The Staten Island campus maintains a listing of local realtors. The University does not inspect these facilities. The evaluation of suitability of any facility is the responsibility of the potential renter. Persons listing facilities with the University certify they will accept any student registered at the University regardless of race, color or creed. On the Queens campus, information is available in the Office of Residence Life, Donovan Hall–Garden Level, and on the Staten Island campus, in the Student Life Office, Campus Center, Room B-11.

International Student and Residence Scholar Services

The International Student and Scholar Services Office, located on the Queens campus in St. John Hall, Room 116 and on the Manhattan campus, Room 465, assists international students and scholars in all matters related to their life at St. John's University and in the community including: immigration assistance; orientation to life at St. John's; New York City and the American culture; counseling for financial, adjustment, personal, legal and other matters; advisement concerning medical insurance, Social Security, taxes, campus and community services; coordinating programs (social, travel, cultural, family visitation); documentation for foreign exchange, military waivers, enrollment certification; liaison with foreign consular offices, U.S. government agencies/ departments and University offices.

The Global Language and Culture Center

The Global Language and Culture Center, located in St John Hall 104-106 and part of the Department of Languages and Literatures, is a resource center where students, enrolled or not in a language class, can come to practice one of the 15 languages currently offered at St John's University. Through immersion and interaction, with the help of trained language assistants, they can build on the language skills acquired in the classroom in a convivial and relaxed atmosphere .

The Center offers large seating and study areas equipped with computers, large screen TVs and reference material. Individual language pods lend privacy to small study groups.

Students can receive individual tutoring to improve their grades, or engage in group activities under the guidance of a language assistant: grammar, pronunciation and writing workshops, round table conversations in the selected language, or workshops to prepare for an internship abroad in France, Italy or Spain. Lectures and cultural events are held regularly at the Center. Language placement tests are also administered for students interested in majoring or minoring in a Romance language and advisement given on language courses within St. John's College.

For all beginning (levels 1 and 2) and intermediate (levels 3 and 4) language courses 10 sessions at the GLCC are a department requirement per course per semester. A GLCC fee is required.

The Professional Development Center for School Improvement

The PDC's mission is to provide educational assistance tailored specifically to individual school communities as well as to school districts and nonpublic central offices. This unique, customized approach is grounded in best practice and knowledge of the latest research in teaching and learning. Acknowledging that the educational process is multi-faceted, the PDC for School Improvement includes a wide variety of services including initiative in Curriculum Mapping, History, Technology, ESL, Guidance and Administrative Support.

In addition, the Nonpublic School Building Leadership Program (NPBL) was created to improve the quality of School Building Leadership. This program can lead to a Masters Degree in School Building Leadership including New York State Certification.

The uniqueness of the PDC and all of its programs is that St. John's faculty work directly with the participants out in the field. In so doing, the faculty bring not only their wide knowledge of the most current research in each field, but strategies for practical application of such theories across the spectrum of needs in the schools.

The Institute for Catholic Schools

This Institute was established in a desire to serve as a valuable resource, collaborating with local dioceses to support and enhance Catholic elementary and secondary education. To date, the Institute's programs include: the St. Vincent dePaul Program which is a two-year inservice program for principals, board chairs and board directors in the Diocese of Brooklyn focusing on the roll-out of the new governance structure for their elementary schools; Project TIE: Training Innovative Educators, a partnership with the Archdiocese of New York and the Brooklyn and Rockville Centre Dioceses, is designed to provide on-going staff development and teacher coaching with a school-wide program in Literacy and math instruction for low-achieving schools; a partnership with the School Sisters of Notre Dame Educational Center for Women, providing academic screening and instructional workshops; Curriculum Leadership Team Program is a year-long initiative that creates and supports teams of elementary school educators in our three neighboring dioceses in their alignment with the new Common Core Standards; and the Management Seminar is in collaboration with the Tobin School of Business and the Vincentian Center for Church and Society and provides seminars in key aspects of running a Catholic school effectively

Speech and Hearing Center

The Speech and Hearing Center, under the direction of Donna Geffner, Ph.D., CCC–Sp/A, has offered diagnostic and therapeutic services for communication disorders since 1976. Located off the Queens campus on Union Turnpike, the Center serves Queens, Long Island and the metropolitan New York community. The population ranges from infants to adults. The Center's staff consists of ASHA certified and New York State licensed professionals who work with each client to completely evaluate and assess the communication disorder as well as design intervention strategies for a therapy program. Therapy sessions are scheduled on a semester basis according to the Academic Calendar. When indicated, referrals are made to other appropriate agencies.

The Center serves as a training site for St. John's University students enrolled in the Speech–Language Pathology and Audiology Program. Therapy is provided by professionals and by students under direct supervision. The Center is a fully equipped, modern facility, housing the latest diagnostic, therapeutic materials and instrumentation. Two complete audiometric suites are on site to provide audiological evaluation and hearing aid fitting.

Speech–Language Pathology Services include evaluation and therapy for articulation, voice, language, stuttering, apraxia, learning disabilities and neurological disorders; and improvement of voice and diction for speakers with foreign accent/ESL or regional speech patterns. Social skills training groups and adult aphasia group are offered. Consultation and referral sources as well as conference visits to schools/agencies are also available.

The Audiology Services include audiological evaluations, such as pure tone and speech audiometry, impedance and site of lesion testing; brainstem–evoked response testing; hearing aid evaluation and orientation; aural rehabilitation evaluation and training; early childhood testing; central auditory processing testing and otoacoustic emission testing. The Center provides free screenings on site and off–site for a reasonable fee and a free hearing aid help clinic on designated days. Call for fees (718) 990–6480.

Stormcard ID Cards

StormCards must be carried at all times on the University premises. Lending a Stormcard to anyone or failure to present it when required by a University faculty or staff member is a violation of the Code of Conduct and subjects the holder to disciplinary action. Loss of a StormCard should be reported to the StormCard Office in the Department of Public Safety, ROTC Building (Queens) or the Office of Public Safety, Spellman Hall, Room 116 (Staten Island) or the Office of Public Safety, Room 465 (Manhattan). There will be a fee for replacement.

Student Computing Facilities

St. John's University is committed to preparing its students with the technological skills necessary to meet the challenges of the 21st century marketplace. Under the leadership of the *Information Technology* Division, the University is equipped to meet the instructional needs of students and faculty through state-of-the-art academic computing facilities. Students have access to facilities that consist of seven microcomputer laboratories, over 250 multimedia classrooms, microcomputer classrooms, and Library patron computers. Deployment of desktop computers to these facilities now totals over 1000 Intel-based workstations and over 125 high-end Macintosh computers.

The University's state-of-the-art computer network enables each microcomputer to access a wide range of software, as well as electronic mail and the Internet through the World Wide Web. A variety of educational, business, statistical and other electronic information resources are accessible through the campus's high-speed GigaBit backbone with 100 Mbps Ethernet to each desktop computer. Internet connectivity is provided through a 1.2GB link. Wireless connectivity is available at all seven locations (Queens, Staten Island, Manhattan, Oakdale, Rome Italy, Paris France, and Seville Spain).

Microcomputer Laboratories

The microcomputer laboratories now contain more than 300 Intel workstations and over 30 high-end Macintosh computers. Two of these labs are located on the Queens campus. Additionally, each of the following locations has one lab: Staten Island, Manhattan, Oakdale, Rome Italy and Paris France.

Many of the desktop lab computers are Intel i7 platforms, DVDRW and 8GB of RAM matched by LCD monitors, Windows 7 (OS), the MS Office 2010 suite as well as many other Windows-based applications. All the computers are connected to the STJ computer network, UNIX servers and Windows NT file servers.

Microlab/Classroom Macintosh computing resources consist of primarily MAC Pro's running Intel Xeon Quad core with 8 GB of RAM, and running MAC OS 10.6. Wired and wireless printing facilities for both platforms consist of shared high speed B&W as well as color laser printers.

Multimedia Classrooms

Of the total 259 multimedia and seminar style classrooms, 177 are located on the Queens campus, 39 more are at the Staten Island campus and 18 are on the Manhattan Campus. Each multimedia classroom is equipped with a podium, faculty computer, a sound system and projection equipment that can be viewed by all the students. Faculty has the option of connecting and projecting the image from their laptop computers in all multimedia classrooms as well. Multimedia equipped classrooms are available at the other campuses as well.

Although students do not have individual workstations, each multimedia presentation environment allows faculty to incorporate technology as a teaching tool to enhance the learning experience for their students. The Queens campus has 6 multimedia equipped/large capacity facilities. (The D'Angelo's Center Tiered Lecture Hall, D'Angelo Multipurpose Room, Marillac Auditorium, the two St. Albert Amphitheaters, and the Little Theatre.)

Microcomputer Classrooms (Intel and Macintosh)

Further, the Queens campus has 13 microcomputer classrooms and there are 6 in Staten Island. The Oakdale campus has 2 computer classrooms, the Manhattan campus has a combination computer labs/classrooms with the latest Intel-based hardware and the Rome and Paris campus each has one of the same. The microcomputer classrooms, at all six locations, provide students with individual computers through which they are able to participate in hands-on training, and a faculty station which enables demonstration of software. Individual instruction on how to use the equipment in both Multimedia and Microcomputer classrooms can be obtained through Information Technology.

Academic Computing Initiative

The Academic Computing Initiative has three primary components: The laptop program, campus wireless networks, and student portal (St. John's Central).

All incoming full-time first-time freshmen and transfer students receive a state-of-the-art laptop, software, and accessories from the University. Again, this year the University is offering freshmen a choice of one from three laptops with two of them being Lenovo and the third a MacBook. The MAC is available for an additional \$400 Program Fee. The Lenovo laptops run Microsoft Windows 7 with Office 2010 and are covered by a 4-year warranty supported by repair centers on the Queens and Staten Island campuses.

The DaSilva Academic Center on the Staten Island Campus illustrates how IT facilities are being adapted for increased laptop usage. Podium classrooms have been designed with a desktop as well as the capability to use video and sound from a laptop for faculty demonstrations. The DaSilva 109 and 110 Laptop Classrooms include desks, electrical connections and network access that are optimized for student laptop usage.

St. John's Central is a one-stop web portal that makes University resources available to students from the Internet. It includes student productivity tools such as email and calendaring, communication tools like chats and discussion groups, and educational tools like course home pages, syllabi, library access, and course calendars.

The architecturally attractive, striking and intimate D'Angelo Center features state-of-the-art technology, including the latest version of the technology podium, video conferencing capabilities, 14 multimedia classrooms and 6 multimedia seminar rooms. The building has been constructed according to LEED (Leadership in Energy and Environmental Design) standards and includes

many energy-saving mechanical and electrical systems. The Center is a wireless facility, allowing students to use their laptops wherever they choose. Every classroom is equipped with WallTalker, an innovative product that can be used as a projection screen and whiteboard at the same time. Every seminar room features a 65 inch high definition Video LCD display or a projector both with a DirecTV feed. There is also a large Multi-Function Room that can be subdivided into 3 full size fully equipped classrooms or used as one massive banquet hall. Finally, the Tiered Lecture Hall, which seats 145, boasts two DirecTV ready 65 inch LCD displays besides a video projector and motorized projection screen. Both the Tiered Lecture Hall and Multi-Function Room are equipped with wireless microphones, allowing the speaker to freely move anywhere in the room.

Microlab Hours*

Queens campus

SULLIVAN HALL MICROLAB

Sullivan Hall, First Floor

(718) 990-6672

Sun.–Thurs. 7–2 a.m.

Fri.–Sat. 7 a.m.–11 p.m.

MARILLAC HALL MICROLAB

Marillac Hall, Second Floor

(718) 990-6748

Mon.–Thurs 7 a.m.– 9 p.m

Friday 7 a.m.–6 p.m.

Saturday Closed

Sunday Closed

*Please note: Lab hours are subject to change during intersession.

For Staten Island Microcomputer Lab hours, please call (718) 390- 4498.

St. John's College of Liberal Arts and Sciences

Jeffrey W. Fagen, Ph.D.,
Dean

Michael Wolfe, Ph.D.,
Associate Dean

Suzanne Henderson, Ph.D.,
Assistant Dean

Molly Mann, M.A.,
Assistant Dean

Margherita Panzera, M.A.,
Assistant Dean, Rome Campus

For general information regarding St. John's College of Liberal Arts and Sciences, call the Queens campus at (718) 990-6243, Staten Island campus at (718) 390-4412, or the Rome campus at +39 (06) 393-842.

Objectives

In harmony with the general objectives of the University, the Graduate Division of St. John's College of Liberal Arts and Sciences provides an opportunity for the development and maintenance of continuing scholarly growth for faculty and students in certain fields of academic specialization. To this end, it offers programs of advanced study in selected disciplines, provides adequate resources in support of these programs and establishes an atmosphere of creative scholarship. This fosters the acquisition of advanced knowledge, a thorough mastery of research methods and a spirit of searching inquiry.

The Graduate Division of St. John's College of Liberal Arts and Sciences is organized as an integral unit of the University administered by the Dean, who shall act in conformity with University statutes and the academic policies prescribed by the departments/division(s), Liberal Arts Faculty Council and the Graduate Council.

Academic Status

In addition to the general policies of the University set forth in this bulletin, the following information applies to the Graduate Division of St. John's College of Liberal Arts and Sciences. Students are expected to meet all of the requirements of their academic programs. For specific information, students should refer to their respective departmental/divisional listings. Each student must conform to the policies stated in the Student Handbook which may be obtained from the office of the Dean of Student Life.

Programs of Study

Master of Arts

Chinese Studies
Criminology and Justice
East Asian Studies
English
General-Experimental Psychology
Global Development and Social Justice

Government and Politics

American Government
Public Policy and Administration
Political Theory
International Relations
Comparative Politics

History

American
European
Global
Women's and Gender

Liberal Studies

Humanities
Social Science
Cultural Studies (Women's and Gender)
Interdisciplinary Studies

Museum Administration

Public History

Sociology

Spanish

Speech-Language Pathology

Theology

Biblical Studies
Historical and Theological Studies
Pastoral Theology

Master of Science

Biology

Biological and Pharmaceutical Biotechnology

Chemistry

Library and Information Science

Archives and Preservation
Children's/Young Adult Services
Digital Libraries
Information Organization
Law Librarianship
Public, Academic, Special Librarianship
Reference and User Services
Library Media Specialist

School Psychology

General Track
Bilingual Track

Government and Politics/Library and Information Science – M.A./M.S.

Government and Politics/Law – M.A./J.D.

Pharmaceutical Sciences/ Library and Information Science – M.S./M.S.

Master of Divinity

Ministerial Studies

Doctor of Arts

English
World History

Doctor of Audiology

Audiology (jointly with Hofstra University and Adelphi University)

Doctor of Psychology

School Psychology
General
Bilingual

Doctor of Philosophy

Biology

Clinical Psychology
General
Child

For regular program updates, visit our Web site.

The Master of Philosophy (M.Phil.) degree is an intermediate degree between the academic master's and the Ph.D. To be eligible for the M.Phil., a student must be a "candidate" in a department which offers a doctorate of philosophy program. See definition of candidacy.

The Master of Science in School Psychology may be awarded to Psy.D. doctoral candidates who have successfully passed their comprehensive exam.

The Master of Arts in English may be awarded to D.A. candidates who have successfully passed their comprehensive exam.

The Master of Arts in History may be awarded to D.A. candidates who have successfully passed their comprehensive exam.

For doctoral students in the clinical psychology, school psychology, biology, history and English programs and each semester following the successful completion (passing) of the Doctoral Comprehensive Examination and including the semester of defense of dissertation/research essay, registration in doctoral research (i.e., 950, 951, 975) is mandatory for each semester until the candidate graduates.

Application for the degree is available in the graduate division office or registrar www.stjohns.edu/admission/graduate.

Certificate Programs

Post-Baccalaureate Certificates

Students interested in these certificates must possess at least a baccalaureate degree and fill out an application form through the Graduate Admission office:

- Asian and African Cultural Studies
- Latin American and Caribbean Studies
- Public Administration in Government

Post Master's Degree Certificates

Students interested in these certificates must possess at least a master's degree and fill out an application form through the Graduate Admission office:

- East Asian Cultural Studies
- Library and Information Science

Certificates Offered On the Way to Degree

Application for these certificates must be made within the appropriate Department:

- International Law and Diplomacy (Government and Politics)
- Public Administration in Government

Combined Degree Programs

The Graduate Division of Arts and Sciences, in conjunction with the Undergraduate Division of St. John's College, Tobin College of Business and the College of Professional Studies, offers intense, accelerated combined degree programs for highly qualified, motivated undergraduate students in their junior year who demonstrate potential for graduate studies.

These students are given the opportunity to complete both the baccalaureate and master's degree in five years of full-time study by enrolling in four or more approved graduate courses while still an undergraduate student. By completing undergraduate requirements during the first four years, students are assured of the bachelor's degree if for any reason they decide not to complete the master's degree. Graduate level courses that are applied to the baccalaureate degree as part of the major may not be applied to a graduate degree should the student decide not to complete the combined degree program.

At the time of application, students must have a cumulative GPA of 3.00 or better and a minimum of 3.50 GPA in at least four undergraduate courses in the major.

For more information concerning this program, please contact your faculty advisor, academic Dean and department Chair.

Students must apply for the combined degree program in their sophomore year. Applicants for Government and Politics must have completed a minimum of 12 credits in Government and Politics to be considered. Applicants for Psychology must have completed a minimum of 12 credits in psychology to be considered for admission. Students must complete Introduction to Psychology, Statistics and

Research Methods as one of the four courses. Students take 18 graduate credits (15 in Psychology and three outside the department). In addition, they must devote 12–15 hours per week to conducting supervised empirical research.

St. John's College of Liberal Arts and Sciences:

B.A./M.A.	Asian Studies
B.S./M.S.	Biology
B.S./M.S.	Chemistry
B.A./M.A.	English
B.A./M.A.	Government and Politics
B.A./M.S.	Government and Politics and Library and Information Science
B.A./M.A.	History
B.A./M.A.	Psychology and Criminology and Justice
B.A./M.A.	Psychology/General–Experimental Psychology
B.A./M.A.	Sociology
B.A./M.A.	Sociology and Criminology and Justice
B.A./M.A.	Spanish
B.A./M.A.	Theology
M.A./M.S.	Government and Politics and Library and Information Science

College of Professional Studies:

B.S./M.A.	Communication Arts and Government and Politics
B.S./M.A.	Communication Arts and Sociology
B.S./M.A.	Criminal Justice and Government and Politics
B.S./M.A.	Criminal Justice and Sociology
B.S./M.A.	Journalism and Government and Politics
B.S./M.A.	Journalism and Sociology
B.S./M.A.	Legal Studies and Government and Politics
B.S./M.A.	Legal Studies and Sociology

The Peter J. Tobin College of Business

B.A./M.B.A.	Anthropology and Business Administration
B.A./M.B.A.	Asian Studies and Business Administration
B.A./M.S.	Asian Studies and Accounting
B.A./M.B.A.	English and Business Administration
B.A./M.B.A.	French and Business Administration
B.A./M.B.A.	History and Business Administration
B.A./M.B.A.	Italian and Business Administration
B.S./M.B.A.	Physics -Mathematical and Business Administration
B.A./M.B.A.	Psychology and Business Administration

B.A./M.B.A. Sociology and Business Administration

B.A./M.B.A. Spanish

Consult the relevant departmental listings of this bulletin and www.stjohns.edu/liberalarts/combined for further information on specific programs.

Academic Information

Admission Requirements

Applicants must submit the following credentials in conjunction with their applications for admission:

1) Grade Point Average:

Master's Programs: All applicants must present evidence of a 3.0 cumulative index and a 3.0 index in the major field of study.

Doctoral Programs: Doctoral programs have individual entrance requirements. See departmental entry.

2) Standardized Test Scores:

The following programs require submission of official scores of the Graduate Record Examination (GRE) in support of applicants for admission:

A) M.S. and Ph.D. in Biology: General Examination is required.

B) M.A. in English: General Examination is required.

C) D.A. in English: General Examination is required.

D) Ph.D. in Clinical Psychology: General Examinations (Verbal and Quantitative) required of all applicants; subject (Psychology) Examination required of all applicants excepting those who majored in psychology or completed a graduate degree in psychology.

E) M.S. in School Psychology: General Examinations (Verbal and Quantitative) required of all applicants; subject (Psychology) Examination required of all applicants excepting those who majored in psychology or completed a graduate degree in psychology.

F) Psy.D. in School Psychology: General Examinations (Verbal and Quantitative) required of all applicants; subject (Psychology) Examination required of all applicants excepting those who majored in psychology or completed a graduate degree in psychology.

Applicants to other programs may strengthen their credentials by submitting GRE scores as well.

Those applicants to other programs who may be required to submit GRE scores will be so notified.

3) Letters of Recommendation:

Master's Programs: All applicants must submit at least two letters of

recommendation, except the master's programs in general-experimental psychology, school psychology and speech-language pathology, which require three letters.

Doctoral Programs: All applicants must submit a minimum of three letters, at least one of which should attest to the research potential of the applicant.

4) Writing Samples/Personal Statements:

Applicants to all Psychology programs must submit two papers from psychology courses, one a laboratory paper and the other a term paper, as well as a personal statement of educational or career goals.

Applicants to the Doctor of Arts program in English and World History must submit a recent sample of written work and a personal statement of professional experience and career goals.

Applicants to the master's program in Library Science must submit a statement of professional purpose.

Applicants to the master's program in Speech-Language Pathology must submit a 300-word statement of career goals.

5) See specific entrance requirements listed in each departmental entry.

Applicants must have sufficient academic preparation to be eligible for matriculation.

Requirements for the Doctorate

1. **Academic Credit Hours:** Minimum of 32 beyond the master's degree.*
2. **Research Tool:** Foreign Language Reading Course or other appropriate research tool at the department's option. This requirement must be satisfied during the course of the program.
3. **Quality Point Index:** 3.0 or better for credit in each course.
4. **Colloquia:** See departmental listing.
5. **Comprehensive Examination:** Written, oral or both. See departmental entry.
6. **Continuous Enrollment:** Required.
7. **Dissertation (Ph.D.) or Research Essay (D.A.):** Procedures are available in the Graduate Dean's office.
8. **Defense of Dissertation/Research Essay:** Final oral examination.
9. **Abstract:** Original and three copies of an abstract of the dissertation—350 words maximum.
10. **Submission of Approval Dissertation/Research Essay to the Dean's Office.**

Requirements for the Master's Degree

1. **Academic Hours:** See departmental entry.
2. **Research tool:**
THESIS PROGRAM
Foreign Language Reading Course, or other appropriate research tool at the department's option.
NON-THESIS PROGRAM—See departmental

entry. This requirement must be satisfied during the course of the program.

3. **Quality point index:** 3.0 or better (good academic standing).
4. **Colloquia:** See departmental listing.
5. **Comprehensive Examination:** Written, oral or both. See departmental entry.
6. **Continuous Enrollment:** Required.
7. **Thesis:**
THESIS PROGRAM—Procedures are available in the graduate Dean's office.
NON-THESIS PROGRAM—Not applicable.
8. **Defense:**
THESIS PROGRAM—
Departmental option.
NON-THESIS PROGRAM—Not applicable.

Requirements for the Advanced Certificates

1. **Academic Hours:** See departmental entry.
2. **Quality point index:** 3.0 or better (good academic standing)
3. **Continuous Enrollment:** Required

N.B. For specific requirements, see departmental entry. N.B. There is a seven-year time limit for the doctorate and a five-year time limit for the master's in which the student must complete ALL of the requirements for the degree. Those who for serious reasons may require additional time must provide the reasons in writing to the department and the Associate Dean. Forms for requesting an extension of time are available in the Graduate Division office.

Advisement and Registration Procedure

Upon matriculation, students will receive from the department an Advisement Information Form which will identify their advisor. Students must consult with the department to determine when the advisement period is scheduled and then make an appointment to see their advisor during this period in order that appropriate programming may be arranged. At this time, with the counsel and approval of the advisor, the Graduate Registration Form will be completed.

The University calendar stipulates the periods for REGISTRATION. During this period, students must register for their courses in the following semester since courses with small enrollments may be cancelled or courses with large enrollments may be closed. When registering, the student must present a Graduate Registration Form to his/her advisor in order to receive a priority code to be used with the Web registration systems. No registration priority codes will be issued without an approved Graduate Registration Form. The Dean's office reserves the right to withhold priority codes.

All non-degree students and students on academic probation must obtain a faculty advisor signature, Dean's signature and obtain the priority code from the Dean's office prior to registering for any courses. Any changes from the original (i.e., add/drop) registration form must have all signatures. Unauthorized registration may result in being withdrawn from the course. This might jeopardize your status with

the Graduate Division.

Non-Matriculated and Special Students

A student who has not met all the admissions requirements but has, on the evaluation of the faculty and Dean, the potential to pursue graduate studies is considered a non-matriculated student. Non-matriculated students may, upon approval, take a maximum of six credits in a semester for a total of 12 credits, *with a grade of "B" or better in each course*. If a student, upon completion of 12 credits, is accepted into a degree program, the Committee on Admission will determine which credits will be applicable to the degree. In any case, no more than 12 credits completed as a non-matriculated student may be applied toward the degree. A non-matriculated student will not be evaluated for admission with any grade of Incomplete (INC) on his/her transcript.

A student who has met all the admissions requirements (i.e., GPA and solid academic preparation) but who wants to take graduate courses for professional development may request to take courses as a *special student*. A maximum of 12 credits is permitted as a special student. If a student wishes to be considered for matriculation into a degree program he/she must file the appropriate application. There is no guarantee that a special student will be matriculated into a degree program.

All students, whether non-matriculated or special, must submit transcripts of all prior academic work, undergraduate and graduate and complete the appropriate forms. Only those students who are qualified and possess the necessary background will be permitted to enroll in graduate courses.

Transfer of Credit

The general policy of the Graduate Division of the College of Liberal Arts and Sciences pertaining to transfer of credit is as follows:

1. In graduate programs requiring the completion of 30–36 credits, a maximum of six credits may be transferred with the approval of the Chair and the Dean.
2. In programs leading to the master's or Doctor of Philosophy degree, requiring the completion of 37–54 credits, a maximum of nine credits may be transferred with the approval of the Chair and the Dean.
3. In programs leading to the master's or Doctor of Philosophy degree, requiring the completion of 55 or more credits, a maximum of 12 credits may be transferred with the approval of the Chair and the Dean. In the Doctor of Arts in English program, however, a maximum of 12 credits may be transferred with the approval of the Chair and the Associate Dean. In the Doctor of Arts in World History program, a maximum of 12 credits may be transferred with the approval of the Chair and the Associate Dean.

Requested transfer credits must not have already been used in fulfillment of another degree. The student must present catalog descriptions of the graduate courses for which transfer credit is requested. No credit will be allowed for courses in which the grade attained is below "B." Transfer grades do not affect cumulative quality points. In addition, no degree credit will be allowed for courses completed beyond the stipulated time limit ("Time Limit"). Students requesting transfer credit must have already completed at least 12 credits in their approved graduate program at St. John's University and must make their request no later than the semester before talking their comprehensive examination.

Incomplete ("INC") Grades

Students receiving an "INC" (Incomplete) grade must submit all required materials no later than the deadline indicated in the Academic Calendar in the front of this bulletin. All "INC" grades not removed by the deadline will become permanent on the transcript. In some cases, it may be necessary for the student to repeat the course involved. *The student must request a grade of incomplete from the professor before the end of the semester. Requests for an extension of the grade INC must be filed in the Graduate Division office. Faculty hold the prerogative in establishing a date earlier than identified in this bulletin. All materials must be submitted to the Graduate Division office by the set deadline. The materials submitted will be forwarded to the faculty member for review.*

Scheduling of Courses

Departments strive for accuracy with regard to the scheduling of courses. They reserve the right, however, to alter the schedule as needs may dictate. Moreover, the Dean maintains the right to cancel courses when deemed necessary.

Certification of Full-time or Part-time Status

In conjunction with registration each semester, graduate students enrolling for only master's Research (900) or Doctoral Research (950 or 975) must complete appropriate certification regarding full-time or part-time status, provided by the Graduate Division of the College of Liberal Arts and Sciences. Psychology students enrolling in an internship must also complete appropriate certification. All Graduate Assistants and Research Assistants must complete appropriate certification attesting to their full-time status. Those students needing to be certified full-time, must complete the necessary forms each semester.

Full-time 9 credits each semester.

Comprehensive Examination

Doctoral and master's students in all departments or divisions must pass a comprehensive examination, or submit a portfolio as specified by the Department. This examination may not be taken earlier than the last semester or session of coursework and must be taken within one year of the completion of all coursework. Students must be in good academic standing (3.0 or better) and must have completed language requirements before their applications to sit for comprehensive examinations will be approved.

Students in Speech Pathology must submit an Internal Review Board (IRB) application prior to sitting for a comprehensive exam.

The examination may be oral or written or both, according to the regulations of a particular department or division. The matter for this examination is not limited to the course taken by the student, but may cover general concepts as well as the whole area of the candidate's field of study. The comprehensive examinations may be held in the fall, spring or summer according to departmental regulations as noted in the Academic Calendar or otherwise noted by the department.

The individual examiners report the results of this examination in writing to the Associate Dean of The Graduate Division, who communicates them to the individual candidates.

Applications for these examinations should be made in the Graduate Division office no later than the dates designated in the Academic Calendar or as set by the department.

Candidacy

A doctoral student acquires the status of "candidate" after he or she has successfully completed: 1) all coursework excluding Doctoral Research (950 or 975) and Departmental Seminars (e.g., BIO 599) or Colloquia, 2) language and/or research tool requirements, 3) the comprehensive examination; and has received 4) approval of a dissertation topic by a department faculty committee and the Dean.

Doctoral Dissertation, Doctoral Research Essay and Master's Thesis

All students please read the "Academic Regulations" section of this bulletin for general University stipulations concerning the preparation and defense of dissertations and theses. Responsibility for a well-organized presentation of personal research as well as the details involved rests primarily upon the student. Some of these details are:

1) There is a procedure for the doctoral dissertation (Ph.D.), the doctoral research essay (D.A.) and the master's thesis which the student must follow. These directives can be obtained from the office of the Graduate Division of Arts and Sciences.

- 2) Each Dissertation (Ph.D.) or Doctoral research essay (D.A.) requires a mentor and a minimum of two committee members.
- 3) Each master's thesis requires a mentor and at least one committee member.
- 4) Doctoral students or master's students in a thesis program must submit a proposal for their research to the appropriate department. Upon departmental approval, the proposal and a Dissertation Approval Form, Research Essay Approval Form, or master's Approval Form must be forwarded to the Associate Dean for approval and registration of the topic. The Associate Dean may request that additional members be appointed from outside the department to the research committee.
- 5) Research involving human subjects requires the permission of the University's Institutional Review Board (IRB). Such permission must be sought and obtained prior to ANY experimentation with human subjects. The IRB meets the first week of each month to review proposals submitted since the last meeting. Results of these reviews will be reported to the initiator immediately after.
- 6) Research to be conducted outside the University (in a hospital, laboratory or psychiatric center, for example) must have the approval of the Associate Dean. The Graduate Division office will provide forms which must be completed by the student.
- 7) Final copies of the Dissertation, research essay, or thesis, BEARING THE APPROVAL OF THE MENTOR, must be submitted to the Graduate Division office for final approval in accordance with the dates published in the Academic Calendar.

Insurance

Students enrolled in science laboratory courses or conducting research in which the use of a laboratory is required must be covered by insurance obtained through the University or present evidence of other coverage to the treasurer's office. For example, "other coverage" may be through the student's own health insurance plan or he/she may still be covered under a parent's policy after the calendar year following the 19th birthday. Those who apply for coverage through the University will receive an insurance identification card which must be presented upon request. The University requires all students holding an F-1 or J-1 visa to have Sickness Insurance. See the "Student Support Services and Resources" section for more information.

***Criminal Background Checks**
See page 86

Department of Art and Design (ART)

Program of Study:

Master of Arts (M.A.) in Museum Administration

The M.A. Museum program offers opportunities for research and professional training in the history, theory and preservation of cultural artifacts. The 36-credit program, encompassing collections, curatorial practice, education and application of museum-specific communication and technology platforms, requires 27 credits in Museum Administration, including a required 3 credit internship, and 9 credits of optional electives which may be fulfilled with courses offered in the M.A. programs in Museum Administration, Public History or Library and Information Science. Students may undertake an additional 3-credit internship, or final research or exhibition project. Opportunities for coursework, internship or independent study are available on campuses in Queens, Manhattan, Rome, Italy or Paris, France.

Entrance Requirements

Acceptance into the M.A. in Museum Administration requires evidence of successful completion of a B.A. with at least 24 credits in art history and a cumulative 3.0 grade point index; two letters of recommendation and a written personal statement describing the student's interest in the program, relevant work experience, and career goals after fulfillment of degree requirements. Students with a degree in a related area of study in the humanities (e.g. history, English, anthropology) may be admitted upon review by the Graduate Director and the Dean's office (interview recommended). Additional courses approved by the Graduate Director as a condition of admission to the program may be required.

Degree Requirements

Prescribed courses include: Introduction to Working in Museums (ART 101), History, Theory and Practice of the Modern Museum (ART 102), Collections Management (ART 200), Introduction to Curating (ART 105), Special Topics in Museum Administration I and II (ART 106 and ART 107), The Museum as Learning Environment (ART 301), The Business of Museums (ART 500) and Internship (ART 600).

Required Courses M.A. in Museum Administration (27 credits)

100: Introduction to Working in Museums

An introduction to museums' functions and professional specializations with exposure to contemporary issues and controversies in the museum field and contact with professionals working across a range of museum disciplines. *Credit: 3 semester hours.*

102: The Modern Museum: History and Theory

The rise of modern art museums and display practices in the 20th century and 21st century are studied in light of the birth of public museums in 18th-century Europe and the rise of encyclopedic museums in the 19th century. *Credit: 3 semester hours.*

105: Curatorial Studies

Studies in the history, definition and practice of curating, past and present, is the basis for student-initiated curatorial projects, providing exposure to the art market, collectors, artists, publishing and marketing. *Credit: 3 semester hours.*

106: Topics in Museum Administration I & 107: Topics in Museum Administration II

Topics courses provide a platform for a changing roster of classes dedicated to contemporary issues in art history and museum administration. *Credit: 3 semester hours for each course.*

200: Collections Management

Focusing on best practices in the field of collection management students are exposed to current thinking on the management and care of collections including ethic and legal issues, local to global. *Credit: 3 semester hours.*

301: The Museum as Learning Environment

A survey of theories and practices in museum education addressing issues of interpretation, learning styles, programming, audience cultivation, community outreach and evaluation. *Credit: 3 semester hours.*

500: The Business of Museums

An overview of museum governance and administration, addressing issues of public and private accountability, strategic planning, fundraising and community relations.

600: Internship I & AD 601: Internship II

Internships provide professional experience in museums and exposure to the internal workings of an institution of their choice. Internship placements are initiated by students; overseen by/with support from their advisor, the graduate director and an outside mentor/expert. Internships may be undertaken for one or two semesters—for 3 or 6 credits. *Each 3-credit course requires a minimum of 9 internship hours per week.*

Electives (9 credits)

502: Museums and Technology in the 21st Century

An introduction to the history and function of technology in museums focusing on internal operations, as well as areas of public access including exhibitions, education, marketing, audience development and evaluation. *Credit: 3 semester hours.*

602: Supervised Research

In addition to a required one-semester internship, students may elect to undertake a one-semester supervised research or curatorial project. *Credit: 3 semester hours.*

Maintaining Matriculation

ART 925 Maintaining Matriculation (M.A.)

Master's students not registered for other courses must register for ART 925 until all degree requirements are completed and the degree is granted. *No Credit. \$100.*

Institute of Asian Studies (ASC)

The Institute of Asian Studies offers programs leading to the M.A. degree in East Asian Studies or Chinese Studies, the B.A./M.A. degrees in East Asian Studies and the advanced certificate.

Programs of Study:

M.A. in East Asian Studies

The program in East Asian Studies seeks to provide a comprehensive and critical study of the historical, social, economic, political and cultural developments of the Asian world, both as a whole and as individual societies. To attain these ends, language courses or linguistic studies in Chinese and Japanese are provided. The program also seeks to provide intensive knowledge of the field and experience in the critical use of sources and in the presentation of research.

Entrance Requirements

Acceptance into the program presupposes that the applicant has sufficient background in area studies and humanities. Foreign students must show proof of English proficiency by submitting results of the TOEFL examination. Students are expected to have an undergraduate preparation of at least 6 semester hours in the field. In lieu of this, subject to departmental review, students may be accepted provided that some of the above number of hours are in related fields.

Program Requirements

1. Two options are offered:
 - a. *Thesis option*: the program of study consists of a minimum of 33 semester hours of coursework, six of which include master's thesis research and a written thesis. Prescribed courses include: (i) one of the following two courses—ASC 102 (Great Books from China) or ASC 300 (Introduction to Source Materials on China); & (ii) ASC 900 (Master's Research) in the East Asian field. The remainder of the program will be arranged in consultation with the student's advisor.
 - b. *Non-Thesis option*: 33 credits. The program of study requires a minimum of 33 hours of coursework, including one of the following two courses: ASC 102 (Great Books from China) or ASC 300 (Introduction to Source Materials on China). The remainder of the program will be arranged in consultation with the student's advisor.
 - c. The student matriculating for the M.A. degree will choose either of these two options. It is strongly recommended that the thesis option be pursued by those students who may continue their graduate studies beyond the M.A. degree and teach on the college or university level.
2. *Language*: At least one semester of Chinese or Japanese or any other language pertinent to the student's major field.
3. *Comprehensive Examination*: A written examination will test the student's knowledge of four selected fields, areas or problems of historical scholarship. The examination may not be taken earlier than the last semester or session of coursework and must be taken within one year of the completion of all coursework, language and residence requirements.

M.A. in Chinese Studies

The Institute of Asian Studies offers a program of graduate study in the language and civilization of China leading to the Master of Arts degree. The aim is to broaden the student's use of language skills and to provide a solid foundation in the history and culture of China. This specialized study and familiarity with research are intended to equip the student for a teaching career or for further scholarship.

Entrance Requirements

In addition to the entrance requirements for the M.A. Program in East Asian Studies, the minimum background preparation for graduate study leading to the degree in Chinese Studies should also include at least one year in the Chinese language studies.

Program Requirements

1. Two options leading to the M.A. in Chinese Studies are offered:
 - a) *Thesis option*: a minimum of 33 semester hours of coursework, six of which include master's thesis research and a written thesis. Prescribed courses include: (i) one of the following two courses—ASC 102 (Great Books from China) or ASC 300 (Introduction to Source Materials on China); & (ii) ASC 900 (Master's Research) in the Chinese Studies field. The remainder of the program will be arranged in consultation with the student's advisor.
 - b) *Non-thesis option*: a minimum of 33 hours of coursework, including one of the following two courses: ASC 102 (Great Books from China) or ASC 300 (Introduction to Source Materials on China). The remainder of the program will be arranged in consultation with the student's advisor.
 - c) The student matriculating for the M.A. will choose either of these two options. It is strongly recommended that the thesis option be pursued by those students who may continue their graduate studies beyond the Master of Arts degree and teach on the college or university level.
2. *Language*: The student is also required to take 12 semester hours in the Chinese language if he/she is a non-Chinese native speaker.
3. *Comprehensive Examination*: A written examination will test the student's knowledge of four selected fields, areas, or problems of historical scholarship. The examination may not be taken earlier than the last semester or session of coursework and must be taken within one year of the completion of all coursework, language and residence requirements.

Advanced Certificate Program

Along with the increasing importance of Asia, there is a corresponding increase of job demand in this area. To meet this need, the Institute also offers a 18-credit Certificate program.

B.A./M.A. in Asian Studies

Qualified students who have completed the first semester of their sophomore year with a general index of 3.0 and a major average of 3.3 are encouraged to enter this intensive accelerated five-year program leading to two degrees. Under this program, students matriculate for 147 undergraduate/graduate credits. Students are expected to maintain grade levels in undergraduate and graduate work according to the requirements set forth in the existing B.A. and M.A. programs.

The Chin-Ying Scholarships for Graduate Asian Studies

Established in 2005, two scholarships will be awarded annually to two graduate students, preferably of Chinese descent, pursuing a master's degree in East Asian or Chinese Studies. These scholarships are provided by Prof. and Mrs. Chin Ling Wang. Prof. Wang had been a dedicated faculty member of St. John's for nearly thirty years until his retirement. Qualified applicants must possess a minimum average of a B+ or a 3.0 cumulative index. Recipients are selected with the recommendation of the Institute for Asian Studies as scholastic basis for the Office of Financial Aid to make decisions.

Courses

Required: choose one from the following two courses

ASC 102 Great Books from China

The major factor that has made China so powerful and lasting is its deep-rooted philosophical and humanistic tradition, embedded in several extraordinary classics, including Lao Tzu, The Confucian Analects, and Chuang Tzu. The purpose of this course is to introduce the essence of these three great books by discussing and analyzing selected chapters. All readings are in English. *Credit: 3 semester hours.*

ASC 300 Introduction to Source Materials on China

A survey of essential bibliographies, periodicals, research aids, source materials and books about China from prehistoric times to the present. Emphasis is placed on English-language works. *Credit: 3 semester hours.*

Elective (I):

ASC 103 The Art of War by Sun Tzu

The Art of War, composed probably in the 4th century B.C., is the earliest treatise on the subject. It is forever current in its wisdom and insightful analysis of military strategy and tactics, and it teaches a winning philosophy and the strategies and tactics for winning, applicable to business as well as to politics and military. Therefore, recently many American and East Asian universities and business schools have also offered courses on this extraordinary classic. *Credit: 3 semester hours.*

ASC 104 History of Chinese Painting

The course is an introduction to the history of Chinese painting from the Tang to the Qing period (9th to 19th century). The course introduces historical elements in the styles of Chinese painting from each period covered and explains how artists employed knowledge of art history in making their art. *Credit: 3 semester hours.*

ASC 354 Women in Chinese Literature

Literary works are a major source for the study of the history of Chinese society in general and the Chinese women in particular; the lives and changing conditions of Chinese women are investigated through readings in poetry, fiction and drama from the earliest times to the present. *Credit: 3 semester hours.*

ASC 359 Seminar on Chinese Literature

The course aims to examine major works of Chinese philosophy, history, poetry, prose, and fiction from ancient times to the pre-modern period. All readings are in English. *Credit: 3 semester hours.*

ASC 553; 554 Classical Chinese Civilization

An introduction to the historical development of Chinese civilization from prehistoric times to the early 19th-century with emphasis on political and intellectual trends. *Credit: 3 semester hours.*

ASC 563 Seminar: China in the Modern World

An analysis of China in the 19th- and 20th-centuries; the erosion of the traditional political and social systems and the various attempts to construct new political and social forms to meet the needs of the modern world. Emphasis is on political, economic, military, population and social developments, but some attention is also given to intellectual and cultural changes. *Credit: 3 semester hours.*

ASC 582 Western Images of China

A survey of Westerners' impressions and perceptions of China from the earliest times to the present. Particular attention will be given to American descriptions of China and the Chinese in writings and films. *Credit: 3 semester hours.*

Elective (II):

CHI 118 Contemporary China

A study of the place of China in modern science, literature, architecture, the fine arts and music, and of the political, social and economic problems confronting China in our times. *Credit: 3 semester hours.*

ASC 180 International Investment and Trade in China

China has become a top destination for foreign direct investment (FDI). The Chinese market is vital to the U.S. and to the world economy. The purpose of this course is to introduce students to opportunities and strategies for investments and trade in/with China. *Credit: 3 semester hours.*

ASC 254 U.S.–China Relations

A survey of the cultural, economic, diplomatic, and military relations between the two countries, from the discovery of America to the present. The emphasis will be on contemporary developments, from the Nixon administration to the present. The Taiwan issue will also be discussed. *Credit: 3 semester hours.*

ASC 349 Women and Family in Modern China: Changing Patterns of Social Relations

An analysis of the changes in the status of modern Chinese women; women's status in traditional China and the changing social and political roles of Chinese women from the late 19th century to the present will be examined in the context of modern Chinese history. *Credit: 3 semester hours.*

ASC 352 China after the Communist Revolution

The political culture and history of the People's Republic of China. Explores long-term social change and institutional development, and discusses China's current economic relations with the world. *Credit: 3 semester hours.*

ASC 541; 542 Seminar—Taiwan in the Modern World

A study of historical changes in Taiwan in the context of major world trends; internal developments of Taiwan; the influence of external forces. *Credit: 3 semester hours.*

ASC 572 Chinese Business Law

This course will explore main issues in Chinese business law since 1978. It will also discuss Chinese approaches to arbitration and dispute resolution, bankruptcy, corporate corruption, foreign investment, intellectual property, joint ventures, and taxation. *Credit: 3 semester hours.*

Elective (III)

ASC 121 Japan as an Economic Power

A study of political, economic and social factors which contributed to the unusually fast development of the Japanese economy during the post-war period and its domestic and international impacts. *Credit: 3 semester hours.*

ASC 256 Banking in East Asia

Banking in East Asia: core banking functions, types of banks, diversification of banking activities, risk management issues, bank failure and financial crises, and competitive issues. *Credit: 3 semester hours.*

ASC 320 Classical Japanese Literature

A study of Japanese literature from the Yamato period to 1868, concentrating mostly on poetry and drama. The main concern will be to perceive the values of Japan through its literature. *Credit: 3 semester hours.*

ASC 321 Modern Japanese Literature

An examination of Japanese literature since the Meiji Restoration in 1868. This includes discussion of the peculiar social and cultural milieu in modern Japan, with primary focus on the major writers. *Credit: 3 semester hours.*

ASC 347 The United States and East Asia

International and intercultural relations from the 18th century to the present. Emphasizes imperialism, nationalism, immigration, evangelization, modernization, globalization, and role of ideas and images. *Credit: 3 semester hours.*

Elective (IV): Asian American Studies

ASC 101 Asian American Cinema

This course introduces students to films made by and about Asian Americans. Using a chronological and thematic approach, various genres—including narrative dramas, documentaries, and experimental films—will be analyzed within the context of Asian American history and contemporary issues concerning the development of Asian American identities. *Credit: 3 semester hours.*

ASC 257 Asian American History

The aim of this course is to provide a balanced survey of the history of the major Asian ethnic groups in the United States namely, Chinese, Japanese, Korean, Indian and Vietnamese. Primary evidence is on the developments during the past half-century. *Credit: 3 semester hours.*

ASC 258 Asian American Art

This course is a survey of the achievements of Asian American artists, beginning with the early 20th century, but concentrating on more recent developments and trends. *Credit: 3 semester hours.*

ASC 583 Asian American Literature

This course concentrates on some important Asian American novelists, short story writers and dramatists, their major themes and their connections with the literary traditions of Asia. *Credit: 3 semester hours.*

ASC 584 Asian American Women

This course is a survey of three major groups of Asian American women—Chinese, Japanese and Korean. The focus is on the interplay between these women's cultural heritages and the changing social environment in the United States. *Credit: 3 semester hours.*

Electives (V):

CHI 108 Beginning Chinese

Practice in the acquisition of pronunciation, tones, vocabulary and grammar. For the students with little knowledge of Mandarin Chinese. *No Prerequisite. Credit: 3 semester hours.*

CHI 103; 104 Advanced Conversational Chinese

Prerequisite: Elementary level Chinese courses or equivalent. CHI 103 is a prerequisite for CHI 104. Drill in the audio-lingual skills; the learning of speech patterns, sounds, intonation and basic vocabulary. *Credit: 3 semester hours.*

CHI 111 Readings in Contemporary Prose

Materials selected from contemporary Chinese writings of general interest. *Credit: 3 semester hours.*

CHI 203; 204 Advanced Reading in Modern Chinese

Readings from modern/contemporary Chinese texts, such as newspapers and periodicals. *Prerequisite:* Intermediate level Chinese language courses or equivalent. CHI 203 is a prerequisite for CHI 204. Readings from modern Chinese texts, periodicals and newspapers. *Credit: 3 semester hours.*

CHI 210, 211 Chinese for Business Managers

This course aims to provide students with the commonly used vocabulary and idioms in doing business with the Chinese. It will also discuss social etiquette in doing business. *Credit: 3 semester hours.*

CHI 305, 306 Seminar on Chinese Literature, I & II

The course aims to examine major works of Chinese poetry, prose, and fiction from ancient times to the present. The first semester concentrates on the pre-modern period, while the second semester focuses on the 20th century. *No Prerequisite. Credit: 3 semester hours.*

AS 114 Chinese Calligraphy: Theory and Practice

The purpose of this course is to introduce students of the arts and cultures to the essential elements of this great art by describing and analyzing the theoretical structure and aesthetic values. In addition to classroom lectures, several professional and well-known calligraphers will give demonstrations of the uses of brushes and ink. *No Prerequisite. Credit: 3 semester hours.*

JPN 103; 104 Conversational Japanese

Prerequisite: Elementary level Japanese language courses or equivalent. JPN 103 is a prerequisite of JPN 104. The aim of this course is to give the student basic training in Japanese conversation based on the Japanese grammar and vocabulary that he/she has learned. *Credit: 3 semester hours.*

Research**ASC 900 Master's Research**

Supervised research leading to the preparation and completion of a thesis in partial fulfillment of the M.A. requirements. *Credit: 3 semester hours.*

ASC 901 Directed Readings

Supervised research on a single topic determined jointly by the student and a member of the faculty. *Credit: 3 semester hours.*

Maintaining Matriculation**AS 925 Maintaining Matriculation**

Master's students not registered for other courses must register for ASC 925 until all degree requirements are completed and the degree is granted. *No credit. Fee: \$100 per semester.*

For a complete inventory of approved courses, please contact the Dean's office.

Department of Biological Sciences (BIO)

General Entrance Requirements

Applicants should have successfully completed an undergraduate major in the biological sciences or a related field including one year each of inorganic and organic chemistry, physics and mathematics through introductory calculus with a "B" or better average. One semester of either genetics, molecular biology or biochemistry is required and a semester of each is highly recommended. Preferably an applicant will also have one or more courses in an area of biology in which he or she hopes to specialize.

All prerequisite courses should be completed prior to commencing graduate studies. The department may require a student to make up certain deficiencies during the first year of study. This may preclude the possibility of obtaining the master's degree within the usual two-year period.

Programs of Study

Master of Science

Entrance Requirements

The applicant must submit transcripts demonstrating that in completing the program described above under "General Entrance Requirements" he or she has achieved an overall cumulative index of "B", including a "B" or better average in biology and the cognate sciences. Acceptance into the M.S. program in Biological Sciences presupposes that the applicant is interested in a career in which the understanding of research objectives plays a substantial role.

All students will be required to present satisfactory scores on the GRE (general tests). Foreign-born students who have not received a US degree will also be required to present evidence of proficiency in English such as the TOEFL test.

Program Requirements

- Courses:** The M.S. program requires a minimum of 33 credit hours of coursework including the core courses Biology 207, 208 and 212. Students may register for upper-level courses in accordance with their career goals and upon recommendation from their graduate advisor.
- Research:** Research is emphasized at all levels of graduate study. M.S. candidates are strongly advised to take at least two semesters of special research (Biology 352, 353). A formal written report describing

the results of this research is required for each semester. The thesis option requires six credits of Biology 900 and the submission of a research thesis, which documents a student's ability to conduct independent research.

- Seminars:** Enrollment in and attendance at the Biological Sciences Department Seminars (Biology 599 or 599A) is required every semester. At these meetings research topics of current interest are discussed by distinguished outside speakers, faculty and advanced graduate students.
- Graduate Research Presentations:** Enrollment in and attendance at the Graduate Research Presentations (BIO 500) are required for credit during a total of three semesters and thereafter as a no-credit course (BIO 500A). Doctoral students will present their research and participate in discussions.
- Language:** There is no specific language requirement for the master's degree in biology.
- Comprehensive Examination:** All students must pass a written comprehensive examination covering current theory, application and research in areas appropriate to their training and interests. The rules governing the application and administration of this examination are found under "Comprehensive Examination" in the Graduate Division of Arts and Sciences section of this bulletin.
- Time Limit:** All academic requirements for the M.S. degree must be completed within five years.
- Academic Standing:** A 3.0 quality point average must be maintained both in the core courses and in the overall academic record. Failure to do so may result in being placed on probation or lead to dismissal from the program.

M.S. in Biological Sciences, Biotechnology Concentration

St. John's University is embracing the biotechnology revolution through a collaborative, interdisciplinary effort between the College of Pharmacy's Department of Pharmaceutical Sciences and St. John's College of Liberal Arts and Sciences, Department of Biological Sciences. The biotechnology and pharmaceutical industries are currently among the fastest-growing and most research-and-development intensive in America.

Biotechnology is a collection of techniques from the disciplines of microbiology, biochemistry and molecular and cellular biology. Biotechnology companies include the large pharmaceuticals, small start-ups, information technology firms, clinical and research laboratories and others. All of these companies are looking for skilled, self-motivated, proficient employees.

Program Requirements

The outlined curriculum provides a strong conceptual foundation upon which students can

build the practical skills necessary to excel in this exciting field.

Students must complete 33 credits, 18 of which are satisfied by the completion of the required core courses, including an off-campus internship that the student takes in his/her final semester.

Core Courses (3 credits. each)

PHS 270	Introduction to Biotechnology
PHS 257	Gene Technology in the Pharmaceutical and Health Sciences
BIO 207	Biomolecules and Cell Structure
BIO 248	Laboratory Techniques and Applications I
BIO 249	Communication Skills in the Life Sciences
BIO 910	Internship in Biotechnology

With the remaining 15 credits, students must select at least one course from Section A and one from Section B (below) with additional courses from either section.

Section A

BIO 208	Molecular Biology
BIO 212	Cell Biology
PHS 203	Research Methods in Pharmacology
BIO 275	Principles of Electron, Microscopy
PHS 250	Biochemical and Biophysical Aspects of Cell Culture and
PHS 250	Alternative to Animal Testing

Section B

BIO 253	Laboratory Techniques and Applications II
PAS 215	Foundation of Regulatory Affairs
PAS 256	Principles of Drug Design
PAS 252	Biostatistics

B.S./M.S. in Biology

The Department of Biological Sciences offers an intensive, accelerated combined degree program leading to both the B.S. and M.S. degrees in five years of full-time study. Qualified undergraduate students who have completed their sophomore year with a 3.0 cumulative index and a 3.5 for 12 credits in Biology are encouraged to apply. Students in the B.S./M.S. program matriculate for a total of 144 credits, 33 of which are on the graduate level. Those electing the thesis option must complete six credits of Master's Research (BIO 900). Students choosing the non-thesis option complete six credits of coursework in lieu of BIO 900. After completion of their baccalaureate degrees, students may enroll full time on the graduate level for the fifth year. For detailed information, students should consult the Director of Graduate Studies.

Doctor of Philosophy

Entrance Requirements

Acceptance into the Ph.D. program in Biological Sciences presupposes that the applicant is interested in and qualified for; a career directing research in an academic, medical or biotechnology setting. Students with a strong grounding in same combination of biology, chemistry, physics, mathematics and computer science are encouraged to apply.

Admission to the Ph.D. is for the Fall semester only. Applications for Fall admission must be completed by April 1. Review of completed applications will begin January 1.

Curriculum and Program Requirements

1. The academic curriculum consists of a minimum of 60 credits beyond the B.S. degree or 32 credits beyond the M.S. degree. The core curriculum consists of Biology 207, 208, 212 and research rotations through one research laboratories during the second semester of the first year and one more research laboratory during the first summer session of the first year. Students may elect a further rotation during the second summer session. In each of these rotations students are introduced to the specific techniques and the research approaches of individual faculty.
2. *Qualifying Examination.* Ph.D. students will generally register to take the qualifying exam in the spring semester of their second year, but no later than the fall semester of their third year. In this oral examination, students demonstrate a basic knowledge of material from the core courses and how it relates to their chosen area of research specialization, which should be established by this time. Acceptable performance on this examination by the Graduate Education Policy Committee and formal acceptance of the student by a faculty mentor confers acceptance to the doctoral research level.
3. *Upper-Level Courses.* Further training consists of a series of upper-level specialized courses, research courses leading to the development of a doctoral dissertation and advanced seminars in which specific research questions are examined through use of experimental literature. Courses are selected by the student in consultation with faculty advisors and reflect the specific career orientation of the student. The selection of upper-level courses to be taken will be recommended by the student's research advisor and other professors. Ordinarily, a plan will be established during the first year of study. The student's thesis committee will guide the student's research and will form the nucleus of examining committees.
4. *Comprehensive Examination.* The comprehensive examination should be scheduled by the student with their Ph.D. committee as early during the fourth year as possible. This oral examination is administered by the thesis committee (jointly chosen by student and thesis mentor) to review the thesis proposal, considering both the methodological soundness of the proposed research and its significance in the light of current developments in the field.
5. *Research and Dissertation.* 5. Research and Dissertation. All doctoral students are required to take a minimum of six credits of Doctoral Research (BIO 950) and to submit a dissertation. Not more than 15 of Doctoral Research (BIO 950) will be counted towards the completion of the degree. Upon the recommendation of the student's advisor, Special Research (BIO 352 or BIO 353) may be taken as a preparation for dissertation research. Each semester of Special Research requires a written report. The dissertation should embody the results of significant original research which has been accepted for publication in two peer reviewed scientific journals. These publications must be included in the Ph.D. thesis.
Doctoral candidates must defend the dissertation in a final oral examination before a committee of the faculty. Doctoral-level students will be expected to communicate in both oral and written presentations with clarity, organization, and accuracy. The doctoral dissertation is a major document which is expected to demonstrate high-level skills in writing and presentation as well as in the scientific context. The public defense of the doctoral dissertation is not scheduled until the candidate submits evidence to the Department Chair that the two manuscripts derived from the dissertation have been accepted for publication in peer-reviewed scientific journals.
6. *Seminars.* Enrollment in and attendance at the Departmental Seminars (BIO 599) are required for credit during a total of three semesters and thereafter as a no-credit course (Bio 599A).
7. Requirement for defense for all Ph.D. students will be two accepted, peer-reviewed publications with an impact factor of 2 or above. One publication must be first authorship and represent original research. The second publication does not require first authorship and does not need to represent original research. In cases where the impact factor for either accepted manuscript is below 2, then two or manuscripts would need to be accepted with a combined impact factor of 2 or above. The publications must be included in the Ph.D. thesis.
8. *Time Limit.* Students must complete all requirements for the degree within seven years from the date of matriculation. Degree credit may be denied for courses more than seven years old.
9. *Transfer Credit.* Students may seek admission to the Ph.D. program after having successfully completed some graduate work at another accredited institution. Students may request transfer of credit for this work, provided it has not been offered in fulfillment

of another graduate degree.

10. *Academic Standing*: A 3.0 quality point average must be maintained both in the core courses and in the overall academic record. Failure to do so may result in being placed on probation or lead to dismissal from the program.
11. Students must complete a research tool in computer competency either by appropriate coursework or by passing a departmental examination.

Special Requirements

1. All laboratory work must be done at the University unless special permission is granted by the Associate Dean of the Graduate Division of Arts and Sciences to do research elsewhere.
2. Students may enroll for special research in the summer session as well as in the regular academic year.
3. It is strongly recommended that students plan for full-time attendance, since it is not advisable to attempt completion of a degree program by part-time study.

Candidacy

A student will be admitted into candidacy for the Ph.D. program upon the successful completion of all courses other than Doctoral Research (950), the doctoral qualifying examination, research tool requirements and acceptance of a thesis proposal by the Chair of the department.

Fellowships

All master's program students are eligible to apply for graduate assistantships which offer a stipend, provide tuition remission and require some service to the department. Doctoral program students are eligible to apply for University doctoral fellowships or doctoral fellowships which are awarded competitively based on criteria such as grades, GRE scores, effort and progress in research. Women doctoral students are eligible for the prestigious Clare Booth Luce Fellowships in Biology which are also awarded on the basis of academic merit. These Luce Fellowships are especially intended for women who expect to pursue careers in higher education.

Some of the biology faculty may have funds available from research grants for the support of student assistants; these awards are made by the faculty member. Interested students may consult the Chair for specific information and application procedures required for any of these assistantships or fellowships.

Courses

The core curriculum is an integrated series of three courses encompassing the fundamentals of biochemistry and molecular biology in the context of prokaryotic and eukaryotic cell biology. It is designed so that BIO 207 (Core A) is taken during the first semester; and BIO 208

(Core B) and BIO 212 (Core C) are taken concurrently during the second semester. All students will take BIO 599 (Departmental Seminars) for credit during the first three semesters and for 0 credit thereafter. Doctoral students are required to enroll in BIO 550 (Research Rotation I) in the spring semester of their first year and in BIO 551 (Research Rotation II) during the summer between their first and second years.

207A Core A Biochemistry

Structure and function of biomolecules; enzymes; introduction to the organization and chemical economy of the cell; an overview of metabolism. *Credit: 3 semester hours.*

208 Core B Molecular Biology

Prerequisite: 207. Structure and function of DNA; protein synthesis and the genetic code; mechanisms of genetic transfer; recombinant DNA; viruses; chromosomes; gene expression and its regulation. *Credit: 3 semester hours.*

209 Bioinformatics

Information technology and computational thinking applied to biological systems, including genomics, proteomics, biological networks and graphical display of complex data sets. *Credit: 3 semester hours.*

212 Core C Cell Biology

Prerequisite: 207. Integration of cellular systems through regulated transport, biological information processing and signal transduction, with an emphasis on the current literature. *Credit: 3 semester hours.*

215 Developmental and Systems Biology

Prerequisite: 207, 208, 212. Germ cells, fertilization, multicellular development and the determination and maintenance of tissue specificity; molecular biology of development, the immune and nervous systems. *Credit: 3 semester hours.*

234 Selected Topics in Medical Microbiology

The host-microbe interaction in health and disease; role of microbial agents as biological response modifiers; the molecular basis of chemotherapy and microbial resistance to antibiotics. *Credit: 3 semester hours.*

236 Microbial/Molecular Genetics

Prerequisite: 207. The focus of this course is on modes of genetic transfer, plasmids and mobile genetic elements. Molecular techniques used in prokaryotic research will be emphasized. *Credit: 3 semesters hours.*

240 Virology

The nature and molecular biology of viruses and their relationship to the host cell. Lecture. *Credit: 3 semester hours.*

248 Laboratory Techniques and Applications I

Project-based hands-on experience with a variety of modern cellular, biochemical and molecular techniques. *Credit: 3 semester hours.*

249 Introduction to Scientific Literature

Instruction in the reading of original research articles in a single area of interest to both the student and faculty member. Weekly presentations of two or three papers are required. *Credit: 3 semester hours.*

250: Topics in Immunology

Prerequisite: 207, 208, 212. The course focuses on the organization and functions of the immune system, with a special emphasis on molecular biology and biomedical research. *Credit: 3 semester hours.*

253 Laboratory Techniques and Applications II

Second part of BIO 248. Credit: 3 semester hours.

275 Principles of Electron Microscopy

Corequisite: 275L. This course is intended to instruct the student in the basic techniques of electron microscopy. It will also describe the analytical methods used to identify various biological systems. *Cf. PHS240. Credit: 4 semester hours.*

275L Electron Microscopy

Corequisite: 275. This course will instruct the student in the preparation of tissue for electron microscopy and the interpretation and analysis of electron micrographs. *Laboratory fee: \$60 per semester. Credit: 3 semester hours.*

278 Cytogenetics

Origin, chromosome behavior, transmission and genetic significance of chromosome aberrations; euploidy, aneuploidy and their practical usefulness. *Credit: 3 semester hours. Laboratory fee: \$60.*

299 Scientific Inquiry

This Online Learning course is designed to assist graduate students in the department of Biological Sciences in reading, considering, and discussing the responsible conduct of scientific research. *Credit: 3 semester hours.*

500; 500A: Graduate Research Presentations

Students will present their research and participate in discussions. Enrollment and attendance are required of all doctoral students. *Credit: 2 semester hours per semester for the first three semesters; 0 semester hours during subsequent semesters.*

708 Topics in Molecular Biology

Organization, function, regulation and manipulation of genes at the molecular level. Applications of recombinant DNA technology to basic research medicine and biotechnology. *Credit: 3 semester hours.*

711 Cellular Signal Transduction

The biochemical pathways responsible for the activation of cell function in response to intercellular signals will be explored. *Credit: 3 semester hours.*

715 Yeast and Other Fungi as Experimental Organisms

The focus of the course is on molecular genetic manipulations of yeast and other fungi. *Credit: 3 semester hours.*

718 Topics in Developmental Biology

A single topic in the field of developmental biology will be explored in-depth beginning with the original observations leading to interest in the field and ending with the most recent developments in the area. *Credit: 3 semester hours.*

722 Biology of Aging

Current theories of aging. Emphasis will be on readings in one of the currently popular theories and its future development. *Credit: 3 semester hours.*

Research

352; 353 Special Research in Biological Sciences

Consists of conferences on specialized topics and accompanying laboratory work. A formal written report is required. May not be repeated. *Credit: 3 semester hours per semester. Laboratory fee: \$60 per semester.*

550 Research Rotation I

Required of all doctoral students. This course is offered in the spring semester and represents the first laboratory experience in a research laboratory. *Credit: 3 semester hours. Laboratory fee: \$60 per semester.*

551 Research Rotation II

Required of all doctoral students. This course is offered in the first summer session and consist of a second laboratory experience in a research laboratory. *Credit: 3 semester hours. Laboratory fee: \$60 per semester.*

552 Research Rotation III

This course is an optional third laboratory experience. The goal is to give the student additional research experience. *Credit: 3 semester hours. Laboratory fee: \$60 per semester.*

599 Departmental Seminar

Enrollment and attendance at this weekly seminar is required of all students. Presentations by invited speakers from St. John's and other universities and research institutions. *Credit: 1 semester hour per semester for first three semesters; 0 semester hours during subsequent semesters.*

900 Master's Research

Supervised research leading to the preparation and completion of a thesis in partial fulfillment of the master's degree requirements. Students enrolled in the thesis program are obliged to complete six credits of master's research. *Credit: 3 semester hours per semester. Laboratory fee: \$60 per semester.*

910 Internship in Biotechnology

Prerequisites: Completion of the core with at least a total of 21 credit hours with a minimum quality point average of 3.0. The performance of laboratory procedures utilizing techniques in biotechnology involved in product development will be practiced at an authorized internship site. Emphasis will be placed upon experiential learning of the multidisciplinary nature of contributing to research and development. *Credit: 3 semester hours.*

950 Doctoral Research

Original research leading to the doctoral degree. Restricted to those students whose thesis proposal has been accepted by the Chair of the department. Doctoral students may register for 950 while completing degree requirements. However, upon the successful completion of all formal courses and comprehensive examination, doctoral candidates must register for 950 until the dissertation is completed and the degree is awarded. Not more than 15 credits of 950 will be counted towards the completion of the degree. *Credit: 3 semester hours per semester. Laboratory fee: \$60 per semester.*

Maintaining Matriculation

925 Maintaining Matriculation

M.S. students who do not register for other courses must register for BIO 925 until all degree requirements are completed and the degree is granted. *No credit. Fees: \$100 per semester, \$60 laboratory; Total \$160 per semester. (Students who do not use laboratory facilities may petition the Chair and the Dean to waive the laboratory fee.)*

940 Maintaining Matriculation

Ph.D. students who have not registered for other courses, must register for BIO 940. May not be taken consecutively for more than two semesters. *No credit. Fees: \$100 per semester; \$60 laboratory; Total: \$160 per semester. (Students who do not use laboratory facilities may petition the Chair and the Dean to waive the laboratory fee.)*

For a complete listing of approved courses, please contact the Dean's office.

Department of Chemistry (CHE)

Programs of Study

B.S./M.S. in Chemistry

The Department of Chemistry offers an intensive, accelerated, combined degree program leading to both the Bachelor of Science and the Master of Science degrees in five years of full-time study. Qualified undergraduates will have completed their sophomore year with a

3.0 cumulative index and a 3.5 index in chemistry applicable to the major. They are enrolled into the program upon application. Provisional acceptance into the program may be granted to exceptional first- and second-year students.

Students enrolled in the B.S./M.S. program matriculate for a total of 147/148 credits. A total of 126/127 credits must be completed by the end of the fourth year, at which time the B.S. degree is awarded. Completion of a thesis and the remaining hours of coursework in the fifth year fulfills the requirements for the M.S. degree. All graduate students must successfully complete CHE 101, 111, 121 and 141.

For more details and advisement about the B.S./M.S. program, students are encouraged to contact the department Chairman at the earliest possible date.

Master of Science

Entrance Requirements

The undergraduate preparation of the student who expects to undertake graduate work in chemistry is a B.S. in a chemical science. Alternately, a non-chemistry degree student may submit evidence of undergraduate preparation that normally includes courses of eight or more credit hours in each of the following: inorganic chemistry, organic chemistry, analytical chemistry, physical chemistry, general physics. In addition, he/she should be equipped with 6 credits of mathematics, including differential and integral calculus. Where there is a deficiency, the department Chair will determine what basic courses the student must make up to matriculate for an advanced degree in chemistry.

This program affords an opportunity for original investigation in a specialized field.

Program Requirements

1. *Program:* The Master of Science degree can be fulfilled in either of two ways. Students who elect to undertake a thesis as partial fulfillment of the degree requirements must complete a total of 30 credits, comprised of 24 lecture credits and six research credits. Students who elect to meet degree requirements without undertaking a thesis must complete a total of 33 credit hours and pass a comprehensive exam.
2. *Required Courses:* All students must pass Chemistry 101, 111, 121 and 141.
3. *Research:* Students in the thesis program must take Chemistry 900, Master's Research (six credits). This sequence of courses requires the completion of a research problem by the student under the supervision of a staff member and the presentation of the results in the form of a written thesis. The topic of the research must be approved by the research advisor, the Chair and the Dean. All work must be done at the University. In rare cases, permission may be obtained from the Dean to carry out a portion of the work outside the University.

4. **Comprehensive Examination:** A written comprehensive examination is required of students in the non-thesis program. In the thesis program an oral comprehensive examination is given which includes defense of the thesis.

Assistantships

A limited number of graduate assistantships are available for qualified students. Graduate assistants supervise undergraduate laboratory activities. In return the graduate assistantships carry a stipend and provide tuition remission applications.

Foreign-born students applying for assistantships who have not received a US degree are also required to present evidence of proficiency in English such as TOEFL test scores.

Courses

101 Instrumental Methods of Analysis*

A lecture and laboratory course on the application of modern physical and chemical techniques to chemical analysis. Emphasis is placed on the unifying principles underlying analog and digital data acquisition and evaluation. *Credit: 3 semester hours. Laboratory fee: \$100.*

103 Computer Applications in Science*

Designed to prepare graduate students to fully utilize computer technology through the understanding of commercial software, internet searching. *Credit: 3 semester hours.*

111 Advanced Inorganic Chemistry*

Atomic structure, molecular bonding and structure, intermolecular forces, acid-base chemistry, coordination chemistry, descriptive chemistry and organometallic chemistry are discussed in detail. *Credit: 3 semester hours.*

121 Advanced Organic Chemistry*

The structure, energetics and reactivity of organic compounds are discussed in detail and are explored through discussions of Molecular Orbital Theory, advanced conformational analysis and stereochemistry. *Credit: 3 semester hours.*

141 Chemical Thermodynamics*

The laws of thermodynamics with chemical applications. Heat work, thermochemistry, entropy, free energy, chemical potential, chemical equilibrium. *Credit: 3 semester hours.*

145 Physical Chemistry of Macromolecules*

Biophysical chemistry and physical polymer chemistry are united into a single course of study. Key concepts and principles of both fields will be investigated. *Credit: 3 semester hours.*

202 Separation Techniques in Chemistry

The underlying unity of differential migration techniques applicable in the fields of chemistry, biology and the pharmaceutical sciences, is the basis for this course. Current instrumentation and new trends in separations will be discussed. *Credit: 3 semester hours.*

214 Bioinorganic Chemistry

The role of inorganic elements in compounds found in living systems. Topics covered include the role of metals in the biological electron transfer reactions, oxygen transport, enzymes, metal uptake, toxicity of metals and chemotherapy. *Credit: 3 semester hours.*

224 Mechanisms of Organic Reactions

Aliphatic nucleophilic substitution, intramolecular cationic rearrangements, carbanions, carbenes, electrophilic aliphatic substitution, addition and elimination reactions, reactions of carbonyl compounds and radical reactions. *Credit: 3 semester hours.*

227 Organic Spectroscopy

The principles of infrared, nuclear magnetic resonance, ultraviolet and visible spectroscopy and mass spectrometry are presented. The primary emphasis is on spectral interpretation and structure determination. *Credit: 3 semester hours.*

231 Chemistry of Organometallic Compounds

The preparation, structure and reaction chemistry of transition metal organometallic compounds. The chemistry of ligands possessing a metal to carbon bond is examined. Mechanisms for achieving various organometallic transformations are also discussed. *Credit: 3 semester hours.*

233 Stereochemistry of Carbon Compounds

Chirality, optical activity, configurational and conformational stereoisomerism in acyclic and cyclic carbon compounds, geometrical isomerism, methods of determination of configuration and conformation are discussed. *Credit: 3 semester hours.*

236 Natural Products

The structure, synthesis, reactions and biosynthesis of the most important naturally occurring organic compounds are developed. *Credit: 3 semester hours.*

237 Bioorganic Chemistry

This course provides an understanding of biological systems at the molecular level by applying the principles of Organic Chemistry. *Credit: 3 semester hours.*

238 Advanced Organic Synthesis

An in-depth study of modern synthetic methodologies, incorporating the elements of functional group transforms, mechanism, stereochemistry, conformational control and strategy. *Credit: 3 semester hours.*

239 The Development of Modern Organic Chemistry

This course portrays the flow of events, those discoveries, theories and techniques of the last 200 years, which brought organic chemistry to its present-day dramatic vigor. *Credit: 3 semester hours.*

242 Reaction Kinetics

This course involves the detailed study of the rates of chemical reactions, treatment of experimental data, theories of simple reactions and mechanisms of complex reactions. *Credit: 3 semester hours.*

249 Quantum Chemistry

Exact solution to the Schrodinger equation for simple systems and methods of approximation for more complex systems. The application of wave mechanics to problems of chemical bonding. *Credit: 3 semester hours.*

250 Electronic Spectra and Group Theory

Theory of electronic and vibrational transitions in molecules and the spectra resulting from these transitions. Detailed discussion of group theory related to the determination of selection rules in molecular spectroscopy. *Credit: 3 semester hours.*

255 Chemical Bonding

Introduction to a quantitative understanding of chemical bonding with applications to atomic and molecular systems. The development and application of mathematical tools for classical and quantum mechanical description of molecular phenomena. *Credit: 3 semester hours.*

260 Independent Study

Experimental research is performed under the guidance of a faculty member. Permission of the Chairman required. *Credit: 3 semester hours. Laboratory Fee \$100.*

900 Master's Research

Supervised research leading to the preparation and completion of a thesis in partial fulfillment of the master's degree requirements. Students enrolled in the thesis program are obliged to complete six credits of master's research. An approved research plan is required prior to registration for this course. *Credit: 3 semester hours per semester. Laboratory fee: \$100 per semester.*

925 Maintaining Matriculation

M.S. students who do not register for other courses must register for 925 until all degree requirements are completed and the degree is granted. *No credit. Fees: \$100.*

OTHER COURSES TO BE OFFERED AS NEEDED**

262, 263 Special Topics in Organic Chemistry

264, 265 Special Topics in Physical Chemistry

266, 267 Special Topics in Inorganic Chemistry

268, 269 Special Topics in Analytical Chemistry

** Students are encouraged to request the inclusion of any of the above topics in the departmental offerings.

For a complete listing of approved courses, please contact the Dean's office.

Department of Communication Sciences and Disorders (CSD)

Program of Study

Master of Arts in Speech- Language Pathology

The 48-credit Master of Arts degree program is accredited by the Council on Academic Accreditation of the ASHA in Speech-Language Pathology, and is a New York State licensure qualifying program. The curriculum consists of three substantive divisions: a basic core curriculum, taken by all students, that includes advanced courses in research, basic communication processes and clinical studies; a major area concentration curriculum in speech language pathology, selected in consultation with one's advisor; and an advanced research course, or project or thesis. Each student must earn 42 course credits and either complete a master's thesis for six credits or 45 course credits and complete a three-credit research project or advanced research course. Students must also complete a minimum of 400 hours of supervised clinical experience. All students must meet the knowledge and skills requirements for ASHA certification and the NYS license.

Entrance Requirements

Admission into the program requires a B.A. degree (with a minimum cumulative index of 3.0), competence in oral and written communication, three letters of recommendation, a 300-word written statement of career goals, three credits of undergraduate coursework in each of the following: biology, physical science (either chemistry or physics), and statistics, six credits of undergraduate coursework in behavioral and/or social sciences and 18–21 credits of undergraduate coursework (depending upon undergraduate background in speech-language pathology) in the speech and hearing sciences, anatomy and physiology of speech, phonetics, language acquisition or linguistics, audiology and speech-language pathology. An interview may be required. Provision is made through special courses for students deficient in coursework entrance requirements. Graduate Record Examination (GRE) scores are required.

Degree Requirements

A. Required Courses: All students must take a minimum of 15 credits of required coursework distributed in three areas: in the research core (CSD 201); the basic communication processes core (CSD 202, 203 and 204), and the clinical core (at least one course from among CSD

210, 211). In addition to meeting coursework requirements in Speech Language Pathology, students are expected to take at least one course in Audiology to meet the minor area of study requirements for ASHA certification. (CSD 214, 351, 354, 355, 364.)

B. Major Concentration: Students select professional courses in speech-language pathology, taking a minimum of 21 graduate credits in the major area of study, with the courses selected in consultation with the student's advisor. At least 6 credits must be in language disorders courses and 6 credits must be in speech disorders courses.

C. Residency: Each student must satisfy a full-time residence requirement (a minimum of 9 credits) during one academic semester, excluding summers.

D. Practicum: Students must complete a minimum of 400 hours of supervised clinical experience, distributed among several categories of communication disorders across the life span. A student may apply up to six credits of practicum toward the 48 credits required for the degree. One credit must be Spe 420: Clinical Practicum in Audiology for Speech Language Pathology.

E. Research: Students must complete a research project or a master's thesis, or enroll in 440 (Advanced Research Methods). Students in the non-thesis research project option select a special research course (three credits) in their area of interest and complete a supervised research project. The topic is chosen in consultation with one's mentor and must be approved by the mentor. Upon completion, the student must submit a written report to his/her mentor. Students in the thesis option, (this requires a minimum GPA of 3.5) earn six credits for Master's Thesis Research (900) completed under the supervision of a faculty member and committee and present their results in a written report.

F. Comprehensive Examination: A written comprehensive examination taken during the last semester of coursework is required of all students electing either the research project or Advanced Research Methods course option. For students who have elected the thesis option, the examination is oral and centered on the thesis and related areas.

Certificate: Teacher of Students with Speech and Language Disabilities

Students will be eligible to obtain a Certificate as Teacher of Students with Speech and Language Disabilities issued by the New York State Department of Education provided that they meet the education, practicum (student teaching) and observation requirements as required by the New York State Dept. of Education. Practicum 407 (two credits) in

an educational setting with a minimum of 150 contact hours may be taken. A special selection of pedagogy coursework to meet New York State Education requirements for the Teacher of Students with Speech and Language Disabilities will be provided to those students who are interested in this program. Upon completion of this program, endorsement to the state will be issued.

Program of Study

Doctor of Audiology (Au.D)

The Long Island Au.D. Consortium

Three academic institutions on Long Island, Adelphi, Hofstra, and St. John's Universities, have joined together to offer their combined resources for a ground-breaking Doctor of Audiology program, now available to qualified bachelor's graduates.

Students are able to utilize the resources of all three schools, including the laboratories, equipment, faculty, and externship sites.

The objective of this clinical program is to produce highly skilled practitioners who have the ability to perform the wide variety of diagnostic, remedial, and other critical services included within the scope of practice for audiologists to meet the ASHA requirements for certification.

Each audiology doctoral student selects a home university. The home institution maintains student transcripts, provides advisement, and monitors ASHA certification and New York State licensing requirements. The home institution awards the degree, noting that it was completed in conjunction with the two other universities. All coursework practicum are administered through the consortium. Prerequisites for admission into the Au.D. Consortium Program include completion of a bachelor's degree from a regionally accredited institution. Applicants are admitted based on established admission criteria.

The curriculum includes advanced coursework in vestibular assessment, hearing aid technology, early intervention, and electrophysiology. In addition to classes that are scheduled within traditional semesters, a variety of instructional formats, including intensive one-to eight-week institutes, weekend workshops and distance courses are offered. The 4-year program includes a 2000 hour practicum in the final year. Through courses and clinical experience, students must attain the knowledge and skills (KASA) required for ASHA certification in Audiology.

One applies for the Au.D. program through Adelphi University.

Faculty Qualifications

The faculty are experienced professionals and those faculty members engaged in clinical supervision hold the appropriate NY State license and ASHA Certification. In addition, adjunct faculty are brought in to teach selected

courses in specialized areas or supervise at the Speech and Hearing Center.

Facilities

Resources available to the student include the Computer Center and Microlabs, and Health Education Resource Center as well as the Speech and Hearing Center. The Speech and Hearing Center, located off campus at 152-11 Union Turnpike, serves as a training facility for students while providing diagnostic and remediation services to the community. It has substantial resources, including tests, materials and instrumentation necessary to provide required practicum experiences. More than 100 outside facilities, including medical centers, hospitals, schools, day care centers and nursing homes, serve as externship sites for students, providing experience in a variety of settings. The center is open six days a week, including evenings.

Courses for M.A. in Speech Language Pathology

Intermediate Course

(Prepares students who lack required undergraduate courses to meet the undergraduate coursework entrance requirements.)

106 Introduction to Speech-Language Pathology

(Pre- or co-requisite CSD 1710, 1720, 1730 or equivalent). Principles of speech-language pathology, including classification, etiology, symptoms and physioanatomical correlates of neurologically, anatomically and functionally based disorders. *Credit: 3 semester hours. May not count toward the degree.*

Required Courses

1. Research Core (3 credits.)

201 Introduction to Research Methods

Prepares students to become well-informed consumers of research; principles and practices of scientific research, including experimental design, statistical methods, and application to clinical practice. *Credit: 3 semester hours. Every semester.*

2. Basic Processes Core (9 Credits)

202 Acoustics and Perception of Speech

The acoustics of speech, including how differences in articulatory behavior are reflected in the acoustic signal; perception of the speech signal. *Credit: 3 semester hours.*

203 Models of Language Behavior

Psycholinguistic theories of language and speech development, including syntax, semantics and pragmatics. Relation between language and cognition, including attention, perception, storage and retrieval. *Credit: 3 semester hours.*

204 Advanced Anatomy and Physiology of Speech

The use of the speech mechanism, especially the muscular and neurological systems.

Functional units of the speech system and their coordinated use to produce normal speech. For Speech-Language Pathology majors. *Credit: 3 semester hours.*

3. Clinical Core (3–12 credits)

210 Assessment of Speech-Language Problems

Assessment of speech and language disorders including developmental status, differential diagnosis, use and limitations of standardized instruments, scoring and interpretation and application of dynamic assessment procedures. *Credit: 3 semester hours.*

211 Assessment of Speech-Language Problems

Clinical examination of persons with oral communication problems. Emphasis on formal and informal assessment procedures of school-age children and adults with communication disorders. Advanced. *Credit: 3 semester hours.*

Professional Course Work

1. Speech-Language Pathology

310 Voice Disorders

Normal and abnormal adaptation of respiration, phonation and resonance in the production of voice; procedures, materials and instrumentation for voice diagnostics and therapy, as applicable to children and adults. *Credit: 3 semester hours.*

311 Fluency

Fluency and factors that may disrupt it; nature and development of stuttering across the life span; special consideration for pre-school and school-age children; interactions with children, parents and teachers. *Credit: 3 semester hours.*

312 Motor Speech Disorders

Understand the basic neuromuscular systems and pathological disturbances, acquired and developmental causes, and diagnosis, treatment, and management of motor speech disorders. *Credit: 3 semester hours.*

314 Disorders of Articulation

An analysis of development of articulatory skills, phonological processes and the patterns of articulatory and phonological disorders. *Credit: 3 semester hours.*

315 Augmentative Communication Systems

Alternate communication systems for individuals across the range of communication handicaps, including sign systems, Bliss symbols, communication boards, electrical-mechanical aids and other assistive technologies. *Credit: 3 semester hours.*

316 Communication Disorders Associated with Craniofacial Anomalies

Disorders of speech, language and hearing associated with the craniofacial anomalies including assessment and intervention, classification, anatomy and physiology and embryology. *Credit: 3 semester hours.*

317 Acquired Language Disorders

Syndromes of language impairments resulting from neurological damage. Includes differential diagnosis and rehabilitation of pathologies in the adult population (e.g., aphasia, traumatic brain injury, dementia). *Credit: 3 semester hours.*

318 Developmental Language Disorders

Characteristics, assessment and treatment of language disorders in children resulting from syndromes, autism, receptive/expressive language problems, cognitive deficits, and social/pragmatic deficits, using evidence-based criteria. *Credit: 3 semester hours.*

320 Language-Based Learning Disabilities

Linguistic theories of language and learning disabilities. Analysis, identification and differential diagnosis of children with language learning disabilities and their relation to language, reading, writing and literacy. *Credit: 3 semester hours.*

321 Speech-Language Assessment and Intervention for Infants, Toddlers and the Pre-School Child

Educational principles and procedures for infants, toddlers and pre-school children with language and learning disabilities and perceptual skill impairments. *Credit: 3 semester hours.*

322 Communication Problems of Geriatric Persons

Study of the speech, language and hearing difficulties affecting the geriatric population and the relationship of social adjustment and health concerns of this population to communication disorders. *Credit: 3 semester hours.*

323 Communication Problems of the Developmentally Disabled and Multiply Handicapped

The nature and causes of developmental disabilities, their impact on the family, community and school system. *Credit: 3 semester hours.*

324 Independent Study in Speech-Language Pathology

Study of current problems in speech-language pathology. Recommended for students selecting the thesis option, or other students wishing to investigate a particular problem in depth. Student must select a mentor to direct study. *Credit: 3 semester hours.*

325 Studies in Bilingualism

Theories of bilingualism will be described as the development of multi-lingual children is considered. Neurolinguistic considerations of brain-damaged multi-lingual speakers will also be considered. *Credit: 3 semester hours.*

328 Dysphagia: Theory and Practice

Swallowing physiology, the abnormal swallow, associated diagnoses and conditions, dysphagia diagnosis, treatment and management. This "hands-on" course is held at a subacute and geriatric care facility. *Credit: 3 semester hours. May be taught off campus.*

330 Speech-Language Pathology Practice in Educational Settings

Implementing speech-language services in schools. Service delivery models; education law; due process, strategies for effective participation in services for speech- and language-impaired students. Required for students enrolled for the New York State TSSLD *Credit: 3 semester hours. (30 hrs. and field Experience/ observation).*

331 Principles of Dysphagia

Swallowing physiology; behavioral and meal-time correlates of swallowing; associated diagnoses and conditions; evaluation methods; treatment and management; clinical decision-making and counseling. *Credit: 3 semester hours.*

340 Special Topics in Speech-Language Pathology

The course is devoted to the in-depth study of areas of speech-language pathology to which no standard course is dedicated and whose study is felt to be warranted at particular intervals. *Credit: 3 semester hours.*

341 Management of Pediatric Dysphagia in a Developing Country

Anatomy and neurophysiology of normal swallowing and pathophysiology in infants and children. Assessment, treatment, management and models of delivery in the USA and in a developing country. *Credit: 1 semester hour.*

343 Global Perspectives on Communication Disorders

Study of how societal expectations, parenting styles, social resources, access to information and educational/therapeutic services influence developmental outcomes when a communication disorder exists. *Credit: 1 semester hour.*

Clinical Practica in Speech-Language Pathology

405 Speech-Language Pathology Practicum

Clinical evaluation and remediation of disorders of speech and language; on-campus and off-campus sites; children and adults. Minimum 60 hours of direct clinical practice/credit. May be repeated for a maximum of 3 credits. Sufficient background in coursework required. *Credit: 1–3 semester hours.*

407 Practicum in Speech-Language Pathology in Educational Settings

Prerequisite: 330. School-based practicum (student teaching). Minimum 150 hours of direct contact/30 hours of observation. Authorization of Completion Letter must be filed with the NYS Department of Education for this experience to fulfill requirements for state teacher certification. *Credit: 2 semester hours.*

408 Speech Pathology Practicum in Adult Setting

Clinical evaluation and remediation of disorders of speech and language; off-campus site with adults. Minimum 60 hours of direct clinical practice/credit. May be repeated for a

maximum of 3 credits. Sufficient background in coursework required. Must register with Clinical Coord. *Credit: 1–3 semester hours.*

2. Minor Area Courses in Audiology

214 Habilitative and Rehabilitative Procedures for the Hearing Impaired

Application of audiological findings and theory to rehabilitation and management of hearing impaired and deaf children and adults and selection of amplification for the hearing impaired. *Credit: 3 semester hours.*

351 Advanced Audiology

Advanced clinical and experimental methods of evaluating the peripheral and central auditory system. Knowledge of basic audiological techniques is presumed. *Credit: 3 semester hours.*

354 Habilitation of Children Who are Deaf or Hearing Impaired

Theories of language, speech production and perception of children with hearing loss. Current approaches to assessment, speech training and the use of sensory aids including computer-based devices and cochlear implants. *Credit: 3 semester hours.*

355 Rehabilitation of Adults Who are Deaf or Hearing Impaired

Current research and theory on speech production and perception in adults with hearing loss of various etiologies, including speech production, auditory feedback, cochlear implants and speechreading. *Credit: 3 semester hours.*

364 Central Auditory Processing

Anatomical and physiological processes and structures involved in processing acoustic information in the central auditory system. Disorders/pathologies associated with central auditory dysfunction. Management and treatment. *Credit: 3 semester hours.*

Clinical Practica in Audiology

420 Clinical Practicum in Audiology for the Speech-Language Pathologist

Clinical practicum in assessment of hearing disorders and rehabilitation management of hearing impaired persons. Minimum of 20 hours in the minor area appropriate to scope of practice. *Credit: 1 semester hour.*

3. Professional Issues Courses

380 Issues in the Profession

Legislative and professional issues affecting the speech and hearing profession and their effects on service provision and impact on the field. Legal rights of communicatively disordered persons, including provisions of the ADA, IDEA, RTI. *Credit: 3 semester hours.*

381 Cultural Diversity in Speech-Language Pathology and Audiology

Understanding of diversity issues that impact on the assessment and intervention of language and speech abilities in both children and adults in multicultural and multilingual populations. *Credit: 3 semester hours.*

4. Research

A student must choose to complete either SPE 440 (Advanced Research Methods), or 452 (Special Research Project) or Spe 900 (Master's Thesis) to fulfill degree research requirements.

440 Advanced Research Methods

Prerequisite: 201. Students will examine and interpret research results using statistical techniques and graphic displays. Students will design a clinical efficacy study related to assessment or intervention. *Credit: 3 semester hours.*

452 Special Research in Speech-Language Pathology

A student will design and carry out an independent research project. A course seminar is to be scheduled to guide the students through the process. *Credit: 3 semester hours.*

900 Master's Thesis Research

Open to students whose GPA is at least 3.5. Guided development and conduct of a research program resulting in the completion and presentation of a Master's thesis. *Credit: 3 semester hours. for students continuing from Special Research; 6 semester hours for students beginning and completing a thesis in this course.*

490 Manual Communication/Sign Language

Students will understand the history of ASL, the culture of the Deaf community, ASL and its relationship to other forms of sign language and sign systems and non-verbal communication techniques. *Credit: 3 semester hours.*

Courses for Doctor of Audiology Degree (Au.D.)

Required Courses

501 Advanced Audiology

This course will integrate theoretical and practical aspects of audiologic assessment. The standard audiometric battery (pure tone air and bone conduction testing, speech testing, and acoustic immittance testing) will be presented in detail, preparing students with the skills necessary to administer these tests and to interpret test results. Current ASHA documents concerning the scope of practice of audiology, practice patterns in audiology, and guidelines for audiometric assessment and screening will be discussed. An overview of selected topics in audiology with discussion of other specialized diagnostic audiometric tests will also be provided. *Credit: 3 semester hours.*

502 Research Methods

This course will prepare students to become well-informed consumers of research. Students will learn the principles and practices of research, including experimental design, statistical methods, and application to clinical practice. *Credit: 3 semester hours.*

503 Anatomy, Physiology & Neurology of the Auditory and Vestibular Mechanisms

This course will provide a description of normal

anatomy and neuroanatomy of the auditory and vestibular systems. Theories of physiology and the effects of certain pathological conditions on normal physiology will also be discussed. *Credit: 3 semester hours.*

504 Auditory Pathologies

Students will gain knowledge and understanding of the pathologies in the auditory system, their audiological and medical diagnosis and treatment. Emphasis is placed on the differential diagnosis of auditory, cortical, and vestibular pathologies using behavioral and electrophysiologic techniques. *Credit: 3 semester hours.*

505 Psychoacoustics

This course provides an advanced level of study of the psychoacoustic principles involved in the practice of audiology. Laboratory exercises in the topic areas are required. *Credit: 3 semester hours.*

506 Genetics

This course explores embryologic development and various teratogenic agents that affect development, particularly those related to genetic mutations affecting speech, language, and/or hearing. The application of clinical and molecular genetics to the diagnosis and treatment of syndromic and non-syndromic communication disorders will be discussed. The clinical features of genetic syndromes and disorders associated with speech, language, and hearing disorders will be described, and management strategies will be introduced. *Credit: 3 semester hours.*

507 Aural Rehabilitation

This course provides an advanced level of study of the effects of hearing loss, noise, and reverberation on the process of auditory (and auditory-visual) speech perception. Also discussed are the factors involved in amplification selection (including cochlear implants) and the benefits of assistive listening devices and sensory aids. Issues concerning the Deaf and Deaf Culture are covered, but the emphasis of the course is on auditory approaches to aural (re)habilitative assessment and intervention. *Credit: 3 semester hours.*

508 Acoustics & Instrumentation for Audiologists

Students learn fundamental concepts of acoustics in clinical audiology practice and its related clinical and research instrumentation. Topics related to sound measurement, noise legislation, and hearing conservation are also discussed. *Laboratory exercises are required. Credit: 3 semester hours.*

509 SLP for Audiologists

This course will provide students with an appreciation of the diversity of speech and language disorders across the lifespan, and the relationship of cultural factors to communication and speech and language disorders. Students will learn to identify symptoms and behaviors associated with specific speech

and language disorders and will be prepared to screen for same and to make appropriate referrals for more comprehensive evaluations. *Credit: 3 semester hours.*

510 Amplification I

This course will provide a background on the effects and management of hearing loss using amplification. Hearing aid design, electroacoustic characteristics of hearing aids, and recent advances in hearing aid technology will be covered. State and Federal hearing legislation, including current ASHA guidelines on amplification systems will be discussed. Circuit options and components of personal hearing aids will be studied in detail. Laboratory exercises in the areas of electroacoustic analysis, otoscopic examination, and earmold acoustics/impressions/modifications will be required. *Credit: 3 semester hours.*

511 Pediatric Audiology

This course will provide an advanced level of study of the audiological principles and practices specific to children. Topics will include embryological and fetal development of the auditory and vestibular structures; the development of auditory behavior; identification audiometry; and pediatric audiological evaluation procedures, including behavioral protocols, immittance testing, ABR testing, and OAE testing. Counseling families with hearing-impaired children will also be covered. Lectures will be accompanied by laboratory exercises, allowing students to make informed decisions about test protocol selection and implementation for the pediatric client. *Credit: 3 semester hours.*

512 Electrophysiology I

Procedures for evaluating the auditory system in children and adults, including the recording techniques, interpretation, clinical application, and synthesis of results using auditory evoked potentials will be covered. This will be accomplished via lectures and hands-on workshops. Students will be required to perform laboratory exercises and demonstrate proficiency in performing each test. Case examples will be studied. *Credit: 3 semester hours.*

513 Electrophysiology II

This course will provide an in-depth discussion of otoacoustic emissions: principles and clinical applications; middle-latency auditory evoked potentials: basic issues and potential applications; and late cortical event-related potentials to auditory stimuli: basic issues and potential applications. *Credit: 3 semester hours.*

514 Amplification II

This course will provide students with an understanding of the principles and practices of hearing aid dispensing, including assessment for candidacy, prescriptive fitting protocols, validating and verifying hearing aid outcomes, and considerations in special populations and audiometric configurations. *Credit: 3 semester hours.*

515 Deafness

This course will examine and compare the complex nature and effects of severe to profound forms of hearing impairment that are present at birth with those acquired adventitiously. The anatomical and physiological mechanisms underlying congenital versus acquired forms of "deafness" will be studied, and the effects of each form on speech production, perception, language, human relationships, and culture will be explored. *Credit: 3 semester hours.*

516 Central Auditory Processing

This course will describe the anatomical and neurophysiological aspects of auditory processing. The course will discuss the nature and causes of auditory processing disorders, including their symptomatology, assessment, treatment, clinical management and referrals. The impact of auditory processing disorders on language and learning will be discussed and recommendations for maintaining treatment efficacy data will be presented. *Credit: 3 semester hours.*

517 Advanced Research Seminar

This seminar is designed to assist the Level 3 AuD student in formulating, developing and executing a clinical research project. Concepts of research design and statistical analyses will be discussed with regard to individual projects in seminar fashion. *Credit: 3 semester hours.*

518 Electrophysiology III

This course will provide a theoretical understanding and practical knowledge of the vestibular system, and its objective diagnosis via Videonystagmography (VNG) and Electronystagmography (ENG). This is accomplished via lectures, demonstrations, and hands-on laboratory workshops using VNG instrumentation. *Credit: 3 semester hours.*

519 Cochlear Implants

This course is designed to give students an understanding of the medical, surgical, engineering, and audiological aspects of cochlear implants, including speech processor programming, and the (re)habilitative programs and strategies used with infant, child, and adult implant recipients. *Credit: 3 semester hours.*

521 Amplification III

This course provides an advanced level of study of hearing aid design and selection. Concepts and procedures introduced in Amplification I and Amplification II will be expanded upon, and verification and validation methods associated with advanced technology will be discussed and demonstrated. Laboratory exercises in the topic areas will be required. *Credit: 3 semester hours.*

522 Current Issues in Vestibular Practice

Evaluation of balance function beyond electronystagmography including Rotational and Posturographic tests, and Vestibular Evoked Potentials; programs and protocols for vestibular rehabilitation will also be detailed. *Credit: 3 semester hours.*

523 Leadership & Supervision in Audiology

Students explore styles in leadership and the relationship to the supervision of personnel and student clinicians in audiology, in addition to the basic skills and knowledge needed for preceptors in a variety of clinical settings. Ethical issues such as confidentiality, privacy, and professional development will be examined. *Credit: 1 semester hours.*

541 Neurophysiologic Intraoperative Monitoring

This course is designed to introduce the advanced audiology student to the growing field of neurophysiologic intraoperative monitoring. The course will present the anatomic and physiologic bases of monitoring for spine, neck, cranial, and cardiothoracic and peripheral nerve surgeries. The techniques include SSEP, MEP, ABR, CNAP, CMAP and EMG tools; the evaluation of the data from these tools; and the effects of surgical, patient, and anesthesia control on the interpretation of these data. *Credit: 1 semester hour.*

544 Business Practices in Audiology

This course examines planning and execution of a comprehensive, quality, cost-effective private practice in audiology. Content includes variables such as the physical layout, location, organization and marketing of a private practice. Methods of procuring instrumentation, retaining patient populations, and the business of audiology including hearing aid dispensing will be discussed. *Credit: 3 semester hours.*

546 Pharmacology/Ototoxicity

This course explores theories in pharmacology, including drug absorption, bioavailability, administration and treatment, mechanisms of interaction, and toxicity related to the ear, hearing and the vestibular mechanism. Methodologies and technologies for monitoring use of ototoxic medications will be explored. *Credit: 3 semester hours.*

547 Cerumen Management

This course will provide students with the knowledge and skills necessary for proficiency in cerumen management. In accordance with ASHA 1992 guidelines, students will acquire practical, supervised training in the use of hand-held, video, and pneumatic Otoscopy, recognition of the external auditory canal (EAC) and tympanic membrane (TM) condition, and removal of cerumen when it can be performed comfortably and safely. *Credit: 1 semester hour.*

549 Counseling in Audiology

This course will provide students with the knowledge and skills necessary to conduct effective audiologic counseling to patients and their families/caregivers based on individual patient need and cultural sensitivity. Counseling techniques will be tailored to specific audiologic diagnoses and services. *Credit: 3 semester hours.*

560 Clinical Instruction in Audiology

This course is designed to introduce the student to the basic principles and procedures involved in assessment of the auditory system and rehabilitation of auditory disorders. Students will learn clinical procedures for conducting a diagnostic behavioral evaluation using pure tone, speech and Immittance audiometry. Procedures for the various tests will be described and students will begin to gain hands-on experience in their home institution clinics. Interpretation of clinical data and generating a diagnostic statement and recommendations will be stressed. Issues involved in counseling and taking case histories for diverse populations will be addressed. Various professional and legal issues, such as Licensure and Certification requirements, Code of Ethics and confidentiality will be discussed. *Credit: 2 semester hours.*

561-2 Clinical Practicum in Audiology: In-House

Study the development of advanced clinical and rehabilitative audiology skills, the clinical application of theory and concepts obtained in advanced audiology coursework. Seminars: open discussion forums encouraging discussions on specific clinical problems, disorders, situations, case resolutions and diagnoses they have been involved with at their various placements. *Credit: 2 semester hours each.*

563-5 Clinical Practicum in Audiology

Study the development of advanced clinical and rehabilitative audiology skills, the clinical application of theory and concepts obtained in advanced audiology coursework. Seminars: open discussion forums encouraging discussions on specific clinical problems, disorders, situations, case resolutions and diagnoses they have been involved with at their various placements. *Credit: 2 semester hours each.*

568 Clinical Practicum in SLP

Supervised clinical practice in speech-language pathology. *Credit: 1 semester hour.*

570 Clinical Externship in Audiology

This seminar course, conducted during the clinical externship experience, is designed to supplement the student's understanding of the advanced principles and practices of diagnostic audiology, balance disorders, audiologic (re) habilitation, electrophysiological measures and audiological counseling. Further seminar discussion will include review of ASHA guidelines/requirements and New York State license requirements for practicing Audiologists. Seminar will include but is not limited to discussion and presentation of audiologic cases from routine to challenging. *Credit: 3 semester hour.*

Electives

542 Forensic Audiology

The purpose of this course is to provide the student/professional with an understanding of the legal, ethical, legislative, and forensic issues

that may be encountered in the practice of audiology. The legal rights of communicatively disordered persons and provisions of the ADA will be explored. Other issues, such as due process, federal and state mandates, managed care, educational entitlements, the role of professional organizations and support groups, support personnel, external forces impacting on the professions, and advocacy for the professions will be addressed. *Credit: 1 semester hour.*

545 Industrial Audiology

This course describes the audiologist's role in noise assessment and abatement, and in hearing protection in industrial, educational, military, and community settings. Topics will include noise measurement, regulations and laws related to noise, noise control, physiological and psychological effects of noise, hearing conservation, and hearing health care. *Credit: 1 semester hour.*

601 Clinical Research Project

This course will provide the Level 3 or 4 AuD student with additional guidance for carrying the clinical research project to conclusion. Students maintain continuous matriculation in this class until the research project requirements are completed. *Credit: 1 semester hour.*

700 Special Topics Tinnitus

This course will focus on the audiologist's role in the assessment and management of tinnitus (an auditory perception not produced by an external sound). Demonstration of assessment and management strategies will be provided. *Credit: 1 semester hour.*

** Electives in related areas upon approval*

Department of English (ENG)

Programs of Study

English graduate studies at St. John's features combined Bachelor of Arts / Master of Arts (B.A./M.A.), Master of Arts (M.A.), and Doctor of Arts (D.A.) degree programs. We offer courses in traditional and emerging fields of literature, cultural studies, critical theory, writing and composition studies. All English graduate courses are seminars taught by research faculty who are committed to teaching and mentoring graduate students. The M.A. and D.A. programs are designed for both full-time graduate students and for professional educators, administrators, and writers who want to pursue an advanced degree part-time. The English graduate curriculum offers students the flexibility to develop individualized programs of study that meet their intellectual and professional goals. Because the number of required courses for each program is limited,

the curriculum appeals to students seeking either broad exposure to advanced English studies or more intensive concentrations in specific fields. Among the areas of study are British and American literary history, creative writing, composition studies, and interdisciplinary fields such as American studies, gender studies, and postcolonial studies. The department also sponsors a student-edited journal, *The St. John's Humanities Review*, and host an annual Graduate Student Conference.

B.A./M.A. in English

The department offers an intensive, accelerated combined degree program leading to both the B.A. and M.A. degrees in five years of full-time study. Students who have been accepted into the program take one graduate course each semester of their junior and senior years; this course counts toward both the B.A. and M.A. degrees. In the fifth year students may take the remaining seven graduate courses needed to complete the degree; in their final semester students fulfill the portfolio requirement, described below.

Entrance Requirements

Qualified undergraduates who have completed their sophomore year with a 3.0 cumulative index and a 3.5 for 12 credits in English are encouraged to apply. Two letters of recommendation from faculty who teach in the English graduate program are required.

Program Requirements

Students in the B.A./M.A. program matriculate for a total of 147 credits, 33 of which must be at the graduate level. After completion of the baccalaureate degree, students may enroll full-time on the graduate level for the fifth year. Students have the option of writing a Master's thesis in their final year of the program to fulfill three of their M.A. credits. Students who plan to write a thesis should register for ENG 900: Master's Research.

Master of Arts (M.A.)

The M.A. program in English is designed for students interested in a broad but intensive engagement with literary, cultural, and composition studies. Recent graduates of the M.A. program have received fellowships for doctoral study at some of the best graduate programs in the U.S. and abroad. Other graduates have been accepted at prestigious law schools, established careers in publishing and editing, and obtained tenure-track secondary school teaching positions.

The English Master's degree curriculum offers students the opportunity to develop programs of study that meet their intellectual and professional goals. Because there is only one required foundational course (Modern Critical Theories), the program provides flexibility for students seeking either broad exposure to advanced English studies or more intensive concentrations in specific fields. The Master's program offers seminars in the major periods

of literary history (medieval, early modern, Restoration, Victorian, 19th-century American, modern, contemporary, and postcolonial) as well as many interdisciplinary courses. All students submit a portfolio of their graduate work in their final semester, containing representative essays and a critical synthesis of their work while in the program. Students also have the option of writing a Master's thesis to fulfill three of their M.A. credits. Students who plan to write a thesis should register for ENG 900 Master's Research.

Entrance Requirements

Students entering the M.A. program must present at least 24 credit hours of undergraduate preparation in English. All students must submit acceptable scores for the Graduate Record Examinations (GRE) General Test; the Subject Test is not required.

Assistantships

Graduate assistantships are available on a competitive basis through the English Department and the Institute for Writing Studies. These assistantships provide tuition support and a stipend in exchange for research support to faculty or tutoring in the institute. New students who are interested in an assistantship should indicate their interest on the application form. Current students should submit a full graduate school application, including a statement of purpose and two letters of recommendation, and a writing sample to the English Chair. The deadline for assistantship applications is February 15.

Program Requirements

Students must take a minimum of 33 credit hours. (Students receiving Graduate Assistantships can receive tuition support up to but not beyond 33 credits.) Students have the option of writing a Master's thesis in their final year of the program to fulfill three of their M.A. credits. Students who plan to write a thesis should register for ENG 900: Master's Research.

The only course required of all M.A. students is ENG 100: Modern Critical Theories, which should be taken during the student's first year of study. Otherwise, students are free to choose courses that suit their needs and interests. All courses in the English graduate curriculum are open to students in the M.A. program.

Students must submit a portfolio project in their last semester of study. This portfolio of written work serves as the non-credit capstone project for the Master's program. The portfolio consists of three representative papers from three different courses, one of which should be revised substantially according to the professor's instructions and suggestions. Accompanying the portfolio is a 10-page critical overview in which the student offers a critical synthesis of her work in the program, referring to the portfolio essays and their revision as

indication of the student's growth as a reader, scholar and writer. A committee comprised of English faculty evaluates these portfolios.

Doctor of Arts (D.A.)

The D.A. program in English is a terminal degree that combines advanced study in literary, cultural, and composition studies with preparation for teaching. It offers courses and research opportunities in traditional and emerging fields of literature, cultural studies, critical theory, writing, and composition studies. At the same time, it emphasizes the theory and practice of pedagogy, especially writing pedagogy, to prepare students for English and interdisciplinary college teaching. The program is designed for both full-time graduate students and professional educators, administrators, and writers who want to pursue a doctoral degree part-time. While most recent graduates of the D.A. program are faculty at colleges and universities, other graduates have positions in publishing, editing, public relations, and administration in secondary and higher education.

The English D.A. degree emerged in the 1960s and 1970s to meet the growing need for faculty at four-year and two-year colleges. The D.A. program at St. John's has since evolved into a doctoral program that emphasizes the interrelatedness of pedagogy, theory, and literary and cultural studies. The opportunities for advanced research are comparable to those of English Ph.D. programs, but the English D.A. program is distinguished by its integration of research, writing and pedagogical practice.

The English D.A. curriculum provides a foundation in critical theory and writing pedagogy, while offering students the opportunity to develop programs of study that meet their intellectual and professional goals. The D.A. program offers seminars in the major periods of literary history (medieval, early modern, Restoration, Victorian, 19th-century American, modern, contemporary, and postcolonial) as well as many interdisciplinary courses. After completion of their coursework, D.A. students, in consultation with department faculty, design three exam areas in fields the student wishes to claim as areas of specialization. Following successful completion of the exams, the student works with a committee of three or more faculty on a dissertation, to be defended orally.

Entrance Requirements

1. Applicants must present verification of their completion of a bachelor's degree, with a minimum of 24 credits in English.
2. Applicants must possess at least a cumulative G.P.A. of 3.0 and a 3.5 in English courses.
3. Applicants must submit acceptable scores for the Graduate Record Examinations (GRE) General Test. The subject GRE Test is not required.
4. Applicants possessing a Master's Degree

with at least 15 graduate credits in English and an index of at least 3.5 in these courses can receive advanced standing up to 24 credits, as determined by the Department's Admissions Committee and the Dean.

- Applicants must submit three letters of recommendation, two of which need to be academic letters attesting to the applicant's work as a student.

Applicants must also submit a recent sample of written work, as well as a personal statement detailing the student's professional goals.

Fellowships

Doctoral fellowships are available on a competitive basis through the English Department and the Institute for Writing Studies. These assistantships offer a stipend and provide the experience of teaching one course per semester or the equivalent time tutoring in the writing center. New students who are interested in an fellowship should indicate their interest on the application form. Current students should submit a full graduate school application, including a statement of purpose and three letters of recommendation, to the English Chair.

Program Requirements

- The D.A. degree entails 48 credits of coursework, 6 credits of Teaching Internship and 6 credits for writing the dissertation (Doctor of Arts Research). Applicants who apply with a M.A. or M.F.A. in English can receive up to 24 credits of advanced standing. Applicants with prior teaching experience can also have the Teaching Internship waived. Students in the program must maintain a minimum GPA of 3.0; courses for which the student receives a grade lower than a "B" will not count towards the degree.
- Students must take ENG 100: Modern Critical Theories; ENG 105: Teaching Practicum; ENG 110: Introduction to the Profession, and the student determines all remaining courses.
- All students must demonstrate proficiency in a foreign language prior to taking their comprehensive exams by one of the following: 1) a grade of "B" or better in an advanced college-level language class that requires reading proficiency in the language (3000-level or above at St. John's or the equivalent at another college or university, with the approval of the graduate program director); 2) successful completion of a translation exam administered by the English faculty.
- A student will be evaluated at the completion of 24 credit hours of graduate work to determine whether or not he or she is qualified to continue in the program.
- Upon successful completion of coursework, students must pass an oral comprehensive examination. The student selects three graduate faculty to serve on his or her

exam committee, who then work closely with the student to design three areas of specialization determined by the student. The student, in consultation with on his or her committee, assembles a reading list of approximately twenty-five books and critical essays for each of the three exam areas. In addition to serving as an opportunity for the student to demonstrate her mastery in these exam areas, the comprehensive exam serves as a means by which the student can begin preliminary research for the dissertation.

- After successfully completing the comprehensive examination, the student will undertake the dissertation for a minimum of six credits (ENG 975) each semester until the dissertation is successfully defended. Students who register for ENG 975 are required to attend the Dissertation Research and Writing Workshop for at least two semesters. Students select a topic that will enable them to apply their learning to an original problem in contemporary scholarship, criticism, pedagogy or the profession in general. An academic mentor and a committee of readers are selected by the student to guide his or her research and review the progress of the dissertation. The completed dissertation must be defended in an oral examination before the committee and must be approved by the Dean.

Courses

Theory, Pedagogy and the Profession

- 100 Modern Critical Theories
- 105 Teaching Practicum
- 110 Introduction to the Profession
- 120 Composition Theory and the Teaching of Writing
- 130 Theories of Literacy
- 135 Critical Issues in the Teaching of Writing
- 140 Topics in Theory
- 141 Writing in the Academy
- 150 Critical Race Theory
- 170 Authorship, Ownership, Appropriation and Remix
- 180 African American Literacies and Education: The 18th & 19th Centuries
- 185 African American Literacies and Education: The 20th and 21st Centuries
- 190 Digital Literary Studies

Medieval

- 200 Medieval Literature: Critical Theoretical Approaches
- 210 Medieval Literature in Historical Contexts
- 220 War and the Culture of Chivalry
- 230 Chaucer
- 240 Beowulf
- 250 Medieval Drama
- 260 Arthurian Romance
- 270 Medieval to Early Modern
- 280 Topics in Medieval Studies

Early Modern

- 300 Shakespeare and Early Modern Studies

- 310 Shakespeare's Media: Print, Performances and Film
- 320 Elizabethan Drama
- 330 Jacobean Drama
- 340 Spenser and the Elizabethan Renaissance
- 345 Shakespeare's London: Page, Stage, and Place
- 350 Milton and the English Civil War
- 355 Renaissance Lyric Poetry
- 370 Topics in Shakespeare
- 380 Topics in Early Modern Studies

Restoration and 18th Century

- 400 The Novel to 1800
- 410 Restoration and 18th-Century Poetry
- 420 Restoration and 18th-Century Drama
- 430 Restoration and 18th-Century Prose
- 440 Studies in Restoration and 18th-Century Literature
- 450 Topics in Restoration and 18th-Century Literature and Culture

19th-Century British

- 501 The Victorian Social Imagination
- 510 British Romanticism
- 520 The 19th-Century Novel
- 530 Aspects of the Novel: Histories and Theories
- 540 Science, Poetry and Prose in Victorian England
- 550 Realism and Naturalism
- 560 Revolution and Romanticism
- 570 Monumental Form: Eliot, Dickens, Trollope
- 580 Studies in 19th-Century British Authors
- 590 Topics in 19th-Century British Literature and Culture

American to 1900

- 600 19th-Century American Public Culture
- 610 Literature of the Early Republic
- 616 Colonial American Literature
- 620 Antebellum American Literature
- 625 Gender and 19th-Century American Literature
- 630 American Regional Literature
- 635 Narratives of American History
- 640 Transcendentalism
- 646 American Poetics
- 650 American Novel to 1914
- 660 19th-Century African American Literature
- 665 Studies in 19th-Century Authors
- 670 Topics in 19th-Century American Literature and Culture

20th Century

- 700 The Emergence of Modernism
- 711 Modern Short Story
- 715 Modern Novel
- 716 Modern Poetry
- 725 Modern Drama
- 730 Literary Modernism
- 735 Harlem Renaissance
- 740 Contemporary Novel
- 745 Contemporary Poetry
- 750 Contemporary Drama
- 755 Topics in African American Literature
- 761 Caribbean Literature and Culture

760	Postcolonial Literature
762	Utopian Fiction
763	Vernacular Literature
764	Literature and Violence
765	American Ethnic Literatures
766	South Asian and South Asian Diaspora Literature
770	Studies in 20th-Century American Literature and Culture
775	Topics in 20th-Century British Literature and Culture

Interdisciplinary and Cultural Studies

800	Forms and Themes in Film
802	Topics in Film Authors
806	Teaching World Literature
810	Literary/Visual Texts
815	Comedic Reality
820	The Christian Imagination
825	Collecting Cultures
830	Allegory and Epic
836	Modernism and the Fascist Aesthetic
840	Kitsch and the Crisis of Modernism
845	The Holocaust: Criminals, Collaborators, Survivors
850	Jazz and Literature
851	Suburbia in Film and Literature
855	Theory of the Novel
861	Art and Propaganda: Romantic to Modern
865	Emerging Technologies and the Making of Meaning
870	Writing Theory/Writing Practice
875	Feminist Theory
876	Writing Nonfiction
877	Workshop in Fiction
878	Workshop in Poetry and Poetics
879	Fiction and Autobiography Writing Workshop
880	Topics in Interdisciplinary Studies
885	Topics in Cultural Studies

Special and Research Courses

900	Master's Research
906	English Internship
910	Readings and Research
920	Maintaining Matriculation, M.A.
930	Maintaining Matriculation, D.A.
975	Doctor of Arts Research

For a complete listing of approved courses, please contact the Dean's office.

For more information, please see the English department blog at stjenglish.com

For the St. John's Humanities Review, go to stjohns.edu/english/humanities.

Center for Global Development

The mission of the Center for Global Development (CGD) is to invest in educational programs and activities to promote the common good and the advancement of the human community where the dignity of the human person is at the foundation of every process of development.

The term "global" not only encompasses social, cultural and economic structures and processes that foster human progress, but also an awareness of interdependence between people and among nations. This interdependence comes with the responsibility of building a civil society based on a culture of solidarity and social justice. Development, to be authentic, as Pope Paul the Sixth emphasized, must foster human well being, but also each person's spiritual and moral development.

Human nature is relational, and our responsibility is to further educate people about the process of relational sharing. Building a global community, through projects of social intervention, welfare and development will not fail, if it is grounded on dialogical opening.

The CGD serves as a center for research on issues regarding international development. Drawing upon its network of international specialists as well as its own faculty, staff, and researchers, the activities promoted and offered by the Center include the M.A. in Global Development and Social Justice, conferences, internships, research projects, a comprehensive Resource Center, as well as joint ventures and projects with other organizations.

Programs of Study

M.A. in Global Development and Social Justice

The M.A. in Global Development and Social Justice aims at best practices and leadership in global development. Our mission of social justice and human rights advocacy, grounded on Catholic Social Teaching, is reflected through our innovative online methodology. We seek to provide education, especially to those lacking economic, and/or social means. Furthermore, through its committed faculty and support staff, the M.A. seeks to teach students how to search out the causes of poverty and social injustice and encourages them to explore and identify solutions which are adaptable, effective and concrete.

This innovative multidisciplinary program is coordinated by a Steering Committee chaired by the Director of the Center for Global Development. It combines classroom instruction with online methodology to offer students the flexibility to pursue in-depth research in a broad variety of critical areas related to development and social justice.

The M.A. includes 11 three-credit courses for a total of 33 credits and is completed over the duration of two years. When students begin the program they are given a free laptop which they will keep after graduation. This program is unique in that the curriculum is primarily delivered via on-line online learning that can be accessed worldwide. Three courses in total are taught in a classroom setting.

Three courses are to be taken in Rome in the summer, two courses at the outset and one at the close of the program (the Integrated Seminar) while the remainder of the curriculum is delivered via on-line Distance Learning. Additionally, there is a required capstone project to be presented in the Integrated Seminar that summarizes the student's learning in the courses.

Entrance Requirements

- An accredited bachelor's degree or its equivalent
- Proficiency in English (written and spoken). Applicants whose native language is not English, or whose secondary and post-secondary education was not in English must take the (1) Test of English as a Foreign language [TOEFL] or (2) International English Language Testing System [IELTS] - More information on the TOEFL or IELTS can be found on page 7 in the St. John's University Graduate Bulletin here. The TOEFL code for St. John's University is 2799.
- Two letters of recommendation from persons qualified to evaluate the applicant's ability to succeed in a graduate program of study
- A statement of personal and professional goals relevant to the applicant's interest in the concentration in Global Development and Social Justice
- The Graduate Record Examination (GRE) is not required.

Assistantships:

Graduate assistantships are also available on a selective basis.

Transfer of Credit:

Because of the distinctive nature of the program, including in-person instruction during summer sessions in Rome and online learning courses during the Fall and Spring semesters, no transfer credits may be applied for this degree.

Courses:

Core Curriculum

Given the nature of the program, the curriculum offers significant training in Information Technology (The program provides each student with a laptop computer), and an optional internship related to the student's required capstone project. It also encompasses a broad

range of topics related to development and social justice. Additionally, the capstone project is presented in the Integrated Seminar, summarizing the student's learning in the courses and his/her ability to undertake in-depth research and apply the knowledge and skills acquired. Finally, its dedicated and distinguished faculty and support staff participate together and individually in special training seminars and workshops to ensure excellence in instruction and program management.

Curriculum (33 credits.)

MGD 100: Models of Intervention in Global Development	3 credits.
MGD 110: Catholic Social Thought and Practices of Integral Human Development and Solidarity	3 credits.
MGD 120: Information Resources for Global Development and Social Justice Practices	3 credits.
MGD 130: Impact of International Organizations in Global Development	3 credits.
MGD 140: Economics of Development	3 credits.
MGD 150: Sustainable Food Systems, Water and the Environment	3 credits.
MGD 160: Migration and Refugees in Development: Humanitarianism, Gender and Inequities	3 credits.
MGD 172 Project Management for NGOs	3 credits.
MGD 180: Media Strategy and the Politics of Peace Building	3 credits.
MGD 190: Health Care Issues in Global Development	3 credits.
MGD 200: Integrating Seminar	3 credits.

Course Descriptions

100 Models of Intervention in Global Development

This course introduces students to the key concepts of Global Development in the context of social justice, combining concerns for international development with awareness of the human person, the common good, solidarity and subsidiarity. Contemporary development issues such as migration, environment, health, and conflict will be examined through common models and tools of intervention. Case studies referring to non-governmental organizations, inter-governmental organizations and national governments will also be emphasized. *Credit: 3 semester hours.*

110 Catholic Social Thought and Practices of Integral Human Development and Solidarity

What should be the goals of global development? What constitutes sustainable prosperity for all? What models and practices of global development lead to human flourishing?

How can practices of solidarity and peace building be cultivated to promote development and human wellbeing? Students will endeavor to answer these and other important questions in a manner that draws deeply upon the Catholic moral tradition in dialogue with other points of view. *Credit: 3 semester hours.*

120 Information Resources for Global Development and Social Justice Practices

This course is an introduction to the scope, organization, evaluation, and use of print and electronic information sources. Particular emphasis will be placed on developing skills in using and creating digital information resources, and of the sharing these resources using electronic courseware social networking technologies, scholarly networking technologies, and information management techniques. All topics in this course are discussed within the context of the kinds of research and communication activities that are expected of development workers, thus information literacy skills, social science research methods, and professional and scholarly writing are also key areas of emphasis. *Credit: 3 semester hours.*

130 Impact of International Organizations in Global Development

This course examines the role of international organizations (IGOs) and nongovernmental organizations (NGOs) in global development. Organizations play an important role in the development of the economy, environment, health care issues, education and other social issues that plague developing countries in the global economy. At the conclusion of this course students will be able to 1) analyze the role of international and nongovernmental organization to development; 2) examine organizations and their policies toward developing countries; and 3) compare and contrast IGOs, NGOs, and other organizations in the context of globalization and development. *Credit: 3 semester hours.*

140 Economics of Development

An introduction to the field of economic growth and development from the perspective of Catholic Social Thought. This course covers: theories of economic growth; development and underdevelopment; role of ethics in policy formation; causes and consequences of poverty (national and international); international wealth and income inequality; and trade and globalization. Various theories and perspectives are presented, all contrasted with the approach to development found in the Catholic social thought tradition, especially in the Encyclicas related to development issues. *Credit: 3 semester hours.*

150 Sustainable Food Systems, Water and the Environment

This course will critically evaluate the political-economy of development policies to reduce global hunger, and assess the impact of fluctuating climate, biodiversity, and natural resources on agricultural production, food security, public health and poverty reduction strategies

within a social justice framework. A review of methods for assessing the impact of climate change, biodiversity, and natural resources on agricultural production, food security and public health will include a focus on GIS (Geographic Information Systems) mapping and analysis, as well as examining participatory and community-based projects. In addition, the political, economic, and socio-cultural dimensions of global disparities and poverty and their impact on food and agricultural policy will be assessed. *Credit: 3 semester hours.*

160 Migration and Refugees in Development: Humanitarianism, Gender and Inequities

This course will address the political and social issue associated with the movement of people as they relate to the developing world. The course will familiarize students with the normative and legal issues of migrations and refugee movements, including the relevant international institutions and conventions. Students will examine such issues as the role of diaspora communities, remittances and development, forced migration and trafficking, as well as refugee crises and humanitarian responses. Theoretical frameworks will include issues of gender, inequality, and social justice. *Credit: 3 semester hours.*

172 Project Management for NGOs

This course provides the theory and core methodology students will need to manage projects or participate effectively on project teams. The course uses the project life cycle as its organizing framework and topics cover the entire project management process, including project definition, planning, executing, and closing. Topics will include: basic project concepts and project selection, definition, organization structure, team building, communication and conflict management, planning methods and techniques, resource allocation, risk management, monitoring and control, and termination. Participants will complete a group project which involves preparing a project proposal for a "real-world" project of their choosing. *Credit: 3 semester hours.*

180 Media Strategy and the Politics of Peace Building

The first part of this course will focus on how communication and media are vehicles for human development, and communication as agent of social change; it will present various models of communication, and a particular emphasis will be on participatory model of communication. The second section of the course will seek apply the students' understanding of these models through a focus on the study of interactive methods for negotiation and mediation to resolve conflict. Students will be introduced to practical models of conflict resolution, such as workshops and multi-track mediation. The course will conclude by linking communications and development with broad approaches to social peace and community building. *Credit: 3 semester hours.*

190 Health Care Issues in Global Development

This course closely links health care with issues of culture, global development and social justice. Participants will gain a comprehensive understanding of global health problems and the state of health within their own countries. At the same time, they will get a comparative and global view of current applied solutions. *Credit: 3 semester hours.*

200: Integrating Seminar: The Art and Complexities of Development: Toward a new Model of Sustainability

This Integrating Seminar intends to focus on what students have learned during their studies, integrating what has been learned in each of the courses in the light of each student's own experiences, and the shared experiences of the entire class. During the Integrating Seminar, students will have the opportunity to present and discuss their capstone projects with each other, and with the professor who will be the Seminar leader. The goal is to arrive at an in-depth understanding of specific development issues researched and to identify strategic/structural solutions and alternative approaches. *Credit: 3 semester hours.*

Capstone Project

The goal of the required capstone project is to arrive at an in-depth understanding of development issues or priorities a student has identified. That comprehensive understanding takes into account the data available on a specific issue or priority and the results of other studies that have been undertaken. Students are also expected to identify strategic/structural solutions or approaches to addressing the development issue or priority identified. Students may also choose to research in-depth and analyze one (or more) strategies that a nation, an international organization, or NGO has developed to address a development issue and priority, to assess that strategy, and to propose an alternate approach(es). *Credit: 3 semester hours.*

Department of Government and Politics (GOV)

Entrance Requirements

For admission to graduate studies in Government and Politics, students are expected to have an undergraduate preparation of at least 18 credits in Government and Politics (Political Science) and 3.0 G.P.A. Any deficiencies in preparation may require supplementary course work as a condition for admission, in the form of suitable graduate courses, as determined by the Department.

Programs of Study

Master of Arts

The department offers two options in the M.A. program:

- THESIS OPTION
- NON-THESIS OPTION

Program Requirements

Non-Thesis Option

- Gov 205
- 12 credits in the major concentration
- 3 credits in Political Theory
- 6 credits in the minor concentration
- 9 credits in any field

Thesis Option

- Gov 205
- 12 credits in the major concentration
- 3 credits in Political Theory
- 6 credits in the minor concentration
- 3 credits in any field
- 6 credits of Masters Research (GOV 900)
- 0 credits Language Requirements

Political Theory major and minor concentrations may substitute a course from any of the 4 other concentrations for the 3-credit Political Theory requirement.

Comprehensive Examinations

In order to register for the comprehensive examination, GOV 500, students must have completed a minimum of 24 credits with grades posted by the time of registration for the examination and be in the last semester of their program. This examination tests the student's knowledge in her/his field of concentration.

Rome campus

The Department of Government and Politics offers students the opportunity to study for a semester or to complete their degree with a concentration in International Relations in Rome, Italy. Students who apply to the Rome Campus will have to complete the same number of credits and requirements described in the Entrance Requirements. The Campus has 7-week quarters instead of 14-week semesters as in Queens.

Certificate Programs

The department offers one certificate program in *Public Administration (available only in Queens)* and another in *International Law and Diplomacy (available in Queens and Rome)*. Students may find one or both of these certificates useful in establishing evidence of completion of such courses for employment or other purposes. The certificates can be obtained independently or as a complement to the M.A. Students who have already completed their M.A. degree in the department may continue to study for the certificates.

Public Policy and Administration

Matriculated and special students who have successfully completed 18 semester hours in public administration (including GOV 215) will be issued a Certificate in Public Policy and Administration upon application to the department. GOV 215 is required for all students applying for the Certificate in Public Policy and Administration

International Law and Diplomacy

Matriculated and special students who have successfully completed 18 semester hours of appropriate courses in international relations and comparative politics will be issued a Certificate in International Law and Diplomacy upon application to the department. A minimum of six of the 18 credit hours must be taken from International Law and Diplomacy courses (GOV 271, 341, 342, 343, 344).

Combined Certificates

Students who desire to earn both the Certificate in Public Administration and the Certificate in International Law and Diplomacy may utilize six credits toward both certificates providing the courses are from among Government 188, 189, 290, 293 and 296. Thus, a total of 30 credits is the minimum needed to earn both certificates. Courses should be selected in consultation with an academic advisor.

Combined Degree Programs: Graduate

M.A./J.D. Program

In conjunction with the School of Law, the department offers a combined M.A./J.D. program. At the end of three years of graduate study, including at least one summer, students may graduate with both the Master of Arts and the Juris Doctor degree. To be eligible, students must apply for the combined degree program after having been accepted to both the Graduate and Law Schools.

Students must apply separately to the School of Law and the Graduate Division of Arts and Sciences, and must meet all regular requirements for admission to both the School of Law and the Graduate Division of Arts and Sciences as set forth in the respective school bulletins.

Students currently enrolled in the School of Law also may apply prior to completion of their second year of study. These students, however, may have to spend at least an additional semester of full-time M.A. study. Students currently enrolled in the Graduate Division of Arts and Sciences may also apply for this combined degree program.

The Deans of both schools must approve the course of study for all students accepted to the M.A./J.D. program.

Students, in consultation with the M.A./J.D. Committee and the approval of the Dean

of the Graduate Division of Arts and Sciences, may apply up to nine credits taken as part of the Law School curriculum toward the M.A. degree. Alternately, in consultation with the M.A./J.D. Committee and the approval of the Dean of the School of Law, students may apply up to nine credits taken in the Department of Government and Politics toward credits required for the J.D. degree. These students, however, may have to spend at least one additional semester of full-time M.A. study.

In planning a course of study suitable for each student, the following shall apply:

1. Students will not enroll in any M.A. courses during their first year of study in the School of Law.
2. Satisfactory progress in the School of Law shall also satisfy the M.A. residency requirement.
3. Students will be obliged to take a total of at least three credits of government and Politics graduate study during each of the fall and spring semesters of their second year and third years of law school studies (12 credits minimum). Over two summers they may take 12 additional credits in Government.
4. All M.A./J.D. students must take the M.A. Comprehensive Examination in Government and Politics no earlier than the last semester of coursework and within one year of the completion of all coursework, language and residence requirements.

	J.D. Program	M.A. Program (Thesis)	M.A. Program (Non-thesis)
J.D. Credits	75	—	—
M.A. Credits	—	24	24
Credits toward both degrees	9 OR 9	9	9
Totals:	84	33	33

Students electing the thesis or non-thesis option will complete at least 108 semester hours for their combined degree program.

M.A./M.S. Program in Government and Politics/Library and Information Science

Under the administration of the Graduate Division of Arts and Sciences, the Department of Government and Politics and the Division of Library and Information Science offer a joint program of study leading to the Master of Arts in Government and Politics and Master of Science in Library and Information Science degrees. Students complete a total of 57 credits (thesis or non-thesis) rather than the 66 credits (thesis or non-thesis) usually required.

The combination of the two masters programs will provide students with the opportunity to integrate two complementary bodies of knowledge: government and politics and library science. The graduate program in government and politics will supplement the graduate program in library science by broadening and deepening a student's understand-

ing of the governmental structure, institutions, public administration and the political/legal processes, while at the same time mastering contemporary means of accessing and utilizing related information.

Admission Requirements

Students must meet the requirements of admission to both the Master of Arts in Government and Politics and the Master of Science in Library and Information Science programs as set forth in their respective sections of this bulletin.

Program

All M.A./M.S. students will complete curriculum requirements for each degree with four courses (12 credits) applying to both programs.

These exchange courses include:

GOV 205	Modern Political Research	Government approved course in major concentration
LIS 251	Information Sources in the Social Sciences	
LIS 265	Online Database Searching and Services	

All students must complete written comprehensive examinations in both areas.

Combined Degree Programs: Undergraduate/Graduate

B.A./M.A. in Government and Politics

The department offers an intensive, accelerated combined degree program leading to both the B.A. and M.A. degrees in five years of full-time study.

Qualified undergraduate students who have completed 60 credits at the end of their sophomore year with a 3.0 cumulative index and a 3.5 index in at least 12 credits in Government and Politics are encouraged to apply.

Students enrolled in the thesis program matriculate for a total of 144 credits (33 on the graduate level), including six credits of Master's Research. Students electing the non-thesis option must complete a total of 144 credits (33 on the graduate level). After completion of their baccalaureate degrees, students may enroll full time on the graduate level for the fifth year. For specific information, students may consult the Chair.

B.S. in Communication Arts/ M.A. in Government and Politics

The College of Professional Studies and the Graduate Division of Arts and Sciences offer an intensive, accelerated, combined degree program leading to the B.S. in Communication Arts and the M.A. in Government and Politics within five years of full-time study.

Qualified undergraduate students who have completed 60 credits at the end of their sophomore year with a 3.0 cumulative index, and have completed 12 credits of Government and Politics with a 3.5 index in Government

and Politics courses, are encouraged to apply.

Students enrolled in the thesis program must complete a total of 153 credits. (33 on the graduate level, including six credits of Master's Research). Students selecting the non-thesis option must complete a total of 153 credits. (33 on the graduate level). After completion of their baccalaureate degrees, students may enroll full time on the graduate level for the fifth year. For specific information, students may consult the Chair.

B.S. in Criminal Justice/ M.A. in Government and Politics

The College of Professional Studies and the Graduate Division of Arts and Sciences offer an intensive, accelerated, combined degree program leading to the B.S. in criminal justice and the M.A. in Government and Politics within five years of full-time study.

Qualified undergraduate students who have completed 60 credits at the end of their sophomore year with a 3.0 cumulative index, and have completed 12 credits of Government and Politics with a 3.5 index in Government and Politics courses, are encouraged to apply.

Students enrolled in the thesis program must complete a total of 147 credits (33 on the graduate level, including six credits of Master's Research). Students selecting the non-thesis option must complete a total of 147 credits (33 on the graduate level). After completion of the B.A. requirements, the student may enroll full time on the graduate level for the fifth year. For specific information, students may consult the Chair.

B.S. in Health Services Administration/ M.A. in Government and Politics

The College of Professional Studies and the Graduate Division of Arts and Sciences offer an intensive, accelerated, combined degree program leading to the B.S. in Health Services Administration and the M.A. in Government and Politics within five years of full-time study.

Qualified undergraduate students who have completed 60 credits at the end of their sophomore year with a 3.0 cumulative index, and have completed 12 credits of Government and Politics with a 3.5 index in Government and Politics courses, are encouraged to apply.

Students enrolled in the thesis program must complete a total of 153 credits. (33 on the graduate level, including six credits of Master's Research). Students selecting the non-thesis option must complete a total of 153 credits. (33 on the graduate level). After completion of their baccalaureate degrees, students may enroll full time on the graduate level for the fifth year. For specific information, students may consult the Chair.

B.S. in Journalism/ M.A. in Government and Politics

The College of Professional Studies and the Graduate Division of Arts and Sciences offer an intensive, accelerated, combined degree

program leading to the B.S. in Journalism and the M.A. in Government and Politics within five years of full-time study.

Qualified undergraduate students who have completed 60 credits at the end of their sophomore year with a 3.0 cumulative index, and have completed 12 credits of Government and Politics courses, are encouraged to apply.

Students enrolled in the thesis program must complete a total of 150 credits (33 on the graduate level, including six credits of Master's Research). Students selecting the non-thesis option must complete a total of 150 credits (33 on the graduate level). After completion of their baccalaureate degrees, students may enroll full time on the graduate level for the fifth year. For specific information, students may consult the Chair.

B.S. in Legal Studies/ M.A. in Government and Politics

The College of Professional Studies and the Graduate Division of Arts and Sciences offer an intensive, accelerated, combined degree program leading to the B.S. in Legal Studies and the M.A. in Government and Politics within five years of full-time study.

Qualified undergraduate students who have completed 60 credits at the end of their sophomore year with a 3.0 cumulative index, and have completed 12 credits of Government and Politics courses, are encouraged to apply.

Students enrolled in the thesis program must complete a total of 147 credits (33 on the graduate level, including six credits of Master's Research). Students selecting the non-thesis option must complete a total of 147 credits (33 on the graduate level). After completion of their baccalaureate degrees, students may enroll full time on the graduate level for the fifth year. For specific information, students may consult the Chair.

Financial Aid Opportunities

In addition to the graduate assistantships provided to the department by the University, students who are currently employed by a local, municipal, state, or federal agency on the management level are encouraged to apply for the Special Graduate Scholarship program. To be eligible, applicants must be accepted to the M.A. program in Government and Politics as matriculated students and remain in the employ of the public sector for the duration of the scholarship. For further information, students may consult the Chair.

Courses

The department strives for accuracy with regard to the schedules of courses and their instructors. However, it reserves the right to

alter either or both as needs arise. Students are advised to consult the online course listing posted at the start of each pre-registration period.

Listed By Area of Concentration

Required Courses:

205 Modern Political Research 3 cr.

I. American Government

140 The Federalist Papers 3 cr.

141 Politics and Religion 3 cr.

145 American Governmental Process:
The Presidency 3 cr.

146 American Governmental Process:
The Legislature 3 cr.

148 Politics and the Media 3 cr.

149 Campaigns and Elections 3 cr.

157 American Foreign Policy 3 cr.

183 The Puerto Rican Contribution
to American Society 3 cr.

195 American Constitutional
Development I 3 cr.

196 American Constitutional
Development II 3 cr.

198 American Political Parties
and Interest Groups 3 cr.

216 United States Intelligence Policy 3 cr.

217 American Defense Policy 3 cr.

218 Public Policy—American 3 cr.

233 Constitutional Law:
The Three Branches 3 cr.

234 Constitutional Law:
The Bill of Rights 3 cr.

239 Municipal Government
and Administration 3 cr.

241 State and Local Government 3 cr.

335 Legislative Internship Program I 3 cr.

336 Legislative Internship Program II 3 cr.

364 American National Security Policy 3 cr.

369 Seminar: Constitutional Law 3 cr.

II. International Relations

153 International Organization 3 cr.

156 Global Environmental Politics 3 cr.

183 The Puerto Rican Contribution to
American Society 3 cr.

189 Political and Administrative
Problems of Developing Nations 3 cr.

191 International Peacekeeping 3 cr.

199 Issues in Global Politics 3 cr.

263 Politics of Revolution, War and
Terrorism 3 cr.

264 International and Transnational
Relations 3 cr.

271 Theory and Practice of Diplomacy 3 cr.

277 International Political Economy I 3 cr.

278 International Political Economy II 3 cr.

291 Great Powers from a
Global Perspective 3 cr.

293 Administration of International
Organizations 3 cr.

341 International Law: Law of Peace 3 cr.

342 International Human Rights Law 3 cr.

343 International Law: Law of
International Transactions 3 cr.

344 International Law: Law of War
and Neutrality 3 cr.

367 Military Force in International
Relations 3 cr.

III. Comparative Politics

131 Politics of the Middle East 3 cr.

133 Contemporary Far Eastern
Governments and Politics 3 cr.

135 Governments and Politics
in Europe 3 cr.

136 Politics of the European Union 3 cr.

137 Government and Politics of Latin
America 3 cr.

150 Politics of Nationalism and
Ethnicity 3 cr.

157 American Foreign Policy 3 cr.

188 Comparative Public
Administration 3 cr.

199 Issues in Global Politics 3 cr.

225 Contemporary Western European
Governments and Politics 3 cr.

230 Politics of Russia and the
Post-Soviet Republics 3 cr.

250 Politics of Africa 3 cr.

269 Global Politics of Gender 3 cr.

279 Comparative Law 3 cr.

290 Political and Administrative
Problems of Socialist/Post-Socialist
Countries 3 cr.

296 Politics of the Welfare State 3 cr.

347 Seminar: Special Topics in
Developing Areas 3 cr.

264 International Politics 3 cr.

IV. Political Theory

140 Federalist Papers 3 cr.

162 Modern Political Ideologies 3 cr.

174 Ancient Political Theory* 3 cr.

175 Modern Political Theory 3 cr.

176 Politico-Religious Mass
Movements 3 cr.

220 American Political Thought:
The Formative Period 3 cr.

221 American Political Thought
Since 1820 3 cr.

269 Global Politics of Gender 3 cr.

280 Marxism-Leninism 3 cr.

376 Seminar: Political Theory 3 cr.

V. Public Policy and Political Administration

163 Ethical Problems in Government
and Public Administration 3 cr.

181 Principles of Public
Administration 3 cr.

182 Public Personnel
Administration* 3 cr.

184 Introduction to Organization
Development 3 cr.

188 Comparative Public
Administration 3 cr.

189 Political and Administrative
Problems of Developing
Nations 3 cr.

190 Labor Relations and Collective
Bargaining in Government* 3 cr.

192	Public Finance and Budget Administration	3 cr.
210	Scope and Methods of Political Science and Public Administration	3 cr.
215	Research Methods and Quantitative Analysis	3 cr.
216	United States Intelligence Policy	3 cr.
217	American Defense Policy	3 cr.
218	Public Policy—American	3 cr.
235	Internship in Public Administration I	3 cr.
236	Internship in Public Administration II	3 cr.
239	Municipal Government and Administration	3 cr.
241	State and Local Government	3 cr.
245	Theories of Public Administration	3 cr.
285	Administrative Law and Government	3 cr.
290	Political and Administrative Problems of Socialist/Post-Socialist Countries	3 cr.
293	Administration of International Organizations	3 cr.
296	Politics of The Welfare State	3 cr.
325	Economic Analysis of Public Policy	3 cr.

VI. Courses Common to All Concentrations

357	Reading and Research	3 cr.
900	Master's Research	3 cr.
		each semester for total of 6 cr.

VII. Additional Courses

420	Colloquia	0 cr.
500	Comprehensive Exam	0 cr.
925	Maintaining Matriculation	0 cr.

Courses

205 Modern Political Research

A review of scope and methods in government and politics; an analysis of classical, behavioral and postbehavioral approaches to research; a presentation of major disciplinary research paradigms. *Credit: 3 semester hours. Required for all M.A. students.*

131 Politics of the Middle East

Introduction to the politics of the Middle East and North Africa. It focuses on important domestic, regional and international developments since World War II, and on key issues such as democratization, nationalism and the politics of religion and oil. *Credit: 3 semester hours.*

133 Contemporary Far Eastern Governments and Politics

Modern political developments in the Far East; their constitutional systems; government organizations and political problems; critical study of the factors contributing to the Communist occupation of China. *Credit: 3 semester hours.*

135 Governments and Politics of Europe

Democratization process and market-reform transition in East and Central Europe, eastward enlargement of the European Union and the impact of the post-communist legacy. *Credit: 3 semester hours.*

136 Politics of the European Union

This course will examine the concepts of the European integration, intergovernmental, and supranational aspects of the E.U., enlargement of the E.U., major institutions of the E.U. and their role, and the major Nation-States in the European Union. *Credit: 3 semester hours.*

137 Government and Politics of Latin America

A study of the government and politics of modern Latin America; analysis of the formal and informal political structure of the Latin American States; study of contemporary conditions and trends. *Credit: 3 semester hours.*

140 The Federalist Papers

This course examines the intellectual influences and historical setting surrounding the Philadelphia Constitutional Convention. *Credit: 3 semester hours.*

141 Politics and Religion

The relationship between religion and politics in the liberal democratic order is explored with special attention to the American case. *Credit: 3 semester hours.*

145 American Governmental Process: The Presidency

This course examines the paradox of the modern presidency: increased expectations alongside limited power. It considers the differing expectations and assessments of the presidency from other political actors, including the media, the public and scholars. *Credit: 3 semester hours.*

146 American Governmental Process: The Legislature

This course examines the functions of Congress: lawmaking, oversight and representation. The course explores how the branch was created; how individuals get to Congress; the complex and archaic rules, as well as the politics of Washington. *Credit: 3 semester hours.*

148 Media and Politics

This course explores the role of the mass media in American politics. This course evaluates various models and theories of political communication, the construction of news, agenda setting, and the evolution of the American news media in both the electoral and governing processes. *Credit: 3 semester hours.*

149 Campaigns and Elections

This course explores the processes and politics of American campaigns and elections, focusing on the roles of voters, candidates, and the press as well as the systemic features arising out of the constitutional design. It evaluates various models and theories of political communication, political behavior, and voting

behavior as well as the strategic decision-making of candidates. *Credit: 3 semester hours*

150 Politics of Nationalism and Ethnicity

Development of the nation-state system and nationalism following the French Revolution; the question of self-determination of peoples; resurgent nationalism, politicization of ethnicity and the break-up of states; and the challenges of multiethnic states. *Credit: 3 semester hours.*

153 International Organization

Early ideas of international organization, the development of international organization in the 19th century, the League of Nations, the United Nations and the prospect of World government. *Credit: 3 semester hours.*

156 Global Environmental Politics

The emergence of environment into the political arena and the consequent nature of international relations; sustainable development; the available avenues for cooperation within the international political system. *Credit: 3 semester hours.*

157 American Foreign Policy

Concept of national interest; the nature, instruments and factors influencing American foreign power; institutional actors and examples of contemporary American foreign policy. *Credit: 3 semester hours.*

162 Modern Political Ideologies

An analysis of the Enlightenment, democracy, Marxism-Leninism, nationalism, socialism, facism, Nazism, Zionism, Anarchism, the development of recent ideologies: resurgent nationalism, liberation "theology," Islamic, radical feminism; the ideology of revolution and elitist theory. *Credit: 3 semester hours.*

163 Ethical Problems in Government and Public Administration

Current and recurrent problems and behavior in government; conflict of interest, official disobedience, corruption, deception and security and issues of liberty and morality. *Credit: 3 semester hours.*

174 Ancient Political Theory*

Primarily Plato and Aristotle. Fundamental questions about politics—What is justice? Who should rule? What is citizenship? What is the proper relationship between ethics and politics? *Credit: 3 semester hours.*

175 Modern Political Theory

Traces the development of a modern approach to political life—the break between ethics and politics, emergence of liberalism and modern conservatism, the development of democratic theory. *Credit: 3 semester hours.*

176 Politico-Religious Mass Movements

Political-religious mass movements have a long history. Students are encouraged to apply emerging principles to contemporary movements. Student and lecture presentations. *Credit: 3 semester hours.*

177 Contemporary Political Theory

Recent developments in contemporary political theory—progressive liberalism, libertarianism, communitarianism, conservatism, neo-Aristotelianism, feminism, and global democratic theory. *Credit: 3 semester hours.*

181 Principles of Public Administration*

Administration of public agencies; federal, state and local administrative problems; responsibility of the administrator to the public; shifting perceptions of the function of public agencies and administrators. *Credit: 3 semester hours.*

182 Public Personnel Administration*

Personnel administrative theory in public agencies, including development of civil service, recruitment, examination, promotion and position classification, discipline and retirement. *Credit: 3 semester hours.*

183 The Puerto Rican Contribution to American Society*

Commonwealth structure and services, cultural highlights and problems, educational developments and related items. Puerto Ricans will be investigated through their contributions and difficulties. *Credit: 3 semester hours.*

184 Introduction to Organizational Development

Improving interpersonal communication skills, building awareness of different personality preferences and team-building. Database and spreadsheet computer applications will be introduced. *Prerequisite: Gov 181 or 182, or permission of instructor. Credit: 3 semester hours.*

188 Comparative Public Administration*

Emphasis on general concepts, administration in selected Western European and developing nations; the relationship of culture and political systems to administrative organs and functions. *Credit: 3 semester hours.*

189 Political and Administrative Problems of Developing Nations

Political and administrative institutions of developing nations; problems of newly developing nations and their bureaucracies; heritage of European and other colonial systems in these nations. *Credit: 3 semester hours.*

190 Labor Relations and Collective Bargaining in Government

Focus on the institutions of collective bargaining in the public sector: its development, structure and process; emphasis on the role of public policy as it relates to public sector bargaining in the United States. *Credit: 3 semester hours.*

191 International Peacekeeping

Peacekeeping operations and humanitarian interventions are an important component of contemporary international relations. This course provides an advanced analysis of the theoretical and practical dimensions of these complex missions, addressing issues of sov-

ereignty, the right to protect, human rights, and the establishment of local security, among other issues. *Credit: 3 semester hours.*

192 Public Finance and Budget Administration

Government fiscal policy, taxation, budget policy, government and the economy, budget cycles, budget reform, PPBS, program planning, information systems, zero-base budgeting, capital budgeting. *Credit: 3 semester hours.*

195 American Constitutional Development I*

The sources, framing and development of the US Constitution during the 18th and 19th centuries; historical and social framework of cases and trends; discussion of current problems of interpretation. *Credit: 3 semester hours.*

196 American Constitutional Development II*

The sources and development of the US Constitution through the 20th-century historical and social framework of landmark cases and trends; discussion of current problems of constitutional interpretation. *Credit: 3 semester hours.*

198 American Political Parties and Interest Groups

This course explores representation; the translation of opinion and interests into outcomes in the political system. The course examines the origins of political parties and interest groups, their transformations over time, and their role in modern political life. *Credit: 3 semester hours.*

199 Issues in Global Politics (Mini-Session)

Field Study conducted in different geographical areas and examining a single area-specified political issue within a larger global context and theme. *Credit: 3 semester hours.*

210 Scope and Methods of Political Science and Public Administration

Classical, behaviorist and postbehaviorist paradigms in public administration; approaches to politics including: systems modeling, group theory, structural-functionalism, decision theory, conflict analysis and collective choice theory. *Credit: 3 semester hours.*

215 Research Methods and Quantitative Analysis

Theory construction, research designs, survey methods and statistical techniques; emphasis on the critical evaluation of academic research and professional reports. *Credit: 3 semester hours.*

216 United States Intelligence Policy

This course examines the development and evolution of the United States intelligence community, focusing on the key challenge of intelligence analysis. *Credit: 3 semester hours.*

217 American Defense Policy

This course examines the United States Defense establishment, including the respective roles of the Department of Defense, the uniform services, and relevant legislative committees. *Credit: 3 semester hours.*

218 Public Policy—American

An analysis of public policy; the impact of political parties and interest groups on policy; executive and legislative formulation of policy; bureaucratic implementation of policy and policy evaluation. *Credit: 3 semester hours.*

220 American Political Thought: The Formative Period

The colonial era and the Revolutionary and Constitution-making experiences, with emphasis on the writings of individual theorists who illustrate classical principles of political theory. *Credit: 3 semester hours.*

221 American Political Thought Since 1820

Selected major thinkers and movements shaping the U.S., such as Jacksonian democracy, Lincoln, Progressivism, Social Darwinism, equality movements, New Left, and New Right. *Credit: 3 semester hours.*

225 Contemporary Western European Governments and Politics

Comparison of West European governments in transition from sovereign states to the integration into the European Union; examination of political, economic, social problems and current policy developments. *Credit: 3 semester hours.*

230 Government and Politics of Russia and CIS

Political, economic and cultural developments in the postcommunist governments; the Commonwealth of Independent States and the division of power in the post-Soviet Union era. *Credit: 3 semester hours.*

233 Constitutional Law: The Three Branches

Cases and materials dealing with procedural rights. *Credit: 3 semester hours.*

234 Constitutional Law: The Bill of Rights

Cases and materials dealing with substantive rights. *Credit: 3 semester hours.*

235 Internship Program in Public Administration I

Participation in a supervised program of regularly scheduled work and independent research in a government agency under the direction of the faculty and the agency head. *Registration only with permission of the program director. Credit: 3 semester hours.*

236 Internship Program in Public Administration II

Participation in a supervised program of regularly scheduled work and independent research in a government agency under the direction of the faculty and the agency head. *Credit: 3 semester hours.*

239 Municipal Government and Administration

Urbanization in the United States; the socio-economic environment of American urban politics; intergovernmental relations and the city; political party and reform influence on urban governance. *Credit: 3 semester hours.*

241 State and Local Government

American federalism and intergovernmental relations; socioeconomic and regional influences on state politics; interest groups and lobbying in state capitals; the policy effects of the professionalization of state governments. *Credit: 3 semester hours.*

245 Theories of Public Administration

The evolution of public administration theory in the areas of organizational structure, personnel management and interorganizational relations; emphasis on classical, modern and post-modern interpretations of organizational behavior. *Credit: 3 semester hours.*

250 Government and Politics of Sub-Saharan Africa

Using theoretical constructs from the fields of comparative politics, international relations and political economy, this course introduces students to Africa's political systems, interstate relations and foreign policies. *Credit: 3 semester hours.*

263 Politics of Revolution, War and Terrorism

A comprehensive survey of the political violence within contemporary political systems. *Credit: 3 semester hours.*

264 International Politics and Transnational Relations

Scope and method of international politics, international political systems; concepts and elements of national power; constraints of national power; balance of power, world public opinion, international law; methods of international politics. *Credit: 3 semester hours.*

269 Global Politics of Gender

This course examines the politics of gender in the international arena, from both comparative and global perspectives, grounded in political theory. It will examine gender policy, movements, and non-governmental groups concerned with gender issues and their effect on institutions of government and society. *Credit: 3 semester hours.*

271 Theory and Practice of Diplomacy

Nature, development, structure and procedures of diplomacy; functions and qualities of diplomats; process of negotiation; foreign service of major powers; value of diplomacy. *Credit: 3 semester hours.*

277 International Political Economy I

An economic interpretation of international politics with emphasis upon politico-economic relations between the more developed nations within the East-West context; development of the post-World War II Western international

monetary system and system of commerce. *Credit: 3 semester hours.*

278 International Political Economy II

An economic interpretation of international politics with emphasis upon politico-economic relations between the developed and underdeveloped countries; the ideological development and foreign economic politics of the emerging nations of the world. *Credit: 3 semester hours.*

279 Comparative Law

A critical examination of the origin, sources and growth of Civil Law, Common Law and Socialist Law; historical and situational factors attending their formation and their influences on diverse societal structures. *Credit: 3 semester hours.*

280 Marxism-Leninism

Hegel, Feuerbach and other major influences on Marx. Analysis of the principal works of Marx-Engels, Lenin and Trotsky; late 20th-century evaluations of Marxism; the continuing influence of Marxism, especially in the academic world. *Credit: 3 semester hours.*

285 Administrative Law and Government

Problems and cases in Administrative Law; the powers and procedures of administrative agencies, including the law concerning judicial review of administrative action; delegation, rule-making adjudication. *Credit: 3 semester hours.*

290 Political and Administrative Problems of Socialist/Post-Socialist Countries

Comparative study of public administration in emerging countries including Central and Southern Europe, former Soviet Republics and other states experiencing system transition such as China, Cuba, South Africa and North Korea. *Credit: 3 semester hours.*

291 Great Powers from a Global Perspective

Development of great power politics in the post-World War II period and the strategic relationship of Russia (Soviet Union), China and the United States from a global perspective. *Credit: 3 semester hours.*

293 Administration of International Organizations

Administration of contemporary international organizations, emphasizing structural and administrative organization and patterns; administrative responsibility, personnel administration, with specific emphasis on the United Nations. *Credit: 3 semester hours.*

294 International Peacekeeping and Interventions

A study of the politics of international peacekeeping, humanitarian operations and interventions. The theoretical challenges that these operations pose to the international state system and the practical challenges of mission organization and deployment. Cases will be drawn from the Balkans, Africa, and Central Asia. *Credit: 3 semester hours.*

296 Politics of the Welfare State

This course analyzes the politics of the welfare state, and welfare policy from both comparative and global perspectives. The course will examine welfare state regime type, patterns of welfare state development, and comparisons of national policies and programs. It will also examine newer theories of global social policy. *Credit: 3 semester hours.*

325 Economic Analysis of Public Policy

An introduction to micro- and macroeconomic perspectives on public policy, with emphasis on: cost-benefit analysis and its theoretical foundations; problems and programs at the local government level; the impact of public policy on the economy. *Credit: 3 semester hours.*

335 Legislative Internship Program I

Participation in a supervised program of regularly scheduled work and independent research in the office of a legislator or legislative committee under the direction of the faculty. Limited to students accepted into approved legislative internships. Permission of the program director required. *Credit: 3 semester hours.*

336 Legislative Internship Program II

Participation in a supervised program of regularly scheduled work and independent research in the office of a legislator or legislative committee under the direction of the faculty. Limited to students accepted into approved legislative internships. *Permission of the program director required.* *Credit: 3 or 6 semester hours.*

341 International Law: Law of Peace

Study subjects of international law: international law, law of recognition of state and government, law of state extinction and succession, rules of international law governing territory, nationality, jurisdiction and state responsibility. *Credit: 3 semester hours.*

342 International Human Rights Law

An introduction to the study of international human rights law. The course will address the theoretical foundations, history, and applications of international human rights law. *Credit: 3 semester hours.*

343 International Law: Law of International Transactions

Agents of international intercourse, treaties and other international agreements, pacific settlement of international disputes and forcible measures of redress short of war; comprehensive case studies. *Credit: 3 semester hours.*

344 International Law: Law of War and Neutrality

Development and sources of the laws of war and neutrality; legal effects of war in general; rules and regulations governing land warfare, air warfare and maritime warfare; neutral rights and duties. *Credit: 3 semester hours.*

346 Seminar: Dictatorship

Discussion of dictatorship, utilizing formal student oral reports and commentaries.

Reports follow introductory sessions concerning the course requirements, methodologies and introductory remarks concerning selected topics. *Credit: 3 semester hours.*

347 Seminar: Special Topics in Developing Areas

Special topics discussed utilizing formal oral reports and commentaries. Reports follow introductory sessions concerning course requirements and methodologies and introductory remarks concerning politics in developing areas. *Credit: 3 semester hours.*

357 Reading and Research

Individually directed reading programs, together with relevant research. *Credit: 3 semester hours.*

364 American National Security Policy

Analysis of the decision-making process for American national security affairs and the debate over its goals, national interest or the propagation of democracy; view of the Founding Fathers; the National Security Act of 1947. *Credit: 3 semester hours.*

365 Mediating International Conflict

The course is a study the processes of negotiation and mediation used to resolve international violent conflicts. The course addresses efforts to mediate resolutions for both intrastate and interstate conflicts, as well as the theoretical underpinnings of international conflict resolution through the use of case studies. *Credit: 3 semester hours.*

367 Military Force in International Relations

This course introduces the basic concepts and theories concerning the role of the military force in international relations, examines major theoretical approaches that explain and predict great power conflict and analyzes critical case studies. *Credit: 3 semester hours.*

369 Seminar: Constitutional Law

Credit: 3 semester hours.

376 Seminar: Political Theory

The seminar deals with one contemporary issue in theory, publicized prior to registration; Imperialism; Resurgent Nationalism; the theory of rights; emergency powers; revolution; terrorism; world government. *Credit: 3 semester hours.*

420 Colloquia

At these meetings, issues in the discipline and research topics of interest are discussed by faculty, alumni and distinguished outside speakers. *Held twice each semester. All majors are expected to attend. No credit. No Fees.*

500 Comprehensive Examination

This exam tests the student's knowledge in her/his field of concentration. *Credit: 0 semester hours.*

900 Master's Research

Supervised research leading to the preparation and completion of a thesis in partial fulfillment of the M.A. requirements. *Credit: 3 semester hours.*

925 Maintaining Matriculation

M.A. students not registered for other courses must register for 925 until all degree requirements are completed and the degree is granted. *No credit. Fee: \$100 per semester.*

For a complete listing of approved courses, please contact the Dean's office.

Department of History (HIS)

Faculty Advisor

Each student is assigned a faculty advisor who takes full charge of the student from admission to graduation. Students deal with the department through this faculty advisor in all matters. Program planning, registration for all courses, appointment of mentors, etc., must be made in consultation with this advisor in order to be approved by the department.

Programs of Study:

Master of Arts (M.A.)

Entrance Requirements

Acceptance into the M.A. program presupposes that the student has taken a minimum of 24 semester hours of appropriate undergraduate courses in history approved by the department and the Admissions Committee. Students lacking undergraduate preparation may correct this deficiency by taking additional courses approved by the department and the Committee. Students will not be accepted into the graduate program until all undergraduate deficiencies have been corrected.

Degree Requirements

- Courses:** A minimum of 33 semester hours in history. Prescribed courses include Modern Historical Research (HIS 401) and Global Historical Explanations (HIS 402). Students who elect to write a master's thesis must complete Master's Research (HIS 900, six credits). The remaining courses, to be arranged in consultation with the student's advisor, are to include a minimum of 18 credits in the area of concentration and for non-thesis students, a minimum of six credits of coursework taken in any one field outside of the area of concentration.
- Language:** A knowledge of a foreign language is required for students in the thesis program. This may be evidenced in a manner deemed appropriate by the department. The department may permit a substitution

if it is pertinent to the field of research.

Students in the non-thesis program are not required to demonstrate competency in a foreign language.

3. Comprehensive Examination: Master's comprehensive examinations may not be taken before the last semester of coursework. This test of the student's knowledge in the area of concentration consists of four hours of written and/or oral examination. In preparation, the student is directed to consult with the Graduate Director and his/her faculty advisor well in advance of the examination. The rules governing the application and administration of this examination are found in the section of this bulletin entitled "Comprehensive Examination."

- Thesis:** Students electing to submit a thesis as part of the M.A. program must demonstrate an understanding and application of proper historical methods and present their findings clearly and in accordance with the University format.
- Department Colloquia:** As part of HIS 970 all students must attend scheduled departmental colloquia, where current historical topics are discussed by faculty, students, and outside guests.

Areas of Concentration

- American History
- European History
- Global History
- Women's and Gender History

Master of Arts (M.A.) in Public History

The two-year, 33-credit M.A. in Public History program consists of 24 credits of coursework, a 6-credit internship, and an additional 3-credit capstone project. Opportunities for service, internships or independent study are available at our New York campuses in Queens, Manhattan, and Staten Island as well as our locations in Rome, Italy, and Paris, France. Public History students may pursue coursework in both History, Museum Administration, and Library and Information Science through the interdisciplinary options offered through the innovative Public History, Museum and Archive Studies (PHMAS) program. Acceptance into the M.A. in Public History program requires that a student has taken a minimum of 24 semester hours of appropriate undergraduate coursework in humanities and social science fields approved by the department and the Admissions Committee.

Students lacking undergraduate preparation may correct this deficiency by taking additional courses approved by the department and the Admissions Committee. Students will not be accepted into the graduate program until all undergraduate deficiencies have been corrected.

Degree Requirements

1. **Courses:** A minimum of 33 semester hours in History. A maximum of 12 credits may be substituted from Library and Information Science or another appropriate graduate program upon approval of the Graduate Director. Prescribed courses include Modern Historical Research (HIS 401), Introduction to Public History (HIS 500), Public History Internship (HIS 980), and Public History Final Project (HIS 981).
2. **Portfolio:** Submission and faculty review of a Digication Portfolio reflective of the capstone project.
3. **Department Colloquia:** All students must register and attend HIS 970.

Combined Degree Program

B.A./M.A. in History

The department offers an intensive, accelerated combined degree program leading to both the B.A. and M.A. degrees in five years of full-time study. Qualified undergraduate students who have completed their sophomore year with a 3.0 cumulative index and a 3.5 index for 12 credits in history are encouraged to apply. Students in the B.A./M.A. program matriculate for a total of 147 credits, 33 of which are on the graduate level. Students electing the thesis option must complete six credits of Master's Research. Students choosing the non-thesis option complete six credits in lieu of HIS 900. After completion of their baccalaureate degrees, students may enroll full time on the graduate level for the fifth year. For detailed information, consult the department Chair.

Doctor of Arts in Modern World History (D.A.)

The D.A. program in Modern World History is designed for teachers in four-year colleges, community colleges and secondary schools. It provides an interdisciplinary approach to the study of modern world history, focusing upon modernization and seeking to encourage global awareness in the teaching of history. This program emerged as a result of changes and problems encountered by higher education in the late 1960s, particularly because of the dissatisfaction with the training received by college teachers. In light of these considerations, a doctoral program with a different orientation emerged as an alternative for those who teach or planned to teach and oriented toward developing teaching competence in a broad subject area. The program includes a research component which has practical applicability in the classroom stressing academic and professional competence. The D.A. Program is solidly grounded in history and integrated with a variety of other disciplines, including anthropology, geography, philosophy, political science, religious studies and sociology. All courses in the academic areas have been designed to reflect this historical perspective.

Entrance Requirements

The following materials must be submitted with all applications:

1. Applicants must present evidence of successful completion of a B.A., with at least 24 credits in history. Applicants with graduate credits in history may apply for transfer credit or for advanced standing, as determined by the Admissions Committee. All academic transcripts should be submitted to provide verification of degree conferral, GPA and current coursework.
2. Applicants must present a cumulative index of 3.0 overall and a minimum of 3.5 in history courses.
3. Applicants must supply three letters of reference, at least one of which attests to the applicant's research ability, a recent sample of written work and a personal statement of professional experience and career goals.

Program Requirements

The D.A. requires completion of a minimum of 72 credits beyond the B.A. degree, distributed as follows:

1. Completion of 15 credits of 100–600 level history courses, including HIS 401. Students who enter the program with an M.A., including at least 15 graduate credits in history, are exempt from this requirement.
2. Completion of three required interdisciplinary seminars (nine credits), to be chosen from nine seminars (HIS 701-709).
3. Completion of 24 credits of 700 level courses.
4. Successful performance on a qualifying examination at the completion of 18 credits for those who enter with the M.A. and 33 credits. For those who enter with the B.A., to determine the student's eligibility to continue in the program. Students who elect or are advised to leave the program after satisfactory completion of this exam may request the M.A. be awarded upon completion of these credits and any other degree deficiencies.
5. Completion of 12 credits of professional skills courses (800s) in the teaching of history, including a three-credit Practicum (HIS 898 or 899). The Practicum is an occasion for discussion of current developments in teaching within the discipline, special classroom or curriculum issues and peer observation of classroom performance.
6. Completion of six credits of Teaching Internship (HIS 905; 906). The internship is a two-semester, six credit supervised teaching experience designed to enable the student to step confidently and competently into college-level teaching upon completion of the doctoral program. To this end, interns will receive intensive hands-on training under the close supervision of a faculty member from the department. No student will be permitted to register for the intern-

ship unless he/she has successfully passed the qualifying exam. Students who enter the program with permanent New York State certification (which requires two or more years of full-time teaching experience) are not required to take the six-credit internship, though they may elect to do so.

7. Demonstration of functional proficiency in a foreign language appropriate to the student's research. This proficiency may be demonstrated by 1) satisfactory scores on the ETS language exam, 2) completing successfully two semesters of reading courses in French or German offered by the Department of Languages and Literatures (French 0101-0102; German 0101-0102), or 3) a passing grade in a second-year college-level course in the appropriate language, as approved by the program advisor. This requirement must be satisfied before the student may apply for the comprehensive exam.
8. Successful completion of a comprehensive exam, to be taken only in the last semester of coursework and within one year of the completion of all coursework, language and residence requirements. This exam will cover the entire area of the candidate's field of study and consist of four hours of written examinations for each of the two sections of the principal academic area and four hours for the skills and methodology section—a total of 12 hours.
9. Completion of a minimum of six credits of Doctoral Research Essay (HIS 975) is required of all students until the research essay has been successfully defended. The Research Essay will include the successful writing and oral defense of a work of personal research on a historical topic preferably having an interdisciplinary dimension. The essay is designed to provide students the opportunity to display their competence in the historical/social science subject matter. In addition to evidence of knowledge of the subject matter, the research essay should manifest skills in teaching and evaluation and blend these either through original methods or novel instructional materials. Students are expected to select topics that applies their academic and practical learning to a specific problem related to their professional work. Doctoral candidates must defend the essay in a final oral exam before a faculty committee.

Other Requirements

1. Students working towards the D.A. must complete all requirements for the degree within seven years. Credit may be denied for courses completed more than seven years prior to the granting of the degree.
2. Students may seek admission to the program after having successfully completed some graduate work at another accredited institution. Students may request transfer of credit for this work provided it has not been

offered in fulfillment of another degree. A maximum of six credits of graduate work, which meet degree requirements, will be accepted after the student has completed a minimum of 12 credits in the University. No credit will be allowed for courses in which the grade attained is below "B".

3. Before sitting for the comprehensive exam, students not registered in coursework or Doctoral Research must enroll in Maintaining Matriculation (HIS 930). After successful completion of the comprehensive examination, students must enroll in Doctoral Research Essay (HIS 975) until the research essay has been successfully defended.

Fellowships

University Doctor of Arts Fellowships, available to qualified part-time graduate students, provide tuition remission for two graduate courses in each semester of the academic year. Based on academic merit, recipients render no service and receive no stipend. Full-time students may also apply for University doctoral fellowships, which provide tuition remission, a stipend and require no service, or for doctoral fellowships which provide tuition remission, a stipend and require some weekly service to the department. To apply for these awards or to receive more information about them, prospective students should contact the Dean's office. Information concerning other types of financial aid and scholarships is contained in the portion of this bulletin entitled "Financial Aid."

Courses

Required Courses (M.A.)

401 Modern Historical Research

The science and art of history; principles and methods of historical research; historical bibliography; sources and their criticism; techniques of the research paper. *Credit: 3 semester hours.*

402 Global Historical Explanations

A survey of historical explanations for large-scale phenomena over long stretches of time. *Credit: 3 semester hours.*

970 Department Colloquia

Attendance is required of all graduate students at these meetings. Topics of current research, methodology, and interpretation are discussed by faculty, graduate students, and distinguished guests. *No credit; no fee.*

Required Courses (M.A. in Public History)

401 Modern Historical Research

The science and art of history; principles and methods of historical research; historical bibliography; sources and their criticism; techniques of the research paper. *Credit: 3 semester hours.*

500 Introduction to Public History

An examination of the subfields that constitute

Public History including Historic preservation, Cultural Resources Management, Museum Studies, and Archival Management and the research tools and analytical models employed in the field. *Credit: 3 semester hours.*

980 Internship in Public History

The internship provides first-hand experience of the practice of public history. Students will develop and execute their responsibilities in consultation with the program's director and with the sponsoring institution or individual. *Credit: 3 semester hours.*

981 Final Project in Public History

The capstone of the public history program. Students will conceive of a discrete project (organizing an archive, mounting an exhibition, preparing an institutional history, etc.) and see it through to its conclusion. A record of the project – and in many cases the record will be the project – should be created and made available in the various media appropriate to the material. *Credit: 3 semester hours.*

Required Courses (D.A.)

Students must take three of the following seminars:

701 World History Seminar in Gender and Sexuality

Advanced research and analysis of topics in women's and gender history, from a world history perspective. Students will be introduced to key theoretical concepts in the field and will study comparative examples of gender systems in the United States, Europe, Latin America, Africa, and Asia. *Credit: 3 semester hours.*

702 World History Seminar in War, Peace, and Revolution

Advanced research and analysis in the history of war, peace, and revolution, from the perspectives of world history. Topics include the changing nature of war and peace from antiquity to the early modern period, wars of national unification, colonial and anti-colonial wars, social and political revolutions, civil wars, and various modes of peacemaking. *Credit: 3 semester hours.*

703 World History Seminar in State and Society

Advanced research into and analysis of the theoretical foundations and historical research on power and society. Topics include the development of the state and sovereignty in global perspective, empires and imperialism, dictatorship, welfare state, political culture and mass movements, and globalization and the erosion of state power. *Credit: 3 semester hours.*

704 World History Seminar in Historical Identities

Advanced research into and analysis of the major categories of historical identity, with special attention to their foundations and variable appeal across time. Topics include geography and climate, kinship, ideology, cultural rivalry,

empire, and political and economic mastery. *Credit: 3 semester hours.*

705 World History Seminar in Technology and Science

Advanced research and analysis of major scientific and technological developments from the perspectives of world history, emphasizing the social and cultural context and interconnections of discovery and invention. *Credit: 3 semester hours.*

706 World History Seminar in Production, Consumption, and Trade

Advanced research and analysis of the world history of economic activity in the intertwined realms of production, trade and consumption from the 1400s through the present day. Traces the development of capitalism and critiques and alternatives to profit-seeking as the best means for organizing society. *Credit: 3 semester hours.*

707 World History Seminar in Cities and Countryside

Advanced research in and analysis of the history of changing landscapes from the perspectives of urban and suburban history, rural history, and environmental history. Students will gain familiarity with the theories informing and the methods of study used in research in these fields. *Credit: 3 semester hours.*

708 World History Seminar in Diasporas, Migrations, and Borders

Advanced research in and analysis of the global history of coerced and free migrations between the 15th century and the present. Traces local, regional and global structures that shaped human migration during this time; focuses on changing political and economic landscapes that explain human movement across time and space. *Credit: 3 semester hours.*

709 World History Seminar in Ideas and Culture

Advanced research in and analysis of multi-cultural topics in ideas and cultures, including world religions, thought systems, ideologies, and their interrelations, from a world history perspective. *Credit: 3 semester hours.*

Electives

106 Europe in the Cold War Era

Cold War conflict in Europe, 1946-1991. Cold War culture and society in Eastern and Western Europe; competition between the two blocs. The fall of Communism. *Credit: 3 semester hours.*

120 Race, Gender and Ethnicity in the Formation of National Identity in Modern Latin America

An analysis of the complex historical development of national identity in the context of race, gender and ethnicity in modern Latin America. *Credit: 3 semester hours.*

122 The Russian Revolution

Historical analysis of Russian radical politics and

social thought, culminating in the revolutions of 1905 and 1917. Political, cultural, economic and social developments in the first decade of Soviet rule up to the Stalin or Second revolution of the late 1920s.

Credit: 3 semester hours.

124 Development of the Communist World after 1945

The development of Communist societies in Europe, Asia, Africa, and the Americas, focusing on the period from 1945 to 1991.

Credit: 3 semester hours.

125 Nazi Germany

The causes of the rise of the Nazis to power in Germany. The establishment of a dictatorial racial state, the Holocaust and German aggression in the Second World War.

Credit: 3 semester hours.

129 Reform and Revolution in the Atlantic World

This course studies the revolutionary impulses and events that animated the history of the Americas and western Europe in the late 18th and early 19th centuries. We will discuss, among other topics, the intellectual and constitutional backgrounds, the coordination of revolutionary movements across national borders, the role of race and ethnicity, and the geopolitical pressures generated by the competition of the British, French, Spanish, and American empires. *Credit: 3 semester hours.*

131 History of Eastern Europe in the Twentieth Century

The development of nationalism in Eastern Europe through the upheaval of World War I. The politics and policies of Eastern Europe in the interwar period; Eastern Europe in the Cold War; the 1989 revolutions; Eastern Europe in the post-Soviet period. *Credit: 3 semester hours.*

135; 136 Problems in East Asian History (Cf. ASC 135; 136)

European imperialism in East Asia since mid-1800s with special emphasis on China; the origin and the consequence of Japanese militarism, the Chinese Republican Revolution and modernization and social changes in East Asia. *Credit: 3 semester hours.*

151 Problems in Contemporary Africa

Africa after independence, the effects of World War II and the break-up of colonial empires; political and economic trends in various countries as they strive to modernize and become viable nations. *Credit: 3 semester hours.*

158 History of Ethnic Rivalries in the United States

Emphasis on various patterns of the United States' reaction to immigrants and other minority groups in America. *Credit: 3 semester hours.*

164 Cultural Geography of Africa

Analysis of the distribution of pastoralists, agriculturalists, urban dwellers and the resulting cultural areas. The adjustment of these areas to their physical environment. *Credit: 3 semester hours.*

169 African-American History

Examines important ideas and events in African-American history as well as debates among historians about how to interpret these ideas and events. Topics include slavery and its demise, violence against African Americans, the exodus of millions of African Americans from the rural South, the struggle for civil rights, and the backlash against the Civil Rights Movement, among other topics.

Credit: 3 semester hours.

171 Africa: Pre-Colonial

Tribal and traditional systems of government, land tenure laws and social patterns as a basis for understanding African cultural and historical developments. *Credit: 3 semester hours.*

172 Africa: The Colonial Period

The development of colonial policy by the Great Powers, with special emphasis on the differing patterns of rule as contributing to modern administrative and political developments in Africa. *Credit: 3 semester hours.*

176 Contemporary Middle East

The development of European protectorates, the influence of World War II, and the problems of independence. The emergence of the Arab League, the role of nationalism, the Arab-Israeli conflict, and the influence of the Iranian Revolution, the Gulf War, and the U.S. invasion of Iraq. *Credit: 3 semester hours.*

181 Proletarian Pleasures: The Evolution of Popular Culture in Europe and the Americas

Studies in the popular culture of Europe and the America, emphasizing changing patterns of popular art, consumption, entertainment, and diversions and their social and political significance. *Credit: 3 semester hours.*

220 Nationalism and Revolution in Modern Latin America

The course studies nationalist and revolutionary challenges against elite-sponsored Latin American social, political, and economic policies during the 20th century. Often these policies were shaped by U.S. foreign policies. Nationalism functioned as a standard bearer for leaders fighting the role of the U.S. in their internal affairs, resulting in numerous guerrilla conflicts and revolutions throughout the region. *Credit: 3 semester hours.*

225 Women in U.S. History

This course focuses on the history of women in the U.S. from 1776 to 1920. Our discussions include the development of gender as a category of analysis; race, class, and regional diversity in women's experiences; and women's mobilization to demand greater social, economic, and political power. *Credit: 3 semester hours.*

230 Fascism in Europe

The varieties of Fascism in Europe with emphasis on origins and development of Fascism in Italy and Nazism in Germany. Authoritarian and totalitarian regimes compared and con-

trasted and their foreign policies examined.

Credit: 3 semester hours.

261 The British in Africa, 1778-1914

Examines the scope and impact of the British slave trade in Africa; abolition and its consequences for Africans; and the imposition of colonial rule in Africa. The course will also focus on African resistance in British colonies.

Credit: 3 semester hours.

262 The British in Africa, from 1914

Explores the rise and impact of World Wars I & II on British African colonies; the emergence of British settler colonies in Kenya and Rhodesia; and British responses to African independence campaigns. Concludes by exploring Britain's relationship with African countries after independence. *Credit: 3 semester hours.*

272 Colloquium on the Technological Transformation of the United States

Focus on the value system and material conditions that led to the technological transformation of the U.S., as well as effects of this transformation on American social, cultural, economic, and political institutions in the 19th and 20th centuries. *Credit: 3 semester hours.*

375 The United States and Africa

Examines the complex relationship between the United States and Africa between the 18th and 21st centuries. Topics include the US involvement in the slave trade; the establishment and growth of Liberia; the impact of the Cold War in Africa; and "neocolonialism."

Credit: 3 semester hours.

413 The Renaissance

This course focuses on the development of humanist culture and the ways in which it shaped politics, cultural and social practices, and identities from 1450 to 1600.

Credit: 3 semester hours.

414 The Reformation

This course explores the genesis and development of the Protestant Reformations after 1500, together with Catholic responses to the challenge of reform, and the manifold impacts these religious movements had on European society and culture up to 1650.

Credit: 3 semester hours.

416 The French Revolution and Napoleonic Era

This course examines the Old Regime in France, the origins and ensuing course of the revolution through the Napoleonic period, and the impacts and legacies across Europe and the wider world. *Credit: 3 semester hours.*

462 Colonial America: the Seventeenth Century

This course examines the settlement of Europe's North American colonies. Students will attend to European habits and structures and to their transformation in a new environment. The social, political, and cultural diversity of the colonies will be studied, along with the complications that arose as Europeans interact-

ed with the Amerindians and with, by century's end, a rapidly increasing population of coerced African immigrants.

Credit: 3 semester hours.

463 Colonial America: the Eighteenth Century

This course studies the cohesive properties of Britain's North American empire even as it attends to the possibility of disintegration. Among the topics to be addressed: international rivalries and the colonial frontier; the making of the American colonial mind; and the approach of the imperial crisis.

Credit: 3 semester hours.

464 The American Revolution

This course offers a review of the major events and issues of the American Revolutionary period. Of particular interest are: the causes of the imperial crisis, the character of American rhetoric and ideals, the social and cultural dimensions of the conflict, and the young republic's struggle to perfect – or at least manage – its historical legacies during a period of intense international rivalry. As this is a graduate course, we will pay special attention to the various interpretive frames through which late eighteenth century America has been understood. *Credit: 3 semester hours.*

469 The Civil War

This course examines the social and political history of the U.S. Civil War and Reconstruction. It considers the impact of the war on ordinary people as well as the actions of key leaders such as Abraham Lincoln.

Credit: 3 semester hours.

473 The Progressive Movement

The political, social, and economic development of the Roosevelt, Taft, and Wilson administrations in United States history.

Credit: 3 semester hours.

474 History of the New Deal

An analysis of the philosophy, techniques, and specific programs employed by the New Deal to resolve the domestic problems of the United States from 1933 to 1939. *Credit: 3 semester hours.*

480 Colloquium in 20th C. American History: The 1960s

The course will examine and analyze the principal social, political, economic, and cultural issues and events of the long 1960s in America, from the early civil rights movement of the 1950s to Watergate.

Credit: 3 semester hours.

504 Oral History

Introduction to the theory and practice of oral history. Major topics include the ideological content of speech and storytelling, the role of class and ethnicity, the ethics of scholarly intrusion, and the use of technology. *Credit: 3 semester hours. (Cross-listed with LIS 253)*

506 U. S. Museums and Historical Sites

Battlefields, house museums, and other historic sites are among the most trusted sources of

insight into the past. The origins and the changing cultural role of museums and historic sites will be examined. *Credit: 3 semester hours.*

510 History of Material Culture

This course introduces students to the theory and historical study of material artifacts and the built environment. Major topics include the embodiment of value, the role of class and ethnicity, the differentiation of domestic and public spheres, and the effects of technological and economic change. *Credit: 3 semester hours.*

512 History and Visual Media

The role of visual media as historical artifacts, including photographs, posters, magazine illustrations, advertisements, motion pictures, and video and the preservation of such media. The use of visual media as an aid to public historian will also be considered. *Credit: 3 semester hours.*

525 Advanced Topics in Public History

Advanced examination of the social, theoretical, and methodological dimensions of public history. Major topics include the impact of culture studies and various "culture wars," the competition of local and national narratives, and the importance and historically unstable meanings of class. *Credit: 3 semester hours.*

534 Studies in Central African History

Examines problems and issues that shaped Central Africa over the past five centuries. Topics include the slave trade; Belgian and Portuguese colonial partition; African resistance to colonialism; wars for independence; and post-independence social, political and economic challenges. *Credit: 3 semester hours.*

544 Race and Nationalism in the African Diaspora, 1900 to the Present

Follows the movement of Africans around the world over previous centuries. Topics include diasporas to the "Old" and "New" Worlds; cultural dynamics in New World slave societies; "Back to Africa" movements; and problems and issues with recent African emigration.

Credit: 3 semester hours.

574 History of Secularism: A Comparative Approach

This course examines secularism as a historical idea in European, American, South Asian, and Middle Eastern histories. After tracing the formation of secularism as a concept originated in Enlightenment histories, the course analyzes how secularism developed as a specific doctrine in Victorian England and traces the challenges of the political project of secularism during the practice of British and French colonialism. The course ends by assessing secularism as a political goal in France and the Netherlands. *Credit: 3 semester hours.*

620 Muhammad and Biography

This class studies the politics inherent in biographies of Muhammad and his wives. Its aim is to analyze religious biography as a historical and polemical form of writing and to trace the developing traditions of Muslim and non-Muslim accounts of Muhammad and his female companions. *Credit: 3 semester hours.*

634 The History of the American South

Examines important ideas and events in the history of the American South as well as debates among historians about how to interpret these ideas and events. Topics include slavery, the Civil War and Reconstruction, segregation and disenfranchisement, industrialization, the Civil Rights Movement, and the rise of conservatism. *Credit: 3 semester hours.*

637 The Gilded Age

From 1865 to 1905, the US underwent a dramatic industrial, political, social and environmental transformation. While the South, North, and West, forged distinctive regional identities, people around the nation debated meaning—and the future—of American democracy. *Credit: 3 semester hours.*

712 Patterns of Modernization in the Post-Confucian World

Comparative historical analysis of social, economic, and political developments in East Asia from 1600 to the present.

Credit: 3 semester hours.

716 The Cold War in Global and Interdisciplinary Perspective

Conflicts of the Cold War and their cultural and social impact. East-West ideological, economic and social competition. Third World revolutions. The arms race. Historiographic controversies. *Credit: 3 semester hours.*

718 Technology and Transformation in Western Europe

The technological revolution in Western Europe is examined within a historical framework which examines the period of preparation, the agricultural revolution and the industrial revolution. *Credit: 3 semester hours.*

719 The Contemporary World

Consequences of the Second World War. The breakup of colonial empires and the Cold War. The postwar rise of Europe and Japan. Decolonization and the emergence of the Third World. Globalization, the end of the Cold War, the rise of China and India.

Credit: 3 semester hours.

720 Terrorism: A History

An analysis of terrorism, its historical evolution and contemporary manifestations of terrorism in the context of modernization, ideological and psychological rationales of terrorist movements and the international implication.

Credit: 3 semester hours.

722 Human Values and the Modernization of Societies

The history of the changes that the process of modernization has wrought in man's moral consciousness and the way in which different societies, have come to identify and conceptualize contemporary moral problems.

Credit: 3 semester hours.

724 Modernization in Sub-Saharan Africa

An examination of modernization in Sub-Saharan Africa and its impact on people and institutions in the area. *Credit: 3 semester hours.*

726 Religious Responses to Globalization in the Information Age

The technological revolution and transformation of religious organizations in the West; the Middle East, East Asia, and Latin America; patterns of convergence, loss of functions, charismatic episodes and widespread movements. *Credit: 3 semester hours.*

734 Women and Modernization: An Introduction

Impact of global modernization on gender roles. Women and industrialization, imperialism, feminism, war, revolution, sexuality, crime, politics, comparisons of Europe, U.S., Asia, Africa, Latin America. *Credit: 3 semester hours.*

741 USSR and the World, 1917-1991

A study of contacts between the Soviet Union and the world via diplomacy, cultural relations and the international Communist movement. *Credit: 3 semester hours.*

745 Women's Social Movements: a Global Perspective

This course examines women's social movements comparatively as well as transnationally from 1789-1945, considering women's local and national movements, as well as women's efforts to organize across the boundaries of the nation-state. Key areas of activism include peace, democracy, human rights, labor equity, and maternal and child health. *Credit: 3 semester hours.*

753 World Regional Geography

A regional analysis of the principal patterns of the physical, economic and cultural features of the earth, with emphasis on how these features have influenced and been influenced by history. *Credit: 3 semester hours.*

755 Modernization and American Foreign Policy in the 20th Century

This course explores American modernization and national development in the context of international relations. Particular attention will be paid to the impact of national development on U.S. foreign policy in the 20th century. *Credit: 3 semester hours.*

756 The World in Upheaval: Europe and the World Since 1776

The globalization of European ideologies and institutions and ensuing political, diplomatic, economic and cultural consequences; emphasis on nationalism and imperialism and industrialization and ideology. *Credit: 3 semester hours.*

757 America Abroad: The United States and Modernization

The course explores American foreign policy in Asia, Latin America, and Europe in the era of post-industrialization. Particular attention is paid to America's shift from an isolationist country to an imperial world power. *Credit: 3 semester hours.*

760 Modern Religious Pluralism and World Peace

Analysis of ever-increasing contacts and communications between major global religious traditions that have made significant inroads toward mutual understanding and cooperation; new possibilities in the changed context for world religions to serve as important resources for world peace. *Credit: 3 semester hours.*

762 Chinese Revolutionaries in Office

Chinese revolutionaries of 1911, 1926, 1949 and 1978; their goals, methods and ideologies; how the dreams fared as the prime movers consolidated their respective revolutionary movements. *Credit: 3 semester hours.*

766 The Information Revolution and the Formation of a Global Society

The explosion of the mass media in the 20th century, spread of communication and entertainment technologies, cybernetics and global communication networks, cultural and ideological exchanges. *Credit: 3 semester hours.*

768 The New Imperialism in Africa: Causes and Consequences

An examination of the European scramble for territory in Africa after 1870 and its political and economic consequences; the political liberation of Africa and the ongoing attempt to achieve economic independence. *Credit: 3 semester hours.*

774 European Integration and Disintegration

An analysis of Europe's cultural and social diversity in the 19th century; how Western European societies have become more similar in the 20th century. *Credit: 3 semester hours.*

Professional Skills Curriculum

812 Transnational and Interdisciplinary Approaches in the Teaching of World History

Basic conceptual approaches employed by historians and social scientists in the study of world history; an examination of global history and the analytical methods used in academic disciplines. *Credit: 3 semester hours.*

840 Reasoning and Historical Inquiry

The development of formal and material elements of logic emphasizing their proper application to the study and teaching of history. *Credit: 3 semester hours.*

853 Counseling Techniques for Teachers (Cf. PSY 666)

An introduction to counseling theory and practice for educators; familiarizing current/prospective educators with the methods and techniques that can be used in a wide range of academic encounters. *Credit: 3 semester hours.*

860 Research, Writing and Teaching History in a Global Age: Promise and Problems

This course explores the promise and problems inherent in the research, writing, and teaching of a history which transcends the national state and examines the evolution of this more expansive approach. It also assesses the new sources and techniques provided by the communication and information revolution of the global age. *Credit: 3 semester hours.*

898 Practicum II: For Community College and Four-Year College Teachers

This practicum is designed for the improvement of the professional skills of history and social studies teachers in the area of community college and four-year college teaching. This course aims at guiding and enabling the practicing teacher to experiment with alternative instructional methods and to evaluate the effectiveness of current teaching techniques. Students are encouraged to devise teaching models that are suited to inculcating global awareness and that draw upon interdisciplinary resources. *Credit: 3 semester hours.*

899 Practicum I: For Secondary School Teachers

This practicum is designed for the improvement of the professional skills of history and social studies teachers in the secondary schools. It aims to guide the practicing teacher to experiment with alternative instructional methods and to evaluate the effectiveness of present teaching techniques. *Credit: 3 semester hours.*

905; 906 Teaching Internship

Level 1. The student attends lectures of a mentoring faculty member's HIS 1000/1010 class, preparing and delivering no less than 10 lectures during the semester. The mentor supervises the preparation of these lectures and provides training in exam preparation, grading techniques, alternative modes of learning. *Credit: 3 semester hours.*

Level 2. When the student satisfactorily completes the Level 1 internship he/she will be assigned responsibility, under direction of the mentor, for lectures in a HIS 010/1000 class. The second semester will include regular meetings with the mentoring teacher for the purpose of critiquing and discussing teaching technique. *Credit: 3 semester hours.*

Independent Reading and Research

900 Master's Research

Supervised research leading to the preparation and completion of a thesis in partial fulfillment of the M.A. requirements. *Credit: 3 semester hours.*

901 Reading and Research

Individually directed reading programs for M.A. students, together with relevant research on topics mutually agreed upon by the student and mentor. Must be approved by the Chair. *Credit: 3 semester hours.*

975 Doctoral Research Essay

Supervised research leading to the preparation and completion of a thesis in partial fulfillment of the D.A. requirements.
Credit: 3 semester hours.

990 Directed Readings and Research I

Individually directed reading programs for D.A. students, together with relevant research on topics mutually agreed upon by the student and mentor. Must be approved by the Chair.
Credit: 3 semester hours.

991 Directed Readings and Research II

Individually directed reading programs for D.A. students, together with relevant research on topics mutually agreed upon by the student and mentor. Must be approved by the Chair.
Credit: 3 semester hours.

Maintaining Matriculation**925 Maintaining Matriculation (M.A.)**

Master's students not registered for other courses must register for HIS 925 until all degree requirements are completed and the degree is granted. *No Credit. \$100.*

930 Maintaining Matriculation (D.A.)

Doctoral students not registered for other courses must register for HIS 930 until all degree requirements are completed and the degree is granted. *No Credit. \$100.*

For a complete listing of approved courses, please contact the Dean's office.

Languages and Literatures

Programs of Study:

Master of Arts in Spanish

The Department of Languages and Literatures offers a program of graduate study in the literature, linguistics and civilization of the Hispanic world, taught entirely in Spanish, leading to the degree of Master of Arts. This specialized program is intended to prepare students for further scholarship, teaching at all levels or related careers. The department sponsors an ongoing series of lectures by prominent literary figures from both Spain and Latin America and the publication of the literary journal *Anuario Medieval*.

Epsilon Kappa, the St. John's Chapter of Sigma Delta Pi, the National Hispanic Honor Society, publishes a literary journal, *Entre Rascacielos*, to promote the creative works of students enrolled in the program.

In addition, the department offers reading courses in French and German for graduate students in other disciplines.

Entrance Requirements

At least 24 semester hours above the intermediate level of undergraduate work in languages, with 18 of these hours in Spanish. All classes are conducted in Spanish. All students must demonstrate proficiency in speaking, reading and writing Spanish. Any existing deficiency will subsequently have to be removed. In the case of foreign credentials, the 18-hour requirement will be met if the candidate holds a university degree from a Spanish-speaking country.

Program Requirements

Thesis: This option is a 33-credit program consisting of 27 credits of required coursework from among the five areas of concentration (a minimum of three credits in each area) listed below and six credits of Master's Research (SPA 900). Master's degree students with thesis option must demonstrate proficiency in a language other than Spanish. It is strongly recommended that such students have a reading knowledge of English, French, German, Italian, Portuguese or any other language pertinent to the topic of their thesis. The language of their choice must be approved by the thesis advisor and by the Graduate Director. This requirement may be satisfied by passing the Princeton ETS foreign-language examination or by an examination administered by the department. In lieu of the language examination, students may either take an undergraduate language course equivalent to a fourth semester (Language 4) or one of the department's graduate non-credit reading courses. It is suggested that this requirement be met in the semester prior to taking the comprehensive examination. The thesis option is recommended for those students who wish to continue their graduate education beyond the master's degree and plan to enter a Ph.D. program.

Non-Thesis: This option is a 33-credit program consisting of coursework in all five areas of concentration listed below: a minimum of three credits from each division, plus 18 credits in course electives. However, it is strongly recommended that students take six credits from each of the five areas of concentration.

The non-thesis option is primarily designed for those students interested in teaching on the primary or secondary level or seeking immediate preparation for fields where a master's degree in Spanish is the recommended credential.

With appropriate counseling from the department, students should select their courses from the following five areas of concentration:

- (1) Linguistics (three/six credits)
- (2) Peninsular Literature before 1700 (three/six credits)
- (3) Peninsular Literature of the 18th, 19th and 20th Centuries (three/six credits)
- (4) Spanish-American Literature from Pre-Columbian through the 19th Century (three/six credits)

- (5) Spanish-American Literature from Modernismo to the Present (three/six credits)

The comprehensive examination required of all students must be taken within a year of the completion of all course requirements. This four-hour written examination will test their knowledge of the literature, linguistics and culture of Spain and Spanish America. The rules governing the application and administration of this examination are found under "Comprehensive Examination" in the Graduate Division of Arts and Sciences section in this bulletin. The comprehensive examination may be given during the summer.

Combined Degree Program**B.A./M.A. in Spanish**

The Department of Languages and Literatures offers an intensive, accelerated, combined degree program leading to both the B.A. and M.A. degrees in Spanish in five years of full-time study. Sophomores who have completed 12 credits in Spanish with a 3.5 or above index and with a minimum of 3.0 cumulative index, are encouraged to apply. After completion of their baccalaureate degrees, students may enroll full time on the graduate level for the fifth year. For specific information, students may contact Marie-Lise Gazarian, Ph.D., Graduate Director, Master's Degree Program in Spanish at (718) 990-5209 or e-mail gazarlam@stjohns.edu.

Financial Aid

Research assistantships, which include full tuition and a stipend, are available to qualified graduate students. In addition, New York State residents may be eligible for Tuition Assistance Program (TAP). State and Federal Loan Programs are also available.

Courses**103 History of the Spanish Language**

The evolution of the language from its origin to the present; phonology, morphology, grammar, vocabulary, style.
Credit: 3 semester hours.

109 Spanish Stylistics. A Workshop in Creative Writing

Students will engage in various exercises, taking part in the writing of poetry, short stories and memoirs. *Credit: 3 semester hours.*

110 Workshop in Journalistic Prose

A study of journalism through a study of masters in the genre and through the experience of writing articles on a series of topics.
Credit: 3 semester hours.

220 Caribbean Literature in Spanish

A study of the most representative Spanish-Afro Caribbean writers, such as Luis Llorens Torres, Luis Pales Matos, Nicolás Guillén and Emilio Ballagas. *Credit: 3 semester hours.*

222 Medieval Literature II

The principal developments of the XIV and of the XV century as far as La Celestina.
Credit: 3 semester hours.

224 The Spanish Ballad, Yesterday and Today

An in-depth study of the development of Spanish balladry from the Middle Ages to the present. *Credit: 3 semester hours.*

234 Spanish-American Poetry

The principal developments of the genre in Spanish America with a study of representative authors. *Credit: 3 semester hours.*

237 Spanish-American Modernism

Representative authors of the period will be studied. *Credit: 3 semester hours.*

239 Women Writers from Spanish America

A study of the most representative women writers from the time of Sor Juana Inés de la Cruz to the present. *Credit: 3 semester hours.*

245 Spanish-American Literature of the Enlightenment

Main literary currents in Spanish America from 1750 to the period of Independence with representative authors studied.
Credit: 3 semester hours.

249 The Spanish-American Novel from Fernández de Lizardi to the 1960s

A study of the most representative literary figures in the development of this genre.
Credit: 3 semester hours.

250 The Spanish-American Novel from the 1960s Onward

A study of the most representative present-day Spanish-American novelists.
Credit: 3 semester hours.

254 Don Quijote I, II

A study in depth of Cervantes' masterpiece
Credit: 3 semester hours.

270 Spanish Poetry of the Twentieth Century

A review of poets from the second half of the nineteenth century with an in-depth study of poets from the twentieth century.
Credit: 3 semester hours.

279 Federico García Lorca

A study of the most representative works of Federico García Lorca. *Credit: 3 semester hours.*

287 Ortega y Gasset and other Twentieth Century Spanish Essayists

A study of representative essayists of the period. *Credit: 3 semester hours.*

290 Literature of the Mexican Revolution

A study of major literary figures in the development of this theme in the national culture.
Credit: 3 semester hours.

300 Spain in North America. Early Writings

First writings by Spaniards in North America. The literature of early settlers, navigators, soldiers, and priests. *Credit: 3 semester hours.*

305 Seminar in Hispanic Literature I

A study of specific authors from the Hispanic world. *Credit: 3 semester hours.*

306 Seminar in Hispanic Literature II

A study of specific authors from the Hispanic world. *Credit: 3 semester hours.*

310 Visual Arts in Spanish Literature

A study of the many uses of the visual arts in Spanish literature, with emphasis on the literary representation of visual arts, real or imaginary. *Credit: 3 semester hours.*

311 Exile Literature

A study of the literary production of Spanish writers who left their country as a result of the Civil War, with emphasis on the authors' responses to exile and *trastierro*.
Credit: 3 semester hours.

312 Latin American Cinema and Literature

This course is a comparative and analytical study of some of the most important Latin American films and literary works. *Credit: 3 semester hours.*

313 César Vallejo, Lezama Lima, Pablo Neruda and Octavio Paz

An in-depth study of three representative figures of the Hispanic world.
Credit: 3 semester hours.

314 Poetry and Its Metric Forms

The tools for writing poetry.
Credit: 3 semester hours.

316 The Chronicle in Spanish Classic Authors

A study of the literary techniques used in Spanish historiography, with emphasis on the study of Medieval, Renaissance and Baroque chronicles. Manuscripts, incunabula, paleographic and first editions will be used when available. *Credit: 3 semester hours.*

317 Gabriela Mistral: The Poet and Prose Writer

An deep and comprehensive examination of the works and influence the famous Chilean writer. *Credit: 3 semester hours.*

318 Love and Death in Latin American Literature

A study of the themes of love and death as expressed by some of the most representative authors. *Credit: 3 semester hours.*

319 The Generation of 1927 in Spain

An in-depth study of some of the most important poets of the period. *Credit: 3 semester hours.*

330 The Spanish Short Story

The evolution of the short story in Spain from the medieval exemplum to the *cuento literario*.
Credit: 3 semester hours.

400 Internship

An on-site internship to apply and deepen academic skills in a professional setting. The successful candidate will be a matriculated Graduate student in good academic standing

who has an interest in and a knowledge of the Spanish language.

Credit: 1 to 6 semester hours.

900 Master's Research

Supervised research by mentor leading to the preparation and completion of a thesis in partial fulfillment of the Master's degree requirements, in consultation with the Director of the Graduate Program. *Credit: 3 semester hours.*

901 Independent Study

An opportunity for independent reading and research under the supervision of a faculty member. The area of research must be approved in advance by the Director of the Graduate Program and a research plan will be required. *Credit: 3 semester hours.*

925 Maintaining Matriculation

Master's degree students who are not registered for any course must maintain their matriculation by registering for 925 until all degree requirements are completed and a degree is granted. No credit. Fee \$100.

French 0101; 0102 French Reading Course

(0101 is prerequisite for 0102) This course is designed to give the candidates for the Master's and Doctor's degrees a grasp of the fundamentals of the language and a good working vocabulary so that they can use the language and a good working vocabulary so that they can use the language as a research tool in their field of specialization. Two semesters. *No credit.*

For a complete listing of approved courses, please contact the Dean's office.

Advanced Interdisciplinary Certificate on Latin American and Caribbean Studies

St. John's University's Committee on Latin American and Caribbean Studies (CLACS) offers a graduate-level interdisciplinary and multidisciplinary certificate for those students interested in disciplines and careers that deal with Latin America, the Caribbean, or Latinos in the U.S. Those careers include: diplomacy and international relations; banking; business; literature; education; health services and journalism.

Entrance and Program Requirements

An undergraduate degree from an accredited university with a minimum 3.0 GPA and two letters of recommendation are required.

A student can enroll in the multidisciplinary Certificate program by itself or in con-

junction with another graduate program (e.g. M.A. in Spanish, Government, History, English, Sociology, Liberal Arts, MBA).

Students need 15 credits in three different disciplines or areas; a minimum of nine credits must be from those courses classified as core. A student could meet some of the credit requirements by taking courses in Latin American and Caribbean universities with which we have established agreements or in a Study Abroad program in a Latin American or Caribbean nation, with prior approval from the appropriate Dean or Chair.

Language proficiency in Spanish, Portuguese, or French must be demonstrated before completion of the program.

Upon completion of all coursework, as a final condition for receiving the Certificate, a student must submit to the Chair of CLACS a portfolio with the accumulated work accomplished during the program.

Students who complete the Certificate can go on to careers in government, NGOs, banking, business, journalism, teaching, and Ph.D. programs, among others.

Graduate research assistantships are available. For more information about the program, please contact: Dr. Alina Camacho-Gingerich, Chair of CLACS, at camachoa@stjohns.edu; tel (718) 990-1932 / 5829; or visit St. John Hall, Room B3A1 and 9.

For a complete listing of current courses applicable to the Certificate, please go to: www.stjohns.edu/clacs

Liberal Studies

Program of Study

The Master of Arts in Liberal Studies (M.A.L.S.) provides a multidisciplinary graduate opportunity to the intellectually curious through the study of interdisciplinary themes that draw from various academic disciplines.

There are four tracks in the Master of Arts in Liberal Studies:

1. Humanities
2. Social Science
3. Cultural Studies (includes the Concentration in Women's and Gender Studies)
4. Interdisciplinary Studies

The program is designed to provide a basis for a number of professional goals; it is not designed to duplicate or replace the specialized disciplinary training required for earning a Ph.D., though it is an excellent preparation for such training. This interdisciplinary program is designed to meet the needs of working professionals and others seeking entrance into doctoral programs.

Entrance Requirements

1. A Bachelor's Degree in any area, with an overall GPA of 3.0
2. A brief personal essay describing the student's academic goals and areas of intellectual interest

3. Six credit hours in the area of concentration
4. For the Humanities track, a total of 18 credits from English or history; for the Social Science track, a total of 18 credit hours from anthropology, economics, history, government and politics, psychology, or sociology; for the Cultural Studies track, a total of 18 credit hours from anthropology, sociology, English, Area Studies (Latin America, Asian, Middle Eastern, African, etc.) history, philosophy and ethnic/gender studies; see below; for Interdisciplinary Studies, a sufficient number of credits in the relevant disciplines, as determined by the Director.
5. Two letters of recommendations from persons who can attest to the student's ability to undertake graduate studies.

Program Requirements

Each student selects an interdisciplinary track: Humanities, Social Science, Cultural Studies, or Innovative Research.

If Humanities is selected, the student chooses an area of concentration—either history or literature. The student completes five courses in his or her area of concentration and two courses each from the two cognate disciplines. The student also takes introductory and integrating seminars in the humanities. A total of 11 courses is taken.

If Social Science is selected, the student chooses an area of concentration—either economics, history, government and politics, psychology or sociology. The student takes five courses in his or her area of concentration and two courses from any two cognate disciplines. The student also takes introductory and integrating seminars in the social sciences. A total of 11 courses is taken.

If Cultural Studies is selected, the student takes five courses from a list of courses dealing with the anthropological and cultural themes and four courses in cultural areas and topics. These include but are not limited to Latin America, Far Eastern Cultures, Eastern Europe, Africa and the Middle East. The student also takes introductory and integrating seminars in Cultural Studies. A total of 11 courses is taken.

If Interdisciplinary Studies is selected, the student consults with the program Director about the theme of the proposed program (as well as faculty in the relevant areas). The program Director must approve the proposed program. The student takes courses from his or her area of concentration and courses from at least two other areas of determined to be relevant to the proposed research project. The student also takes an introductory and integrating seminar in the appropriate area.

Every student must complete a Capstone project in the M.A.L.S. track he/she has selected.

Special Students

Special students, enrolling for the first time, must submit transcripts of all prior academic work, undergraduate and graduate and complete the appropriate forms. Only those

students who are qualified and possess the necessary background are permitted to enroll in graduate courses. Special students must have the permission of the department/division and the Dean to register. Special students may enroll for no more than six credits of coursework each semester for a maximum total of 12 credits. If an applicant who has taken courses as a special student is accepted for matriculation, the Dean determines which credits taken as special students are credited toward the program. In any case, no more than 12 credits completed as a special student may be applied toward a degree program.

Transfer of Credit

In graduate programs requiring the completion of 30–36 credits, a maximum of six credits may be transferred with the approval of the Dean. No transfer credits are permitted for students in the Global Development and Social Justice track.

Requested transfer credits must not have already been used in fulfillment of another degree. The student must present catalog descriptions of the graduate courses for which transfer credit is requested. No credit is allowed for courses in which the grade attained is below "B". Transfer grades do not affect cumulative quality points. In addition, no degree credit is allowed for courses completed beyond the stipulated time limit ("Time Limit"). Students requesting transfer credit must have already completed at least 12 credits in their approved graduate program at St. John's University.

Courses

Departments strive for accuracy with regard to the scheduling of courses. They reserve the right, however, to alter the schedule as needs may dictate. Moreover, the Dean maintains the right to cancel courses when deemed necessary.

MLS 100 Introductory Seminar in Liberal Studies

Directed reading and discussion of representative works which have had a significant influence in the various areas in liberal studies. This course introduces issues in the humanities, social sciences and cultural studies.

MLS 200 Integrating Seminar in Liberal Studies

The capstone project is the focus of this seminar, taught by faculty members from one of the liberal studies tracks. The capstone project proposal must be approved by the student's faculty mentor and the Program Director.

MLS 204 Independent Research in Liberal Arts

Under the supervision of a faculty mentor, the student will prepare a research proposal, and submit it to the program director for approval. All proposals must be approved by the Director.

For a complete listing of current courses applicable to the M.A. in Liberal Studies, please go to: www.stjohns.edu/liberalstudies/masters

Division of Library and Information Science (DLIS)

The Division of Library and Information Science (DLIS) offers programs of study leading to the Master of Science in Library and Information Science degree, double master's programs with the Departments of Government and Politics and Pharmaceutical Sciences and the Advanced Certificate in Library and Information Studies.

Accreditation

The graduate program in library and information science leading to the M.S. degree is accredited by the American Library Association (ALA) and the curriculum has been registered and approved by the New York State Education Department.

Programs of Study

Master of Library Science

The M.S. degree program is suitable for students interested in many different types of libraries, including public, school, law, academic, museum and other special libraries as well as archives and information centers. There are six core courses and six electives which must be selected in consultation with the student's advisor. The student completes the program by completing the 12 courses and presenting a successful e-portfolio.

Persons who have an ALA-accredited degree and wish to update their professional education may pursue an Advanced Certificate. The program is custom-designed for each student's specific needs.

LIS students may pursue coursework in both Public History, Museum Administration, and Library and Information Science through the interdisciplinary options offered through the innovative Public History, Museum and Archive Studies (PHMAS) program. Please consult your advisor.

Entrance Requirements

Applicants seeking admission to the M.S. program must submit the following evidence of their ability to pursue graduate study in library and information science:

1. A baccalaureate degree from an accredited college or university. Their undergraduate scholastic achievement must be such as to give reasonable assurance of success in work for an advanced degree. Normally, this will be a "B" (3.0) both in the general aver-

age and in the major field.

Applicants intending to meet New York State Education Department requirements for certification as School Librarian must also present evidence of having completed a mandated sequence of coursework in the liberal arts and sciences and in pedagogy. Students not fulfilling all of these prerequisites may be required to complete additional courses in order to meet the qualifications for certification. A list of these courses will be provided to interested applicants.

2. Two letters of recommendation from instructors, librarians or equivalent.
3. A personal interview with the Director or a designated member of the faculty.
4. A statement of professional goals must be submitted by the applicant.
5. Applicants with degrees from foreign academic institutions may be admitted into the Library and Information Science program provided they meet the University and Division admission requirements. An official TOEFL or IELTS score report is required of all applicants whose native language is not English. A score of 6.5 in the IELTS or 100 in the TOEFL is required. Students found to be deficient in the English language may be required to complete a University-sponsored English placement exam prior to the start of their studies and may be required to take English classes before or while they begin their graduate studies.

General Degree Requirements

The M.S. degree program requires all students to satisfy the following:

1. Completion of 36 credits with a minimum of a "B" (3.0) average.
2. Continuous enrollment and completion of all requirements within a period not to exceed five years.
3. Submission of a successful digital portfolio.

Note: Up to six credits may be taken outside the Division with the permission of the Director (Not applicable to students seeking School Library Media certification.)

Course Requirements

1. Completion of all core courses: 203, 204, 205, 211, 239 and 240.
2. In collaboration with their advisor, students are required to select a concentration after the completion of 6 graduate credits in Library and Information Science. A list of concentrations and required coursework is available on the Division of Library and Information Science web site www.stjohns.edu/dlis.

School Library Media Specialist Requirements

The M.S. in Library and Information Science

with a concentration in School Library Media Specialist prepares qualified professionals to teach, research, analyze, produce and supervise the teaching/learning process of a school's library program. It qualifies students for New York State School Library Media Specialist certification.

In order to qualify for New York State initial and professional certification as a School Library Media Specialist, the student will successfully complete the following:

1. The 36-credit School Library Media Specialist Program of the Division of Library and Information Science, approved by the New York State Department of Education;
2. Observation of school libraries (100) hours;
3. Supervised internship (LIS 269A; 150 hours; 269C, 150 hours);
4. Successfully pass the state-mandated competency test;
5. A two-hour course in each of the following areas: a) recognition and reporting of child abuse and b) school violence intervention and prevention;
6. A six-hour course in harassment, bullying, and discrimination prevention and intervention; and
7. Fingerprinting and criminal history background check as required by the Safe Schools Against Violence in Education Act.

The School Library Media Specialist program consists of core courses, specialization and internship.

1. The core consists of 203, 204, 205, 211 and 239 (15 credits).
2. Specialization courses include 121, 126, 217, 234 and 261 (15 credits).
3. The six credits of internship are completed at the adolescent/secondary (LIS 269A) and childhood/elementary (LIS 269C) levels.

Combined Degrees

M.A./M.S. Program in Government and Politics/Library and Information Science

Under the administration of the Graduate Division of the College of Liberal Arts and Sciences, the Department of Government and Politics and the Division of Library and Information Science offer a joint program of study leading to the Master of Arts in Government and Politics and Master of Science in Library and Information Science degrees. Students complete a total of 57 credits rather than 66 credits required if both degrees are pursued separately.

The combination of the two graduate programs provides students with the opportunity to integrate two complementary bodies of knowledge: government and politics and library science. The graduate program in government and politics supplements the graduate program in library science by broadening and deepening a student's understanding of the governmental structure, institutions, public

administration and the political/legal processes, while at the same time mastering contemporary means of accessing and utilizing related information.

Entrance Requirements

Students must meet the requirements of admission to both the Master of Arts in Government and Politics and the Master of Science in Library and Information Science programs as set forth in their respective sections of this bulletin.

Program Requirements

All M.A./M.S. students will complete curriculum requirements for each degree with four courses (12 credits) applying to both programs.

These exchange courses include:

GOV 205	Modern Political Research
GOV	Concentration Course
LIS 210	Government Information Sources
LIS 265	Online Database Searching and Services

All students must complete the written comprehensive examination in Government and Politics and an e-portfolio in Library and Information Science.

M.S./M.S. Pharmaceutical Sciences/ Library Information Science

The Division of Library and Information Science and the Department of Pharmaceutical Sciences offer a joint program of study leading to the M.S. and the M.S. degrees. Students complete a total of 57 credits including 24 semester hours in Library and Information Science, 21 semester hours in Pharmaceutical Sciences and 12 exchange credits. The recipient of the M.S. Pharmaceutical Sciences/M.S. Library and Information Science degree will acquire expertise necessary for a career in pharmaceutical/health science libraries and information centers located in research facilities, hospitals and pharmaceutical companies. Students must meet the requirements of admission to both M.S. programs as set forth in their respective sections of this bulletin. Due to curriculum revisions, prospective students are encouraged to contact the division for information.

Advanced Certificate: Library and Information Science

The Advanced Certificate program provides an opportunity for practicing librarians and information specialists to update their skills by completing advanced coursework tailored to their professional interests and needs. In consultation with an advisor, professionals select courses in areas as diverse as digital libraries, information ethics, language structure and thesaurus development, legal information, telecommunications technology and policy, preservation technology and metadata for information professionals. The program offers a multidisciplinary approach geared to the individual student by drawing upon related courses

from other units of the University. Credits may be elected from outside the division but within the University in a related subject area.

Admission Requirements

Applicants must submit evidence of having completed the M.S. degree, from an ALA-accredited program or its equivalent in other countries, a personal statement and two letters of recommendation.

Certifications

School Library Media Specialist

In order to qualify for certification as a School Library Media Specialist (K-12) from the New York State Education Department (NYSED), a student must complete the M.S. degree or its equivalent following the School Library Media Specialist Program outlined in this bulletin. This includes all academic coursework, field-experience, internship, testing, external courses and background check/fingerprinting mandates. With the completion of all requirements, the application to NYSED may be submitted.

Librarians seeking NYSED School Library Media Specialist certification who have received an ALA-accredited master degree but who have not completed the an NYSED-approved program should contact the department for information and credentials analysis.

Certification for Public Librarians in New York State

The Professional Certificate will be issued by New York State to St. John's graduates who provide proof of completion of the M.S. in Library and Information Science degree. There is a fee for the certificate which must be included with application. For details visit the New York State Library web site at <http://www.nysl.nysed.gov/libdev/cert/>.

Experiential Learning

The M.S. program faculty encourage students to explore the profession in an experiential, hands-on approach that complements the theoretical base fostered through readings, research and class discussion. To that end, academic service-learning activities, field trips and individually arranged site visits are required components of many courses and are expected of all students.

Internships

Field experience is available as part of non-credit or credit-bearing internships. A student may elect to complete an informal, voluntary position within a library, archive, or information center in order to observe and/or participate in the activities of the profession. A paid, compensated position may not double as in internship. Credit-bearing internships are strongly encouraged of all students and are required of those pursuing a concentration leading to

School Library Media Specialist certification.

Students who complete an internship experience for academic credit register for respective course(s) according to their interest and area of concentration.

Interested students are required to meet with the Internship Coordinator the semester prior to registering for an internship course in order for the field site to be approved and the paperwork completed. The student must be academically eligible in order for the placement to be approved (i.e., all prerequisites must have been satisfied prior to registration). The internship must be completed under the direction of a certified, professionally qualified site supervisor whose credentials have been approved by the Internship Coordinator. All interns are required to complete course paperwork as assigned and attend on-campus meetings as scheduled.

Financial Aid

Qualified graduate library and Information Science students are eligible for assistantships which include tuition remission and a stipend; these assistantships are awarded for service to the division and the libraries of the University, including the Law Library, the Loretto Memorial Library in Staten Island and the main Library on the Queens campus. The Division also offers the Rev. Brian O'Connell Scholarship of from one-fourth to one-third of tuition for the entire program to all students who received a 3.4 or higher GPA on a 4.0 scale for their most recently completed degree program, as long as the student remains in good academic standing. No separate application is required.

Student Assistance

Advising

Each graduate student admitted to the division is assigned an academic advisor from the full-time faculty who should be retained by the student unless he/she elects to change advisors because of professional interest. The advisor must be consulted at least once a semester (prior to pre-registration) to ensure the most effective choice of courses. Students may confer with more than one advisor.

Placement

The division regularly provides information on employment opportunities via the student list-serv and postings in the department. A placement service is also available at the St. John's University Career Services Center.

Types of placement opportunities include:

- Information Industry
- Information Organization
- Legal Information Services
- Children's Services
- Administration and Management
- College and University Librarianship
- Library Systems and Automation

- Community Information Services
- Library Technical Services
- Corporate Information Services
- Online Searching and Services
- Public Library Services
- Health Information Services
- Publishing
- Indexing and Abstracting
- Young Adult Services

Alumni Organizations

Graduates of the Division of Library and Information Science are automatically eligible for membership in the Alumni Association. Alumni serve on division committees and may sponsor such activities as the William A. Gillard lecture.

Beta Phi Mu

Graduates of the Division of Library and Information Science with a superior record and recommended by the Director are eligible for membership in Beta Phi Mu.

Courses

Detailed course descriptions are available on the Division of Library and Information Science web site: www.stjohns.edu/dliis.

Required Core Courses

203 Information Organization

Theories, systems, and practices of information organization. Emphasis is on understanding the basic function of library catalogs, indexes, metadata, finding aids and internet search engines. *Credit: 3 semester hours.*

204 Introduction to Library & Information Science

A survey of the field including theory and practice, historical trends/developments, computer-based and other information systems and societal concerns. Must be taken as one of the first two courses. *Credit: 3 semester hours.*

205 Information Sources & Services

Scope, organization and evaluation of reference sources and services, with emphasis on information use and retrieval in a virtual environment and contemporary models of service delivery. *Credit: 3 semester hours.*

211 Collection Development & Management of Knowledge Resources

Prerequisite: LIS 204. Philosophy and methods of managing collections in physical and virtual libraries, with emphasis on assessing and meeting information needs. May include a service learning requirement. *Credit: 3 semester hours.*

239 Research & Evaluation Methods

Social science research methods applicable to program evaluation and library and information science research; topics include research ethics, research design, literature reviews, data analysis, and reporting research to general and specialized users. *Credit: 3 semester hours.*

240 Management of Libraries & Information Centers

Leadership and management principles relating to the operation of libraries and other information enterprises. Leading, planning, evaluating, staffing, housing, equipping, and financing. *Credit: 3 semester hours.*

Note: Required of all students except those with a concentration in school library media specialist or law librarianship.

Elective Courses

121 Literature & Related Resources for Children

A survey of books and other materials for children, with emphasis on selection criteria, developing evaluation skills, familiarity with award-winning titles and book presentation. *Requires fieldwork. Credit: 3 semester hours.*

125 Library Materials & Services for Young Children

Materials and services for the young child (infant through preschool), Theories underlying services. Selection, analysis and presentation of books, and other appropriate materials. *Requires fieldwork. Credit: 3 semester hours.*

126 Literature & Related Resources for Young Adults

A survey of books and other materials for young adults, with emphasis on selection criteria, developing evaluation skills, familiarity with award-winning titles and book presentation. *Requires fieldwork. Credit: 3 semester hours.*

127 Library Services for Children and Young Adults

Serving children in the public library, with emphasis on user needs, storytelling and book talk skills, programming, information services, policies and guidelines, and maintaining collections. *Requires fieldwork. Credit: 3 semester hours.*

153 Information Sources in Religion

Reference works, Internet sources, publishing, and libraries in the field of religion. Treatment of religion in general information sources; specialized concordances, bibliographies, indexes. *Credit: 3 semester hours.*

210 Government Information Sources

Prerequisite: LIS 205. Government information resources at the local, state, national, and international levels. Selection, organization, and dissemination; changes in distribution policies and format. *Credit: 3 semester hours.*

213 Popular Culture and the Young Adult

An exploration of contemporary, popular entertainment media oriented toward and accepted by adolescents, with emphasis on film, television, music, magazines, and the Internet. *Credit: 3 semester hours.*

217 Multimedia & Technology Resources for School Media Centers

Prerequisites: LIS 204, 205, 261. The knowledge and skills to select, plan, produce, and

implement various forms of multimedia and technology in the educational process in order to deliver effective academic programs K-12. *Credit: 3 semester hours.*

221 Planning and Delivering Information Literacy Programs

Theory and practice of user education with emphasis on developing information literacy programs. Standards, guidelines, instructional models, effective pedagogical techniques, collaboration and assessment. Planning, delivery and evaluation of instructional programs designed to develop lifelong information literacy skills. *Credit: 3 semester hours.*

222 Materials & Services to Diverse Populations

Information needs of diverse populations, including the aged, illiterate, individuals with disabilities, and racial, ethnic, and linguistic minorities. *Credit: 3 semester hours.*

223 Preservation Technology in Library & Information Science

Preservation techniques for materials in collections; basic structure and weaknesses; diagnostic and treatment practices; application of appropriate and creative solutions to preservation problems. *Credit: 3 semester hours.*

224 Language Structure & Thesaurus Development

Applied linguistics for information organization and retrieval, with focus on the design of structured controlled vocabularies (thesauri) for indexing and searching. *Credit: 3 semester hours.*

225 Classification Schemes & Information Architecture

Classification schemes for arrangement of physical and virtual collections; distinctions between classification and categorization and folk taxonomies. Analysis and design of information architecture of Web sites. *Credit: 3 semester hours.*

226 Literature and Related Resources for Young Adults

A survey of books and other materials for young adults, with emphasis on applying selection criteria and developing evaluation skills. *Credit: 3 semester hours.*

228 Indexing and Abstracting

Prerequisites: LIS 203 or 204. Theory/methods of information analysis for retrieval. Subject analysis, abstract preparation, vocabulary control methods/devices, specialized systems, machine-aided and automated indexing. *Credit: 3 semester hours.*

230 Introduction to Digital Libraries

The contextual framework for digital libraries including the creation, structure, access and use of digital information. Analysis of digital library projects. *Credit: 3 semester hours.*

231 College & University Libraries

Academic library administration, planning, staffing, and evaluation. The history of higher education and the college library in the U.S.

The impact of demographic and social changes on the provision of service.

Credit: 3 semester hours.

232 Special Libraries & Information Centers

The goals, organization, operation, environment, functions, and services of special libraries/information centers; collection issues, user services, management, and marketing.

Credit: 3 semester hours.

233 Public Libraries & Community Information Centers

The objectives, organization, and services of contemporary public libraries, including the ways in which they serve diverse communities and reach underserved populations. Field trips may be required. *Credit: 3 semester hours.*

234 School Library Management

Prerequisites: LIS 204, 205, 211. Administration of the academic program, services, collection, staff, and budget of the school library media center. Planning, research, and evaluation methods for compliance with state and national standards. *Credit: 3 semester hours.*

235 Advanced Cataloguing: Metadata for Libraries.

Prerequisite: LIS 203

237 Metadata for Information Professionals

Metadata applications in a variety of information environments, libraries, archives, museums, and information centers. Major metadata schemes, encoding standards, and structures.

Credit: 3 semester hours.

238 Web Design for Libraries & Information Centers

An information architecture approach to the design of web sites for large enterprises. Topics include information content, organization, labeling, navigation, searching, usability, and accessibility. *Credit: 3 semester hours.*

243 Law Library Administration

Law library administration from strategic and short-term planning to budgeting, personnel management, facilities planning, CLE and record management, organizational structures and technology integration. Issues will be examined from academic, corporate and private law firm perspectives.

Credit: 3 semester hours.

245 Special Collections Librarianship & History of the Book: Principles and Practices

The organization, administration, service, and care of special collections, with an emphasis on rare books. The history of books and printing, non-book formats, donor relations and collecting, conservation and preservation, ethics, access, security, exhibitions and digitization. *Requires fieldwork. Credit: 3 semester hours.*

246 Practical Conservation & Preservation of Library Materials

A practical approach to the principles and applications of conservation and preservation of library materials as daily functions of library

management, including digital techniques.

Credit: 3 semester hours.

248 Database Applications, Modeling & Design

The fundamental concepts and issues of database management systems. Topics include entity and relationship modeling, SQL, relational database design, data integrity, and XML.

Credit: 3 semester hours.

249 Archives & Manuscripts: Basic Functions & Current Issues

Management of archives and manuscript repositories, including basic functions and skills required of an archivist or curator of manuscripts as well as current issues and topics. *Credit: 3 semester hours.*

250 Information Sources in the Arts & Humanities

Prerequisite: 205. Evaluation, selection and use of print and electronic (esp. digitized) resources in the arts and humanities (philosophy, religion, literature, the fine arts, the performing arts, and film). *Credit: 3 semester hours.*

251 Information Sources in the Social & Behavioral Sciences

Prerequisite: 205. Evaluation, selection, and use of print and electronic resources in the social and behavioral sciences (sociology, history, government, education, psychology, anthropology, business, economics). *Credit: 3 semester hours.*

252 Information Sources in Science & Technology

Prerequisite: 205. The structure and literature of scientific and technical communication. Print and electronic references are examined. A background in the sciences is not required or assumed. *Credit: 3 semester hours.*

253 Oral History

Introduction to the theory and practice of oral history. Major topics include the ideological content of speech and storytelling, the role of class and ethnicity, the ethics of scholarly intrusion, and the use of technology.

Credit: 3 semester hours.

254 Legal Research

Prerequisite: LIS 205. Basic tools and techniques of legal research using electronic and print sources. Primary and secondary sources of law; deciphering of citations; finding legal and business-related materials with cost-efficient techniques. *Credit: 3 semester hours.*

255 Advanced Legal Research

Prerequisite: LIS 254. Complex legal research problems such as corporate research; patent prosecution, international and foreign law research; coordinated approaches to tax research, labor and employment law. Advanced WESTLAW, LEXIS and BLOOMBERG LAW training. *Credit: 3 semester hours.*

256 Medical Information & Librarianship

Prerequisite: LIS 205. Major reference works and Internet resources in health sciences as well the administration and organization of

medical libraries, with emphasis on the databases of the National Library of Medicine.

Credit: 3 semester hours.

260 Information Use and Users

Prerequisite: LIS 204. Survey/seminar on how LIS practitioners and researchers seek to understand user information needs/behaviors. Emphasis on theories of user needs and information use. Populations discussed include children, business managers, attorneys, scientists, university students, general researchers, and consumers. *Credit: 3 semester hours.*

261 Information Sources and Services for Children & Young Adults

Non-fiction and reference sources and services in school and public libraries as they relate to curriculum support and information literacy. Focus on the child as reference interview participant/learner. *Credit: 3 semester hours.*

263 Information Ethics

The ethical challenges experienced by information providers in the past and present: possible ethical dilemmas of the digital future. How information providers make choices in a variety of contexts. *Credit: 3 semester hours.*

265 Online Database Searching

Prerequisite: 205. Study and use of online bibliographic databases in a wide variety of subject areas. Emphasis is on appropriate database selection, search strategies, and information delivery modes. *Credit: 3 semester hours.*

267 Information Sources in Business & Economics

Prerequisite: LIS 205. Print and electronic information resources and services in business, economics, finance, and related literature. Organization, administration, and services of business libraries/ information centers. *Credit: 3 semester hours.*

269 Internship

Prerequisites: All required courses and preferably all courses in the concentration. A supervised professional experience combining theory and practice in a library or information center. Meetings and reports required; may be taken for a total of six credits. *Credit: 1, 2, or 3 semester hours.*

269A School Media Center Internship: Adolescent

Prerequisites: All courses and field experience. A supervised professional experience combining theory and practice in a 7-12 school library media center. Meetings of participants are held and reports required. *Credit: 3 semester hours. each semester.*

269C School Media Center Internship: Childhood

Prerequisites: All courses and field experience. A supervised professional experience combining theory and practice in a K-6 school library media center. Meetings of participants are held and reports required. *Credit: 3 semester hours.*

270 Colloquia

Current issues and trends in library and information science as well as other topics of current interest are presented by prominent outside speakers, alumni, and members of the faculty. *No credit.*

271 Special Topics in Library & Information Studies

A special topic on an issue not normally covered in the MLS curriculum will be examined in-depth. The format will depend upon the topic to be covered. Offered occasionally. *Credit: 3 semester hours.*

280 Telecommunications Technology and Policy

An introduction to telecommunications applicable to library and information studies emphasizing such topics as communications hardware, data transmission, and network policies (including federal regulation of the industry). *Credit: 3 semester hours.*

281 Competitive Intelligence

Monitoring the external environment to obtain and use primary and secondary information that is relevant for the institutional decision-making process. Identification, selection, collection, interpretation and distribution of information with strategic importance. *Credit: 3 semester hours.*

282 Knowledge Management

The process and practice of facilitating the generation, sharing, acquisition and application of knowledge in an organization; dissemination according to needs and preferences of stakeholders. *Credit: 3 semester hours.*

283 Social Justice in the Information Professions

Graduate seminar. Topics focus on the relationship between information access and human development. Emphasis placed on critically examining information policies and services (i.e., reference, cataloging, collection development, information access, user studies, e-citizenship, evaluation) in light of relevant elements of the the Universal Declaration of Human Rights (United Nations, 1948), multiple social justice theories, and social activism trends in the information professions. *Credit: 3 semester hours.*

901 Special Research & Projects I

902 Special Research & Projects II

The formal presentation of a research paper or project (survey, history, bibliographic essay, etc.) resulting from investigation of a problem under the direction of a member of the faculty. *Credit: 3 semester hours.*

925 Maintaining Matriculation

Master's students who are not registered for other courses must register for 925 until degree requirements are completed and the degree is granted. *Fall-Spring only. No credit. Fee: \$100*

300 Field Experience

Prerequisites: All required courses and preferably all courses in the concentration. Fieldwork involving observation of professional activities in a library, information center, or archive setting. Resulting in a project that addresses an issue in the field. *Credit: 1 semester hour.*

302 Genealogical Sources & Services

Prerequisite: 205. Sources and services to assist patrons with genealogical research. Research methodology, conducting the reference interview, and the use and evaluation of print and electronic resources. *Credit: 1 semester hour. 3 semester hours.*

303 Dublin Core Metadata

Prerequisite: LIS 203. Goals, major concepts, and elements relating to the application of Dublin Core Metadata for information organization. Schemes, encoding standards, functions, syntax, content, and structure. *Credit: 1 semester hour.*

304 Librarian as Teacher

Prerequisite: LIS 205. The role of the librarian as teacher; knowledge and skills necessary for instruction and training in library and information settings. Issues and strategies for effective instruction. *Credit: 3 semester hours.*

305 Online Reference Service

Prerequisite: LIS 205. Electronic reference: email and chat services. Special circumstances, policies/practices, copyright concerns, development of online training modules Participation in mock chat and email reference required. *Credit: 1 semester hour.*

308 Book Index Structures: In Print & on the Web

Prerequisite: LIS 204 or 203. Preparation of book indexes, covering indexable matter, structure of index entries, cross references, filing, format, and indexer-publisher relations. Manual and computer-assisted techniques. *Credit: 1 semester hour.*

999C School Library Media Field Experience: Childhood

Individual and group supervised observation and participation in approved school settings providing interaction with students, parents, teachers and other school personnel under the guidance of certified school media specialists. *Credit: 3 semester hours.*

For a complete listing of approved courses, please contact the Dean's office.

Department of Psychology (PSY)

The Department of Psychology offers a Doctor of Philosophy (Ph.D.) program in Clinical Psychology, a Master of Arts (M.A.) program in General-Experimental Psychology and Master of Science (M.S.) and Doctor of Psychology (Psy.D.) programs in School Psychology. The Ph.D. program in Clinical Psychology is fully accredited by the American Psychological Association, Office of Program Consultation and Accreditation, 750 First Street, NE Washington, DC 20002-4242 (Tel: 202-336-5979). The Ph.D. program in Clinical Psychology offers two tracks of study: a general course of study in clinical psychology (General track) and a subspecialty track which offers advanced training in clinical child psychology (Clinical Child track). The M.S. and Psy.D. programs in School Psychology also offer two tracks of study: a general course of study in School Psychology (General track) and a subspecialty track in bilingual school psychology (Bilingual track).

General Admission Requirements

Admissions to the Ph.D., Psy.D. and M.S. programs are for the Fall semester only. Applications for Fall admissions must be completed as follows:

Ph.D., January 15

Psy.D., January 15

M.S., May 1

Applications to the M.A. program are accepted throughout the year. Admissions to the M.A. program are for the fall and spring semesters. Students admitted in the Spring semester are limited to six credits for that semester because most subject areas are covered in one-year course sequences.

Applicants for all degree programs must:

1. Possess a baccalaureate degree.
2. Satisfy the department that his or her undergraduate preparation indicates a high potential for successful advanced study in psychology.
3. Submit transcripts of undergraduate and any prior graduate work.
4. Have completed a minimum of 24 undergraduate credits in psychology, including courses in Introductory Psychology, Statistics and a laboratory course.
5. Submit three to five letters of recommendation, one of which must be from an individual who will address the matter of the applicant's research potential.
6. Submit two papers from psychology courses: one a laboratory paper and one a term paper.

7. Provide a clearly written statement of educational and professional goals.

Applicants for the Ph.D., Psy.D., and M.S. programs must submit acceptable scores from the Graduate Record Examinations (Verbal and Quantitative). Applicants who did not either major in psychology or complete a graduate degree in psychology must also submit acceptable scores on the subject (Psychology) section of the Graduate Record Examination. In addition, one or more interviews by the departmental admissions committee may be requested of applicants to the Ph.D., Psy.D., and M.S. programs.

Those students currently matriculated for a master's degree at St. John's University who are interested in the University's doctoral programs must follow the procedure outlined for new applicants. Students accepted for admission to a doctoral program with any course deficiencies must remove these deficiencies prior to matriculation. Students accepted for admission to a master's program with any course deficiencies should attempt to make up these deficiencies prior to starting the program; however, it is possible to make up certain deficiencies within the first year of graduate work. Deficiencies may be completed during the summer preceding matriculation by enrolling in appropriate undergraduate or 100-level courses. Credit toward the degree will not be awarded for any courses used to remove deficiencies.

The Ph.D. program in Clinical Psychology requires that students maintain full-time status for the duration of the program. Although full-time status is preferred for all other programs, the Psy.D., M.S. and M.A. program may be undertaken on a part-time basis with a *minimum* of six credits per semester.

Programs of Study

Clinical Psychology Doctoral Program

General Program Requirements

The Doctoral Program in Clinical Psychology requires four years of full-time coursework and practicum experience in addition to successful completion of a comprehensive examination, clinical internship, Master's thesis and dissertation (PSY 950, Doctoral Research). Students are evaluated after completing each level to determine their eligibility to progress to the next level.

The program is designed to provide a logical progression of coursework. The first two levels are directed at imparting the basic principles and skills in assessment, statistics, foundations, psychotherapy and research methodology. The student is expected to submit a dissertation proposal for approval during Year 3; mentor approval of the proposal is required prior to submission of internship applications.

The student's progress toward completion of the dissertation requirement will be evaluated each semester; failure to make satisfactory progress may result in termination from the program.

Students begin their clinical practicum training during Years 1-2 at our training clinic, the St. John's University Center for Psychological Services. During Years 3 and 4 there is further development of various clinical skills through concentrated work in clinical externship settings and related coursework and continuation of clinic practicum work at our training clinic. The Comprehensive Examination must be taken in the Summer preceding Year 4. Students will be afforded two opportunities to pass the examination and successful completion of the exam is required for continuation in the program. Upon passing the exam, the student must register for Doctoral Research (PSY 950, 3 credits.) in the spring of Year 4 and each semester thereafter.

The fifth year of the program is normally devoted to a full-time clinical internship which has been approved by the department. During the internship year, the student must register for PSY 903 and PSY 904 (which carry no academic credit) and PSY 950 (1 credit). There is a charge of \$100 per semester for PSY 903 and PSY 904. Instead of embarking on an internship during the fifth year, students may elect to work toward completing their dissertation research and defer their internships for a year. Clinical child track students must complete an approved internship that has a substantial concentration in clinical work with children, adolescents or families.

Students elect, at the point of application to the program, one of two tracks of study within the Clinical Psychology program in which they can pursue more concentrated training opportunities: (1) the general track; or (2) the clinical child track.

The Master of Arts (M.A.) degree in Clinical Psychology will be awarded upon successful completion of the Master's thesis, as well as successful completion of all course work required during the first two years of the program of study, and meeting all established deadlines set by the Graduate Division of St. John's College. Students meeting these requirements must apply to the Graduate Division of St. John's College for information regarding the conferral of the M.A. degree.

Program Requirements

Courses are divided into five areas of specialization:

- Foundations
- Research and Methodology
- Personality, Social Behavior and Abnormal Behavior
- Assessment
- Psychotherapy

These areas are progressively developed over the five levels of the program. The following is a breakdown, by area of specialization, of the required courses in the program.

a) Foundations: These offerings are designed to transmit a basic fund of knowledge relating to the history and science of the discipline.

- 617 Cognitive and Affective Bases of Behavior
- 648 Physiological Psychology
- 650 History and Systems of Psychology

b) Research and Methodology: These courses provide instruction in research and methodology with the aim of understanding basic research, designing investigation procedures and applying research to help solve personal and social problems.

- 608 Foundations of Data Analysis
- 609 Research Methods in Clinical Psychology
- 614 Multiple Regression/Correlation
- 619 Advanced Techniques for the Analysis of Behavioral Data
- 659 Psychological Measurement and Scaling
- 908 Master's Research
- 950 Doctoral Research

c) Personality, Social Behavior and Abnormal Behavior

- 624 Advanced Developmental Psychology
- 627 Cultural Diversity in Psychological Services
- 722 Social Basis of Behavior
- 726 Psychopathology Across the Lifespan I
- 727 Psychopathology Across the Lifespan II

d) Assessment: Evaluation of people using the skills of observation, interviewing and psychological testing; the theory, development, reliability, validity, appropriate usage, administration, scoring, interpretation and reporting of the results of the assessment techniques.

- 635 Objective Personality Tests, or
- 835 Neuropsychological Assessment
- 660 Assessment I: Intelligence Testing
- 663 Assessment II: Personality Assessment
- 668 Assessment Laboratory I
- 670 Assessment Laboratory II

e) Psychotherapy: Theory, research, techniques and supervised experience in various psychotherapeutic methods.

- 631 Psychoanalytic Psychotherapy I
- 658 Professional and Ethical Issues
- 741 Assessment and Intervention Practicum I, III
- 742 Assessment and Intervention Practicum II, IV
- 750 Behavior Therapy
- 760 Marital and Family Therapy (Clinical Child Track)
- 698 Clinic Practicum I
- 699 Clinic Practicum II
- 701 Clinic Practicum III
- 702 Clinic Practicum IV
- 705 Clinic Practicum V
- 706 Clinic Practicum VI

Clinical Psychology Tracks

General Track

Year I

Fall

617 Cognitive and Affective Bases of Behavior
608 Statistical Design in Research
660 Assessment I: Intelligence Testing
698 Clinic Practicum I
726 Psychopathology Across the Lifespan I 727
Psychopathology Across the Lifespan II

Spring

614 Multiple Regression/Correlation
726 Psychopathology Across the Lifespan I
663 Assessment II: Personality Assessment
699 Clinic Practicum II
750 Behavior Therapy

Summer

Elective *

Year 2

Fall

609 Research Methods in Clinical Psychology
624 Advanced Developmental Psychology
631 Psychoanalytic Psychotherapy I
668 Assessment Laboratory I
701 Clinic Practicum III

Spring

619 Advanced Techniques for the Analysis of
Behavioral Data
659 Psychological Measurement and Scaling
670 Assessment Laboratory II
702 Clinical Practicum IV
908 Master's Research

Summer

705 Clinic Practicum V

Year 3

Fall

648 Physiological Psychology
658 Professional and Ethical Issues
741 Assessment and Intervention Practicum I

Spring

627 Cultural Diversity in Psychological Services
742 Assessment and Intervention Practicum II
Elective*

Summer

706 Clinic Practicum VI

Year 4

Fall

741 Assessment and Intervention Practicum III
722 Social Basis of Behavior
Elective*

Spring

650 History and Systems of Psychology
742 Assessment and Intervention Practicum IV
950 Doctoral Research
Elective*

The Comprehensive Examination is scheduled in the summer following the third year of study.

Year 5

Fall

903 Clinical Psychology Internship I
950 Doctoral Research

Spring

904 Clinical Psychology Internship II
950 Doctoral Research

N.B. At least one day a week must be spent in practicum work in a clinical facility in Year 4. A student enters Year 5 of the program after completion of all coursework and successful completion of the comprehensive examination. While PSY 903 and PSY 904 are taken for one year of internship only, the student remains in Year 5 and must continue to register for PSY 950 on a continuing basis until successful completion of the dissertation requirements.

**Total number of elective courses = 3. (With the approval of the Clinical Director, some electives may be taken outside the department. At least one elective must be taken during any summer session before the fourth year of study. Students must take either Objective Personality Tests (635) or Neuropsychological Assessment (835) as one of their electives.*

Clinical Child Track

Year I

Fall

617 Cognitive and Affective Bases of Behavior
608 Foundations of Data Analysis
660 Assessment I: Intelligence Testing
698 Clinic Practicum I
726 Psychopathology Across the Lifespan I

Spring

614 Multiple Regression/Correlation
727 Psychopathology Across the Lifespan II
663 Assessment II: Personality Assessment
699 Clinic Practicum II
750 Behavior Therapy

Summer

Elective*

Year 2

Fall

609 Research Methods in Clinical Psychology
624 Advanced Developmental Psychology
631 Psychoanalytic Psychotherapy I
668 Assessment Laboratory I
701 Clinic Practicum III

Spring

619 Advanced Techniques for the Analysis of
Behavioral Data
659 Psychological Measurement and Scaling
670 Assessment Laboratory II
702 Clinical Practicum IV
760 Master's Research

Summer

705 Clinic Practicum V

Year 3

Fall

648 Physiological Psychology
658 Professional and Ethical Issues
741 Assessment and Intervention Practicum I

Spring

627 Cultural Diversity in Psychological Services
742 Assessment and Intervention Practicum II

960 Marital and Family Therapy

Summer

706 Clinical Practicum VI

N.B. Two days per week must be spent in practicum work in a clinical facility in Year 3. At least one day a week must be spent in practicum work in a clinical facility in Year 4. A student enters Year 5 of the program after completion of all coursework and successful completion of the comprehensive examination. While PSY 903 and PSY 904 are taken for one year of internship only, the student remains in Year 5 and must continue to register for PSY 950 on a continuing basis until successful completion of the dissertation requirements.

Year 4

Fall

741 Assessment and Intervention Practicum III
722 Social Basis of Behavior
Elective*

Spring

650 History and Systems of Psychology
742 Assessment and Intervention Practicum IV
950 Doctoral Research
Elective*

Note: At least one day a week must be spent in practicum work in a clinical facility in Year 4. The Comprehensive Examination is scheduled in the summer following the third year of study.

Year 5

Fall

903 Clinical Psychology Internship I
950 Doctoral Research

Spring

904 Clinical Psychology Internship II
950 Doctoral Research

**Total number of electives = 2. With the approval of the Clinical Director, some electives may be taken outside the department. At least one elective must be taken during any summer session before the fourth year of study. Students must take either Objective Personality Tests (635) or Neuropsychological Assessment (835) as one of their electives.*

School Psychology Doctoral Program

Admission Requirements

The Doctoral Program in School Psychology requires four years of full-time coursework and practicum experiences, the successful completion of Professional Competency Comprehension exam, a full-time, one year School Psychology internship, and a dissertation Project for 105 credits.

The program is designed to provide a logical progression of coursework over years one to four. Students are expected to submit a dissertation proposal during year four. In the fifth year of the program, students complete their full-time internship and continue to enroll in PSY 950, the dissertation course. If their dissertation is not completed, students must remain enrolled in PSY 950 until the dissertation is completed, however only three credits count towards the 105 credits regardless of

how many semesters they enroll in PSY 950. In addition to the general admission requirements for the department's doctoral programs, the faculty seek applicants to the Psy.D. program who possess (a) excellent interpersonal skills and the ability to get along with others; (b) excellent ability to handle scientific and professional disagreements in a respectful manner; (c) interest in providing psychological services to children, adolescents and their families; (d) intellectual curiosity and a commitment to lifelong learning; and (e) a commitment to building psychological practice on empirically verified scientific principles.

The School Psychology Doctoral Program has two tracks: the General track and the Bilingual track. The Bilingual track trains psychologists who are fluent in a language in addition to English to deliver psychological services to children of linguistically and culturally diverse groups.

Students may be admitted with a master's in school psychology and either permanent or provisional New York State certification in school psychology for advanced standing. These students will be required to take a minimum of 50 credits. If the student's masters degree did not include courses that are required for licensure as a psychologist in New York State, the student must substitute these courses for his or her electives.

In addition, their elective courses may be used to take courses that the program Director deems were deficient or absent in their School certification education. They must take courses that exist in our program if they did not have equivalent courses in their masters/certification program. Courses required for licensure include: Social (PSY 722); Learning (PSY 616) or Cognition (PSY 617); Physiological (PSY 648) or Biological bases; Scaling and Measurement (PSY 659); and Research Methods (PSY 615).

For further information about the Advanced Standing program and course sequence, please contact the program Director. Advanced standing students must have completed 48 credits prior to externship (PSY 905/906), as per New York State Regulations.

Program Requirements and Tracks

*General (Monolingual) Track

Year I

Fall

- 608 Foundations of Data Analysis
- 661 Psychoeducational Assessment I
- 665 Introduction to School Psychology
- 617 Cognitive and Affective Bases of Behavior:
- 695 Research Colloquium

Spring

- 614 Multiple Regression/Correlation
- 662 Psychoeducational Assessment II
- 666 Interviewing and Case Formulation
- 671 Child and Adolescent Personality Assessment
- 695 Research Colloquium

Year 2

Fall

- 722 Social Basis of Behavior
- 715 Assessment, Diagnosis, and Remediation of Learning Disabilities
- 749 Behavior Therapy: Assessment, Treatment, and Consultation
- 726 Psychopathology Across the Lifespan I or
- 727 Psychopathology Across the Lifespan II
- 762 Psychological Assessment Practicum I*
- 695 Research Colloquium

Spring

- 648 Physiological Psychology
- 659 Psychological Measurement & Scaling
- 716 Psychoeducational Consultation Psychopathology Across the Lifespan I or
- 727 Psychopathology Across the Lifespan II
- 762 Psychological Assessment Practicum II*
- 695 Research Colloquium

Summer

- 763 School Psychology Intervention Practicum I

Year 3

Fall

- 615 Research Methods in School Psychology
- 752 School Psychology Internship Seminar I: Professional Issues***
- 624 Advanced Developmental Psychology
- 764 School Psychology Intervention Practicum II**
- 695 Research Colloquium

Spring

- Elective
 - 627 Cultural Diversity in Psychological Services
 - 753 School Psychology Internship Seminar II: Psychological Interventions***
 - 765 School Psychology Intervention Practicum III**
 - 695 Research Colloquium
- The comprehensive examination is taken during this semester.

N.B. Students will receive the Master of Science degree in School Psychology at the end of Year 3 if they pass the comprehensive exam. Students must pass this examination to proceed to Year 4.

Year 4

Fall

- 650 History and Systems
- 754 School Psychology Internship Seminar III: Psychological Interventions and Field Placement****
- Elective
- Elective
- 695 Research Colloquium

Spring

- 755 School Psychology Internship Seminar IV: Professional Development and Field Placement****
- Elective
- Elective
- 695 Research Colloquium
- 950 Doctoral Dissertation

Year 5

Fall

- 905 Internship I
- 950 Doctoral Dissertation
- 695 Research Colloquium

Spring

- 906 Internship II
- 950 Doctoral Research
- 695 Research Colloquium

**Students will work in the Center for Psychological Services and other University approved sites for this practicum.*

***Students will work in the Center for Psychological Services and other University approved sites for this practicum.*

****Students will be required to spend three days per week in a school setting working under a certified school psychologist who is also a licensed psychologist.*

*****Students will be expected to spend three days per week in a school, facility or clinic providing services primarily to exceptional children working under a certified school psychologist who is also a licensed psychologist.*

*Bilingual Track

Year I

Fall

- 608 Statistical Design in Research
- 661 Psychoeducational Assessment I
- 665 Introduction to School Psychology
- 617 Cognitive and Affective Bases of Behavior
- 695 Research Colloquium

Spring

- 614 Multiple Regression/Correlation
- 662B Psychoeducational Assessment of Culturally and Linguistically Diverse Children
- 666 Interviewing and Case Formulation
- 671 Child and Adolescent Personality Assessment
- 695 Research Colloquium

Year 2

Fall

- 715 Assessment, Diagnosis, and Remediation of Learning Disabilities
- 749 Behavior Therapy: Assessment, Treatment, and Consultation
- 726 Psychopathology Across the Lifespan I or
- 727 Psychopathology Across the Lifespan II
- 729 Psycholinguistics and the Practice of School Psychology with Culturally and Linguistically Diverse Populations
- 761B Psychological Assessment Practicum I-Bilingual**
- 695 Research Colloquium

Spring

- 716 Psychoeducational Consultation Either Psychopathology Across the Lifespan I or
- 727 Psychopathology Across the Lifespan II
- 762B Psychological Assessment Practicum II-Bilingual**
- 695 Research Colloquium

Summer

763 School Psychology Intervention
Practicum I**

***Students will work in the Center for Psychological Services and other University approved sites for this practicum.*

Year 3

Fall

615 Research Methods in School Psychology
752B Bilingual School Psychology Internship
Seminar I: Professional Issues
Bilingual***
624 Advanced Developmental Psychology
764 School Psychology Intervention
Practicum II**
695 Research Colloquium

Spring

627 Cultural Diversity in Psychological Services
753 School Psychology Internship Seminar II:
Psychological Interventions***
765 School Psychology Intervention
Practicum III**
Elective
695 Research Colloquium

Elective

695 Research Colloquium
The comprehensive examination is taken during this semester.

***Students will work in the Center for Psychological Services and other University approved sites for this practicum.*

****Students will be expected to spend three days per week in a school setting working under a certified school psychologist who is also a licensed psychologist.*

N.B. Students will receive the Master of Science degree in School Psychology at the end of Year 3 if they pass the comprehensive exam. Students must pass this examination to proceed to Level IV.

Year 4

Fall

722 Social Basis of Behavior
754 School Psychology Internship Seminar
III: Psychological Interventions and Field
Placement****
Elective
695 Research Colloquium

Spring

650 History and Systems
755 School Psychology Seminar IV:
Professional Issues and Field
Placement****
Elective
950 Doctoral Research (3 credit)
695 Research Colloquium

***Students will work in the Center for Psychological Services and other University approved sites for this practicum.*

*****Students will be expected to spend three days per week in a school, facility or clinic providing services primarily to exceptional children working under a certified school psychologist who is also a licensed psychologist.*

Year 5

Fall

905 Internship I
950 Doctoral Research (1 credit)
695 Research Colloquium

Spring

906 Internship II
950 Doctoral Research (1 credit)
695 Research Colloquium

Electives

Students can take up to three electives outside of the psychology department with the program director's approval. A list of courses outside of the psychology department that have been approved as electives are listed on the program's Web page.

Elective Concentrations

Students can use three of their electives to develop a concentration in an area of study. These elective concentrations will appear as such on students' transcripts.

A) Psychological Interventions – Students who choose this concentration should select three courses from the following:

PSY 631 Psychoanalytic Psychotherapy I
PSY 632 Psychoanalytic Psychotherapy II
PSY 717 Instructional Assessment and Academic Interventions
PSY 751 Interventions with Developmental Disabilities
PSY 760 Marital and Family Therapy
PSY 843 Child and Adolescent Psychotherapy
PSY 845 Group Therapy
PSY 850 Cognitive Psychotherapies

B) Juvenile Delinquency – Students who choose this concentration should select three courses from the following:

SOC 117 Family Violence
SOC 119 Juvenile Delinquency
SOC 131 Sociology of Youth
SOC 147 Personality, Culture and Society
SOC 227 Criminology

C) Child Language Disorders – Students who choose this concentration should select three courses from the following:

CSD 203 Models of Language Acquisition
CSD 318 Developmental Language Disorders
CSD 320 Language-Based Learning Disabilities
CSD 321 Communication Assessment and Intervention of Infants and Toddlers

D) Educational Administration and Law – Students who choose this concentration should select three courses from the following:

EDU 5415 Introduction to Educational Administration
EDU 5418 Administrative Theory
EDU 5420 Politics of Education
EDU 5471 Leadership in Instructional Supervision
EDU 5571 Administrative Leadership
EDU 5651 School Community Relations in Education

EDU 5741 Economics and Financing of Education
EDU 5791 Legal Aspects in Management and Administration of Schools
EDU 5795 Student and Teacher Rights in Administration of Schools
EDU 5810 Administrative Principles and Practices in the Implementation of P.L. 94–142
EDU 5811 Administration and Supervision of Special Education Services
EDU 7273 Individualization: Prescribing for Student Learning Styles

E) Reading – Students who choose this concentration should select three courses from the following:

EDU 3230 Diagnosis and Remediation of Reading and Language Disabilities
EDU 3240 Methods of Teaching the Language Different
EDU 3264 Using Literature to Teach Reading and Writing
EDU 3270 Strategies for Teaching Reading in Content Areas for Grades 3–12
EDU 3274 Reading Strategies for the Gifted Learner
EDU 3278 Teaching Literacy Strategies to Students with Special Needs
EDU 3280 Technology Applications in Reading and Writing

F) Organizational Behavior – Students who choose this concentration should select three courses from the following:

MGT 223 Human Resource Management
MGT 232 Innovations in Organizational Behavior
MGT 280 Organizational Development: Managing for Change
MGT 285 Managing and Staffing Virtual Organizations
MGT 290 E-Commerce Impacts on Organizations
MGT 295 Seminar in Human Factors in MIS Development, Diffusion and Use

G) Psychological Research – Students who choose this concentration will take the second research methods course in the clinical program (PSY 613). They will also register for PSY 862 for two semesters. This will yield nine credits. For the two semesters of PSY 862 the student will be required to write up a contract with a sponsoring faculty member specifying the activities which will be performed in each of the independent study courses. A paper, suitable for submission to an academic journal, must result from students who take this research concentration. The research topic investigated in this concentration must be sufficiently different from the student's dissertation topic. Students can enroll in this concentration only with the approval of the program director.

H) School Neuropsychology. School Neuropsychology "requires the integration of

neuropsychological and educational principles to the assessment and intervention processes with infants, children, and adolescents to facilitate learning and behavior within the school and family systems. School neuropsychologists also play an important role in the curriculum development, classroom design, and the integration of differential instruction that is based on brain-behavior principles in order to provide an optimal learning environment for every child" (Miller, DeFina, & Lang, 2004).

Students, with satisfactory academic standing, may enroll in this concentration only with approval of the program director. The successful completion of these courses will help prepare students to meet the requirements set by the American Board of School Neuropsychology (ABSNP) to achieve Diplomate status in School Neuropsychology.

The Diplomate in School Neuropsychology credential is awarded to applicants that demonstrate competency in school neuropsychology. The ABSNP, LLC was created to recognize the competency of school neuropsychologists. The ABSNP, LLC requires documentation of one's professional skills and training, passage of a written objective examination, and an oral defense of a written case study. The ABSNP, LLC provides validation of a school neuropsychologist's professional skills and helps promote those skills to your peers and to the public. Current Diplomates in School Neuropsychology have maintained their professional skills through documented annual continuing education requirements (Retrieved from: www.absnp.com).

Students who are permitted to enroll in this concentration will be required to take the specific courses listed below.

PSY 840 School Neuropsychological Assessment I

PSY 841 School Neuropsychological Assessment II

PSY 846 Practicum in School Neuropsychological Assessment I

PSY 847 Practicum in School Neuropsychological Assessment II

I) Neuropsychology – Neuropsychology is the study of brain-behavior relationships. Students interested in this concentration should discuss with a faculty member the requirements for diplomate certification from the American Board of Professional Psychology (ABPP) in neuropsychology. Student can enroll in this concentration only with the approval of the Program Director. Students who choose this concentration must take the specific courses listed and have less choice than other concentrations. These courses help students meet the academic requirements set by the American Board of Professional Psychology for the Diplomate in Clinical Neuropsychology.

PHS 239 Functional Neuroanatomy and Neuropathology (Department of Pharmaceutical Sciences; This course

has prerequisites of undergraduate courses in anatomy and physiology.)

CSD 329 Neuroanatomy and Neuropathology of the Speech System

PSY 835 Neuropsychological Assessment

PSY 840 School/Child Neuropsychology: Principles and Assessment

PSY 861 Psychopharmacology or CPP 216 Psychotherapeutics (Department of Clinical Pharmacy Practice)

J) Family Studies

PSY 760 Marital and Family Therapy

SOC 121 Sociology of the Family

SOC 117 Family Violence

K) Bilingual/Multicultural Education

EDU 9003 Teaching English to Speakers of Other Languages: Reading and Language Arts

EDU 9005 Teaching English to Speakers of Other Languages: Theory and Practice

EDU 9007 Teaching Strategies in the Bilingual Classroom: Reading and Language Arts

L) Management and Organizational Development

– Students who choose this concentration should select three courses from the following:

MGT 223 Human Resource Management

MGT 232 Innovations in Organizational Behavior

MGT 280 Organizational Development: Managing for Change

MGT 285 Managing and Staffing Virtual Organizations

MGT 290 E-Commerce Impacts on Organizations

MGT 295 Seminar in Human Factors in MIS Development, Diffusion and Use

Cultural Diversity in the Curriculum

The University maintains the goal of serving all of the people of the New York metropolitan area. Consistent with this goal, the psychology faculty developed a doctoral program that will train School Psychologists to work with the culturally diverse populations that reflect the changing demographics in this region and most other major urban areas. To infuse a multicultural perspective into the curriculum, we created new courses, some of which are required and some of which can be chosen as electives. First, we created a specific course, PSY 627 – Cultural Diversity in Psychological Services, which is required by all students in the bilingual and monolingual tracks. Second, we created alternative courses that emphasize a multicultural/ bilingual perspective. Third, we have infused a multicultural perspective into the syllabi of many courses. A fourth arena that reflects the infusion of cultural diversity into the program is the practica. Students

must complete their practica in the Center for Psychological Services, which serves many minority children. The Center for Psychological Services serves a local population from Queens and Nassau Counties which include people of all racial, ethnic and economic backgrounds. Internship placements also provide an opportunity to infuse a multicultural perspective. Some of our students are placed in the New York City Board of Education schools.

Professional Practice Competency Examination

Students prepare a professional practice case study for this examination. The case study can be (1) an assessment case; (2) a consultation case with teachers, parents or administrators concerning a classroom, a school-wide or a district-wide consultation; (3) an individual counseling, a group counseling or a crisis intervention case; or (4) the development of a psycho-educational intervention program, a token economy, a crisis intervention program, an on-going support group, an in-service training program for school staff, or a special education or alternative education program.

Doctoral Dissertation Project

The Psy.D. program is not designed to train researchers. The goal of this program is to train psychologists who can deliver psychological services and review research to help guide their professional practice. The preamble to the 1989 New York State Doctoral Project indicates that a Psy.D. program "includes training in research, but the research emphasis is on the evaluation of professional techniques and service outcomes and other applied activities." The doctoral dissertation in a Psy.D. program should reflect these goals. A wide range of acceptable standards for dissertations in Psy.D. programs appears across the nation. Some programs require only a literature review, others have a dissertation that is indistinguishable from a Ph.D. All Psy.D. programs in New York State require some data collection as part of the doctoral dissertation.

Dissertation Options

- Empirical Research (development of a measure, correlational design, treatment outcome)
- Ethnographic Research
- Clinical Case Study
- Program Evaluation
- Test Review
- ALL MUST HAVE: Implications for the practice of school psychology.

Empirical Research Dissertations

- Introduction: Should include a theoretical rationale for the study, a review of the literature and a critique of the existing literature relevant to the topic. The hypotheses, which flow logically from this critique, complete the introduction.

- Implications for the practice of school psychology.
- Method: Should thoroughly outline the methodology of the study and discuss relevant methodological issues (e.g., subjects and sample size, the reliability and validity of the measures/materials being used and the procedures employed). The methods section should be detailed enough to allow a person to duplicate your methods.
- Results: This is generally the briefest chapter of the school dissertation. It should describe the statistical analyses performed, as well as the relevance of these analyses. This section should be succinct and include no more than four to five statistical tables and/or figures. Detailed commentaries on the results should be left for the discussion section.
- Discussion: As a general rule, the discussion includes at least (a) a presentation of the findings, (b) implications of the results for the theoretical issues raised in the introduction, (c) statistical, methodological and/or theoretical explanations for any unexpected findings, (d) an analysis of the methodological weaknesses of the study and how they should be addressed by future research and (e) suggestion for future research.
- References: The reference section is done in APA style, except that the title Reference at the top of the page is treated as a chapter heading.

Ethnographic Research Dissertations

- A type of research that involves studying different groups of people or cultures and investigates social organization, group interactions and behaviors.
- Typically, this type of study involves learning about small groups of people in their own environment through naturalistic observation over a long period of time.
- The study is descriptive in nature and the researcher is required to interpret events and their significance.
- An advantage to this type of study is that the research question is not easily identified by participants. A clear objective is necessary for the researcher to effectively observe and interpret the environment and social organization. Other research techniques include focus groups and interviews.

Clinical Case Study Dissertations

Case presentation of how interesting and challenging cases were assessed and conceptualized and how treatment followed such conceptualization. A highly practical format should allow other school psychologists to replicate in their own practices.

Sections should include

- Theoretical and research basis for treatment
- Case study summary
- Presenting Problem (academic or behavioral)
- History
- Assessment (what tools you used; why?)
- Case Assessment (conceptualization of data)

- Course of treatment and assessment of progress
- Complicating factors
- Follow-up
- Treatment implications of the case
- Recommendations to school psychologists/clinicians
- References

Program Evaluation Dissertations

- Seeks to evaluate effectiveness or viability of existing programs or policies.
- Ultimately want to know whether the program/policy is working as intended and meeting stated goals and objective.
- Data can be from a variety of sources, but should be “outcome-based” in order to gauge success or failure of program.
- Data may be survey, numerical or archival and may include pre- and postdata as appropriate.
- Format of dissertation includes introduction, description and purpose of program/policy, goals and objectives of program/policy, rationale for evaluation of program, description of methods used to evaluate, description of results and findings, conclusions and recommendations.
- Overall, the dissertation should determine relative success or failure of the program/policy and provide specific recommendations for improvement or alternatives.

Test Review Dissertation

- Following the joint standards for test development as well as other existing and widely accepted criteria for evaluating tests, critically review a new or recently revised instrument.
- Joint standards focus on forms of validity evidence that are expected to be provided in all test manuals. Quality of the evidence provided in the manual must be discussed.
- Other criteria focus on psychometric characteristics, such as reliability, floors/ceilings, item gradients, standardization characteristics and so forth.
- Literature review: overview of the test, its history, how it is used; summary of the literature available on the instrument; review the joint standards and present criteria that will be used to evaluate the instrument.
- Discussion: would you recommend the test be used for its intended purpose? Why? Why not?

School Psychology (M.S.)

Completion of the 66-credit M.S. in School Psychology allows the student to qualify for a provisional New York State Certificate which authorizes practice as a school psychologist. This certificate is valid for five years from the date of issuance; with the accumulation of two years of experience as a school psychologist, a permanent certificate is issued in the field of pupil personnel services.

Although the M.S. has been designated to train the student for professional practice,

it is academically oriented as well and provides sound preparation for further graduate work.

Advanced standing may be awarded to those applicants who have already earned a master's degree or its equivalent in psychology from St. John's University or another accredited institution.

Students who are bilingual may choose to enroll in the Bilingual Track. Applicants must demonstrate fluency in a language by passing the New York State Language Proficiency Examination. Foreign-educated or ESL students must also take the English Proficiency exam. This program leads to certification as a Bilingual School Psychologist. The coursework, practicum and internship training in this track prepare students to deliver school psychological services to bilingual children.

Program Requirements

The program requires the satisfactory completion of 66 credits and a comprehensive examination which is offered in the spring semester of the third year. The student must maintain a “B” average and is given two opportunities to pass the comprehensive examination. Students must also achieve a grade of at least “B” in PSY 661,662; PSY 761 or 761B, 762 or 762B, 752 or 752B and 753.

Program Tracks

General Track

Year 1

Fall

- 603 Statistical Design in Research
- 661 Psychoeducational Assessment I
- 665 Introduction to School Psychology
- 666 Interviewing and Case Formulation
- 695 Research Colloquium

Spring

- 620 Cognitive Psychology of Academic Learning
- 648 Physiological Psychology
- 662 Psychoeducational Assessment I
- 671 Child and Adolescent Personality Assessment
- 695 Research Colloquium

Year 2

Fall

- 627 Cultural Diversity
- 659 Psychological Measurement and Scaling
- 716 Psychoeducational Consultation,
- 726 Psychopathology Across the Lifespan I, or
- 727 Psychopathology Across the Lifespan II
- 761 Psychoeducational Assessment Practicum I*
- 695 Research Colloquium

Spring

- 623 Developmental Psychology
- 715 Assessment, Diagnosis, and Remediation of Learning Disabilities
- 749 Behavior Therapy: Assessment, Treatment, and Consultation

- 726 Psychopathology Across the Lifespan I,
or
727 Psychopathology Across the Lifespan II
762 Psychological Assessment Practicum II*
695 Research Colloquium

Year 3**Fall**

- 615 Research Methods in School Psychology
752 School Psychology Internship Seminar
I: Professional Issues**
695 Research Colloquium

Spring

- 753 School Psychology Internship Seminar II:
Psychological Interventions**
Elective
695 Research Colloquium

N.B. Master's Comprehensive Examination must be taken in the spring of Level III.

*Students will work in the Center for Psychological Services and other University approved sites for this practicum.

**In order to satisfy the internship requirements (PSY 752, 753), five full days per week, per semester, must be spent in a school setting or an agency serving children or adolescents under the supervision of a certified school psychologist.

Bilingual Track**Year 1****Fall**

- 603 Statistical Design in Research
661 Psychoeducational Assessment I
665 Introduction to School Psychology
666 Interviewing and Core Formation
695 Research Colloquium

Spring

- 620 Cognitive Psychology of Academic Learning
648 Physiological Psychology
662B Psychoeducational Assessment of
Culturally and Linguistically
Diverse Children
671 Personality Assessment in Children and
Adolescents
695 Research Colloquium

Year 2**Fall**

- 659 Psychological Measurement and Scaling
715 Assessment, Diagnosis, and Remediation
of Learning Disabilities
716 Psychoeducational Consultation
726 Psychopathology Across the Lifespan I,
OR
727 Psychopathology Across the Lifespan II
729 Psycholinguistics and the Practice of
School Psychology with Culturally and
Linguistically Diverse Populations
761B Psychoeducational Assessment Practicum
I-Bilingual*
695 Research Colloquium

Spring

- 623 Developmental Psychology

- 715 Assessment, Diagnosis, and Remediation
of Learning Disabilities
749 Behavior Therapy: Assessment,
Treatment, and Consultation
726 Psychopathology Across the Lifespan I,
OR
727 Psychopathology Across the Lifespan II
762B Psychological Assessment Practicum
II-Bilingual*
695 Research Colloquium

Year 3**Fall**

- 615 Research Methods in School Psychology
752B Bilingual School Psychology Internship
Seminar I-Professional Issues Bilingual**
695 Research Colloquium

Spring

- 627 Cultural Diversity in Psychological Services
753 School Psychology Internship Seminar
II: Psychological Interventions**
695 Research Colloquium

N.B. Master's Comprehensive Examination must be taken in the spring of Year 3

*Students will work in the Center for Psychological Services and other University approved sites for this practicum.

**In order to satisfy the internship requirements (PSY 752, 753), five full days per week, per semester, must be spent in a school setting or an agency serving children or adolescents under the supervision of a certified school psychologist.

General-Experimental Psychology (M.A.)

The Master of Arts degree in General-Experimental Psychology provides the student with a broad background of psychological knowledge and tools as preparation for more advanced work. The course requirements can serve also as a solid foundation for those who want a psychological background as support for other fields of study.

Classes are offered after 4:40 p.m. Part-time attendance is permitted. Students may take courses in the program on a nonmatriculated basis, in accord with the regulations set forth by the Graduate Division. Such students may gain admission into the M.A. program upon the completion of four graduate courses, with a minimum grade of "B" in each course.

Program Requirements

The M.A. program requires the satisfactory completion of 42 credits. Students choosing the THESIS OPTION must complete two semesters of Master's Research (PSY 900) and successfully defend their proposed and completed thesis research before a faculty committee. Students choosing the NON-THESIS OPTION must pass a comprehensive examination which is offered in the spring semester of the second year. Non-thesis students are given two opportunities to pass the comprehensive

examination. All students must maintain a "B" average in the program. The required course sequence is given below.

Program Option**Year 1****Fall**

- 606 Perception I
608 Statistical Design in Research
616 Principles of Learning,
or
617 Cognitive Psychology
+ one elective course

Spring

- 604 Psychology Laboratory
607 Perception II
614 Multivariate Design and Analysis for
Psychological Research
Elective
623 Developmental Psychology I

Year 2**Fall**

- 622 Social Psychology OR 625 Cross-Cultural
Psychology OR 630 Personality Theories
648 Physiological Psychology
659 Psychological Measurement and Scaling
OR 724 Psychopathology, OR 726
Psychology of Childhood Adolescence I

Spring

- Two of the following: 624 Developmental
Psychology II, 696 Independent Research,
861 Psychopharmacology
Elective
*N.B. Student electing to take PSY 861 must also
choose PSY 724 in the Fall of Year 2. With the
approval of the Program Coordinator, the elective
may be taken outside the department.*

Thesis Option*Level I****Fall**

- 606 Perception I
608 Foundations of Data Analysis
616 Principles of Learning, OR 617 Cognitive
Psychology
623 Developmental Psychology I
+ one elective course

Spring

- 604 Psychology Laboratory
607 Perception II
614 Multiple Regression/Correlation
623 Developmental Psychology I

Level II**Fall**

- 648 Physiological Psychology
659 Psychological Measurement and Scaling
OR 724 Psychopathology OR 726
Psychology of Childhood Adolescence I
900 Master's Research

Spring

- Two of the following: 624 Developmental
Psychology II, 696 Independent Research,
861 Psychopharmacology
900 Master's Research

N.B. Students electing to take PSY 861 must also choose PSY 724 or 726 in the fall of Year 2. With the approval of the program coordinator, an elective course may be taken outside the department.

Combined Degrees: B.A./M.A.

The Department offers an intensive, accelerated combined degree program leading to both the B.A. and M.A. degrees in Psychology in five years of full-time study. Qualified undergraduates who have completed their sophomore year with a 3.5 cumulative index and a 3.50 index for 12 credits in Psychology are encouraged to apply. For specific information, students should consult with the Program Director or the Director of the MA in General Experimental Psychology program.

Center for Psychological Services

The St. John's University Center for Psychological Services serves as a primary training site for the Clinical and School Psychology programs in providing comprehensive psychological services to community residents at modest cost. Located conveniently near the St. John's campus, it provides students with opportunities to develop clinical and assessment skills under faculty supervision. The Center provides training in psychoeducational and personality assessment at Level II (PSY 668-670). The Center also provides training in assessment for school psychology students at the master's level (PSY 761-762) and in therapy for advanced Psy. D. students (PSY 763-764). Opportunities for assessment and intervention experiences in local schools are also available via the Center's School Affiliate Program. The research component of the Center includes collection of clinical data, faculty sponsored research projects and doctoral dissertation research.

Departmental Policy

All students are expected to conduct themselves in accordance with the ethical standards established by the American Psychological Association and the New York State Department of Education. In addition, all research with human subjects must be performed in accordance with the policies and procedures promulgated by the Institutional Review Board (IRB) of the University. Research with animals must conform to the guidelines established by the Animal Care Advisory Committee (ACAC) of the University. Failure to comply with these standards may result in a departmental recommendation for dismissal.

Institutional Affiliations

The University has developed formal affiliations with a number of clinical facilities in the New York area for purposes of clinical training and research. The Clinical Psychology program has developed a wide network of participating clinical and research practicum placements for its students including Long Island Jewish/Hillside Medical Center, North Shore University Hospital, Queens Hospital Center, Nassau

County Medical Center, Bronx Children's Psychiatric Center, Bellevue Psychiatric Hospital, Creedmoor Psychiatric Center, North Shore Child Guidance Center, Beth Israel Medical Center, Pederson-Krag Center, NYS Psychiatric Institute and Queens Children's Psychiatric Center, among others (see listing of Affiliate Clinical Professors).

Courses

103 Basic Psychology Laboratory*

Methods and techniques of laboratory research for students without undergraduate laboratory training. *Credit: 3 semester hours.*
(No credit if used to remove deficiency.)

603 Statistical Design in Research

This course provides students who will be primarily consumers of research with a review of basic concepts in statistics and an introduction to the methods used in contemporary research to enable them to evaluate the results and conclusions of scholarly work in psychology. Topics include analysis of variance, correlation, and regression. *Credit: 3 semester hours.*

604 Psychology Laboratory

The student is required to conduct extensive literature searches, collect and analyze data and generate manuscripts. *Credit: 3 semester hours.*

**Also open to qualified undergraduates.*

606 Perception I*

A survey course emphasizing the historical development of various models aimed at understanding visual experience, such as origins of form, distance and depth perception. *Credit: 3 semester hours.*

607 Perception II*

tion of radial direction, induced motion, auto-kinesis, phi, visual imagery, size perception, face recognition, visual and auditory affect recognition, affective aprosodia and speech. *Credit: 3 semester hours.*

608 Foundations of Data Analysis

The basic issues and techniques in modern data management and analysis. Topics include data description, probabilistic inference, effect size, statistical power, and graphics. (Includes a lab) *Credit: 3 semester hours.*

609 Research Methods in Clinical Psychology

Principles and methods of research design as applied to clinical psychology. *Credit: 3 semester hours.*

614 Multiple Regression/Correlation *

Prerequisite PSY 608. The introduction of multiple regression/correlation methods as a general data analytic system based on the general linear model. (Includes a lab). *Credit: 3 semester hours.*

615 Research Methods in School Psychology

A survey of the research methods used in the study of children and their development with special emphasis to the type of research questions asked by the school psychologist. *Credit: 3 semester hours.*

616 Principles of Learning*

An examination of research in classical and operant conditioning. Includes discussion of reinforcement, stimulus control, punishment and other topics relevant to experimental analysis of behavior. *Credit: 3 semester hours.*

617 Cognitive and Affective Bases of Behavior*

An examination of theories and research findings regarding attention, sensory and working, episodic, semantic long-term, implicit memory and autobiographical memory, unconscious mental processing, schemata, language and the roles of emotion in cognition. *Credit: 3 semester hours.*

619 Advanced Techniques for the Analysis of Behavioral data

Prerequisites: PSY 608, 614

This course introduced such techniques as factor analysis, multivariate statistics, structural equation modeling, hierarchical linear modeling, survival analysis, and logistic regression. *Credit: 3 semester hours.*

620 Cognitive Psychology of Academic Learning*

This course examines the theory, research and application concerning the cognitive processes that underlie children's development of mathematical thinking, reading comprehension and study skills. Principles that underlie the assessment strategies and effective teaching and learning of math and reading are discussed. *Credit: 3 semester hours.*

622 Social Psychology*

Topics include attitudes, social perception and cognition, prejudice, gender roles, group behavior, aggression, prosocial behavior, attraction, nonverbal behavior and special methodological contributions of social psychology. *Credit: 3 semester hours.*

624 Advanced Developmental Psychology

An in-depth analysis of theories and research on cognitive and socio-emotional development. *Credit: 3 semester hours.*

625 Cross-Cultural Psychology*

Cross-cultural perspectives on behavior and cognition, including verbal and nonverbal communication and interpersonal and intergroup relations. Psychological variability among cultural groups will be discussed. *Credit: 3 semester hours.*

626 Psychology of Women

Recent research on role, personality, intellectual and career considerations relevant to women. *Credit: 3 semester hours.*

627 Cultural Diversity in Psychological Services

A course in diverse cultural perspectives which explores the cultural similarities and differences between psychologist and client and the way these factors affect the delivery of psychological services. *Credit: 3 semester hours.*

630 Personality Theories*

Comparison and evaluation of various personality theories focusing on issues of personality structure and personality development. Consideration given to selected contemporary issues. *Credit: 3 semester hours.*

631 Psychoanalytic Psychotherapy I

An overview of psychoanalytic psychotherapies from Freud to the present. *Credit: 3 semester hours.*

632 Psychoanalytic Psychotherapy II

Prerequisite: PSY 631. Contemporary psychoanalytic therapies including brief therapies, case presentations and integration of theory and practice. *Credit: 3 semester hours.*

635 Objective Personality Tests

Various measures designed for the appraisal of personality; instruments discussed include the Minnesota Multiphasic Personality Inventory, 16 PF test and the Personality Assessment Inventory. *Test Fee: \$50. Credit: 3 semester hours.*

636 Objective Personality Assessment for Mental Health Counselors

An overview of objective personality assessment and its relationship to diagnosis and treatment of psychological disorders in clinical and counseling contexts. Enrollment limited to master's students in Mental Health Counseling. *Test Fee: \$50. Credit: 3 semester hours.*

648 Physiological Psychology*

Neuroanatomy plus discussion of recent research on sensory coding, neural basis of learning and the physiological bases of a variety of psychological disorders. *Credit: 3 semester hours.*

650 History and Systems

An evaluation of modern systems of psychology and a review of historical antecedents in light of their psychological contributions. *Credit: 3 semester hours.*

658 Professional and Ethical Issues

A study of professional standards and ethical principles as they relate to the professional psychologist's practice and research in the school, hospital and other settings in the community. *Credit: 3 semester hours.*

659 Psychological Measurement and Scaling

Emphasis is placed on test construction and use. Topics include measurement theory, scaling methods, classical test theory, reliability, validity, item writing and analysis, item response theory and new developments in test theory. *Credit: 3 semester hours.*

660 Assessment I: Intelligence Testing

A course on the assessment of intelligence, including administration, scoring and interpretation of the WISC-IV, WAIS-IV, Stanford-Binet and other intelligence tests. *Test fee: \$110. Credit: 3 semester hours.*

661 Psychoeducational Assessment I

Administration, scoring, interpretation and psychometric characteristics and comparative analysis of contemporary scales of cognitive ability test batteries serves as the basis for this course. *Test Fee: \$110. Credit: 3 semester hours.*

662 Psychoeducational Assessment II

Prerequisite: PSY 661. Advanced issues in the administration, scoring, interpretation and psychometric and characteristics of both contemporary cognitive and academic ability test batteries form the major components of this course. *Test Fee: \$110. Credit: 3 semester hours.*

662B Psychoeducational Assessment of Culturally and Linguistically Diverse Children

Prerequisite: PSY 661. Administration, scoring, interpretation and psychometric comparative analysis of newer cognitive, achievement tests are presented. The use of tests with bilingual children is emphasized. *Test Fee: \$110. Credit: 3 semester hours.*

663 Assessment II: Personality Assessment

This course includes administration, scoring and interpretation of personality tests. The course will be concerned with the clinical and research applications of these tests. *Test Fee: \$100. Credit: 3 semester hours.*

665 Introduction to School Psychology

This course will provide students with an understanding of the roles and functions of the school psychologist. It will also introduce students to the profession of school psychology from an historical, scientific and practical perspective. *Credit: 3 semester hours.*

666 Interviewing and Case Formulation

This course provides the student with fundamental skills in interviewing and case formulation. Students will learn to interview parents, teachers and children and conduct behavioral observations and functional assessments. *Credit: 3 semester hours.*

668; 670 Assessment Laboratory I and II

Prerequisites: PSY 660 and 663. Students gain experience at the St. John's Center for Psychological Services in psychological assessments. *Test Fee: \$50. Credit: 3 semester hours.*

669 Advanced Rorschach

Prerequisite: PSY 663. Concentrates on the interpretation of Rorschach records of children, adolescents and adults. Major emphasis will be placed on integrating Rorschach data with the results of other psychological tests and clinical findings. *Test Fee: \$50. Credit: 3 semester hours.*

671 Child and Adolescent Personality Assessment

Strategies for assessing child and adolescent personality will be explored. Emphasis will be placed on those objective and projective techniques currently utilized in the field. *Test fee: \$110. Credit: 3 semester hours.*

695 Research Colloquium

Invited speakers, faculty members and students from the department's graduate programs discuss their research. Registration/attendance is required for all students. *No credit. No fee. Not included on students' transcript.*

696 Independent Research (Laboratory)*

Prerequisites: PSY 608
Under the guidance of a faculty member, the student plans and executes an original piece of research of thesis quality. *Laboratory fee: \$110. Credit: 3 semester hours.*

698; 699 Clinic Practicum I; II

Students gain supervised experience at the St. John's Center for Psychological Services and Clinical Studies in various clinical roles, including diagnostic interviewing, case observation and participation in weekly case conferences. *Credit: 3 semester hours. Level I course.*

701; 702; 705; 706 Clinic Practicum III; IV; V; VI

A continuation of practicum training at the Center for Psychological Services; students develop their clinical skills through receiving supervised training in techniques relating to psychodiagnostic evaluation and intervention. *Test Fee: \$30. Credit: 3 semester hours.*

715 Assessment, Diagnosis and Remediation of Learning Disabilities

This course involves the systematic study of learning disorders of children; receptive, expressive and psychological processing disorders of learning; and assessment of diagnostic procedures. *Test Fee: \$50. Credit: 3 semester hours.*

716 Psychoeducational Consultation

Prerequisite: PSY 661. This course addresses the procedures for conducting consultation with teachers and other school personnel in order to ameliorate problems affecting students' academic and social competencies. *Credit: 3 semester hours.*

717 Instructional Assessment and Academic Interventions

Students will learn to assess children's instructional environments and to monitor their academic progress. This assessment will be tied to instructional interventions in the context of the consultation role for school psychologists. *Credit: 3 semester hours.*

722 Social Basis of Behavior

The social influence on human behavior and how individual differences moderate that influence; social cognition; group processes, person by situation interactions. *Credit: 3 semester hours.*

725 Advanced Psychopathology: General

Prerequisite: PSY 724. Detailed consideration of selected areas of psychopathology, particularly theoretical models and empirical research in etiology, development, prevention and treatment. *Credit: 3 semester hours.*

726 Psychopathology Across the Life Span I

Lifespan perspective on psychological disorders, including symptom presentation, etiologies and outcomes. Focus in on disorders that are prevalent in childhood and adolescence. *Credit: 3 semester hours.*

727 Psychopathology Across the Life Span II

Focuses on understanding the major categories of psychiatric disorders from a biophysical perspective. Primary emphasis will be on disorders typically seen in adulthood, such as psychotic disorders, mood disorders, anxiety disorders, and substance abuse disorders. In addition to the symptoms and features of these disorders, the class will also focus on etiology and treatment. This course adopts a lifespan developmental perspective; therefore, manifestations of these disorders in childhood will also be discussed. *Credit: 3 semester hours.*

729 Psycholinguistics and the Practice of School Psychology with Culturally and Linguistically Diverse Populations

This course provides students with an understanding of normal language development, second language acquisition and the problems of delivering school psychological services to bilingual children. *Credit: 3 semester hours.*

737 Hypnosis Biofeedback Workshop

Intensive workshop combining the theoretical conceptualizations of hypnosis and biofeedback with empirical exploration. The course is oriented towards the goals of the scientist practitioner. *Credit: 3 semester hours.*

741 (Fall); 742 (Spring) Assessment and Intervention Practicum I; II; III; IV

A four-semester practicum sequence emphasizing psychodiagnostic testing and evaluation in clinical settings and supervised professional experience in intervention and psychotherapeutic techniques. *Test Fee: \$30. Credit: 3 semester hours.*

749 Behavior Therapy: Assessment, Treatment and Consultation

This course is aimed at providing a theoretical and practical understanding of the behavioral orientation to psychological assessment and intervention with school-aged children and adolescents in school settings. *Credit: 3 semester hours.*

750 Behavior Therapy

Applications of principles of learning and social influence, including cognitive mediational and conditioning strategies, to the modification of problem behavior. *Credit: 3 semester hours.*

751 Interventions with Developmental Disabilities

Prerequisites: PSY 749 or 750. Students will learn the procedures of applied behavior analysis, and use these principles to develop teaching and intervention strategies for children with autism and related developmental disorders. *Credit: 3 semester hours.*

752 School Psychology Internship Seminar I: Professional Issues

Prerequisite: PSY 761 and 762. Students are assigned to a public school or agency providing services for children and function under the supervision of a certified school psychologist. *Credit: 3 semester hours.*

752B School Psychology Internship Seminar I—Professional Issues—Bilingual

Prerequisite: PSY 761B and 762B. Classroom presentations focus on recent advances in the assessment and intervention strategies of working with linguistically diverse children. *Credit: 3 semester hours.*

753 School Psychology Internship Seminar II: Psychological Interventions

Prerequisite: PSY 752. Students are assigned to a public or private school providing psychological services to children and adolescents for five full days. Presentations will focus on New York State Child Abuse reporting law, models of service delivery in school psychology, crisis intervention. *Credit: 3 semester hours.*

754 School Psychology Internship Seminar III: Nondiscriminatory Assessment and Field Placement

Prerequisite: Completion of master's degree and Certification in School Psychology. Classroom instruction focuses on issues, methods and procedures for conducting comprehensive, systematic nondiscriminatory assessment of culturally and linguistically diverse students. Students are assigned to a public or private school or agency providing psychological services to exceptional children and/or adolescents for a minimum of three full days. *Credit: 3 semester hours.*

755 School Psychology Seminar IV: Psychological Interventions and Field Placement

Prerequisite: PSY 754 or equivalent. This course includes an in-depth review of the latest research and theory in psychological interventions. Students spend three days per week in a school for exceptional children or an organization servicing exceptional children. *Credit: 3 semester hours.*

760 Marital and Family Therapy

The family is viewed as an interacting social system and approaches to understanding and changing problem behavior are discussed from a systems perspective. *Credit: 3 semester hours.*

761; 762 Psychological Assessment Practicum I; II

Prerequisites: PSY 661, 662 or 662B, 671.

Students will be required to participate in psychological assessments at the Center for Psychological Services and Clinical Studies and in the schools that it provides services to. There are special sections (PSY 761B, 762B) for students in the bilingual track of the M.S. and Psy.D. Programs. *Test Fee: \$100. Credit: 3 semester hours.*

761B (Fall); 762B (Spring) Psychological Assessment Practicum I and II

Prerequisites: PSY 661, 662 or 662B, 671. Students will participate in psychological assessments at the Center for Psychological Services and in schools to which the center provides services. For MS and Psy.D. students in the bilingual track. *Test Fee: \$30. Credit: 3 semester hours.*

763; 764; 765 School Psychology Intervention Practicum I; II; III

Prerequisite: PSY 753 or equivalent or permission of the program director. These courses represent a two-semester sequence of practica experiences. Students will plan and deliver psychological interventions to children, adolescents, parents, teachers and professional staff. *Test Fee: \$30. Credit: 3 semester hours.*

810 Advanced Research Seminar in Selected Topics

An advanced seminar that reviews current research and theory of topics selected from clinical psychology, social/cultural psychology and experimental psychology with each area taught by a different faculty member. *Credit: 3 semester hours.*

835 Neuropsychological Assessment

Conceptual problems regarding brain dysfunction; special symptoms and syndromes; neurodiagnostic approaches, emphasizing the Halstead-Reitan and Luria batteries; applications relevant to the clinician. *Test Fee: \$100. Credit: 3 semester hours.*

836 Behavioral Neuropsychology

This course covers the theoretical bases, research methodology and instrumentation necessary for experimentation in neuropsychology, emphasizing the chronometric and cognitive investigation of cerebral asymmetry. *Credit: 3 semester hours.*

838 Addictive Behaviors

This course presents theoretical foundations and applications in the treatment of addictive behaviors. Topics include drugs of addiction; gambling; theories of addiction and behavioral and psychotherapeutic treatments. *Credit: 3 semester hours.*

840 School/Child Neuropsychology: Principles and Assessment

An overview of learning and psychological disorders from a neuropsychological perspective will be studied. The use of empirically supported assessment instruments and their use in constructing instructional and service delivery recommendations will be emphasized. Students will apply their knowledge on neu-

ropsychological constructs and the causes of learning and psychological disorders during didactics, small group cooperative learning activities, and case study exercises. *Test Fee: \$100. Credit: 3 semester hours.*

843 Child and Adolescent Psychotherapy

Major models of child and adolescent psychotherapy will be presented, including traditional approaches, short-term therapies and empirically validated treatment methods. *Credit: 3 semester hours.*

845 Group Therapy

An exploration of the process of group therapy, including the composition of various group settings; the role of the leader; the beginning, middle and termination stages of the group; and various techniques utilized by group therapists. *Credit: 3 semester hours.*

850 Cognitive Psychotherapies

Prerequisite: PSY 749 or 750. This course explores the growing area of Cognitive and cognitive/behavioral psychotherapies by Beck, and Ellis, as well as self instructional training, cognitive interpersonal problem solving therapy and multi modal therapy. *Credit: 3 semester hours.*

861 Psychopharmacology

Prerequisite: PSY 648 and 724. A study of psychopharmacological agents in the treatment of behavioral disorders of children and adults. *Credit: 3 semester hours.*

862 Independent Study

Library research and/or experimental research under the guidance of a faculty member. Permission of the Chair required. *Fee: \$60 if in experimental research study. Credit: 3 semester hours.*

903 and 904 Clinical Psychology Internship I and II

Prerequisites: Completion of all coursework in the program. One year full-time internship in an approved setting. For doctoral students in Clinical Psychology only. *Fee: \$100 plus general fee per semester. Credit: 0 semester hours.*

905 and 906 School Psychology Internship I and II

Prerequisites: Completion of all coursework in the program. One year full-time internship in a setting approved by the program. For doctoral students in School Psychology. *Fee: \$100 plus general fee per semester. Credit: 0 semester hours.*

908 Master's Research

Supervised research leading to the preparation and completion of a thesis in partial fulfillment of the requirements for the Master of Arts degree. *Credit: 3 semester hours.*

925 General-Experimental Maintaining Matriculation

Master's students in general-experimental psychology not registered for other courses must register for 925 until all degree requirements are completed and the degree is

granted. *Credit: 0 semester hours. Fee: \$100 per semester.*

940 Clinical Psychology Maintaining Matriculation

Ph.D. students who have NOT passed the comprehensive exam and HAVE NOT registered for other courses, must register for PSY 940. *Permission of the Dean is required. No Credit. Fee: \$100 per semester.*

950 Doctoral Research

Original research leading to the doctoral degree. Beginning in the Spring semester of year 4, students must register for 950 in each Fall and Spring semester until the dissertation is completed and the degree awarded. *Credit: 3 hours per semester, except when students are on internship and enrolled in 903/904, when it carries one semester hour only per semester.*

951 Doctoral Research

Original research leading to the doctoral degree. Doctoral candidates must register for this course in the spring semester of their fourth year. Once enrolled in this course students must remain continuously enrolled in it until they graduate. *Credit: 3 semester hours, except when students are on internship and enrolled in 905/906, when it will be worth one semester hour only.*

960 School Psychology Maintaining Matriculation

Students in school psychology not registered for other courses must register for 960 until all degree requirements are completed and the degree is granted. *Credit: 0 semester hours. Fee: \$100 per semester. Offered each semester.*

For a complete listing of approved courses, please contact the Dean's office.

Affiliate Clinical Professors of Psychology

ADSP Program

Alec Miller, Psy.D.

AHRC

Margery St. Hilair, Ph.D.

Nicholas Rose, Ph.D.

Albert Einstein College of Medicine

Susan Chintz, Psy.D.

Albert Ellis Institute

Kristene Doyle, Ph.D.

American Institute for Cognitive Therapy

Robert Leahy, Ph.D.

Ardlesley School District

Jeffrey Cohen, Ph.D.

Mary Travis, Ph.D.

Connie Gutwirth, Ph.D.

Baldwin Council Against Drug Abuse

Ms. Claudia Rotondo

Baldwin School District

Joseph Teta, Ph.D.

Bay Shore School District

Toni Klingler, Ph.D.

Bayort-Blue Point School District

Matthew Krivoshey, Ph.D.

Bellevue Hospital Center

Carol Golden-Scaduto, Pys.D.

Carmen Vasquez, Ph.D.

Bellmore-Merrick Central High School District

John Brull, M.S.

Amy Rubino, Ph.D.

Ben Weiss, Ph.D.

Bernard Fineson Developmental Center

Mary Kennedy, Ph.D.

Beth Israel Medical Center

Elizabeth Ochao, Ph.D.

Bio-Behavioral Institute

Fugen Neziroglu, Ph.D.

Bronx Children's Psychiatric Center

Elizabeth Seiger, Ph.D.

Susan Babinski, Ph.D.

Kathleen O'Shea, Ph.D.

Nicole Garcia, Ph.D.

Rebecca Hansen, Psy.D.

Mark Adelsberg, Ph.D.

William Ansonge, Ph.D.

Bronx VA Medical Center

Stephen Bacon, Ph.D.

Brookdale University Hospital & Medical Center

John James, Ph.D.

Steven Klee, Ph.D.

Brooklyn VA Hospital

Gail Kelsey, Ph.D.

Center for Psychological Services Center

Renee Clauselle, Ph.D.

Central Islip School District

Dan Sanvitale, Ph.D.

Children's Center for Early Learning

Alan Weneroff, Ph.D.

Coler/Goldwater Memorial Hospital

Patricia Bagby, Ph.D.

Christopher Frima, Ph.D.

Jim Crawford, Ph.D.

Tom Gambacorta, Ph.D.

Commack School District

Wilma Colino, Ph.D.

John Kelly, Ph.D.

Connetquot Central School District of Islip

Eleanor Palma, Ph.D.

Creedmoor Psychiatric Center

Constance Freeman, Ph.D.

Sascha Griffing, Ph.D.

Russell Hoffman, Psy.D.

Andrea Katz, Ph.D.

Jack Livingstone, Ph.D.

Dolores Nichole, Ph.D.

Crossroads School for Child Development

Paula Calabrese, Ph.D.

East Meadow School District

Jennifer Mascolo, Psy.D.

Roseann Gotterbarn, Ph.D.

Fotini Kyvelos, Psy.D.
Margaret Laska, Ph.D.
Joseph Pando, Ph.D.
Eastern Suffolk Boces Premm
Robert Meyer, Ph.D.
Elmhurst Hospital/ Mount Sinai Services
Andia Harris, Ph.D.
Harvey Shanies, Ph.D.
Elwood School District
Anthony Pantaleno, Ph.D.
Farmingdale School District
William Sperduto, Ph.D.
Helen Stevens, Ph.D.
Joseph Volpe, Ph.D.
Fort Hamilton Clinic
Phillip Morse, Ph.D.
Franklin Square School District
Christopher Schnepf, Ph.D.
Garden City Park School District
Maria Petallides
Glen Cove School District
Rod Mardin, Ph.D.
Penelope Patsis, Ph.D.
Great Neck School District
Amy Goldin, Ph.D.
Thomas Giannoti, Ph.D.
Patricia Goodman
Jack Kamins, Ph.D.
Hackensack University Hospital
Risa Fogel, Ph.D.
Half Hollow Hills Central School District
William Sefick, Ph.D.
John Siefiring, Ph.D.
Hampton Bays School District
Ken Grille, Ph.D.
Harborfields Central School District
Joseph Dono, Ph.D.
Brian Harris, Psy.D.
Hawthorne Cedar Knolls Union Free School District
Katherine Reitzes, Ph.D.
Hebrew Academy For Special Children
Jill Karliner, Ph.D.
Helen Keller Services for the Blind
Ann Rosenberg, Ph.D.
Henry Viscardi School
Ron Friedman, Ph.D.
Herricks School District
Allison Jeffer, Ph.D.
Mary Kalisky, Ph.D.
Donna Lipton, Ph.D.
Roger Pierangelo, Ph.D.
Sgeven Shatz, Ph.D.
Carl Weiner, Ph.D.
Hewlett School District
Marc Krauss, Ph.D.
Hewlett-Woodmere School District
Allan J. Orenstein, Ph.D.
Lynne Einberg, Ph.D.
Hicksville School District
David Ferrin, Ph.D.

High Road School
Maryn Katherine Hawryluk, Ph.D.
Holliswood Hospital
Mark Lazarus, Ph.D.
Huntington School District
Jamie Joseph, Ph.D.
Institute for Rational Counseling
Richard Dackow, Ph.D.
Jamaica Hospital
Nadine Khowry, Psy.D.
Sue Carver, Ph.D.
Frances Charder, Ph.D.
KTA/HAFTR
Ditza Berger, Ph.D.
Kings Country Hospital Center
Cheryl Blondstein, Psy.D.
Mendie Cohn, Ph.D.
Marilyn Feldman, Ph.D.
Kings Park School District
Linda Chianese, Ph.D.
Sharon Donenfeld, Ph.D.
James Lynch, Ph.D.
Lorraine Schles-Esposito, Ph.D.
Lawrence Public Schools
Jay Silverstein, Ph.D.
Leak & Watts Children's Home
Francis Egan, Ph.D.
Katherine Morrison, Ph.D.
Long Beach School District
Edward Frankel, Ph.D.
Dennis Ryan, Ph.D.
Fred Zelinger, Ph.D.
Long Beach Reach, Inc.
Harriet Eisman Community School
Elizabeth Shorin, Ph.D.
LIJ/Hillside Geriatric Center
Amanda O'Brian, Ph.D.
Rita Ryan, Ph.D.
Greg Hinrichsen, Ph.D.
LIJ/Hillside Medical Center
Eliho Turkel, Ph.D.
LIJ/Schneider Children's Hospital
Jonathon Samuels, Psy.D.
LIJ/Schneider's Children's Hospital; Adolescent Pavillion
Dina Sackman, Ph.D.
Stefanie Solow, Ph.D.
LIJ/Zucker Hillside Hospital
Peter D'Amico, Ph.D.
Aaron Drucker, Ph.D.
Seanna Kaye-Denham, Ph.D.
Barbara Libov, Ph.D.
Julia Markó, Ph.D.
Rona Novick, Ph.D.
Adam Payne, Ph.D.
Jennifer Ratas, Ph.D.
Heather Smith, Ph.D.
Robert Tringone, Ph.D.
Lutheran Medical Center
Jean Bailey, Ph.D.
Martin De Porres School
Paul Fantetti, NCSF

Edward Dana
Massapequa School District
James Levering, Ph.D.
MercyFirst
Daniel Coletti, Ph.D.
Ann Kuru, Ph.D.
Samuel Landsman, Ph.D.
Stephen Migden, Ph.D.
Merrick-Bellmore School District
John Brull, M.S.
Milestone School for Child Development
Lena Perez-Nieves, Psy.D.
Mineola School District
Manny Romero, Ph.D.
Robert Drago, Ph.D.
Joan Reilly, Ph.D.
Roberta Manfredo, Ph.D.
Montefiore Medical Center
Gabrielle Johr, Psy.D.
Mt. Sinai Medical Center
Bonnie Arnowitz, Ph.D.
Karen Dahlmana, Ph.D.
Edward Greenblatt, Ph.D.
Annette Hernandez, Ph.D.
Mt. Sinai/NYU Medical Center
Eric Brown, Ph.D.
Nassau BOCES - Pace Program
Maria Heim, Ph.D.
Nassau County Medical Center
Albert Fauross, Ph.D.
William Kline, Ph.D.
David Waxman, Ph.D.
Nassau University Medical Center
Laura Lamontanaro, Ph.D.
David Waxman, Ph.D.
National Institute for the Psychotherapies
Jillian Axelrod, Ph.D.
New Hyde Park School District
Joseph Shaffrey, Ph.D.
New York City Board of Education
David Drassner, Ph.D.
Lorna Rhone, Ph.D.
New York Presbyterian Hospital
Robert Feiguine, Ph.D.
New York Presbyterian Hospital-White Plains Child Day Hospital
Leslie Bogen, Ph.D.
John Clarkin, Ph.D.
Barbara Flye, Ph.D.
North Colonie Central Schools
Charles D. Horowitz, Ph.D.
North Merrick School District
Lynne Thies, Ph.D.
North Shore Central School District
Peter Segal, Ph.D.
North Shore School District
Michael Linder, Ph.D.
William Kitay, Ph.D.
North Shore University Hospital
Laurie Kramer, Ph.D.
David Pelcovitz, Ph.D.

Marie Ribarich, Ph.D.
Julliet Vogel, Ph.D.

**North Shore University Hospital
Child and Adolescent Dept.**
Julliet Vogel, Ph.D.

Northport Veteran's Affairs Medical Center
Janet Eshen, Ph.D.

Oceanside School District
Michael Cohen, Ph.D.
Mr. Bill Walsh
Ms. Ann Melucci
Laurie Zelinger, Ph.D.
Mark Metzger, Ph.D.

Patchogue-Medford School District
Richard Catullo, Ph.D.
Faith Barrentine, Ph.D.

Pederson-Krag Center
Max Banilivy, Ph.D.

Port Chester-Rye School District
Antonio Blanco, Ph.D.

Queens Child Guidance Center
Asian Outreach Clinic
Florence Marks, Ph.D.

Queens Children's Psychiatric Center
Dora Gutierrez, Psy.D.
Gayle Kass, Ph.D.
Jonathan Kurfurst, Ph.D.
Andrea Muras, Ph.D.
Jennifer Tucker, Ph.D.
Marion Rosenbaum, Ph.D.

Queens Hospital Center
Ellen Palgi, Ph.D.
Oily Sofer, Psy.D.
Robyn Mendelsohn, Ph.D.
William Walker, Ph.D.
Glena Rubin, Ph.D.

Riverdale Mental Health Association
Robert Muller, Ph.D.

Sachem Central School District
Gail Borruso, Ph.D.
James Zaino, Ph.D.
Steven Hartman, Ph.D.

Sagamore Children's Psychiatric Center
Lawrence Haller, Ph.D.
Randy Malsky, Ph.D.
Geraldine Moretti, Ph.D.

St. John's University Counseling Center
W.D. Harmon, Ph.D.

St. Luke's Roosevelt
Joseph Ruggiero, Ph.D.
Andrew Merling, Ph.D.

St. Luke's Women's Health Project
Lisa Litt, Ph.D.

St. Mary's Hospital for Children-Queens
Paul Berger-Gross, Ph.D.
Daniel Clarkin, Ph.D.
Daniel Coletti, Ph.D.

Scarsdale School District
Audrey Clarkin, Ph.D.
Ernest Collabolletta, Psy.D.
Jennifer Walker, M.S.E.D.

Sesame Sprout Inc.
Janet Mueller, Psy.D.

Sewanhaka High School District
John Heverin, Ph.D.
Stephen Russo, Ph.D.
Isonia Vassos, Ph.D.
Shoreham-Wading River School District
Peter D'Elena, Psy.D.

Smithtown Central School District
Theresa Campisi, Ph.D.
Brenda Clark, Ph.D.
Joanne Corrado, Ph.D.
Darcie Cortese, M.S.

**South Beach Psychiatric Center
Day Treatment for Adolescents**
Conrado Gomez, Ph.D.

**South Nassau Communities Hospital
Counseling Center**
Rosemary O'Regan, Ph.D.

Staten Island Mental Health Society
David Laucick, Ph.D.

**SUNY Downstate Medical Center
Anxiety Disorders Clinic**
Daniel Cukor, Ph.D.
Steven Friedman, Ph.D.

The School at Columbia University
Diane H. Dillon, Ph.D.

Three Village School District
Karen Futtersak, Ph.D.
Joseph Piombo, Ph.D.

Valley Stream School District
Mark Perlman, Ph.D.
Mark Peterson, Ph.D.
Jay Comcovich, Ph.D.

Valley Stream School District 13
Mindy Berlin-Dickman
Karen Jason, Ph.D.
Cheryl Mendelsohn, Ph.D.
Gaston Weisz, Ph.D.

Valley Stream School District 24
Patrick Grehan, Ph.D.

West Islip School District
James Ciaravino, Ph.D.
Robert Matuozi, Ph.D.

Westchester Family Services
Rebecca Abramson, Ph.D.

**Westchester Institute for Human
Development**
Michelle Heller, Ph.D.

Westchester School for Special Children
Vito Guarnaccia, Ph.D.

Western Queens Developmental Schools
Robert Musphy, Ph.D.

Western Suffolk BOCES
Paul Morris, Ph.D.

White Plains School District
Daniel Benincasa, Ph.D.
Kelly Ishmael, Ph.D.
Maritza Kerekes, Ph.D.

Wyandanch School District
Roberta Hoffman, Ph.D.

Yeshiva Hor Torah
Karen Feinberg, Ph.D.

Department of Sociology and Anthropology (SOC)

The Department offers graduate training leading to an M.A. degree in Sociology and an M.A. degree in Criminology and Justice. The department's mission is to educate its graduate students about the social forces that influence human behavior. The programs' faculty seeks to train students to develop the necessary skills in sociological research and analysis of inequality, organizations and communities. These experiences lead to careers in criminal justice, health care, non-profits and business, as well as provide exceptional preparation for further training at the doctoral level and or/law school.

Program of Study Master of Arts (M.A.)

The department offers 2 options:

- (1) thesis
- (2) non-thesis

Entrance Requirements

Acceptance into all M.A. programs requires a minimum of 18 undergraduate credits in sociology or a related social science. Deficiencies in these requirements must be corrected under departmental direction. International students are urged to send a representative sample of their writing in English together with their application. They are required to take an English Placement Examination upon acceptance.

Degree Requirements for Sociology

General

All students are required to take the following six courses (3 credits. each):
SOC 103 Pro-Seminar
SOC 127 Statistics for Social Sciences
SOC 210 Sociological Theory: Classical
SOC 212 Contemporary Sociological Theory
SOC 300 Strategies of Social Research
SOC 301 Evaluation Research and Data Analysis

Specific

- A. **Non-Thesis Option – 33 credits.**
Designed for students who seek a broad preparation for employment in which sociological knowledge is required or particularly valuable. This option is also sufficient for entry into a Ph.D. program.
 - a. **Required courses:** SOC 103, 127, 210, 212, 300, 301
 - b. **Electives**
The balance of courses will be chosen

from departmental offerings, in consultation with the student's adviser. Two courses may be taken in the practicum and field placement.

- c. **Comprehensive Examination**
demonstrate ability to integrate knowledge of sociology theory, methodology, literature and empirical data. This examination may not be taken earlier than the last semester of coursework and no later than one year after completion of coursework. The rules governing the application and administration of this examination are found under "Comprehensive Examination" in the Graduate Division of Arts and Sciences section in this bulletin.

B. Thesis Option – 30 credits

- a. **Required courses:** 103, 127, 210, 212, 300, 301; SOC 900 Master's Research (see "d" below) – three credits each semester for a total of six credits.

b. Electives

The balance of courses, for a total of 30 graduate credits, will be chosen from departmental offerings, in consultation with the student's adviser.

- c. **Comprehensive Examination**
(see above)

d. Thesis

A student will register for SOC 900 (Master's Research) for six credits under the direction of an assigned mentor and will write a thesis that will be examined by a committee of readers composed of the mentor and one other faculty member.

Degree Requirements for Criminology and Justice

General

All students are required to take the following four courses (3 credits. each):

- CRM 103 Pro-Seminar
- CRM 127 Statistics for Social Science
- CRM 231 Evaluation of Criminal Justice Policies
- CRM 232 Criminological Theory
- CRM 300 Strategies and Tactics of Social Research

Specific

Non-Thesis Option – 33 credits.

- a. Required courses: CRM 103, 127, 231, 232, 300
b. Electives

The balance of courses will be chosen from departmental offerings, in consultation with the student's adviser.

- c. **Comprehensive Examination**—not to be taken earlier than the last semester of coursework and no later than one year after completion of coursework.

Thesis Option – 30 credits

- a. Required courses: CRM 103,127, 231, 232, 300
b. Electives
c. Research topic approved by advisor
d. Comprehensive Examination (see above.)

Accelerated Degree Programs St. John's College of Arts and Sciences

B.A. and M.A. in Sociology

B.A. in Sociology and M.A. in Criminology and Justice

B.A. in Psychology and M.A. in Criminology and Justice

The Department of Sociology and Anthropology offers three intensive, accelerated, combined degree programs: the B.A. and M.A. degree in Sociology; the B.A. degree in Sociology and the M.A. degree in Criminology and Justice and in conjunction with the Department of Psychology, the B.A. in Psychology and the M.A. in Criminology and Justice in five years of full-time study. Qualified students who have completed their sophomore year with a 3.0 cumulative index and a 3.5 index in at least 12 credits in their major are encouraged to apply.

Students enrolled in the non-thesis program must complete a total of 144 credits (33 on the graduate level) Students selecting the thesis program must complete a total of 144 credits (30 on the graduate level) including 6 credits of Master's Research. After completion of their baccalaureate degrees, students may enroll full time on the graduate level for the fifth year. For specific information, students may consult with the Chairperson of the Department of Sociology and Anthropology. Applications are available at the offices of the Graduate Division of Arts and Sciences (St. John Hall Room 145) or the Department of Sociology and Anthropology (St. John Hall Room 444D).

The College of Professional Studies and the Graduate Division of Arts and Sciences offer six intensive, accelerated, combined degree programs in the following disciplines.

B.S. in Health Services Administration/M.A. in Sociology

This program leads to the B.S. in Health Services Administration and the M.A. in Sociology in five years of full-time study. Qualified undergraduate students who have completed their sophomore year with a 3.0 cumulative index and a 3.5 index for 12 credits

in the health services administration major are encouraged to apply.

Students enrolled in the thesis program must complete a total of 144 credits (30 on the graduate level, including six credits of Master's Research). Student selecting the non-thesis option must complete a total of 147 credits (33 on the graduate level). After the completion of the baccalaureate degree the student must enroll full time on the graduate level for the fifth year.

B.S. in Communication Arts/ M.A. in Sociology

This program leads to the B.S. in Communication Arts and the M.A. in Sociology in five years of full-time study. Qualified undergraduate students who have completed 60 credits with a 3.0 cumulative index and a 3.5 index for a minimum of 12 credits in the communications major.

Students enrolled in the thesis program must complete a total of 144 credits (30 on the graduate level, including six credits of Master's Research). Students selecting the non-thesis option must complete a total of 147 credits (33 on the graduate level). After completion of their baccalaureate degrees, students may enroll full time on the graduate level for the fifth year.

B.S. in Criminal Justice/ M.A. in Sociology

This program leads to the B.S. in Criminal Justice and M.A. in Sociology in five years of full-time study. Qualified undergraduate students who have completed their sophomore year with a 3.0 cumulative index and a 3.5 average in a minimum of 12 credits in the criminal justice major.

Students enrolled in the thesis program must complete a total of 144 credits (30 on the graduate level, including six credits of Master's Research). Student selecting the non-thesis option must complete a total of 147 credits (33 on the graduate level). After completion of their baccalaureate degrees, students may enroll full time on the graduate level for the fifth year.

B.S. in Journalism/ M.A. in Sociology

This program leads to the B.S. in Journalism and the M.A. in Sociology in five years of full-time study. Qualified undergraduate students who have completed 60 credits with a 3.0 cumulative index and a 3.5 index for a minimum of 12 credits in the Journalism major.

Students enrolled in the thesis program must complete a total of 144 credits (30 on the graduate level, including six credits of Master's Research). Students selecting the non-thesis option must complete a total of 147 credits (33 on the graduate level). After completion of their baccalaureate degrees, students may enroll full time on the graduate level for the fifth year.

B.S. in Legal Studies/ M.A. in Sociology

This program leads to the B.S. in Legal Studies and the M.A. in Sociology in five years of full-time study. Qualified undergraduate students who have completed their sophomore year with a 3.0 cumulative index and a 3.5 index for a minimum of 12 credits in the major in Legal Studies are encouraged to apply.

Students enrolled in the thesis program must complete a total of 144 credits (30 on the graduate level, including six credits of Master's Research). Students selecting the non-thesis option must complete a total of 147 credits (33 on the graduate level). After completion of the baccalaureate degree, students must enroll full time on the graduate level for the fifth year.

B.S. in Human Services/ M.A. in Sociology

This program leads to a B.S. in Human Services and an M.A. in Sociology in five years of full-time study. Qualified undergraduate students who have completed their sophomore year with a 3.0 cumulative index and a 3.5 index for 12 credits in Human Services, are encouraged to apply.

Students are required to complete a total of 146 or 149 credits (30 or 33 on the graduate level depending on thesis or non-thesis options including a field placement). After completion of their baccalaureate degrees, students may enroll full time on the graduate level for the fifth year.

For specific information with regard to any or all of these programs, please consult with the Chairperson of the Department of Sociology and Anthropology. Applications are available online at www.stjohns.edu under "Admissions." Hard copies are also available in the Office of Graduate Admissions.

Courses

103 Sociology Pro-Seminar

This course introduces sociology as a discipline in the liberal arts. It focuses on the field's history and its key areas of study and introduces strategies for doing research and writing in sociology. *Credit: 3 semester hours.*

103 CRM Pro-Seminar

This course introduces criminology as a discipline in the liberal arts. It focuses on the field's history and its key areas of study and introduces strategies for doing research and writing in criminology. *Credit: 3 semester hours.*

107 Social Deviance (Cf. EDU 6217)

Study of the causes and reactions to deviant behavior. Crime, drug abuse, mental illness, suicide, corporate and political malfeasance and other forms of deviance are considered. *Credit: 3 semester hours.*

115 Sociology of Gender

A comparative study of gender relations from biological, historical, psychoanalytic, social constructionist and feminist perspectives. *Credit: 3 semester hours.*

117 Family Violence

Biological and cultural foundation of interpersonal violence as it is expressed within the family. Marital violence, wife battering, child abuse, elderly abuse. Factors associated with the self-perpetuation of violence over generations. *Credit: 3 semester hours.*

119 Juvenile Delinquency

A study of social conditions under which the behavior legally termed "delinquency" develops, the agencies through which society deals with the problem and the theoretical and methodological approaches essential to understanding. *Credit: 3 semester hours.*

120 Race and Ethnicity

Minority groups in America as cultural and economic-political communities relate to the American heritage. Recent sociological, social psychological and anthropological findings and theories of intergroup relations. *Credit: 3 semester hours.*

121 Sociology of the Family

Components of family structure and organization; family cycle and mate selection; factors contributing to family stability and disorganization; emerging forms of intimate lifestyles. *Credit: 3 semester hours.*

122 Drugs and Society

This course focuses on alcoholism, drug abuse and addiction, pathological (compulsive) gambling, bulimia and other addictions. *Credit: 3 semester hours.*

127 Statistics for Social Sciences

Descriptive and inferential statistics in sociology. *Credit: 3 semester hours.*

131 Sociology of Youth

Youth as a lengthy process of transition from childhood to adulthood; consequent phenomena of family conflict, long dependency, development of youth culture, mass media, rock to rap, education and delinquency. *Credit: 3 semester hours.*

133 CRM Class, Race and Criminal Justice

This course focuses on how race and social class determine who enters the criminal justice system and how criminal definitions are created and applied. *Credit: 3 semester hours.*

170 Social Psychology

Systematic examination of social variables and their influence on individual behavior, personality and emotion. *Credit: 3 semester hours.*

200 SOC Sociology of Latino/a s in the U.S.

Impact of migration, immigration policies, politics and social movements on Latino/as, their families, gender, cultural identity, racial/ethnic relations and experience in social institutions. *Credit: 3 semester hours.*

201 SOC Economic Sociology

This course sociologically analyzes how markets, networks and hierarchies coordinate economic behavior. It examines the economy's relationship to the state, inequality, technology,

culture and globalization.

Credit: 3 semester hours.

207 Sociology of Work

The organization of work in modern society; stratification of the work force; structure of occupations; role of technology. *Credit: 3 semester hours.*

208 Cultural Studies

The sociological study of cultural forms of life in terms of both modernist and postmodernist movements. These forms of culture include rock and roll, art, literature, rap, film, sports, the culture wars, the Internet and television. *Credit: 3 semester hours.*

209 Human Trafficking – Contemporary Slavery

This course focuses on the phenomenon of trafficking of persons (contemporary slavery) from a sociological perspective by understanding the historical, economic, political, institutional, legal and social characteristics of the problem, and the international and domestic policies and programs available to prevent it and assist its survivors. *Credit: 3 semester hours.*

210 Sociological Theory: Classical

Theories of 19th- and early 20th-century sociologists dealing with the problems of the transformation of societies from traditional to modern. *Credit: 3 semester hours.*

212 Sociological Theory: Contemporary

Analysis of various sociological discourses, including the structural-functional, critical, exchange, interpretive-symbolic and phenomenological. *Credit: 3 semester hours.*

214 CRM Restorative Justice: Principles and Practices

Examines philosophies, traditions and contemporary practices of restorative justice. Analyzes possibilities and problems of applying restorative justice to specific harms. *Credit: 3 semester hours.*

215 CRM Policing and Society

This course offers a sociological examination of law enforcement in the United States. It reviews the historical development of policing; discusses the various roles of police in society; and examines some of the problems police confront. *Credits: 3 semester hours.*

216 CRM White Collar Crime

The study of white collar crime as an extensive institutional phenomena of modern society. *Credit: 3 semester hours.*

217 CRM Situational Crime Prevention

This course introduces the concepts of geography or the spatial dimension of crime in the analysis of criminal events. The analysis focuses on: how potential criminals move about, where they regularly go, where they come from, and how their social and physical environments are constructed. *Credit: 3 semester hours.*

217 Gender in a Global Context

This course studies the sociology of gender from a global perspective, that is, by focusing on gender issues throughout the world as well as bringing in regional and cultural differences into the analysis. *Credit: 3 semester hours.*

218 Immigration and Inequality

This course focuses on immigration to the United States from a sociological perspective by understanding its historical, political, legal and social characteristics, and paying close attention to the relationship between birth-right, naturalization, and immigration laws, citizenship and social inequality along racial, ethnic, gender, and class lines. *Credit: 3 semester hours.*

219 CRM Punishment and Reform

A broad overview of the corrections system in the United States. Focus is on the growth in imprisonment rates and of the prison-industrial complex—and the effects on corrections personnel and inmates, their families and communities. *Credits: 3 semester hours.*

220 CRM-Organized Crime

This course examines definitions, forms, history, consequences, as well as theories of organized crime. The phenomenon of organized crime is located within the changing global economy. *Credit: 3 semester hours.*

220 Social Construction of Race in the United States

This course examines the historical and contemporary social processes that have been significant in the development of racial formations in the United States. *Credit: 3 semester hours.*

221 Sociology of News Media

This course examines the social processes involved in the production of news; including attention to the political economy of media, textual analysis, and audience studies. *Credit: 3 semester hours.*

221 CRM-Cyber Crime

This course examines crimes committed in cyberspace. Forms of cyber crime, their consequences and the limits of the law in dealing with the phenomenon are discussed. *Credit: 3 semester hours.*

222 CRM Identity Theft

This course focuses on the crime of identity theft, the various forms it takes, the offenders and the impact these crimes have on victims. The implications for public policy and criminological theory are also discussed. *Credit: 3 semester hours.*

223 Urban Sociology

The interrelations among population, technology, environment and political economic structure in urban settings, the impact on social class structure, lifestyle, labor resources, consumer markets and housing. *Credit: 3 semester hours.*

224 CRM Life Course Criminology

This course examines crime and deviance within a human development and life course framework analyzing onset, stability, change, and desistance of criminal behavior across developmental stages of life course. *Credit: 3 semester hours.*

225 CRM Comparative Criminology

This course applies a comparative perspective to issues of crime and justice in different countries and cultures. Varying concepts and patterns of crime, punishment and justice are contrasted to those found in the U.S. *Credit: 3 semester hours.*

228 Sociology of Community

This course will focus on community processes of cohesion, conflict and change. Race, ethnic, religious and gender relations are analyzed. Power and community organization are also examined. *Credit: 3 semester hours.*

231 CRM Evaluating Criminal Justice Policies

This course examines the methods, techniques and measures for evaluating criminal justice agencies and policies. *Credit: 3 semester hours.*

232 CRM Criminological Theory

This course introduces students to theories of crime with a focus on sociological theories. Biological, psychological and economic theories are also discussed. *Credit: 3 semester hours.*

233 CRM Environmental Crime and Justice

Foundations of global environmental justice. The investigation and prosecution of environmental crime emphasizing the use of forensic science and GIS for uncovering environmental racism and injustices in the U.S. and abroad. *Credit: 3 semester hours.*

234 Global Poverty

An examination of the daily lives of poor people throughout the world in their social context. This course will look critically at the failures of global policies to substantially change the conditions of the world's poor and the conditions that would have to be changed if poverty is to be ended. *Credit: 3 semester hours.*

235 CRM Global Crime

Analysis of the global networks and technological, economic and cultural activities that sustain transnational criminal activities. The impact of transnational corruption and crime on social institutions will also be examined. *Credit: 3 semester hours.*

236 SOC Sociology of Poverty

An examination of the everyday life of poor people in the US. Critical analysis of the development of social policy, social movements, and the conditions that would have to be changed if poverty is to be ended. *Credit: 3 semester hours.*

240 CRM Principles of Forensic Science

Criminalistics as the interface of natural and social sciences applied to criminal investiga-

tions. Methods of forensic science that optimize the recovery of physical evidence from a crime scene. *Credit: 3 semester hours.*

241 CRM Crime Mapping

Principles of crime mapping applied to policing, forensic investigation, and prosecution of crime. Emphasizes the use of GIS for spatial analyses of crime patterns. *Credit: 3 semester hours.*

242 SOC Political Sociology

Examines how politics is influenced by changes in the positions of dominant and subordinate groups in society as theorized by Marx, Weber, Durkheim, and others. *Credit: 3 semester hours.*

243 Social Movements and Social Change

An examination of the diverse social and cultural movements that have and are currently transforming the world, including the globalization of the economy, nationalism, class struggle, feminism, postmodernism and techno-science. *Credit: 3 semester hours.*

244 Social Movements and Globalization

An examination of the diverse social and cultural movements that have, and are currently transforming the world. This entails an understanding of the social structure of the modern world and of the agents seeking to transform that world. *Credit: 3 semester hours.*

245 GIS Applications for Global Development and Social Justice

Learn Geographic Information Systems (GIS) computer applications and data analyses as research tools for mapping and critically analyzing factors that assist in global development and the promotion of social justice. *Credit: 3 semester hours.*

246 Social and Cultural Dimensions of Aging

Credit: 3 semester hours.

247 Global Education

Impact of neo-liberal policies of fiscal austerity, decentralization and privatization on education within the United States and worldwide. *Credit: 3 semester hours.*

249 Sociology of Education

The impact of political, economic, family and religious institutions on educational policies, administrative procedures and classroom instruction. *Credit: 3 semester hours.*

300 Social Research: Strategies and Tactics

Prerequisite: SOC 127 or at least a "B" in an undergraduate statistics course. Qualitative and quantitative data analysis in sociological research-design; observation and participatory techniques of data collection, sampling and survey operations; questionnaire, interview and scale construction. *Credit: 3 semester hours.*

301 Evaluation Research and Data Analysis

This course will focus on the analysis of data collection through qualitative and quantitative research with a focus on the evaluation of existing programs. *Credit: 3 semester hours.*

306 CRM Contemporary Issues in Criminology

This course is intended to focus on the latest developments in crime and justice. Possible topics might include: terrorism; international organized crime; illegal alien smuggling; money laundering and health care fraud. *Credit: 3 semester hours.*

420 CRM Readings in Criminology: Selected Topics

Offers advanced graduate students opportunity for intensive guided study in a criminological field not covered by graduate seminars with faculty guidance and feedback. *Chair's permission required. Credit: 3 semester hours.*

420 SOC Readings in Sociology: Selected Topics

Offers advanced graduate students opportunity for intensive guided study in a sociological field not covered by graduate seminars with faculty guidance and feedback. Chair's permission required. For Sociology majors only. *Credit: 3 semester hours.*

500 SOC and CRM Practicum in Applied Sociology

Sociological practice in applied settings. The student will formulate a research project for an internship or work setting. Preliminary findings are expected. Students can then enroll in either SOC 501 or 502 in the following semester. *Credit: 3 semester hours.*

501 SOC and CRM Field Internship

Prerequisite: SOC 500. Course provides an opportunity to gain a working knowledge of sociological practice in a field setting and to apply sociological analysis to the field experience. Students will complete the research paper based on the proposal prepared in SOC 500. *Credit: 3 semester hours.*

502 SOC and CRM Work-Setting Research

Prerequisite: SOC 500. For students in current work settings that provide experience equivalent to a field placement (as described in SOC 501). Students complete the research paper based on the proposal prepared in SOC 500. *Credit: 3 semester hours.*

800 Colloquia

Current issues in sociology as well as other topics of current interest are presented by outside speakers or current student researchers. All students are required to attend. *No credit. No fee.*

Research Courses

900 SOC and CRM Master's Research

Supervised research leading to the preparation and completion of a thesis in partial fulfillment of the master's degree requirements. *Credit: 3 semester hours.*

Maintaining Matriculation

925 Maintaining Matriculation

Master's students not registered for other courses must register for 925 until all degree

requirements are completed and the degree is granted. *No Credit. Fee: \$100 per semester.*

Courses Taken Outside Department

With the permission of the department chair, a student may take up to six credits (two courses) in other departments or divisions of the University for degree credit. This option does not apply when advanced standing has been granted for courses taken at another university.

For a complete listing of approved courses, please contact the Dean's office.

Department of Theology and Religious Studies (THE)

In keeping with the mission of St. John's University as Catholic, Vincentian, and metropolitan, the Graduate Program of the Department of Theology and Religious Studies seeks to examine the rich theological heritage of the Catholic faith in light of modern human experience and concerns, with due respect for the values of other sciences, other religions, and other cultures.

As such, our program provides a supportive and challenging environment of educational excellence flexible enough to serve those interested in pursuing further theological study, professional ministry, parish service, or their own personal enrichment.

To encourage such scholarly achievement, along with keen sensitivity to the need for social justice and peace in our world, the Department offers the Father Richard Kugelman Scholarship, to honor the memory of this eminent biblical theologian and former Chair, particularly in his great love for biblical studies and concern for the poor. This award opens the study of Theology, especially Sacred Scripture, to students who otherwise could not afford it. Each semester the Department also offers several Graduate Research Assistant positions to cover tuition costs. Interested students should contact the Department Chair for more information.

Programs of Study

Master of Arts in Theology (M.A.)

Entrance Requirements

Applicants for the M.A. in Theology and Religious Studies normally must have a bachelor's degree which includes 24 credits in theology, philosophy, or related subjects, and an overall "B" average in their college studies. Any deficiencies in preparation may require supplementary course work as a condition for admission, as determined by the Department.

Program Requirements

Following a mandatory introductory workshop, students will consult with a faculty advisor to pursue 33 credits of course work, chosen mainly from one of three tracks: (1) Biblical Studies (includes Old Testament and New Testament literature and languages); (2) Historical/Theological Studies (includes Historical Theology, Systematic Theology, Moral Theology, Interfaith Studies, and Spirituality); (3) Pastoral Theology (includes Catechetical, Liturgical, and Ministerial Studies).

On completing their studies, students will prepare a portfolio of academic writing, consisting of three major, final papers from their course work, one of which must also be included in revised form, and a professional self-assessment of their scholarly development during their time in the program. Students will submit this academic portfolio to the Department for reading and approval by two graduate Theology faculty, one from the student's main track, and one from a different track.

Course Requirements

All students will take at least one introductory-level course or its equivalent in each track, five more courses in their chosen track of concentration, and three electives, maintaining a "B" average.

Please note that students who pursue Biblical Studies must take a two-course sequence in either Biblical Hebrew (THE 111 and 112), or Biblical Greek (THE 121 and 122). The other tracks have no language requirement. Students who elect to write a Master's Thesis must take THE 900 as one of their elective courses, and may substitute this thesis for their final academic portfolio.

Combined B.A./M.A. Program

In addition to the Master of Arts program, the Department offers an intensive, accelerated program enabling students to earn both their B.A. and M.A. Theology degrees in only five years of full-time study.

Entrance Requirements

Qualified undergraduate students who have completed their sophomore year with a 3.0 overall cumulative index and a 3.5 index in Theology are encouraged to apply for this program.

Program Requirements

Students in the B.A./M.A. program matriculate for a total of 144 credits, 33 of which are on the graduate level (see the M.A. Program requirements above). Under the guidance of a faculty advisor, students take the first three graduate Theology courses in their junior and senior years, and the remaining courses in the following year of full-time graduate study. For specific information, students should check the undergraduate bulletin and contact the Director of the Graduate Theology Program.

Courses

Track 1: Biblical Studies

General

120 Methods in Modern Biblical Interpretation

Practical and theoretical introduction to critical methods of exegesis used in contemporary Old and New Testament studies. Methods are discussed, illustrated, and used by students in analytic exercises on biblical passages. *Credit: 3 semester hours.*

280 Current Issues in Biblical Interpretation

Provides an overview of key moments in the history of biblical interpretation, and discusses present-day issues in biblical interpretation, including the authority of the Bible, the Bible in ecumenical and interfaith contexts, ecological approaches to the Bible, and the Bible in Africa, Asia, and Latin America. *Credit: 3 semester hours.*

Old Testament

111; 112 Biblical Hebrew I; II

An introduction to the phonology, morphology, and syntax of biblical Hebrew, including translation of selected passages from the Hebrew Bible. *Credit: 3 semester hours.*

160 Introduction to the Old Testament

A survey of the history and literature of Israel. Problems of Old Testament interpretation are introduced, and the books of the Old Testament are related to their ancient Near Eastern context. *Credit: 3 semester hours.*

240 The Pentateuch

Surveys critical approaches to the books of the Pentateuch-Hexateuch, introducing the literary sources which comprise the first books of the Old Testament, from Genesis to the Former Prophets. *Credit: 3 semester hours.*

241 Prophetism in Israel

Survey of critical approaches toward the prophetic books of the Hebrew Old Testament canon. Included are a discussion of prophecy in its ancient Near Eastern setting, and an introduction to the message of Israel's "classical" prophets. *Credit: 3 semester hours.*

242 The Wisdom Literature

Examines critical approaches toward "wisdom" in ancient Israel and Judaism, including discussion of ancient Near Eastern "wisdom," introducing the Wisdom writings from the Greek Old Testament, with special attention to the Psalms. *Credit: 3 semester hours.*

243 Apocalyptic Writings of the Second Temple Period

This course surveys biblical apocalyptic writings as manifesting both a world view and a literary genre, stressing key examples of such historical and mystical revelatory materials from the Second Temple Period, along with their enduring theological impact. *Credit: 3 semester hours.*

New Testament

121; 122 New Testament Greek I; II

The elements of New Testament Greek grammar and syntax, including basic vocabulary of the New Testament writings, along with selected readings from the Gospels and the Pauline letters. *Credit: 3 semester hours.*

161 Introduction to the New Testament

Surveys the earliest, normative Christian writings in their historical, cultural, and religious context within the Greco-Roman world, introducing students to major scholarly approaches for studying the New Testament, its literary genres, key themes, enduring issues, and diverse theologies manifest in the apostolic witness to Jesus of Nazareth. *Credit: 3 semester hours.*

270 The Synoptic Gospels and Modern Study

Explores the primary theological views and basic literary structures reflected in the Gospels of Matthew, Mark, and Luke, treating major scholarly theories about their mutual dependence and formulation. *Credit: 3 semester hours.*

271 The Lukan Writings

Examines the relationship of the Third Gospel to the Acts of the Apostles, along with their peculiar character as jointly proclaiming Christian "gospel." Luke's sources, background, literary style, and theological themes are explored. *Credit: 3 semester hours.*

272 The Johannine Literature

Treats the formation of the Fourth Gospel and the other Johannine writings, their structure and theology. *Credit: 3 semester hours.*

273 The Pauline Writings

A survey of Paul's career, his role in the rise of early Christianity, along with the influence of his Jewish as well as Hellenistic cultural and religious roots on his "gospel." *Credit: 3 semester hours.*

281 The Parables of Jesus

Explores Jesus' distinctive use of illustrative stories and images to prophetically dramatize his view of God's coming rule, and tracks the adaptation of Jesus' parabolic speech from the early Christian Church to the present. *Credit: 3 semester hours.*

282 The Passion and Resurrection Narratives

Closely examines the stories about Jesus' passion and resurrection as they appear in the four canonical Gospels, tracing complementary themes in pre-Christian Jewish tradition, in the teaching of Paul, and in early non-canonical Gospel narratives. *Credit: 3 semester hours.*

Track 2: Historical/Theological Studies

Historical Theology

200 Theology: The Liturgical Year and Liturgy of the Hours (see Pastoral Theology)

352 History of Christian Theology from the Reformations to 1900

Theology and history of the Christian churches and their relations to other religious and cultural traditions from 1500 to 1900. *Credit: 3 semester hours.*

355 The First Six Centuries of Christianity

This course introduces students to the theology and history of the Catholic Church from the origins of the Church until 600 CE. Students will examine eastern and western patristic theology by means of an interdisciplinary study of theology, philosophy, and history, using both primary and secondary sources. *Credit: 3 semester hours.*

357 Theology in the Middle Ages

Treats the theology and history of the Catholic Church during the Middle Ages (600–1500). This course examines medieval theology by means of interdisciplinary study of theology, philosophy, history, and literature, using both primary and secondary texts. *Credit: 3 semester hours.*

358 History of Twentieth-Century Christian Theology

Theology and history of the Christian Churches and their relations to other religious and cultural traditions from 1900 to the present. *Credit: 3 semester hours.*

Systematic Theology

150 Introduction to Liturgy

(See Pastoral Theology)
Credit: 3 semester hours.

352 The History of Christian Doctrine from the Middle Ages to the 20th Century (See Historical Studies)

Credit: 3 semester hours.

400 Christian Foundations

A critical examination of the foundations of Christian faith, giving special attention to the challenges of unbelief in today's secular society. *Credit: 3 semester hours.*

401 The Mystery of God

Examines the knowledge of God through nature and grace, treating biblical perspectives, development of the doctrine of the Trinity, God as Creator, and contemporary challenges to theism. *Credit: 3 semester hours.*

402 Christology

A study of the person and work of Jesus Christ, his mission, death and resurrection. Christological development in the New Testament and the early Church until the Council of Chalcedon, and views about Jesus

through the centuries and in modern thought. *Credit: 3 semester hours.*

403 Theological Anthropology

Theological exploration into the meaning and goal of human existence as revealed in biblical revelation and as expressed through the centuries in central Christian doctrines. *Credit: 3 semester hours.*

404 Ecclesiology

The Church in the New Testament. Historical forms and basic structure of the Church. The Church and the Kingdom of God. The meaning of Christian eschatology. Ministries in the Church. *Credit: 3 semester hours.*

405 Introduction to Sacramental Theology

(See Pastoral Theology)
Credit: 3 semester hours.

406 The Eucharist

(See Pastoral Theology)
Credit: 3 semester hours.

407 The Healing Ministry of the Church

(See Pastoral Theology)
Credit: 3 semester hours.

408 The Sacraments of Initiation

(See Pastoral Theology)
Credit: 3 semester hours.

410 Theologies of Liberation

Reflection on the liberating traditions of Christian faith in light of the political-sociological world situation
Credit: 3 semester hours.

430 Women and the Christian Tradition

Reexamines the role of women in the Christian biblical tradition: theologies of creation and redemption, priesthood and leadership; the Marian tradition; religious orders of women. *Credit: 3 semester hours.*

435 Creation—From Cosmology to Ecology

Explores the doctrine of creation in the context of its historical development, including its biblical roots, philosophical influences, and contemporary issues such as the relation between science, theology and the ecological crisis, as viewed through the work of current theologians. *Credit: 3 semester hours.*

440 Christian Hope and the World's Future

A study of contemporary theological reflection on the ultimate destiny of humanity and of the world. The major symbols of Christianity are reexamined in the light of critical biblical and historical studies. *Credit: 3 semester hours.*

445 The Theology of Mary

This course studies the place of Mary in Christian thought, exploring foundational biblical and historical Mariologies, their development from the Early Church Fathers to the post-modern age, and their relation to Trinitarian Theology, Christology, Pneumatology, Ecclesiology, and Eschatology. Major Catholic, Orthodox, and Protestant Mariologies are examined as stimulus for

constructive, ecumenical, theological dialogue today. *Credit: 3 semester hours.*

532 Christian Spirituality in Historical Perspective

An introduction to the vocabulary and thought forms of Western mystical experience. Readings from selected texts of the classical spiritual writers from the New Testament to the present. *Credit: 3 semester hours.*

Moral Theology

170 Fundamental Moral Theology

Examines the methods, sources, and development of Catholic moral theology. Addresses conscience, theological anthropology, Christian freedom, natural law, sin, virtue, and the use of Scripture in moral reflection. *Credit: 3 semester hours.*

410 Theologies of Liberation (see Moral Theology)

523 Catholic Social Teaching

Traces the development of Catholic thought regarding the economic, political, and social spheres, and aims to formulate principles that should guide their transformation. *Credit: 3 semester hours.*

524 Theological Bioethics

Explores biomedical issues from the perspective of Christian ethics, including: social justice and health care, stem cell research, neuroscience, reproductive therapies, abortion, end-of-life decisions, and experiments involving human subjects. *Credit: 3 semester hours.*

525 Love and Sexuality: A Christian Understanding

This course explores the biblical, theological, philosophical and scientific foundations of contemporary Christian sexual ethics. Roman Catholic teaching on issues of sexuality is examined in depth, and subjected to appropriate theological scrutiny. *Credit: 3 semester hours.*

526 Specific Moral Issues in a Christian Context

Examines specific moral issues (war and peace-making, globalization and its effects, human migration, homosexuality and same-sex unions, and end-of-life issues, among others) to develop a sense of method for dealing with moral problems. *Credit: 3 semester hours.*

527 Business Ethics: A Christian Perspective

Examines the moral dimensions of business activity in light of the principles of Christian Ethics, and includes moral analysis of specific cases drawn from the major areas of business. *Credit: 3 semester hours.*

529 Church, State, and Social Ethics

This course addresses theoretical questions concerning the interrelationship between social and personal morality, as well as the major socio-moral issues of our time. Readings from black, feminist, and other liberationist ethicists

are included in the course. *Credit: 3 semester hours.*

599 McKeever Seminar in Moral Theology

This course will examine in depth an issue in the field of moral theology, led by the professor holding the McKeever Chair in Moral Theology. *Credit: 3 semester hours.*

Interfaith Studies

110 Sacred Scriptures of the East

An introduction to the Sacred Scriptures of the East through the reading of selected texts from major works which form the basis of Eastern theology and philosophy. *Credit: 3 semester hours.*

651 Buddhism and Christianity in Dialogue

The Buddhist religion, its origin in India, its doctrine and practice as revealed in Buddha's view of the Divine, Self, and Salvation. Buddhist monastic order, asceticism, and missionary zeal. The two Buddhist schools. This course also treats the dialogue between Buddhism and Christianity to show how both of these religions constantly strive for universal human spiritualization and world peace. *Credit: 3 semester hours.*

657 Religious Mysticism: East and West

Examines religious spirituality (mysticism) as a global phenomenon, and includes topics such as human spiritual connection with the Transcendent, mystic consciousness and experience, introversive and extroversive paths to spiritual awareness and growth. *Credit: 3 semester hours.*

660 Dialogue Among Christians

The history and structures of the ecumenical dialogue among Christians, with particular attention to the concepts of the unity of the Christian Church which have been advanced by several of the Christian communions. *Credit: 3 semester hours.*

Track 3: Pastoral Theology

Catechetical Studies

702 Introduction to Catechesis

An historical survey of catechetical theory and practice. This course examines the social situation of the Church, the theology used, and the resulting catechesis, for their outcomes in the life of particular communities. *Credit: 3 semester hours.*

703 Catechesis for Teens and Adults

This course surveys current theory and practice of catechetical efforts to involve both teens and adults, stressing the developmental tasks of each group respectively, and practical issues of creating programs to meet their needs. *Credit: 3 semester hours.*

704 Liturgical Catechesis and Worship

Explores catechetical issues within the context of Christian communal worship, examining the earliest evidence of Christian liturgy as a matrix for shaping Christian faith and belief.

Credit: 3 semester hours.

Liturgical Studies

150 Introduction to Liturgy

Analyzes certain tensions in liturgical thought and celebration today, in light of the liturgy's ancient and recent past, exploring possible future liturgical trends based on present theory and practice. *Credit: 3 semester hours.*

155 The Roman Missal

This course examines the genesis, history, and nature of the "Roman Rite," especially as embodied in the most recent English revision of the Roman Missal, in light of previous translations, their associated dynamics, controversies, and impact on other rites as well as catechesis. *Credit: 3 semester hours.*

200 The Liturgical Year and Liturgy of the Hours

This course explores the nature, historical evolution, theology, as well as pastoral and canonical aspects of the Church's cycle of seasons and feasts, examining time and commemoration from a theological and liturgical viewpoint, along with the daily Liturgy of the Hours and popular devotions, mainly from a Roman Catholic perspective, but with attention to comparable practices in other cultures. *Credit: 3 semester hours.*

405 Introduction to Sacramental Theology

Explores new approaches to sacramental theology, with special attention to the sociological setting and anthropological dimension of the sacraments in their Christian context. *Credit: 3 semester hours.*

406 The Eucharist

An anthropology of symbol and the phenomenology of meal as a basis for understanding the Eucharist. Meals in the Old Testament are examined, along with selected Eucharistic themes in the New Testament.

Credit: 3 semester hours.

407 The Healing Ministry of the Church

The history, theology, and pastoral practice of the sacrament of reconciliation, including a comparison with psychological counseling and practical demonstrations. The art of spiritual direction. Caring for the sick and ministry to the grieving. The history and pastoral practice of the anointing of the sick.

Credit: 3 semester hours.

408 The Sacraments of Initiation

Anthropological dimensions of initiation. Initiation in the early Church. The breakdown in the unity of the initiation sacraments, and Christian Initiation today.

Credit: 3 semester hours.

823 Liturgical Celebration: Theory and Practice

Using discussion and practical exercises, this course explores the attitudes and style of an effective worshipping community, along with the context, options, and rites of the sacraments of initiation, Eucharist, reconciliation, matrimony, anointing of the sick, and children's liturgies.

Credit: 3 semester hours.

Ministerial Studies

801 Introduction to Pastoral Care and Counseling

Introduces the basic concepts and fundamental skills of counseling in a pastoral setting. It requires active participation in course discussions, a research paper on a counseling philosophy or other approved topic, counseling role play, and use of counseling transcripts as learning tools. *Credit: 3 semester hours.*

802 The Church as a Community of Ministers

Explores the biblical roots and historical evolution of ministry structures, present pastoral ministry concerns, issues, and resources in specific areas of ministry, and practical strategies for engaging in ministry in today's Church. *Credit: 3 semester hours.*

803 Pastoral Ministry in Loss and Grief

Theoretical foundations for understanding the nature and universality of loss and grief. General principles of intervention and pastoral resources for healing and growth as found in community, ritual, faith, and belief.

Credit: 3 semester hours.

831 Pastoral Perspectives on Marriage and Family

An in-depth exploration of Vatican II and post-Vatican II theological treatments of marriage and family life, which evaluates pastoral strategies for a variety of contemporary marriage and family issues. *Credit: 3 semester hours.*

Research Courses

900 Master's Research

Supervised research leading to the preparation and completion of a thesis in partial fulfillment of the master's degree requirements.

Credit: 3 semester hours.

901; 902; 903 Independent Research

Individual study under the direction of a select faculty member. The area of research must be approved in advance by the Chair and in consultation with the supervising faculty member. *Credit: 3 semester hours.*

925 Maintaining Matriculation

Master's students who are not registered for other courses must register for THE 925 until all degree requirements are completed and the degree is granted.

No credit. Fee: \$100.00 per semester.

For a complete listing of approved courses, please contact the Graduate Dean's office.

Criminal Background Checks

Policy:

In order to meet the requirements of University and affiliated clinical facilities, all students in the Au.D., M.A. Speech Language Pathology, Ph.D. Clinical Psychology, and Psy.D. and M.S. School Psychology programs will complete a University-specified criminal background check (Sterling Inc.) prior to placement in the clinical learning sites. This background check will meet the requirements outlined by affiliated clinical sites and/or state law.

Procedures:

1. Prior to registration in their first clinical practicum, externship, and/or internship course, students will complete a criminal background check. Students will be provided with written guidelines by the Office of the Dean prior to the first day of registration for the designated course. The finalized, approved background check must be received from Human Resources before the student can register for the designated course. Students who are not cleared by the time of registration will not be assigned to clinical placement sites until the background check is approved.
2. The costs associated with the criminal background check will be incurred by the student and will be paid directly to Sterling Inc. If an error occurs in the submission of the request, the student will be responsible for resubmitting the request at an additional cost.
3. All finalized student requests will be submitted electronically to Sterling Inc. The company will then submit finalized reports for each student to St. John's Office of Human Resources for review and evaluation. A separate report will be sent to the student via e-mail by Sterling Inc.
4. Human Resources will notify the associate graduate dean of St. John's College of Liberal Arts and Sciences of all students who successfully pass the criminal background check.
5. In the event of a positive finding, the case will be reviewed by Human Resources and the University's general counsel.
6. If the identified offense is considered significant, the student's case will be referred to the dean of St. John's College of Liberal Arts and Sciences for review and final decision.
7. In the event that an offense prevents the student from progressing to the experiential components of the program, the student may be dismissed, regardless of his/her academic standing.

Art and Design

Amy Gansell, *Assistant Professor*, B.A. Barnard College; Ph.D. Harvard University.

Susan Rosenberg, *Associate Professor and Graduate Director*, B.A. Brown University; Ph.D. Institute of Fine Arts, New York University.

Asian Studies

Bernadette Li, *Professor and Director*, B.A., National Taiwan University; M.A., University of Washington (Seattle); Ph.D. in History, Columbia University. Political and Intellectual History of Modern China; Chinese Women's History and Literature; Asian American Studies in History, Literature and Women.

Wen-Shan Shih, *Adjunct Assistant Professor*, B.A., Nat'l Taiwan University; M.A., University of Minnesota; Ph.D., University of Toronto.

Johnson L. Tseng, *Adjunct Associate Professor*, B.A., M.B.A., Nat'l Chengchi University; M.A., Ph.D., SUNY, Albany.

Biological Sciences

Christopher W. Bazinet, *Graduate Director and Associate Professor*, B.A., University of Wisconsin; Ph.D., Massachusetts Institute of Technology. Genetics of biological assemblies. Evolution of gametogenesis.

Irvin N. Hirshfield, *Associate Professor*, B.S., University of Delaware; Ph.D., University of Pittsburgh. Molecular microbiology and microbial physiology and genetics. Regulation of gene expression in prokaryotes in response to environmental stress with special emphasis on acid stress responses. Microbial pathogenesis.

Dianella G. Howarth, *Associate Professor*, B.A., University of Pennsylvania; Ph.D., Harvard University. Evolution and development of plant lineages.

Yue J. Lin, *Associate Professor*, B.S., National Taiwan University; M.S., Ph.D., Ohio State University. Cytology and Cytogenetics. Spontaneous and induced abnormalities in chromosomes. Sister chromatid exchange.

Simon Geir Møller, *Vice-Provost, Professor and EMBO Young Investigator*, B.S., University of Leeds, UK; M.S., The University of London; Ph.D., University of Leeds, U.K. Molecular and cellular mechanisms associated with Parkinson's Disease. Iron-sulfur cluster biogenesis and organelle biology.

Matteo Ruggiu, *Assistant Professor*, B.S., M.S., University of Pavia, Italy; Ph.D., Medical Research Council, UK. RNA-protein networks in neuronal function and disease.

Laura M. Schramm, *Associate Dean and Associate Professor*, B.S., SUNY, Stony Brook; M.S., St. John's University; Ph.D., SUNY, Stony Brook. Regulation of the cell cycle. Gene expression in eukaryotes, mechanisms of transcriptional regulation in human cells.

Richard Stalter, *Professor*, M.S., University of Rhode Island; Ph.D., University of South Carolina. Ecology of coastal plant communities.

Rare and endangered plants.

Louis Trombetta, *Professor*, B.S., M.S., Ph.D., Fordham University. Electron microscopy cytology, pathology, and cytochemistry. The effects of drugs in metabolism and cell degeneration, particularly in the CNS.

Ales Vancura, *Chair and Professor*, B.S./M.S., Ph.D., Prague Institute of Chemical Technology. Chromatin structure and regulation of transcription. Signal transduction.

Ivana Vancurova, *Professor*, B.S./M.S., Prague Institute of Chemical Technology; Ph.D., Institute of Microbiology, Czech Academy of Sciences. Molecular mechanisms of inflammation.

Yong Yu, *Assistant Professor*, B.S., Ocean University of Qingdao, China; Ph.D., Chinese Academy of Sciences. Ion channels: structure and function, and their roles in human physiology and disease.

Jay A. Zimmerman, *Professor*, A.B., Franklin and Marshall College; Ph.D., Rutgers University. Experimental gerontology. Nutritional aspects of lifespan extension.

Rachel Zufferey, *Graduate Director and Associate Professor*, B.S./M.S. and Ph.D., Swiss Federal Institute of Technology. Characterization of the glycerolipid metabolic pathways of the vertebrate protozoan parasites *Leishmania* and trypanosomes to determine their importance in parasite development, differentiation and virulence.

Chemistry

Ernest Birnbaum, *Professor Emeritus*, B.A., University of California, M.S., University of Southern California, Ph.D., Pennsylvania State University.

James Brady, *Professor Emeritus*, B.S., Hofstra University, Ph.D., Pennsylvania State University.

David P. Brown, *Associate Professor*, B.S., University of the West Indies; M.Phil., CUNY. Synthetic Organic Chemistry; The design and synthesis of Topoisomerase II inhibitors; The convergent synthesis of Anthracycline Analogs as Antibiotic Antineoplastic Agents.

Victor Cesare, *Associate Professor*, B.S., SUNY at Albany; M.S., St. John's University; Ph.D., St. John's University. Synthesis, stereochemistry, reactivity and medicinal applications of α -lactams.

Guofang Chen, *Assistant Professor*, Ph.D., Bio-Analytical Chemistry.

Gina M. Florio, *Associate Professor*, A.B. Vassar College, Ph.D. Purdue University. Structural, chemical, and electronic properties of surfaces and monolayer films; scanning probe microscopy.

Steven M. Graham, *Associate Professor*, B.S., M.S., Ph.D., SUNY at Stony Brook. Bioorganic Chemistry; Synthesis and characterization of nucleoside and nucleotide-based calcium release agents and novel nucleosides.

Claude Greco, *Professor Emeritus*, B.S., Manhattan College, M.S., New Mexico

Highlands University, Ph.D., Fordham University.

Eugene M. Holleran, *Professor Emeritus*, B.S., University of Scranton; Ph.D., Catholic University of America. Equations of state and equilibrium properties of substances.

Alison G. Hyslop, *Chair and Associate Professor*, B.A., Macalester College; Ph.D., University of Pennsylvania. Bioinorganic Chemistry; Synthesis, functionalization and photophysical studies of porphyrin arrays as photosynthetic mimics.

Neil D. Jespersen, *Professor*, B.S., Washington and Lee University; Ph.D., The Pennsylvania State University. Bioanalytical and environmental analysis techniques and instrumentation.

Eugene J. Kupchik, *Professor Emeritus*, Diploma in Chemistry, B.S., Rutgers University, Ph.D. Rutgers University. Organic Chemistry.

István Lengyel, *Professor Emeritus*, B.A., Lóránd Eötvös University of Science, Ph.D., Massachusetts Institute of Technology.

Philip S. Lukeman, *Associate Professor*, B.S., Ph.D. Covalent Chemistry Control of Nucleic Acid Nanotechnology, Mesoscale Molecular Engineering.

Elise G. Megehee, *Associate Professor*, (Clare Booth Luce Professor), B.S., University of Rochester; M.S. University of North Carolina at Chapel Hill; Ph.D., University of North Carolina at Chapel Hill. Synthesis and characterization of new luminescent transition metal complexes. NMR, UV/Vis absorption and emission spectroscopy and electrochemistry.

William Pasfield, *Professor Emeritus*, B.S., Massachusetts Institute of Technology, Ph.D., University of Connecticut.

Richard J. Rosso, *Associate Professor*, B.S., SUNY at Albany; Ph.D., SUNY at Buffalo. Development of novel catalysts for organic transformation, industrial scale reactions and biological use; Development of environmentally sound catalysts as alternatives for industrial scale reactions.

Joseph Serafin, *Professor*, B.S., Gannon University; M.A., M. Phil., Ph.D., Columbia University. Interfacial energetics and structure for aqueous solvation of surfaces, electrodes and biomolecules.

Ralph Stephani, *Professor* (joint appointment with College of Pharmacy), B.S., Ph.D. Organic synthesis and design of new drugs; Enzyme inhibition and chiral separations.

Siao F. Sun, *Professor Emeritus*, LL.B., National Chengchi University, China; M.S., University of Utah; M.S., Loyola University; Ph.D., University of Chicago; Ph.D., University of Illinois. Physical Chemistry of macromolecules; theoretical chemical kinetics; solution kinetics.

Anthony Testa, *Professor Emeritus*, B.S., CUNY, Ph.D., Columbia University.

Enju Wang, *Professor*, B.S., Shangdong Normal University, P.R. China; M.Sc., Nanking

Soil Institute, Academia Sinica; Ph.D., ETH Zurich. Design and characterization of novel electrochemical and optical sensors; New analytical methods for applications in biological and environmental systems.

Department of Communication Sciences and Disorders

Susan Antonellis, *Clinical Supervisor, (Audiology) and Adjunct Instructor*, B.A., St. John's University; M.S. St. John's University. Adelphi University; Au.D., Arizona School of Health Sciences.

José G. Centeno, *Associate Professor*, B.S., University of Guelph; M.A., Hofstra University; Ph.D., CUNY.

Nancy Colodny, *Chair and Associate Professor*, B.S., Emerson College; M.S., Ed.D., Teachers College, Columbia University. Dysphasia; adult neurogenetics; geriatrics.

Donna Geffner, *AuD Graduate Director and Professor*, B.A., Brooklyn College; M.A., Ph.D., New York University.

Peggy Jacobson, *SLP Graduate Director and Associate Professor*, B.A., University of New Mexico, M.A., New Mexico State University, Ph.D., The Graduate School, CUNY.

Gary E. Martin, *Assistant Professor*, B.A., M.A., & Ph.D., University of North Carolina at Chapel Hill. Speech and language development, developmental disabilities, Autism Spectrum Disorders, Fragile X Syndrome, and Down's Syndrome.

Suzanne Thompson, *Assistant Professor*, Ph.D., CCC-A, The Graduate Center, City University of New York. Objective tests of hearing health, differential diagnosis of hearing loss in school-aged children.

Anthea Vivona, *Clinical Supervisor*, M.A., St. John's University; M.Phil., CUNY.

Monica Wagner, *Assistant Professor*, B.A., SUNY Cortland; M.A., Queens College; M.Phil., The Graduate School, CUNY.

Patrick Walden, *Associate Professor*, B.A., Florida State University; M.A., New Mexico State University; Ph.D., Florida Atlantic University.

Arlene Wisan, *Clinical Coordinator* (Speech-Language Pathology), B.A., Speech-Language Pathology, Brooklyn College; M.A., Queens College.

Rebecca Wiseheart, *Assistant Professor*, B.A., M.A., Ph.D., University of Florida.

English

Dohra Ahmad, *Associate Professor*, B.A., Yale University; M.A., M.Phil., Ph.D., Columbia University. Postcolonial literature; 19th- and 20th-century American and African-American literature; South Asian literature in English; utopian fiction.

Angela Belli, *Professor*, B.A., Brooklyn College; M.A., University of Connecticut;

Ph.D., New York University. Modern and contemporary drama; literature and medicine; disability studies.

Lee Ann Brown, *Associate Professor*, M.A., M.F.A., Brown University. Poetry in traditional and avant-garde forms; poetics; songs and ballads; feminist theory; southern literature; editing and publishing small press publications.

Gabriel Brownstein, *Associate Professor*, B.A., Oberlin College; M.F.A., Columbia University. Writing novels and short stories.

Scott Combs, *Associate Professor*, B.A., The University of Chicago; M.A, Ph.D., University of California, Berkeley. International film history; American film genres; novel-to-film adaptation; the cinema and death.

Harry Denny, *Associate Professor*, B.A., University of Iowa; M.A., University of Colorado; Ph.D., Temple University. Composition Studies and Writing Centers, particularly as sites for studying literacy practices, community-building, access to higher education, and cross-cultural/disciplinary dialog.

Robert Fanuzzi, *Associate Professor*, B.A., College of William and Mary; Ph.D., Northwestern University. Early 18th- and 19th-century American literature; New England abolition movement; 19th-century African American literature; antebellum black public culture; trans-Atlantic antislavery movement.

Robert Forman, *Professor*, B.A., St. John's College; M.A., University of Vermont; Ph.D., CUNY. Ancient epic and drama.

Granville Ganter, *Associate Professor*, B.A., Boston University; M.A., Ph.D., CUNY. 18th- and 19th-century U.S. literature; African American literature; Native American literature.

Anne Ellen Geller, *Associate Professor*, B.A., Mount Holyoke College; M.A., Ph.D., New York University. Composition studies; writing across the curriculum; writing centers.

Rachel Hollander, *Assistant Professor*, B.A., Swarthmore College; M.A., Ph.D., Rutgers University. 19-and early 20th-century British literature; literary theory.

Amy King, *Associate Professor*, B.A., Bates College; Ph.D., Harvard University. 19th-century British literature and culture; 18th- and 19th-century history of science; history and theory of the novel; realism; narrative and the natural world.

Brian Lockey, *Associate Professor*, B.A., Swarthmore College; M.A., University of Sussex; Ph.D., Rutgers University. Poetry, prose, and drama of the sixteenth and seventeenth centuries, Shakespeare; Epic and romance; Transatlantic English literatures.

John Lowney, *Professor*, B.A., M.A., University of Massachusetts; Ph.D., Brown University. American poetry; modernism and modernity; 20th-century African American literature.

Kathleen Lubey, *Associate Professor*, B.A., Ithaca College; M.A., SUNY Buffalo; Ph.D.,

Rutgers University. 18th-century British literature; the history of sexuality; the novel and aesthetics.

Gregory Maertz, *Professor*, B.A., Northwestern University; A.M., Ph.D., Harvard University. The legacy of Romanticism in literature, art and cultural politics; the 19th-century novel; the afterlife of Nazi culture; modernism and the Fascist aesthetic; Kitsch and camp; art and propaganda; canons and collections.

Steve Mentz, *Graduate Director and Professor*, A.B., Princeton University; M.Phil., M.A., Ph.D., Yale University. Early modern drama, fiction and poetry; the development of popular narrative; the elite/popular divide; the history of the book; the relationship between print culture, theater and manuscript publication.

Stephen Paul Miller, *Professor*, B.S., M.A., CUNY; Ph.D., New York University. Creative criticism in poetic and academic form; experimental poetry and drama; modern and contemporary art.

Melissa Mowry, *Associate Professor*, B.A., Boston University; M.A., Ph.D., University of Delaware. 17th- and 18-century British literature; political satire; Restoration republicanism and mercantilism; class and gender studies; early modern popular culture.

Derek Owens, *Vice-Provost and Professor*, B.A., SUNY Geneseo; M.A., D.A., University at Albany. Composition theory and the teaching of writing; place-based pedagogy; visual media; experimental writing; ecological literacy.

Nicole Rice, *Associate Professor*, B.A. Yale University, M.Phil., Cambridge University; Ph.D., Columbia University. Late Medieval Literature; drama; gender; manuscripts.

Stephen Sicari, *Chair and Professor*, B.A., Manhattan College; M.A., Ph.D., Cornell University. Modernism and modernity; history of the novel; allegory and epic; literary theory.

Shante Smalls, *Assistant Professor*, B.A., Smith College; M.A., Gallatin School; Ph.D. (in Performance Studies), New York University. Twentieth and twenty-first century African American Literature and Culture, Performance Studies.

Jennifer Travis, *Associate Professor*, B.A., Vassar College; M.A., Ph.D., Brandeis University. American literature and culture; women's literature; gender studies.

Elda Tsou, *Assistant Professor*, B.A., University of California, Berkeley; M.A., University of Chicago; Ph.D., Columbia University. Asian American studies; ethnic studies; literary theory; theories of racial formation.

Government and Politics

William Byrne, *Associate Professor*, B.A., University of Pennsylvania; M.A., Ph.D., The Catholic University of America.

Raymond L. Carol, *Professor Emeritus*, B.A., John Hopkins University; M.A., Ph.D., Syracuse

University. Constitutional and Administrative Law; French Politics.

Vincent Chen, *Professor Emeritus*, LL.B., Chung Cheng University, Nanchang, China; M.A., University of Chicago; Ph.D., Yale University. International Law and Diplomacy.

Fred Cocozzelli, *Associate Professor*, B.A., Catholic University of America; M.I.A. Columbia University School of International & Public Affairs; Ph.D., New School University. Peacekeeping and post-conflict reconstruction; Southeastern Europe and the Balkans Social Policy; Ethnic Relations and Conflict; Citizenship.

William Gangi, *Professor*, B.A., M.A., St. John's University; Ph.D., University of Notre Dame. Personnel Management Administration; Public Constitutional Law.

Diane Heith, *Chair and Associate Professor*, B.A., Cornell University; A.M., Brown University; Ph.D., Brown University. American Politics; The Presidency; Public Opinion.

David W. Kearn, Jr., *Associate Professor*, B.A., Amherst College; M.M.P. Harvard University John F. Kennedy School of Government; Ph.D., University of Virginia. International Relations Theory, Security Studies, Military Innovation, Arms Control, U.S. Foreign Policy.

Barbara Koziak, *Associate Professor*, B.A., University of Texas at Austin; M.A., Ph.D., Yale University. Political Theory; Feminist Theory; American Politics.

Azzedine Layachi, *Professor*, B.A., Algiers University; M.A., Ph.D., New York University. Middle East Studies; Nationalism.

Frank Paul LeVeness, *Professor*, B.S., M.A., Ph.D., St. John's University. Latin American and Caribbean Politics and Integration; Comparative Systems; Minority Politics; Methodology; Development Politics; Political Economy.

William R. Nester, *Professor*, B.A., Miami University, Miami, Ohio; M.A., Ph.D., University of California at Santa Barbara. International Relations; Foreign Policy.

Robert F. Pecorella, *Associate Professor*, B.A., St. John's University; M.A., Brooklyn College of the CUNY; Ph.D., Pennsylvania State University. Public Administration; Urban Politics; Public Policy; Research Methods and Quantitative Analysis.

Luba Racanska, *Associate Professor*, B.A., Yale University; M.A., Ph.D., University of North Carolina at Chapel Hill. Russian Politics; East European Politics and Non-Governmental Institutions: European Union.

Uma Tripathi, *Associate Professor*, B.A., M.A., University of Bombay; Ph.D., University of Notre Dame. International Relations and Environmental Politics.

History

Dolores L. Augustine, *Professor*, B.S.F.S., Georgetown University; M.A., Ph.D., Free University of Berlin. Contemporary History, European Social and Cultural History.

Mauricio Borrero, *Graduate Director and Associate Professor*, B.A., Georgetown University; M.A., Ph.D., Indiana University. Russian History; Sport and Popular Culture.

Neilesh Bose, *Assistant Professor*, B.A., University of Pittsburgh; M.A., University of Chicago; Ph.D., Tufts University. Modern South Asia, Modern Africa, Transnational History.

Elaine Carey, *Chair and Associate Professor*, B.A., M.A., Florida State University; Ph.D., University of New Mexico; Ph.D. Latin American History, Gender History.

Tracey-Anne Cooper, *Assistant Professor*, B.A., Lancaster (UK), M.A., Boston College, Ph.D. Boston College. Medieval, Renaissance.

Elizabeth Herbin, *Assistant Professor*, A.B., Harvard University; M.A. Columbia University; Ph.D. Columbia University; African American University.

Jeffrey C. Kinkley, *Professor*, A.B., University of Chicago; M.A., Ph.D., Harvard University. History of Modern China; History of Modern East Asian Culture.

Timothy Milford, *Associate Professor*, A.B., Duke University, Ph.D., Harvard University. Colonial America.

Philip Misevich, *Assistant Professor*, B.A., St. John's University, Ph.D., Emory University. Africa, Caribbean, Atlantic World.

Susie J. Pak, *Associate Professor*, B.A., Dartmouth College; M.A., Ph.D., Cornell University. 20th century United States, Race and Gender.

Alejandro Quintana, *Assistant Professor*, B.A. UPAEP, Puebla, Mexico, M.A. Hunter College, CUNY, Ph.D. The Graduate Center of the City University of New York. Latin American History.

Nerina Rustomji, *Associate Professor*, B.A., University of Texas; M.A., M.Phil., Ph.D., Columbia University. Middle East.

Susan Schmidt-Horning, *Associate Professor*, B.A., Akron University, M.A., Akron University, Ph.D., Case Western Reserve Technology, Popular Culture.

Kristin M. Szylvian, *Graduate Director and Associate Professor*, B.A., University of Massachusetts at Lowell, M.A., Duquesne University, Ph.D., Carnegie Mellon University. Public History.

Konrad Tuchscherer, *Associate Professor*, B.A., University of Wisconsin; Ph.D., University of London. African History.

Lara Vapnek, *Associate Professor*, B.A., Barnard College; M.A., M. Phil., Ph.D., Columbia University. 19th-century United States, Labor History, Women's History.

Michael Wolfe, *Associate Dean and Professor*, B.A., Boston University; M.A., Boston University and Johns Hopkins University; Ph.D. Johns Hopkins University. Medieval and Early Modern Europe.

Languages and Literatures

Alina L. Camacho-Gingerich, *Professor*, B.A., M.A., SUNY at Buffalo; Ph.D., University of Pittsburgh. Latin American Literature and Civilization.

María C. Dominicis, *Professor Emeritus of Spanish*, Doctorado en Filosofía y Letras, University of Havana, Cuba; Ph.D., New York University. Linguistics, 19th-and 20th-century Spain.

Marie-Lise Gazarian, *Graduate Director and Professor*, B.A., Adelphi College; M.A., Ph.D., Columbia University. Latin American Literature and Civilization; Contemporary Spain.

Carmen F. Klohe, *Associate Professor*, B.A., Montclair State University; M.A., Queens College CUNY; M.Phil., Ph.D., Graduate Center CUNY. 18th-, 19th-and 20th-century Spain.

Eduardo Mitre, *Associate Professor*, B.A., B.A., Universidad Mayor de San Simón, Cochabamba, Bolivia; M.A., Ph.D., University of Pittsburgh. Latin American Literature.

John J. Reynolds, *Professor Emeritus of Spanish*, B.A., M.A., Ph.D., University of California at Berkeley. Golden Age period.

Nicolás J. Toscano, *Professor*, Bachiller, Universidad de Granada; Lic. en Derecho, Universidad de Madrid; Ph.D. University of Massachusetts. Medieval and Golden Age Spanish Literature.

Library and Information Science

Christine M. Angel, *Assistant Professor*. B.A., East Carolina University; M.S., East Carolina University; M.S., North Carolina Central University; Ph.D., University of South Carolina. Information Representation and Retrieval with the library, archive, museum and web environments, Archival Representation, Museum Informatics, Metadata.

Shari Lee, *Assistant Professor*. B.S., CUNY; M.L.S., St. John's University; Ph.D., UCLA. User Behavior as a Consequence of Design; Teen Services and Spaces; Children's Services; Public Library as Space and Place; Language, Literacy, and Learning.

Kevin S. Rioux, *Associate Professor*, B.A., Louisiana State University; M.A., M.L.I.S., Ph.D., University of Texas at Austin. Information Sharing Behaviors; Services to Special Populations; Social Activism in Librarianship; Qualitative Research Methods in Information Behavior Research; Social Informatics.

Kristen M. Szylvian, *Associate Professor*, B.A., University of Massachusetts at Lowell, M.A., Duquesne University, Ph.D., Carnegie Mellon University, Archive Management and Studies.

James Vorbach, *Director and Associate Professor*, B.S., SUNY, Stony Brook; M.S., Ph.D., University of Rhode Island; Data Base Modeling, Metadata and Web Design.

Mathematics and Computer Science

Edward Beckenstein, *Professor*, B.S.E.E., M.S.E.E., Ph.D., Brooklyn Polytechnic Institute; Functional Analysis.

Florin Catrina, *Associate Professor*, B.S., M.S. University of Bucharest, Ph.D. Utah State University Differential Equations.

Leon E. Gerber, *Associate Professor*, B.S., CUNY, Brooklyn College; M.A., Ph.D., Yeshiva University; Geometry.

Alexander A. Katz, *Associate Professor*, B.S., M.S., Tashkent State University, Ph.D., University of South Africa; Operator Algebras.

Vincent J. Mancuso, *Professor Emeritus*, B.S., Fordham University; M.S., Ph.D., Rutgers University.

Luke F. Mannion, *Associate Professor*, B.Sc., M.Sc., University College, Galway, Ireland; Ph.D., Brown University; Differential Equations; Applied Mechanics.

Calvin H. Mittman, *Associate Professor*, B.S., Rensselaer Polytechnic Institute; M.A., Princeton University; Number Theory.

Richard C. Morgan, *Professor Emeritus*, B.E., Stevens Institute of Technology; M.S., Ph.D., New York University.

Lawrence R. Narici, *Professor Emeritus*, B.S., M.S., Ph.D., Polytechnic Institute of Brooklyn.

Mikhail Ostrovskii, *Professor*, M. Sc. Kharkov State University; Ph.D., Habilitation Degree in Math., The Supreme Attestation Board of U.S.S.R.; Functional Analysis.

David B. Patterson, *Associate Professor*, A.B., Grinnell College; M.A., Ph.D., Columbia University; Computer Science.

David Rosenthal, *Associate Professor*, B.S., M.A., Ph.D., SUNY, Binghamton University; Algebraic K-Theory.

Robert O. Stanton, *Associate Professor*, B.S., St. John's University; M.S., Tulane University; Ph.D., New Mexico State University; Abelian Group Theory.

Charles R. Traina, *Chair and Professor*, B.S., St Francis College; M.A., St. John's University; Ph.D., Polytechnic Institute of New York; Topological Measure Theory, Combinatorial Group Theory.

Vladimir Tulovsky, *Associate Professor*, M.S., Ph.D., Moscow University; Applied Mathematics.

Psychology

Andrea J Bergman, *Associate Professor*, B.A., Cornell University; M.A., Ph.D., Emory University. Phenomenology of personality

disorders; Developmental psychopathology; Psychopathology among emerging adults.

Elizabeth Brondolo, *Professor*, B.S., SUNY at Purchase; M.S., Ph.D., Rutgers University. Symptom reporting and help seeking; Psychological factors in cardiovascular disease; Minority mental health.

Elissa Brown, *Professor*, B.A. University of Pennsylvania, M.A., Ph.D. State University of New York at Albany. Assessment and treatment of children exposed to trauma and physical and sexual abuse.

Anthony F. Catalano, *Associate Professor*, B.A., Manhattan College; M.A., Ph.D., Fordham University. Errorless learning; Personality.

William F. Chaplin, *Chair and Professor*, A.B. Stanford University, Ph.D. University of Oregon. Personality, psychometrics, data analysis.

James F. Curley, *Associate Professor*, B.A., Holy Trinity Seminary, Winchester, Virginia; M.S., P.D., Ph.D., St. John's University. Psychology of religion .

Tamara DelVecchio, *Associate Professor*, B.A., University at Albany, M.A., Ph.D., Stony Brook University. The development of early child aggression, the dysfunctional parenting that maintains child aggression.

Raymond A. DiGiuseppe, *Professor*, B.A., Villanova University; M.A., SUNY, College at Brockport; Ph.D., Hofstra University. Clinical assessment and treatment of anger problems, therapeutic alliance in adolescents; rational-emotive behavioral therapies.

Phillip Drucker, *Associate Professor*, Research Coordinator, Center for Psychological Services, Ph.D. Brooklyn College; CUNY. Assessment of client-therapist interaction and treatment outcome; emotional and cognitive aspects of children of substance abusers.

Jeffrey W. Fagen, *Dean of Liberal Arts and Sciences, Professor*, B.A., City College of New York; M.S., Ph.D., Rutgers University. Infancy; learning and memory; developmental psychology.

Dawn P. Flanagan, *Professor*, University of Massachusetts at Amherst; M.A., Ph.D., The Ohio State University. School psychology; theoretically based approaches to measuring intelligence; preschool screening and assessment.

Carolyn Greco-Vigorito, *Associate Professor*, B.S., Brooklyn College-CUNY; M.A., Ph.D., University of Massachusetts-Amherst. Developmental psychology; emotional, behavioral and familial characteristics of young children of alcoholics and substance abusers; false memory in college students.

Beverly Greene, *Professor*, B.A., New York University; M.A., Ph.D., Adelphi University. Gender, ethnocultural, sexual orientation and multiple identity issues in human development and psychotherapy, psychologies of African American women, psychology and social justice, feminist theory and feminist psychodynamic psychotherapies.

Ernest V. E. Hodges, *Professor*, B.S., Florida State University; M.A., Ph.D., Florida Atlantic University. Social and personality development; family-peer relationships; aggression/victimization; academic achievement; self-concept; risk for weapon carrying.

John D. Hogan, *Professor*, B.S., St. John's University; M.S., Iowa State University; Ph.D., Ohio State University. History and systems; lifespan development; contemporary trends in domestic and international psychology.

Rafael Art. Javier, *Professor*, B.A., Herbert H. Lehman College; M.A., Ph.D., New York University. Psycholinguistics; bilingualism; psychotherapy; minority mental health.

Dana Liebling, *Assistant Professor*, B.A., M.A., & Ph.D., Hostra University. Ethical issues in school psychology, cognitive-behavioral therapy, and factors influencing academic success.

Wilson H. McDermutt, *Associate Professor*, B.A., Wesleyan University; Ph.D., American University. The diagnosis and treatment of depression and anxiety disorders; behavior therapy.

Lauren Moskowitz, *Assistant Professor*. Ph.D. in Clinical Psychology, Stony Brook University. Behavioral intervention for children with autism spectrum disorders (ASD), anxiety disorders, and disruptive behavior disorders. Parent training. Cognitive-behavioral therapy.

Jeffrey S. Nevid, *Director of Clinical Psychology Program, Professor*, B.A., SUNY at Binghamton, Ph.D., SUNY at Albany. Research methodology; behavior therapy; health psychology; teaching of psychology.

Samuel O. Ortiz, *Professor*, B.S., B.A., M.A., Ph.D., University of Southern California. School psychology; multicultural evaluation and nondiscriminatory assessment.

Richard J. Ozehosky, *Professor*, B.A., Niagara University; M.S. in Ed., Ph.D., St. John's University. Measurement of self-concept and its relation to other variables; eating disorders; personality testing; psychotherapy.

Alice W. Pope, *Associate Professor*, B.A., Ph.D. Pennsylvania State University. Developmental psychology, peer relations and self-perceptions of children and adolescents.

Miguel Roig, *Associate Professor*, B.A., Jersey City State College, M.A., St. John's University; Ph.D. Rutgers-Newark. Academic dishonesty; responsible conduct of research; cognitive-neuropsychological parameters of cognitive styles of thinking; paranormal and parapsychological issues.

Marlene Sotelo-Dynega, *Associate Professor*, B.A. and M.S, Iona College; Psy.D. St. John's University. Psychoeducational assessment and school psychology and social justice.

Mark D. Terjesen, *Director of School Psychology programs, Associate Professor*, B.A., Boston University; M.A., Ph.D., Hofstra University. School psychology, cognitive-behavioral therapy with children and adolescents, preschool assessment and intervention.

Scyatta Wallace, *Associate Professor*, B.A., Yale University; M.A., Fordham University; Ph.D., Fordham University. neighborhood context and social norms, and interventions on health and health care among Black youth.

Kate Walton, *Director of General-Experimental Psychology and Associate Professor*, B.A., Kutztown State University; Ph.D. University of Illinois, Urbana-Champaign. The relationship between personality and anti-social behavior, and the relationship between normal personality traits and personality disorders.

Robin L. Wellington, *Associate Professor*, B.S., University of Maryland; M.S., University of Pittsburgh; Ph.D., University of Pittsburgh; Post-Doctoral Fellowship, University of Chicago. Neuroendocrine response to life stressors in clinical populations. Cognitive and emotional processing of stressful events; coping and subsequent neurophysiological responses.

Zheng Zhou, *Associate Professor*, B.A., Suzhou University; M.S., Tulane University; Ph.D., Columbia University. School psychology; cross-cultural comparisons on mathematical reasoning, basic relational concept acquisition and Chinese American children's school adjustment.

Sociology/Anthropology

Barrett Brenton, *Professor*, B.A., University of Nebraska, Lincoln; M.A., Ph.D., University of Massachusetts, Amherst. Anthropology; Human Ecology; Medical Anthropology.

Natalie P. Byfield, *Associate Professor*, B.A., Princeton University; M.A., Stanford University; Ph.D. Fordham University, Graduate Program in Sociology. Media Studies, Race and Ethnicity, Social Theory.

Judith N. DeSena, *Professor*, B.A., Brooklyn College; Ph.D., The Graduate School, CUNY. Sociology of Community; Sociology of Gender; Urban Sociology; Research Methods.

William DiFazio, *Professor*, B.A., Richmond College, CUNY; M.A., Ph.D., CUNY, Graduate Center. Sociology of Work; Technology and Science; Juvenile Delinquency; Social Theory; Poverty.

Dawn Esposito, *Chair and Associate Professor*, B.A., Queens College, CUNY; Ph.D., The Graduate Center, CUNY. Social Theory; Cultural Studies, Gender; Family.

Anne Galvin, *Assistant Professor*, B.A., Wheaton College, M.A., Ph.D., New School for Social Research, Anthropology. African Diaspora, Jamaican and Caribbean Culture, Ethnomusicology.

Michael Indergaard, *Professor*, B.A., St. John's University, Collegeville, MN; M.A., Ph.D., Michigan State University. Urban Sociology; Work and Labor Markets; Economy and Society.

Judith Ryder, *Associate Professor*, B.A., University of Michigan; M.A., University of California, Santa Barbara; Ph.D. John Jay College, CUNY. Criminology, Methods.

Robert H. Tillman, *Graduate Director, Criminology and Justice and Professor*, B.A., M.A., University of Oklahoma; Ph.D., University of California, Davis. Criminology; Deviance; Methods.

Joseph Trumino, *Associate Professor*, B.A., Hunter College, CUNY; Ph.D., The Graduate School, CUNY, Urban Sociology, Sociology of Sport, Social Theory.

Roberta Villalon, *Associate Professor*, Lic. International Relations, Universidad Torcuato Di Tella, Buenos Aires, Argentina; M.A., Latin American Studies and Ph.D., Sociology, University of Texas at Austin. Feminist Theory, Inequality, Political Sociology, Social Movements.

Theology and Religious Studies

Meghan J. Clark, *Assistant Professor*, B.A., Fordham University; M.A., Ph.D., Boston College. Moral Theology.

Francis D. Connolly-Weinert, *Associate Professor*, B.S., St. Joseph's University (Philadelphia); M.A., Maryknoll School of Theology; Ph.D., Fordham University. New Testament Writings and Theology; Qumran Literature.

Michael T. Dempsey, *Associate Professor*, B.A., Denison University; M.A.R., Yale Divinity School; Ph.D., University of St. Michael's College, Toronto. Systematic Theology, Historical Theology, Doctrine of God, Trinity, and Providence.

Christopher D. Denny, *Associate Professor*, B.A., St. John's College (Annapolis, MD); M.A., Ph.D., The Catholic University of America. Historical Theology, Religion and Culture; Theological Aesthetics.

Loretta M. Devoy, O.P., *Associate Professor*, B.A., St. Francis College; M.S., St. John's University; M.A., Ph.D., Fordham University. History of Modern Christianity, Spirituality.

Rev. Patrick S. Flanagan, C.M., *Assistant Professor*, B.S., Niagara University; M.Div., Mary Immaculate Seminary; Ph.D., Loyola University.

David W. Haddorff, *Associate Professor*, B.A., University of Northern Colorado; M.A., Wheaton College Graduate School; Ph.D., Marquette University. Christian Ethics and Moral Theology, Social Ethics, American Theology and Religion.

Nicholas Healy, *Professor*, G.G.S.M., Guild Hall School of Music and Drama, London, England; M.A., St. Michael's College, University of Toronto; M.A., M.Phil., Ph.D., Yale University.

Joann Heaney-Hunter, *Associate Professor*, B.A., M.A., St. John's University; M.S., Long Island University; Ph.D., Fordham University; M.S., Mental Health Counseling, Long Island University. Theology, Pastoral Practice of Marriage and Family, Early Church History.

Mark Kiley, *Associate Professor*, B.A., Boston College; M.T.S., Harvard Divinity School; Ph.D., Harvard University. Biblical Studies, Biblical Greek.

Marian Maskulak, CPS, *Assistant Professor*, B.A., Lock Haven University, PA; M.A., Fordham University; S.T.L., S.T.D., Regis College, Toronto; Ph.D., University of St. Michael's College, Toronto. Theology and Spirituality.

Paul D. Molnar, *Professor*, B.A., Cathedral College of the Immaculate Conception, Huntingdon; M.A., St. John's University; Ph.D., Fordham University. Systematic Theology. Christology, Trinitarian Theology, Theological Method.

Habibeh Rahim, *Associate Professor*, B.A., University of Toronto; M.S.T., Harvard Divinity School; A.M., Ph.D., Harvard University. Islamic and Interfaith Studies, Spirituality, Aesthetics.

Rev. Jean-Pierre Ruiz, *Associate Professor*, B.A., Cathedral College of the Immaculate Conception, Huntingdon; S.T.B., S.T.L., S.T.D., Pontifical Gregorian University. Biblical Studies, Hermeneutics, Hispanic/Latino Theology.

Matthew Sutton, *Assistant Professor*, B.A., University of St. Thomas, MN; M.A., Ph.D., Marquette University. Systematic Theology, Trinitarian Theology, Christology, Pneumatology, Ecclesiology, Spirituality.

Julia A. Upton, R.S.M., *Professor*, B.A., Ohio Dominican College; M.A., St. John's University; Ph.D., Fordham University. Liturgy, Sacramental Theology.

Christopher P. Vogt, *Chair, Graduate Director Associate Professor*, B.A., College of the Holy Cross; M.T.S., Harvard Divinity School; Ph.D., Boston College. Catholic Social Ethics, Fundamental Moral Theology.

Rev. Michael D. Whalen, C.M., *Associate Professor*, B.A., Niagara University; M.Div., Th.M., Mary Immaculate Seminary; M.A., St. Charles Seminary; M.A., LaSalle University; S.T.L., S.T.D., The Catholic University of America. Liturgical and Sacramental Theology.

Rev. Walter R. Wifall, Jr., *Professor*, B.A., M.Div., M.S.T., Concordia Seminary; Ph.D., The Johns Hopkins University. OT Literature and Theology; Biblical Hebrew.

The School of Education

Michael R. Sampson, Ph.D.
Dean

Jerrold Ross, Ph.D., D. Hum. (Hon.)
Dean Emeritus

Richard C. Sinatra, Ph.D.
Associate Dean for Academic Affairs

Mary Jane Krebbs, Ph.D.
Associate Dean for Graduate Studies

Kelly K. Ronayne, D.A.
Associate Dean for Graduate Admission

Rosette Allegretti, Ed.D.
Assistant Dean (Staten Island)

Rene S. Parmar, Ph.D.
Director of the Center for Educational Leadership and Accountability on the Oakdale Campus

Edwin Tjoe, Ed.D.
Director of Online Learning

Robert Brasco, Ed.D.
Executive Director of Professional Development Center and Graduate Internships

Rosalba Del Vecchio, Ed.D.
Director of Non-Public School Leaders Program

Mirella Avalos-Louie, Ed.D.
Director of Field Experiences

Patrick J. Dunphy, B.S., M.B.A.
Director of Planning and Fiscal Affairs

Anthony Napoli, B.A., M.A.
Director of Alternative Teacher Certification Programs

Nancy A. Garaufis, B.S.
Coordinator of Accreditation and Program Registration

Steven M. Neier, B.A., M.A.
Coordinator of Manhattan Programs

Madeline Larsen
Coordinator of Professional Activities

Certification Officers

Rosette Allegretti
Mirella Avalos-Louie
Anthony Napoli

Objectives

The School of Education has four major goals consistent with the mission and distinctive purposes of the University. The goals focus on a global view of our profession as the world changes. The programs of The School of Education will prepare you to deal with the urgency of knowing how technology affects both the learning of students and the assessment of their work and your own. These purposes include: (1) to prepare you to be competent in your subject area; (2) to provide you with the pedagogical knowledge, understanding and skills necessary, as caring and qualified professionals, to meet the rising academic standards expected of children and teachers; (3) to enable you to acquire professional knowledge of the rights and responsibilities of teachers and their implications for productive relationships with other professional staff, students, and community members; and (4) to introduce you to essential concepts of leadership in K-12 schools or as faculty and administrators in higher education, projected into the future.

The School of Education's objectives are:

1. To provide a vibrant learning environment for the intellectual, professional and moral development of students.
2. To provide programs to meet students' and societal needs, in order; to function effectively as professionals in a dynamic multicultural, multi-ethnic University as a prototype of our society, that can lead to greater world-wide partnerships.
3. To encourage students to develop a personal philosophy of education consistent with the University's mission.
4. To foster basic and applied research in education and human services involving students and faculty.
5. To serve as a resource center to the educational community by: providing leadership and supportive services for local, state and national associations; sponsoring professional meetings and seminars; and offering consultative services for schools and community agencies.

Organization and Administration

The School of Education consists of three departments. The Department of Administrative and Instructional Leadership offers programs in curriculum and instruction, gifted education, instructional leadership and educational administration.

The Department of Education Specialties and Counseling offers programs in bilingual/multicultural education, clinical mental health counseling and school counseling, literacy, special education, and TESOL (Teaching English to Speakers of Other Languages).

The Department of Curriculum and Instruction offers certification programs in teacher education covering all the developmental areas.

Affiliations

St. John's University Teacher Education Program, which is designed to prepare teachers who are trained and nurtured to develop a strong command of content and pedagogical knowledge, knowledge of multicultural perspectives, and instructional skills appropriate in addressing the social, cultural and educational needs of their students, is granted Accreditation by the Teacher Education Accreditation Council (TEAC) for a period of ten years, from September 30, 2011 – September 30, 2021. This accreditation certifies that the forenamed professional education program has provided evidence that the program adheres to TEAC's quality principles.

The School Counseling and Clinical Mental Health Counseling Programs are fully accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Student Responsibilities

In addition to the general policies of the University set forth in this bulletin, students are responsible for becoming knowledgeable about New York State Certification requirements and regulations for teachers and school counselors, New York State license requirements and regulations for mental health counselors, for adhering to the academic calendar and for meeting all of the requirements of their respective academic programs.

Classification of Students

Matriculated Students

A matriculated student is one who has been accepted for and is actively engaged in a degree or diploma program in The School of Education at St. John's University.

Maintaining Matriculation

Master's Degree and Advanced Certificate

Continuous enrollment from date of matriculation until the degree is awarded is mandatory for students enrolled in degree programs.

Students not enrolled in course work must maintain their active status each semester by enrolling in MAINTAINING MATRICULATION at the scheduled registration period. Those who have not satisfied the continuous enrollment requirement for two or more semesters must: 1) apply for readmission; 2) be readmit-

ted; 3) meet the program requirements in effect at that time; 4) pay appropriate matriculation fees for two semesters.

See program listings: Master's level (EDU 3925, 5925, 6925, 7925, or 9925) Advanced Certificate (EDU 5935, 6935, or 7935).

Doctoral Degrees

The School of Education offers three doctoral degree programs, the Ed.D. in Educational Administration and Supervision, the Ed.D. in Instructional Leadership, both in the Department of Administration and Instructional Leadership, and the Ph.D. in Literacy in the Department of Education Specialties and Counseling. All programs require a course of study up to 60 credits, and successful completion of a comprehensive examination or portfolio assessment.

After successful completion of the comprehensive examination, or portfolio evaluation, students must enroll in Doctoral Research, either EDU 5990, EDU 7990, EDU 3292 or EDU 3293 until the degree is awarded. Students must enroll in Doctoral Research, either EDU 5990, EDU 7990, EDU 3292 or EDU 3293 until the degree is awarded. Students who have not satisfied the continuous enrollment requirement for two or more semesters must: 1) apply for readmission; 2) be readmitted; 3) meet the program requirements in effect at that time; and 4) pay the appropriate fees for two semesters.

All requirements must be completed within eight years of the date of matriculation. All degree requirements must be completed no later than three years from the successful completion of the comprehensive examination requirement. When there is sufficiently serious reason, students may petition for an extension of one year at a time, not to exceed three additional years.

Non-Matriculated Students

A non-matriculated student is one who is not actively engaged in a degree or advanced certificate program in the Graduate School of Education at St. John's University. As a non-matriculated student, you may take up to 12 credits, after which you must matriculate into a degree program. In order to be considered for non-matriculated status, you must submit a non-matriculated application each semester and submit proof of a minimum grade point average of 2.8 in the appropriate degree program to the Office of Graduate Admissions for the School of Education. There is no application fee for non-matriculated students and non-matriculated students are not eligible for any sort of financial aid.

Our Campuses

Students have great flexibility to choose the campus where they will take their courses to complete their degree program. Students may take courses online, at the Queens or Staten Island campuses, or at the Manhattan, or Oakdale locations. Students may complete an

entire degree online as an Online Learning student depending on appropriate program registration (see *Programs of Study* on next page) and course availability.

Queens

The park-like Queens campus is readily accessible by car, bus, subway, or air. Located between JFK and LaGuardia Airports, the campus is just off the Grand Central Parkway, which connects Nassau and Suffolk Counties to Queens, Manhattan and upstate New York.

Log-on to [stjohns.edu/campuses/queens-campus/directions](http://www.stjohns.edu/campuses/queens-campus/directions) for more details, or contact:

Kelly K. Ronayne, D.A.
Associate Dean
St. John's University
8000 Utopia Parkway
Queens, NY 11439
(718) 990-2304
graded@stjohns.edu

Staten Island (SI)

The wooded Staten Island campus is located in the residential Grymes Hill section, overlooking New York Bay. The campus is just off the Staten Island Expressway, and is easily accessible by car, bus and ferry.

Log-on to www.stjohns.edu/campuses/staten-island-campus for more details, or contact:

St. John's University
300 Howard Avenue
Staten Island, NY 10301
(718) 390-4506
gradedstateniland@stjohns.edu

Online Learning/Online (D)

Approved by the New York State Education Department, online learning programs are equivalent with on-campus programs. Courses are taught by the same faculty who teach on-campus courses. Classes are small and actively engage students in asynchronous online collaboration with other students and communication with faculty members, so they are not isolated in their studies. They follow the same academic calendar as on-campus courses, and students have access to the vast electronic resources of the University library, academic and student services including student advising, counseling and career services. St. John's now makes it possible for students to earn their degrees without leaving their home or work. Several of our graduate degrees are available entirely online and designed for busy professionals balancing both work and family, and need the

flexibility of non-campus based programs. Log-on to www.stjohns.edu/academics/schools-and-colleges/online-learning for more details, or contact:

Edwin Tjoe, Ed.D.
Director of Online Learning
St. John's University
8000 Utopia Parkway
Queens, NY 11439
(718) 990-2440
tjoe@stjohns.edu

Mary Theresa Kiely, Ph.D.
Assistant Professor
Online Learning Coordinator
For Special Education
St. John's University 8000 Utopia Parkway
Queens, NY 11439 (718) 990-2632
kielym@stjohns.edu

Additional Locations

Oakdale (O)

Overlooking the Atlantic Ocean on Long Island's south shore, the Oakdale, NY, site occupies 175-acres of broad lawns, tree-lined paths, and red-brick, Colonial-style buildings.

Log-on to [stjohns.edu/campuses/oakdale-location](http://www.stjohns.edu/campuses/oakdale-location) for more details, or contact:

St. John's University
500 Montauk Highway
Oakdale, NY 11769
(631) 218-7731

Manhattan (M)

Located in New York City's East Village, the Manhattan site is easily accessible by mass transit. If you are traveling by car, the campus is located near the FDR Drive and the Williamsburg Bridge, making it easy to reach from the city's other boroughs, Long Island, upstate New York, New Jersey, or any of the area's major airports. The site is located on Astor Place between 3rd and 4th Avenue in the Minskoff Equities Office Building. Visit stjohns.edu/campuses/manhattan for more details, or contact:

Steven M. Neier
Coordinator, Manhattan Campus
The School of Education
St. John's University
101 Astor Place
New York, N.Y. 10003
(212) 277-5122
gradedmanhattan@stjohns.edu

Education Options

The School of Education offers many graduate level program options. Students should carefully select a course of study, based on their professional teaching aspirations or career goals, in consultation with a faculty advisor.

- Students who enter with initial teaching certification will be eligible for additional certification endorsement(s) upon program completion.
- Students, including those with international credentials, possessing a bachelors or masters degree in a field outside of teacher education, who wish to obtain initial New York State certification, should pursue a 42-credit career change masters program.
- Students, including those with international credentials, possessing a bachelors or masters degree in any field, may choose a *non-certification* program option if their career goals are outside the traditional K-12 classroom or if they do not plan to teach in New York public schools.

Programs of Study

Graduate programs are registered with New York State Department of Education to be offered on the Queens and Staten Island campuses, as well as via Online Learning. Additionally, selected courses leading to many of our degree programs, but not entire degrees, are offered at our Oakdale and Manhattan locations. Students interested in taking courses offered at any of these locations are advised that at least one course in their program must be taken on the Queens campus in compliance with New York State regulations.

The location at which a particular program is offered is indicated as follows: Queens, Staten Island (SI), Online Learning (D), Oakdale (O), Manhattan (M).

Master's Degree Programs (M.S.Ed.)

Adolescence Education Career Change (Q, SI, O, M)
Adolescence Education Career Change Non Cert (Q, O, M)
Adolescence Education Field Change (Q, O, M)
Adolescence Education, Biology 7-12 (Q, O, M)
Adolescence Education, English 7-12 (Q, O, M)
Adolescence Education, Math 7-12 (Q, O, M)
Adolescence Education, Social Studies 7-12 (Q, O, M)
Adolescence Education, Spanish 7-12 (Q, O, M)
Adolescence Education and Teaching Students with Disabilities 7-12
Generalist with Subject Extensions Career Change (Q, SI, O, M)
Childhood and Childhood Special Education (Internship) (Q, SI, O)
Childhood and Childhood Special Education (Internship) Non Cert (Q, SI, O)

Childhood Education and T.E.S.O.L. Career Change (Q, O)
Childhood Education and T.E.S.O.L Career Change Non Cert (Q, O)
Childhood Education (Q, SI, O)
Childhood Education, Career Change (Q, SI, O)
Childhood Education, Career Change Non Cert (Q, SI, O)
Childhood Education, Field Change (Q, SI, O)
Clinical Mental Health Counseling (Q, SI)
Early Childhood Career Change (Q, M)
Early Childhood Career Change Non Cert (Q, M)
Early Childhood Education B-2 And Teaching Students with Disabilities (B-2): Field Change (Q)
Early Childhood Education B-2 And Teaching Students with Disabilities B-2 (Q)
Early Childhood Field Change (Q, M)
Literacy 5-12 (Q, SI, O)
Literacy B-6 (Q, SI, O)
School Building Leadership (Q, SI, D, O)
School Counseling (Q, SI)
Teaching Children with Disabilities: Childhood (Q, D, O)
Teaching Literacy 5-12 and TESOL K-12 (Q, SI, O)
Teaching Literacy B-12 (Q, SI, O)
Teaching Literacy B-6 and Teaching Children with Disabilities (Q, SI, O)
Teaching Literacy B-6 and TESOL K-12 (Q, SI, O)
Teaching Students with Disabilities 7-12 Generalist with Students with Disabilities Subject Extensions (Q, SI, O)
Teaching English to Speakers of Other Languages (TESOL) K-12 (Q, D, O)

Advanced Certificate and Extension Programs

Bilingual Extension (Q, D, O)
Bilingual Education: ITI (Q, D)
Bilingual Education-Pupil Personnel Services: ITI (Q)
Bilingual Special Education: ITI (Q, D)
Clinical Mental Health Counseling (Q, SI)
Instructional Leadership (Q)
Literacy Leadership Coach (Q, SI, O)
Middle School Education 5-6 Extension (Q, SI)
Middle School Education 7-9 Extension (Q, S)
School Building Leadership (Q, SI, D, O)
School Building Leadership/School District Leadership (Q, SI, D, O)
School Counseling (Q)
School District Leadership (Q, SI, D, O)
Teaching Children with Disabilities in Childhood (Q, SI, O)
Teaching Literacy B-6 (Q, SI, O)
Teaching Literacy Grades 5-12 (Q, SI, O)
Teaching English to Speakers of other languages (TESOL) K-12 (Q, D, O)
Teaching Students with Disabilities 7-12 Generalist Subject Area Extensions (Q, SI)
TESOL Special Education: ITI (Q, D, O)
TESOL: ITI (Q, D, O)

*Check the websites for future advanced certificates

Doctoral Degree Programs Ed.D., and Ph.D.

Education Administration and Supervision (Ed.D.) (Q, O)
Instructional Leadership (Ed.D.) (Q)
Literacy (Ph.D.) (Q)

Academic Information

Admission Requirements

Applicants seeking admission to graduate degree programs should consult specific program descriptions for admission requirements.

All students interested in applying for a program at any location should apply online at www.stjohns.edu/admission/graduate/apply

Deadlines for completed applications:
Non-Counseling Programs: Fall-August 17;
Summer-May 15; Spring-January 5 and
Counseling Programs: Fall and Summer-June 1;
Spring-November 1.

Ed.D. doctoral applications, together with supporting credentials, must be filed by June 15 for the subsequent year.

The Ph.D. program in Literacy operates on a cohort model. Submission of applications for each new cohort occurs prior to even-numbered years, with a deadline of June 15 of the even-numbered year. Coursework begins each Fall semester of even-numbered years.

General Program Requirements

Students enrolled in classes which carry three semester credits but which meet only two hours per week are required to submit a research paper or some equivalent research project before credit may be given.

Requirements for the Master's Degree

1. Minimum of 33 or more semester hours in appropriate graduate course work as noted in each program description. This course work is planned under the direction of an assigned advisor. The number of transfer credits varies by program.
2. A minimum of a "B" (3.0) average in all course work.
3. Residency requirements are set according to the requirements of each individual Master's program.
4. Continuous enrollment and completion of all requirements within a five-year period.
5. For information on advanced and/or transfer credit, please consult the "Academic Information" section.
6. Passing a thesis/comprehensive exam/portfolio national exam is required as per each designated program.

Requirements for the Advanced Certificate

1. The number of required credits beyond an appropriate master's degree is specific to each program. This course work is planned under the direction of an assigned advisor. The number of transfer credits varies by program.
2. A minimum of a "B" (3.0) average in all course work.
3. Residency requirements are set according to the requirements of each individual Advanced Certificate program.
4. Continuous enrollment and completion of all requirements within a five-year period.
5. For information on advanced and/or transfer credit, please consult the "Academic Information" section.

Please note: No federal aid is available for certificates of less than 15 credits.

Requirements for the Doctoral Degrees

Ed.D Department of Administrative and Instructional Leadership

Programs of study for this degree require coursework distributed among areas of specialization related fields and research. The programs require the successful completion of a comprehensive examination (Q) or a portfolio review (O). The degree requirements also include the preparation and submission of an acceptable professional problem-oriented doctoral dissertation and its oral defense. The residency requirement can be met through various approaches, approved by the advisor and Department Chair.

1. A minimum of 60 semester hours beyond the Master's degree in approved graduate course work planned under the direction of an assigned advisor. Fulfillment of a full-time residency requirement as specified in the Academic Regulations of the University and the completion of a minimum of 45 degree credits at St. John's University.
2. A minimum of a "B" (3.0) average in every course.
3. Successful completion of a comprehensive written examination. The student must make written application to take the comprehensive examination. Normally, this examination may not be taken earlier than the last semester of course work and must be taken within one year of the completion of all course work. Successful completion of this examination is a prerequisite for the submission of a topic for a doctoral dissertation. In case of failure, one re-examination may be permitted upon the recommendation of the Department Chair and approval of the Dean.
4. Passage to Candidacy: A doctoral student acquires the status of "candidate" after he/she has successfully completed all course work, has taken and passed the doctoral comprehensive examination and has received approval of a dissertation proposal by the Dissertation Committee and the Dean.

5. Continuous enrollment and completion of all requirements within eight years. All degree requirements must also be completed no later than three years after the successful completion of the comprehensive examination.
6. Once students have passed the doctoral comprehensive examination and completed all course work requirements, enrollment in three credits of Doctoral Research each semester (EDU 5990 or 7990) is mandatory until the degree is awarded.
7. A dissertation, approved by the Doctoral Committee and Dean of the School of Education, presenting evidence of a substantial contribution to existing knowledge as a result of personal research and its oral defense.

The doctoral degree in the Department of Administrative and Instructional Leadership requires matriculation for participation.

Ph.D. in Literacy in the Department of Education Specialties and Counseling

The program is grounded in the study of theory, of the nature of at-risk and diverse populations, and of sophisticated research methodologies. The study of theory will encompass various and diverse models of literacy acquisition and the nature and complexity of the essential components of reading (i.e., phonemic awareness, phonics, comprehension, fluency, vocabulary, and writing process interactions with differing populations). The study of at-risk and diverse populations will occur throughout doctoral level coursework. Within the research course offerings, candidates study design and method within both qualitative and quantitative research.

The degree requires successful completion of the annual digital portfolio which constitutes the Comprehensive Examination. The residency requirement may be fulfilled in a variety of ways by consulting with an academic advisor. The degree requirements also include the preparation and submission of an acceptable research-based doctoral dissertation and its oral defense.

1. The curriculum is offered in two tracks. One track serves those candidates who have completed a master's level program in literacy (or reading) or who have earned State literacy certification through other degree programs. This track requires a minimum of 42 semester hours of doctoral-level course work completed at St. John's University (approximately 75 graduate credits in the cognate/professional and doctoral domains beyond the baccalaureate). Continuous enrollment must be maintained and enrollment in a minimum of three semester hours of dissertation credits is required after the Dissertation Seminar (EDU 3292 and EDU 3293) until the study is completed and presented.

Track two serves those candidates who have completed a master's level program in

another educational field but who lack the prerequisite literacy foundational knowledge as stipulated in the standards of the International Reading Association. These students complete a minimum of 42 semester hours of doctoral course work (approximately 75 graduate credits in the cognate/professional and doctoral domains beyond the baccalaureate). Up to 24 credits in literacy foundations may be required depending on faculty review of transcripts (the option for New York state certification may be considered).

2. A minimum of a "B" (3.0) average is required in all coursework to maintain academic status.
3. Successful completion of the digital portfolio annual review for three consecutive years allows the student to present the Dissertation Proposal to the faculty. At this point the student should have begun formation of a committee.
4. Passage of Candidacy. A doctoral student requires a status of Candidate after he/she has successfully completed all coursework, has successfully completed three years of Digital Portfolio Reviews, and has received the approval of the dissertation proposal by the faculty committee, the IRB and the Dean. At this point each student has selected a faculty mentor who serves as the student's advisor through the dissertation process. The student and his/her mentor request the appointment of a dissertation research committee. This committee, composed of the mentor and from two to five committee members, will have primary responsibility to guide the student in the preparation of the dissertation.
5. All degree requirements must also be completed no later than three years after the Dissertation Seminar.
6. Enrollment in Dissertation Seminar (EDU 3292/3293) is mandatory until the degree is awarded. Students must register for three credits for each semester until graduation.
7. An approved dissertation offering a substantial contribution to the professional literature and to existing knowledge is accomplished as a result of the student's personal research.
8. A successful oral defense of the dissertation generally results in its approval by the faculty. At this point final corrections are made and the dissertation is prepared for printing. The student files application for graduation.

Advisement and Statement of Degree Requirements

When an applicant has been accepted into a degree or diploma program, he/she is assigned an advisor. The student's letter of acceptance will specify the advisor's name. As soon as possible after receiving the letter of acceptance but no later than the end of the first semester of course work, the student must meet with his/her advisor and secure an approved program of study which meets the needs

and interests of the student and satisfies the degree or diploma requirements of The School of Education and the State of New York.

Academic Standing

A student is in good academic standing if he or she is enrolled as a matriculated student in a program of study leading to a degree, diploma, or certificate and is making satisfactory progress toward the completion of the program of study. Satisfactory progress is divided into two categories:

- A. Nonprobationary: All students who maintain at least a 3.0 cumulative point average.
- B. Probationary: All students whose cumulative grade point average is below 3.0, but who in the judgment of the Dean are considered to be making acceptable progress toward a 3.0 cumulative grade point average and are permitted to continue on a matriculated basis.
- C. Students are not eligible to graduate unless they have earned a 3.0 GPA.

Attendance Policy

Regular and prompt attendance is expected of all students.

Absence from class does not excuse a student from work missed. Students are, therefore, responsible for all announced tests and for submitting all assignments at the proper times.

Full-Time Study

Full-time study shall mean enrollment for at least 9 credits (or the equivalent) each semester (cf. Admissions: Full-Time Study). In The School of Education, independent or individualized study, practice teaching, graduate assistantships or fellowships, dissertation research and language proficiency courses may all be considered as contributing appropriately toward full-time study on a credit hour equivalent basis, if required or approved by the Dean in a plan developed in conjunction with the advisor and prefiled by each student. Independent or individualized study may include such items as participation in internships, research projects, writing journal articles or other scholarly activities undertaken with the approval of the Chair and Dean, under the supervision of a member of the faculty.

Residence

Each student pursuing the master's degree or Advanced Certificate must complete 18 semester hours in a two-year period.

Each student pursuing the Doctor of Education degree must satisfy a residency requirement. The residency requirement can be met through various approaches, approved by the advisor and Department Chair.

The residence requirement for the doctoral degree insures that students become immersed in the scholarly activity of their area of specialization. This immersion plays a vital

role in the development of students as scholars, and although important in relation to the courses required for the degree, it is also quite distinct from them. Since degree course credit requirements are always expressed in terms of minimums, a student may at times, in order to fulfill the residence requirement, find it necessary to enroll in course work beyond the minimum listed for the degree.

Comprehensive Examination Requirements

Students in the Department of Curriculum and Instruction are required to complete a thesis/project as part of their program.

*The Masters in School Building Leadership has no comprehensive examination. Students in the School and Clinical Mental Health Counseling programs are required to pass the national Counselor Preparation Comprehensive Examination (CPCE). This examination may be taken after students have completed a minimum of 30 credits in the program with approval of their advisor. All other master's students and all doctoral students must take and pass a comprehensive examination requirement. This examination **MAY NOT BE TAKEN EARLIER THAN** the last year of course work provided that all core courses have been taken and passed and with the approval of the student's advisor. This examination requirement **MUST BE SATISFIED WITHIN ONE YEAR** of the completion of all course work. Students must apply for and receive permission to take the comprehensive examination in accordance with the Graduate Academic Calendar. The doctoral program in Literacy and Educational Administration and Supervision (Oakdale) satisfy the comprehensive examination requirement through portfolio assessment.

New York State Certification and New York City Licensure of Teachers, Administrators and Counselors

The School of Education offers professional preparation programs that meet the requirements for institutional endorsement for New York State certification in teaching, counseling and administration. Students are expected to assume responsibility for ascertaining their eligibility for certification and/or licensure, and are urged to confer with their advisors early in their programs to ascertain their status, since completion of the degree or diploma does not mean automatic fulfillment of New York State certification and New York City licensure requirements. Students who complete all program requirements must apply online at the TEACH website at <http://www.highered.nysed.gov/tcert/teach/>. Institutional endorsement is automatic once all requirements are fulfilled.

For all students graduating after

January 2014, the New York State Education Department will require passing scores on the Academic Literacy Skills Test (replacing the LAST), Educating All Students Test (replacing the ATS-W), a Teacher Performance Assessment Portfolio (ed TPA), and a redesigned Content Specialty Test.

New York State currently requires two separate certifications for educational administrators. School Building Leader Certification (SBL) replaces what was formerly called SAS certification. The School District Leader Certification (SDL) replaces the certification formerly called SDA. Both certifications require a separate New York State Certification Examination. Each exam requires a fee paid to New York State and attainment of passing scores. The New York State regulations are in transition. Please see the New York State Department of Education website for the most up-to-date SBL and SDL certification requirements.

New York State Certification requirements for teaching, counseling and administration mandate that applicants furnish evidence that they have completed the New York State approved module on the identification and reporting of child abuse, maltreatment, violence prevention, and DASA (Dignity for All Students Act) autism (Special Ed students only), and DASA (Dignity for All Students Act).

Instructional Materials Center

The Instructional Materials Center (IMC) is a unique part of the University libraries that supports and enriches the programs of The School of Education. The IMC collects and disseminates specialized information for the students with the nationwide assemblage of curriculum guides, textbooks and accompanying materials, audio-visual teaching aids and hardware, three-dimensional learning tools, publisher and distributor catalogues, educational and psychological tests, computers and software.

The existence of the IMC should enable pre-service and in-service teachers to examine the latest curriculum materials available in order to develop competency and familiarity. It is located on the fourth floor of the Queens main library.

Note: The School of Education reserves the right to make adjustments on a case-by-case basis.

Department of Administrative and Instructional Leadership

The Department of Administrative and Instructional Leadership offers programs in Administration and Supervision, as well as Instructional Leadership.

Programs of study offered in Administration include the School Building Leader (SBL) Master's Degree, the School Building Leader (SBL) Advanced Certificate, the School District Leader (SDL) Advanced Certificate, the Dual (SBL/SDL) Advanced Certificate, and the Doctoral Degree (Ed.D.) in Administration and Supervision. Instructional Leadership Programs include an Advanced Certificate in Instructional Leadership and a Doctoral Degree (Ed.D.) in Instructional Leadership.

The programs in SBL and SDL are certified by New York State and nationally accredited.

The SBL Master's degree and Advanced Certificates are offered through Online Learning as well as in the traditional classroom setting.

The Department offers a 12 credit Advanced Certificate in Gifted/Talented Education. These courses assist teachers in securing the NYS DOE extension in the teaching of the gifted. These courses are offered through Online Learning as well as in the traditional classroom setting. This extension to the teaching license can be secured with 12 credits in gifted education courses and a passing score on the Content Specialty Test (CST).

Administrative and Supervision Programs (M.S., A.C., Ed.D.)

Objectives

Programs offered lead to the Master of Science in Education degree, the Advanced Certificate and the Doctor of Education degree. The School Building Leader Master of Science program is designed to prepare students for New York State Certification as a School Building Leader (SBL). The School District Leader Advanced Certificate program is designed to prepare students for New York State Certification as a School District Leader (SDL). New York State has mandated exams for these certifications. Each student seeking SBL and/or SDL certification must take and pass the appropriate State exams in order to receive certification. Please check the New York State Department of Education website for the most up-to-date information on certification.

Admission Requirements for Educational Administration and Supervision

School Building Leader Master of Science Program

The School Building Leader Master of Science Degree consists of an 18-graduate credit core in School Administration, an intensive 3-credit Internship, a 1-credit exam prep Capstone course and an additional 12 graduate credits in School Administration or related field for a total of 34 graduate credits. Important note: The New York State Department of Education requires students to have THREE years of teaching and/or pupil personnel services experience in order to be eligible for School Building Leadership certification.

Entry requirements include:

1. A baccalaureate degree from an accredited college or university.
2. 3.0 GPA in the general average and in the major field.
3. A minimum of three years of successful teaching experience and/or pupil personnel services.
4. New York State Permanent/Professional Teaching Certification is required if the student intends to complete the program for SBL certification.

Option: Certification as a School Building Leader and Professional Certification as a Teacher.

The student is required to complete an 18 graduate credit core in School Administration, an Intensive 3 credit Internship, a 1 credit exam prep and an additional 12 credits in graduate education courses in the content core of the initial certificate or in a related content area or in pedagogy courses as prescribed by New York State for a total of 34 graduate credits.

School Building Leader Advanced Certificate Program

Individuals holding a Masters Degree in Education and initial teaching certification are eligible for the 22-credit SBL Advanced Certificate. The program consists of an 18-credit core in School Administration, an intensive 3-credit Internship, and a 1-credit exam prep Capstone course.

Entry requirements include:

1. A baccalaureate degree from an accredited college or university.
2. 3.0 GPA in the general average and in the major field.
3. A minimum of three years of successful teaching experience and/or pupil personnel services.
4. New York State Permanent/Professional Teaching Certification.
5. A master's degree with a minimum 3.0 GPA from an accredited institution.

School District Leader Advanced Certificate Program

The Advanced Certificate in School District Leadership is a 31-credit program, including 27 credits of course work, an intensive 3-credit internship at the District Level, and a 1-credit exam preparation Capstone course. Important note: The New York State Department of Education requires a students to have THREE years of teaching, pupil personnel services and/or school building leadership experience order to be eligible for School District Leadership.

Entry requirements include:

1. A baccalaureate degree from an accredited college or university.
2. 3.0 GPA in the general average and in the major field.
3. A minimum of three years of successful teaching experience, pupil personnel services and/or school building leadership
4. New York State Provisional or Initial Teaching Certification or certification in pupil personnel services.
5. A master's degree with a minimum 3.0 GPA from an accredited institution.

Thirty credits earned in the A.C. program may be applied toward their Ed.D., should individuals wish to pursue further study.

Requirements for SBL/SDL Dual Advanced Certificate

The Dual Advanced Certificate is a 35-credit program, including 27 credits of coursework required for the School Building Leadership and School District Leadership State Certifications, an intensive 3-credit internship in School Building Leadership and an intensive 3-credit internship in School District Leadership. Students must also complete two one-credit intensive review and exam preparation Capstone courses in SBL and SDL. In order to receive both certifications, students must take and pass the New York State School Building Leader and School District Leader examinations. Entry requirements include:

1. A baccalaureate degree from an accredited college or university
2. 3.0 GPA in the general average or in major field.
3. A minimum of three years of successful teaching experience, pupil personnel services, and/or school building leadership
4. New York State permanent or professional certificate in teaching service or pupil personnel services.
5. A master's degree with a minimum 3.0 GPA from an accredited institution

Doctoral Program

The doctoral program in Educational Administration and Supervision at St. John's University is an advanced professional degree program open to carefully selected and highly qualified graduate students who have mani-

fested professional maturity and demonstrated academic ability and who are seeking to upgrade their professional preparation and acquire specialized knowledge and skills necessary for assuming administrative positions and leadership roles in educational organizations.

The doctoral courses and doctoral degree in the Department of Administrative and Instructional Leadership require matriculation for participation. NO ONE will be allowed to take any doctoral coursework as a non matriculated student.

Entry requirements include:

1. A master's degree in education or related field from an accredited college or university, with a minimum 3.0 GPA,
2. Satisfactory scores on the GRE Verbal and Quantitative test;
3. A profile of professional accomplishments and leadership potential developed over a minimum of 3 years of professional experience.
4. Successful performance in an interview with members of the department's Graduate Policy Committee.
5. Evidence of scholarship, research and writing skills as manifested in samples of term papers or other scientific papers and performance in courses in research and statistics, if available.

Programs of Study

School Building Leader Master of Science Program

Prerequisite: Please see admission requirements.
Credit Hours: 34 credits

Note: Students not seeking NY State Certification will be required to sign a waiver agreement.

I. Administration Core: 21 Credits

EDU 5415	Introduction to Educational Administration
EDU 5651	School Community Relations in Education
EDU 5471	Leadership in Instructional Supervision
EDU 5571	Administrative Leadership & Planned Change
EDU 5650	School Based Data
EDU 5791	Legal Aspects of the Administration of Schools
EDU 5761	School Business Administration

II. Administration Specialization: 9 Credits

EDU 5418	Administrative Theory
EDU 5701	Curriculum and Teaching Theories into Practice
EDU 5811	Administration and Supervision of Services for Diverse Students

OR

Nine hours of electives in master level courses area of Initial certification or in related content area

III. School Building Leader Internship: 3 credits.

EDU 5950 School Building Leader Internship
The internship program in School Building Leadership at St. John's University is fully integrated into the master's degree. These hours are divided in the following manner:

Part I — Students taking core courses must complete 45 hours of integrated internship activities for every core course. When all coursework has been completed, the student should have logged at least 270 internship hours, fulfilling the requirements of *Part I of the Internship Program*.

Part II — The remaining 270 hours will be fulfilled in an intensive internship: EDU 5950. The application form and the internship proposal must be completed and must be signed by the school/district administrator or supervisor. The application form and the proposed program must be submitted to the coordinator of the internship program, Department of Administrative and Instructional Leadership, St. John's University, at least one month prior to the session in which the applicant plans to carry out his/her internship.

IV. Capstone Course: 1 Credit

EDU 5499 General Review and Exam Preparation

The General Review and Exam Preparation involves a review of all of the state objectives in preparation for the state comprehensive exams.

V. NY State SBL Exam

This master's degree is dependent upon successfully passing the NY State SBL Exam.

School Building Leader Advanced Certificate Program

Minimum Credits Hours: 22 credits

Note: Students not seeking NY State Certification will be required to sign a waiver agreement.

Required Program of Study

I. Administration Core: 18 Credits

EDU 5471	Leadership in Instructional Supervision
EDU 5571	Administrative Theory and Planned Change
EDU 5650	School Based Data Analysis
EDU 5701	Curriculum and Teaching: Theories into Practice
EDU 5761	School Based Business Administration for Administrators and Supervisors
EDU 5791	Legal Aspects of the Administration of Schools

II. School Building Leader Internship: 3 credits.

EDU 5950 School Building Leader Internship
The internship program in School Building Leadership at St. John's University is fully integrated into the master's degree. These hours are divided in the following manner:

Part I — Students taking core courses must complete 45 hours of integrated internship activities for every core course. When all coursework has been completed, the student should have logged at least 270 internship hours, fulfilling the requirements of Part I of the Internship Program.

Part II — The remaining 270 hours will be fulfilled in an intensive internship: EDU 5950. The application form and the internship proposal must be completed and must be signed by the school/district administrator supervisor. The application form and the proposed program must be submitted to the coordinator of the internship program, Department of Administrative and Instructional Leadership, St. John's University, at least one month prior to the session in which the applicant plans to carry out his/her internship.

III. Capstone Course: 1 Credit

EDU 5499 General Review and Exam Preparation

The General Review and Exam Preparation involves a review of all of the state objectives in preparation for the state comprehensive exams.

School District Leader Advanced Certificate Program

Minimum Credit Hours: 31 credits

Required Program of Study

I. Administration Core: 24 Credits

EDU 5103	Educational Governance and Policy Issues
EDU 5301	Leadership, Values, Decision Making and Multicultural Organizations
EDU 5632	Organization and Administration of the Elementary and Secondary School Curriculum
EDU 5655	Educational Research and Data Analysis I
EDU 5665	Leadership in Technology I
EDU 5741	Finance in Education
EDU 5761	School Based Business Administration
EDU 5791	Legal Aspects of the Administration of Schools
EDU 7665	Leadership in Technology I

II. School District Leader Internship: 3 credits.

EDU 5951 School District Leader Internship

The internship program in School District Leadership at St. John's University is fully integrated into the professional diploma. The total number of hours for completion of the internship program is 540 hours. These hours are divided in the following manner:

Part I — The first 270 hours will be embedded in the degree coursework. Students taking core courses must complete 45 hours of integrated internship activities for every core course. These activities are course requirements given to students in class. When all coursework has been completed, the student should have logged at least 270 internship hours, fulfilling the requirements of *Part I of the Internship Program*.

Part II — The remaining 270 hours will be fulfilled in a descriptive internship: EDU 5951.

The application form and the internship proposal must be completed and must be signed by the school/district administrator responsible for the internship or supervisor. The application form and the proposed program must be submitted to the coordinator of the internship program, Department of Administrative and Instructional Leadership, St. John's University, at least two one months prior to the session in which the applicant plans to carry out his/her internship.

III. Capstone Course: 1 credit

EDU 5599 General Review and Exam Preparation in SDL

The General Review and Exam Preparation involves a review of all of the state objectives in preparation for the state comprehensive exams.

SBL/SDL Dual Advanced Certificate Program

Credit Hours: 35

Note: Students not seeking NY State Certification will be required to sign a waiver agreement.

I. Administration Core: 27 Credits

EDU 5571 Administrative Theory and Planned Change
EDU 5301 Leadership values, Decision-making and Multicultural Organizations
EDU 5103 Educational Governance and Policy Issues
EDU 5471 Leadership in Instructional Supervision
EDU 5650 School Based Data Analysis
EDU 5701 Curriculum and Teaching: Theories into Practice
EDU 5761 School Based Business Administration for Administrators and Supervisors

EDU 5791 Legal Aspects of the Administration of Schools
EDU 5811 Administration for Diverse Students

II. Internships: 6 Credits

EDU 5950 School Building Leader Internship
EDU 5951 School District Leader Internship

[Requirements are delineated above]

III. Capstone Courses: 2 credits

EDU 5499 General Review and Exam Preparation SBL
EDU 5599 General Review and Exam Preparation SDL

IV. NY State SBL/SDL Exams

The General Review and Exam Preparation involves a review of all the state objectives in preparation for the state comprehensive exams.

Doctoral Program in Educational Administration and Supervision

Credit Hours: 60 beyond master's degree (minimum)

Students enrolled in the doctoral program who desire certification at either the School Building Leader or School District Leader level, would be required to shift from the doctoral program into a certification program. Upon completion of the certification program, the student would return to their doctoral studies. Other than the internship, no additional coursework would be required.

Required Courses

I. Fundamentals:

All of the following: 15 credits

EDU 7004 Essential Readings for Curriculum in the 21st Century
EDU 5571 Administrative Theory and Planned Change
EDU 5301 Leadership Values, Decision Making and Multicultural Organizations
EDU 5103 Educational Governance and Policy Issues
EDU 7665 Leadership in Instructional Technology I

II. Administrative Electives: 24 credits

EDU 5471 Leadership in Instructional Supervision
EDU 5632 Organization and Administration of the Elem. & Second. School Curricula
EDU 5650 School Based Data Analysis
EDU 5701 Curriculum and Teaching: Theories into Practice
EDU 5761 School Business Administration for Administrators and Supervisors
EDU 7669 Leadership in Instructional Technology II
EDU 5741 Finance in Education
EDU 5551 Organization and Administrative Leadership in Higher Education

EDU 5552 Issues and Problems in the Administration of Higher Education
EDU 5811 Administration and Supervision Services for Diverse Students
EDU 7410 Identification of the Gifted and Talented*
EDU 7413 Professional Collaboration and Leadership in Gifted Education*
EDU 7708 Trends and Techniques in the Evaluation of Programs
EDU 7715 Issues in Curriculum: Theory and Development

Other electives may be taken with the approval of the advisor and Department chair.

III. Research: 12 Credits

EDU 5655 Educational Research and Data Analysis I
EDU 7211 Educational Research and Data Analysis II (Prereq. EDU 5655)
EDU 7800 Multivariate Data Analysis*
EDU 7900 Qualitative Research Methods in Education*
EDU 7901 Educational Research and Data Analysis III (Prereq. EDU 5655, 7211)

* See advisors for recommendation on the choice between EDU 7800 or EDU 7900.

IV. Internship Seminar/Independent Study (3 credits.)

EDU 5550/5950/5951 Internship
EDU 5890 Independent Study

V. Social and Behavioral Sciences Component: 9 credits

Choices must be made by prior approval of the academic advisor and the Chair. Suggested areas are:

- A. Anthropology
- B. Sociology
- C. Economics
- D. Political Science
- E. Business and Accounting
- F. Humanities
- G. Literature

VI. Full-time Residency Verification

VII. Doctoral Comprehensive Examination/Portfolio

Students should see their advisor for requirements as stated in the Doctoral Handbook.

VIII. Doctoral Research Seminar

EDU 5990 Doctoral Research Seminar Must be taken each semester until dissertation and oral are approved.

*Internship Courses

Instructional Leadership Programs: (A.C., Ed.D.)

The advanced degree programs in Instructional Leadership have been designed to provide students with an intellectual environment that enables them to take leadership positions in the areas of curriculum, learning and instruction.

Students are expected not only to reflect upon and improve their own professional practices but also to develop leadership in facilitating the growth and development of other educators.

Admission Requirements for Instructional Leadership

Advanced Certificate

Entry requirements include:

1. A master's degree in education or related field from an accredited college or university, with a minimum 3.0 GPA.
2. A minimum of three years experience in education or related field.

Students whose background and preparation manifest deficiencies in professional courses and teaching experience may be required to complete additional credit hours and are advised to consult with the Chair of the Department to secure approval of their programs and degree requirements.

Doctoral Program (Q)

The doctoral program in Instructional Leadership at St. John's University is an advanced professional degree open to carefully selected and highly qualified graduate students who have manifested professional maturity and demonstrated academic ability, and who are seeking to upgrade their professional preparation and acquire specialized knowledge and skills necessary for leadership roles in various areas of education.

Entry requirements include:

1. A master's degree in education or related field from an accredited college or university with a minimum 3.0 GPA
2. Satisfactory scores on the GRE Verbal and Quantitative test.
3. A profile of professional accomplishments and leadership potential developed over a minimum of 3 years of professional experience.
4. Successful performance in an interview with members of the department's Graduate Policy Committee.
5. Evidence of scholarship, research and writing skills as manifested in samples of term papers or other scientific papers and performance in courses in research and statistics if available.

Programs of Study

Advanced Certificate in Instructional Leadership

Credit Hours: 30 Credits beyond Master's

I. Core Components: 12 credits

Students must complete four out of five courses for 12 credits of the following:

- EDU 7004 Essential readings in Curriculum through the 21st Century
- EDU 7410 Identification of the Gifted and Talented*
- EDU 7579 Observational Analysis for Teachers
- EDU 7665 Leadership in Technology I
- EDU 7708 Trends and Techniques in the Evaluation of Programs

II. Areas of Interest—Choose six of 16 Courses—18 credits

- EDU 5301 Leadership, Values, Decision Making and Multicultural Organizations*
- EDU 5471 Leadership in Instructional Supervision*
- EDU 5551 Organization & Administrative Leadership in Higher Education
- EDU 5552 Issues and Problems in the Administration of Higher Education
- EDU 5632 Organization and Administration of Elem. and Secondary School Curricula*
- EDU 5701 Curriculum and Teaching: Theories into Practice
- EDU 7715 Issues in Curriculum: Theory and Development
- EDU 7411 Introduction to Designing Programs, Curriculum and Materials for the Gifted and Talented
- EDU 7412 Teaching Creative Thinking and Problem Solving to Gifted and Talented Students
- EDU 7413 Professional Collaboration and Leadership in Gifted Education
- EDU 7662 Issues in Educational Computing
- EDU 7667 Foundations of Instructional Design
- EDU 5650 School Based Data Analysis*

Other electives may be taken with the approval of the advisor and Department chair.

III. Administration Courses (6-15 Credits).

Students interested in certification must enroll in the appropriate program. See advisor for details. Transfer credits may be accepted.

*Internship Courses

Doctoral Program (Ed.D.) in Instructional Leadership

I. Core Components 12 credits (four of the following)

- EDU 7004 Essential Readings In Curriculum through the 21st Century
- EDU 7579 Observational Analysis for Teachers
- EDU 7665 Leadership in Technology I
- EDU 7708 Trends and Techniques in the Evaluation of Programs
- EDU 7410 Identification of the Gifted and Talented*

II. Areas of Interest:

Students must complete 15 credits in one sequence, and an additional 12 credits in 1 or more sequences for a total of 27 credits. With approval from their advisor, a student may take an independent study within any of the sequences a-e.

II(a) Curriculum and Instruction in Teaching Sequence (6-12 credits)

- EDU 5632 Organization and Administration of Elem. and Secondary School Curricula
- EDU 5701 Curriculum and Teaching: Theories into Practice
- EDU 7001 Curriculum and Instruction
- EDU 7715 Issues in Curriculum: Theory and Development

II(b) Instructional Technology Sequence (6-18 Credits). See Advisor to discuss eligibility and courses

- EDU 5669/
7669 Leadership in Technology II (Prereq. 5665/7665) Requires Dept. Approval
- EDU 7270 Research Seminar in Educational Technology
- EDU 7662 Issues in Educational Computing
- EDU 7664 Foundations of Online Learning

II(c) Higher Education Sequence (6-15 Credits)

- EDU 5551 Organization & Administrative Leadership in Higher Education
- EDU 5552 Issues and Problems in the Administration of Higher Education
- EDU 5557 Student Advisement, Recruitment and Retention in Higher Education
- EDU 5741 Finance in Education

II(d) Exceptional and Diverse Learners Sequence (6-30 Credits) for Specialization select courses in any two areas

Area: Educational Issues of Gifted/Talented

EDU 7411	Introduction to Designing Programs, Curriculum and Materials for the Gifted and Talented
EDU 7412	Teaching Creative Thinking and Problem Solving to Gifted and Talented Students
EDU 7413	Professional Collaboration and Leadership in Gifted Education

Area: Educational Issues of Students with Disabilities

EDU 9700	Research in Collaborative Partnerships and Strategic Instruction for General, Special and Inclusive Educational Settings: Childhood*
EDU 5811	Administration and Supervision of Services for Diverse Students*
EDU 9713	Theories of Learning and Development Related to Special and Gifted Populations

II(e) Administration Sequence

See Advisor for selection of appropriate Administration coursework*

III. Internship Seminar /Independent Study (3 credits.)

EDU 7550	Internship Seminar in Instructional Leadership*
EDU 7890	Independent Study in Instructional Leadership

IV. Required Research Methodology (12 credits)

EDU 5655	Educational Research and Data Analysis I
EDU 7211	Educational Research & Data Analysis II (Prereq. 5655)
EDU 7901	Educational Research and Data Analysis III
EDU 7800	Multivariate Data Analysis (Prereq. 5655 and 7211) OR
EDU 7900	Qualitative Research Methods in Education (Prereq. 5655)

V. Behavioral and Social Sciences Component (6 credits) Relevant courses determined by faculty advisor (eg. Anthropology, Sociology, Speech, Business, Linguistics etc.)

VI. Full-Time Residency Verification

VII. Doctoral Comprehensive Examination/ Portfolio.

Students should see their advisor for requirements as stated in the Doctoral Handbook .

VIII. Doctoral Research Seminar

EDU 7990 Doctoral Research Seminar
Must be taken each semester until dissertation and oral are approved.

*Internship Courses

Certificate in Gifted Education

A 12 credit sequence of courses leads to New York State Certification for Gifted Education, which is an extension of an initial teacher certification. Individuals with a baccalaureate degree in Education or closely related field may take the 12 credit sequence.

EDU 7410	Identification of the Gifted and Talented
EDU 7411	Introduction to Designing Programs, Curriculum and Materials for G&T
EDU 7412	Teaching Creative Thinking and Problem Solving
EDU 7413	Professional Collaboration and Leadership in Gifted Education

Department of Curriculum and Instruction

The programs in the Department of Curriculum and Instruction lead to the Master of Science Degree in Education and provide opportunities for graduate students to prepare for a teaching career. In view of recent changes in the requirements for New York State professional teaching certification, students must consult with their advisor concerning eligibility for teaching certification.

Admission Requirements: Master's Degree Programs

Applicants seeking admission to graduate degree programs must submit the following evidence of their ability to pursue graduate study:

A baccalaureate degree from an accredited college or university. Undergraduate scholastic achievement must be such as to give reasonable assurance of success in work for an advanced degree. Normally this will be a "B," both in the general average and in the major field.

Students seeking professional certification are expected to have received or to have qualified for the New York State initial teaching certificate. Students who do not possess the certificate at the time they seek admission will be accepted with the under-

standing that they must receive this teaching certification to be eligible for institutional endorsement for the New York State professional teaching certification.

Programs of Study

Department of Curriculum and Instruction provides eight programs of study (Adolescent: Career Change, Field Change and Continuing; Childhood: Career Change, Field Change and Continuing; Early Childhood: Career Change and Field Change; plus an additional four Career Change programs of study in collaboration with the Department of Education Specialties and Counseling: Childhood and Childhood Special Education; Early Childhood and Teaching Students with Disabilities (Early Childhood); and Childhood Education & T.E.S.O.L. Adolescent and Special Education These programs encompass a range of teaching and learning experiences through relevant pedagogical methods and a broad knowledge of strategies for devising, implementing and assessing learning experiences for all learners. Each of these programs leads to a Master of Science degree.

*For details refer to programs under The Department of Curriculum and Instruction.

Adolescent Education Master's Degree Program

Career Change in Adolescent Education—42 credit program

The Career Change program is intended for students whose academic background is outside the field of education and who do not presently hold a teaching certificate.

In response to the need for teachers in grades 7–12, St. John's University offers a master's degree program — the career change program — that can qualify you for a full-time salaried teaching position.

Upon completion of the first half of the program (seven courses), meeting the liberal arts requirements as set by the Department of Education and successfully passing the New York State Teacher's Certification Examinations, you may be eligible for internship certification by the State Education Department and full-time employment in public and private schools within New York as a salaried employee. EDU 7117 and 7585 should be taken at the end of the program.

Please see your advisor for specific information.

Required Courses:

EDU 3200	Language Acquisition and Literacy Development for General Education and English Language Learners (ELLs), K - 12*
EDU 3270	Theories of and Strategies for Teaching Literacy and English Language Arts in the Content Areas*

EDU 7000	Psychological Foundations of Learning
EDU 7107	Methods and Strategies of Teaching Middle School/ Adolescent Learners in General and Inclusive Settings*
EDU 7117	Associate Teaching: Adolescence
EDU 7222	Philosophical, Historical, and Sociological Foundations of Education
EDU 7267	Technology for Literacy-Based Applications in Content Area in Regular and Special Education Settings
EDU 7290	Human Relations in Multicultural and Inclusive Settings
EDU 7295	Teaching and Learning: Adolescent*
EDU 7297	Introduction to Research Methods
EDU 7585	Assessment and Evaluation in the Teaching/Learning Process**
EDU 7666	Developing Curriculum Materials for the Web
EDU 9711	Education and Accommodating Needs of Individuals with Exceptionalities, K-12*

Select one of the following:

EDU 7291	Innovative Strategies in Secondary Education: Social Studies*
EDU 7292	Innovative Strategies in Secondary Education: Science*
EDU 7293	Innovative Strategies in Secondary Education: Mathematics*
EDU 7294	Innovative Strategies in Secondary Education: Foreign Language*
EDU 7296	Innovative Strategies in Secondary Education English (ELA)*

*Field Experience Courses

** This course should be taken at the end of the program.

Field Change

The Field Change program is intended for students who have received or have qualified for an initial certification outside of Adolescent Education. *Semester hours: 33 credits.*

Required Courses:

EDU 3270	Theories of and Strategies for Teaching Literacy and English Language Arts in the Content Areas*
EDU 7000	Psychological Foundations of Learning
EDU 7107	Methods and Strategies of Teaching Middle School / Adolescent Learners in General and Inclusive Settings*

EDU 7222	Philosophical, Historical, and Sociological Foundations of Education
EDU 7290	Human Relations in Multicultural and Inclusive Settings
EDU 7295	Teaching and Learning: Adolescent*
EDU 7297	Introduction to Research Methods
EDU 7585	Assessment and Evaluation in the Teaching/Learning Process**
EDU 7666	Developing Curriculum Materials for the Web

Select one of the following:

EDU 7291	Innovative Strategies in Secondary Education: Social Studies*
EDU 7292	Innovative Strategies in Secondary Education: Science
EDU 7293	Innovative Strategies in Secondary Education: Mathematics*
EDU 7294	Innovative Strategies in Secondary Education: Foreign Language*
EDU 7296	Innovative Strategies in Secondary Education English (ELA)

*Field Experience Courses

**This course should be taken at the end of the program

One Course Elective

EDU 7412	Creative Thinking and Problem Solving for Gifted and Talented Students
OR	
EDU 7106	Understanding Socio-Emotional, Cultural & Cognitive Aspects of Middle School/ Adolescent Learners in General and Inclusive Settings

Continuing Program

The Continuing program is intended for students who wish to pursue a Master's degree in the same academic area as their Initial Certification. *Semester hours: 33 credits.*

Required Courses:

EDU 7000	Psychological Foundations of Learning
EDU 7222	Philosophical, Historical, and Sociological Foundations of Education
EDU 7290	Human Relations in Multicultural and Inclusive Settings
EDU 7297	Introduction to Research Methods
EDU 7585	Assessment and Evaluation in the Teaching/Learning Process**

EDU 7666	Developing Curriculum Materials for the Web
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***This course should be taken at the end of the program*

One Course Elective

EDU 7410	Identification of the Gifted and Talented*
OR	
EDU 7106	Socio-Emotional, Cultural & Cognitive Aspects of Middle School/Adolescent Learners in General and Inclusive Settings
EDU 7107	Methods and Strategies of Teaching Middle School/ Adolescent Learners in General and Inclusive Settings*

*Field Experience Course

12 Credits in Student's Liberal Arts Area (check one):

- Biology
- English
- Math
- Social Studies
- Spanish

Childhood Education Master's Degree Program

Career Change

The Career Change program is intended for students whose academic background is outside the field of education and do not presently hold a teaching certificate.

In response to the need for teachers in Grades 1–6, St. John's University offers a master's degree program—the career change program—that can qualify you for a full-time salaried teaching position.

Upon completion of the first half of the program (seven courses), meeting the liberal arts requirements as set by the Department of Education and successfully passing the New York State Teacher's Certification Examinations, you may be eligible for internship certification by the State Education Department and fulltime employment in public and private schools within New York as a salaried employee.

Please see your advisor for specific information. *Semester hours: 42 credits*

EDU 7115 and EDU 7585 should be taken at the end of the program.

Required Courses:

EDU 3200	Language Acquisition and Literacy Development for General Education and English Language Learners (ELLs), K-12 *
EDU 3220	Approaches, Materials, and Performance Evaluation in Literacy and English Language Arts Development, K-12*
EDU 7000	Psychological Foundations of Learning

EDU 7135	Current Trends, Research and Assessment in Social Studies *
EDU 7136	Current Trends, Research and Assessment in Science*
EDU 7137	Current Trends Research and Assessment in Mathematics*
EDU 7195	Teaching and Learning: Childhood*
EDU 7222	Philosophical, Historical, and Sociological Foundations of Education
EDU 7290	Human Relations in Multicultural and Inclusive Settings
EDU 7585	Assessment and Evaluation in the Teaching/Learning Process**
EDU 7266	Technology for Teaching Literacy Applications in Regular and Special Education Settings
EDU 7115	Childhood Education Associate Teaching
EDU 7666	Developing Curriculum Materials for the Web
EDU 9711	Education and Accommodating Needs of Individuals with Exceptionalities, K-12*

*Field Experience Courses

**This course should be taken at the end of the program.

Field Change

The Field Change Program is intended for students who have received or have qualified for an initial certification outside of Childhood Education. *Semester hours: 33 credits.*

EDU 7195 should be taken early in course work. EDU 7585 should be taken toward the end of the program.

Required Courses:

EDU 3200	Language Acquisition and Literacy Development for General Education and English Language Learners (ELLs), K-12*
EDU 7000	Sociological & Psychological Foundations of Learning
EDU 7135	Current Trends, Research and Assessment in Social Studies*
EDU 7136	Current Trends, Research and Assessment in Science*
EDU 7137	Current Trends, Research and Assessment in Mathematics*
EDU 7195	Teaching and Learning: Childhood*
EDU 7222	Philosophical, Historical, and Sociological Foundations of Education
EDU 7666	Developing Curriculum Materials for the Web
EDU 7290	Human Relations in Multicultural and Inclusive Settings

EDU 7297	Introduction to Research Methods
EDU 7585	Assessment and Evaluation in the Teaching/Learning Process**

*Field Experience Courses

**This course should be taken at the end of the program.

Continuing Program

The Continuing Program is intended for students who wish to pursue a Master's degree in the same academic area as their initial certification. *Semester hours: 33 credits.*

**EDU 7585 should be taken toward the end of the program.

Required Courses:

EDU 7000	Sociological & Psychological Foundations of Learning
EDU 7222	Philosophical, Historical, and Sociological Foundations of Education
EDU 7290	Human Relations in Multicultural and Inclusive Settings
EDU 7297	Introduction to Research Methods
EDU 7585	Assessment and Evaluation in the Teaching/Learning Process**
EDU 7666	Developing Curriculum Materials for the Web

12 Credits from the following:

EDU 7135	Current Trends, Research and Assessment in Social Studies*
EDU 7136	Current Trends, Research and Assessment in Science*
EDU 7137	Current Trends, Research and Assessment in Mathematics*
EDU 7138	Current Trends and Research in the Teaching of Language Arts*
EDU 7129	Mathematics and Science in Early Childhood

*Field Experience Courses

**This course should be taken at the end of the program.

3 Credit elective from the following:

EDU 7410	Identification of the Gifted and Talented*
EDU 7411	Introduction to Designing Programs, Curriculum and Materials for Gifted and Talented Students
EDU 7106	Socio-Emotional, Cultural & Cognitive Aspects of Middle School/Adolescent Learners in General and Inclusive Settings
EDU 7107	Methods and Strategies of Teaching Middle School/Adolescent Learners In General and Inclusive Settings*

*Field Experience Courses

Middle School Extension

Extension for Adolescent Education certificate holders: After successfully completing EDU 7106 and 7107 courses, students will be eligible to extend their eligibility to teach grades 5 and 6 in the same content area as their original certificate.

Extension for Childhood Education certificate holders: This extension will allow students to teach grades 7, 8, and 9 in a subject area. In addition to successfully completing EDU 7106 and 7107, students must have 30 credits completed (C or better) in one content area and must pass the New York State Content Specialty Test (CST) in the same subject area to complete the extension. The School of Education's Certification Officer will review all transcripts during the application process to assess whether or not the content area coursework has been satisfied for the extension.

Eligibility for the Programs

Applicants to each program should possess an undergraduate grade point average of B or better.

Students must possess New York State initial or professional teacher certification in either Adolescent or Childhood Education, or be in the process of attaining that credential. The Middle School Extension can only be granted to individuals who attain certification.

Application Procedure

Students not currently enrolled at St. John's University can request an application and information about the program at each of the four campuses.

Students currently enrolled at St. John's University as undergraduate seniors or graduate students should meet with their advisor to determine how to qualify for the Middle School Extension.

Required Courses in Both Certificate Programs

EDU 7106	Socio-Emotional, Cultural and Cognitive Aspects of Middle School/Adolescent Learners in General and Inclusive Settings (3 credits.)
EDU 7107	Methods and Strategies for Teaching Middle School/Adolescent Learners in General and Inclusive Settings*

*Field Experience Courses

Certification:

Adolescent Education Certificate Extension to Grades 5 and 6: Students satisfactorily completing the two requisite courses will be eligible to apply for certification, grades 5 and 6, in their initial content certification area. Students can apply through the School of Education for certification endorsement upon completion of the course work.

Childhood Education Certificate Extension to Grades 7, 8, and 9: Students satisfying the 30 credits in a content area with a minimum grade of C, passing the CST in that subject area, and satisfactorily completing the two requisite courses will be eligible to apply for certification, grades 7, 8, and 9 in their content area. Upon completion of the course work students can apply through The School of Education for certification endorsement in the following content areas: English, Mathematics, Spanish, Social Studies, Physics and Biology. Students who hold Childhood certification outside of those areas mentioned above can apply to the State Education Department via the "Individual Evaluation" pathway to receive the Middle School Extension in their subject area if they have met all requirements and provide appropriate documentation.

Early Childhood Education Master's Degree Program

Career Change

The Career Change program is intended for students whose academic background is outside the field of education and do not presently hold a teaching certificate.

In response to the need for teachers of birth through Grade 2, St. John's University offers a master's degree program—the career change program—that can qualify you for a full-time salaried teaching position.

Upon completion of the first half of the program (seven courses), meeting the liberal arts requirements as set by the New York State Department of Education and successfully passing the New York State Teacher's Certification Examinations, you may be eligible for internship certification by the State Education Department and full-time employment in public and private schools within New York as a salaried employee.

Please see your advisor for specific information. Semester hours: 42 credits

EDU 7114 and EDU 7585 should be taken toward the end of the program.

Required Courses:

EDU 3200	Language Acquisition and Literacy Development for General Education and English Language Learners (ELLs), K-12*
EDU 3220	Approaches, Materials, and Performance Evaluation in Literacy and English Language Arts Development, K-12*
EDU 7000	Psychological Foundations of Learning
EDU 7114	Early Childhood Associate Teaching
EDU 7122	Programs in Early Childhood Education: Play, Social Learning in Early Childhood Environments*

EDU 7123	Creative Arts in Linguistically/Culturally Diverse and Inclusive Early Childhood Education*
EDU 7124	Literature in Early Childhood Education
EDU 7126	Observing and Recording the Behavior of Young Children*
EDU 7127	School, Family and Community Partnerships
EDU 7128	Integrated Curriculum in Early Childhood*
EDU 7129	Mathematics and Science in Early Childhood
EDU 7585	Assessment and Evaluation in the Teaching Learning Process**
EDU 7666	Developing Curriculum materials for the Web
OR	
EDU 7266	Technology for Teaching Literacy in Regular and Special Education Settings
EDU 9711	Education and Accommodating Needs of Individuals with Exceptionalities, K-12*
OR	
EDU 9737	Early Childhood Special Education*

*Field Experience Courses

**This course should be taken at the end of the program

Field Change

The Field Change program is intended for students who have received or have qualified for an initial certification outside of Early Childhood Education.

Semester hours: 36 credits.

EDU 7114 and EDU 7585 should be taken toward the end of the program.

Required Courses:

EDU 3200	Language Acquisition and Literacy Development for General Education and English Language Learners (ELL) K-12*
EDU 7000	Psychological Foundations of Learning
EDU 7114	Early Childhood Associate Teaching (half semester)
EDU 7122	Programs in Early Childhood Education: Play, Social Learning in Early Childhood Environments*
EDU 7123	Creative Arts in Linguistically/Culturally Diverse and Inclusive Early Childhood Education*
EDU 7124	Literature in Early Childhood Education
EDU 7126	Observing and Recording the Behavior of Young Children*
EDU 7127	School, Family and Community Partnerships

EDU 7128	Integrated Curriculum in Early Childhood*
EDU 7129	Mathematics and Science in Early Childhood
EDU 7585	Assessment and Evaluation in the Teaching Learning Process**
EDU 9711	Education and Accommodating Needs of Individuals with Exceptionalities, K-12*
OR	
EDU 9737	Early Childhood Special Education*

*Field Experience Courses

**This course should be taken at the end of the program

For a complete listing of approved courses, please contact the Dean's office.

Department of Education Specialties and Counseling

The Department of Education Specialties and Counseling offers programs and coursework in professional teacher and counseling preparation.

The department offers programs in five major areas

- Bilingual Education
- Counseling
- Literacy
- Special Education
- TESOL (Teaching English to Students of Other Languages)

In most instances, candidates require an initial or base certificate for entry into the teacher preparation programs in Literacy, Teaching English to Speakers of Other Languages (TESOL) and Special Education. The professional preparation coursework of 18 credits for entry into the Counseling programs varies depending on the specialization. Two dual certification career change programs in TESOL and Special Education allow candidates to earn the initial and professional coursework simultaneously. These programs, and related coursework support the University Mission as articulated by St. Vincent de Paul and carried out through academic rigor and service to the community.

At the present time at the Queens campus, the department offers five graduate programs including Literacy, Counseling, Special Education, TESOL and Bilingual Education. Within the Literacy program, there are Ph.D. and three graduate level programs and coursework in teaching literacy from birth through

12th grade. TESOL (plus a bilingual extension course sequence of 15 credits which can be added onto most base certificates); teaching students with disabilities, childhood and adolescence (special education); Also a 48-credit Childhood and Childhood Special Education (internship) program and a 48-credit Childhood Education and TESOL program are offered for those eligible candidates lacking initial teacher certification. There are also three 48-credit dual masters programs in Literacy B-6/TESOL K-12, Literacy 5-12/TESOL K-12 and Literacy B-6/Teaching Children with Disabilities (Childhood).

The School Counseling and School Counseling with Bilingual Extension Programs are both 48 credits. The Clinical Mental Health Counseling program is 60 credits.

At present, two new degree programs are now offered on Queens and Staten Island campuses with some coursework offered on Oakdale and Manhattan campuses: Teaching Students with Disabilities 7-12 Generalist for high school teachers and Teaching Students with Disabilities Childhood - Online Masters Degree for elementary teachers. Both 33 credit degree programs are available for those with initial certification in elementary or adolescence.

At the Staten Island campus, the department offers graduate level programs and coursework in Teaching Literacy at levels B-6 and in grades 5-12 and B-12; Advanced Certificates in Teaching Literacy, B-6; 5-12 and Literacy Leadership; a career change program in Childhood and Childhood Special Education (internship); Teaching Children with Disabilities: Childhood and Adolescent; Clinical Mental Health Counseling; and School Counseling.

At the Oakdale, Long Island location, special graduate level programs and coursework are offered in Literacy, TESOL, Bilingual Education and Teaching Students with Disabilities, Childhood and Adolescent. A 15-credit bilingual course sequence, which may be added to most base teaching certificates, is offered as well. Coursework in Literacy, TESOL and Special Education is offered on the Manhattan campus. Some of the department's course offerings may be taken online. "D" indicates those courses that are offered through online learning.

Counselor Education Program Master's Degree

The programs in counselor education provide opportunities for graduate students to prepare themselves for counseling and leadership positions in counseling in a variety of settings. The programs provide an integrated approach to theory and practice and aim at meeting the professional educational needs of both full-time and part-time students in the urban and suburban environments that the University serves.

Counselor education programs of study are available at the master's degree level in three different specialization areas: School Counseling, School Counseling with

a Bilingual Extension and Clinical Mental Health Counseling. In addition, there is an Advanced Certificate offered in the area of School Counseling and Clinical Mental Health Counseling.

Students in each masters program are required to pass the Counselor Preparation Comprehensive Examination (CPCE) given by the Center for Credentialing & Education.

The three master's degree programs have been designed to meet the national standards specified by the Council on Accreditation of Counseling and Related Educational Programs (CACREP), as well as, the requirements of the New York State Department of Education and Office of Professions. The School Counseling and Clinical Mental Health Counseling programs are fully accredited by CACREP.

Some of the required and elective courses are also offered online.

School Counseling Programs

The School Counseling programs require 48-credit hours for the master's level including courses in a core body of knowledge, in the unique area of specialization, and appropriate field-based clinical experiences. The core courses focus on developing competencies in four areas: professional orientation, helping relationships, group methods and assessment. The specialization courses focus on developing competencies in human growth and development, cultural foundations, career development, research, consultation and evaluation, developmental school counseling, and organizing and administering comprehensive counseling programs in schools. The field-based clinical experiences include both a one-semester practicum and a two-semester internship in school settings. The field-based courses focus on integrating theoretical and practical knowledge in order to effectively deliver professional counseling services to students, and their families and school personnel in K-12 settings.

The School Counseling Programs are Fully Accredited by The Council for the Accreditation of Counseling and Related Education Programs (CACREP)

The program in School Counseling is designed to prepare students to counsel children and youth in traditional and alternative programs in public and private elementary and secondary schools. The Bilingual Extension is intended for students fluent in English and a second language who want to counsel culturally and linguistically different youth in a variety of multiethnic/multicultural school settings.

Both programs meet the academic requirements in New York State for permanent certification for Professional School Counselor and for Professional School Counselor with bilingual extension, respectively. In both cases,

permanent certification also requires two years of full-time paid employment as a School Counselor or as a Bilingual School Counselor, as appropriate. However, both programs allow students to obtain provisional certification upon the completion of thirty credits of specified course work, that includes the practicum in School Counseling or Bilingual School Counseling. The Master's in School Counseling requires the completion of twelve credits of core counseling courses, 33 credits of specialization courses and three credits in Special Education. The Bilingual Extension requires the completion of 12 credits of core courses and 36 credits of specialization courses. Students seeking Professional School Counselor certification in states other than New York State should become informed regarding certification requirements in those states and meet with their advisors to plan accordingly. Students in New York State must attend two seminars (Child Abuse and Violence Prevention), as well as, be fingerprinted before applying for provisional or permanent certification in New York.

Admission requirements:

1. A baccalaureate degree from an accredited college or university with undergraduate scholastic achievement indicating reasonable assurance of success in work for an advanced degree. Normally this will be a "B" (3.0) both in the general average and in the major field.
2. A minimum of 18 credits in the behavioral and social sciences and/or professional education courses. Students who do not fully meet this requirement will need to make up deficit credits by completing course work in those areas, before beginning their third semester of study. These deficit credits are in addition to the usual program requirements.
3. Two letters of recommendation from college instructors or field supervisors.
4. An interview with counseling faculty.
5. The interest, ability and personality to function successfully in the field of counseling.
6. In addition to the above, applicants to the bilingual school counseling program must demonstrate language proficiency in both English and the target language by passing the New York State Bilingual Assessment (BEA) that is administered by the New York State Education Department. The BEA is required of candidates seeking a bilingual extension to a certificate.

Programs of Study in School Counseling and Bilingual Extension

The School Counseling programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). All master's degree programs require the completion of 48 credit hours that include three field based courses (1 practicum and 2 internships) and the successful completion of the required national examination.

All students in all programs must meet with their assigned program advisor before beginning course work to identify program requirements and complete program advisement forms. School counseling students are expected to join the American School Counseling Association and with that membership they will obtain the liability insurance required for the duration of their studies.

Core Courses (12 credits)

6122	Orientation to School Counseling
6205	Group Dynamics
6262	Assessment in Counseling
6264	Counseling Skills and Techniques

School Counseling Program Specialization Courses (36 credits)

6206	Psychosocial Development Across the Lifespan
6207	Developmental Counseling
6208	Counseling and Personality Theories
6301	Career Development
6305	Practicum in School Counseling
6307	Research in Counseling
6530	Multicultural Counseling
6590	Internship in School Counseling I
6591	Internship in School Counseling II
6595	Organization and Administration of Pupil Personnel Services
6650	Consultation and Evaluation in Schools
9711	Education and Accommodating Needs of Individuals with Exceptionalities, K-12

School Counseling with Bilingual Extension (36 credits)

6206	Psychosocial Development Across the Lifespan
6207	Developmental Counseling
6208	Counseling and Personality Theories
6301	Career Development
6306	Bilingual Practicum in School Counseling
6307	Research in Counseling
6530	Multicultural Counseling
6592	Internship in Bilingual School Counseling I
6593	Internship in Bilingual School Counseling II
6595	Organization and Administration of Pupil Personnel Services
6650	Consultation and Evaluation
9001	Foundations of Bilingual and Second Language Education

Advanced Certificate in School Counseling

Admission Requirements:

In order to be eligible for the Advanced Certificate in School Counseling, applicants must have successfully completed a master's degree in school counseling or its equivalent. Applicants should have a minimum of a 3.2 grade point average in graduate coursework and must submit two letters of recommendation with their application. An interview with counseling faculty is also required.

Program of Study:

Students who have completed a master's degree in counseling have the opportunity to earn the Advanced Certificate in school counseling. The program is designed to provide additional professional preparation for these individuals. Candidates will have their credentials evaluated by program faculty to determine which courses should be taken. The total number of credits required for the Advanced Certificate is a minimum of 60 credits including the master's degree.

Clinical Mental Health Counseling Program

The CACREP accredited Clinical Mental Health Counseling Program is designed to prepare students to become professionals trained in counseling and psychotherapy to evaluate and treat individuals, couples and families with mental and emotional disorders, as well as other behavioral challenges. Mental health counselors work in private practice, group and/or organized settings. The program has been approved by the New York State Education Department as license qualifying. As a license qualifying program, the master's degree fulfills the educational requirement for licensure. There are two additional requirements that must be fulfilled before individuals can obtain the license as a mental health counselor. They must complete a minimum of three thousand hours of post-masters supervised experience relevant to the practice of mental health counseling and pass a State examination. Additional information can be found on this website: <http://www.op.nysed.gov/prof/mphclhc.htm>

The Clinical Mental Health Counseling program requires 60 credit hours for the master's degree consisting of 48 credits of core knowledge, 9 credits of field-based experience courses (1 practicum and 2 internships), and 3 credits of elective coursework. Students who are seeking licensure in New York State are also required to complete coursework or training in the identification and reporting of child abuse. Such training is offered by a New York State approved provider.

Admission requirements:

1. A baccalaureate degree from an accredited college or university with undergraduate scholastic achievement indicating reasonable assurance of success in work for an advanced degree. Normally this will be a "B" (3.0) both in the general average and in the major field.
2. A minimum of 18 credits in psychology including courses in statistics and research. Students who do not fully meet these requirements will need to make up deficit credits by completing course work in those areas before beginning their third semester of study. These deficit credits are in addition to the usual program requirements.
3. Two letters of recommendation from college instructors or field supervisors.
4. An interview with counseling faculty.
5. The interest, ability and personality to function successfully in the field of counseling.

Program of study:

The master's degree program requires the completion of a 60-credit hour program and the successful completion of the required CPCE Exam. Since programs of study are designed to meet the unique needs of every student, students must meet with their assigned program advisor before beginning course work to identify program requirements and complete program advisement forms. Counseling students are required to join the American Mental Health Counseling Association, and with that membership they will attain the liability insurance required for the duration of their studies.. Typical 60-semester hour programs are indicated below:

Core Courses (48 credits)

EDU 6121	Orientation to Mental Health Counseling
EDU 6205	Group Dynamics
EDU 6206	Psychosocial Development Across the Lifespan
EDU 6208	Counseling and Personality Theory
EDU 6262	Assessment in Counseling
EDU 6264	Counseling Skills and Techniques
EDU 6270	Case Conceptualization, Treatment Planning and Psychopharmacology
EDU 6301	Career Development
EDU 6307	Research in Counseling
EDU 6651	Foundations of Mental Health Counseling and Consultation
EDU 726	Psychopathology I
EDU 727	Psychopathology II
EDU 636	Objective Personality Assessment
EDU 6364	Counseling the Substance Abuser
EDU 6424	Case Studies and Community Resources
EDU 6530	Multicultural Counseling

Field work Courses (9 credits)

EDU 6310	Practicum in Clinical Mental Health Counseling
EDU 6311	Internship in Clinical Mental Health Counseling I
EDU 6312	Internship in Clinical Mental Health Counseling II

Elective Courses (3 credits)

Students in the Clinical Mental Health Counseling program may select 3 credits in elective courses related to the student's needs, interests, and career goals. The specific courses must be approved by the student's advisor. Courses may be selected from within the counseling program or from the psychology department. The elective courses from within the counseling program include:

EDU 6125	Brief Counseling of Children and Adolescents
EDU 6211	Crisis Prevention and Intervention
EDU 6314	Counseling and Special Education
EDU 6610	Spiritual Issues in Counseling and Psychotherapy

A sample of elective courses from within the psychology program include:

EDU 631	Psychoanalytic Psychotherapy
EDU 749	Behavior Therapy
EDU 760	Marital and Family Therapy
EDU 850	Cognitive Psychotherapy

Advanced Certificate in Clinical Mental Health Counseling

The Advanced Certificate in Clinical Mental Health Counseling was designed to enable candidates who hold a master's degree in counseling in an area other than mental health counseling to fulfill the educational requirement for licensure in New York State. Applicants should have a minimum GPA of 3.5 in graduate coursework and must submit two letters of recommendation with their application. An interview with counseling faculty is also required.

Program of Study:

The program is designed to provide the additional preparation necessary to fulfill the educational requirement for licensure. Candidates will have their credentials evaluated by program faculty to determine whether any additional courses needed to be taken to meet the State's requirements. The Advanced Certificate requires a minimum of 24 credits outlined below. The total number of credits required by the State for licensure is a minimum of 60 credits including the master's degree. The Advanced Certificate is designed to be completed in two years.

Semester One

6121	Orientation to Mental Health Counseling
6651	Foundations of Mental Health Counseling

Semester Two

6270	Case Conceptualization, Treatment Planning, and Psychopharmacology
726	Psychopathology Across the Lifespan I

Semester Three

6424	Case Studies and Community Resources
6311	Internship I

Semester Four

6364	Counseling the Substance Abuser
6312	Internship II

Literacy Programs

The department offers a Ph.D. in Literacy and three Master's level graduate programs with specialization in the teaching of literacy. These graduate programs lead to initial or professional certification in Teaching Literacy, Birth through Grade 6; Teaching Literacy, Grades 5 through 12; or Teaching Literacy, Birth through Grade 12.

The department also offers: a dual master's degree in Literacy B-6/Special Education: Childhood and Literacy B-6 and 5-12/Teaching English to Speakers of Other Languages (T.E.S.O.L.) K-12, each 48 credits and three advanced certificates in literacy.

Completion of these programs qualifies students for New York State initial or professional certification in the literacy certifying areas, provided they have met prerequisite requirements; they have successfully completed all State mandated external tests, training modules and field experiences, and they have met citizenship requirements.

Requirements for the Advanced Certificate in Literacy B-6 or 5-12 (21 credits)

Must possess a Master's Degree in Education and initial certification. Must maintain a "B" (3.0) average in all course work. Must complete 50 hour practicum. Must pass Content Specialty Test in Literacy to obtain State Certification.

Description:

The Advanced Certificate in Literacy Programs, B-6 or 5-12 requires 21 credits of literacy courses. This certificate enables the initially certified teacher to acquire the skills to teach reading, writing, and related language arts to students from early childhood to high school levels. In addition, the student will acquire skills to become a reading specialist capable of assessing reading and writing ability and providing instruction to help children and adolescents with literacy-related problems. The Content Specialty Exam (CST in Literacy)

must be passed to obtain NYS certification in Literacy. This program will be offered on the Queens, Staten Island, Oakdale and Manhattan sites. Literacy courses (6 credits) taken as part of a previously earned career change Master's in Education may be counted for this Advanced Certificate. There is also a 15-credit Advanced Certificate in Literacy Leadership which can be added to a Master's in Literacy. Courses in the Advanced Certificate in Literacy Leadership may be applied to the Ph.D. program in Literacy. This advanced certificate prepares literacy coaches for leadership positions.

Program of Study:**Advanced Certificate in Literacy B-6 (21 Credits)**

EDU 3200	Language Acquisition and Literacy Development for General Education and English Language Learners (ELL) K-12*
EDU 3210	Research and Practice of Teaching Writing /English Language Arts in General and Inclusive Education, B-6
	OR
EDU 3264	Teaching Literacy through Literature, B-6
	AND
EDU 3220	Approaches, Materials, and Performance Evaluation in Literacy and English Language Arts Development, K-12*
EDU 3230	Diagnosis and Case Study Analysis of Literacy Performance* (Prereq., 3220 and 3270)
EDU 3270	Theories of and Strategies for Teaching Literacy and English Language Arts in the Content Areas*
EDU 3240	Case Study and Instructional Strategies for Diverse Learners* (Prereq. 3230)
EDU 3250	Practicum and Seminar in Literacy Instruction B-6 50 hours (Prereq. 3230 and 3240) .

*Field Experience Courses

Advanced Certificate in Literacy 5-12 (21 credits)

EDU 3200	Language Acquisition and Literacy Development for General Education and English Language Learners (ELLs) K-12*
EDU 3215	Research and Practice of Teaching Writing /English Language Arts in General and Inclusive Education , 5-12
	OR
EDU 3265	Teaching Literacy through Literature, 5-12
	AND

EDU 3220	Approaches, Materials, and Performance Evaluation in Literacy & English Language Arts Development, K-12*
EDU 3230	Diagnosis and Case Study Analysis of Literacy Performance* (Prereq. 3220 and 3270)
EDU 3270	Theories of and Strategies for Teaching Literacy and English Language Arts in the Content Areas*
EDU 3240	Case Study and Instructional Strategies for Diverse Learners* (Prereq. 3230)
EDU 3255	Practicum and Seminar in Literacy Instruction, 5-12 (50 hours), (Prereq. 3230 and 3240) .

*Field Experience Courses

Advanced Certificate: Literacy Leadership Coach

(15 credits) Must be attached to Literacy Master's degree

EDU 3283	Research and Strategies in Literacy Leadership
EDU 3285	Research Perspectives in Literacy
EDU 9004	Content Area Instruction to Linguistically/Culturally Diverse Learners*
EDU 9716	Curriculum and Instructional Design for Teaching Literacy to Individuals with Exceptionalities: Childhood*
EDU 5650	School Based Data Analysis

Courses can be applied to the Ph. D. program in Literacy

*Field Experience Courses

Admission Requirements for M.S.Ed. Degree Programs

1. A baccalaureate degree from an accredited college or university. Undergraduate scholastic achievement must be such as to give reasonable assurance of success in work for an advanced degree, normally, a "B," both in general average and in the major field.
2. The teaching literacy programs service students who already hold initial certification in either childhood education, early childhood education, adolescence education, teaching students with disabilities, teaching students who are deaf or hard of hearing, teaching students who are blind or visually impaired, teaching students with speech and language disabilities, teaching English to speakers of other languages and library media specialists. Candidates seeking admission shall normally have achieved a B average, or 3.0 or better cumulative grade point average in the program leading to the degree of their existing initial certificate.
3. Applications of those individuals who meet

the program requirements but whose GPAs fall below 3.0 in their initial certified area, will be reviewed by a committee of designated faculty members to assess applicants' potential to successfully complete the program. In such cases the committee may also request an interview with the candidate. Upon committee recommendation, those applicants will be accepted conditionally with the proviso that they achieve at least a 3.0 (B or better) in each of their first four program courses.

Admission Requirements for Ph.D. Degree in Literacy

Applicants seeking admission to the doctoral program (Ph.D.) must submit evidence of their ability to pursue advanced graduate study:

A master's degree in an education field from an accredited college or university is required. Graduate scholastic achievement must be such as to give reasonable assurance of success in work for an advanced degree. Normally this will be a 3.2 GPA or better in prior graduate work.

Application Process:

- 1) Submit a complete application to the Office of Graduate Admission for the School of Education. Supporting documents include:
 - a. Official transcripts of all previous course work (undergraduate and graduate) that document a minimum GPA of 3.2 in a master's level program,
 - b. A statement of goals for doctoral study,
 - c. A professional resume or curriculum vitae,
 - d. Documentation of full-time teaching experience,
 - e. A score at or above the 50th percentile on the Miller Analogies Test (MAT), or
 - f. A score of at least 4 on the Analytical Writing section of the Graduate Record Examination (GRE). (You need not take the other sections of the GRE).
- 2) A successful interview with members of the Literacy core faculty and the department chairperson.

Notification of the decision will be sent by mail. If accepted, the student will be assigned an advisor who will assist in developing a program of study.

Programs of Study

Teaching Literacy, Birth-Grade 6

The Master of Science in Education program with a specialization in the Teaching of Literacy, B-6 is a 33-credit program. This program enhances the initially certified teacher's ability to teach reading and the related language arts to students at the early childhood, elementary and middle school levels. In addition, the program enables prospective and practicing teachers to acquire and develop the skills they will need to become reading specialists capable of diagnosing and assist-

ing children to overcome their special literacy problems. A comprehensive exam requirement occurs at the end of the full program. It must be taken and passed during the last year of coursework provided that all core courses have been successfully completed and with the approval of the student's advisor. Students must also pass the CST in Literacy to qualify for New York State certification. Full programs are offered at the Queens, Staten Island campuses and coursework is offered at the Manhattan and Oakdale sites

The following courses comprise the master's program in literacy leading to initial or professional certification in Teaching Literacy, B-6:

General Core: (6 credits)

EDU 9711	Education and Accommodating Needs of Individuals with Exceptionalities, K-12*
EDU 7266	Technology for Teaching Literacy Applications in Regular and Special Education Settings (for students with limited technology background)
OR	
EDU 7666	Advanced Technology in Education (Prereq. Permission of instructor)

Literacy Methodology Core: (18 credits)

EDU 3200	Language Acquisition and Literacy Development for General Education and English Language Learners (ELL) K-12*
EDU 3210	Research and Practice of Teaching Writing/English Language Arts in General and Inclusive Education, B-6
EDU 3220	Approaches, Materials, and Performance Evaluation in Literacy and English Language Arts Development, K-12*
EDU 3264	Teaching Literacy through Literature, B-6
EDU 3270	Theories of and Strategies for Teaching Literacy and English Language Arts in the Content Areas*
EDU 3283	Research and Strategies in Literacy Leadership

Literacy Specialist Core (in sequence) (9 credits)

EDU 3230	Diagnosis and Case Study Analysis of Literacy Performance* (Prereq 3220 and 3270)
EDU 3240	Case Study and Instructional Strategies for Diverse Learners* (Prereq. EDU 3230)
EDU 3250	Practicum and Seminar in Literacy Instruction, B-6 (50 hours) (Prereq. 3230 and 3240).

These courses can be substituted with permission of an advisor or can be taken after the degree is conferred toward additional professional development.

EDU 3241	Multi-Sensory Approach to Language Learning and Phonics Instruction-Part I*
EDU 3242	Multi-Sensory Approach to Language Learning and Phonics Instruction-Part II*

Teaching Literacy, Grades 5–12

The Master of Science in Education program with a specialization in the Teaching of Literacy, Grades 5–12, is a 33-credit program. This program allows the initially certified teacher to teach reading, writing and the related language arts to students at the middle school, junior high and high school levels. In addition, the program enables prospective and practicing teachers to acquire and develop the skills they need to become reading specialists, capable of diagnosing and assisting youngsters and youth in overcoming their literacy-related problems. A comprehensive exam requirement occurs at the end of the program. It must be taken and passed during the last year of coursework provided that all core courses have been successfully completed and with the approval of the student's advisor. If a student fails the exam, he/she must take it in the following semester. Students may only take the exam twice. Students must also pass the CST in Literacy to obtain NY State certification. Full programs are offered at the Queens, Staten Island, and Oakdale campuses; coursework is offered at the Manhattan campus.

The following courses comprise the Master's program in literacy leading to initial or professional certification in Teaching Literacy, 5-12.

General Core: (6 Credits)

EDU 9711	Education and Accommodating Needs of Individuals with Exceptionalities, K-12*
EDU 7267	Technology for Literacy-Based Applications in Content Area Learning in Regular and Special Education Settings
OR	
EDU 7666	Advanced Technology in Education (for students with prior education technology course)

Literacy Methodology: 18 credits

EDU 3200	Language Acquisition and Literacy Development for General Education and English Language Learners (ELL) K-12*
EDU 3215	Research and Practice of Teaching Writing /English Language Arts in General and Inclusive Education, 5–12
EDU 3220	Approaches, Materials, and Performance Evaluation in Literacy and English Language Arts Development, K-12*

*Field Experience Courses

EDU 3265	Teaching Literacy through Literature, grades 5–12, in General and Inclusive Settings
EDU 3270	Theories of and Strategies for Teaching Literacy and English Language Arts in the Content Areas*
EDU 3283	Research and Strategies in Literacy Leadership

Literacy Specialist Core: 9 credits

EDU 3230	Diagnosis and Case Study Analysis of Literacy Performance* (Prereq. 3220 or 3270)
EDU 3240	Case Study and Instructional Strategies for Diverse Learners* (Prereq. 3230)
EDU 3255	Practicum and Seminar in Literacy Instruction, 5-12 (50 hours) (Prereq. 3230 and 3240)

These courses can be substituted with permission of an advisor or can be taken after the degree is conferred toward additional professional development

EDU 3241	Multi-sensory Approach to Language Learning and Phonics Instruction, Part I*
EDU 3242	Multi-sensory Approach to Language Learning and Phonics Instruction, Part II*

*Field Experience Courses

Teaching Literacy, Birth through Grade 12

The Master of Science in Education program with a specialization in the teaching of Literacy, Birth through Grade 12 is a 42-credit program leading to initial and professional New York State Teacher Certification. This program enhances the initially certified teacher's ability to teach reading and the related language arts. In addition, the program enables prospective and practicing teachers to acquire and develop the skills they will need to become literacy coaches and reading specialists capable of diagnosing and assisting children in overcoming their special literacy problems. A comprehensive exam requirement occurs at the end of the program. It must be taken and passed during the last year of coursework provided that all core courses have been successfully completed and with the approval of the student's advisor. Students must also pass the CST in Literacy to obtain NY State certification. Full programs are offered at the Queens and Staten Island campuses with courses offered at the Oakdale site.

General Core: (6 Credits)

EDU 9711	Educational and Accommodating Needs of Individual with Exceptionalities, K-12*
EDU 7266	Technology for Teaching Literacy Applications in Regular and Special Education Settings (for students with limited technology background)

OR	
EDU 7267	Technology for Literacy-Based Applications in Content Area Learning in Regular and Special Education Settings
OR	
EDU 7666	Advanced Technology in Education, (Prereq.: Permission of instructor)

Literacy Methodology Core (24 credits)

EDU 3200	Language Acquisition and Literacy Development for General Education and English Language Learners (ELL) K-12*
EDU 3217	Research and Practice of Teaching Writing/English Language Arts in General Inclusion Education, B–12
EDU 3220	Approaches, Materials, and Performance Evaluation in Literacy and English Language Arts Development, K-12*
EDU 3241	Multi-Sensory Approach to Language Learning and Phonics Instruction-Part I*
EDU 3242	Multi-sensory Approach to Language Learning and Phonics Instruction, Part II*
EDU 3270	Theories of and Strategies for Teaching Literacy and English Language Arts in the Content Areas*
EDU 3268	Teaching Literacy through Literature, B–12
EDU 3283	Research and Strategies in Literacy Leadership

Literacy Specialist Core (in sequence): (12 credits)

EDU 3230	Diagnosis and Case Study Analysis of Literacy Performance* (Prereq. EDU 3220 or 3270)
EDU 3240	Case Study and Instructional Strategies for Diverse Learners* (Prereq. EDU 3230)
EDU 3250	Practicum and Seminar in Literacy Instruction, B-6 (50 hours) (Prereq. 3230 and 3240).
EDU 3255	Practicum and Seminar in Literacy Instruction, 5-12 (50 hours) (Prereq. EDU 3230).

*Field Experience Courses

ORTON CERTIFICATION OPTION

If you wish to receive certification from The Orton Academy, you must take both EDU 3241 and EDU 3242 plus 100 hours of applied instruction which incorporates the strategies of the Orton Academy.

Admission and Program Requirements for Literacy-Field Change

Students with teaching certificates in other licensing areas may apply for one of the literacy field change programs.

1. A master's degree in education or a functionally related area, with scholastic achievement at a level to give reasonable assurance of success in work for an advanced degree. Normally, this will be a "B" average.
2. New York State initial teaching certification as specified in Admission Requirements for Degree Programs (2).
3. Coursework as outlined in the B-6, 5-12, or B-12 degree programs is required. If some literacy coursework was completed in an M.S. degree program, electives may be substituted in consultation with the student's program advisor.
4. A comprehensive examination completed in other M.S. programs satisfy program requirements.

Teaching Literacy B-6 and Teaching English to Speakers of Other Languages (TESOL) K-12 (48 credits)

This program will provide Master's Degree candidates with dual certification in Literacy B-6 and Teaching English to Speakers of Other Languages (TESOL) K-12. It will give teachers the opportunity to enrich their classroom pedagogy with specialization in literacy instruction and instruction for the English Language Learners. A comprehensive exam in both Literacy and TESOL occurs separately at the end of each portion of the program. Comprehensive exams must be taken and passed during the last year of coursework provided that all core courses have been successfully completed and with the approval of the student's advisor. Teaching Literacy B-6 and Teaching English to Speakers of Other Languages (TESOL) K-12 (48 credits). Students will be eligible for certification in Literacy B-6 and TESOL K-12 at program completion and after passing the CST-exams in Literacy and TESOL.

General Core: (6 credits)

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| EDU 9711 | Education and Accommodating Needs of Individuals with Exceptionalities, K-12* |
| EDU 7266 | Technology for Teaching Literacy Applications in Regular and Special Education Settings (For students with limited technology background) |
| OR | |
| EDU 7666 | Advanced Technology in Education |

Literacy Core: (18 credits)

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| EDU 3210 | Research and Practice of Teaching Writing/English Language Arts in General Inclusion Education, B-6 |
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|----------|--|
| EDU 3220 | Approaches, Materials, and Performance Evaluation in Literacy and English Language Arts Development, K-12* |
| EDU 3230 | Diagnosis and Case Study Analysis of Literacy Performance* (Prereq. 3220 and 3270) |
| EDU 3240 | Case Study and Instructional Strategies for Diverse Learners* (Pre-req. EDU 3230) |
| EDU 3264 | Teaching Literacy through Literature, B-6 |
| EDU 3270 | Theories of and Strategies for Teaching Literacy and English Language Arts in the Content Areas* |
| OR | |
| EDU 3283 | Research and Strategies in Literacy Leadership |

TESOL Core (18 credits)

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|----------|---|
| EDU 9001 | Foundations Bilingual, Multicultural and Second Language Education |
| EDU 9003 | Literacy Development for the First and Second Language Learners* |
| OR | |
| EDU 3200 | Language Acquisition and Literacy Development for General Education and English Language Learners (ELLs), K-12* |
| EDU 9004 | Content Area Instruction for Linguistically/Culturally Diverse Learners* |
| EDU 9006 | Human Development in Cross-cultural Perspective |
| EDU 9010 | Linguistics for Teachers of English Language (ELL) and Exceptional Learners* |
| OR | |
| EDU 9015 | Structure of the English Language |
| EDU 9012 | Methods of Language and Academic Assessment of ELLS and Exceptional Learners* |

Capstone Courses: Program Completion (6 credits)

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|----------|---|
| EDU 3250 | Practicum and Seminar in Literacy Instruction, B-6 (50 hours) (Prereq. EDU 3230 and 3240) . |
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Clinical Setting

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| EDU 9014 | Practicum and Seminar in TESOL (100 hours) |
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- TESOL students must have 12 credits in a language other than English prior to admission or completion of program. (TESOL) K-12.

*Field Experience Courses

Teaching Literacy 5-12 and Teaching English to Speakers of Other Languages (48 credits)

This program will provide Master's Degree candidates with dual certification in Literacy 5-12 and Teaching English to Speakers of Other Languages (T.E.S.O.L) K-12. It will give teachers the opportunity to enrich their classroom pedagogy with specialization in literacy instruction and instruction for the English Language Learners. A comprehensive exam in both Literacy and TESOL occurs separately at the end of each portion of the program. Comprehensive exams must be taken and passed during the last year of coursework provided that all core courses have been successfully completed and with the approval of the student's advisor. Students will be eligible for certification in Literacy 5-12 and TESOL K-12 at program completion and after passing the CST-exams in Literacy and TESOL.

General Core: (6 credits)

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| EDU 9711 | Education and Accommodating Needs of Individuals with Exceptionalities, K-12* |
| EDU 7266 | Technology Literacy Based Applications in Content Area Learning in Regular and Special Education Settings |
| OR | |
| EDU 7666 | Developing Curriculum Materials for the Web (for students with more technology background) |

Literacy Core: (21 credits)

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| EDU 3215 | Research and Practice of Teaching Writing/English Language Arts in General Inclusion Education, 5-12 |
| EDU 3220 | Approaches, Materials, and Performance Evaluation in Literacy and English Language Arts Development, K-12* |
| EDU 3230 | Diagnosis and Case Study Analysis of Literacy Performance* (Prereq. EDU 3220 and 3270) |
| EDU 3240 | Case Study and Instructional Strategies for Diverse Learners* (Prereq. EDU 3230) |
| EDU 3265 | Teaching Literacy through Literature, 5-12 |
| EDU 3270 | Theories of and Strategies for Teaching Literacy and English Language Arts in the Content Areas* |
| EDU 3283 | Research and Strategies in Literacy Leadership |

TESOL Core (18 credits)

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|----------|--|
| EDU 9001 | Foundations Bilingual, Multicultural and Second Language Education |
|----------|--|

EDU 9003	Literacy Development for the First and Second Language Learners*
OR	
EDU 3200	Language Acquisition and Literacy Development for General Education and English Language Learners (ELLs), K-12*
EDU 9006	Human Development in Cross-cultural Perspective
EDU 9010	Linguistics for Teachers of English Language (ELL) and Exceptional Learners*
OR	
EDU 9015	Structure of the English Language
EDU 9012	Methods of Language and Academic Assessment of ELLS and Exceptional Learners*

Capstone Courses: Program Completion (6 credits)

EDU 3255	Practicum and Seminar in Literacy Instruction, 5–12 (50 Hours) (Prereq. EDU 3230 and 3240) .
EDU 9014	Practicum and Seminar in TESOL (100 hours)

TESOL students must have 12 credits in a language other than English prior to admission or completion of program.

*Field Experience Courses

Teaching Literacy B–6 and Teaching Children with Disabilities (48 credits)

This program will provide Master's degree candidates with dual certification in Literacy B-6 and Teaching Children with Disabilities. A comprehensive exam in both Literacy and TESOL occurs separately at the end of each portion of the program. Comprehensive exams must be taken and passed during the last year of coursework provided that all core courses have been successfully completed and with the approval of the student's advisor.

Technology Core: (3 credits.)

EDU 7266	Technology for Teaching Literacy Applications in Regular and Special Education Settings (for students with limited technology background)
OR	
EDU 7267	Technology for Literacy-Based Applications in Content Area Learning in Regular and Special Education Settings

Literacy Methodology Core: (21 credits)

EDU 3200	Language Acquisition and Literacy Development for General Education and English Language Learners (ELL) K-12*
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EDU 3210	Research and Practice of Teaching Writing/English Language Arts in General Inclusion Education, B–6
EDU 3220	Approaches, Materials, and Performance Evaluation in Literacy and English Language Arts Development, K-12*
EDU 3230	Diagnosis and Case Study Analysis of Literacy Performance (Prereq. EDU 3220 and 3270)
EDU 3240	Case Study and Instructional Strategies for Diverse Learners (Prereq. 3230)
EDU 3264	Teaching Literacy through Literature, B–6
EDU 3270	Theories of and Strategies for Teaching Literacy and English Language Arts in the Content Areas*
OR	
EDU 3283	Research and Strategies in Literacy Leadership

Special Education Core (18 credits)

EDU 9707	Curriculum Adaptation and Modification Planning for Exceptional Students: Childhood*
EDU 9711	Education and Accommodating Needs of Individuals with Exceptionalities K-12*
EDU 9712	Educational Assessment of Individuals with Exceptionalities*
EDU 3241	Multi-sensory Approach to Language Learning and Phonics Instruction – Part I*
OR	
EDU 9718	Curriculum and Instructional Design for Individuals with Exceptionalities: Math, Science, Social Studies – Childhood*
EDU 9719	Principles of Applied Behavior Analysis and Positive Behavioral Supports, K–12*

Capstone Courses: Program Completion (6 credits)

EDU 3250	Practicum and Seminar in Literacy Instruction, B–6 (50 hours) (Prereq. EDU 3230 and 3240)
OR	
EDU 9702	Practicum in Special Education-Childhood Final Semester (150 hours: Special Education School Clinical Setting)

*Field Experience Courses

Ph.D. in Literacy: Program of Study

The Doctor of Philosophy (Ph.D.) program in Literacy focusing on Diverse and At Risk Learners prepares professionals for these role options:

Teacher Educator (College or University Faculty for Teacher Preparation, Research and Service)

School Literacy Specialist (Reading or Writing Specialist or Literacy Coach Developing Literacy for All Learners)

Literacy Leader Advocate (Agency, Community, or School District Curriculum Specialist–Developing, Organizing and Supervising Literacy Programs)

The Ph.D. program was approved by the New York State Education Department in January 2008.

Students holding a master's degree or certificate in literacy and/or New York State certification in literacy may proceed to doctoral level course work. Those with background in other educational disciplines will need to take prerequisite literacy courses at the master's level in conjunction with doctoral level course work.

Students take a minimum of two evening courses a semester (fall, spring, summer) as a cohort while maintaining their professional positions during the day. Course work is completed in three years leaving the fourth year and beyond for the dissertation.

Digital Portfolio (Introduced in EDU 3281):

A portfolio system is used to ensure successful completion of the program. It includes Comprehensive Examination through Domain Essays. Artifacts for Expertise, Professionalism, Scholarship, Teaching, and Service. Doctoral faculty evaluates the portfolio annually.

Doctoral Course Work (42 Credits)

Literacy Doctoral Courses (18 credits)

EDU 3281	Foundations of Literacy Inquiry and Professionalism
EDU 3282	Models and Processes of Reading and Writing Acquisition and Development
EDU 3285	Research Perspectives in Literacy
EDU 3290	Analysis of Current Topics in Literacy
EDU 3291	Seminar in Literacy for At Risk, Diverse Learners
EDU 3292	Dissertation Seminar
EDU 3293	Dissertation Seminar Continued (Requires continuous enrollment until completion of dissertation.)

Research Methodology Courses (15 credits):

EDU 5655	Educational Research and Data Analysis I
EDU 7211	Educational Research and Data Analysis II
EDU 7800	Multivariate Data Analysis
EDU 7900	Qualitative Research: Methodology and Analysis

Cognate Studies Courses (9 credits)

To address the research focus, the advisor and doctoral student choose: Education, Educational Leadership, Sociology, Psychology, Library Science, Speech, TESOL, English.

Doctoral Dissertation

The doctoral student conducts an original research study under the guidance of a faculty mentor and dissertation committee.

Residency Requirement

Students may fulfill the residency requirement by a variety of means.

Special Education Programs

The Department of Education Specialties and Counseling offers graduate level programs leading to a professional state certificate valid for teaching students with disabilities: Teaching Students with Disabilities in Childhood (33 credits.); Teaching Students with Disabilities in Childhood-Online Learning; Teaching Students with Disabilities 7–12 Generalists; and Childhood and Childhood Special Education Internship (48 credits). The 33-credit programs lead to state certification valid for teaching students with disabilities at the childhood level (Grades 1–6) or adolescent level (Grades 7–12). The 48-credit career change early childhood, childhood and adolescent special education programs, offered in collaboration with the Department of Curriculum and Instruction, are intended for students who have received initial certification and who wish to obtain additional certification in teaching students with disabilities at the early childhood, childhood or adolescent level. Programs are offered at the Queens and Staten Island campuses. A combination TESOL/Special Education program is offered at the Oakdale location.

Elementary teachers can now enroll in the first completely online graduate degree program in teaching children with disabilities at the childhood level (Grades 1–6) recognized by New York State for certification. Teachers who complete this online degree will be eligible for a professional state certificate valid for teaching students with disabilities at the childhood level (Grades 1–6). A “D” indicates those courses that are offered online. Students have the option of enrolling in this 33-credit program online through online learning or live on the Queens campus. In addition, the new 33 credit 7–12 Generalist degree for high school teachers is now offered on both Queens and Staten Island campuses with some courses offered on the Oakdale and Manhattan campuses.

The 48-credit program is offered on both the Queens and Staten Island campuses with

some coursework available on the Manhattan and Oakdale campuses. Students enrolled in the 48-credit program on Staten Island may need to take courses at the Queens campus or online.

The Special Education Program for teaching students with disabilities at the childhood and adolescent levels are designed to foster the development of skills, attitudes, and abilities needed to identify and remediate major learning and behavior disorders including autism. They also prepare teachers to instruct children and youth who manifest learning and behavioral problems ranging from mild to profound, regardless of etiology. Attention is paid to diagnosis, intervention, program planning and program evaluation. Completion of the special education master’s programs qualifies students for New York State initial or professional certification as a teacher of students with disabilities at the childhood and adolescent levels, provided students have successfully completed all State mandated external tests, training modules, workshops and teaching experiences.

The 24-credit Advanced Certificates in Childhood and Adolescence Special Education are offered on the Queens and Staten Island campus with some coursework available on the Manhattan and Oakdale sites. Please look on the web for more information on these new programs.

Admission Requirements for Master’s Program in Special Education

1. A baccalaureate degree from an accredited college or university. Undergraduate scholastic achievement must be such as to give reasonable assurance of success in work for an advanced degree. Normally this will be a “B,” both in the general average and in the major field.
2. The special education program serves students who have received or who have qualified for the New York State initial teaching certificate. Students who do not possess the certificate at the time they seek admission will be accepted into the 48-credit program with the understanding that they must receive this teaching certification to be eligible for institutional endorsement for the New York State professional teaching certification.
3. Applications for those individuals who meet program requirements but whose GPAs fall below 3.0 in their initial certification area will be reviewed by a committee of designated faculty members to assess applicants’ potential to successfully complete the program. In such cases the committee may also request an interview with the candidate. Upon committee recommendation, those applicants will be accepted conditionally with the provision that they achieve at least a 3.0 in each of the first four courses in the program.
4. In addition to meeting all academic prerequisites, prospective online students must

interview with program faculty prior to admittance to determine if they meet rudimentary computer proficiency requirements, such as Internet experience, logging on, cutting and pasting text using word processing software and attaching documents as e-mail attachments.

5. Applicants for the Teaching Students with Disabilities 7-12 Generalist Masters must enter with a total of twenty four credits, either at the undergraduate or graduate levels, in the following content areas: Social Studies (6 credits); Math (6 credits); English (6 credits) and Science (6 credits). Candidates must have received initial teaching certification prior to entering the program.

Programs of Study

Early Childhood and Teaching Students with Disabilities (Early Childhood) Master’s Degree Program

Early Childhood Education and Teaching Children with Disabilities (B-2) Field Change: (45 Credits)

Early Childhood Core (21 Credits)

EDU 3241	Multi-Sensory Approach to Language Learning and Phonics Instruction-Part I*
EDU 7122	Programs in Early Childhood Education: Play, Social Learning, and Early Childhood Environments*
EDU 7126	Observing and Recording the Behavior of Young Children*
EDU 7127	School, Family and Community Partnerships for Early Childhood Professionals.
EDU 7114	Early Childhood Associate Teaching (Student Teaching)

Prereq.: Completed at least 21 credits of Early Childhood Core and have passed all NYS General Education exams: ALST, EAS, CST-Multisubject, ed TPA

Choose two courses (6 credits), including at least one field experience course.

EDU 7123	Creative Arts in Linguistically/Culturally Diverse and Inclusive Early Childhood*
EDU 7128	Integrated Curriculum in Early Childhood Settings*
EDU 7129	Mathematics and Science in Early Childhood
EDU 7002	International Perspectives in Early Childhood Education (Travel Abroad)

Special Education Core (24 Credits)

EDU 9716	Curriculum & Instructional Design for Teaching Literacy to Individuals with Exceptionalities: Childhood*
EDU 9737	Early Childhood Special Education*
EDU 9719	Principles of Applied Behavior

	Analysis and Positive Behavior Supports, K-12*
EDU 9733	Educational Assessment of Young Children with Exceptionalities (Prereq. EDU 7126 and EDU 9737)*
EDU 9734	Curriculum Modifications for Teaching Students with Disabilities in Diverse Early Childhood Settings*
EDU 9736	Early Intervention and Provision of Services for Preschoolers with Special Needs (Prereq. EDU 7126 and EDU 9737)*
EDU 9738	Research on Issues in Early Childhood Special Education*
EDU 9739	Practicum in Special Education – Early Childhood, Final Semester (Completed EDU 7114 all Special Education Coursework) (150 hours)

**Field Experience Courses*

A Comprehensive exam must be taken and passed during the last year of coursework provided that all core courses have been successfully completed and with the approval of the student's advisor.

The CST – Students with Disabilities must be passed prior to graduation

All students who do not take EDU 9737 must complete a NY State mandated 3-hour autism workshop.

Career Change

The Department of Curriculum and Instruction, In collaboration with the Department of Education Specialties and Counseling, offers a 48 credit Career Change Program leading to certification in both Early Education (B-2) and Teaching Students with Disabilities (early childhood). This program is intended for students who have not received initial certification in early childhood education and who wish to obtain additional certification in teaching students with disabilities at the early childhood level.

The program is intended for students whose academic background is outside the field of education and who do not presently hold a teaching certificate.

This program is designed to foster the development of skills, attitudes and knowledge needed to teach diverse populations of young children, birth to grade 2, in general education, early intervention, "inclusion," and self-contained special education settings. The program prepares teachers in methods of developmental assessment and of curriculum development, modification and implementation. It also promotes skills for working with interdisciplinary teams and culturally diverse families to support the learning and development of children across the range of abilities. Completion of

this Career Change Master's program qualifies students for New York State initial/professional dual certification as a teacher of students in general education programs, birth to grade 2 and of students with disabilities at the early childhood level, provided students have successfully completed all state mandated external tests, training modules and teaching experiences.

Upon completion of the first half of the program (eight courses), meeting the liberal arts requirements as set by the Department of Education and successfully passing the New York State Teacher's Certification Examinations, you may be eligible for internship certification by the State Education Department and full-time employment in public and private schools within New York as a salaried employee. Please see your advisor for specific information. Semester hour: 48 credits.

Required courses:

Early Childhood Pedagogical Core:

EDU 3241	Multi-sensory Approach to Language Learning and Phonics Instruction Part I *
EDU 7122	Programs in Early Childhood Education: Play, Social Learning in Early Childhood Environments*
EDU 7123	Creative Arts in Linguistically/Culturally Diverse and Inclusive Early Childhood Settings*
EDU 7126	Observing and Recording the Behavior of Young Children in Early Childhood Settings*
EDU 7127	School, Family and Community Partnerships for Early Childhood Professionals
EDU 7128	Integrated Curriculum in Early Childhood*
EDU 7129	Mathematics and Science in Early Childhood
EDU 7114	Early Childhood Associate Teaching

Completed at least 21 credits and have passed all New York State General Ed exams. EAS, Alst, CST-Multisubject, edTPA

Special Education Core:

EDU 9733	Educational Assessment of Young Children with Exceptionalities* (Prereqs EDU 7126, EDU 9737)
EDU 9734	Curriculum Modifications for Teaching Students with Disabilities in Diverse Early Childhood Settings*
EDU 9736	Early Intervention and Provision of Services for Preschoolers with Special Needs* (prereqs EDU 7126, EDU 9737)
EDU 9738	Research on Issues in Early Childhood Special Education (Capstone research project)

EDU 9739	Practicum in Special Education-Early Childhood
EDU 9716	Curriculum & Instructional Design for Teaching Literacy to Individuals with Exceptionalities: Childhood*
EDU 9737	Early Childhood Special Education*
EDU 9719	Principles of Applied Behavior Analysis and Positive Behavioral Supports, K-12

**Field Experience Courses*

***Comprehensive exams must be taken and passed during the last year of coursework provided that all core courses have been successfully completed and with the approval of the student's advisor.*

The CST – Students with Disabilities must be passed prior to graduation

All students who do not take EDU 9711 must complete a NY State mandated 3-hour autism workshop.

Teaching Students with Disabilities: Childhood (33 credits.)

These programs leading to state certification valid for teaching students with disabilities at the childhood level consist of two segments.

I. Core Special Education Courses (24 credits)

EDU 9707	Curriculum Adaptation and Modification Planning for Exceptional Students: Childhood*
EDU 9711	Education and Accommodating Needs of Individuals with Exceptionalities, K-12*
EDU 9712	Educational Assessment of Individuals with Exceptionalities*
EDU 9716	Curriculum and Instructional Design for Teaching Literacy to Individuals with Exceptionalities: Childhood*
EDU 9718	Curriculum and Instructional Design for Individuals with Exceptionalities: Math, Science, Social Studies– Childhood
EDU 9719	Principles of Applied Behavior Analysis and Positive Behavioral Supports, K–12*
EDU 9700	Research in Collaborative Partnerships and Strategic Instruction for General, Special and Inclusive Educational Settings: Childhood*
EDU 9702	Practicum in Special Education – Childhood (Final Semester)
EDU 3241	Multi-sensory Approach to Language Learning and Phonics Instruction Part I *
EDU 3242	Multi-Sensory Approach to Language Learning and Phonics Instruction-Part II*

EDU 7266 Technology for Teaching Literacy Applications in regular and special education settings.

**Field Experience Courses*

A Comprehensive exam must be taken and passed during the last year of coursework provided that all core courses have been successfully completed and with the approval of the student's advisor.

The CST – Students with Disabilities must be passed prior to graduation

All students who do not take EDU 9711 must complete a NY State mandated 3-hour autism workshop.

Teaching Students with Disabilities: Childhood - Online Learning (33 credits.)

I. Core Special Education Courses (27 credits)

EDU 3200 Language Acquisition and Literacy Development for General Education and English Language Learners (ELL) K-12*

EDU 9700 Research in Collaborative Partnerships and Strategic Instruction for General, Special and Inclusive Educational Settings: Childhood*

EDU 9707 Curriculum Adaptation and Modification Planning for Exceptional Students*

EDU 9711 Education and Accommodating Needs of Individuals with Exceptionalities, K-12*

EDU 9712 Educational Assessment of Individuals with Exceptionalities*

EDU 9716 Curriculum and Instructional Design for Teaching Literacy to Individuals with Exceptionalities: Childhood*

EDU 9718 Curriculum and Instructional Design for Individuals with Exceptionalities: Math, Science, Social Studies - Childhood*

EDU 9719 Principles of Applied Behavior Analysis and Positive Behavioral Supports, K-12*

EDU 9702 Practicum in Special Education—Childhood (Final Semester)

Choose 2 Electives (6 credits)

EDU 3220 Approaches, Materials, and Performance Evaluation in Literacy and English Language Arts Development, K-12*

EDU 7206 Web Technology: Enhance Literacy Based Reading

EDU 9003 Literacy Development for First and Second Language Learners

**Field Experience Courses*

A Comprehensive exam must be taken and passed during the last year of coursework provided that all core courses have been successfully completed and with the approval of the student's advisor.

The CST-Childhood Disabilities must be passed prior to graduation.

Students who do not take EDU 9711 must complete a 3-hour NYS mandated autism workshop.

Teaching Students with Disabilities: Adolescence 7-12 Generalist (33 credits.)

This program, leading to state certification valid for teaching students with disabilities at the adolescence level, consists of two segments.

I. Core General Education (6 Credits)

EDU 3241 Multi-sensory Approach to Language Learning and Phonics Instruction Part I

EDU 3242 Multi-sensory Approach to Language Learning and Phonics Instruction Part II

Special Education (Core) 24 Credits

EDU 9704 Research in Collaborative Partnerships and Strategic Instruction for General, Special and Inclusive Educational Settings—Adolescent

EDU 9706 Curriculum Adaptation and Modification Planning for Exceptional Students-Adolescent*

EDU 9711 Education and Accommodating Needs of Individuals with Exceptionalities, K-12*

EDU 9719 Principles of A.B.A. and Positive Behavioral Supports, K-12*

EDU 9726 Curriculum and Instructional Design for Individuals with Exceptionalities: Math, Science, and Social Studies—Adolescent*

EDU 9742 Formal and Informal Educational Assessment of Individuals with Exceptionalities—Adolescent* (Prereq. EDU 9711)

EDU 9744 Curriculum and Instructional design for teaching Literacy to Individuals with Exceptionalities—Adolescent*

EDU 9705 Practicum in Special Education—Adolescent (Prereq: All Special Education Core) – Final Semester.

Technology (Core) 3 credits.

EDU 7666 Developing Curriculum Material for the Web

OR

EDU 7267 Technology for Literacy-Based Applications in Content Area in Regular and Special Education Settings

**Field Experience Courses*

A Comprehensive exam must be taken and passed during the last year of coursework provided that all core courses have been successfully completed and with the approval of the student's advisor.

The CST – Students with Disabilities must be passed prior to graduation

All students who do not take EDU 9711 must complete a NY State mandated 3-hour autism workshop.

Childhood and Childhood Special Education (Internship) (48 Credits)

I. Core Childhood Education Credits (24 Credits)

EDU 3241 Multi-Sensory Approach to Language Learning and Phonics Instruction-Part I*

EDU 7000 Psychological Foundations of Learning

EDU 7266 Technology for Teaching Literacy Applications in regular and Special Education Settings (for students with limited technology background)

EDU 7135 Current Trends Research and Assessment in Social Studies*

EDU 7136 Current Trends Research and Assessment in Science*

EDU 7137 Current Trends Research and Assessment in Mathematics*

EDU 7195 Teaching and Learning: Childhood*

EDU 7115 Childhood Associate Teaching

OR

EDU 7115I Internship
(completed at least 21 credits and have passed all NYS General Ed exams: EAS, ALST, CST-Multisubject, edTPA)

**Field Experience Courses*

II. Special Education Core (24 credits)

EDU 9700 Research in Collaborative Partnership and Strategic Instruction for General, Special and Inclusive Educational Settings: Childhood*

EDU 9707	Curriculum Adaptation and Modification Planning for Exceptional Students: Childhood*
EDU 9711	Education and Accommodating Needs of Individuals with Exceptionalities, K–12*
EDU 9712	Education of Assessment of Individuals with Exceptionalities (Prereq. EDU 9711)
EDU 9716	Curriculum and Instructional Design for Teaching Literacy to Individuals with Exceptionalities: Childhood*
EDU 9718	Curriculum and Instructional Design for Individuals with Exceptionalities: Math, Science, Social Studies—Childhood*
EDU 9719	Principles of Applied Behavior Analysis and Positive Behavioral Supports, K-12*
EDU 9702	Practicum in Special Education—Childhood** (Final Semester) (Prereq. EDU 7115 and all Special Education Coursework)

**Field Experience Courses*

A Comprehensive exam must be taken and passed during the last year of coursework provided that all core courses have been successfully completed and with the approval of the student's advisor.

The CST – Students with Disabilities must be passed prior to graduation

All students who do not take EDU 9711 must complete a NY State mandated 3-hour autism workshop.

Adolescent Education and Teaching Students with Disabilities 7-12 Generalist with Subject Extensions, Career Change: (48 credits)

Adolescent Education Core Course (24 Credits)

EDU 3200	Language Acquisition and Literacy Development for General Education and English Language Learners (ELLs), K-12
EDU 7000	Psychological Foundations of Learning
EDU 7106	Socio-emotional, Cultural and Cognitive Aspect of Middle School/Adolescent Learners in General and Inclusive Settings
EDU 7267	Technology for Literacy Based Applications in Content Area Learning in Regular and Special Education Settings

EDU 7290	Human Relations in Multicultural and Inclusive Settings
	OR
EDU 7297	Introduction to Research Methods
EDU 7295	Teaching and Learning: Adolescent*
EDU 7117	Student Teaching – Adolescent

Choose one of the following:

EDU 7291	Innovative Strategies in Secondary Education: Social Studies*
EDU 7292	Innovative Strategies in Secondary Education: Science*
EDU 7293	Innovative Strategies in Secondary Education: Math*
EDU 7294	Innovative Strategies in Secondary Education: Foreign Language*
EDU 7296	Innovative Strategies in Secondary Education: English (ELA)*

(completed at least 21 credits and have passed all NYS General Ed exams: EAS, ALST, CST-Multi Subject, edTPA)

Special Education Core Courses (24 Credits)

EDU 9704	Research in Collaborative Partnerships and Strategic Instruction for General, Special and Inclusive Educational Settings: Adolescent*
EDU 9706	Curriculum Adaptation and Modification Planning for Exceptional Students: Adolescent*
EDU 9711	Principles of A.B.A. and Positive Behavior Supports K-12*
EDU 9726	Curriculum and Instruction Design for Individuals with Exceptionalities: Math, Science, and Social Studies – Adolescent*
EDU 9742	Formal and Informal Educational Assessment of Individuals with Exceptionalities – Adolescent (Prerequisite: EDU 9711)*
EDU 9744	Curriculum and Instructional Design for Teaching Literacy to Individuals with Exceptionalities – Adolescent*
EDU 9705	Practicum in Special Education – Adolescent* (Final Semester)

(Prereq. EDU 7117 and all Special Education Coursework)

**Field Experience Courses*

A comprehensive exam must be taken and passed during the last year of coursework provided that all core courses have been successfully completed and with the approval of the student's advisor.

Students who do not take EDU 9711 must complete a NY State mandated 3-hour autism workshop. The CST- Students with Disabilities must be passed prior to graduation.

Advanced Certificate in Teaching Children with Disabilities: Childhood (24 credits)

Childhood certificate attached to an existing Master's Program with Initial Certification.

Special Education Courses (24 Credits)

EDU 9700	Research in Collaborative Partnerships, Strategic Instruction for General, Special, and Inclusive Educational Settings: Childhood *
EDU 9707	Curriculum Adaptation and Modification Planning for Exceptional Students: Childhood*
EDU 9711	Education and Accommodating Needs for Individuals with Exceptionalities, K-12*
EDU 9712	Educational Assessment of Individuals with Exceptionalities (prerequisite EDU 9711)*
EDU 9716	Curriculum and Instructional Design for Teaching Literacy to Individuals with Exceptionalities: Childhood *
EDU 9718	Curriculum and Instructional Design for Individuals with Exceptionalities: Math, Science, Social Studies—Childhood*
EDU 9719	Principles of Applied Behavior Analysis and Positive Behavior Supports, K-12*
EDU 9702	Practicum in Special Education (150 Hrs.) – Childhood* Must be taken in your final Semester. Must have completed all Special Education

Coursework and CST- Students with Disabilities

**Field Experience Courses*

A comprehensive exam must be taken and passed during the last year of coursework provided that all core courses have been successfully completed and with the approval of the student's advisor.

Students who do not take EDU 9711 must complete a NY State mandated 3-hour autism workshop. The CST- Students with Disabilities must be passed prior to graduation.

Advanced Certificate in Teaching Children with Disabilities Generalist 7-12: Adolescent (24 Credits)

Adolescent Certificate attached to an existing Master's Program with Initial Certification.

Special Education Courses (24 Credits)

EDU 9704	Research in Collaborative Partnerships and Strategic Instruction for General, Special and Inclusive Educational Settings: Adolescent *
EDU 9706	Curriculum Adaptation and Modification Planning for Exceptional Students: Adolescent*
EDU 9711	Education and Accommodating Needs for Individuals with Exceptionalities, K-12*
EDU 9719	Principles of Applied Behavior Analysis and Positive Behavior Supports, K-12*
EDU 9726	Curriculum and Instruction Design for Individuals with Exceptionalities: Math, Science, and Social Studies- Adolescent *
EDU 9742	Formal and Informal Educational Assessment of Individuals with Exceptionalities- Adolescent (prerequisite: EDU 9711) *
EDU 9744	Curriculum and Instructional design for teaching Literacy to Individuals with Exceptionalities- Adolescent *
EDU 9705	Practicum in Special Education (150 Hrs.) – Adolescent*

Must be taken in your final semester.

Must have completed all Special Education Coursework and CST-Students with Disabilities

**Field Experience Courses*

A comprehensive exam must be taken and passed during the last year of coursework provided that all core courses have been successfully completed and with the approval of the student's advisor.

Students who do not take EDU 9711 must complete a NY State mandated 3-hour autism workshop. The CST-Student with Disabilities must be passed prior to graduation.

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) AND BILINGUAL EDUCATION (K-12) PROGRAMS

The department offers several advanced degree programs in TESOL, and Bilingual Education. These programs prepare qualified individuals to meet the educational needs of English Language Learners (ELLs) who are children, adolescents and youth. There are seven graduate programs presently offered in TESOL and Bilingual Education. There are seven graduate programs presently offered in TESOL and Bilingual Education. All programs involve students in a rich array of field experiences in schools.

Programs Leading to New York State Certification:

- Masters in TESOL, K-12 (students holding initial certification)
- Dual Certification Masters: Childhood Education (1-6) and TESOL (K-12)
- Advanced Certificate in TESOL (K-12) (students holding a Master's degree)
- Bilingual Extension which extends most base certification
- Intensive Teacher Institute (ITI) Program .

Accelerated weekend classes and online courses are available for our programs.

Program Options

- All TESOL and Bilingual Education programs prepare students to become exemplary educators at K-12 levels, including "non-certification" track programs.
- International students who wish to obtain New York State certification should pursue the 48-credit career change program.
- Students, including international students or those whose career goals are outside teaching in the traditional New York State K-12 classroom and, who do not wish New York State certification should opt for non-certification track program.
- Students who enroll in a TESOL program already possessing initial New York State certification will receive endorsement for NYS professional certification upon program completion.

Study Abroad Opportunities

The TESOL and Bilingual Programs offer expanding, cultural study-abroad opportunities where students have the opportunity to take TESOL courses. Currently, we offer short-term programs in Italy, France, Spain and Vietnam.

APPLICANTS SEEKING NEW YORK STATE CERTIFICATION

Admission Requirements: TESOL (K-12) Master of Science Programs

1. A baccalaureate degree from an accredited college or university, which includes a concentration or major in one of the liberal arts and sciences and no fewer than six semester hours in each of the following academic areas: English, mathematics, science and social studies. In addition, certification candidates must have 12 hours in a language other than English. Undergraduate scholastic achievement must be such as to give reasonable assurance of success in work for an advanced degree. Normally, this will be a "B," both in the general average and in the major field.
2. New York State initial teacher certification or eligibility for teaching certification. Entry into the TESOL program is open to those students who hold initial certification in early childhood, elementary or childhood, middle childhood, secondary or adolescent education, literacy or special education. **Students who do not hold initial certification should apply to the dual Childhood Education and TESOL Program.**
3. International students are not required to hold initial certification. However, international students who are interested in possibly qualifying to apply for NY State teaching certification should consider the 48-credit career change program option.
4. Proficiency in English. Students who have foreign academic credentials must demonstrate proficiency in English at the start of the program by passing oral language and written reading and writing proficiency tests in English administered by the University's ESL Department. Students who do not demonstrate adequate English language proficiency will be required to take ESL course work to bring their English language proficiency up to the required level, as recommended by the ESL Director. Such coursework will be used to meet a program prerequisite and will not count towards meeting the credits required for the TESOL degree.
5. Although not a prerequisite, all TESOL students must have 12 credits of a language other than English before applying for state certification. TESOL students must take the CST in TESOL for certification. International students are exempt from these language requirements.
6. A comprehensive exam must be taken during the last semester of coursework. This requirement does not apply to the advanced Certificate in TESOL or the Bilingual Extension.

Program of Study:**Master of Science in TESOL**

The master's program in TESOL Grades K-12 is a 33-credit program which includes course work in three areas: foundations, TESOL professional core and technology. Extensive in-depth field experiences at exemplary school sites are included for all students. A comprehensive exam must be taken and passed during the last year of coursework provided that all core courses have been successfully completed and with the approval of the student's advisor. *Field work is required.*

**Master's Degree in TESOL (K-12)
(33 credits.)****Foundations (9 credits)**

EDU 9001	Foundations of Bilingual and Second Language Education
EDU 9002	Psychology and Sociology of Language and Bilingualism
EDU 9006	Human Development in Cross-Cultural Perspective

TESOL Professional Core (21 credits)

EDU 9711	Educating and Accommodating the Needs of Individuals with Exceptionalities, K-12*
EDU 9003	Literacy Development for First and Second Language Learners*
OR	
EDU 9005	Teaching English to Speakers of Other Languages: Theory and Practice
EDU 9004	Content Area Instruction for Linguistically/Culturally Diverse Learners*
OR	
EDU 9009	Teaching Strategies in the ESL and Bilingual Classroom: Science, Mathematics and Social Studies*
EDU 9010	Linguistics for Teachers of English Language (ELL) and Exceptional Learners*
EDU 9012	Methods of Language and Academic Assessment for English Language and Exceptional Learners*
EDU 9014	Practicum and Seminar in TESOL. Comprehensive exams are to be taken during same semester as this course.
EDU 9015	The Structure of the English Language

Technology Course (3 credits.)

EDU 7266	Technology for Teaching Literacy Applications in Regular and Special Education Settings (Childhood Education)
OR	
EDU 7267	Technology for Literacy-Based Applications in Content Area Learning in Regular and Special Education Setting (Adolescent Education)
OR	
EDU 7666	Advanced Technology in Education

*Field Experience Courses

**Career Change Dual Certification:
Childhood (1-6) and TESOL (K-12) MSED
Programs (48 credits MSED)**

Students who seek initial certification should take this program of study.

Students admitted to the Dual Childhood Education and TESOL master's program must complete 48 credits of coursework as follows:

**I. Core Childhood Education Courses
(24 credits)**

EDU 7000	Sociological & Psychological Foundations of Learning
EDU 7266	Technology for Teaching Literacy Applications (for students with limited technology background)
EDU 7135	Current Trends, Research and Assessment in Social Studies*
EDU 7136	Current Trends, Research and Assessment in Science*
EDU 7137	Current Trends, Research and Assessment in Mathematics*
EDU 7195	Teaching and Learning: Childhood*
EDU 7115	Childhood Associate Teaching (taken in the last 6 credits of entire program) OR
EDU 7115I	Internship

(Completed at least 21 credits and have passed all NYS General Ed exams: ATSW, CST, LAST)
*Field Experience courses.

II. TESOL Foundations (6 credits)

EDU 9001	Foundations of Bilingual, Multicultural and Second Language Education
EDU 9006	Human Development in Cross-cultural Perspective

III. TESOL Professional Core (21 Credits)

EDU 9003	Literacy Development for the First and Second Language Learners*
OR	
EDU 9005	Teaching English to Speakers of Other Languages: Theory and Practices
EDU 9004	Content Area Instruction for Linguistically/Culturally Diverse Learners*
OR	
EDU 9009	Teaching Strategies in the ESL and Bilingual Classroom: Science, Mathematics and Social Studies*
EDU 9010	Linguistics for Teachers of English Language (ELL) and Exceptional Learners*
EDU 9012	Methods of Language and Academic Assessment of ELLS and Exceptional Learners*
EDU 9711	Educating and Accommodating the Needs of Individuals with Exceptionalities, K-12*
EDU 9014	Practicum and Seminar in TESOL
EDU 9015	Structure of the English Language

*Field Experience Courses

Although not required prior to matriculation into the TESOL program, all TESOL students must have 12 credits of a language other than English before applying for State certification. TESOL students must take the CST in TESOL for certification. International students not seeking NYSED certification are exempt from these requirements.

A comprehensive exam must be taken and passed during the last year of coursework provided that all core courses have been successfully completed and with the approval of the student's advisor.

Advanced Certificate Programs

TESOL Advanced Certificate Program

The division department offers a 15-graduate credit course sequence leading to a bilingual extension certificate or TESOL Advanced Certificate. Coursework will provide students with the theory, multicultural perspectives, and practical background to work in bilingual and/or dual-language classroom settings. The five course sequence will allow the initially certified teacher to obtain the knowledge and skills of: (1) the theories of bilingual education and bilingualism; (2) the multicultural viewpoints of education; (3) the social, psychological, and psycho-linguistic aspects of bilingualism; (4) the methods of teaching English language arts and first language arts to bilingual English language learners; and (5) methods of teaching content area instruction to bilingual English language learners, using both the native language and English.

Students must pass the required N.Y. State examination for certification. *Field work is a requirement for most program coursework.*

Admission Requirements:**TESOL Advanced Certificate Program
(15 credits)**

Candidates wishing to obtain the Advanced Certificate in TESOL must have initial certification in Education. They may add the 15 credit coursework in TESOL Advanced Certificate as a wraparound to their Masters certification.

Course Requirements

EDU 9002	Psychology and Sociology of Language and Bilingualism*
EDU 9003	Literacy Development for First and Second Language Learners*
EDU 9004	Content Area Instruction for Linguistically/Culturally Diverse Learners*
EDU 9010	Linguistics for Teachers of English Language (ELL) and Exceptional Learners*

EDU 9014 Practicum and Seminar in TESOL

Total: 15 credits

**Field Experience Courses*

Bilingual Education Extension

Advanced Certificate Admission

Requirements: Bilingual Extension–Advanced Certificate

Candidates wishing to obtain the bilingual extension can add the 15-credit course work to their initial or professional certificate programs in early childhood education; childhood education; career and technical education; students with disabilities in early childhood, or childhood, or middle childhood, or adolescence; students who are blind or visually impaired; students who are deaf or hard of hearing; students with speech and language disabilities, and literacy education B–6, 5–12, school counseling.

Course Requirements

EDU 9001	Foundations of Bilingual, Multicultural and Second Language Education
EDU 9002	Psychology and Sociology of Language and Bilingualism*
EDU 9005	Teaching English to Speakers of Other Languages and Dual Language Instruction
EDU 9009	Content Area Instruction for Linguistically/Culturally Diverse Learners*
EDU 9012	Methods of Language and Academic Assessment of ELLS and Exceptional Learners*

Total: 15 credits

**Field Experience Courses*

Intensive Teaching Institute (ITI) - Advanced Certificate Program (15 credits)

Advanced Certificate in TESOL and Bilingual Extension programs

Intensive Teaching Institute in Bilingual Education and English as a Second Language is funded by New York State Education Department (NYSED) in partnership with St John's University, Graduate Programs in Teaching English to Speakers of Other Languages.

These programs were created to address the shortage of certified bilingual and English to Speakers of Other Languages (ESOL) teachers in New York State already employed New York State public school educators and counselors working in grades K-12. The ITI-BE 15 credit course sequence programs offered at St John's University are structured to prepare teachers and Pupil Personnel Service providers who are currently employed as NYS public school teachers and counselors with an advanced certificate from New York State Education Department.

For further information, please contact the Program Coordinator at (718) 990-6407 or refer to www.stjohns.edu.

Applicants with International Credentials

All credentials in support of an application to a graduate program must be evaluated by World Education Services, Inc. (WES) or GLOBE Language Services, Inc.

The TESOL Program requires all graduate applicants who are nonnative speakers of English, as indicated on the admissions application, or who do not hold a prior degree from an accredited American college or university, to submit scores from the TOEFL (Test of English as a Foreign Language) examination. Successful candidates present a score of 500 on the paper-based test; 173 on the computerized test; 61 on the internet-based test; or 5.0 on the IELTS (International English Language Testing System).

Students with foreign credentials who wish to teach in New York State will need to satisfy the requirements for entry into the initial TESOL certificate program, including passing the appropriate New York State certification examinations.

Students should also refer to the International Students and Scholar Services Office.

EDU 3200 Language Acquisition and Literacy Development for General Education and English Language Learners (ELL) K–12

Examines theories of first and second language acquisition and literacy development of native English speakers and English language learners including construct of emergent literacy, early oral language development and relationship of oral to written language. *Field work required. Credit: 3 semester hours.*

EDU 3210 Research & Practice of Teaching Writing/English Language Arts in General & Inclusive Education, B-6

This course is designed to instruct teachers to develop effective Literacy/ English language Arts skills for early childhood and elementary school children. Teachers will learn to incorporate the Common Core State Standards in writing, grammar, speaking, listening and reading. Teachers will learn to use multisensory materials & technology to enhance children's reading to writing and writing to reading skills. They will also demonstrate their knowledge for teaching writing in a variety of original, imaginative works, as, well as, narrative and expository texts that observe conventions of genres and use of figurative language and text structure. Teachers will enable their children to communicate clearly to an external audience improving their form, content and style of writing using appropriate language and grammar. *Credit: 3 semester hours. Fee \$25.*

EDU 3215 Research & Practice of Teaching Writing/English Language Arts in General & Inclusive Education, 5-12

This course is designed to instruct teachers to develop effective Literacy/ English language Arts skills for middle school and adolescent students. Teachers will learn to incorporate the Common Core State Standards in writing, grammar, speaking, listening and reading. Teachers will learn to use multisensory materials & technology to enhance children's reading to writing and writing to reading skills. They will also demonstrate their knowledge for teaching writing in a variety of original, imaginative works, as well as, narrative and expository texts, that observe conventions of genres and use of figurative language and text structure. Teachers will enable their students to communicate clearly to an external audience improving their form, content and style of writing using appropriate language and grammar. *Credit: 3 semester hours. Fee \$25*

EDU 3217 Research & Practice of Teaching Writing/English Language Arts in General & Inclusive Education, B-12

This course is designed to instruct teachers to develop effective Literacy/ English language Arts skills for early childhood, elementary, middle school and adolescent students. Teachers will learn to incorporate the Common Core State Standards in writing, grammar, speaking, listening and reading. Teachers will learn to use multisensory materials & technology to enhance

children's reading to writing and writing to reading skills. They will also demonstrate their knowledge for teaching writing in a variety of original, imaginative works, as well as, narrative and expository texts, that observe conventions of genres and use of figurative language and text structure. Teachers will enable their students to communicate clearly to an external audience improving their form, content and style of writing using appropriate language and grammar. *Credit: 3 semester hours. Fee \$25.*

EDU 3220 Approaches, Materials, and Performance Evaluation in Literacy and English Language Arts Development, K-12

Study and analysis of approaches and materials for literacy & English Language Arts instruction focusing on language acquisition, word identification, vocabulary development, comprehension, Common Core ELA competencies and motivational aspects for Birth through Grade 12. This course will also provide teachers with knowledge of and methods of teaching the New York State Common Core Standards. (Field work at the childhood or adolescent level). *Credit: 3 semester hours.*

EDU 3228 Curriculum and Instructional Design for Teaching Literacy to Individuals with Exceptionalities — Adolescent

Examines theories and models of how adolescents with exceptionalities process and learn from the oral and written languages. *Field work required. Credit: 3 semester hours.*

EDU 3230 Diagnosis and Case Study Analysis of Literacy Performance

(Prerequisite: 3220 and 3270. Open only to students matriculated in M.S. or Advanced Certificate Literacy Programs) Principles and practices of assessing and correcting literacy performance; use of formal and informal reading, writing, and perceptual tests to establish reading levels and behaviors for students in either Grades K-6 or 5-12. Students will construct a comprehensive case study as a means of communicating assessment results to parents, caregivers and school personnel. Students must receive a "B" or better in this course to proceed to EDU 3240. No grade INC (incomplete) will be given for this course. *Field work required; diagnostic instruments must be purchased. Credit: 3 semester hours.*

EDU 3240 Case Study and Instructional Strategies for Diverse Learners

(Prerequisite EDU 3230) Study and analysis of literacy development, individual differences and language difficulties experienced by the diverse learner. As a continuation of EDU 3230, students learn to adapt instructional strategies and specialized procedures for learning/ language differences and disabilities. Students must receive a "B" or better in this course to proceed to EDU 3250. No grade INC (incomplete) will be given for this course. *Field work required. (Diagnostic instruments must be purchased). Credit: 3 semester hours.*

EDU 3241 Multi-sensory Approach to Language Learning and Phonics Instruction Part I

Study of the underlying principles of multi-sensory language learning with an emphasis on the structure of language. Part I also includes learners with dyslexia. Course requires specialized manuals and diagnostic instruments.

**Note: If you wish to receive certification from the Orton Academy, you must take both EDU 3241 and EDU 3242 plus a 100-hour practicum over the course of both semesters. Field work required. Credit: 3 semester hours.*

EDU 3242 Multi-sensory Approach to Language Learning and Phonics Instruction Part II

Prerequisite EDU 3241. Study of various diagnostic instruments, administration of relevant academic and diagnostic tests, and designing specific therapeutic interventions incorporating the principles of multi-sensory language learning. Requires specialized manuals and diagnostic instruments.

**Note: If you wish to receive certification from the Orton Academy, you must take both EDU 3241 and EDU 3242 plus a 100-hour practicum over the course of both semesters. Field work required. Credit: 3 semester hours.*

EDU 3250 Practicum and Seminar in Literacy Instruction (Grades Birth–6)

(Prerequisites EDU 3230 and EDU 3240) Students complete a comprehensive supervised case study as part of a practicum component. After reviewing the case study with the instructor, a plan of remedial instruction is designed. Fifty (50) hours of practicum experience is required: teaching literacy to a student at the early childhood or childhood levels, (Grades Birth–6). *Credit: 3 semester hours.*

EDU 3255 Practicum and Seminar in Literacy Instruction (Grades 5–12)

(Prerequisites EDU 3230 and EDU 3240) Students complete a supervised case study as part of a practicum component. After reviewing the case study with the instructor, a plan of remedial instruction is designed. Fifty (50) hours of practicum experience is required: teaching literacy to a student at the adolescent or high school level, (Grades 5–12). *Credit: 3 semester hours.*

EDU 3260 Emergent Literacy Within a Constructivist, Social Context

Review of theory, research and related models of emergent literacy; examination of literacy behaviors and instructional procedures for young children. *Credit: 3 semester hours.*

EDU 3262 Individualizing Reading Instruction through Literature, Media and the Arts

Selection, evaluation and organization of alternative approaches to implement a program stressing individual needs; theories and techniques of individualization and classroom management procedures; emphasis on examination and critical analysis of materials and modes of utilization. *Credit: 3 semester hours.*

EDU 3264 Teaching Literacy through Literature, Grades B–6 in General and Inclusive Settings

Explores reading-writing connections, techniques and strategies that promote children's active construction of meaning through the use of quality literature. *Credit: 3 semester hours.*

EDU 3265 Teaching Literacy through Literature, Grades 5–12 in General and Inclusive Settings

Emphasizes reading and writing relationships, student cooperation, classroom management, literature discussion groups and circles and the writing process approach in responding actively to literature. *Credit: 3 semester hours.*

EDU 3268 Teaching Literacy through Literature, Grades B–12 in General and Inclusive Settings

Students expand and develop their understandings about the conventions, style, genres, audiences, and purposeful nature of the craft of writing, through the integration of quality literature into reading and writing instruction. *Credit: 3 semester hours.*

EDU 3270 Theories of and Strategies for Teaching Literacy and English Language Arts in the Content Areas

Presents theories of and instructional Strategies for Teaching Literacy and English Language Arts in the Content Areas in regular and inclusive settings through print and technological means. Emphasis on comprehension, vocabulary, and motivation through informational reading and writing consistent with the competencies of English Language Arts of the Common Core Standards. *Field work is required. Credit: 3 semester hours.*

EDU 3271 Literacy Best Practices Informed by Research

Examines literacy instruction as informed by scientifically based research and best practices of the field. Course components focus on the processes of word reading to include phonemic awareness and phonics, vocabulary development, fluency, reading comprehension, writing development, motivation and affective engagement through the grades, integration of reading/writing strategies in the content areas, classroom management via grouping patterns and progress monitoring assessment. Field work on course project required. *Credit: 3 semester hours.*

EDU 3274 Innovative Approaches to Thinking and Literacy Development for the Gifted Learner

Study of theories and models for developing and extending reading and writing for gifted and talented students through literature, poetry and content materials. *Credit: 3 semester hours.*

EDU 3278 Curriculum and Instructional Design for Teaching Literacy to Individuals with Exceptionalities B–12

Examines theories and models of how children with exceptionalities and diverse and at-risk students process oral and written language; discusses how to plan and implement specific programs that focus on emergent literacy, reading and writing; included is focus on curriculum adaptation and design, teaching strategies and monitoring techniques. *Field work required. Credit: 3 semester hours.*

EDU 3281 Foundations of Literacy Inquiry and Professionalism

Open to students in advanced or doctoral programs. Introduces foundations of literacy research, the range of methodologies and methods of inquiry, and examines the current state of research appropriate to the literacy field, including points of concern and debate. Students establish a digital portfolio to document progress and achievement in their doctoral program to be assessed annually by the literacy doctoral faculty across three years. *Credit: 3 semester hours.*

EDU 3282 Models and Process of Reading and Writing Acquisition and Competency

Prerequisites: EDU 3220, 3230, 3270. Examines the diverse viewpoints and approaches to reading and writing revealing that literacy acquisition and development involves integrating a complex network of interactive processes. Literacy is studied through the viewpoints of different disciplines and explored through a range of theoretical models within each discipline. *Credit: 3 semester hours.*

EDU 3283 Research and Strategies in Literacy Leadership

Prerequisites: EDU 3220, 3230 and 3270. Explores research and evidence-based practice in pre-school to grade 16, literacy program assessment, curriculum development and community advocacy and outreach. This course addresses International Reading Association standards for preparing literacy coaches and reading specialists. *Credit: 3 semester hours.*

EDU 3285 Research Perspectives in Literacy

Open to student in advanced or doctoral programs. Review of major topics (e.g. comprehension) in literacy research with emphasis on the appropriate application of research designs and data analysis methodologies. *Credit: 3 semester hours.*

EDU 3290 Analysis of Current Topics of Literacy

Open to students in advanced or doctoral programs. Course analyzes current issues and design approaches in literacy theory and practice and examines emerging initiatives in the literacy field. Doctoral students begin to identify a potential domain and focus of inquiry for the dissertation. *Credit: 3 semester hours.*

EDU 3291 Seminar in Literacy for At Risk, Diverse Populations

Open to students in advanced or doctoral programs. Explores theories, research and issues in literacy education for at risk and diverse populations. Emphasis is on the influence of poverty and inequality issues in literacy issues. *Credit: 3 semester hours.*

EDU 3292 Dissertation Seminar

Students continuously register for Dissertation Seminar until the dissertation is completed and the degree is awarded. The proposal is a document in which the student outlines the need for the study, a literature review, the procedures and design of the study among other sections. The student also selects a faculty member who serves as a mentor. A dissertation study cannot be conducted until all course requirements are met and satisfactory scores on the third annual portfolio are achieved to satisfy the doctoral culminating requirement. *Credit: 3 semester hours.*

EDU 3293 Dissertation Seminar Continued

Students continuously register for Dissertations seminar until the dissertation is completed and the degree is awarded. Directed research and chapter writing occur under guidance from the dissertation mentor and committee members. *Credit: 3 semester hours.*

EDU 3925 Maintaining Matriculation

Master's students not registered for other courses must register for 3925 until all degree requirements are completed and the degree is granted. *No credit. Offered each semester.*

EDU 5103 Educational Governance and Policy Issues

This course develops leadership abilities at the school district level in designing and executing district-wide systems to improve student achievement; communicate effectively with school boards and other constituents to develop and execute policies; and lead comprehensive long-range planning, informed by multiple data sources. *Credit: 3 semester hours.*

EDU 5104 School District Legal Aspects and Personnel Administration

This course develops leadership abilities at the school district level in communicating and working effectively with diverse groups of personnel; supporting, supervising, and evaluating personnel consistent with district and state policies; creating a culture conducive to student learning and staff professional development; and setting a high standard for professional conduct by example. *Credit: 3 semester hours.*

EDU 5300 Organizational Theory and Planned Change in Education

This course develops leadership abilities at the school district level to lead comprehensive, long-term improvement based on theoretical, analytical, and evidence-based frames of reference. Major theoretical constructs underlying organizational culture, curriculum development, and planned change are discussed. *Credit: 3 semester hours.*

EDU 5301 Leadership Values, Decision Making, and Multicultural Organization

This course develops leadership abilities at the school district level in implementing an educational vision that incorporates respect for diversity and special needs based on theories, ethical values, and evidence-based practices for multicultural organizations. It addresses all aspects of district operations, including curriculum, instruction, staffing, and facilities management, as they pertain to meeting the needs of diverse groups. *Credit: 3 semester hours.*

EDU 5415 Introduction to Educational Administration

This course develops leadership at the school building level in communicating effectively with diverse stakeholders in the school system, leading comprehensive long-range planning to improve all aspects of schools, creating a supportive learning environment, and managing school finances and facilities to support achievement of educational goals. *Credit: 3 semester hours.*

EDU 5418 Administrative Theory in Education

This course develops understanding of theories of leadership as they apply to educational settings, and builds leadership abilities in articulating a vision with accompanying goals and objectives, planning the implementation of the vision, and incorporating multiple perspectives and alternative points of view, which include differentiated instruction and strategies for diverse populations. The development of a personal plan for improvement is emphasized. *Credit: 3 semester hours.*

EDU 5419 Advanced Study in Organizational Theory

The second course in theoretical perspectives closely considers a number of theories to give practitioners access to the research literature of the fields and the frame problems as researchable questions. As an advanced doctoral course, the primary focus is on different perspectives on theory building in educational administration. Second, there is the substance of contemporary theories as they relate to organizational structures and processes. Third, the instructional strategy incorporates the intellectual tasks involved in developing a conceptual framework for candidates' own doctoral research. *Credit: 3 semester hours.*

EDU 5420 Politics of Education

This course develops leadership abilities at the school district level in interacting and communicating effectively with school boards, community agencies, and diverse groups to enhance educational programs based on theoretical perspectives, advocacy initiatives, and evidence-based practices. It addresses current policies and legislation pertinent to education such as charter schools, merit pay, and responsiveness to federal and state mandates. *Credit: 3 semester hours.*

EDU 5425: Personality, Society and Culture

This class explores the impact of society and culture on the development of personality. It examines the sociological, psychological and anthropological approaches to examining personality. It considers the confluence of nature and nurture in personality development as well as the various socio-cultural factors and how they may impact personality formation and development. Also included is an examination of some of the research tools available in personality research. *Credit: 3 semester hours.*

EDU 5426 Perspectives on Education

This class explores the limits and possibilities of schooling in achieving an educational experience that is equitable and excellent. It examines the various theoretical perspectives (functional, conflict, symbolic, interactionist) and how they contribute to an understanding of what constitutes achievement. Additionally, it considers how ascribed characteristics of race, gender and class intersect with the daily interactions of teachers and students in classrooms (testing, tracking and teacher expectations) to play an exacting role in the construction of academic success or failure. *Credit: 3 semester hours.*

EDU 5471 Leadership in Instructional Supervision

This course develops leadership strategies and skills at the school building level that are essential for supervising staff within schools and leading professional development to realize the school vision and create a cohesive school culture. It discusses various supervisory approaches grounded in research on instructionally effective schools, and builds leadership abilities in using differentiation strategies for adults and students, and multiple data sources to improve all aspects of the educational program. *Credit: 3 semester hours.*

EDU 5499 General Review and Exam Preparation-SBL

This course provides a comprehensive review of administrative principles and practices emphasized on the State licensing examination for School Building Leaders. *Credit: 1 semester hour.*

EDU 5551 Organization and Administrative Leadership in Higher Education

An examination of the basic aspects of college and university organization including the background, development, goals and functions of public and private colleges and universities; the legal status, boards of control, state and local controls, professional associations and accreditations. *Credit: 3 semester hours.*

EDU 5552 Issues and Problems in the Administration of Higher Education

This course provides a unique opportunity to examine and discuss selected current and pertinent issues and significant problems in the administration of higher education through a study of relevant topics including the following: governance and control of higher education. *Credit: 3 semester hours.*

EDU 5555 Data Management and Accountability in Higher Education

This course examines the various systems that are used to track and analyze data for the various functions within institutions of Higher Education. These include student, faculty, institutional, and financial reporting systems. A special emphasis is on reporting for purposes of federal, state, and accreditation agency accountability. *Credit: 3 semester hours.*

EDU 5556 Psychology and Development of Students in Higher Education

This course looks at the research on student-related issues in higher education, with a view to providing programs and opportunities that enhance students' college experiences and encourage college completion. A special emphasis is placed on supporting students from diverse backgrounds, including students of poverty, students who are first-generation college goers, and students from immigrant backgrounds. *Credit: 3 semester hours.*

EDU 5557 Recruitment, Retention, and Academic Advisement in Higher Education

This course provides a comprehensive overview of the foundations of academic advising, including its history, philosophical and theoretical perspectives, and delivery models, as well as the application and influence of academic advising strategies and practices in modern colleges and university. In addition, an overview of historical and current recruitment and retention theories and practices, and their relationship to academic advising, will be explored. *Credit: 3 semester hours.*

EDU 5571 Administrative Leadership and Planned Change

This course develops leadership abilities at the school building level in effective supervision of the day-to-day operational practices of the school, and managing school finances from federal, state, and local sources, facilities, and personnel, to achieve educational goals for students, teachers, and other stakeholders. This includes major theoretical constructs underlying organizational culture, curriculum development, and planned change, and support of personnel to assist in their professional development. *Credit: 3 semester hours.*

EDU 5599 General Review and Exam Preparation SDL

This course provides a comprehensive review of administrative principles and practices emphasized on the State licensing examination for SDL. *Credit: 1 semester hour.*

EDU 5632 Organization and Administration of the Elementary and Secondary School Curricula

This course develops leadership ability at the school district level to implement long-range planning in curriculum development, instructional strategies, classroom organization, and assessment through examination of the historical development of elementary, middle, and high school curricula. It addresses how policies

are constructed at the district level for curriculum adoption and monitoring, and processes for change. *Credit: 3 semester hours.*

EDU 5650 School Based Data Analysis

This course develops leadership abilities at the school building level in using multiple data sources to identify present issues in the school and propose solutions. The course introduces students to basic statistical tools for individual, classroom, department, and school-based data-analysis to support school improvement. It includes interpretation of standard scores and the reliability and validity of assessments. It addresses the need to implement ethical decision-making, and establish accountability systems for student achievement and fiscal responsibility. *Credit: 3 semester hours.*

EDU 5651 School Community Relations in Education

This course develops leadership abilities at the school building level in communicating and working effectively with community members and organizations to build support for improving student engagement and achievement, and create opportunities for student learning and growth. It includes developing long-range planning for building student, family, and community relationships to identify issues and propose solutions. *Credit: 3 semester hours.*

EDU 5655 Educational Research and Data Analysis I

Prerequisite: EDU 5650 or the professor's permission. This course provides an introduction to the principles of statistical inquiry and their application of an evidence-based approach to educational problems. Students will formulate research questions and hypotheses and use descriptive and inferential statistics to investigate research reports. Students will have hands-on use of computer technology and SPSS to organize and analyze data. Students will learn to use measures of central tendency and variability, standard scores, the normal distribution, correlation and regression, t-tests, ANOVA, and chi-square as well as to compute and interpret statistical power. *Credits: 3 Semester hours.*

EDU 5665 Leadership in Technology I (cf. EDU 7665)

This course develops leadership at the school building and school district levels to understand administrative and instructional uses of technology, validate improvements in curriculum development and instruction practices through the integration of technology, to make decisions about future technology hardware and software enhancement, consistent with the National Technology Standards as they pertain to educational contexts and the needs of diverse students, and to make decisions about future technology for professional development at all levels. *Credits: 3 semester hours.*

EDU 5669 Leadership in Technology II (cf. EDU 7669)

Prerequisite: EDU 5665/7665. This course focuses on using technology to make data driven decisions for effective school leadership. It explores the role of data in making effective instructional, financial, and administrative decisions in schools. Development and application of data-management and data-driven decision making processes are emphasized. Current research on technology in educational settings is critically examined. *Credits: 3 semester hours.*

EDU 5701 Curriculum and Teaching: Theories into Practice

This course develops leadership at the school building level in long range planning of curriculum, instructional practices, technology integration in learning, assessment, and inclusion of students with diverse learning needs through examination of major theories, models, and principles of learning. It includes a critical review of current research as it applies to practice. *Credit: 3 semester hours.*

EDU 5721 Collective Negotiations

This course develops leadership at the school district level in implementing federal, state, and district policies regarding contractual and personnel matters. It includes an overview of the legal, financial, and ethical aspects of negotiation. *Credit: 3 semester hours.*

EDU 5741 Finance in Education

This course develops leadership abilities at the school district level to create and sustain financial and operational conditions that enable the achievement of State learning standards, implement employment agreements, and allocate resources in accordance with federal and state regulations. The collective bargaining process is discussed, along with the development of a management information system, and effective ways to communicate financial information to stakeholders. *Credit: 3 semester hours.*

EDU 5743 Educational Planning

Building upon knowledge of classical and contemporary theories of organizational behavior in social institutions, this course examines several analytical frames of reference as constructs for understanding organizational culture. These frames are then overlaid on written case studies and simulations of social organizations in order to more effectively transfer applicable theories and strategies of planned change. Those "lenses" which are specified and explained by individuals and teams within the course place a major emphasis on improving leadership practice. *Credit: 3 semester hours.*

EDU 5761 School-Based Business Administration for Administrators and Supervisors

This course develops leadership at the school building and school district levels in identifying revenue sources, forecasting building and district expenditures, applying accounting principles, developing data-informed facility and

personnel plans, and implementing a strategic business plan in accordance with ethical principles and federal and state regulations. *Credit: 3 semester hours.*

EDU 5791 Legal Aspects of the Administration of Schools

This course develops leadership abilities at the school building level in setting standards for ethical behavior by example; encouraging initiative, innovation, collaboration, and mutual respect; and applying statutes and regulations and implementing school policies in accordance with ethical principles, and federal and state laws, including managing personnel issues, resolving conflicts, and implementing mandated services. *Credit: 3 semester hours.*

EDU 5800 Case Studies in Educational Administration

This course develops leadership at the school district level in meeting State standards for leaders through the analysis of cases that represent issues in implementing the vision, goals, curricula, instructional practices, assessment practices, student support, school organization, personnel management, community relations, accountability procedures, and laws that impact educational programs throughout the district. *Credit: 3 semester hours.*

EDU 5811 Administration and Supervision of Services for Diverse Students

This course develops leadership abilities at the school building and school district levels in planning, organizing, implementing, and evaluating support services for students with special education needs, English language learners, and other groups with learning needs to maximize their educational outcomes. The course includes establishing accountability systems for support services, and applying statutes and regulations as required by federal and state laws. *Credit: 3 semester hours.*

EDU 5925 Maintaining Matriculation–Master's Degree

Master's degree students not registered for other courses must register for 5925 until all degree requirements are completed and the degree is granted. *No credit. Fee required.*

EDU 5935 Maintaining Matriculation–Advanced Certificate

Advanced Certificate students not registered for other courses must register for 5935 until all degree requirements are completed and the degree is granted. *No credit. Fee required.*

EDU 5940 Maintaining Matriculation–Doctoral Degree

Doctoral students who have NOT passed their comprehensive examinations and are NOT registered for other courses must register for 5940 until all degree requirements are completed and the degree is granted. *No credit. Fee required.*

EDU 5950 School Building Leader Internship

The SBL Internship develops leadership at the school building level by facilitating hands-on experiences in every aspect of school administration, accompanied by reflective analyses, and connections between evidence-based research and practice. *Credit: 3 semester hours.*

EDU 5951 School District Leader Internship

The SDL Internship develops leadership at the school district level by facilitating hands-on experiences in every aspect of district administration, accompanied by reflective analyses, and connections between evidence-based research and practice. *Credit: 3 semester hours.*

EDU 5990 Doctoral Research Seminar

Students who have passed the doctoral comprehensive examination and completed all course work requirements register for Research Seminar for 3 credits for each semester until the dissertation is completed and the degree is awarded. *Credit: 3 semester hours. Offered each semester.*

EDU 6121 Orientation to Mental Health Counseling

Prerequisites: None. This course is designed for beginner level mental health counseling students. This course will provide students with knowledge, perspectives, and an introduction to the skills necessary for effective practice as a culturally competent mental health counselor. SJU students will gain the skills necessary for working with individuals from diverse cultural backgrounds in settings such as hospitals, clinics, state programs and/or private practices. The course places an emphasis on ethical and legal considerations in counseling. *Credit: 3 semester hours.*

EDU 6122 Orientation to School Counseling

Prerequisites: None. This course is designed for beginner level school counseling students. This course will provide an examination of the transforming role of the profession, which includes understanding the dynamics of the culture of education, in the 21st century. Students will be introduced to the essential concept of successful counseling by learning about interaction of ethical and legal standards and practices, technology, current research and best practices. *Credit: 3 semester hours.*

EDU 6125 Brief Counseling of Children and Adolescents

Prerequisites: EDU 6206, 6208. This course introduces students to brief counseling methods and techniques for children and adolescents. Interviewing techniques and case conceptualization in terms of evidence-based practices will be emphasized. Strategies for professional counselors to document the effectiveness of counseling interventions will also be presented. *Credit: 3 semester hours.*

EDU 6205 Group Dynamics

Prerequisites: None. This course involves the study of principles of group dynamics—including

group content, group process components, developmental stage theories, leadership styles, group members' roles and behaviors, therapeutic factors of group work and methods of evaluating group effectiveness. Students taking this course are required to develop activities and assignments that demonstrate their cumulative knowledge of a specific topic, and participate in a 10-hour small group activity. *Credit: 3 semester hours.*

EDU 6206 Psychosocial Development: Across the Lifespan

Prerequisites: None. This course provides an overview of human growth and development, across the lifespan. This course focuses on the psychosocial factors involved in understanding individuals across the lifespan, in various cultures, including: current understanding about neurobiological behaviors, models of psychopathology and resilience as well as their relationship with positive development and mental health. *Credit: 3 semester hours.*

EDU 6207 Developmental Counseling

Co-requisites: EDU 6590. The primary objective of this course is to analyze the different developmental stages, established by expert theorists within the counseling field. Students will be required to utilize this knowledge through practical applications. Students will combine theory and practice by developing age and cognitively appropriate activities. The challenging course work will enable students to conceptualize and create developmentally appropriate school counseling group and individual activities. *Credit: 3 semester hours.*

EDU 6208 Counseling and Personality Theories

Prerequisites: None. This course reviews the major theories of counseling, as well as their associated counseling techniques and applications. Students taking this course are required to analyze their similarities and differences, among the theories presented, in order to develop an integrated approach to counseling a client in a provided case study. *Credit: 3 semester hours.*

EDU 6211 Crisis Prevention and Intervention I

Prerequisites: None. This course is designed to introduce and increase students' conceptualization of prevention and intervention methodologies, as these terms apply to manage crisis situations either in a school or community setting. Both proactive and reactive strategies will be discussed and demonstrated. This course also utilizes the following resources to provide the most current and accredited methods: research best practices, social media, guest speakers and student technique demonstrations. Students' active participation is an essential component of this course. *Credit: 3 semester hours.*

EDU 6262 Assessment in Counseling

Prerequisites: None. This introductory course involves the study of the various psychological assessment instruments and techniques relevant to the professional counselor working

in schools, clinical settings, or private practice. The psychometric properties of test instruments and their appropriate and ethical use with diverse populations will be discussed. Students taking this course will have to demonstrate their competence in using various strategies to complete a case study. Fee \$75. *Credit: 3 semester hours.*

EDU 6264 Counseling Skills and Techniques

Prerequisites: None. This course introduces students to the counseling skills and techniques that make a counselor successful either in a school or clinical setting. The major approaches to counseling, including counseling microskills, will be studied and demonstrated by the professor and students in a supportive classroom environment. Instruction will include didactic instruction, video presentation, audio taping of clients, and role playing. Active participation in this course is required. *Credit: 3 semester hours.*

EDU 6270 Case Conceptualization, Treatment Planning & Psychopharmacology

Prerequisites: completion of 24 credits in the clinical mental health program and permission of the advisor. This seminar course in mental health counseling will develop advanced interviewing skills and techniques necessary for differential diagnosis, case conceptualization and treatment planning using the DSM 5, as well as, for maintaining and terminating the psychotherapeutic relationship. The appropriateness of consultation and collaboration with other mental health providers will be discussed. In addition, the basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications will be studied along with a discussion of the need for appropriate referrals for medication evaluations. *Credit: 3 semester hours.*

EDU 6301 Career Development

Prerequisites: None. This course will enable students to acquire the knowledge and skills necessary to understand and intervene in other individual's career development as well as understand the variables influencing their own career path. Interrelationship among lifestyle, work place, and career planning are explored. Career development theories, occupational, educational and personal/social information sources and delivery systems, and organization of career development programs are studied. *Credit: 3 semester hours.*

EDU 6305 Practicum in School Counseling

Prerequisites: EDU 6122, 6205, 6264, 6262. ** Student must file application with program advisor the semester prior to enrollment in practicum. EDU 6305 is designed to provide graduate students with a minimum of 100 hours of clinical experiences in an approved school counseling setting. A minimum of 40 hours of direct counseling/consultation services and 60 hours of indirect services with students, school personnel, and families, are required at the site. Supervision is provided by a qualified site supervisor, an approved St. John's University clinical associate and by a faculty

member. This course includes a weekly seminar with a faculty member, where the student will receive individual and group supervision related to the field experience. *Credit: 3 semester hours.*

EDU 6306 Practicum in School Counseling with Bilingual Students

Prerequisite: EDU 6122, 6205, 6264, 6262.

**Student must file application with program advisor the semester prior to enrollment in practicum. EDU 6306 is designed to provide graduate students with a minimum of 100 hours of clinical experience in an approved bilingual school counseling setting. A minimum of 40 hours of direct counseling/consultation services, and 60 hours of indirect services with students, school personnel and families, are required at the site. Supervision is provided by a qualified bilingual site supervisor, an approved STJ clinical associate and by a faculty member. This course includes a weekly seminar with a faculty member, where the student will receive individual and group supervision related to the field experience. *Credit: 3 semester hours.*

EDU 6307 Research in Counseling

Prerequisite: EDU 6262. This introductory course examines the major qualitative and quantitative models used in counseling research along with the appropriate methodologies for analyzing research results. Students will critically review articles in the professional literature. In addition they will be required to prepare a research proposal consisting of a review of the literature and proposed methodology for the study. *Credit: 3 semester hours.*

EDU 6310 Practicum in Clinical Mental Health Counseling

Co-requisites: EDU 6270. This course consists of placement in an approved clinical setting (hospital, outpatient clinic, etc.) for a minimum of 100 hours during which the student will engage in a minimum of 40 hours of direct service with clients and the remaining hours performing indirect services under the supervision of an approved site supervisor. The practicum experience provides students with the opportunity to integrate theoretical knowledge with practical experience and to apply particular treatment approaches specific to client populations. In addition to the on-site supervision, students will participate in a weekly on-campus seminar in which group supervision will be provided. A comprehensive case study is required as part of this course. *Credit: 3 semester hours.*

EDU 6311 Internship in Clinical Mental Health Counseling I

Prerequisites: EDU 6310. This course consists of placement in an approved clinical setting (hospital, outpatient clinic, etc.) for a minimum of 300 hours during which the student will engage in a minimum of 120 hours of direct service with clients and the remaining hours performing indirect services under the supervision of an approved site supervisor. The internship experience is the second field experience for students and provides them with additional opportunities to enhance their clinical inter-

viewing and assessment skills, individual and group counseling skills, and consultation skills under the supervision of an approved supervisor. In addition to the on-site supervision, students will participate in a weekly on-campus seminar in which group supervision will be provided. A comprehensive case study is required as part of this course. *Credit: 3 semester hours.*

EDU 6312 Internship in Clinical Mental Health Counseling II

Prerequisites: EDU 6311. This course consists of placement in an approved clinical setting (hospital, outpatient clinic, etc.) for a minimum of 300 hours during which the student will engage in a minimum of 120 hours of direct service with clients and the remaining hours performing indirect services under the supervision of an approved site supervisor. The internship experience is the third field experience for students and provides them with additional opportunities to enhance their clinical interviewing and assessment skills, individual and group counseling skills, and consultation skills under the supervision of an approved supervisor. In addition to the on-site supervision, students will participate in a weekly on-campus seminar in which group supervision will be provided. During the on-campus seminar topics on counselor wellness will also be explored. A comprehensive case study is required as part of this course. *Credit: 3 semester hours.*

EDU 6314 Counseling and Special Education

Prerequisites: EDU 9711 or equivalent and permission of advisor. This course is designed for school counseling and clinical mental health counseling students. The focus of this course involves learning the issues, concerns, and best-practice interventions that support educational and social equity for the exceptional student/individual. Understanding the concepts of impairment, disability, and handicap, current legislation, incidence and prevalence of exceptional students and how counselors can best advocate and empower persons and families to offer every chance for life success and satisfaction will be studied. Students will be taught by didactic and multimedia presentation, interviews, and role-playing. *Credit: 3 semester hours.*

EDU 6364 Counseling the Substance Abuser

Prerequisites: None. This course is designed to introduce students to issues relevant to substance abuse and addiction. The biological, psychological and sociological factors related to the use of alcohol and other drugs will be studied. Assessment, counseling, and treatment approaches are considered as well as the utilization of appropriate community resources and support services. *Credit: 3 semester hours.*

EDU 6424 Case Studies and Community Resources in Counseling

Prerequisites: completion of 24 credits in the clinical mental health program and permission of the advisor. This course examines the symp-

oms, causes, and experience of various types of psychological disorders. An emphasis on the case study approach is used to understanding these conditions as well as incorporating theory, research, and socio-cultural issues in developing appropriate treatment options. *Credit: 3 semester hours.*

EDU 6455 Directed Study in Counselor Education

Prerequisite: Permission of the Advisor and the Program Coordinator. Directed study in an area of competence relevant to the student's counseling program. Student works with an advisor to develop an appropriate study plan. *Credit: 3 semester hours.*

EDU 6530 Multicultural Counseling

Prerequisites: completion of 12 credits in the program and permission of the advisor. This theoretical and experiential course introduces students to multicultural issues in counseling theory, practice, and research. Emphasis is placed on three dimensions of multicultural competence: (a) awareness of one's own culture, biases, and values; (b) knowledge of other cultures; and (c) skills in counseling, educating, and advocating for and with ethnically diverse populations. *Credit: 3 semester hours.*

EDU 6590 Internship in School Counseling I

Prerequisite: EDU 6305 and permission of the student's advisor. Students must file application with program advisor and file an application the semester prior to enrollment in the internship. The internship is designed to provide advanced graduate students with a minimum of 300 hours of supervised clinical experience, including a minimum of 120 direct service hours in an approved school counseling setting and remaining hours of indirect service. Supervision is provided through various methods by a qualified site supervisor, an approved STJ clinical associate, and by a faculty member. This course includes a weekly group seminar with a faculty member. Students are required to have malpractice insurance. *Credit: 3-6 semester hours.*

EDU 6591 Internship in School Counseling II

Prerequisite: EDU 6590. **Student must file application with program advisor the semester prior to enrollment in the second internship. The second internship is designed to provide advanced graduate students with a minimum of 300 hours of supervised clinical experience, including a minimum of 120 direct service hours in an approved school counseling setting and the remaining hours of indirect service. Supervision is provided through various methods by a qualified site supervisor, an approved STJ clinical associate, and by a faculty member. This course includes a weekly group seminar with a faculty member. *Credit: 3 semester hours.*

EDU 6592; 6593 Internship in Bilingual School Counseling I, II

The prerequisites and course description are the same as 6590 and 6591, except that the field site is a multicultural school and the can-

didate works primarily with bilingual/bicultural students. *Credit 3–6 semester hours.*

EDU 6595 Organization and Administration of Personnel Services

Prerequisites: School program core courses. This course focuses on integrating theoretical and practical skills from the prerequisite courses in order to develop and evaluate comprehensive counseling programs in schools. The American School Counseling Association model is used to guide various activities. The various roles of the school counselor and types of services provided are discussed. *Credit: 3 semester hours.*

EDU 6606 and 6607 Supervision of Counseling

Prerequisites: Completion of master's program in counseling, adequate experience as a practitioner, and permission of the Program Coordinator. This first course explores models of supervision and the various processes involved in supervision. The second course involves the evaluation and critique of counseling sessions through actual supervision of counselor trainees. *Credit: 3–6 semester hours.*

EDU 6610 Spiritual Issues in Counseling and Psychotherapy

Prerequisites: None. This course focuses on current research that relates to the integration of spirituality and best-practice counseling and psychotherapy. *Credit: 3 semester hours.*

EDU 6650 Consultation and Evaluation

Prerequisites: Completion of 24 credits in the School Counseling course sequence. This course provides the counselor with the knowledge and skills necessary to analyze the culture of school settings in order to maximize the effectiveness of consultation interventions. In addition there is an emphasis on the integration of the theory and practice of learning and/or behavioral problems of students in K-12 settings. Students will also be taught how to write grants to provide needed resources in their school. Evaluation of outcomes will also be discussed. *Credit: 3 semester hours.*

EDU 6651 Foundations in Mental Health Counseling and Consultation

Prerequisites: Core 6121, 6205, 6264. This course provides students with basic information on the principles and practices of mental health counseling and consultation. Topics include the history and philosophy of mental health counseling, professional identity, the roles of the mental health counselor, professional ethics, integrating theory to practice, various contexts of practice and organizational structures, assessment, prevention, consultation and an understanding of how diversity influences the practice of mental health counseling. *Credit: 3 semester hours.*

EDU 6925 Maintaining Matriculation

Students seeking master's degrees who are not registered for other courses must register for 6925 until all degree requirements are completed and the degree is granted. *No credit. Offered each semester.*

EDU 6935 Maintaining Matriculation

Advance Certificate students who have not registered for other courses must register for 6935 until all diploma requirements are completed and the diploma is granted. *No credit. Offered each semester.*

EDU 7000 Psychological Foundations of Learning

This course takes a critical perspective on the psychological issues that help contextualize American schools and explain student achievement. We will examine topics related to the psychological facets of learning and education, respectively. The course is aimed at providing students with conceptual tools essential for understanding education. The psychological foundations of the course address the nature of schooling from the perspective of students' cognitive development. It examines both concepts and applications of learning theories. *Credit: 3 semester hours.*

EDU 7001 Curriculum Instruction and Teaching

Basic theories and principles of curriculum and instruction; emphasis on developing and designing a curriculum plan, as well as historical, philosophical and social foundations of curriculum. *Credit: 3 semester hours.*

EDU 7002 Early Childhood Study Abroad Elective: International Perspectives in Early Childhood Education

The study of educational philosophy, culture, policy and practices in early childhood settings abroad. Group travel program elective; offered annually. *Credit: 3 semester hours.*

EDU 7003 Current Issues and Change Theory in Curriculum

Controversial issues related to teaching, learning, supervision and curriculum change; essential knowledge that shapes a person's philosophy of curriculum. *Credit: 3 semester hours.*

EDU 7004 Essential Readings in Curriculum from the 20th Century

Important books of the 20th century, which have shaped curriculum are read and discussed. The relevance of the theoretical perspectives to school and society today are discussed within the context of current political and fiscal climate. *Credit: 3 semester hours.*

EDU 7006 Study Abroad Elective: International Perspectives in Education

The study of educational philosophy, culture, policy and practices in early childhood, childhood and adolescent settings abroad. Group travel program elective; offered annually. *Credit: 3 semester hours.*

EDU 7106 Understanding Socio-Emotional, Cultural and Cognitive Aspects of Middle School/Adolescent Learners in General and Inclusive Settings

This course will focus on understanding, celebrating and nurturing the young adolescent. Course topics include historical perspectives on the middle school philosophy, foundations for

middle level curriculum theory, characteristics of young adolescents, including physical, cognitive, moral, psychological and social-emotional attributes: identity development; home and community involvement; and the future of the middle grades movement. *Credit: 3 semester hours.*

EDU 7107 Methods and Strategies of Teaching Middle School/Adolescent Learners in General and Inclusive Settings

This course will focus on understanding how to organize school structures and classroom practice to best facilitate learning for the young adolescent. Course topics include: advisory, teaming, scheduling, curriculum, assessment, instruction, athletics and the arts, teacher dispositions that lead to positive learning environments, and the future of the middle school in relation to the 21st-century skills movement. *Field work required. Credit: 3 semester hours.*

EDU 7114 Early Childhood Education Associate Teaching

Prerequisite: Completion of pedagogical coursework and permission of the Graduate Committee on Associate Teaching. Observation and participation in teaching in an early childhood school under University supervision at both the Pre-K and the grades 1–2 levels, 4-1/2 days per week. Attendance at weekly seminars is required. *Credit: 3 semester hours.*

EDU 7115 Childhood Associate Teaching

Prerequisite: Completion of pedagogical coursework and permission of the Graduate Committee on Associate Teaching. Observation and participation in teaching in an approved elementary school under University supervision at both the primary (1–3) and elementary levels, 4-1/2 days per week. Attendance at weekly seminars required. *Credit: 3 semester hours.*

EDU 7117 Adolescent Education Associate Teaching

Prerequisite: Completion of pedagogical coursework and permission of the Graduate Committee on Associate Teaching. Observation and participation in teaching in an approved school under University supervision at both the grades 7–9 and the 10–12 levels, 4-1/2 days per week. Attendance at weekly seminars required. *Credit: 3 semester hours.*

EDU 7120 Individualization: Diagnosing Students' Instructional Needs

The development of diagnostic skills to analyze individual learning styles and to then develop instructional prescriptions on the basis of that data. *Credit: 3 semester hours.*

EDU 7122 Programs in Early Childhood Education: Play, Social Learning in Early Childhood Environments

This course examines historical, philosophical and current perspectives on early childhood education programs, including their implications for the role of play in children's development and learning in all domains, cognitive, linguistic, physical, emotional, social, and aesthetic. Field work required. *Credit: 3 semester hours.*

EDU 7123 Creative Arts in Linguistically/Culturally Diverse and Inclusive Early Childhood Settings

Through workshop experiences, readings, and reflection, students become familiar with process-oriented approaches to young children's creativity in the arts and with rationales for infusing creative arts into curriculum. Issues regarding sensory integration and assistive technology are explored. Field work required. *Credit: 3 semester hours.*

EDU 7126 Observing and Recording the Behavior of Young Children

This course focuses on young children's growth and development and explores the reasons for and methods of observing young children and teacher-child interaction in diverse early educational settings. *Field work required. Credit: 3 semester hours.*

EDU 7127 School, Family and Community Partnerships

This course takes an ecological perspective on supporting children's learning and development through strengthening positive links between school, family, and community. Examines roles of members in interdisciplinary teams and collaborative partnerships in assessing and planning for young students with disabilities. *Credit: 3 semester hours.*

EDU 7128 Integrated Curriculum in Early Childhood

Students learn to design and implement integrated curriculum including both teacher-planned and child-initiated learning experience to address state learning standards in social studies, language arts, mathematics, science, and technology. *Field work required. Credit: 3 semester hours.*

EDU 7129 Mathematics and Science in Early Childhood

In this course, students explore the teaching and learning of scientific and mathematical concepts and processes through content of relevance and interest to children, Pre-K through second grade. Includes evaluating and integrating technology resources into lesson planning for inquiry-based learning. *Credit: 3 semester hours.*

EDU 7135 Current Trends, Research and Assessment in Social Studies

Current practices and trends; an examination of selected innovative programs and the development of skills and techniques for social studies instruction. *Field work required. Credit: 3 semester hours.*

EDU 7136 Current Trends, Research and Assessment in Science

Current practices, trends and examination of selected innovative programs and the development of skills and techniques for instruction in science. *Field work required. Credit: 3 semester hours.*

EDU 7137 Current Trends, Research and Assessment in Mathematics

An examination of the present-day curriculum in elementary school mathematics in addition to current practices and trends with emphasis on the content of modern mathematics. *Field work required. Credit: 3 semester hours.*

EDU 7138 Current Trends and Research in the Teaching of Language Arts

Current practices and trends; examination of selected innovative programs and the development of skills and techniques for language arts instruction. *Field work required. Credit: 3 semester hours.*

EDU 7195 Teaching and Learning: Childhood

This course is designed to provide prospective teachers of elementary school students with focused knowledge of learning and development as they relate to teaching strategies and techniques in both urban and rural settings. *Field work required. Credit: 3 semester hours.*

EDU 7211 Educational Research and Data Analysis II

Prerequisite: EDU 5655. This course develops knowledge and applications of advanced univariate and multiunivariate inferential statistical methods, multiple correlation and regression, principles of measurement, internal validity, power analysis and effect size. Students will have hands-on use of statistical software such as SPSS to organize and analyze data and engage in critical analyses of published research that exemplifies a variety of statistical techniques. *Credit: 3 semester hours.*

EDU 7217 Creating Basic Audiovisual Media (CF.LIS 217)

Creation and evaluation of multi-media programs for all libraries. Independent projects will require additional laboratory time. *Credit: 3 semester hours. Field trip may be required. Library Science fee: \$25.*

EDU 7222 Philosophical, Historical, and Sociological Foundations of Education

This course focuses upon current issues and problems within the field of curriculum. The course examines conceptions of curriculum as well as historical, philosophical, social, psychological, and intellectual foundations of those conceptions. *Credit: 3 semester hours.*

EDU 7266 Technology for Teaching Literacy in Regular and Special Education Settings

Technology utilization for literacy-based instruction. Emphasis is placed on the ways that technology can be used in the classroom to acquire information, communicate, and enhance learning in grades Pre K-5. *Credit: 3 semester hours.*

EDU 7267 Technology for Literacy-Based Applications in Content Area Learning in Regular and Special Education Settings

Technology utilization for literacy-based instruction in the content areas. Emphasis is placed on the ways that technology can be

used to acquire information, communicate, and enhance learning in grades 6-12.

Credit: 3 semester hours.

EDU 7270 Research Seminar: Investigating and Evaluating Research in the Field of Instructional Technology

This course will focus on investigating and evaluating current research findings and methodologies in the field of instructional technology. Students will explore how theories, research methodologies and technology research tools are being used to study teaching and learning with emerging technologies. Upon completion of the course, students will develop a literature review and research plan in an area of interest for their dissertation proposal.

Credit: 3 semester hours.

EDU 7290 Human Relations in Multicultural and Inclusive Settings

The course will focus on improving communication skills and relationships with parents, students, administrators and members of the community in a multicultural society.

Credit: 3 semester hours.

EDU 7291 Innovative Strategies in Secondary Education: Social Studies

This course examines issues, perspectives and strategies related to developing a critical pedagogy of reflective practice in secondary social studies education, and is designed around four interrelated themes: 1. Exploring the theoretical and historical underpinnings of history education; 2. Understanding best practices related to methods of social studies education at the adolescent level; 3. Examining planning and assessment practice and purpose through reflective self-evaluation, and 4. Developing pedagogical practices that are responsive to the context of urban schools and inclusive of the multifaceted identities of metropolitan adolescents and their families. *Field work required.*

Credit: 3 semester hours.

EDU 7292 Innovative Strategies in Secondary Education: Science

This course examines issues, perspectives and strategies related to developing a critical pedagogy of reflective practice in secondary science education, and is designed around four interrelated themes:

1. Exploring models and theories related to methods of science teaching and learning;
2. Understanding current research on best practices related to methods of science education at the adolescent level;
3. Examining planning and assessment practice and purpose through reflective self-evaluation, and
4. Developing pedagogical practices that are responsive to the context of urban schools and inclusive of the multifaceted identities of metropolitan adolescents and their families.

Field work required. Credit: 3 semester hours.

EDU 7293 Innovative Strategies in Secondary Education: Mathematics

This course examines issues, perspectives and strategies related to developing a critical pedagogy of reflective practice in secondary mathematics education, and is designed around four interrelated themes: 1. Exploring models and theories related to methods of mathematics teaching and learning; 2. Understanding current research on best practices related to methods of mathematics education at the adolescent level; 3. Examining planning and assessment practice and purpose through reflective self-evaluation, and 4. Developing pedagogical practices that are responsive to the context of urban schools and inclusive of the multifaceted identities of metropolitan adolescents and their families. *Credit: 3 semester hours. Field work required.*

EDU 7294 Innovative Strategies in Secondary Education: Foreign Language

This course examines issues, perspectives and strategies related to developing a critical pedagogy of reflective practice in secondary foreign language education, and is designed around four interrelated themes: 1. Exploring models and theories related to methods of foreign language teaching and learning; 2. Understanding current research on best practice related to methods of foreign language education at the adolescent level; 3. Examining planning and assessment practice and purpose through reflective self-evaluation, and 4. Developing pedagogical practices that are responsive to the context of urban schools, and inclusive of the multifaceted identities of metropolitan adolescents and their families. *Field work required. Credit: 3 semester hours.*

EDU 7295 Teaching and Learning Adolescent

This course involves planning for instruction with a view toward differentiated instructional strategies for all students in both urban and rural settings, in the several content areas, paying special attention to current standards. *Field work required. Credit: 3 semester hours.*

EDU 7296 Innovative Strategies in Secondary Education: English (ELA)

This course examines issues, perspectives and strategies related to developing a critical pedagogy of reflective practice in secondary ELA education, and is designed around four interrelated themes: 1. Exploring models and theories related to methods of ELA teaching and learning; 2. Understanding current research on best practices related to methods of ELA education at the adolescent level; 3. Examining planning and assessment practice and purpose through reflective self-evaluation, and 4. Developing pedagogical practice that is responsive to the context of urban schools and inclusive of the multifaceted identities of metropolitan adolescents and their families. *Field work required. Credit: 3 semester hours.*

EDU 7297 Introduction to Research Methods

Surveys methods of qualitative and quantitative inquiry into educational issues from Grade B–12 in mainstream and inclusive settings marked by racial, ethnic, linguistic, and cultural diversity. Students will analyze and synthesize research relevant to selected topics in literacy, home-school-community relations and other program-related areas of interest in early childhood, childhood, adolescent education or education for inclusive, educationally disadvantaged students. *Credit: 3 semester hours.*

EDU 7300 Educational Assessment of Young Children with Exceptionalities (cf. EDU 9733)

Prerequisites: EDU 9737 and EDU 7126. Use of formal and informal strategies for assessment and evaluation of young children with exceptionalities. Emphasis in interdisciplinary and family collaborator in collection and analysis of assessment data for formulation of interventions. *Field work required. Credit: 3 semester hours.*

EDU 7301 Curriculum Modifications for Teaching Students with Disabilities in Diverse Early Childhood Setting (cf. EDU 9734)

Focuses on adapting general education curriculum, methods, technology, resources and materials to support students over a wide range of disabilities and cultural/linguistic backgrounds in meeting state learning standards. *Field work required. Credit: 3 semester hours.*

EDU 7302 Early Intervention and Provision of Services for Preschoolers with Special Needs (cf. EDU 9736)

Highlights needs of infants, toddlers and preschoolers with or at risk for developmental delays or disabilities. Examines assessment and intervention processes and strategies in a variety of natural environments and issues in the transition to preschool environments. *Field work required. Credit: 3 semester hours.*

EDU 7303 Research on Issues in Early Childhood Special Education

Focus on relationships between research, theory and practice in providing appropriate services for infants, toddlers and young children with special needs. *Credit: 3 semester hours.*

EDU 7304 Practicum in Special Education-Early Childhood (cf. EDU 9739)

Prerequisites: EDU 7114, *Core Special Education courses and permission of instructor.*

Applications of instructional strategies for students with disabilities in inclusive or special education settings, under university supervision. Students will learn the means for identifying and reporting suspected child abuse, and maltreatment and the prevention and intervention of child abduction, school violence and alcohol, tobacco and other drug abuse. A minimum of 25 days or 150 hours of field work required. Seminar attendance required. *Credit: 3 semester hours.*

EDU 7319 Approaches, Strategies and Materials for Literacy Development

Study of various approaches to reading instruction; analysis of strengths and weaknesses of each mode; classroom grouping and management procedures for reading instruction. *Credit: 3 semester hours.*

EDU 7334 School Media Centers (Cf. LIS 234)

Introduction to the organization and functions of school media centers. Discussion of the educational setting, program relationships within the school and the community, finances and budgeting, staffing, services and program planning. Emphasized are operations of the building level media program. *Credit: 3 semester hours. Field trip required.*

EDU 7399 Field Research in Reading and Learning

This course serves as a combined seminar and practicum in which a variety of approaches to teaching students to read are explored and field-tested. Students are required to use previous research as the basis for the development of experimental study focuses on the application of varied reading ideologies for students with diverse learning styles and to submit their findings in a manuscript for publication. *Credit: 3 semester hours.*

EDU 7410 Identification of the Gifted and Talented

This course examines the identification of gifted/ talented and high ability students and factors involved with the development of their talents. Multiple criteria are illustrated in the identification process and special emphasis is placed on diverse students. This course is designed to satisfy NY State license extensions for teaching gifted students, for which an Internship will be required. *Credit: 3 semester hours.*

EDU 7411 Introduction to Designing Programs, Curriculum and Materials for the Gifted and Talented

This course develops ability in the design of appropriate programs, curriculum and materials for gifted/ talented and high ability students groups along with a critical review of relevant research and contrasts of alternative models and perspectives within gifted education. This course is designed to satisfy NY State license extensions for teaching gifted students for which an Internship will be required. *Credit: 3 semester hours.*

EDU 7412 Teaching Creative Thinking and Problem Solving to Gifted and Talented Students

This course responds to immediate and long-range needs of gifted/talented and high ability students by promoting the achievement of basic skills and experience in creative thinking and problem solving both globally, and within various subject areas, along with critical review of relevant research. This course is designed to satisfy NY State license extensions for teaching gifted students for which an Internship will be required. *Credit: 3 semester hours.*

EDU 7413 Professional Collaboration and Leadership in Gifted Education

This course will cover collaborative models of professional development and program evaluation for gifted/talented and high ability students' education, major issues and leadership concerns in the field, e.g., including underrepresented populations and integrated gifted practices school wide and system wide. Students will investigate how to network and disseminate information on gifted education. This course is designed to satisfy NY State license extensions for teaching gifted students for which an Internship will be required. *Credit: 3 semester hours.*

EDU 7440 Designing, Implementing and Evaluating In-Service Programs

This course examines, through reading and discussion of current research and literature, characteristics as well as theoretical frameworks of effective in-service design processes. Models of effective in-service programs are analyzed and adapted to address students' educational needs and settings. *Credit: 3 semester hours.*

EDU 7550 Introduction to Doctoral Research

This seminar will be the springboard for doctoral dissertation research through introducing students to the resources available and processes involved in constructing a dissertation study. Students will learn how to conduct a conceptual and methodological analysis of prior research in their fields of study, how to design feasible and ethical research projects, and strategies for dissemination of research. *Credit: 3 semester hours.*

EDU 7555 Planning for Curriculum Development in Elementary and Secondary Schools

Theories of learning and relevant research; study of the curriculum decision-making process; research evaluation and practice concerning operational aspect of educational objectives; behavioral analysis of educational tasks. *Credit: 3 semester hours.*

EDU 7579 Observational Analysis for Teachers

Macro-and micro-analyses of teaching through the use of affective, cognitive, verbal and non-verbal observational systems are discussed, along with a critical analysis of current research on teaching approaches and practices. *Credit: 3 semester hours.*

EDU 7580 Analysis of Teaching and Educational Process

The relationships that exist between instructional objectives and teaching behavior; applications of human development and learning concepts as they relate to specialized teaching methods and materials. Research results and selected generic theories of teaching behavior are used to extend the teacher's concept of the teaching-learning process. *Credit: 3 semester hours.*

EDU 7585 Assessment and Evaluation in the Teaching/Learning Process

This course focuses on formal and informal means of assessing students' learning and the teacher's analysis and improvement of his/her own practice through connecting this process with the relevant research. *Credit: 3 semester hours.*

EDU 7590 Communications and Human Relations

The educational implications of prejudice and sexism are examined as well as the development of skills necessary to identify needs of adolescents; training for group facilitating related to the classroom and the development of communication skills are also discussed. *Credit: 3 semester hours.*

EDU 7663 Using Technology in the Study of Qualitative Research Methodology

Students in this course will learn how qualitative data analysis software can be used as a tool to enhance the research analysis process. This course will integrate theory with applications, as well as provide instruction on how to use the software. Students will use both text analysis and qualitative analysis software programs in a study where they design the instruments, collect the data, and analyze the results. *Credit: 3 semester hours.*

EDU 7664 Foundations of Online Learning

This course provides an introduction to the field of e-learning and distance education. The course provides learning opportunities to understand the foundations, theories, research, and delivery technologies of distance education. Learners explore current e-learning tools used in online and blended instruction. The emphasis is on pedagogy and the learner, rather than the technology itself. Learners also engage in activities that involve applying effective design and teaching strategies to a course module appropriate for their teaching. *Credit: 3 semester hours.*

EDU 7665 Leadership in Technology I (cf. EDU 5665)

This course develops leadership abilities at the school building and school district levels to understand the administrative and instructional uses of technology; validate improvements in curriculum development and instructional practices through the integration of technology; to make decisions about future hardware and software enhancement, consistent with the National Technology Standards, as they pertain to classroom, school, and district goals for students, including students with diverse learning needs; and to make decisions about future technology for professional development at all levels. *Credit: 3 semester hours.*

EDU 7666 Developing Curriculum Materials for the Web

This course explores online technology tools that can enhance teaching and learning in the K-12 classroom. Fueled by research and real world applications, this course examines several forms

of interactive multimedia and online experiences that support student cognition through the use of appropriate websites and the creation of tools like wikis, WebQuests, and curriculum webs. A curriculum web is a website designed to support a specific curriculum plan while utilizing electronic resources. Students will evaluate, design, and construct assistive learning tools that integrate powerful topics with innovative online resources that embrace principles of the common core. This course will cover detailed procedures, standards and protocols for technology integration in the classroom and provide students with firm understanding of ways to support the diverse learning needs and interests of students. The course assumes a basic knowledge of computers, including use of e-mail, the Internet, and word processing. Most important this class assumes a willingness to put time and energy into the planning and development of online resources and assignments. *Credit: 3 semester hours.*

EDU 7667 Foundations of Instructional Design for Technology-Supported Learning

This course provides an introduction to instructional design for technology-supported learning. The purpose is that students gain an understanding of the field, learn to analyze a subject domain and to design, develop, implement, and evaluate technology-supported learning experiences to facilitate student construction of knowledge in that domain. Students will apply knowledge of approaches to teaching and learning of cognitive, psychomotor and affective goals, approaches to formative evaluation of instructional design and communication and collaboration technologies in the design of a learning experience. *Credit: 3 semester hours.*

EDU 7668 Computer Technology in Education

This course considers the three ways in which computers can be used in instruction; as tutors, tools, or tutees. Examples of each of these uses are examined in terms of the theories of learning and curriculum implicit in each. Authoring systems, which allow teachers to design computer-assisted instruction, are used. *Credit: 3 semester hours.*

EDU 7669 Leadership in Technology II (cf. EDU 5669)

Prerequisite: EDU 5665/7665. This course focuses on using technology to make data driven decisions for effective school leadership. It explores the role of data in making effective instructional, financial, and administrative decisions in schools Development and application of data-management and data-driven decision making processes are emphasized. Current research on technology in educational settings is critically examined. *Credit: 3 semester hours.*

701 Research Development in Instructional Strategies

Emphasis is placed on leadership strategies and supervisory skills for instructional improvement and teacher's professional growth; current

trends and innovations in planning, development, implementation and evaluation of supervisory programs. From classroom lectures and discussions, readings from current literature, and the preparation of written assignments, the student should acquire specific knowledge of effective practices in instructional supervision. *Credit: 3 semester hours.*

EDU 7703 Analysis of Alternative Innovative Strategies

The purpose of this course is to examine educational alternatives through historical, sociological and philosophical analyses of schools and education. Study of the origin, the characteristics and the current directions of educational alternatives provide the framework for this course. *Credit: 3 semester hours.*

EDU 7708 Trends and Techniques in the Evaluation of Programs

This course will provide information about approaches to formative and summative program evaluation. It will include the establishment of evaluation criteria and standards, data gathering and analysis techniques, utilization of evaluation data, criteria for judging evaluations, and ethical issues in program evaluation. Case studies will be used to illustrate application of theoretical issues in evaluation to practical situations. *Credit: 3 semester hours.*

EDU 7712 Change Theory and the Curriculum

The purpose of this course is to help students to better understand the organization of school systems and to suggest ways in which curriculum specialists can bring about educational change in a systematic and planned way. Curriculum change strategies and tactics based upon recently developed scientific knowledge, concepts and theory are considered. *Credit: 3 semester hours.*

EDU 7715 Issues in Curriculum: Theory and Development

This course reviews the historical evolution of curriculum as a field as well as the works of those who have contributed to this evolution. Traditional as well as contemporary conceptions of curriculum theory, design and development are compared. *Credit: 3 semester hours.*

EDU 7800 Multivariate Data Analysis

Prerequisite: EDU 5655 and 7211. This course examines advanced research and statistical design approaches, including multiple and logistic regression, discriminant analysis, MANOVA, HLM, causal modeling, factor analysis and validity and reliability assessment. Students will have hands-on use of computer technology and statistical software such as SPSS to organize and analyze data. *Credit: 3 semester hours.*

EDU 7890 Independent Study– Instructional Leadership

Prerequisite: Permission and approval of Chairperson is required. Open to only qualified students who wish to pursue an advanced

research project in a curriculum or teaching area along with a faculty mentor.

Credit: 3 semester hours.

EDU 7891 Independent Study – Curriculum and Instruction

Prerequisite: Permission and approval of Chairperson is required. Open only to qualified students who wish to pursue an advanced research project in a curriculum or teaching area along with a faculty mentor.

Credit: 3 semester hours.

EDU 7900 Qualitative Research– Methods in Education

This course focuses on a variety of qualitative approaches to discipline and inquiry that can be brought to bear on the problems in education and also examines underlying theoretical frameworks of these approaches. The course provides opportunities for students to develop knowledge and skills in the various qualitative techniques and methods.

Credit: 3 semester hours.

EDU 7901 Educational Research and Data Analysis III

Prerequisites: 5655 and 7211. This course advances the principles and concepts developed in earlier research courses through practical applications and field-based studies. The course will include instrument development, data collection strategies and advanced data analysis techniques using statistical software.

Credit: 3 semester hours.

EDU 7902 Advanced Qualitative Research in Education (prerequisite EDU 5655, EDU 7900)

This course will expand student expertise in the paradigms and strategies used when conducting ethnographic and other narrative forms of research. Students will design and implement field-based projects, apply reflective analytic techniques, and communicate findings using various approaches. Students will also develop familiarity with software used for qualitative data analysis as applied to narrative text, artifacts, and media. *Credit: 3 semester hours.*

EDU 7925 Maintaining Matriculation– Master’s Degree

Master’s degree students not registered for other courses must register for 7925 until all degree requirements are completed and the degree is granted. *No credit. Fee required.*

EDU 7935 Maintaining Matriculation– Advanced Certificate

Advanced Certificate students not registered for other courses must register for 7935 until all degree requirements are completed and the degree is granted. *No credit. Fee required.*

EDU 7940 Maintaining Matriculation– Doctoral Degree

Doctoral students not registered for other courses must register for 7940 until all degree requirements are completed and the degree is granted. *No credit. Fee required.*

EDU 7990 Doctoral Research Seminar

Original research leading to the doctoral dissertation is the focus on this seminar. Students who have passed the doctoral comprehensive examination and completed all course work requirement register for Research Seminar for 3 credits. for each semester until the dissertation is completed and the degree is awarded.

Credit: 3 semester hours.

EDU 9001 Foundations of Bilingual and Second Language Education

History, and legal/political underpinnings of American education with an emphasis on programs for linguistically diverse learners; examination of exemplary principles, policies, educational models, research, assessment and technology. *Credit: 3 semester hours.*

EDU 9002 Psychology and Sociology of Language and Bilingualism

Social and psychological aspects of bilingualism in the context of current theory and research on first- and second-language acquisition and use from birth through adolescence. *Field work required. Credit: 3 semester hours.*

EDU 9003 Literacy Development for First and Second Language Learners

Provides students with theory and practice and necessary knowledge and skills for teaching literacy and language arts to monolingual and linguistically/culturally diverse learners. *Field work required. Credit: 3 semester hours.*

EDU 9004 Content Area Instruction for Linguistically/Culturally Diverse Learners

Prepares students with the necessary skills for teaching science, mathematics, and social studies through English as a second language and, as a means for improving English language skills. *Field work required. Credit: 3 semester hours.*

EDU 9005 Teaching English to Speakers of Other Languages and Dual Language Instruction

Theoretical and practical aspects of teaching English to speakers of other languages and dual language instruction for all age groups and language proficiency levels. *Credit: 3 semester hours.*

EDU 9006 Human Development in Cross-Cultural Perspective

Presents a cross-cultural framework for the study of birth through adolescent development. Emphasis is placed on the effects of cultural, heritage characteristics and socioeconomic levels. *Credit: 3 semester hours.*

EDU 9009 Teaching Strategies in the ESL and Bilingual Classroom: Science, Mathematics and Social Studies

Prepares students with the necessary skills for teaching science, mathematics and social studies through English as a second language and as a means for improving English language skills. *Field work required. Credit: 3 semester hours.*

EDU 9010 Linguistics for Teachers of English Language (ELL) and Exceptional Learners (cf. EDU 9710)

An introduction to the fundamental principles of descriptive and theoretical linguistics and the application of linguistic analyses to the teaching of language. (Field work of five hours required.) *Credit: 3 semester hours.*

EDU 9012 Methods of Language and Academic Assessment for ELLs and Exceptional Learners

Methods for adapting and utilizing instruments to assess language proficiency and cultural learning in TESOL, bilingual education and exceptional learners with second language competencies. *Field work required. Credit: 3 semester hours.*

Credit: 3 semester hours.

EDU 9014 Practicum and Seminar in TESOL

Open only to TESOL majors and prerequisite core courses needed. Observation and field-based teaching using conventional and technological resources in elementary and secondary level TESOL classrooms, under University supervision. Attendance at a weekly on-campus seminar is required. Thesis is conducted based on independent research. *Field work required. Credit: 3 semester hours.*

EDU 9015 Structure of the English Language

Linguistic description and analysis of the major subsystems of present-day American English; phonology, morphology, and syntax. Analysis of major challenges in English grammar for ELLs. *Credit: 3 semester hours.*

EDU 9025 Maintaining Matriculation

Master's students not registered for other courses must register for 9025 until all degree requirements are completed and the degree is granted. *No credit. Offered each semester.*

EDU 9700 Research in Collaborative Partnerships and Strategic Instruction for General, Special and Inclusive Educational Settings: Childhood

This course shows students how to become informed consumers of qualitative and quantitative research methods as they apply to general, special and inclusive education. Research study will include examining techniques for promoting collaborative partnerships and strategic instruction and learning for general and special educators. Models of collaboration, theoretical approaches to school-based collaboration and roles of members of interdisciplinary teams will be examined. *Field work required. Credit: 3 semester hours.*

EDU 9702 Practicum in Special Education - Childhood

Prerequisites: Core Special Education Courses and permission of instructor. In this combined practicum seminar course, participants will apply research on instructional strategies in educational settings. Students will learn the means for identifying and reporting suspected child abuse, and maltreatment and the prevention and intervention of child abduction, school violence and alcohol, tobacco and other drug abuse.

Field work required. Credit: 3 semester hours.

EDU 9704 Research in Collaborative Partnerships and Strategic Instruction for General, Special and Inclusive Education: Adolescent

This course shows students how to become informed consumers of qualitative and quantitative research methods as they apply to general, special and inclusive education. Research study will include examining techniques for promoting collaborative partnerships and strategic instruction and learning for general and special educators. Models of collaboration, theoretical approaches to school-based collaboration and roles of members of interdisciplinary teams will be examined. *Field work required. Credit: 3 semester hours.*

EDU 9705 Practicum in Special Education: Adolescent

Prerequisites: Core Special Education Courses and permission of instructor. In this combined practicum seminar course, participants will apply research on instructional strategies in educational settings. Students will learn the means for identifying and reporting suspected child abuse, and maltreatment and the prevention and intervention of child abduction, school violence and alcohol, tobacco and other drug abuse. *Field work required. Credit: 3 semester hours.*

EDU 9706 Curriculum Adaptation and Modification Planning for Exceptional Students: Adolescent

Theories and practice for creating and managing environments that foster learning, acceptance, positive behaviors and developing techniques for differentiated instruction. *Field work required. Credit: 3 semester hours.*

EDU 9707 Curriculum Adaptation and Modification Planning for Exceptional Students: Childhood

Theories and practice for creating and managing environments that foster learning, acceptance, positive behaviors and developing techniques for differentiated instruction. *Field work required. Credit: 3 semester hours.*

EDU 9710 Linguistics for Teachers of English Language (ELL) and Exceptional Learners (cf 9010)

An introduction to the fundamental principles of descriptive and theoretical linguistics and the application of linguistic analyses to the teaching of language. *Field work required. Credit: 3 semester hours.*

EDU 9711: Education and Accommodating Needs of Individuals with Exceptionalities, K-12

This course presents an overview of issues involving exceptional learners, students with diagnosed disabilities as well as, English Language Learners, children with special health-care needs, and children at-risk for school failure. The entire human development from childhood to adolescent will be treated. Focal points of the course lie in issues of

demographics, current events, the 7 disability categories including autism, characteristics and remediation of all learners, pertinent laws, community resources, the role of technology (assistive and instructional) and accommodations. Students will learn about the process of special education from assessment, the IEP, to the annual CSE meeting and subsequent placement. *Field work required.*

Credit: 3 semester hours.

EDU 9712: Educational Assessment of Individuals with Exceptionalities

Centers on the diagnosis and evaluation of individuals with exceptionalities. Formal and informal methods of assessing student learning will be addressed as well as the means of analyzing one's own teaching practice and skill in using information gathered through assessment and analysis to plan or modify instruction. Field work required for interviews, observations, and assessment procedures in school, clinic and/or community settings. Materials fee: \$25. *Credit: 3 semester hours.*

EDU 9716 Curriculum and Instructional Design for Teaching Literacy to Individuals with Exceptionalities: Childhood

Examines theories and models of how children with exceptionalities process and learn from the oral and written languages and ways to develop curriculum, material and multiple research-validated instructional strategies adaptations in literacy for students with a full range of abilities. *Field work required.*

Credit: 3 semester hours.

EDU 9718 Curriculum and Instructional Design for Individuals with Exceptionalities: Math, Science, Social Studies: Childhood

Focuses on planning and implementing curriculum, material, technology, and multiple-validated instructional strategies and programs in mathematics, social studies and science for students with a full range of abilities. *Field work required.*

Credit: 3 semester hours.

EDU 9719 Principles of Applied Behavior Analysis and Positive Behavioral Supports, K-12

This course familiarizes special education teachers with appropriate behavioral approaches and methods for the instruction and management of individuals with disabilities. *Field work required.*

Credit: 3 semester hours.

EDU 9720 Applications of Behavior Management Techniques

This course is the second of a 2-part sequence (EDU 9719) designed to further investigate the science of behavior as it applies to the education of students who present learning and behavioral difficulties. It assumes that the students have acquired the fundamental vocabulary, philosophy, and methodology of the science of applied behavior analysis from the first course in the sequence. This course will focus on the development and application of instructional and behavioral interventions.

Students will be introduced to advanced concepts pertaining to data collection, research design and behavior change strategies. *Field work required.*

Credit: 3 semester hours.

EDU 9726 Curriculum and Instructional Design for Individuals with Exceptionalities: Math, Science, and Social Studies: Adolescent

Focuses on planning and implementing curriculum, material, technology, and multiple-validated instructional strategies and programs in mathematics, social studies and science for students with a full range of abilities. *Field work required.*

Credit: 3 semester hours.

EDU 9733 Educational Assessment of Young Children with Exceptionalities (cf. EDU 7300)

Prerequisites: EDU 9737 and EDU 7126. Use of formal and informal strategies for assessment and evaluation of young children with exceptionalities. Emphasis in multiple research-validated instructional strategies and adaptations in literacy for students with a full range of abilities. *Field work required.*

Credit: 3 semester hours.

EDU 9734 Curriculum Modifications for Teaching Students with Disabilities in Diverse Early Childhood Settings (cf. EDU 7301)

Focuses on adapting general education curriculum, methods, technology, resources and materials to support students over a wide range of disabilities and cultural/linguistic backgrounds in meeting state learning standards. *Field work required.*

Credit: 3 semester hours.

EDU 9736 Early Intervention and Provision of Services for Preschoolers with Special Needs (cf. EDU 7302)

Highlights needs of infants, toddlers and preschoolers with or at risk for developmental delays or disabilities. Examines assessment and intervention processes, technologies, and strategies in a variety of natural environments and issues in the transition to preschool environments. *Field work required.*

Credit: 3 semester hours.

EDU 9737 Early Childhood Special Education

Provides an understanding of child development for young children with exceptional needs. Identification, assessment and intervention strategies are presented in the context of the historical, social and legal foundations of special education. *Field work required.*

Credit: 3 semester hours.

EDU 9738 Research on Issues in Early Childhood Special Education

Focus on relationships between research, theory and practice in providing appropriate services for infants, toddlers and young children with special needs. *Field work required.*

Credit: 3 semester hours.

EDU 9739 Practicum in Special Education Early Childhood (cf. EDU 7304)

Prerequisites: EDU 7114, Core Special Education courses and permission of instructor. Applications of instructional strategies for students with disabilities in inclusive or special education settings, under university supervision. Students will learn the means for identifying and reporting suspected child abuse, and maltreatment and the prevention and intervention of child abduction, school violence and alcohol, tobacco and other drug abuse. *A minimum of 25 days or 150 hours of field work required. Seminar attendance required.*

Credit: 3 semester hours.

EDU 9742 Formal and Informal Educational Assessment of Individuals with Exceptionalities: Adolescent

(Prerequisite: EDU 9711) Centers on the diagnosis and evaluation of individuals with exceptionalities. Formal and informal methods of assessing student learning will be addressed as well as the means of analyzing one's own teaching practice and skill in using information gathered through assessment and analysis to plan or modify instruction. Field work required for interviews, observations, and assessment procedures in school, clinic and/or community settings. *Credit: 3 semester hours.*

EDU 9744 Curriculum and Instructional design for teaching Literacy to Individuals with Exceptionalities: Adolescent

Examines theories and models of how youth with exceptionalities process and learn from the oral and written languages and ways to develop curriculum, material and multiple research-validated instructional strategies and adaptations in literacy for students with a full range of abilities. *Field work required.*

Credit: 3 semester hours.

EDU 9955 Maintaining Matriculation

Master's students not registered for other courses must register for EDU 9955 until all degree requirements are completed and the degree is granted. *No credit. Offered each semester. Fee required.*

For a complete listing of approved courses, please contact the Dean's office.

Michael R. Sampson, *Dean and Professor*, B.S. East Texas State University; M.Ed., Texas A & M-Commerce; Ph.D., University of Arizona. Reading comprehension, English language acquisition and historical research as an author of children's literature.

Jerrold Ross, *Professor and Dean Emeritus*, B.S., New York University; M.S., Queens College, CUNY; Ph.D., New York University; D.Hum. (HON), Emerson College. Education, Arts Education, Administration and Assessment.

Sandra S. Abrams, *Assistant Professor*, B.A. Washington University, M.A., American University, M.A., New York University, Ph.D., Rutgers University. Adolescent Education; Video Gaming, Virtual Environments, and Learning; Digital Literacies in Academic and Social Domains.

Anthony Annunziato, *Associate Professor*, B.A., CUNY Queens College; M.S.Ed., CUNY Queens College; Ed.D., Teachers College Columbia University. Educational Administration; Educational Finance; Professional Development; Educational Policy.

Jennifer Altieri, *Professor*, B.S. Bowling Green State; M.Ed. University of Houston; Ph.D. Texas A&M University: Literacy material and disciplinary literacy.

John D. Beach, *Associate Professor*, B.A., State University of NY; M.A., Binghamton University, State University of NY; M.S., C.W. Post Center; Ph.D., University at Albany, State University of NY. Literacy Education; Guided Reasoning For Higher Order Comprehension; Children's Literature and Literacy Development.

Richard Bernato, *Associate Professor*, B.A., St. John's University; M.S., City University of New York; Ed.D., Dowling College. Educational leadership; Curriculum development; Instructional technology.

James S. Bethea, *Associate Professor*, B.S., Mount Olive College; M.S., Boston University; Ph.D., The University of Iowa. Spirituality in Counseling; Students with Disabilities, Substance Abuse and International Rehabilitation in Poor and Developing Countries.

Brett Elizabeth Blake, *Professor*, B.A., State University of New York, Stony Brook; M.A., Northwestern University; Ph.D., University of Illinois at Chicago. Socio-cultural dimensions of adolescent language and literacy development among urban and English-language learners; language acquisition; gender equity; curriculum reform in middle schools.

James R. Campbell, *Professor*, B.S., Fordham University; M.S., Syracuse University; Ph.D., New York University. Instructional Process and Analysis; Gifted Education.

Julie Hope Carter, *Associate Professor*, B.A., Bard College; Ed.M., Ph.D. State University New York at Buffalo. Urban education, social context of schooling, social foundations and new teacher development.

Xioajun June Chen, *Assistant Professor*, B.A., Hunan University, China; M.Ed., University of Manchester, UK; Ph.D., Purdue University. Interdisciplinary learning and teams, issues of technology integration, international development and cultural perspectives on instructional technology.

Seokhee Cho, *Professor*, B. A., M. A. Ewha Women's University, Korea; Ph.D. in Ed. Psy., University of Alberta, Canada; Gifted Education, Educational measurement and evaluation, Cognitive Psychology, Learning Psychology, Individual differences, Education of Learning Disabled, Instructional Methodology, Teacher Training, Open Education, Early Childhood Education.

Gina Cicco, *Associate Professor*, B.S., M.S., Ed.D., St. John's University. Online instruction, the use of online education for counselors-in-training, partnerships among school counselors and teachers, perceptions on the role of school counselors.

Randall Clemens, *Assistant Professor*, B.A., University of Maryland; M.S.Ed., Johns Hopkins University; Ph.D., University of Southern California. Urban poverty; At-risk students; Educational reform.

Barbara Cozza, *Associate Professor*, B.F.A. CUNY-Hunter College; M.S. CUNY-Hunter College; Ph.D. Fordham University. Curriculum and instruction, professional development, cognition, international education.

Della DeKay, *Assistant Professor*, B.A., Southwest Missouri University; M.A., Teachers College, Columbia University; Ed.D., Teachers College; JD Pace Law School. TESOL, Cultural Diversity, Philosophy and History of Education.

Michael P. Downton, *Assistant Professor*, B.A. Purdue University, Ph.D., Indiana University, Learning and Developmental Sciences.

Robert Eschenauer, *Associate Professor*, B.A., St. Francis College; M.S., St. John's University; Ph.D., St. John's University; Adv. Certificate School Psychology, City College, Counselor Education; Assessment, Individual Counseling, Outcome Research, Therapeutic Communication, Clinical Hypnosis, Reflective Practice.

Mary Ellen Freeley, *Associate Professor*, B. A. St. Joseph's College; M. S. Queens College; Ed.D., St. John's University; Instruction, Administration, Supervision and Leadership.

Andrew D. Ferdinandi, *Associate Professor*, B.S., M.S., P.D., Ed.D., St. John's University. Counselor Education; Working with Mental Illness and Dual Diagnosis Individuals; Assisting Troubled Teens with Substance Abuse and Truancy.

Lina Gilic, *Assistant Professor*, B.S., St. John's University; M.S., Adelphi University; Ph.D., Teachers College, Columbia University. Autism and developmental disabilities, multiple exemplar instruction, self-management, and verbal behavior. Board Certified Behavior Analyst.

E. Francine Guastello, *Associate Professor*, B.S., M.S., Ed.D., St. John's University. Literacy; Exploring multi-sensory techniques for teaching dyslexic children and adults; Effective practices in literacy leadership; Parental involvement in student academic success; Improving teacher effectiveness in writing instruction.

Smita Guha, *Associate Professor*, B.A., M.A. University of Calcutta; M.Ed., Ph.D. State University of NY at Buffalo. Math and technology in Early Childhood Instructions.

Aliya E. Holmes, *Associate Professor*, B.S., M.S., Ph.D., University of Albany. Teacher mentoring related to technology integration in the classroom, online learning, professional development.

Samuel E. Jackson, *Assistant Professor*, B.S. York College; M.A. Brooklyn College Graduate School of Education; Ph.D., The Graduate School and University Center, City University of New York. Urban Education.

Abigail M. Jewkes, *Associate Professor*. B.S. Boston University; Ed.M., Harvard Graduate School of Education; Ph.D., University of Michigan. Early childhood learners with a particular focus on literacy, the role of early environments, family influences and self-regulation in preschooler's development.

Ishita Khemka, *Assistant Professor*, B.A., Delhi University; M.A., Teachers College, Columbia University; Ph.D., Columbia University, NY. Research in special education, intellectual and developmental disabilities and autism; interpersonal decision-making theory, peer-victimization, bullying, and abuse prevention training; arts and literacy.

Mary Theresa Kiely, *Assistant Professor*, B.A., Iona College; M.A., New York University; Ph.D., University of Florida. Special Education, Teacher Education, Teacher Cognition, Teacher Quality, High Incidence Disabilities, Literacy.

Helen U. Kwah, *Assistant Professor*, B.A. Yale University, Fine Arts and Art History; M.P.H. University of Hawaii School of Public Health; Ph.D. New York University, Steinhardt School, Educational Communications and Technology.

Salika Ann Lawrence, *Associate Professor*, B.A. Queens College CUNY; M.A. New York University; M.A. Fordham University; Ph.D. Fordham University. Working with diverse learners and urban education to foster students' critical literacy.

Ming-hui Li, *Associate Professor*, B.A., Soochow University, Taipei, Taiwan; M.A., University of Colorado; Ed.D., Texas Tech University. Counselor Education; Stress and Self-Efficacy as Predictors of Coping; Counseling Socially Troubled Children and Parent-Child Relationships.

Mary Ann Maslak, *Professor*, B.M.T., B.M.E., Shenandoah University; M.Ed., Ph.D., Pennsylvania State University. Gender Equity in Education; Social Mobility and Education; International and Comparative Education.

John William McKenna, *Assistant Professor*, B.A., The University of Massachusetts at Amherst; M.Ed., Boston University; Ph.D., The University of Texas at Austin. Evidence-based practices for students with emotional and behavioral disorders; Teacher preparation; Positive Behavior Supports; Responsible inclusion.

Judith McVarish, *Associate Professor*, B.S., Bridgewater College; M.Ed., Ph.D., Lesley University. Mathematics Education, self evaluation, reflective journal writing in mathematics, Teacher/Administrator Voices re: Math Reform.

Ranier Melucci, *Associate Professor*, B.A., M.A., Brooklyn College; Ed.D., Fordham University. Educational administration and supervision; Professional development; Leadership; High school mathematics.

Paul Miller, *Associate Professor*, B.S., Ohio State University; M.S., Idaho State University; Ph.D., University of Utah. Educational Measurement, Measurement and Statistics Computer Technology, Instructional Design Decision-Making.

Regina Mistretta, *Professor*, B.S., St. John's University; M.S., Brooklyn College; Ed.D., Teachers College at Columbia University. Mathematics Education in Elementary, Middle and Secondary School Levels, Professional Development 1–8, Technology Education in Mathematics. Parental involvement in mathematical learning.

Nancy Montgomery, *Associate Professor*, B.S., M.S., Indiana University; Ph.D., New York University. Adolescent Education; English/Literacy Education; especially the teaching of writing, writing with computers and cooperative learning; Arts Education.

Nancy Morabito, *Assistant Professor*, B.A., University of Virginia; M.Ed., Vanderbilt University; Ph.D., Vanderbilt University. Teachers' conceptions and Teaching of the nature of Science.

Audrey Figueroa Murphy, *Associate Professor*, B.A., Queens College, Spanish Education; M.S., St. John's University, Bilingual Education; P.D., Ed.D., St. John's University, Administration and Supervision.

Allan Ornstein, *Professor*, B.A., City College of New York; M.A., Brooklyn College; M.A., Ed.D., New York University. Education Curriculum, Instruction and Teaching.

Melissa Parenti, *Assistant Professor*, B.A., John Carroll; M.S., National Louis University; M.S., Loyola University; Ed.D., University of Southern California. Faculty and student perceptions of perceived ability of asynchronous and synchronous web based instructional tools in attaining academic outcomes.

Rene S. Parmar, *Professor*, B.A., University of Jabalpur (India); M.Ed., Vanderbilt University; Ph.D., University of North Texas. Educational Evaluation, Mathematics for Students with Learning Disabilities, Educational Assessment, Evaluation.

Barbara Peltzman, *Associate Professor*, B.S., Mills College; M.S., St. John's University; Ed.D., Teacher's College; Columbia University; P.D., Hofstra University.

Yvonne K. Pratt-Johnson, *Professor*, B.A., State University of New York at Stony Brook; M.S., Georgetown University; M.A., M.Ed., Ed.D., Teachers College at Columbia University. Bilingual Education and TESOL; Literacy Development Among Second Language Learners; Jamaican Creole/Educating Creole-Speaking Students in American Schools.

Heather Robertson, *Assistant Professor*, B.A., Syracuse University; M.S., Texas A&M; Ph.D., Virginia Tech. Military to civilian career transition and life satisfaction of veterans and military families, college parent involvement and student retention in higher education settings.

Mary Beth Schaefer, *Associate Professor*, B.A., Queens College; M.A., Queens College; M.A., Texas Woman's University; Ed.D., University of Pennsylvania. Adolescent Literacy; Middle School; Career Development in Secondary Schools; Socio-Cultural Influences in/ among Readers' Responses to Literature.

Richard Sinatra, *Professor*, B.A., Lafayette College; M.S., P.D., Ph.D., Hofstra University. Literacy Education: The Reading and Writing Process; Cognitive Mapping, Vocabulary Development, Out-of-school time programs for at-risk students.

John Spiridakis, *Professor*, B.A., State University of New York at Stony Brook; M.S., Ph.D., Florida State University. Bilingual/Multicultural Education and TESOL, second and heritage language research development.

Victoria L. Shoaf, CPA, Ph.D.
Dean

R. Mitch Casselman, B.Comm., M.A. Ph.D.
Assistant Dean, Learning and Innovation
and Director, Center for Global Business
Stewardship

Dru Burtz, B.A., M.A., M.B.A., Director and
Assistant Dean, Rome campus

Asia L. Hauter, B.A.
Communications Manager

Susan L. McCall, B.B.A., M.B.A.
Assistant Dean and Associate Director of
Academic Advisement, Queens campus

Kristine McGovern, B.B.A., M.B.A.
Assistant Dean of Planning and Compliance,
Queens campus

Donna M. Narducci, B.S., M.S., Ed.D.,
Associate Dean, Staten Island campus

Linda M. Sama, B.A., M.B.A., M.Phil, Ph.D.,
Associate Dean for Global Initiatives and Joseph
F. Adams Professor of Management, Executive
Director—Center for Global Business Stewardship

Jennifer Sedwick, B.S.E.D., M.S.E.D
Assistant Dean, Queens campus

Carol J. Swanberg, B.S., M.B.A. Assistant
Dean and Director of Graduate Admissions

Stephanie M. Robertson, B.A., J.D.
Assistant Director of Graduate Admissions,
Manhattan campus

Massimiliano Tomassini, B.A., M.B.A.,
Assistant Vice President and Executive Director,
Rome campus

Laura Vega-Konefal, B.S., M.S.E.D., Assistant
Dean and Associate Director of Academic
Advisement, Manhattan campus

Objectives

The Peter J. Tobin College of Business prepares graduates for rewarding managerial and professional careers.

Its educational programs combined with progressive technology provide the practical experience, solid knowledge base, strong ethical foundation and global perspective graduates need to make immediate and valuable contributions as business professionals.

The Tobin College of Business faculty carry out its responsibility for this preparation through excellence in teaching, supported by a commitment to applied business research.

Professional Accreditation

This College strives for teaching excellence in the theory and practice of business administration. It is accredited by AACSB International—The Association To Advance Collegiate Schools of Business. AACSB International is recognized by the Council on Postsecondary Accreditation and by the U.S. Department of Education as the sole accrediting agency for bachelor's and master's degree programs in business administration. The Tobin College of Business is one of the few business programs in the world that have attained this prestigious accreditation. The programs in Accounting, Enterprise Risk Management and Taxation at the Tobin College of Business are separately accredited by AACSB International.

Accreditation standards have evolved to meet the contemporary needs of business, the professions, government, and graduate and professional schools. By meeting and maintaining the required level of quality for accreditation in professional education for accounting, business and management, the Masters of Business Administration program of the Tobin College of Business constitutes a sound choice for both the prospective student and for those persons responsible for recruiting students with professional preparation in business administration. AACSB International standards include an evaluation of faculty adequacy and competence, admissions standards and caliber of the student body, library facilities, computer equipment, financial support of the institution, and the content and breadth of both the professional and non-professional curricular requirements. The professional curriculum in an AACSB International accredited school stresses a working knowledge of the major areas of business activity, proficiencies in the use of analytical techniques in arriving at logical solutions to management problems, and an appreciation for and dedication to the social and ethical responsibilities of the business manager.

Honor Societies and Programs

M.B.A. HONORS

An M.B.A. with honors is awarded to students who have an overall cumulative graduate index of 3.5, and in addition write an acceptable research-oriented thesis.

Beta Alpha Psi

Beta Alpha Psi is the national honor society for financial information students and professionals. The primary objective of Beta Alpha Psi is to encourage and give recognition to scholastic and professional excellence in the business information field. This includes promoting the study and practice of accounting, finance and information systems providing opportunities for self development, service and association among members and practicing professionals

and encouraging a sense of ethical, social and public responsibility.

Beta Gamma Sigma

The Tobin College of Business hosts the Iota chapter of Beta Gamma Sigma, the officially designated honor society of AACSB International. This chapter has been in existence since 1968. To be considered for membership, a student must have graduated or be a candidate for graduation in the current academic year. The election to membership is from the upper 20 percent of the group described above.

Gamma Iota Sigma

The School of Risk Management hosts the Alpha Iota Chapter of this fraternal society, which was established in 1965 to promote, encourage, and sustain student interest in insurance, risk management, and actuarial science as professions; to encourage the high moral and scholastic attainments of its members; and to facilitate interaction of educational institutions and industry by fostering research activities, scholarship, and improved public relations. The Alpha Iota Chapter has been in existence since 1991. The Chapter offers multiple opportunities for members to interact with and learn from industry leaders, to make contacts with students in other chapters, and to offer community services.

Omicron Delta Epsilon

The Theta Chapter of Omicron Delta Epsilon, the International honor society in economics, was established at St. John's in 1958. The Theta Chapter is an active honor society, striving to broaden the student's professional interest in economics. Several times each year, Omicron invites working specialists from the business and financial community to speak on topical problems in their fields of interest. New members are formally inducted in the spring semester of each academic year.

Sigma Iota Epsilon

Sigma Iota Epsilon is the national scholastic honor society in management. Its general purpose is two-fold: to encourage and recognize scholarly excellence and to promote cooperation between the academic and practical aspects of management.

Graduate Business Association

Graduate Executive-in-Residence Program

The Executive-in-Residence Program substitutes for Management 700 which is required of all M.B.A. students. Admission to the program is by invitation only. Students who wish to participate in the program must meet the following criteria:

1. The requirements for enrollment in Management 700.
2. A minimum grade point index of 3.5.
3. Successfully complete an interview with the Program Director.

The Executive-in-Residence Program is designed to provide a forum for interaction between practicing executives and the business student in order to:

- Improve student analytical skills
- Improve student written and oral communication skills
- Provide additional practical insights into the issues which were examined in previous coursework
- Provide students with the ability to develop effective strategic and business plans

Students, after meeting with organizational executives, work in teams to develop strategic and/or business plans which are then presented to company executives. Participating organizations have included PricewaterhouseCoopers, The Thompson Corporation (a large British conglomerate), KPMG Consulting, Standard & Poors, Deloitte, Keyspan Energy and ADP, Inc. Participating executives have included the chief executive officers, chief financial officers, senior partners, marketing vice presidents, etc.

The Executive-in-Residence Program (EIRP) offers the challenge of independent and cooperative research and analysis as well as providing for the development of individual initiative. Further details may be obtained at the web site <http://www.sju.stjohns.edu/eirp>.

Asset Management Program (FIN 684)

John Neumann, Ph.D.
Economics and Finance

The Student Managed Investment Fund was established as part of the graduate curriculum in Fall 2002. In this program funds are invested by students in listed securities of their choosing under the supervision of faculty and advisory alumni. This program provides students with practical experience in asset and portfolio management, equipping them to become immediate contributors to trading or portfolio management activities upon completion of their degree program.

Students interested in taking this course should contact the Chair of the Economics

and Finance department to schedule an interview.

Global Destination Courses

Global Destination Courses (GDCs) are designed to provide students with international travel opportunities that expose them to global business practices. The courses combine a rigorous educational component, usually delivered through online learning, with an experiential field trip to a global destination. The course component typically runs during the Fall or Spring semester with travel during the Winter (January) or Spring (May) Intersessions or during Spring Break. Course destinations have included Chile, Romania, the UK and Peru and are designed to match a location with the academic course content. The travel component includes a number of site visits to meet with and discuss practical business operations with senior executives as well as cultural activities to all the students to understand and appreciate different cultures.

GDCs are open to students from all campuses who must submit an application for approval prior to registration.

Financial Lab

The Financial Information Lab is a facility whose goal is to enhance the educational and research missions of the Tobin College of Business. The room is equipped with state-of-the-art databases and analytical software tools including Bloomberg and FactSet, 3 LCD screens, a securities markets tracker, 3 overhead projectors, a six time-zone clock, a fully-functional audio-visual podium and a room-length whiteboard projection surface. Its dual-purpose design allows the Lab to serve either as a classroom or as a business research worklab. Professors can bring their students in for selected class sessions which are enhanced by the Lab's features, or they can leverage the Lab's tools to create coursework that provides students with real-world problems and situations to better develop their business critical-thinking skills.

Internship Program

Approval for internship must be sought prior to the start of the semester. Only new internship opportunities qualify for internship credit. In addition, a research project is required. The equivalent of a full semester's coursework must be completed prior to enrolling in an internship. Students must also be in good academic standing to participate in an internship.

Thesis Alternative

The master's thesis integrates academic knowledge and technical skills by employing them in a research task. It aims to widen and deepen the student's understanding of the broad problems of business by systematic investigation and explanation. The thesis itself takes the form of a written report on a faculty-supervised research undertaking. It provides

an opportunity to plan and execute a research study while responding creatively to an intellectual challenge determined by the student's own interest.

The six-credit thesis option (901/902) is strongly recommended by the Tobin College of Business for students with a cumulative graduate index of 3.5 or better or who seek to explore select subject matter of their specialization in great length. The student choosing the thesis option should contact the Chairperson of his/her major department to develop academic program specifics once he/she has gained a commitment from a full-time faculty member to act as his/her mentor. Any credit awarded for Thesis 901 will not be applicable towards M.B.A./M.S. degree requirements without the completion of Thesis 902.

Time Limitation

In general, courses are on a cycle of two years for the master's degree. Students who are unable to devote their full time to graduate study may extend the time for completing the degree beyond this two-year span. However, all requirements for the degree must be completed within five years.

Maintaining Matriculation

Graduate students not registered for courses during a semester must maintain matriculation in order to return to the program for their remaining courses. A fee of \$100 per semester is required to maintain matriculation. A student may only maintain matriculation for two consecutive semesters. Thereafter, a student must reapply to the program.

Enrollment

The college expects full attendance from all enrolled students and as such the college does not have an allowable excuse policy. International students must be enrolled in a minimum of nine credits. Students receiving government loans must be enrolled in a minimum of six credits.

Distance Learning

The Peter J. Tobin College of Business delivers the M.S. in Accounting, the M.S. in Management of Risk, and the M.S. in Taxation programs using an electronic platform and using the latest online tools. Our three M.S. degree programs are offered in asynchronous learning mode so that students have access to course materials flexibly and on their own schedules. Students are not required to meet together at the same time. All graduate students who use online learning tools, experience the same curricula taught in classrooms, are mentored by the same full-time faculty, and graduate with the same valued degrees as their on-campus peers. Students who are successful in our distance learning program, not only earn identical M.S. degrees, but they are as impressive to recruiters and employers as their residential peers. Graduate students

taking online M.S. in Accounting, M.S. in Management of Risk, or M.S. in Taxation also benefit as online learning and distance education open up new doors and opportunities. Our online M.S. in Accounting, M.S. in Management of Risk, or M.S. in Taxation degree programs have never had more value and may be just the program you're looking for to reinvigorate your career or to put you on a new and exciting path to greater success.

Incomplete Grades

All "INC" grades must be completed without exception by October 15th in the fall semester and March 15th in the spring semester. If a student receives an "INC" in their last course, then conferral date of degree will be the next conferral after the INC has been completed. Unresolved INC grades permanently remain on transcripts as INC, but do not impact the student's GPA.

Graduate Assistantships

The College offers a number of highly competitive graduate assistantships to new incoming students whose applications display high levels of academic achievement.

SRM Apprenticeship Program

The Ellen Thrower Center for Career Services at The School of Risk Management, Insurance and Actuarial Science (SRM) administers the SRM Apprenticeship Program, providing a structured experience that allows students to apply their classroom knowledge to paid professional work with major employers in the insurance and financial services industry. The program affords students the opportunity to build their industry knowledge, develop workplace competencies, explore careers, increase their marketability and make a valuable contribution to an organization through consecutive semesters of meaningful work assignments. The program incorporates collaboration among SRM, the student and the employer. Each assumes distinct responsibilities for the purpose of enhancing the student's learning experience. Learning objectives are employed and periodic reviews are conducted, providing important assessment and feedback to the participating student. The SRM Apprenticeship Program is open to graduate students in Risk Management with a minimum cumulative index of 3.0. Participants are required to attend a pre-placement seminar prior to employer referrals. Students complete work periods of not less than two consecutive semesters. Work schedules may include full-time (35 hours/week) employment during summer and part-time (15-20 hours/week) during spring and fall semesters. Upon successful conclusion of the Apprenticeship Program, participation is noted on the student's academic transcript.

Curriculum Practical Training (CPT) for F-1 International Students

Students enrolling in internship courses have the opportunity to do for-credit internships in their areas of concentration. These internships enable our graduate students to apply the skills and knowledge developed through rigorous study in challenging positions offered by several multi-national corporations headquartered in New York City. CPT is only available prior to the completion of your degree program and you must have an internship offer at the time of application. For further information, international students should contact the International Student and Scholar Services Office (ISSSO), St. John Hall, Room 116.

Optional Practical Training (OPT) for F-1 International Students

International Students in F1 status can apply for OPT three months prior to degree conferral and up to two months after. This allows students to stay and work in the United States for a period of one year. Further information is available from the International Student & Scholar Services Office (ISSSO), St. John Hall, Room 116.

Academic Warning and Probation

A student in the Tobin College of Business is expected to achieve an index of at least 3.0 ("B") grade point average for all work carried each semester and to maintain a 3.0 cumulative grade point average for all work completed/carried in the Tobin College of Business.

A graduate student in the Tobin College of Business will be placed on academic probation if his/her cumulative grade point average falls below the 3.0 GPA requirement. Failure to show adequate progress toward good academic standing may result in academic dismissal.

Queens campus:

Accounting (M.B.A. or M.S.)
Business Analytics (M.B.A.)
Computer Information Systems (M.B.A.)
Controllershship (M.B.A.)
Executive Management (M.B.A.)
Finance (M.B.A.)
International Business (M.B.A.)
Marketing Management (M.B.A.)
Taxation (M.B.A. or M.S.)

Staten Island campus:

Accounting (M.B.A. or M.S.)
Executive Management (M.B.A.)

Rome campus:

Finance (M.B.A.)
International Business (M.B.A.)
Marketing Management (M.B.A.)

Manhattan campus:

Accounting (M.B.A. or M.S.)
Enterprise Risk Management (M.S.)
Enterprise Risk Management (M.B.A.)
Executive Management (M.B.A.)

Finance (M.B.A.)
Investment Management (M.S.)
Management of Risk (M.S.)
Risk Management (M.B.A.)
Taxation (M.S.)

Online Learning:

Accounting (M.S.)
Management of Risk (M.S.)
Taxation (M.S.)

Programs of Study

Academic Information

Application

In order for an application to be considered, the applicant should submit the following to the Office of Graduate Admissions:

- A completed application form
- Official transcripts from all colleges and universities previously attended (foreign documents must be accompanied by a certified English translation)
- Results of the Graduate Management Admission Test (GMAT)
- Two letters of recommendation
- A written statement outlining the applicant's objectives for seeking admission and future plans in relation to graduate business study
- Résumé
- An official TOEFL or IELTS score report is required of all applicants whose native language is not English. Students found to be deficient in the English language may be required to complete a University sponsored English placement exam prior to the start of their studies and may be required to take English classes while they begin their graduate studies.

Graduate Management Admission Test (GMAT)

As part of the admission requirements, all applicants for the M.B.A. program or M.S. programs in Accounting or Taxation are required to submit official Graduate Management Admission Test (GMAT) results.

Applicants to the M.S. programs in Accounting, Enterprise Risk Management, or Taxation, who have completed the uniform CPA examination or a similar examination are waived from the GMAT requirement.

Information regarding the GMAT may be obtained from the website www.mba.com

English Language Requirements

Foreign students entering the Peter J. Tobin College of Business with an F-1 or J-1 visa not meeting minimum required scores for the TOEFL or IELTS must take the English Language Placement Test. If they are found to be deficient in the above, they must successfully complete the ESL (written and speech) program prior to beginning the second year of their

graduate program. The exam is administered by The Language Connection.

Program Updates and Revisions

In an effort to enhance the academic experience and outcome for our students, The Peter J. Tobin College of Business continuously reviews program requirements and course offerings and may make revisions when necessary. Please consult with your academic advisor or visit our website at <http://www.stjohns.edu/academics/schools-and-colleges/peter-j-tobin-college-business> for updates on our programs.

Master of Business Administration

The Master of Business Administration degree requires the completion of a minimum of 36 credits to a maximum of 54 credits either taken in full-time residence or on a part-time basis. These credits are divided into:

- 8 required (some courses may be eligible for waiver based on undergraduate course work)
- 1 required non-waivable courses
- 4 concentration elective courses
- 1 international elective course
- 1 required capstone course
- 2 related non-field courses
- 1 free elective course

The thesis alternative, 901/902, is available upon consultation with an academic advisor.

The total number of credits required is determined on an individual basis depending on the applicant's undergraduate background. Additional credits may be required for students majoring in accounting or taxation.

It is required that the student request an appointment with a graduate advisor to outline course requirements as soon as possible after admission.

In order to qualify for the M.B.A. degree, a student must complete all courses with a "B" average (3.0/4.0). Each student's progress is regularly monitored according to the procedures and criteria established by the Graduate Committee on Academic Standing. Students may request consideration for a maximum of six transfer credits, with a grade of "B" or higher, from an AACSB International-accredited college or school, provided the courses have equivalent course offerings at St. John's and have been completed within a five-year period from the date of conferral for the M.B.A. degree. Once matriculated, students cannot take courses at other institutions for transfer credit except under unusual circumstances and for not more than six credit hours.

No student may enroll in a course without the proper course prerequisites. All material submitted for waiver of courses must be received for consideration during the student's first semester of study. No consideration is given to material submitted after the completion of the student's first semester of study. Consideration for waiver is only given to courses taken at accredited universities and colleges.

A student may satisfy course requirements by passing proficiency examinations administered by the Tobin College of Business. A student may take each proficiency examination only once.

Students are obligated to make themselves familiar with the rules of the Tobin College of Business contained in this bulletin.

The time demands are substantial to successfully complete courses, gain the required knowledge and skills, do library research and be available for team meetings and other projects that students are assigned. Therefore Tobin College of Business graduate students who are employed full-time should register for no more than two classes (six credits) per semester and no more than one class (three credits) in each summer session. The Dean's Office reserves the right to require students to withdraw from a class if there is an overload.

Admission Requirements: M.B.A. Programs

Admission to the M.B.A. program is open only to applicants holding a bachelor's degree from accredited institutions who show promise of success in graduate business studies. Among the criteria used for admission are (1) undergraduate grade point average; (2) performance on the Graduate Management Admission Test (GMAT); (3) junior-senior grade point average; (4) rank in collegiate graduating class; (5) letters of recommendation; (6) statement of professional goals; and (7) résumé.

M.B.A. Programs (all M.B.A. Programs other than Accounting. See separate listing below for Accounting)

Required Courses: 24 credits
(some courses may be eligible for waiver based on undergraduate course work)

ACC 503	Financial Reporting
DS 504	Business Statistics
CIS 505	Business Information Technology
ECO 506	Economics for Management
FIN 507	Managerial Finance
MKT 508	Marketing Management
MGT 509	Managing Organizational Operations
LAW 501	Law, Ethics and Society

Required Course: 3 credits.
MGT 502 Organizational Behavior and Corporate Social Responsibility

Concentration Courses: 12 credits
Four courses taken from your area of concentration.

Related Non-Field Courses: 6 credits
Two courses chosen from outside your area of concentration that have relevance to your field.

International Elective: 3 credits.
One course taken from any discipline that has an international focus.

Free Elective: 3 credits.
One course taken in any area of your choice.

Capstone Course: 3 credits.
MGT 700 Seminar in Business Strategy

M.B.A. Program in Accounting

Students must take the following courses.

Required Courses: 27 credits.
(Some courses may be eligible for waiver based on undergraduate course work):

ACC 515	Financial Reporting: Concepts and Problems
DS 504	Business Statistics
CIS 505	Business Information Technology
ECO 506	Economics for Management
FIN 507	Managerial Finance
LAW 653	Commercial Law in lieu of LAW 501 Law, Ethics and Society
MKT 508	Marketing Management
MGT 502	Organizational Behavior and Corporate Social Responsibility
MGT 509	Managing Organizational Operations

Concentration Courses: 27 credits.
Nine courses taken from the Certified Public Accounting Concentration.

Related Non-Field Courses: 6 credits.
Two courses chosen from taxation.

International Elective: 3 credits.
One course taken from any discipline that has an international focus.

Free Elective: 3 credits.
One course taken in any area of your choice.

Capstone Course: 3 credits.
One course, MGT 700, Seminar in Business Strategy

Second Concentration for M.B.A., M.B.A. in Accounting, or M.S. in Accounting

The Peter J. Tobin College allows students to select a second four course (twelve credits) concentration in the M.B.A. programs and a second three course (nine credits) concentration in the M.S. in accounting program. The second concentration allows a student enrolled in the M.B.A. programs to elect a second concentration in addition to the concentration of the M.B.A. Available second concentrations for the M.B.A. include: Business Analytics, Computer Information Systems, Controllership, Enterprise Risk Management, Executive Management, Finance, International Business, Marketing Management, Risk Management, or Taxation.

The second concentration allows a student enrolled in the M.B.A. in accounting program or the M.S. in accounting program to specialize in Accounting Information Systems, Accounting Research, Controllership, Enterprise Risk Management (Manhattan Only), Financial Services Industry Reporting and Taxation, Forensic Accounting and Fraud Examination, Insurance Accounting and Taxation (Manhattan Only), Internal Auditing and Risk Advisory, International Financial Reporting and Assurance, International Taxation (Rome, Italy only), Taxation, by completing the additional courses related to each concentration. In addition, a student can select a concentration offered by another business department.

Accounting

The objective of the accounting concentration is to supplement the M.B.A. with a level of technical knowledge, skills and competencies that permit entry into the accounting profession. The Business curriculum of the M.B.A. provides the student a deeper understanding of management problems and the business firm's position in the economy.

Laws and regulations issued by the New York State Education Department (NYSED) stipulate the number of credits in accounting (33) and the number of credits in general business (36) that are required to be licensed as a certified public accountant (CPA) in the State of New York. The M.B.A. in Accounting program, presented below (i.e., the certified public accounting concentration), provides all of the 69 credits that a non-business, undergraduate would need to complete at this graduate program to meet the education requirements for C.P.A. licensure in New York State.

Accounting Scholarships

Accounting and taxation students who have completed all prerequisite courses may apply for the following scholarships:

- Bridie and Charles Fitzsimons Endowed and Expendable Scholarships
- Deloitte Endowed and Expendable Scholarships
- Edward Smith KPMG Endowed Scholarships
- Ernst & Young Expendable Scholarships
- PricewaterhouseCoopers Endowed and Expendable Scholarships
- Stanley Shirk KPMG Endowed Scholarships
- Grant Thornton Endowed Scholarship

Courses and Prerequisites for M.B.A. in Accounting

I. Core (some courses may be eligible for waiver based on undergraduate course work)

ACC 515*	Financial Reporting Concepts and Problems
CIS 505	Business Information Technology

DS 504	Business Statistics
ECO 506	Economics for Management
FIN 507	Managerial Finance
LAW 653	Commercial Law
MGT 502	Organizational Behavior and Corporate Social Responsibility
MGT 509	Managing Organizational Operations
MKT 508	Marketing Management

* Requires a one-hour workshop

II. Curriculum in Public Accounting

A. Required

ACC 624	Information Technology Auditing
ACC 625	Accounting Ethics and Professionalism
TAX 635	Business Tax Planning

Select the following seven courses:

ACC 620**	Global Managerial Accounting I
ACC 622**	Global Managerial Accounting II
ACC 630**	Financial Reporting: Specialized Topics*
ACC 638**	Business Entities and Combinations
ACC 639**	Government and Non-Profit
ACC 623**	Auditing Problems
TAX 610**	Individual Tax Planning

** If a student successfully completed undergraduate coursework that is substantially equivalent to TAX 610, ACC 620, ACC 622, ACC 623, ACC 630, ACC 638, or ACC 639, or has completed the uniform CPA examination, then that student must select an alternative concentration (from the following list) or coursework from the below list of elective courses. The other available accounting concentrations include: accounting information systems, accounting research, controllership, enterprise risk management (Manhattan only), financial services industry reporting and taxation, forensic accounting and fraud examination, insurance accounting and taxation (Manhattan only), internal auditing and risk advisory, international financial reporting and assurance, international taxation (Rome, Italy only), or taxation. Students may also select a second concentration in their M.B.A. in Accounting degree.

B. Elective (Select 1)

ACC 600	Financial Statement Analysis I
ACC 601	Financial Statement Analysis II
ACC 605	Internships in Assurance and Advisory Services
ACC 621	Controllershship
ACC 626	Forensic Accounting Principles
ACC 627	Business Valuations
ACC 628	Internal Auditing
ACC 629	International Auditing
ACC 632	Critique of Accounting Theory
ACC 635	Accounting for Derivatives and Other Financial Instruments
ACC 636	Accounting for Financial Institutions
ACC 640	SEC Practice

ACC 642	Accounting Information: Controls and Assessment
ACC 643	Accounting Information: Cybersecurity and Forensics
ACC 650	Global Insurance Accounting I
ACC 651	Global Insurance Accounting II
ACC 654	International Financial Reporting I
ACC 655	International Financial Reporting II
ACC 656	Analysis of Foreign Financial Statements
ACC 660	Fraud Examination I
ACC 661	Fraud Examination II
ACC 662	Accounting Information: Governance, Risk Management, and Audit
ACC 663	Accounting Information: Acquisition, Development and Implementation
ACC 664	Accounting Information: Operations, Maintenance and Support
ACC 665	Accounting Information: Protection of Assets
ACC 667	Accounting Information: Enterprise Resource Planning
ERM 601	Foundations of Enterprise Risk Management
ERM 603	Culture, Leadership, and Governance Risk
ERM 705	Strategic Risk Analysis and Tools

III. International Elective and Free Elective (2)

One International and one free elective course. The international elective can be any course from the international elective list. The free elective can be any graduate (600-level) course in the college.

IV. Capstone Course (1)

MGT 700 Seminar in Business Strategy

Controllershship

The objective of the controllership concentration is to supplement the M.B.A. with a level of technical competence that will enable our graduates to enter corporate management and advance their careers in the accounting area. Several of our alumni are controllers and chief financial officers of Fortune 500 companies.

Field Courses (4)

A. Required

ACC 621	Controllershship
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B. Elective (Select three)

ACC 600	Financial Statement Analysis I
ACC 601	Financial Statement Analysis II
ACC 605	Internships in Assurance and Advisory Services
ACC 620	Global Managerial Accounting I
ACC 622	Global Managerial Accounting II
ACC 623	Auditing Problems
ACC 624	Information Technology Auditing
ACC 625	Accounting Ethics and Professionalism
ACC 626	Forensic Accounting Principles
ACC 627	Business Valuations

ACC 628	Internal Auditing
ACC 629	International Auditing
ACC 632	Critique of Accounting Theory
ACC 635	Accounting for Derivatives and Other Financial Instruments
ACC 636	Accounting for Financial Institutions
ACC 638	Business Entities and Combinations
ACC 639	Government and Not-for-Profit
ACC 640	SEC Practice
ACC 642	Accounting Information: Controls and Assessment
ACC 643	Accounting Information: Security and Forensics
ACC 650	Global Insurance Accounting I
ACC 651	Global Insurance Accounting II
ACC 654	International Financial Reporting I
ACC 655	International Financial Reporting II
ACC 656	Analysis of Foreign Financial Statements
ACC 660	Fraud Examination I
ACC 661	Fraud Examination II
ACC 662	Accounting Information: Governance, Risk Management, and Audit
ACC 663	Accounting Information: Acquisition, Development and Implementation
ACC 664	Accounting Information: Operations, Maintenance and Support
ACC 665	Accounting Information: Protection of Assets
ACC 667	Accounting Information: Enterprise Resource Planning
ERM 601	Foundations of Enterprise Risk Management
ERM 603	Culture, Leadership, and Governance Risk
ERM 705	Strategic Risk Analysis and Tools
TAX 610	Individual Tax Planning
TAX 635	Business Tax Planning

III. Out of field courses (2)

Courses may be any (2) 600-level courses in Graduate TCB outside the Accounting field, thus, courses in Taxation and Enterprise Risk Management would fulfill this requirement.

IV. International Elective and Free Elective (2)

One International and one free elective course. The international elective can be any course from the international elective list. The free elective can be any graduate (600-level) course in the college.

V. Capstone Course (1)

MGT 700 Seminar in Business Strategy

Computer Information Systems/ Decision Sciences

Option I: Computer Information Systems (CIS) for Managers

The objective of this program is to provide the student with a moderately technical yet comprehensive and professional understanding

of the modern systems approach to business information systems. The option prepares the student as an administrator who will be knowledgeable in the latest applications of Information Technology so that he or she may assume a prominent role in directing and improving the management process. The curriculum emphasis is placed on learning the wide spectrum of emerging technologies, and its role as catalyst to achieve strategic and competitive advantage in the global market. The program includes courses such as database management, telecommunication and data networks, systems analysis and design, and other state-of-the-art information technologies.

Field Courses (4)

Required

CIS 645	Database Management
CIS 647	Business Data Communication and Networks for Business

Other Electives Select two from:

CIS 601	Advanced Computer Applications for Business
CIS 605	Applied Computer Languages
CIS 644	Systems Analysis and Design
CIS 646	Computer Simulation Methods
CIS 650	Seminar in CIS/DS
CIS 699	CIS Internship

Out-of-field courses (2)

Courses may be any (2) 600-level courses in Graduate TCB outside the concentration field.

International Elective and Free Elective (2)

The international elective can be any course from the international elective list.

The free elective can be any graduate (600-level) course in the College.

Capstone Course (1)

MGT 700 Seminar in Business Strategy

Option II: Business Analytics

The objective of the Business Analytics option is to develop professionals with training in the emerging field of integrating statistical analysis, data mining, predictive modeling, business intelligence and optimization methodologies with the state of the art information technology tools to automate or support decision-making activities in the fast-changing economy. The Business Analytics concentration within the Tobin College of Business M.B.A. program provides students with a combination of technical and managerial coursework needed for dealing with future challenges in the technology and data-driven global environment. Currently identified areas of applications using Business Analytics include marketing analytics, risk & credit analytics, web analytics, finance analytics, fraud analytics, supply chain analytics, financial services analytics, and health care analytics, to name a few.

Field Courses (4)

Required (3)

DS631	Decision Science & Spreadsheet Modeling
DS 633	Predictive Analytics and Business Forecasting
DS 635	Big Data and Data Mining

Choose any one of:

CIS 601	Advanced Computer Applications for Business
DS 634	Statistical Quality Control for Business
CIS 646	Computer Simulation Methods
CIS 650	Seminar in CIS/DS
DS 609	Advanced Managerial Statistics
DS 632	Bayesian Statistics for Business Decision Making

Out-of Field Courses (2)

Courses may be any (2) 600-level courses in Graduate TCB outside the concentration field.

International Elective and Free Elective (2)

The international elective can be any course from the international elective list. The free elective can be any graduate (600-level) course in the College.

Capstone Course (1)

MGT 700 Seminar in Business Strategy

Enterprise Risk Management (M.B.A.)

Enterprise Risk Management (ERM) process is designed to create, protect, and enhance the value of the organization. The objective of the MBA concentration in ERM is to combine some of the key graduate business classes to develop not only the skills to understand and identify a myriad of risks, but the skills to guide the organization in management of those risks in an integrated approach that moves the organization forward. The ERM concentration recognizes the interdisciplinary nature of business activity and integrates the fields of assurance, finance, insurance, and management to prepare our students for careers in the increasingly important field of risk management.

Field Courses (4)

Required

ERM 601	Foundations of Enterprise Risk Management
ERM 603	Culture, Leadership, and Governance Risk
ERM 705	Strategic Risk Analysis and Tools

Elective (Select One)

ACC 642	Accounting Information: Assessment and Controls
FIN 628	Market Risk Management
FIN 629	Credit Risk Management

FIN 633	Corporate Financial Management
MGT 628	Operations Management Systems
MGT 663	Strategic and Risk Human Resource Management
RMI 600	Introduction to Insurance Economics
RMI 604	Risk Pricing Simulation
RMI 614	Risk Funding Tools for Insurers
RMI 602	Risk Analysis Methods

III. Out of field courses (2)

Courses may be any (2) 600-level courses in Graduate TCB outside the concentration field. Two courses from the above list of electives can be used to fulfill this requirement .

IV. International Elective and Free Elective (2)

One International and one free elective course. The international elective can be any course from the international elective list. The free elective can be any graduate (600-level) course in the college.

V. Capstone Course (1)

MGT 700 Seminar in Business Strategy

Finance

The design of the finance concentration provides you with a high degree of flexibility in your pursuit of depth in finance knowledge and in the areas of your professional preferences. Fin 633 Corporate Financial Management is a required course. Once you have taken the corporate finance course, you will take an additional three courses from a list of suggested finance courses. You will select the three that best fit your preferences. For example, the recommended selections are Fin 634 Investment Analysis, Fin 664 Advanced Investment Analysis, and Fin 684 Asset Management if your interests are in investment management. You might want to consider Fin 643 International Corporate Finance, and Fin 700 Seminar in Finance if you pursue the international direction. Courses such as Fin 638 Fixed-Income Analytics, Fin 655 Financial Risk Management, and Fin 668 Financial Derivatives are appropriate for financial engineering. Of course, you will consider alternative selections such as Fin 635 Capital and Money Markets, Fin 651 Bank Financial Management, Fin 655 Financial Risk Management, Fin 668 Financial Derivatives, and Fin 674 Investment Banking and Brokerage if your interests are in banking or investment banking. You are also invited to meet with the Chair of the Department of Economics and Finance to discuss your course selection.

In addition, you are required to take two courses from the list of Related Non-Field Courses and one from International Elective Courses. Again, you will be able to tailor those selections to meet your preferences either in depth or breadth.

Field Courses (4)

Required

FIN 633 Corporate Financial Management

Other Electives

FIN 625	Ethics and Professionalism for Financing
FIN 628	Market Risk Management
FIN 629	Credit Risk Management
FIN 634	Investment Analysis
FIN 635	Capital and Money Markets
FIN 636	Financial Economics
FIN 638	Fixed Income Analytics
FIN 642	Real Estate Finance and Investments
FIN 643	International Corporate Finance
FIN 651	Bank Financial Management
FIN 654	Advanced Corporate Finance
FIN 655	Financial Risk Management
FIN 664	Advanced Investment Analysis
FIN 668	Financial Derivatives
FIN 674	Investment Banking and Brokerage
FIN 684	Asset Management
FIN 699	Finance Internship
FIN 700	Seminar in Finance

Out-of-Field Courses (2)

Courses may be any (2) 600-level courses in Graduate TCB outside the concentration field.

International Elective and Free Elective (2)

The international elective can be any course from the international elective list.

The free elective can be any graduate (600-level) course in the College.

Capstone Course (1)

MGT 700 Seminar in Business Strategy

International Business

This interdisciplinary program is for students interested in a general approach to international business education. Those wishing to supplement their education with an international dimension or seeking to add business education to a background in language, liberal arts, government and politics, law or international studies could benefit from this degree. Students whose career goals include working abroad or with a global firm may choose this learning experience. This degree program provides a unique combination of knowledge and skills for those who wish to meet the demands of today's global marketplace.

Field Courses (4) and International Elective (1)

Required: Choose five courses from the following list from at least three different academic fields:

ACC 645	International Financial Reporting
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ACC 646	Analysis of Foreign Financial Statements
ECO 605	International Trade and Investment
FIN 635	Capital and Money Markets
FIN 636	Financial Economics
FIN 643	International Corporate Finance
FIN 651	Bank Financial Management
FIN 700	Seminar in Finance
LAW 652	International Business Law and Negotiation
MGT 600	Contemporary Issues in Management
MGT 652	Seminar in International Management
MGT 654	Global Information Systems
MGT 659	International Business Policy
MGT 662	International Human Resource Management
MKT 624	Global Brand Marketing
MKT 626	Global Marketing Management Seminar
MKT 628	Comparative Marketing Systems and Research
MKT 633	Marketing in East Asia
MKT 635	Strategic Internet Marketing
MKT 701	Seminar in Current International Marketing Topics
MKT 702	International Marketing Seminar Abroad
TAX 651	Foreign Operations

Out-of-Field Courses (2)

Courses may be any (2) 600-level courses in Graduate TCB outside the concentration field.

Free Elective (1)

The free elective can be any graduate (600-level) course in the College.

Capstone Course (1)

MGT 700 Seminar in Business Strategy

For a complete listing of approved courses, please contact the Dean's office.

Executive Management

This concentration takes an integrated approach to business management and is aimed at those students interested in the general management of the enterprise. The program is designed to provide students with the flexibility to meet their individual needs. Specifically, by choosing an appropriate course from the list of courses listed below, students can acquire expertise in such specialized areas as:

- E-Business Management
- Entrepreneurship
- Human Resource Management
- International Management
- Management Information Systems
- Operations/Supply Management

Or, students can choose a general approach to executive management.

This program synthesizes the following general and specific aspects of modern management: strategic management, global management, managerial problem-solving and decision-making, management information systems, entrepreneurial management, organizational behavior, human relations, corporate social responsibility and management of change. The goal of this program is to expand the learning experience of our students beyond traditional problem-solving and decision-making methods, to include the examination of the impact of the global business environment, information technology and the social system on the operations of the business firm.

Field Courses (4)

Required

MGT 631 Leading Modern Organizations

Choose any three from:

MGT 600 Contemporary Issues in Management
 MGT 621 Decision Support Systems
 MGT 622 Theory and Applications of Management Information Systems
 MGT 623 Management of Human Resources
 MGT 628 Operations Management and Management Systems
 MGT 632 Organizational Theory
 MGT 640 Seminar in Entrepreneurship
 MGT 650 Managing a Web-based Entrepreneurial Business
 MGT 651 Creating an E-Commerce Business
 MGT 652 Seminar in International Management
 MGT 653 Managing for Sustainability
 MGT 654 Global Information Systems
 MGT 659 International Business Policy
 MGT 661 Compensation, Training and Development and Labor Relations
 MGT 662 International Human Resource Management
 MGT 663 Strategic and Risk Human Resource Management
 MGT 680 Organizational Development: Managing Change
 MGT 685 Managing and Staffing Virtual Organizations
 MGT 690 E-commerce Impacts on Organizations
 MGT 699 Management Internship

Out-of-Field Courses (2)

Courses may be any (2) 600-level courses in Graduate TCB outside the concentration field.

International Elective and Free Elective (2)

The international elective can be any course from the international elective list. The free elective can be any graduate (600-level) course in the College.

Capstone Course (1)

MGT 700 Seminar in Business Strategy

Marketing Management

The objective of the graduate marketing program is to develop professional marketing executives by equipping current and prospective practitioners with a broad, integrated understanding of the role of marketing within a business firm, the economy, society and the world. Emphasis is placed on creating sensitivity to the rapidly changing demands of a marketing manager's environment. The role of marketing in the strategic interpretation and management of demand has become more crucial to the profitable operation and growth of business firms.

The curriculum shown below focuses on the role of the marketing executive. The student is exposed to new product development, management of advertising, distribution and sales administration. In addition, the student is expected to become familiar with the assembly of marketing data, analysis and quantitative marketing models. The student, in assuming the role of the marketing manager, is subjected to typical marketing problems that require solutions.

Field Courses (4)

Required

MKT 601 Marketing Research Seminar
 MKT 623 Contemporary Marketing Strategies

Other Electives

Select two from:

MKT 603 Dynamics of Consumer Motivation & Behavior
 MKT 624 Global Brand Marketing
 MKT 626 Global Marketing Management Seminar
 MKT 630 Marketing of Services
 MKT 699 Marketing Internship
 MKT 700 Marketing Seminar on Special Interest Topics

Out-of-Field Courses (2)

Courses may be any (2) 600-level courses in Graduate TCB outside the concentration field.

International Elective and Free Elective (2)

The international elective can be any course from the international elective list. The free elective can be any graduate (600-level) course in the College.

Capstone Course (1)

MGT 700 Seminar in Business Strategy

Taxation

The objective of the taxation program is to provide a course of study which enables our

graduate to either enter the accounting profession as a tax specialist or enter corporate management in the tax area.

Accounting and business decisions must be evaluated in terms of possible tax implications and consequences. Tax specialization has developed in both the accounting and legal professions to facilitate this assessment. Public accounting firms have organized separate tax departments staffed by professional accountants with special training in the understanding and application of the Internal Revenue Code. Major business corporations have adopted a similar approach by attaching increasing importance to the function of the internal tax manager. The taxation concentration is designed to provide opportunities for our graduates seeking advancement in the area of tax specialization.

The taxation curriculum is open to students who have majored in accounting at the undergraduate level and for law school students or graduates seeking an M.B.A. with a taxation concentration. Other students wishing to enroll in the program are required to complete necessary courses in accounting as a prerequisite for registration in the taxation program. Such students should consult their M.B.A. advisor for an approved course of study.

Field Courses (2)

A. Required

TAX 600 Tax Research and Writing (one credit)
 TAX 603 Corporate Taxation

B. Elective (Select Three):

TAX 611 Tax Planning for High Net-Worth Individuals
 TAX 612 Partnerships and Partners
 TAX 621 Estates and Gifts
 TAX 622 Income Taxation of Trusts and Estates
 TAX 631 Corporate Distributions, Liquidations and Reorganizations
 TAX 632 Consolidated Federal Income Tax Returns
 TAX 641 Interstate Commerce
 TAX 642 Sales, Use and Property Taxation
 TAX 643 State and Local Income Taxation
 TAX 651 International Taxation I
 TAX 653 Global Taxation Systems
 TAX 654 Transfer Pricing
 TAX 661 Compensation, Benefit and Retirement Plans
 TAX 662 Real Estate
 TAX 663 Financial Products
 TAX 664 Intellectual Property
 TAX 671 Taxation-Related Issues for Tax-Exempt Institutions

TAX 672	Specialized Industries
TAX 674	Depository and Lending Institutions I
TAX 675	Depository and Lending Institutions II
TAX 676	Insurance Companies I
TAX 677	Insurance Companies II
TAX 681	Tax Accounting
TAX 682	Special Topics in Taxation
TAX 683	Practice and Procedure

Out of field courses (2)

Courses may be any (2) 600-level courses in Graduate TCB outside the concentration field.

International Elective and Free Elective (2)

One international and one free elective course. The international elective can be any course from the international elective list.

The free elective can be any graduate (600-level) course in the College.

Capstone Course (1)

MGT 700 Seminar in Business Strategy

Risk Management

The **School of Risk Management, Insurance and Actuarial Science (SRM)** is an academic department within the Peter J. Tobin College of Business. In 2001 the School of Risk Management was created from a consolidation of St. John's University and the 100-year old College of Insurance. The School of Risk Management's program enables students to gain a thorough understanding of the theory and practice of risk management and insurance. Students are exposed to the actuarial, financial, legal and economic principles underlying corporate risk management. Available courses explore in depth the functional areas of financial service company management (such as investments, pricing, and underwriting). Thus the Tobin College of Business is able to expand its historically strong business related offerings to the critical area of risk management and insurance.

Field Courses (4) Risk Management

Required:

RMI 600	Introduction to Insurance Economics
RMI 604	Risk Pricing Simulation
RMI 605	Finance Policy for Insurers
RMI 614	Risk Funding Tools for Insurers

Out-of-field Courses (2)

Courses may be any (2) 600-level courses in Graduate TCB outside the concentration field.

International Elective (1) and Free Elective (1)

The international elective can be any course from the international elective list.

The free elective can be any graduate (600-level) course in the College.

Students are encouraged but not required to take RMI 609, RMI 610 or RMI 611 as their free elective.

Capstone Course (1)

MGT 700 Seminar in Business Strategy

Programs of Study

M.S. Programs

M.S. Accountancy (CPA program) M.S. in Enterprise Risk Management, and M.S. in Taxation Programs

Admission Requirements

To be admitted into the M.S. in Accounting, M.S. in Enterprise Risk Management, or M.S. in Taxation programs, candidates must satisfy the following requirements:

- Possess an undergraduate or graduate degree in business or a related field. Students must have completed core business courses or must take such courses before completing the degree.
- Successful completion of the GMAT. The successful completion of the uniform Certified Public Accountants examination (CPA license), may be used in lieu of the GMAT examination for admission to the M.S. in Accounting, M.S. in Enterprise Risk Management, or M.S. in Taxation programs.
- Students with degrees in accounting, that were obtained from foreign universities, would be required to have their coursework reviewed by a faculty member involved in the program and/or specified external reviewer to ensure that the contents covered in such coursework is appropriate.
- Professional experience in business, government, or not-for-profit is recommended but not required.

M.S. Accountancy (CPA program)

The Master of Science degree program in Accounting is intended to provide students with the specialized technical knowledge in accounting, tax and auditing that will enable them to enter or advance their careers in the accounting profession or in managerial positions in industry, government and not-for-profit organizations. Students in the M.S. Accounting program are expected to have an undergraduate or graduate degree in business or a related field and thus they have already completed 36 credits of business courses.

If a student intends to sit for the Certified Public Accountancy examination and become licensed in the State of New York in public accountancy, he or she is required to satisfy additional examination and experience requirements.

Recommended Curriculum for M.S. in Accountancy

I. Core

ACC 515 Financial Reporting: Concepts and Problems*

II. Curriculum

A. Required

ACC 624	Information Technology Auditing
ACC 625	Accounting Ethics and Professionalism
TAX 635	Business Tax Planning

Select the following seven courses for the Certified Public Accounting Concentration

TAX 610**	Individual Tax Planning
ACC 620**	Global Managerial Accounting I
ACC 622**	Global Managerial Accounting II
ACC 630**	Financial Reporting: Specialized Topics*
ACC 623**	Auditing Problems
ACC 638**	Business Entities and Combinations
ACC 639**	Government and Not-for-Profit

* Requires a one-hour workshop

** If a student successfully completed undergraduate coursework that is substantially equivalent to TAX 610, ACC 620, ACC 622, ACC 623, ACC 630, ACC 638, or ACC 639, or has completed the uniform CPA examination, then that student must select an alternative concentration (from the following list) or coursework from the below list of elective courses. The other available accounting concentrations include: accounting information systems, accounting research, controllership, enterprise risk management (Manhattan only), financial services industry reporting and taxation, forensic accounting and fraud examination, insurance accounting and taxation (Manhattan only), internal auditing and risk advisory, international financial reporting and assurance, international taxation (Rome, Italy only), or taxation. Students may also select a second concentration in their M.S. in Accounting degree.

B. Elective (Select One Course)

ACC 600	Financial Statement Analysis I
ACC 601	Financial Statement Analysis II
ACC 605	Internships in Assurance and Advisory Services
ACC 621	Controllership
ACC 626	Forensic Accounting Principles
ACC 627	Business Valuations
ACC 628	Internal Auditing
ACC 629	International Auditing
ACC 632	Critique of Accounting Theory
ACC 635	Accounting for Derivatives and Other Financial Instruments
ACC 636	Accounting for Financial Institutions
ACC 640	SEC Practice
ACC 642	Accounting Information: Controls and Assessment
ACC 643	Accounting Information: Security and Forensics
ACC 650	Global Insurance Accounting I
ACC 651	Global Insurance Accounting II

ACC 654	International Financial Reporting I
ACC 656	Analysis of Foreign Financial Statements
ACC 660	Fraud Examination I
ACC 661	Fraud Examination II
ACC 662	Accounting Information: Governance, Risk Management, and Audit
ACC 664	Accounting Information: Operations, Maintenance and Support
ERM 601	Foundations of Enterprise Risk Management
ERM 603	Culture, Leadership, and Governance Risk
ERM 705	Strategic Risk Analysis and Tools

III. General Electives

Three Graduate Elective Courses

The student will be able to select three 600 level graduate courses (i.e., nine credits). The three graduate electives could be used to meet core requirements or to advance their studies and explore specialized accounting area(s) or to diversify their knowledge into enterprise risk management, taxation, or another business-related field(s).

M.S. Enterprise Risk Management

The Master of Science in Enterprise Risk Management reinforces the need for risk to be managed at the strategic, financial, reputational, and operational levels of the organization. ERM has become the new global standard for how to run a business and to develop critical holistic thinking about business problems. Risk intelligence is the goal of many organizations. Rating agencies, regulators, and investors all are pushing for better enterprise risk management by organizations. Even boards of directors are now being mandated to develop their ERM expertise. The goal of an enterprise risk management process is to create, protect, and enhance the value of the organization.

The program combines some of the key graduate business classes to create a degree that develops not only the skills to understand and identify a myriad of risks, but the skills to guide the organization in management of those risks in an integrated approach that moves the organization forward. Our 30-credit program provides students an opportunity to study one of the most important business topics in today's business world, in New York City, with several of the world's most renowned risk scholars. Evening classes are offered on the Manhattan campus. While the curriculum is intended to provide rigorous academic and applied content, students may also find the material helpful in preparation for the Financial Risk Management (FRM), Certification in Risk Management Assurance (CRMA) and the Associate in Risk Management - ERM (ARM-E) exams.

Recommended Curriculum for M.S. in Enterprise Risk Management

I. Prerequisite courses (if required)

DS 504	Business Statistics
FIN 507	Managerial Finance

II. Curriculum

A. Required

ERM 601	Foundations of Enterprise Risk Management
ERM 603	Culture, Leadership, and Governance Risk
ERM 705	Strategic Risk Analysis and Tools
FIN 628	Market Risk Management
FIN 633	Corporate Financial Management
MGT 700	Seminar in Business Strategy
RMI 602	Risk Analysis Methods

Select one from the following

RMI 600	Introduction to Insurance Economics
RMI 604	Risk Pricing Simulation
RMI 614	Risk Funding Tools for Insurers

B. Elective (Select Two)

ACC 642	Accounting Information: Assessment and Controls
FIN 629	Credit Risk Management
MGT 628	Operations Management Systems
MGT 663	Strategic and Risk Human Resource Management

M.S. Investment Management

The Master of Science degree program in Investment Management is designed to provide students with the expertise to make effective financial analysis and investment decisions. Its content is relevant to students just learning skills for investment management, to investment management professionals needing a higher degree to advance their careers or wanting to improve their skills in preparation for CFA® certification, and also to professionals outside the investment management industry to gain knowledge and skills for financial analysis and tackling investment problems. Applicants must submit results from either the GMAT or GRE.

Prerequisite courses (if required)

DS 504	Business Statistics
ECO 506	Economics for Management
FIN 507	Managerial Finance

Curriculum

ACC 600	Financial Statement Analysis I
ACC 601	Financial Statement Analysis II
DS 609	Advanced Managerial Statistics
ECO 631	Monetary and Fiscal Policies

FIN 625	Ethics and Professionalism for Finance
FIN 633	Corporate Financial Management
FIN 634	Investment Analysis
FIN 638	Fixed-Income Analytics
FIN 668	Financial Derivatives
FIN 664	Advanced Investment Analysis

M.S. Taxation

The Master of Science in Taxation is intended to provide students with the technical knowledge necessary for career advancement in the field of taxation. The program provides students with a comprehensive and in-depth knowledge of the Internal Revenue Code, tax regulations, judicial decisions and Treasury rulings. It equips students to conduct tax research, to facilitate tax compliance and to develop tax-planning strategies.

Recommended Curriculum for M.S. Taxation

I. Core

TAX 610	Individual Tax Planning
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II. Curriculum

A. Required

TAX 600	Tax Research and Writing
TAX 603	Corporate Taxation
TAX 612	Partnerships and Partners
TAX 621	Estates and Gifts
TAX 683	Practice and Procedure
TAX 691	Research Project

B. Elective (Select two)

TAX 605	Internship in Taxation
TAX 611	Tax Planning for High Net-Worth Individuals
TAX 622	Income Taxation of Trusts and Estates
TAX 631	Corporate Distributions, Liquidations and Reorganizations
TAX 632	Consolidated Federal Income Tax Returns
TAX 641	Interstate Commerce
TAX 642	Sales, Use and Property Taxation
TAX 643	State and Local Income Taxation
TAX 651	International Taxation I
TAX 653	Global Taxation Systems
TAX 654	Transfer Pricing
TAX 661	Compensations, Benefits and Retirement Plans
TAX 662	Real Estate
TAX 663	Financial Products
TAX 664	Intellectual Property
TAX 671	Taxation-Related Issues for Tax-Exempt Institutions
TAX 672	Specialized Industries
TAX 674	Depository and Lending Institutions I
TAX 675	Depository and Lending Institutions II

TAX 676	Insurance Companies I
TAX 677	Insurance Companies II
TAX 681	Tax Accounting
TAX 682	Special Topics in Taxation

III. General Electives

Three Graduate Elective Courses

The student will be able to select three 600 level graduate courses (i.e., nine credits). The three graduate electives could be used to meet core requirements or to advance their studies and explore specialized tax area(s) or to diversify their knowledge into accounting, enterprise risk management, or another business-related field(s).

M.S. Management of Risk

The objective of this full-time, 30-credit cohort M.S. degree program is to develop the ability to solve challenges and resolve dilemmas faced by the risk and insurance industry and effectively communicate recommendations. During candidacy for the M.S. degree, students will develop and integrate knowledge and skills through a variety of learning tools. As a graduate of the M.S. program students will be able to work effectively as financial economists in the risk and insurance industry. Applicants must submit results from either the GMAT or GRE.

Prerequisite courses (if required)

DS 504	Business Statistics
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I. Required Curriculum

RMI 600	Introduction to Insurance Economics
RMI 602	Risk Research Methods
RMI 604	Risk Pricing Simulation
RMI 605	Finance Policy for Insurers
RMI 607	Insurance Operation
RMI 609	Property and Liability (Re) Insurance
RMI 610	Life-Health Insurance and Employee Benefits
RMI 611	Cases in Insurance
RMI 614	Risk Funding Tools for Insurers

II. Elective (Select One)

RMI 608	Microinsurance
RMI 612	Applied Risk Research and Writing
RMI 613	Graduate Risk Seminar
RMI 621	Risk Project
RMI 699	Risk Management Internship

Programs of Study

J.D./M.B.A. Programs

The J.D./M.B.A. program is a dual degree program for exceptional students in law and business leading to a Juris Doctor (J.D.) and the Master of Business Administration (M.B.A.) degrees offered by the School of Law and the Tobin College of Business, respectively. Its purpose is to prepare students for careers in the areas of law and business, which require both legal expertise and a knowledge of the theory and practice of business and, including accounting.

Applicants for admission to this joint degree program must meet criteria for admission to the School of Law and the Graduate Division of the Tobin College of Business.

For further information on this program, an appointment should be made to meet with an academic advisor.

J.D./M.S. Accounting Program

The J.D./M.S. program is a dual degree program for exceptional students in law and accounting leading to the Juris Doctor (J.D.) and the Master of Science (M.S.) in Accounting offered by the School of Law and the Tobin College of Business, respectively. Its purpose is to prepare students for careers in the areas of law and accounting, which require both legal expertise and an in-depth knowledge of the theory and practice of accounting. Applicants for admission to this joint degree program must meet criteria for admission to the School of Law and the Graduate Division of the Tobin College of Business. For further information on this program, an appointment should be made to meet with an academic advisor.

M.B.A. Accounting/ M.S. Taxation

The Department on Accounting and Taxation offers a combined program leading to an M.B.A. in Accounting and a Master of Science in Taxation. The combination allows the student to complete both programs with a cost savings and fewer credits. Please contact the Department Chair or designee for further details.

B.A. or B.S./M.B.A. Programs

The Graduate Division of the Tobin College of Business in conjunction with a number of undergraduate colleges within St. John's University offers 5-year combined degree programs leading to the Bachelor of Arts (B.A.) Bachelor of Science (B.S.) and the Master of Business Administration (M.B.A.). The combination allows the student to complete both programs with a cost saving and fewer credits.

Applicants for admission to these combined degree programs apply to the Tobin College of Business Graduate Division in the

second half of their junior year and must meet criteria for admission to the Graduate Division of the Tobin College of Business. Applicants must have a 3.25 undergraduate grade point average and must submit results from the GMAT. The student must also meet other eligibility requirements to progress to the fifth year of study as a graduate student.

For more information on these programs, see the undergraduate bulletin at www.stjohns.edu/academics/undergraduate/bulletin. For the current combined degree offerings, see stjohns.edu/admission/undergraduate/programs/fiveyear.stj

B.S. or B.A./M.S. Programs

The Department of Accounting and Taxation and the Graduate Division of the Tobin College of Business in conjunction with several undergraduate colleges within St. John's University offers 5-year combined degree programs leading to a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) and the Master of Science in Accounting (M.S.A.) or offers 5-year combined degree programs leading to the B.S. in Accounting and the Master of Science in Taxation (M.S.T.). The combination allows the student to complete both programs with a cost saving and fewer credits. These programs meet the 150 hour requirement of the State of New York and are thus licensure-qualifying programs enabling the student to fulfill the education requirement for the uniform CPA examination.

Applicants for admission to these combined degree programs apply to both the Tobin College of Business Graduate Division and the Department of Accounting and Taxation in their junior year and must meet criteria for admission, that include (a) meeting the required undergraduate grade point averages (overall and accounting), and (b) successfully completing the GMAT exam. The student must also meet other eligibility requirements to progress to the fifth year of study as a graduate student. For more information on these programs, contact the Chair of the Department of Accounting and Taxation, see the undergraduate bulletin at stjohns.edu/academics/undergraduate/bulletin.

Department of Accounting and Taxation (ACC, TAX)

ACC 503 Financial Reporting

Prerequisite: None. This course explains and interprets the form and content of financial reports issued by business entities in order to provide investors, creditors, and others with the information necessary to understand the entities' financial positions, profitability and future cash flows, all which determine market values. Topics include working capital, operating assets, long-term financing instruments, pensions, share-based payments, stockholders' equity, and comprehensive income. *Credit: 3 semester hours.*

ACC 515 Financial Reporting: Concepts and Problems*

Prerequisite: None. This course examines generally accepted accounting principles underlying the preparation of financial statements in the United States. Topics include the theory upon which financial statements are prepared, as well as its application to valuation, classification, and disclosure of various assets. A comprehensive financial accounting practice set is assigned. The course requires a one-hour non-credit workshop. *Credit: 3 semester hours.*

ACC 600 Financial Statement Analysis I

Prerequisite: None. This course examines the basic techniques applied in the analysis of financial statements to evaluate the quality of accounting information. The course considers the appropriateness of accounting policies and estimates and, discusses possible techniques to undo distortions. Because financial statement analysis is essentially a forward-looking process it is important to consider issues involved in forecasting future accounting numbers. *Credit: 3 semester hours.*

ACC 601 Financial Statement Analysis II

Prerequisites: ACC 600 or equivalent. The course examines contemporary tools and techniques available for analyzing the financial statements and other data to derive measurements and relationships that are useful in decision-making. Financial analysis is discussed in detail as a screening tool in the selection of investments or merger candidates, a method of forecasting future financial and operating results, and as a means of diagnosing managerial, operating, or other problem areas. *Credit: 3 semester hours.*

ACC 605 Internships in Assurance and Advisory Services

Prerequisite: ACC 630 and ACC 623 or equivalent. This course provides students with the opportunity to develop assurance and advisory services skills in an actual work setting outside the classroom. A research paper, a journal of accomplishments, and employer evaluations are required. *Credit: 3 semester hours.*

ACC 620 Global Managerial Accounting I (formerly, ACC 620 Cost Administration)

Prerequisite: None. This course focuses on the study of managerial accounting as a technique for planning and control. Emphasis is on the manager and management accounting; an introduction to cost terms and purposes; cost-volume-profit analysis; job costing, activity-based costing and activity-based management; master budget and responsibility accounting; flexible budgets, direct-cost variances, and management control; flexible budgets, overhead cost variances, and management control; inventory costing and capacity analysis; determining how costs behave; decision making and relevant information; and strategy, balanced scorecard, and strategic profitability analysis. International and U.S. case studies will be assigned to demonstrate the students problem solving and decision making skills. *Credit: 3 semester hours.*

ACC 621 Controllership

Prerequisite: ACC 620 or equivalent. This course focuses on major corporate decision areas such as special purpose statements, loan agreement provisions, product additions and deletions, make or buy decisions and capital budgeting. *Credit: 3 semester hours.*

ACC 622 Global Managerial Accounting II (formerly Advanced Management Accounting)

Prerequisite: ACC 620 or equivalent. This course provides students with an opportunity to discuss and understand pricing decisions and cost management; cost allocation, customer-profitability analysis, and sales-variance analysis; allocation of support-department costs, common costs, and revenues; cost allocation: joint products and byproducts; process costing; spoilage, rework, and scrap; balanced scorecard: quality and time; inventory management, just-in-time, and simplified costing methods; capital budgeting and cost analysis; management control systems, transfer pricing, and multinational considerations; and performance measurement. International and U.S. case studies will be assigned to demonstrate the students problem solving and decision making skills. *Credit: 3 semester hours.*

ACC 623 Auditing Problems

Prerequisites or Co-requisite: ACC 515 or equivalent. This course provides a study of current auditing theory and techniques, generally accepted auditing standards, the auditing standards of the PCAOB and IFAC, especially as they relate to audit objectives, pre-engagement and audit planning activities, the assessment of internal controls, the uses of sampling, the performance of procedures during the audit, and the various reports and services rendered by independent auditors. *Credit: 3 semester hours.*

ACC 624 Information Technology Auditing

Prerequisite or Co-requisite: ACC 515 or equivalent. The course evaluates technology controls in mitigating risks in accounting information

and communication systems and considers the procedures performed by the internal and external auditors to obtain assurance regarding IT governance; systems acquisition, development, and implementation; systems operations, maintenance and support; continuity planning; and physical and data security. *Credit: 3 semester hours.*

ACC 625 Accounting Ethics and Professionalism

Prerequisite: Taken in last 12 credits. This capstone course addresses ethical issues relating to professional responsibilities posed by the federal regulatory agencies (e.g. SEC, IRS, GAO, DOL, etc.), self-regulatory bodies ((i.e., PCAOB), and professional organizations (e.g., AICPA, IIA, IMA, ISACA, etc.) as well as the code of conduct, used by different states as a basis for professional certification. This course requires students to research current and new accounting and auditing guidance, prepare written memoranda to express their findings, and prepare and deliver presentations on their research. A written report on a selected research project is a major requirement in this course. *Credit: 3 semester hours.*

ACC 626 Forensic Accounting Principles

Prerequisite: ACC 623, ACC 624, ACC 628, ERM 601, or equivalent. This course provides the forensic techniques needed to examine fraudulent financial schemes, with emphasis on understanding the characteristics of fraud and its prevention and detection. *Credit: 3 semester hours.*

ACC 627 Business Valuations

Prerequisite: ACC 515 or equivalent. This course provides study of the role of financial accounting in business valuations with an emphasis on contemporary valuation approaches and methodologies including those based on: income, discounted income; market value, merged and acquired company; capitalized excess earnings; asset-based; and asset accumulation. *Credit: 3 semester hours.*

ACC 628 Internal Auditing

Prerequisite: None. This course evaluates risk exposures relating to the organization's governance, operations and information systems, in relation to: (a) effectiveness and efficiency of operations, (b) reliability and integrity of financial and operational information, (c) safeguarding of assets, and (d) compliance with laws, regulations, and contracts. *Credit: 3 semester hours.*

ACC 629 International Auditing

Prerequisite: ACC 515 or equivalent. This course examines International Standards on Auditing (ISA) issued by International Federation of Accountants (IFAC) and examines how those standards improve the uniformity of practice by professional accountants throughout the world. *Credit: 3 semester hours.*

ACC 630 Financial Reporting: Specialized Topics*

Prerequisite: ACC 515 or equivalent. This course examines accounting issues underlying financial reporting. Topics include accounting for: intangible assets, investments, non-current assets, current and long-term liabilities, stockholders' equity, earnings per share, cash flows, income taxes, pensions, leases, accounting changes, disclosures, and revenue recognition. Includes a one-hour workshop.

Credit: 3 semester hours.

ACC 632 Critique of Accounting Theory

Prerequisite: or *Co-requisite:* ACC 638 or equivalent. This course addresses the difficulties of preparing precise and universally acceptable definitions of theory and principles, a review of current professional studies and selected areas of research. *Credit:* 3 semester hours.

ACC 635 Accounting for Derivatives and Other Financial Instruments (formerly, Accounting for Financial Instruments and Derivative Products)

Prerequisite: ACC 515 or ACC 503 or equivalent. This course examines the accounting, economic, regulatory, reporting, and disclosure requirements relating to derivatives and other financial instruments from both an investing and financing perspective.

Credit: 3 semester hours.

ACC 636 Accounting for Financial Institutions

Prerequisite: ACC 515 or ACC 503 or equivalent. This course examines significant issues relating to regulatory, accounting, financial presentation and disclosure requirements of commercial, savings and investment banks, credit unions, finance companies, and investment companies. *Credit:* 3 semester hours.

ACC 638 Business Entities and Combinations

Prerequisite: ACC 630 or equivalent. This course covers accounting for mergers and acquisitions by corporations including the preparation of consolidated financial statements, accounting for foreign currency transactions and foreign subsidiaries. Extensive use of Excel required. *Credit:* 3 semester hours.

ACC 639 Government and Not-for-Profit

Prerequisite: ACC 630 or equivalent. This course examines the special accounting procedures and problems with respect to governmental and not-for-profit entities and the reporting requirements promulgated by the FASAB, the GASB and other standard setting bodies. In addition, this course examines governmental auditing standards as promulgated by the Governmental Accountability Office (GAO). *Credit:* 3 semester hours.

ACC 640 SEC Practice

Prerequisite: ACC 503 or ACC 515 or equivalent. This course examines the registration and reporting requirements contained in various SEC rules such as Regulations S-K, S-X, S-T, and S-B along with exemptions provided under Regulations A and D. Financial Reporting Releases, Industry Guides, and Staff Accounting Bulletins are also discussed.

Credit: 3 semester hours.

ACC 642 Accounting Information: Controls and Assessment

Prerequisite: None. This course examines the tools and techniques used to assess risk in the operations of business entities and the application of internal controls to an enterprise's accounting information and communication systems. *Credit:* 3 semester hours.

ACC 643 Accounting Information: Security and Forensics

Prerequisite: None. This course examines issues related to the logical and physical security of accounting information and communication systems and investigates information technology frauds and methods of fraud detection and deterrence. *Credit:* 3 semester hours.

ACC 650 Global Insurance Accounting I

Prerequisite: ACC 503 or ACC 515 or equivalent. This course introduces students to insurance accounting, specifically that applicable to the property and liability insurance companies. Insurance accounting is based on regulatory requirements (Statutory Accounting Principles or SAP), as well as elements of International Financial Reporting Standards (IFRS) and Generally Accepted Accounting Principles (GAAP) applicable to insurers based on the jurisdiction in which the insurer is organized. *Credit:* 3 semester hours.

ACC 651 Global Insurance Accounting II

Prerequisite: ACC 650 or equivalent. This course introduces students to insurance accounting, especially that applicable to the life and health insurance entities. That accounting is based on regulatory requirements (Statutory Accounting Principles or SAP), as well as elements of International Financial Reporting Standards (IFRS) and Generally Accepted Accounting Principles (GAAP) applicable to insurers based on the jurisdiction in which the insurer is organized. *Credit:* 3 semester hours.

ACC 654 International Financial Reporting I (formerly, ACC 645, International Financial Reporting)

Prerequisite: ACC 515 or ACC 503 or equivalent. This course is designed to familiarize students with the infrastructure and institutional elements of IFRS, provide an overview of the International Accounting Standards Board (IASB) and its due process, conceptual framework underlying IFRS, and the core accounting topics on financial statement elements and presentation. Differences between IFRS and U.S. Generally Accepted Accounting Principles (U.S. GAAP) are explored. *Credit:* 3 semester hours.

ACC 656 Analysis of Foreign Financial Statements (formerly, ACC 646, Foreign Financial Statement Analysis)

Prerequisite: ACC 515, or ACC 503, or equivalent. The course focuses on the analysis of financial statements of companies using International Financial Reporting Standards (IFRS), as promulgated or adopted by the International Accounting Standards Board (IASB). Financial statement analysis is introduced and international accounting and reporting practices underlying financial statements are analyzed. Emphasis is placed on the existing differences between U.S. GAAP and IFRS, and on the convergence process.

Credit: 3 semester hours.

ACC 660, Fraud Examination I

Prerequisite: ACC 623, or ACC 624, or ACC 628, or equivalent. This course examines frauds that have occurred in recent years and addresses: (a) the nature of the scheme and how the fraud was perpetrated, (b) how the fraud was covered up, (c) why the auditors, the board of directors, and the regulators did not discover the fraud, (d) what should have been done by auditors, board members and regulators to prevent and detect the fraud, and what weaknesses in controls existed to allow the situation to occur. Actual examples of recent frauds will be used and discussed. *Credit:* 3 semester hours.

ACC 661, Fraud Examination II

Prerequisite: ACC 660 or equivalent. This course analyzes frauds to determine the meaning or type of fraud involved (fraudulent financial statements, misappropriation of assets, or corruption), the people responsible for perpetrating the fraud and their motivation to commit fraud, the risks of fraud by function and why management and other responsible parties fail to uncover fraud, corporate governance and its responsibility, the role of internal controls in fraud prevention, fraud detection, and fraud correction, how to conduct a fraud investigation and maintain proper evidential matter, as well as, ethical considerations. *Credit:* 3 semester hours.

ACC 662 Accounting Information: Governance, Risk Management, and Audit (formerly ACC 641 Accounting Information: Contemporary Issues)

Prerequisite: ACC 623, or ACC 624, or ACC 628, or ERM 601, or equivalent. This course addresses the concepts and application of internal controls to enterprise information and communication systems, including applicable frameworks developed to assess risks inherent in those systems, and the review of control objectives and best control practices. The course also discusses best practices in the governance of enterprise IT, as well as, auditing of IT governance and implementation, and business continuity. *Credit:* 3 semester hours.

ACC 664 Accounting Information: Operations, Maintenance and Support (formerly ACC 644 Accounting Information: Systems and Processes)

Prerequisite: ACC 623, or ACC 624, or ACC 628, or ERM 601, or equivalent. This course provides an overview of various accounting information and communication systems by discussing procedures used to monitor operations, maintenance and support. Topics include accounting information systems operations and hardware; AIS architecture and software; AIS network infrastructure; auditing infrastructure and operations; disaster recovery planning. *Credit: 3 semester hours.*

ERM 601, Foundations of Enterprise Risk Management (formerly, Enterprise Risk Management I)

Prerequisite: None. This course covers the fundamentals of enterprise risk management (ERM). Specific topics include how companies build frameworks and controls to manage their risks, how those frameworks are developed around the world, including the role of regulatory bodies in mandating their adoption; how ERM processes are established, how companies assess and measure risk, and how companies can use a variety of techniques to identify their risks. *Credit: 3 semester hours.*

ERM 603, Culture, Leadership, and Governance Risk (formerly Enterprise Risk Management II)

Prerequisite: ERM 601 or equivalent. This course covers how enterprise risk management (ERM) can be used to add value to an organization. Companies that have lost considerable value due to not managing risks (so called value killer risks), companies that have recovered from risks, as well as, companies that have gone into bankruptcy because of mismanagement of risk are analyzed. Students will link risks to strategy and learn how to develop key risk indicators. Students gain knowledge of ERM tools that help companies identify, assess, and build ERM processes, the impact of using ERM in mergers and acquisitions, and the role of boards and corporate governance. *Credit: 3 semester hours.*

ERM 705, Strategic Risk Analysis and Tools (formerly Enterprise Risk Management III)

Prerequisite: ERM 601, and ERM 603 or equivalent. This course is the capstone course in the M.S. in Enterprise Risk Management. The course covers what a new CRO or ERM director must do to successfully implement ERM. Students will gain experience as an ERM director, CRO, or ERM consultant as they analyze real companies with ERM problems. Finally, students will conduct an ERM project on an actual organization, working closely with the instructor and client organization (when permitted) to help develop an ERM process and identify risks and reporting structures. *Credit: 3 semester hours.*

TAX 600 Tax Research and Writing

Prerequisite: None. This course concentrates on the skills needed to research tax questions and considers the sources of the federal tax law including legislative, administrative and judicial explanations and interpretations. *Credit: 1 semester hour.*

TAX 601 Tax Concepts and Strategies

Prerequisite: None. This course provides a broad knowledge of the federal income tax system and the legislative and administrative procedures which create and interpret the Internal Revenue Code. *Credit: 3 semester hours.*

TAX 603 Corporate Taxation

Prerequisite: TAX 610 or equivalent. This course provides an intensive study of the choice of business organizations; corporate stockholder transactions; tax accounting; and special types of corporations. *Credit: 3 semester hours.*

TAX 605 Internship in Taxation

Prerequisite: TAX 603 or equivalent. This course provides students with the opportunity to develop tax skills in an actual work setting outside the classroom. A research paper, a journal of accomplishments, and employer evaluations are required. *Credit: 3 semester hours.*

TAX 610 Individual Tax Planning

Prerequisite: None. This course examines how to determine taxable income, including coverage of income, exclusions, deductions, and credits. *Credit: 3 semester hours.*

TAX 611 Tax Planning for High Net-Worth Individuals

Prerequisites: TAX 610 or equivalent. This course examines income and estate tax planning for wealthy individuals, dealing with passive activities (tax shelters), the use and limitations of qualified plans, investment planning (asset allocation) life, disability and liability insurance exposures and retirement and estate planning. *Credit: 3 semester hours.*

TAX 612 Partnerships and Partners

Prerequisites: None. This course provides a study of the uses, formation, operation and termination of partnerships, including family partnerships. *Credit: 3 semester hours.*

TAX 621 Estates and Gifts

Prerequisites: None. This course examines the rules and interrelationship between the estate tax and gift tax, and introduces basic elements of estate planning. *Credit: 3 semester hours.*

TAX 622 Income Taxation of Trusts and Estates

Prerequisites: TAX 621 or equivalent. This course provides a study of the planning and a preparation of trust and estate income tax returns; computation of taxable net income and distributable net income; operation of the "throwback" rule. *Credit: 3 semester hours.*

TAX 631 Corporate Distributions, Liquidations and Reorganizations

Prerequisites: TAX 603 or TAX 635 or equivalent. This course provides a study of the tax aspects of corporate-stockholder relationships; tax-free re-organizations, liquidations, parent-subsidary transactions and corporate distributions. *Credit: 3 semester hours.*

TAX 632 Consolidated Federal Income Tax Returns

Prerequisite: TAX 603 or equivalent. This course examines corporations with subsidiaries that elect to file consolidated tax returns and the regulations concerning such returns (emphasizing the concepts, rules and methods for computing consolidated taxable income). *Credit: 3 semester hours.*

TAX 635 Business Tax Planning

Prerequisite: TAX 610 or equivalent. This course provides a study of tax issues pertaining to corporations, partnerships, and special entities. *Credit: 3 semester hours.*

TAX 641 Interstate Commerce

Prerequisite: None. This course examines the constitutional basis of the taxation of interstate commerce and tax problems of conflicting jurisdictions; qualification to do business in foreign states, sales and use taxes, franchise and income taxes, apportionment formulae and real and personal property taxation. *Credit: 3 semester hours.*

TAX 642 Sales, Use and Property Taxation

Prerequisite: None. The course examines sales and use taxation by addressing such issues as constitutional issues, nexus, taxable transactions, exemptions, exemption certificates, interstate sales, gross receipts taxes, services and intellectual property, construction contractors, manufacturers, repairs of tangible personal property, maintenance contracts, and electronic commerce. The course also examines property taxation by addressing, such issues as, constitutional issues, real versus personal property, exemptions, valuation methods, highest and best use, contaminated property, industry specific issues, personal and intellectual property taxes, and natural resources. *Credit: 3 semester hours.*

TAX 643 State and Local Income Taxation

Prerequisite: None. The course examines state and local level corporate and individual income taxes and how several selected state tax systems interact with federal taxation systems. This course analyses the nexus of in-state business activity that requires state tax filings, including the general requirements to start a business in a particular state, the financial impact of state income taxation systems on the provision for taxes and the knowledge necessary to properly comply with interstate filings and interacting federal compliance tax laws. In addition the student will learn how to deal with the ethical and social issues that regularly confront taxpayers on interstate commerce transaction. *Credit: 3 semester hours.*

TAX 651 International Taxation I (formerly Foreign Operations)

Prerequisite or Co-requisite: TAX 610 or equivalent. This course examines the effect of the Internal Revenue Code on: (a) U.S. persons investing or operating abroad and (b) foreign persons investing or operating in the U.S. *Credit: 3 semester hours.*

TAX 653 Global Taxation Systems

Prerequisite: TAX 635 or TAX 603 or equivalent. This course broadens the student's understanding of "taxation" as it relates to their professional responsibility and their effectiveness in global business dealings by reviewing a broad array of tax models and methods used by governments to finance government expenditures. Taxation systems studied include income taxes, such as the current federal, state, and local income taxes, flat tax and gross income tax; consumption taxes such as sales taxes, use taxes, excise taxes and a variety of transaction taxes; transfer taxes such as estate and gift taxes, inheritance tax and value added taxes, as well as examining property taxes. *Credit: 3 semester hours.*

TAX 654 Transfer Pricing

Prerequisite: TAX 652 or TAX 655 or equivalent. This course examines multinational enterprises (MNE) transfer pricing, including the core principles necessary for taxing authorities to ensure that the taxable profit of MNEs are not artificially shifted out of their jurisdictions; that the tax base reported by MNEs in their respective countries reflects the economic activity undertaken therein; that MNEs need to establish a sound transfer pricing policy and strategies to avoid unnecessary tax audits. *Credit: 3 semester hours.*

TAX 661 Compensation, Benefit and Retirement Plans

Prerequisite: TAX 610 or equivalent. This course examines the tax consequences as well as various strategies and opportunities relating to the design and implementation of executive compensation and benefit and retirement plans. *Credit: 3 semester hours.*

TAX 662 Real Estate

Prerequisite: TAX 610 or equivalent. This course examines the tax issues and planning opportunities encountered in the acquisition, operation, and disposition of real property. *Credit: 3 semester hours.*

TAX 663 Financial Products

Prerequisite: TAX 610 or equivalent. This course examines the tax issues relating to financial products including debt and equity securities, mortgage-backed securities, derivative, and foreign exchange contracts. *Credit: 3 semester hours.*

TAX 664 Intellectual Property

Prerequisite: TAX 610 or equivalent. This course examines the federal tax consequences of the development, purchase, sale and licensing of intellectual properties, including inventions

(whether or not patentable), trade secrets, trademarks, trade names, copyrights and computer software. *Credit: 3 semester hours.*

TAX 671 Taxation-Related Issues for Tax-Exempt Institutions

Prerequisite: TAX 603 or equivalent. This course examines the tax aspects of tax-exempt organizations, including those of charitable and educational organizations, civic leagues, labor unions, and health and welfare funds. *Credit: 3 semester hours.*

TAX 672 Specialized Industries

Prerequisite: TAX 610 or equivalent. This course examines the tax treatment of specific industries (such as health care and entertainment) and capitalizes on the availability of industry experts and government officials to analyze issues in depth from a particular industry perspective. *Credit: 3 semester hours.*

TAX 674 Depository and Lending Institutions I

Prerequisite: TAX 610 or equivalent. This course investigates the taxation of commercial banks, thrift institutions, and other depository or lending institutions. The course analyzes the applicable special tax provisions in light of the economic function and operation of those institutions. Consideration is given to why depository and lending institutions are treated differently from other taxpayers and to differences in the treatment accorded to their various types of financial products. *Credit: 3 semester hours.*

TAX 675 Depository and Lending Institutions II

Prerequisite: TAX 674 or equivalent. This course investigates the taxation of commercial banks, thrift institutions, and other depository or lending institutions. The course analyzes the applicable special tax provisions in light of the economic function and operation of those institutions. Consideration is given to why depository and lending institutions are treated differently from other taxpayers and to differences in the treatment accorded to their various types of financial products. *Credit: 3 semester hours.*

TAX 676 Insurance Companies I

Prerequisite: TAX 610 or equivalent. This course investigates the taxation of life insurance entities. The course analyzes the applicable special tax provisions in light of the economic function and operation of life insurers. Consideration is given to why life insurers are treated differently from other taxpayers and to differences in the treatment accorded to their various types of financial products. *Credit: 3 semester hours.*

TAX 677 Insurance Companies II

Prerequisite: TAX 676 or equivalent. This course investigates the taxation of property and casualty insurance entities, including health insurers. The course analyzes the applicable special tax provisions in light of the economic function and operation of those institutions.

Consideration is given to why property and casualty insurance entities are treated differently from other taxpayers and to differences in the treatment accorded to their various types of financial products. *Credit: 3 semester hours.*

TAX 681 Tax Accounting

Prerequisite: TAX 610 or equivalent. This course examines the difference between the government rules required to compute tax liability and those required by the accounting profession to reflect the financial condition of a business. *Credit: 3 semester hours.*

TAX 682 Special Topics in Taxation

Prerequisite: TAX 610 or equivalent. This course examines current developments in federal income, estate and gift taxation, as a consequence of recent court decisions, legislation, regulations and rulings. *Credit: 3 semester hours.*

TAX 683 Practice and Procedure

Prerequisite: TAX 610 or equivalent. This course examines the procedures to resolve disagreements—both pre- and post-audit—with the Internal Revenue Service. *Credit: 3 semester hours.*

TAX 691 Research Project

Prerequisite: TAX 600 or equivalent, Taken in last 12 credits. This course offers an opportunity to research and write about a current and relevant topic in taxation, resulting in an article of publishable quality. *Credit: 3 semester hours.*

Department of Computer Information Systems/Decision Sciences (CIS/DS)

CIS 505 Business Information Technology

This course provides the entering M.B.A. students with the needed computer skills and knowledge; and it covers: (i) the introductory and intermediate treatment of state-of-the-art information technology and (ii) the in-depth coverage of the integrated business software applications. Students will finish this course with a comprehensive understanding of the fundamentals and development of information technology and the integrated use of today's software for solving business problems. *Credit: 3 semester hours.*

CIS 601 Advanced Computer Applications for Business

Prerequisite: CIS 505 or equivalent. This is an advanced course in applications of computer software. This course changes each semester, but currently includes sophisticated and integrated applications of spreadsheets, data bases, project management and the internet. *Credit: 3 semester hours.*

CIS 605 Applied Computer Languages

Prerequisite: CIS 505. This course covers the design, modeling, implementation and management of relational database systems. Key course topics include design principles, data modeling, normalization, and implementation using relational DBMS software such as Oracle, MySQL and MS SQL Server. It will also survey the emerging trend topics such as data warehouse and Web database technologies. *Credit: 3 semester hours.*

CIS 644 Systems Analysis and Design

Prerequisite: CIS 505 or equivalent programming exposure. This course deals with the analysis, design and implementation of computer information systems. There is in-depth exposure to the theory, application and procedures of systems analysis. Case studies in the areas of finance, personnel, production and marketing systems are examined. *Credit: 3 semester hours.*

CIS 645 Database Management

Prerequisite: CIS 505. An intensive presentation and appraisal of the fundamental technology and practice of database management systems design, implementation and application. This course examines the organization and management of data and databases. *Credit: 3 semester hours.*

CIS 646 Computer Simulation Methods

Prerequisite: DS 504 and CIS 505. This course covers the application of simulation techniques as a method for planning and system evaluation in business and government; emphasis is on discrete systems. System and modeling concepts are examined and related to the construction of simulation models to solve complex problems. Major simulation languages and spreadsheet are utilized. *Credit: 3 semester hours.*

CIS 647 Data Communications and Networks for Business

Prerequisite: CIS 505. This course combines a detailed introduction to data communications and networking concepts and theory with a practical, approach that enables students to apply the theory in real world environments. It also intends to give a comprehensive survey of the entire data and computer communications field. *Credit: 3 semester hours.*

CIS 650 Seminar in CIS/DS

Prerequisite: DS 504 or DS 631 or CIS 645. This is a research and case study course in the application of information technology and quantitative techniques to business problems. Students are expected to carry out independent research and prepare written and oral reports of their findings as a major requirement of the course. *Credit: 3 semester hours.*

CIS 699 CIS Internship

This internship seeks to provide students with the opportunity to develop Information Systems skills in an actual work setting outside the classroom. The internship is a one term, part time, credit bearing IT position within a supervised work environment. Practical application of IT practices and theories is emphasized. In addition to Internship responsibilities a research project is required. This course may be taken only once. *Credit: 3 semester hours.*

CIS 901; CIS 902 Methodology of Business Research

Prerequisites: (1) The student must have completed at least nine credits (600-level) in a major area. (2) The student is expected to have explored possible thesis subjects with the department Chair well in advance of taking the course. (3) The student must bring to the first class a completed Thesis Proposal form, defining the thesis project. (These forms may be obtained from the Graduate Dean's office).

The purpose of this course is three-fold:

- (1) to give the student an appreciation and understanding of research and scholarship;
- (2) to develop skills in research and in analysis and evaluation of problems important to the business profession; and
- (3) to give experience in writing clearly and convincingly on subjects in the business field.

In CIS 901 the student is required to develop a thesis subject, obtain approval of the subject from the department Chair, draw up an outline of the thesis, complete a major portion of the research and write the introduction and first chapter of the thesis.

In CIS 902 the student is required to complete the master's thesis. Contact hours to be arranged by the professor.

Credit: 3 semester hours.

DS 504 Business Statistics

This course provides the entering M.B.A. students with the minimally needed statistical tools and knowledge for business applications. Emphasis is placed on applying data analysis using statistical and spreadsheet software packages and understanding data interpretation for business decision-making. Ethical issues of employing business statistics are discussed throughout the course. *Credit: 3 semester hours.*

DS 609 Advanced Managerial Statistics

Prerequisites: DS 504 or equivalent. This course covers applications of statistical theory to managerial problems. Topics include: analysis of variance; testing of hypotheses; correlation and regression (simple and multiple); analysis of economic time series and problems of forecasting; non-parametric methods and index numbers. Students use standard statistical programs. *Credit: 3 semester hours.*

DS 631 Decision Science and Spreadsheet Modeling

Prerequisite: DS 504 or equivalent. This is a survey course in the most commonly used decision-making techniques for planning and analysis of managerial problems. Spreadsheet software and other related computer packages are utilized for real-time problem solving. *Credit: 3 semester hours.*

DS 632 Bayesian Statistics for Business Decision Making

Prerequisite: DS 504 or DS 609. This course is an intermediate treatment to Bayesian inferential and decision procedures as applied to managerial problems. Real cases in inventory control, development and introduction of new product, demand forecasts and evaluation of business research projects are used to demonstrate the application of Bayesian statistical principles. This course is especially recommended to management and marketing majors. *Credit: 3 semester hours.*

DS 633 Predictive Analytics and Business Forecasting

Prerequisite: DS 504. This course covers the application of generally accepted regression and forecasting techniques to various phases of business decision making. Actual models in use will be reviewed and evaluated. *Credit: 3 semester hours.*

DS 634 Statistical Quality Control for Business

Prerequisite: DS 504. This course covers the application of statistical quality control techniques to industrial processes. Topics covered are sampling techniques; the design and use of single, double and sequential acceptance sampling plans; control charts and the design of industrial experiments. *Credit: 3 semester hours.*

DS 635 Big Data and Data Mining

Prerequisite: DS504. This course deals with applying the state-of-the-art methodologies and techniques for analyzing enormous quantities of raw data in high-dimensional data spaces for the purpose of extracting new information for decision making. The covered topics include methods and algorithms originating from different disciplines including statistics, machine learning, neural networks, fuzzy logic, and evolutionary computation. Case studies in the areas of finance, accounting, personnel, production, health care, and marketing systems are examined. Class projects will be assigned for hands-on practice. *Credit: 3 semester hours.*

DS 925 Maintaining Matriculation

Master of Business Administration students not registered for courses during a semester must register for DS 925 in order to maintain matriculation and return to the program for the remaining courses. *No Credit. Fee: \$100 per semester.*

Department of Economics and Finance (ECO, FIN)

ECO 506 Economics for Management

This course introduces students to a basic understanding of the structure and functioning of a market economy. It will give an introduction to methods of evaluating economic problems and policies at both macroeconomic and microeconomic levels. *Credit: 3 semester hours.*

ECO 600 Managerial Economics and Forecasting

Prerequisite: ECO 506. This course focuses on applied microeconomics. It addresses practical business problems, including analysis of industries within national and international contexts. The course also analyzes the problem of forecasting as an integral part of decision-making. *Credit: 3 semester hours.*

ECO 605 International Trade and Investment

Prerequisite: ECO 506. This course focuses on the international economic and monetary systems. It examines the different international monetary arrangements, analyzes the balance of payments accounts, provides theoretical bases for trade among countries, and addresses current problems and issues in commercial policy, and foreign business investment to and from the United States, the EU and other economic blocks. *Credit: 3 semester hours.*

ECO 631 Monetary and Fiscal Policies

Prerequisite: ECO 506. The course looks at how the government and the central bank use macroeconomic policies to achieve macroeconomic stability. Topics include the structure and operation of the banking system; money supply and demand and the tools of monetary, fiscal and debt management policies and their application over a typical business cycle. *Credit: 3 semester hours.*

FIN 507 Managerial Finance

This course is designed to provide an overview of the corporate financial decision-making process as well as the general financial services environment. The objective is to provide an understanding of the basics of all finance subjects to serve as a primer for business students. *Credit: 3 semester hours.*

FIN 625 Ethics and Professionalism for Finance

Prerequisite: None. This course provides an introduction to ethical reasoning, integrity, objectivity, independence, core values and professional issues in investment management and finance. Students will apply the concepts and theories to investment management cases. *Credit: 3 semester hours.*

FIN 628 Market Risk Management

Prerequisite: FIN 507. This course examines market risk measurement and management analytics. The course covers market risks on various types of assets. Value-at-Risk will be addressed in detail as a measure of a com-

pany's portfolio risk exposures. In addition, derivative hedging strategies will be demonstrated by means of futures, forwards, swaps, and options. *Credit: 3 semester hours.*

FIN 629 Credit Risk Management

Prerequisite: FIN 507. This course focuses on understanding and controlling credit risk of the firm in the global credit environment. It provides a conceptual framework as well as relevant tools and techniques to identify and measure credit risk exposures. In addition, techniques to mitigate the exposures are examined as well. *Credit: 3 semester hours.*

FIN 633 Corporate Financial Management

Prerequisite: FIN 507. This course examines the theory of business finance and the financial techniques and tools employed by modern corporate managers. The student will be introduced to corporate investment and financing decisions, financial modeling, financial forecasting and other microcomputer applications that pertain to finance. *Credit: 3 semester hours.*

FIN 634 Investment Analysis

Prerequisite: FIN 507. This course covers the microstructure of the securities markets, trading mechanisms, investment processes, investment objectives, risk analysis and security valuation. The course examines the applicability of fundamental analysis, efficient market theory and technical analysis. Hedging and alternative investments are also covered. *Credit: 3 semester hours.*

FIN 635 Capital and Money Markets

Prerequisite: FIN 507. The course focuses on structure, operation, instruments and players of the capital markets in the United States, Japan, Europe and emerging markets. The course also discusses the impact of government policy on interest rates, exchange rates, market practices, development of securities design, financial risk management and international monetary policies. *Credit: 3 semester hours.*

FIN 636 Financial Economics

Prerequisite: FIN 507. This course explores the concept of market efficiency. The course covers a number of topics: the creation of corporate value, corporate governance, restructuring and mergers, the microstructure of markets, the financial economics of markets, and multinational firms. *Credit: 3 semester hours.*

FIN 638 Fixed-Income Analytics

Prerequisite: FIN 507. This course focuses exclusively on fixed income analytics and markets. The traditional yield to maturity methodology for bond valuation first gave way to a spot rate methodology, then to a forward rate methodology, and most recently to an option-based methodology. This evolving valuation methodology has led to progressively better risk-management measures and assessment of the risks of fixed income securities containing embedded derivatives. *Credit: 3 semester hours.*

FIN 643 International Corporate Finance

Prerequisite: FIN 507. This course covers international environment and operations of major corporations. The course also emphasizes the analysis and control of currency risk and exposure. *Credit: 3 semester hours.*

FIN 651 Bank Financial Management

Prerequisite: FIN 507. Major variables affecting financial management of commercial banks in both national and international settings. Consideration is given to bank operations, structure and earnings. Liquidity and financial risk analysis is also given special consideration. *Credit: 3 semester hours.*

FIN 654 Advanced Corporate Finance

Prerequisite: FIN 633. Students are expected to apply financial theories and skills acquired in previous coursework in real-life cases. Instead of lecturing to students, the instructor will serve merely as a "facilitator" in class. Students are expected to commit additional efforts every week outside of class to analyze and discuss cases in study groups. *Credit: 3 semester hours.*

FIN 655 Financial Risk Management

Prerequisite: FIN 507. Topics include risk identification, risk measurement, risk monitoring and risk management/control. The primary objective is to expose students to primary areas of risk management and enable them to understand risk reports and data and their implications to the institution. *Credit: 3 semester hours.*

FIN 664 Advanced Investment Analysis

Prerequisite: FIN 634. This course deals with advanced topics in investment analysis and portfolio management. The course involves an in-depth examination of the tools of modern portfolio theory and investment analysis together with specific hands-on applications of these tools. *Credit: 3 semester hours.*

FIN 668 Financial Derivatives

Prerequisite: FIN 507. This course focuses on derivative instruments including futures, forwards, swaps, options, exotic derivatives, and other derivative securities. Critical issues include pricing, daily revaluation, and hedging. This requires an in-depth understanding of the valuation models employed and the assumptions that underlie these models. The course also examines how derivatives are used by banks, corporations and investment firms to reduce financing costs, hedge price and credit risks, and to adjust return and risk profiles. *Credit: 3 semester hours.*

FIN 674 Investment Banking and Brokerage

Prerequisite: FIN 507. This course examines the business of investment banking and securities brokerage. These business activities include venture capital, mergers and acquisitions, underwriting, primarily dealership operations, money management, prime brokerage, proprietary trading, market making, financial engineering and financing. *Credit: 3 semester hours.*

FIN 684 Asset Management

Prerequisite: FIN 507. The course provides an opportunity for managing a live portfolio. This course examines issues involved in the management and investment strategies of an endorsement. Students will initiate trading recommendations, supported by complete research reports and present to program investment committee for approval. Industry executives will participate in class presentations and discussions. *Credit: 3 semester hours.*

FIN 699 Finance Internship

The finance internship seeks to provide students with the opportunity to develop a deeper understanding of the finance industry and the development of financial skills built upon previous program coursework in an actual work setting outside the classroom. The internship which exposes students to the practice of finance in an actual work setting is a one term, part time, credit bearing internship position within a supervised work environment. Practical application of financial knowledge, practices and theories is emphasized. In addition to internship responsibilities a research project is required. This course may be taken only once. *Credit: 3 semester hours.*

FIN 700 Seminar in Finance

Prerequisite: Permission of the department. A research course designed to cover special topics of interest. Coursework includes research into specialized areas, class lectures, discussions, guest lecturers, field trips and written reports. *Credit: 3 semester hours.*

FIN 901; FIN 902 Methodology of Business Research

Prerequisites: (1) The student must have completed at least nine credits (600 level) in a major area; (2) The student is expected to have explored possible thesis subjects with the department Chair well in advance of taking the course; (3) The student must bring to the first class a Thesis Proposal Form, filled in, defining the thesis project. (*These forms may be obtained from the Graduate Dean's office.*)

The purpose of this course is three-fold:

- (1) to give the student an appreciation and understanding of research and scholarship;
- (2) to develop skills in research and in analysis and evaluation of problems important to the business profession; and
- (3) to give experience in writing clearly and convincingly on subjects in the business field.

In FIN 901 the student is required to develop a thesis subject, obtain approval of the subject from the department Chair, draw up an outline of the thesis, complete a major portion of the research and write the introduction and first chapter of thesis.

In FIN 902 the student is required to complete the master's thesis. Hours to be arranged by the professor. *Credit: 3 semester hours.*

FIN 925 Maintaining Matriculation

M.B.A. and M.S. students not registered for courses during a semester must register for ECO 925 in order to maintain matriculation and return to the program for the remaining courses. *No Credit. Fee: \$100 per semester.*

Department of Law (LAW)**LAW 501 Law, Ethics and Society**

This course introduces the legal and ethical environment of business and covers legal principles essential for proper managerial decision-making. Students analyze corporate problems with special emphasis on the ethical implications for business persons.

Credit: 3 semester hours.

LAW 650 Government Regulation of Business

A study of the relationship between governments and business. The course examines the goals of governments and the regulatory schemes they use to achieve these goals. It covers government regulation in the U.S. and globally, emphasizing securities markets, acquisitions, marketing, antitrust, labor and E-Commerce. *Credit: 3 semester hours.*

LAW 652 International Business Law and Negotiations

Students gain real advantages over competitors by learning how to win business competition by combining international business law, negotiating skills and problem solving. Students gain competitive advantage by learning how to combine the critical legal principles of global enterprise with negotiating skills and problem solving. Students improve their cross border business negotiation skills through simulations involving international sales and marketing contracts, overseas capital investments, joint ventures, mergers and other international business arrangement, which require a core knowledge of international business law.

Credit: 3 semester hours.

LAW 653 Commercial Law

Prerequisite: LAW 1310 or its equivalent. This course covers Property, Contracts and Commercial Law. This course is important for all students, but is crucial for accountants since it covers approximately 25% of one part of the CPA exam and Commercial Law (required for CPA licensure). *Credit: 3 semester hours.*

LAW 654 Human Resources Law

This course covers employment law and labor law. It explains discrimination, harassment, privacy, benefits and hiring/termination policies, giving students this essential knowledge to become effective managers. International issues, problem solving and current trends are explored. *Credit: 3 semester hours.*

Department of Management (MGT)**MGT 502 Organizational Behavior and Corporate Social Responsibility**

This course explores the latest theoretical and empirical perspectives on factors influencing human attitudinal, behavioral, and ethical responses in and around organizations. Emphasis is given to the role of corporate social responsibility. *Credit: 3 semester hours.*

MGT 509 Managing Organizational Operations

This course studies the fundamentals of a firm's operations. Topics studied include operating strategies, product design, manufacturing and service operations, supply management and distribution, and other factors essential for an organization's competitive success and long term survival in the global environment. *Credit: 3 semester hours.*

MGT 600 Contemporary Issues in Management

Prerequisite: MGT 502. An advanced seminar course designed to identify and explore contemporary forces of major significance in managing enterprises as they develop and compete within increasingly global and turbulent markets. *Credit: 3 semester hours.*

MGT 621 Decision Support Systems

Prerequisite: MGT 502. Students are taught conceptualization and model-building tools to enhance their management problem solving and decision making capability. *Credit: 3 semester hours.*

MGT 622 Theory and Applications of Management Information Systems

Prerequisite: MGT 502. Students learn how to utilize procedures and techniques essential for the design, measurement and evaluation of management information systems. *Credit: 3 semester hours.*

MGT 623 Management of Human Resources

Prerequisite: MGT 502. The course explores important contemporary issues and perspectives in the field of human resources management. Emphasis is given to work design, management of diversity, and core human resource management issues. *Credit: 3 semester hours.*

MGT 628 Operations Management and Management Systems

Prerequisite: MGT 502. An advanced course in the management of operations. Students learn how to use operations management systems to manage, analyze and evaluate the operations of an organization. *Credit: 3 semester hours.*

MGT 631 Leading Modern Organizations

Prerequisite: MGT 502. This course examines the theoretical underpinnings that determine effective leadership styles and their impact upon the business and the society at large. *Credit: 3 semester hours.*

MGT 632 Organizational Theory

Prerequisite: MGT 502. This course addresses major theoretical perspectives relevant to the development and management of organizations. Topics include organizational power and control, corporate governance, and interrelationships between organizations.
Credit: 3 semester hours.

MGT 640 Seminar in Entrepreneurship

Prerequisite: MGT 502. Students learn how to plan, organize and implement a new venture.
Credit: 3 semester hours.

MGT 650 Managing a Web-based Entrepreneurial Business

Prerequisite: MGT 502. In this course students learn how to manage a cyber-space entrepreneurial business. The course examines case studies of existing companies on the Web.
Credit: 3 semester hours.

MGT 651 Creating an E-Commerce Business

Prerequisite: MGT 502. Students learn how to carry out the basic steps involved in developing an e-commerce venture, whether as an independent entity or in conjunction with an established business. *Credit: 3 semester hours.*

MGT 652 Seminar in International Management

Prerequisite: MGT 502. An advanced seminar course designed to identify and explore cross cultural issues and emerging trends of major significance relating to managing global organizations in both the for-profit and not-for-profit sectors, and cross-border transactions.
Credit: 3 semester hours.

MGT 653 Managing for Sustainability

Global warming and other ecological problems are endangering the world's success on a macro-level. However, it is clear that individual businesses can foster sustainable practices by themselves and their stakeholders in ways that bolster the achievement of many of their strategic objectives. This course will cover the issues and opportunities that make global sustainability a business imperative.
Credit: 3 semester hours.

MGT 654 Global Information Systems

Prerequisite: MGT 502. This course enables the students to develop and manage the integrated information system needed to manage multinational organizations.
Credit: 3 semester hours.

MGT 659 International Business Policy

Prerequisite: MGT 502. This course teaches students how to formulate, implement and control multinational business strategies in a global environment, taking into account social, regulatory, political and economic issues. *Credit: 3 semester hours.*

MGT 661 Compensation, Training and Development and Labor Relations

This course builds student understanding of key areas of human resource management in preparation for real world application. The focal topics are building compensation plans that support the firm's competitive position; understanding how training and development support the goal of improving employee performance and guiding employees through career stages. The course covers labor relations and employment law.
Credit: 3 semester hours.

MGT 662 International Human Resource Management

This course is designed to provide a comprehensive and up-to-date introduction to the field of international human resource management. Emphasis will be on attempting to understand the interaction between people and cultures in multinational and global organizations, and effective management of human resource systems in cross-cultural, multicultural, and the global contexts. *Credit: 3 semester hours*

MGT 663 Strategic and Risk Human Resource Management

The course examines the strategic aspects and the risk management of human resources (HR).
Credit: 3 semester hours

MGT 680 Organizational Development: Managing Change

Students learn skills necessary in improving the performance of individuals, groups and organizations in situations involving major change.
Credit: 3 semester hours.

MGT 685 Managing and Staffing Virtual Organizations

Prerequisite: MGT 502. This course teaches students how to develop and effectively utilize human resources in a variety of contemporary international and global organizational forms and across cultures. *Credit: 3 semester hours.*

MGT 690 E-Commerce Impacts on Organizations

Prerequisite: MGT 502. The course provides a foundation for effectively developing and applying electronic commerce within an existing organization by utilizing techniques such as, among others, the training and development of its existing human resource force.
Credit: 3 semester hours.

MGT 699 Management Internship

This internship program provides students with the opportunity to develop research and analytical skills in an actual work setting within a supervised work environment. Practical application of management tools and tactics are emphasized throughout as is the importance of ethics in the workplace.
Credit: 3 semester hours.

MGT 700 Seminar in Business Strategy

Prerequisite: MGT 502, taken in last semester. The course concerns enterprise wide strategic management. In this course students learn how to develop business strategies, how to implement these strategies through translating them into operational policies and action, and how to exercise strategic control.
Credit: 3 semester hours.

MGT 901; MGT 902 Methodology of Business Research

Prerequisites: (1) The student must have completed at least nine credits (600 level) in a major area. (2) The student is expected to have explored possible thesis subjects with the department Chair well in advance of taking the course. (3) The student must bring to the first class a Thesis Proposal Form, completed, defining the thesis project. (*These forms may be obtained from the Graduate Dean's office.*)

The purpose of this course is three-fold:
(1) to give the student an appreciation and understanding of research and scholarship;
(2) to develop skills in research and in analysis and evaluation of problems important to the business profession; and
(3) to give experience in writing clearly and convincingly on subjects in the business field.

In MGT 901 the student is required to develop a thesis subject, obtain approval of the subject from the department Chair, draw up an outline of the thesis, complete a major portion of the research and write the introduction and first chapter of the thesis.

In MGT 902 the student is required to complete the master's thesis. *Hours to be arranged by professor. Credit: 3 semester hours.*

MGT 925 Maintaining Matriculation

Master of Business Administration students not registered for courses during a semester must register for MGT 925 in order to maintain matriculation and return to the program for the remaining courses. *No Credit. Fee: \$100 per semester.*

Department of Marketing (MKT)**MKT 508 Marketing Management**

The course focuses on formulating and implementing marketing management strategies and policies. The course provides a systematic framework for understanding marketing management and strategy in an ever-changing business environment. Course topics include marketing planning, scanning the environment, growth strategies, understanding and predicting behavior of consumers and competitors, the Internet as a strategic resource, global marketing and so forth. *Credit: 3 semester hours.*

MKT 601 Marketing Research Seminar

Prerequisite: MKT 508. Marketing research is treated as a tool utilized by management in exploration, examination and evaluation of marketing problems and opportunities and the role of marketing research in the firm's marketing information system (MIS). Topics covered include questionnaire design, attitude, measurement, sampling, and hypothesis testing. *Credit: 3 semester hours.*

MKT 603 Dynamics of Consumer Motivation and Behavior

Prerequisite: MKT 508. This course acquaints the student with the basic factors affecting the behavior of consumers—a key element of the business environment. The subject matter draws primarily upon contributions from economics, psychology and sociology. *Credit: 3 semester hours.*

MKT 623 Contemporary Marketing Strategies

Prerequisites: MKT 508. The student is placed in the role of the principal marketing manager and decision-making skills are sharpened via the liberal use of business cases and computer simulation marketing games. *Credit: 3 semester hours.*

MKT 624 Global Brand Marketing

Prerequisites: MKT 508. This course is designed to provide a course of study in which students will secure an appreciation and understanding of the rapidly changing global brand and branding landscape, and how global brands are increasing being created all over the world. The challenge for players in the global marketplace is increasingly to develop and manage branded products and services, which enable them to better compete by introducing and building their brand offerings. *Credit: 3 semester hours.*

MKT 626 Global Marketing Management Seminar

Prerequisite: MKT 508. This course focuses on the growing importance of the international marketing operations of multinational firms. The student's perception of marketing management's domain is expanded from the domestic environment to the global market place. *Credit: 3 semester hours.*

MKT 699 Marketing Internship

This internship program provides students with the opportunity to develop research and analytical skills in an actual work setting within a supervised work environment. Practical application of marketing tools and tactics are emphasized throughout. *Credit: 3 semester hours.*

MKT 700 Marketing Seminar on Special Interest Topics

Prerequisite: MKT 508. A course designed to cover special topics of interest. coursework includes research into specialized areas, class lectures, discussions, guest lecturers, field trips and written reports. *Credit: 3 semester hours.*

MKT 901; 902 Methodology of Business Research

Prerequisites: (1) The student must have completed at least nine credits (600 level) in a major area. (2) The student is expected to have explored possible thesis subjects with the department Chair well in advance of taking the course. (3) The student must bring to the first class a Thesis Proposal Form, completed, defining the thesis project. *(These forms may be obtained from the Graduate Dean's office).*

The purpose of this course is three-fold:

- (1) to give the student an appreciation and understanding of research and scholarship;
- (2) to develop skills in research and in analysis and evaluation of problems important to the business profession; and
- (3) to give experience in writing clearly and convincingly on subjects in the business field.

In MKT 901 the student is required to develop a thesis subject, obtain approval of the subject from the department Chair, draw up an outline of the thesis, complete a major portion of the research and write the introduction and first chapter of the thesis.

In MKT 902 the student is required to complete the master's thesis. Hours to be arranged by the professor. *Credit: 3 semester hours.*

MKT 925 Maintaining Matriculation

Master of Business Administration students not registered for courses during a semester must register for MKT 925 in order to maintain matriculation and return to the program for the remaining courses. *No Credit. Fee: \$100 per semester.*

School of Risk Management, Insurance and Actuarial Science (RMI)**RMI 600 Introduction to Insurance Economics**

This course deals with core concepts of the theory of insurance demand. After a review of essentials of decision theory the optimal design of insurance products is addressed from an information economics point of view. Optimal risk sharing in a complete information setting is discussed as the benchmark case. The class covers adverse selection and moral hazard which heavily affect almost any real-life insurance market. Implications for product design as well as the interaction between insurance and other markets are analyzed. *Credit: 3 semester hours.*

RMI 602 Risk Analysis Methods

Prerequisite: DS 504. Research tools and data sources for risk evaluation. Emphasis on computer-aided application. Results in students able to produce credible analysis reports on risk and its consequences and develops a knowledge of the required MS thesis format. Seating priority is for M.S. Risk students. Other students wishing to take this course should contact their advisor. *Credit: 3 semester hours.*

RMI 604 Risk Pricing Simulation

Prerequisite: RMI 600. This course focuses on the pricing of individual risks and portfolios of contingent and uncertain cash flows from risk in a dynamic, probabilistic modeling framework in the presence of market incompleteness, background risk, downside risk aversion, prudence and parameter uncertainty. Emphasis is on computer-aided applications. The course results in students being able to use simulation to investigate the link between economic capital, risk and revenue for an insurance firm. *Credit: 3 semester hours.*

RMI 605 Finance Policy for Insurers

This course focuses on the strategic use of capital budgeting, capital structure, asset-liability management, investing and insurance market economics to create economic value. The efficacy of the shareholder value objective in light of insurance sustainability principles, evolving regulation and the concept of a "good" company are considered. The course leads to students being able to investigate how and whether insurance firms create shared economic value for their shareholders, as they meet their obligations to policyholders. *Credit: 3 semester hours.*

RMI 607 Insurance Operations

This course provides a review of key elements and processes of non life and health insurance company operations; examples include marketing and distribution, underwriting, premium auditing, actuarial operations, claims and claims adjusting, statutory accounting and regulatory compliance. The course results in students being able to explain key processes, functions and reporting activities of insurance firms. *Credit: 3 semester hours.*

RMI 608 Microinsurance

This course examines the underlying issues that give rise to the need for microinsurance, and critically evaluates the development and operation of the global microinsurance market. Students understand the microinsurance product development process and the evolving microinsurance models and products. *Credit: 3 semester hours.*

RMI 609 Property and Liability (Re)Insurance

Underwriting, claims administration, financial reporting and ratemaking for insurable property and liability risks. Results in students able to structure (re)insurance programs to finance risk. *Credit: 3 semester hours.*

RMI 610 Life-Health Insurance and Employee Benefits

Pre/co-requisite: RMI 601. Funding premature death, medical care costs, unexpected loss of income and retirement. Results in students able to identify, measure, and fund the consequences of personal risks. *Credit: 3 semester hours.*

RMI 611. Cases in Insurance

Prerequisite: RMI 600 and RMI 602. This course includes practice-oriented readings, case analysis, topical discussions and related presentations by industry speakers. The course results in students able to connect concepts to the current and evolving practice of insurance, and in students understanding the nature of decisions insurance practitioners ordinarily have to make. *Credit: 3 semester hours.*

RMI 612 Applied Risk Research & Writing

Students, monitored by the instructor, apply the analysis tools they have already acquired to complete a series of large sample empirical research projects of applied interest to the risk, insurance or banking industry. Students are responsible for all aspects of the research project including data collection, data analysis and the presentation of their results. At the end of the course students have a first hand experience in resolving the practical issues involved in conducting large sample empirical research. *Credit: 3 semester hours.*

RMI 613 Graduate Risk Seminar

Students collaborate to examine in detail and depth topical issues in risk and insurance. Results in students able to articulate the nuanced impact of the topics examined for the practice of risk management or the formulation of social policy. *Credit: 3 semester hours.*

RMI 614. Risk Funding Tools for Insurers

Prerequisite: RMI 600. This course focuses on derivatives, swaps, hybrid securities, indexed debt, contingent financing and reinsurance. The course results in students being able to finance and hedge pure financial risks faced by insurance firms singularly or jointly. *Credit: 3 semester hours.*

RMI 621 Risk Project

Students apply their knowledge and skills to complete a project of practical use to the banking, risk or insurance industry. The project, however, requires the student to apply critical thinking skills and a systematic problem-solving approach within professional contexts. The requirements and scope of the project is less than the scope of a thesis. Requires permission of department. An international student on a student visa may apply for the CPT (Curriculum Practical Training), if the student identifies an appropriate project. *Credit: 3 semester hours.*

RMI 699 Risk Management Internship

This internship program provides students with the opportunity to develop research and analytical skills in the area of risk management within an actual work setting environment. Concepts already considered during coursework are expected to be applied and built upon to gain a deeper understanding of the industry of risk and insurance. *Credit: 3 semester hours.*

RMI 925 Maintaining Matriculation

M.B.A. and M.S. students not registered for courses during a semester must register for RMI 925 in order to maintain matriculation and return to the program for the remaining courses. *No Credit. Fee: \$100 per semester.*

*For a complete listing of approved courses, please contact the Dean's office.

Victoria Shoaf, CPA, Dean, Professor of Accounting and Taxation, B.A., California State College; M.B.A., Pace University; Ph.D., Baruch College, City University of New York.

Ivan Abel, Associate Professor of Marketing, B.E.E., The City College, The City University of New York; M.B.A., Baruch College; Ph.D., The City University of New York.

John Angelidis, Chair and Professor of Management, B.S., Georgia Institute of Technology, M.S., Ph.D., Georgia State University.

Mark Aquilio, CPA, Professor of Accounting and Taxation, B.S., J.D., Fordham University; LL.M., New York University.

Joan Ball, Assistant Professor of Marketing, B.A., State University of New York, Albany, M.S., Nyack College, Ph.D., ISM.

Vipul K. Bansal, Chair and Associate Professor of Finance, B.A., Jiwaju University; M.B.A., University of Delhi; Ph.D., University of Mississippi.

James Barrese, Professor of Risk Management and Insurance, Robert F. Caroon Academic Chair, B.S., Ph.D., Rutgers University.

Albert J. Beer, F.C.A.S., M.A.A.A, Assistant Professor, B.S., Manhattan College, M.A., University of Colorado.

Mikael C. Bergbrant, Assistant Professor of Economics and Finance, B.S., University of South Florida, M.S., University of South Florida, M.B.A., University of South Florida; Ph.D., University of South Florida.

Jason P. Berkowitz, Assistant Professor of Economics and Finance, B.B.A., George Washington University; M.S., The George Washington University Ph.D., University of North Carolina.

Mark J. Browne, Professor and Chair of Risk Management and Insurance, B.S.E., University of Pennsylvania, M.A., University of Pennsylvania; Ph.D., University of Pennsylvania.

M. Northrup Buechner, Associate Professor of Economics, A.B., Lawrence University; Ph.D., University of Virginia.

William Ryall Carroll, Chair and Associate Professor of Marketing, B.A., University of Rochester, M.S., University of Texas at Arlington, Ph.D., Baruch College, City University of New York.

Patrick A. Casabona, Professor of Accounting and Taxation, B.A., Iona College; M.B.A., Ph.D., Baruch College of the City University of New York.

R. Mitch Casselman, Associate Dean, Director, Center for Global Business Stewardship, Associate Professor of Management, B.Comm., M.A., Carleton University, Ph.D. University of Melbourne.

Chiang-Nan Chao, Professor of Management, B.A., Jilin University, China; M.B.A., Lamar University; Ph.D., Arizona State University.

David Y. Chan, CPA, CIA, CFE, Assistant Professor of Accounting and Taxation, B.S., M.S., St. John's University, Ph.D., Rutgers University.

Thomas P. Chen, Professor of Economics and Finance, B.A., Tunghai University; M.A., State University of New York at Buffalo; Ph.D., City University of New York.

Amber M. Chenevert, Assistant Professor of Marketing, B.S., Hampton University, M.A., Syracuse University; Ph.D., the University of Texas at Austin.

Young Back Choi, Professor of Economics, B.A., SUNY Old Westbury; M.A., Ph.D., University of Michigan.

Yeong C. Choi, CPA, Associate Professor of Accounting and Taxation, B.A., M.A., M.S., Yeungnam University, Korea; M.S., University of Delaware; Ph.D., Drexel University.

Charles M. Clark, Professor of Economics, B.A., Fordham University; M.A., Ph.D., New School for Social Research.

John Clarke, Chair and Visiting Associate Professor of Law, B.B.A., J.D., St. John's University.

Sylvia Clark, Associate Professor of Marketing, B.B.A., Baruch College, M.B.A., New York University; Ph.D., Baruch College.

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Sven Horak, Assistant Professor of Management, B.A., University of Applied Science Stralsund, M.S., London South Bank University; Ph.D., University of Duisburg-Essen.

Kiran M. Ismail, Assistant Professor of Management, B.S., Southeastern University, M.B.A., M.S., Ph.D., University of Texas at Dallas.

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Ping Wang, *Professor*, B.S, M.S. and Ph.D, Nankai University (China); Ph.D., University of Wisconsin – Madison.

Charles Wankel, *Professor of Management*, B.B.A., Iona College; M.B.A., Ph.D., New York University.

Kwok-Fai Matthew Wong, *Associate Professor of Economics and Finance*, B.A., Acadia University, Canada; M.B.A., University of Manitoba, Canada; J.D., Fordham University; Ph.D., University of Mississippi.

Yun Zhu, *Assistant Professor of Economics and Finance*, B.A., Fudan University, M.S., South Dakota State University; Ph.D., Rensselaer Polytechnic Institute.

Russell J. DiGate, B.A., M.S., Ph.D.
Dean

S. William Zito, B.S. Phm., Ph.D.
Senior Associate Dean, Assessment

Sawane Khongsawatwaja, B.A., M.S.
Associate Dean, Administration and Fiscal Affairs

John-Emery Konecni, B.S., M.A., Ph.D.
Assistant Dean, Graduate Programs

Joanne Carroll, B.S., M.A., Ph.D.
Director of Graduate Programs

Sue Ford, B.S., M.S., Ph.D.
Director of Toxicology Program

Statement

The College of Pharmacy and Health Sciences commits to academic excellence, scholarship and service to humanity through the discovery and application of biomedical knowledge.

We facilitate and advance scholarship by offering innovative programs of study utilizing active learning approaches that are student centered, outcomes-oriented and that inspire lifelong learning.

As compassionate health care professionals and scientists, we serve humanity through our dedication to excellence in health care and biomedical research. Building on a commitment to cultural diversity and benefiting from our metropolitan location and strategic alliances with the leading health care institutions, we strive to serve as effective leaders, good citizens and moral and ethical individuals.

We commit ourselves to the discovery, communication and application of biomedical knowledge as a critical component for the development of health care professionals and scientists. Through innovative basic, social and clinical research initiatives, we contribute to scientific knowledge, address contemporary health care issues and seek solutions to health care problems.

Our mission embodies the principles of the University's mission statement: to provide a quality education in an environment that is Catholic, Vincentian and metropolitan.

Objectives

The Graduate Division of the College of Pharmacy and Health Sciences, in harmony with the mission of the University, prepares students for positions in industry, health care facilities, pharmacy practice, governmental agencies and education. The College provides an opportunity for students to develop and maintain scholarly growth in the pharmaceutical, industrial, biomedical and administrative sciences. In order to meet these objectives, the College offers programs at the master's level in pharmaceutical sciences, toxicology, public health, and pharmacy administration. Thesis and non-thesis options are available in all programs leading to the Master of Science degree except the

specialty track in biopharmaceutical technology and regulatory affairs/quality assurance.

The College of Pharmacy and Health Sciences also offers a program of study in pharmaceutical sciences leading to the Doctor of Philosophy degree.

Master of Science Degrees

Programs of Study

The programs leading to the Master of Science degree are designed to enable individuals to be skilled in the areas of pharmaceutical sciences, toxicology, basic and applied biomedical sciences and pharmacy administration. Graduates are prepared for positions in industry, research, education and health care settings. Master's students are equipped with the skills to interpret and critically review research and integrate theoretical knowledge to provide solutions to practical problems.

The Graduate Division of the College of Pharmacy and Health Sciences offers the following programs of study leading to the Master of Science degree:

Pharmaceutical Sciences

Specialization in: Industrial Pharmacy;
Medicinal Chemistry; Pharmacology;
Pharmacotherapeutics

Pharmacy Administration

Specialization in: Pharmaceutical Marketing;
Regulatory Affairs/Quality Assurance

Toxicology

Double Master's Degree Program

This leads to an M.S. in Pharmaceutical Sciences and an M.L.S. in Library Science. This dual master's program is offered in conjunction with the Division of Library and Information Sciences of the St. John's College Graduate Division of Liberal Arts and Science.

Entrance and Degree Requirements

Applicants with strong credentials in the sciences are considered for admission to the master's programs. All applicants to the master's programs must submit scores from the Graduate Record Examination, two letters of recommendation and a statement of goals in support of their application. Other specific requirements depend on the particular degree program chosen by the student. Graduate students who have certain deficiencies in their undergraduate curriculum may be required to enroll in graduate or undergraduate courses to remedy these deficiencies. These remedial courses provide no credit towards the master's degree. Students are notified of the specific requirements upon acceptance into the program.

Program Requirements

Pharmaceutical Sciences

Students who plan to undertake graduate work in the master's programs in pharmaceutical sciences must hold an appropriate baccalaureate degree with a major in pharmacy or in one of the physical, chemical or biological sciences. For graduate study in pharmaceutical sciences with a specialization in pharmacotherapeutics, a baccalaureate degree with a major in pharmacy, nursing, or physician's assistant is required.

Pharmacy Administration

For graduate study in pharmacy administration applicants should possess a baccalaureate degree in pharmacy; however, those possessing a bachelor's degree in other areas are considered. The latter may be required to take certain undergraduate pharmacy administration courses in order to rectify any deficiencies.

Toxicology

Students who plan to undertake graduate work in the master's program in toxicology must hold an acceptable baccalaureate degree with a major in pharmacy or in one of the physical, chemical or biological sciences.

Double Master's Degree Program in Pharmaceutical Sciences and Library Science

Students with an appropriate bioscience background may apply for admission to the double master's program. The M.S. in pharmaceutical sciences is awarded with a specialization in pharmacology.

Degree Options

Two options are offered within most programs leading to the Master of Science degree. The thesis option requires 24 semester hours of coursework (exclusive of prerequisites) and a thesis project for which a minimum of six semester hours of research credit are required. Students that are accepted under the thesis option are permitted to take more than 24 semester hours of coursework subject to approval. The non-thesis option requires additional coursework in lieu of the thesis (a minimum total of 33 semester hours of coursework, exclusive of prerequisites). *Students are typically required to complete the degree program option (thesis or non-thesis) for which they have been accepted.*

Degree Requirements

Master of Science Programs

Residency*	One Year
Time Limit on Credit	Five Years
Minimum Credit in Semester Hours: Thesis Option	30 (24 Coursework; 6 Thesis Research)
Minimum Credit in Semester Hours: Non-Thesis Option	33 to 36 (Coursework)
Comprehensive Examination	Required (for Plan B)
Graduate Record Examination	Required

* Residency for the Master of Science degree requires completing six credits per semester for two consecutive semesters.

Double Master's Degree Program

Library Science	24 semester hours of credit
Pharmaceutical Sciences (Pharmacology)	21 semester hours
Exchange of credits applied toward the completion of both degrees	12 semester hours
Total	57 semester hours

Master of Public Health Degree

Program of Study

A 45-credit professional program leading to a Master of Public Health (MPH) degree is designed to provide graduate public health education centered in community issues and global issues. The MPH degree prepares graduates for diverse careers in positions such as program managers, community health educators, and program planners. Specializations in: community health or global health.

Entrance Requirements

Students interested in the Master of Public Health program must hold a baccalaureate degree and submit the appropriate documentation to be considered for admission including: official transcripts (minimum 3.0 grade point average on a 4.0 scale), two letters of recommendation, a current resume or curriculum vitae, official Graduate Record Examination scores, and a personal statement (up to 1,000 words) outlining interest in the field of public health, career goals, overview of any relevant public health experience, and reasons for pursuing an MPH degree at St. John's.

Degree Options

The Master of Public Health degree requires 45 credit hours of coursework including a culminating experience in which students submit a major written paper.

Degree Requirements

For graduate study in public health, students must complete a total of 45 credit hours to satisfy the degree requirements. All students complete 18-credit hours that cover the core discipline areas of public health (biostatistics, environmental health sciences, epidemiology, health services administration, and social and behavioral sciences), 12-credit hours of concentration courses, 9-credit hours of methods and evaluation electives, a 3-credit hour fieldwork practice experience, and a 3-credit hour culminating experience. The MPH degree can be completed on a full-time basis in two years (including summer matriculation) or on a part-time basis in up to five years.

Doctor of Philosophy Degree

The program in pharmaceutical sciences leading to the Doctor of Philosophy degree prepares graduates for leadership roles in meeting the evolving needs in pharmaceutical and biomedical education, research and industry. The Doctor of Philosophy degree program is offered with areas of specialization in:

- Industrial Pharmacy
- Pharmacology
- Toxicology
- Medicinal Chemistry

Entrance Requirements

An applicant seeking acceptance in the Doctor of Philosophy program must have completed an appropriate baccalaureate or master's degree program. This degree must be in the natural or physical sciences and may include degrees in the pharmaceutical sciences, toxicology, biology or chemistry. Other degree areas are considered on a case by case basis by the Admissions Committee.

- Basic minimum requirements for a student with an undergraduate degree include:
 - a) An undergraduate grade point average of 3.5 or better
 - b) Suitable Graduate Record Examination (General Exam) scores
 - c) Two letters of recommendation
- Basic minimum requirements for a student with a suitable master's degree include:
 - a) A graduate grade point average of 3.0 or better
 - b) Suitable Graduate Record Examination (General Exam) scores
 - c) Two letters of recommendation

Prior to registration, the student must receive written confirmation from the Office of Admission as to the approval of matriculation in the doctoral program. Post-M.S. courses completed prior to acceptance in the Ph.D. program may not be applied toward the Ph.D. degree requirements. The admissions committee may require that certain deficiencies be remedied during the first year of the Ph.D. program. Admission to the doctoral program does not imply advancement to candidacy for the degree. Additional requirements, including satisfactory completion of the core curriculum, passing the comprehensive examination, passing the oral presentation of the research proposal and the establishment of the Ph.D. research committee must be fulfilled before a graduate student may be considered a candidate for a degree. The Ph.D. research committee is responsible for assisting the candidate in his/her research, but the primary responsibility for successfully completing the research and dissertation rests with the candidate.

Students must take PAS 265 Scientific Inquiry: Regulation and Ethical Challenges on a Pass/Fail basis. These credits do not apply toward degree.

Program of Study

The program of study consists of a minimum of 60 semester hours beyond the bachelor's degree or a minimum of 30 semester hours beyond the master's degree, exclusive of prerequisites but inclusive of dissertation research. The coursework for each student consists of a core curriculum and a specialization curriculum that is determined in consultation with the faculty mentor. In some cases, students may be required to complete more than the minimum number of credits in their area of specialization or a minor field of study in order to make up any deficiencies which may exist.

Curriculum

Core Curriculum:	Credits
PHS 212 Applied Biopharmaceutical Chemistry	3 cr.
or	
IPP 241 Advanced Biopharmaceutics	3 cr.
PAS 252 Biostatistics	3 cr.
PHS 251 Seminar in the Pharmaceutical Sciences	0 cr.
PHS 253 Seminar in the Pharmaceutical Sciences	0 cr.
PHS 254 Seminar in the Pharmaceutical Sciences	1 cr.
PHS 256 Pharmaceutical Analysis Laboratory	3 cr.
Total	10 cr.

All core requirements must be completed within the first two years of study. The specific curriculum for a specialization area will be determined in consultation with the doctoral student's faculty mentor.

Degree Requirements

Residency	24 credits or equivalent in a 24-month period (including summer)
Time Limit on Credit	Seven years
Minimum Credit in Semester Hours	15 credits of coursework beyond the M.S. degree plus basic requirements in area of specialty subject to the Doctoral Committee; 45 credits of course work beyond the baccalaureate degree.
Comprehensive Examination	Required
Graduate Record Examination	Required
Dissertation Research	Minimum of 15 credits of Dissertation Research (PHS 950)

Thesis and Dissertation Research

All candidates for the Ph.D. degree must conduct an original laboratory investigation. All master's students electing the thesis option, must conduct an original laboratory, administrative or clinical investigation. The results are reported in the form of a written dissertation that must be presented and defended at an oral examination. All thesis and dissertation candidates must take the appropriate 900 level research course each semester from completion of comprehensive examination requirements up to and including the semester in which the thesis or dissertation is defended. All laboratory research must be conducted at the University, unless explicitly authorized by the Ph.D. or master's committee.

Examinations and Grading

Graduate degree requirements for all programs include a required number of course credits with satisfactory grades indicative of scholarship. All master's students must take and pass a comprehensive examination. However, master's students that are enrolled in the thesis option (Plan A) must satisfy the comprehensive examination requirement by completing a research project and submitting and orally defending the written thesis.*

Ph.D. students are required to take and pass a comprehensive examination. Ph.D. students must also complete a research project and submit and successfully orally defend a written dissertation. (Ph.D. students should consult the College Doctoral Handbook for details concerning degree requirements.)

*M.S. students should consult the M.S. candidate handbook for further details.

Academic Standing

Students in the graduate programs are required to receive at least a "B" grade in all courses. If a student receives a grade of less than a "B", or their G.P.A. falls below 3.0, the student's program will automatically become subject to review. Such a review may result in academic dismissal. Master's students who receive more than two grades less than "B" are typically considered for academic dismissal. Ph.D. students who receive more than one grade less than "B" are typically considered for academic dismissal. Ph.D. students should consult the College doctoral handbook for details concerning academic status review and dismissal.

The Health Education Resource Center

Jaclyn Vialet, M.L.S., Director

HERC is open weekdays in the Sister Jane M. Durgin Pharmacy Education Center of St. Augustine Hall, Room B22. This instructional resource center provides educational and technical services to support the course objectives of the College of Pharmacy and Health Sciences. The center features a specialized collection consisting of books, periodicals, media, and electronic resources in the primary subject specialties of pharmacy and health sciences. The students, faculty, alumni, and practitioners of the college are also provided with a number of services at the center, which include: reference and research support, document delivery, public work stations, and quiet study areas. The center also sponsors educational programs, led by leaders from the fields of pharmacy and health sciences, which focus on contemporary healthcare issues.

Department of Pharmacy Administration and Public Health (PAH)

Wenchen Wu, Ph.D., Chair

Program of Study

The Department of Pharmacy Administration and Public Health (PAH) prepares students in the area of Pharmaceutical Marketing, Regulatory Affairs/Quality Assurance or Public Health. One objective is to prepare a student who is interested in specializing in the area of Pharmaceutical Marketing or Regulatory Affairs/Quality Assurance to demonstrate and communicate the quality and value of pharmaceutical/health care products and services in a competitive environment, while building the foundations for a career track in marketing, outcomes research, pharmaceutical regulations, and quality assurance. A successful student is then able to pursue employment in his or her chosen field and become a leader or seek career advancement in pharmaceutical industry, hospital, academia, government, research, and health care organization.

PAH also prepares students who are interested in pursuing a career in public health to improve and protect the health of populations by performing an array of essential public health services. Students will have various opportunities to develop core public health competencies and specialize in either community health or global health. The Master of Public Health program equips students with the skills to review, analyze, interpret and integrate research and knowledge to provide practical solutions to public health problems in local, national, and global communities. Graduates may pursue work in the public and private sectors, including local, state or federal health departments, community-based organizations or international agencies, in a variety of positions such as program planners, community health educators, global program managers, health promotion coordinators, and program evaluators.

MPH 204 Health Care System and its Financing

This course will provide an overview of those factors affecting the access disparity, efficiency and quality of the U.S. health care system. Students will gain an appreciation of the dilemmas confronting policy makers, providers, and the public, and how to balance the conflicting priorities in the current health care system. *3 semester hours, 3 credits.*

MPH 219 Healthcare Outcomes Assessment

The 3-credit course is designed to provide a comprehensive review of economic analysis and health status assessment in the appraisal of health outcomes and program effectiveness in health service research. Application of economic tools and quality of life evaluation instruments in clinical investigations, health services research, and policy analysis will be discussed. *3 semester hours, 3 credits.*

MPH 252 Biostatistics

This course will allow the student to conceptualize the different statistical methods used to evaluate drugs and health care protocols used in clinical and non-clinical public health settings. The principal emphasis will be placed on data analyses involving human in observational and experimental studies in the health sciences, including public health. *3 semester hours, 3 credits.*

MPH 275 Introduction to Public Health Management

This course will introduce the student to the historical evolution of public health infrastructure and practice and provide an introduction to public health management. *3 semester hours, 3 credits.*

MPH 280 Introduction to Epidemiology

This course introduces students to the basic concepts of epidemiology as applied to public health problems. The course will examine how epidemiology contributes to assessing the health of the population, identifying the risk factors that may cause diseases and evaluating the procedures for studying and preventing diseases. *3 semester hours, 3 credits.*

MPH 285 Introduction to Environmental Health Sciences

Environmental health sciences represent the study of environmental factors including biological, physical and chemical factors that affect the health of a community. The overall role of environmental risks in the pattern of human disease, and the engineering and policy strategies, including risk assessment, will be introduced. *3 semester hours, 3 credits.*

MPH 301 Social and Behavioral Health

The course is designed to introduce the student to psychosocial concepts and processes that influence health status and public health interventions. The course will provide an introductory background to the kinds of social and behavioral theories that guide our understand-

ing of health related behavior and explore some of the ways in which these theories and approaches may be used in public health practice. *3 semester hours, 3 credits.*

MPH 302 Health Care Data Analysis and Management

This course is designed to develop effective data management skills in clinical and health care research. The course will provide graduate students with an overview of statistical software and provide technical skills for data management, data analysis, and producing graphs and reports. *3 semester hours, 3 credits.*

MPH 303 Public Health Program Planning

The course is designed to provide students with a systematic approach to planning effective public health programs and will cover the general principles of public health program planning including needs assessment, design, implementation and evaluation. The student will be able to develop a plan for implementing an effective public health program and/or intervention to address public health issues affecting the communities at local, national, and international levels. *3 semester hours, 3 credits.*

MPH 304 Public Health Program Evaluation

This course will provide students with an overview of program evaluation, qualitative and quantitative evaluation methods and analysis tools to evaluate data. A critical examination of a wide variety of research and program evaluation designs and methods used in applied areas of health care will be evaluated. *3 semester hours, 3 credits.*

MPH 305 Geographic Information Systems (GIS)

This course is an introduction to the concepts of Geographic Information Systems (GIS) as they apply to public health, access to care and health disparities. Participants will acquire hands-on experience using type of GIS software to create and manage geo-referenced data layers; learn principles of geocoding and the use of Global Positioning Systems (GPS); perform queries, searches, and statistical analyses; and create maps and reports for the field of public health. *3 semester hours, 3 credits.*

MPH 306 Research Methods in Public Health

The course will introduce the student to the fundamentals of research study design, data collection, data analysis and interpretation of study results in public health research or evaluation project. It serves as an introduction to various quantitative, qualitative, mixed method and participatory approaches for undertaking research on issues pertaining to public health and health services evaluation. *3 semester hours, 3 credits.*

MPH 310 Health Disparities

This course will introduce the concept of health disparities in relation to socioeconomic status (SES), access to care, racial and ethnic group in the United States. Students will compare health status across social, racial and ethnic groups and discuss the concept of socioeconomic status and its association between poverty and poor health. *3 semester hours, 3 credits.*

MPH 311 Health Promotion & Disease Prevention

The purpose of this course is to evaluate different approaches to health promotion and disease prevention for different target groups. The course focuses on the specifics of intervention both development and delivery and how these might vary across settings, behaviors and strategies. *3 semester hours, 3 credits.*

MPH 312 Health Communication (3)

The course is designed to help public health professionals apply sound judgment when making decisions about how to communicate effectively with the public. The course includes theoretical and practical content on: persuasive approaches to group and individual change; audience, message, and channel factors in campaign development; and measurement of campaign impacts. *3 semester hours, 3 credits.*

MPH 315 Global Health and Healthcare in Developing Countries

This course will explore factors that contribute to unequal prevalence of diseases and status of health and introduce key concepts of global health. The student will be introduced to the burden of diseases on the economic resources of developing countries; challenges faced by the global health systems, and economic and social inequity issues in global health. *3 semester hours, 3 credits.*

MPH 316 Global Environmental Sustainability & Health

The course explores the major issues pertaining to the maintenance of a sustainable ecosystem as an essential prerequisite for population growth without compromising the ability of the next generation to meet its needs. The course examines the current challenges in global sustainability such as climate stabilization, energy security, and sustainable land use. *3 semester hours, 3 credits.*

MPH 317 Public Health Practice

Students will apply skills and knowledge acquired from their coursework in a real-world setting in this supervised fieldwork practice experience to addresses a public health issue. As students carry out the assigned projects, they will attend seminars and submit interim reports to document their progress towards goals and objectives. *3 semester hours, 3 credits.*

MPH 330 Culminating Experience

The culminating experience provides continued development of the students' skills and helps advance the transition into knowledgeable public health professionals. This course is integrated with the fieldwork practice experience and requires application of the cross-cutting concepts and core areas of knowledge in which students plan, analyze, present their fieldwork experience and attend seminars. Prerequisites: MPH 317 Public Health Practice. *3 semester hours, 3 credits.*

PAS 204 Health Care Systems and its Financing

This course will provide an overview of those factors affecting the access disparity, efficiency and quality of the U.S. health care system. These factors include: demographic changes, demand for services, cost shifting, use of health technology, health care workforce distribution, financing of services by public and private payers, the rise of cost containment, Medicare and Medicaid, the evolution of the managed care market, and health care reform initiatives. Lecture. *3 semester hours, 3 credits.*

PAS 211 Introduction to Pharmaceutical Marketing

This course covers topics including the modern pharmaceutical industry; the nature of pharmaceutical products; ad factors affecting marketing of pharmaceutical products. The U.S. pharmaceutical market is the focus for studying the above aspects. Lecture. *3 semester hours, 3 credits.*

PAS 212 Pharmaceutical Promotion

This course deals with the theoretical, practical and unique aspects and issues in pharmaceutical promotion. Lecture. *3 semester hours, 3 credits.*

PAS 213 Research Methods in Health Care Marketing

Prerequisite: PAS 252 or equivalent. This required course allows the student to understand the fundamental nature of the scientific approach to conducting research. Lecture. *3 semester hours, 3 credits.*

PAS 214 Management in the Health Care Industries

Management policies and procedures of those institutions organized to deliver health care services and related products to the consumer. *3 semester hours, 3 credits.*

PAS 215 Foundations of Regulatory Affairs

This course provides the student with an understanding of the laws, regulations and procedures of federal and state regulations that affect drugs and medical devices during their development, production and distribution stages. Lecture. *3 semester hours, 3 credits.*

PAS 216 Consumer Behavior in Purchasing Drug Products

Sociological, psychological and anthropological factors affecting consumer buying tendencies. *3 semester hours, 3 credits.*

PAS 217 Retail Pharmacy Management

This course deals with the theoretical and practical aspects of the activities involved in the retailing of pharmaceutical goods and services—specifically with respect to the places, times, prices and quantities that enable a retailer to reach its goals. Lecture. *3 semester hours, 3 credits.*

PAS 218 Contemporary Administrative Principles

The evaluation of contemporary administrative concepts; the essentials of the planning, organizing, coordinating and controlling processes; and the techniques of interviewing, communicating, motivating and establishing performance criteria are explored in this course. Lecture. *3 semester hours, 3 credits.*

PAS 219 Health Care Outcomes Assessment

This course is designed to provide a comprehensive review of economic analysis and health status assessment in the appraisal of health outcomes and program effectiveness in health service research. Major economic evaluation methods such as: cost effectiveness analysis, cost benefit analysis and cost utility analysis are introduced in the context of current health care service system. Lecture. *3 semester hours, 3 credits.*

PAS 220 Global Pharmaceutical Marketing

Prerequisite: PAS 211 or equivalent. This course covers the global pharmaceutical market and the economic, legal, cultural, political and competitive environment in which the global pharmaceutical market operates. *3 semester hours, 3 credits.*

PAS 252 Biostatistics

This course will allow the student to conceptualize the different statistical methods used to evaluate drugs and health care protocols used in clinical and non-clinical public health settings. While the principal emphasis will be placed on data analyses involving animal and humans in preclinical and clinical studies, case studies will involve the application of the concepts learned in the course to other health related fields including but not limited to public health. *3 semester hours, 3 credits.*

PAS 256 Principles of Experimental Design

Prerequisite: Undergraduate courses in biological and chemical sciences. This course is designed to develop competencies necessary to solve complex biological problems with efficient experiments using small sample size. Lecture. *3 semester hours, 3 credits.*

PAS 260 Basic Concepts of Drug Development

This course is designed to study the modern drug development process in the pharmaceutical industry from drug discovery up to the Submission of NDA for FDA approval. *3 semester hours, 3 credits.*

PAS 261 Foundations of GXP

This course introduces the fundamental concepts of GLP, GCO and GMP. It explores basic regulatory and quality assurance issues pertinent to pre-clinical safety research. *3 semester hours, 3 credits.*

PAS 262 Regulatory Submissions and the Drug Approval Process

This course covers the development of IND and NDA submissions for FDA review. In addition, the most recently revised regulations governing IND, NDA, SNDA and ANDA are discussed as they relate to facilitation of the review process. *Credit: 3 semester hours.*

PAS 263 Generic Drug Regulation

Prerequisite: PAS 215. This course studies the FDA's regulations on generic drug manufacturing, clinical trial, application preparation and submission and marketing. It covers related guidance documents, policies, requirements and general procedures. *3 semester hours, 3 credits.*

PAS 264 Advanced Food and Drug Law Regulation

Prerequisite: PAS 215. This course develops an in-depth understanding of the laws governing food and drugs. This course focuses on the laws and regulations promulgated by the federal government, especially the Food and Drug Administration, related to drug development, manufacturing marketing and distribution. *3 semester hours, 3 credits.*

PAS 265 Scientific Inquiry: Regulation and Ethical Challenges

This course considers the nature of the scientific enterprise and both the legal and ethical restrictions placed on its methods and products by the government through imposition of regulation and society at large through moral suasion. *3 semester hours, 3 credits.*

PAS 266 Bio-Pharmaceutical Statistics-II

Prerequisites: PAS 252 or equivalent. This course will provide the student with explanation of the approaches and solutions to commonly encountered statistical problems, with examples that are relevant to scientists involved in pharmaceutical and related research. *3 semester hours, 3 credits.*

PAS 267 Post Approval Affairs

This course reviews FDA guidelines for Scale Up Post Approval changes (SUPAC) developed by the Center for Drug Evaluation and Research (CDER). The FDA guidelines, published workshop reports and applicable scientific literature will be discussed. *3 semester hours, 3 credits.*

PAS 268 Good Manufacturing Practices

This course will provide the students with a comprehensive understanding of the requirements described in the Food and Drug Administration's (FDA) regulations on GMPS as they pertain to pharmaceutical drugs and medical devices. *3 semester hours, 3 credits.*

PAS 269 Good Laboratory Practices

Prerequisite: PAS 261 This course is designed to provide an understanding of the regulatory requirements for designing, conducting, auditing, and reporting pre-clinical laboratory studies in support of research or marketing applications. It will explore the regulations and guidelines set forth by the US Food and Drug Administration (FDA), the European Union (EU) and other significant national regulations. *3 semester hours, 3 credits.*

PAS 272 Process Validation

This course will provide the students with an understanding of the scientific principles and regulatory requirements for pharmaceutical companies that are legally mandated to validate their manufacturing processes. *3 semester hours, 3 credits.*

PAS 275 Good Clinical Practices

Prerequisite: PAS 261 This course is designed to provide an understanding of the quality standards for designing, conducting, recording, and reporting clinical trials. It will explore the regulations and guidelines set forth by the U.S. Food & Drug Administration (FDA) and the International Conference on Harmonization (ICH) and briefly cover the impact of the European Union (EU) Clinical Trial Directive. *3 semester hours, 3 credits.*

PAS 276 International Drug Regulatory Affairs

This course provides a detailed analysis of the regulatory processes for new drug and device approvals outside of the United States. Students will gain experience in comparing the European, Canadian, Japanese, Asian and South American registration trends with those of the United States. Future regulatory structures in the major world markets will also be explored. *3 semester hours, 3 credits.*

PAS 277 Product Labeling

This course will examine strategies for creating drug labels and product labeling for new drugs and for dealing with labeling issues generated by post-marketing surveillance activities and alterations in federal Regulation or guidance. Students will gain insight into the regulatory process and the enforcement process of the FDA for drug, biologic, device, dietary supplement and cosmetic labeling. International labeling issues will be addressed as they impact on harmonization. *3 semester hours, 3 credits.*

PAS 301 Social and Behavioral Health

This course is designed to introduce the student to social concepts and processes that influence health status and public health interventions. The course will provide an introductory background to the kinds of social and behavioral theories that guide our understanding of health related behavior and explore some of the ways in which these theories and approaches may be used in public health practice. *3 semester hours, 3 credits.*

PAS 302 Health Care Data Analysis and Management

This course is designed to develop effective data management skills in clinical and health care research. The course will provide graduate students with an overview of the SAS software and provide technical skills for data management, data analysis, and producing graphs and reports. Hands-on experiences and assignments with real world data from a wide variety of sources such as health care administrative files and Health Survey databases from National Center for Health Statistics will be offered to enable students to master the skills learned in the course. *3 semester hours, 3 credits.*

PAS 900 Master's Research

Supervised research leading to the preparation and completion of a thesis in partial fulfillment of the master's degree requirements. All master's candidates must register for this course until thesis is completed in order to satisfy research requirements. Although students may register for more than six hours, no more than six credits may be applied towards the degree. *3-6 hours per semester, 3-6 credits. Current fee.*

PAS 925 Maintaining Matriculation – Master's

All master's students who are not registered for any other courses must maintain enrollment in the University by registering for this course. Eligibility for thesis option students is typically limited to students who have satisfied all research and degree requirements but have not completed the written and oral components of the thesis. Thesis option students must have written approval from their advisor, department chairman and permission from the graduate dean to register for this course. *No credit. Current fee.*

Department of Pharmaceutical Sciences (PHS)

Frank A. Barile, Ph.D., Chair

Program of Study

The Department of Pharmaceutical Sciences is committed to educating research scientists for academic, governmental and industrial institutions. The program is designed to provide the student with critical learning skills, research expertise and a fundamental knowledge base that enables scientists to remain current with scientific literature, to carry out laboratory investigations and to analyze research findings. Students will acquire the necessary skills in a chosen area of concentration (industrial pharmacy, medicinal chemistry, pharmacology, and toxicology) that are essential to enable them to assume leadership positions in the pharmaceu-

tical and biomedical sciences.

IPP 101 Special Problems in Industrial Pharmacy

Laboratory and/or fieldwork in area of specialization in institutional, hospital, cosmetic or industrial pharmacy. *3 semester hours, 3 credits. Current laboratory fee.*

IPP 231 Principles of Manufacturing Pharmacy I

Corequisite: IPP 231L. A study of the process and equipment employed in the manufacture of solid pharmaceuticals. Operations on a pilot plant scale are utilized to demonstrate the common types of industrial equipment. *Lecture. 3 semester hours, 3 credits.*

IPP 231L Laboratory for Principles of Manufacturing Pharmacy I

Credit: 3 semester hours; 1 credit hour. Current laboratory fee.

IPP 233; Industrial Pharmacy Journal Club

This course is composed of research seminars for graduate students pursuing a M.S./Ph.D. degree in Industrial Pharmacy in which discussion will focus on interpretation, analysis and critical evaluation of research data in published research articles and unpublished research data generated by the graduate students during their dissertation research. *2 semester hours, 2 credits.*

IPP 235 Product Formulation

Corequisite: IPP 235L. A study of the formulation and stability testing of dosage forms. *Lecture. 3 semester hours, 3 credits.*

IPP 235L Laboratory for Product Formulation

Corequisite: IPP 235. Laboratory. *3 semester hours, 1 credit. Current laboratory fee.*

IPP 236 Evaluation of Pharmaceutical Dosage Forms

Physical and physicochemical procedures used to evaluate pharmaceutical dosage forms are discussed. Factors affecting drug release from pharmaceutical products are covered along with in vitro and in vivo procedures for assessing drug absorption efficiency. *Lecture. 3 semester hours, 3 credits.*

IPP 237 Industrial Pharmacy

The basics of pharmaceutical processing and unit operations including both theory and practice of all the major operations underlying pharmaceutical production. *Lecture. 3 semester hours, 3 credits.*

IPP 239 Homogeneous Pharmaceutical Systems

Application of selected physicochemical principles to homogeneous pharmaceutical systems. *Credit: 3 semester hours.*

IPP 240 Heterogeneous Pharmaceutical Systems

Application of selected physicochemical properties to heterogeneous pharmaceutical systems. *Lecture. 3 semester hours, 3 credits.*

IPP 241 Advanced Biopharmaceutics

A course designed to study the physicochemical, formulation and biological factors which affect the processes of drug absorption, distribution, metabolism and excretion, to learn the advanced pharmacokinetic calculation, analysis, modeling and the use of computer soft wares, and to optimize drug delivery systems for various routes of administration based on biopharmaceutical, pharmacokinetic and clinical considerations. *Lecture. 3 semester hours, 3 credits.*

IPP 247 Special Drug Delivery Systems

Considerations involved in the development and formulation of sustained and controlled release drug delivery systems are discussed. *Lecture. 3 semester hours, 3 credits.*

IPP 250 Targeted Drug Delivery Systems

This elective is designed to focus on different concepts and strategies involved in the design and development of targeted drug delivery systems to different organs and/or sites. *3 semester hours, 3 credits.*

IPP 255 Biotechnological Drug Delivery Systems

This course is designed to focus on various physicochemical, biological and pharmaceutical concepts and strategies involved in the design and development of invasive (parenteral) and noninvasive drug delivery systems for biotechnological drug molecules such as proteins and peptides. *Lecture. 3 semester hours, 3 credits.*

IPP 271 Degradation and Stability of Pharmaceutical Systems

This course involves study of physical and chemical factors affecting stability of drugs in pharmaceutical dosage forms and approaches to enhance their stability and shelf-life. *Credit: 3 semester hours.*

IPP 265 Introduction to Industrial Pharmacy I

This introductory course is designed for students who wish to pursue graduate education in Industrial Pharmacy, This course is designed to provide students opportunities to learn fundamentals of physical, chemical and biological principles used in the preparation, preservation, evaluation and utilization of drug products and/or pharmaceutical dosage forms that are required to comprehend the advanced level material taught in various courses in the industrial pharmacy curriculum. *3 semester hours, 3 credits.*

IPP 266 Introduction to Industrial Pharmacy II

This course further develops the student's opportunities to learn fundamentals of physical, chemical and biological principles used in the preparation, preservation, evaluation and utilization of drug products and/or pharmaceutical dosage forms that are required to com-

prehend the advanced level material taught in various courses in the industrial pharmacy curriculum. *3 semester hours, 3 credits.*

IPP 273 Pharmacokinetic and Pharmacodynamic Data Analysis

Recommended: IPP 241 or equivalent.

This course is designed to develop a basic understanding of the pharmacokinetic and pharmacodynamics concepts and their model applications governing the time course of drug absorption, distribution and elimination as well as drug action. *3 semester hours, 3 credits.*

MCM 101 Special Problems

Laboratory and/or fieldwork in Medicinal Chemistry. *3 semester hours, 3 credits.*

MCM 223 Design of Nucleoside Analogs

The chemistry of nucleic acids, nucleotides, nucleosides, purine and pyrimidines is discussed with respect to their structures, syntheses and properties. *3 semester hours, 3 credits.*

MCM 224 Design of Enzyme Inhibitors

The modification of proteins or protein activity by irreversible binding of drugs and other small chemical molecules is discussed. *3 semester hours, 3 credits.*

MCM 231 Medicinal Chemistry Journal Club

Seminar for graduate students in pharmaceutical sciences in which discussions focus on published experimental results with a view toward evaluation of methodology and a presentation of data. Participation by graduate faculty and students. *2 semester hours, 2 credits.*

MCM 245 Laboratory Use of Radiotracers

A course designed to present the fundamentals of the use of radiotracers in the modern laboratory. Emphasis is placed on safety, experimental design and the variety of special techniques in use today in pharmaceutical research. *3 semester hours, 3 credits.*

MCM 248 Receptors and Mechanism of Drug Action

Discussion is focused on the concept and theories of receptors as an explanation for drug action and design of new therapeutic agents. Special emphasis is placed on the mechanism of action and drug interaction with important categories of drugs. *3 semester hours, 3 credits.*

MCM 255 Chemical Aspects of Drug Metabolism

A detailed discussion of drug metabolizing enzyme systems and reactions. The relationship between chemical structure and drug metabolism is particularly emphasized. Drug metabolism related toxicity is also considered. *3 semester hours, 3 credits.*

MCM 263 Laboratory in Analysis of Biomacromolecules

A course designed to present the fundamentals of the use of modern analytical techniques for the identification and isolation of biomacromolecules. Emphasis is placed on protein purification methods. *3 semester hours, 3 credits.*

MCM 265; 266 Principles of Drug Design I; II

Required course designed to present an overview of the basic principles involved in medicinal chemistry. *3 semester hours, 3 credits.*

MCM 267 Computer-Aided Drug Design

This course is designed to provide students with the background and a hands-on understanding of techniques involved in computer-aided drug design, including molecular mechanics/dynamics, quantum mechanics, protein sequence alignments, homology modeling, protein binding site identification and analysis, small molecule conformation generation/ clustering, property generation/filtering, virtual screening, ADME/Toxicity predictions, quantitative structure-activity relationship (QSAR), cheminformatics, ligand docking, and pharmacophore mapping in drug development. The first half of the semester will be mainly lectures to provide necessary background for doing subsequent hands-on modeling experiments. *3 semester hours, 3 credits.*

MCM 268 Drug Synthesis

This course will present synthesis of current and new drugs. Chemical methods of synthesis will be introduced. Both heterocyclic and carbocyclic methods will be covered. This course will provide the students with a working knowledge of the principles of chemical syntheses as they apply to specific drugs. *3 semester hours, 3 credits.*

MCM 269 Advanced Topics in Prodrug Design

This course is designed to provide the students with selected advanced topics of prodrugs and the principles involved in prodrug design. This will also include discussion on objectives and strategic consideration of prodrug design and characterization. *3 semester hours, 3 credits.*

MCM 270 Medicinal Chemistry of Antiviral and Anticancer Chemotherapeutic Agents

This course is designed to instruct the students on the design, discovery, structure activity relationships and chemical mechanisms of actions of antiviral and anticancer chemotherapeutic agents. Case studies in the discovery and development of novel antiviral and anticancer agents will be presented and will include strategies for enzyme inhibition and metabolic blockade. *3 semester hours, 3 credits.*

PHM 101 Special Problems

Conferences on specialized topics accompanied by laboratory work in pharmacology. *3 semester hours, 3 credits.*
Current laboratory fee.

PHM 102; 103 Principles of Pharmacology I; II

Introduction to the science of pharmacology with emphasis on the basic principles. There is in-depth consideration of the factors modifying drug responses and dose-response relationships. *Lecture. 3 semester hours, 3 credits. (No credit applied toward graduate degree.) Cf. PHS 4301 and 4303.*

PHM 201 Pharmacology of the Autonomic Nervous System

An overview of the established pharmacology of the autonomic nervous system is presented as well as a comparison with the pharmacology of the somatic nervous system. *3 semester hours, 3 credits.*

PHM 202 Advanced Pharmacology

Credit: 3 semester hours.

PHM 203 Research Methods in Pharmacology

This course intends to introduce the student to select *in vivo* and *in vitro* techniques used in quantitative evaluation of pharmacological agents. *3 semester hours, 3 credits. Current laboratory fee.*

PHM 209 Pharmacological Aspects of Respiratory Disease

Pulmonary physiology will be reviewed; anatomy and the process of respiration, gas exchange, control of respiration and acid base balance will be included. The anatomical, physiological and biochemical basis of respiratory disease (or pathology) will be discussed. *3 semester hours, 3 credits.*

PHM 211 Biochemical Neuropharmacology

The biochemical bases of the action of drugs in the nervous system. The molecular and biochemical pharmacology of acute and chronic effects of pharmacologic agents are and new techniques and findings. *3 semester hours, 3 credits.*

PHM 216 Advanced Psychopharmacology

This course provides an introduction to the neuro-pharmacological bases of behavior and drugs used to treat behavior disorders. The role that specific neurochemical systems play in regulating behavior is considered and discussed. The molecular, biochemical and behavioral mechanism of action of many psychotropic drugs is covered. *3 semester hours, 3 credits.*

PHM 221 Clinical Pharmacology

Discussion and demonstration of the clinical basis for the therapeutic application of drugs. Toxicity and adverse reactions are considered. Case material from actual patient populations is used to illustrate and support this information. *3 semester hours, 3 credits.*

PHM 232 Pharmacology Journal Club

Seminar for graduate students in pharmaceutical sciences in which discussions focus on published experimental results with a view toward evaluation of methodology and a presentation of data. Participation by graduate faculty and students. *3 semester hours, 3 credits.*

PHM 240 Pharmacology of Anticancer Drugs

This course is designed to instruct the students in the area of Pharmacology of anticancer drugs. This course covers the following aspects of anticancer drugs: mechanisms of action; critical pharmacokinetic parameters and drug-drug interactions; adverse reactions and toxicity. *3 semester hours, 3 credits.*

PHM 246 Pharmacology of Drug Abuse

A study of the various chemical agents of dependence with in-depth consideration of the mechanisms and nature of the chemical agents involved in this phenomenon. *Credit: 3 semester hours.*

PHM 247 Reproductive Pharmacology

A consideration of the effect of drugs on the reproductive system during the periods of development, maturation and aging. *3 semester hours, 3 credits.*

PHM 249 Cardiovascular Pharmacology

The course considers the mechanism of action of myocardial stimulants and depressants as well as anti-arrhythmic drugs. *3 semester hours, 3 credits.*

PHS 212; 213 Applied Biochemistry I; II

A course dealing with those aspects of biochemistry of special relevance to students of the health sciences. Emphasis is placed on fundamental metabolic cycles and processes and on biochemical concepts needed to understand drug action and metabolism, biogenetic pathways and various disease states. *3 semester hours, 3 credits.*

PHS 239 Functional Neuroanatomy and Neuropathology

This course instructs the student in the anatomy and physiology of the central and peripheral nervous systems and describes the processes by which these systems undergo pathological change. *3 semester hours, 3 credits.*

PHS 240 Principles of Electron Microscopy

Corequisite: PHS 240L. This course is intended to instruct the student in the basic techniques of electron microscopy. It also describes the analytical methods used to identify various biological systems. *3 semester hours, 3 credits.*

PHS 240L Electron Microscopy Laboratory

Corequisite: PHS 240. This course instructs the student in the preparation of tissue for electron microscopy and the interpretation and analysis of electron micrographs. *3 semester hours; 1 credit hour. Current laboratory fee.*

PHS 250 Cell and Tissue Culture

Student is acquainted with cell culture technology as well as biochemical and biophysical characteristics and capabilities of mammalian cells in culture. *3 semester hours, 3 credits.*

PHS 250L Cell and Tissue Culture Laboratory

Corequisite: PHS 250. This course is the laboratory component of PHS 250. Hands-on laboratory experiments in cell culture technology are performed by the students. The objective of the laboratory assignments is to expose the student to the biological, biophysical, and toxicological characteristics of mammalian cells in culture. *3 semester hours, 1 credit. Current laboratory fee.*

PHS 251 Doctoral Seminar in the Pharmaceutical Sciences I

A monthly seminar of two hours for all students pursuing the Ph.D. The seminar consists of scheduled presentations given by scholars in the pharmaceutical sciences. *8 hours per semester. No credit.*

PHS 252 Doctoral Seminar in the Pharmaceutical Sciences II

A monthly seminar of two hours for all students pursuing the Ph.D. The seminar consists of scheduled presentations given by scholars in the pharmaceutical sciences. *8 hours per semester. No credit.*

PHS 253 Doctoral Seminar in the Pharmaceutical Sciences III

A monthly seminar of two hours for all students pursuing the Ph.D. The seminar consists of scheduled presentations given by scholars in the pharmaceutical sciences. *8 hours per semester. No credit.*

PHS 254 Doctoral Seminar in the Pharmaceutical Sciences IV

A monthly seminar of two hours for all students pursuing the Ph.D. The seminar consists of scheduled presentations given by scholars in the pharmaceutical sciences. *8 hours per semester. 1 credit.*

PHS 256 Pharmaceutical Analysis Laboratory

A detailed discussion of the basic principles of pharmaceutical analysis. Special emphasis is placed on the selection and development of qualitative and quantitative methodology for the analysis of drug molecules in a variety of sample environments. *3 semester hours, 3 credits.*

PHS 257 Gene Technology in the Pharmaceutical and Health Sciences

Corequisite: PHS 261L. Course presents the basic mechanism underlying the expression of the information encoded in the DNA: transcription, translation and replication. *3 semester hours, 3 credits.*

PHS 259 Cell Signals and Regulatory Systems

A course covering the elements of regulation at the level of the cell. The intracellular events of signaling, i.e., post-receptor events, are the focus. *3 semester hours, 3 credits.*

PHS 260 Clinical Immunology

A detailed discussion of the basic concepts of immunology, immunity and immuno-pathology. Special emphasis is placed on the aspects of clinical immunology with reference to the theory which underlies laboratory tests and methods of procedure. *3 semester hours, 3 credits.*

PHS 261 Laboratory in Gene Technology for the Pharmaceutical and Allied Health Professions

Corequisite PHS 257. The use of modern databases to mine known information and synthesize new conclusions from combined resources is used as a starting point. The class is divided into groups, each working with a different protein or a mutant of the target protein. *3 semester hours, 1 credit. Current laboratory fee.*

PHS 264 Analysis of Cell Structure and Function

Corequisite PHS 264L. A study of cell structure and function including discussions of membrane transport, respiration, cell division and cell motility. Additional topics include enzyme function. DNA, RNA and protein synthesis and their control. Discussion of methods of cell study will be incorporated in specific lecture topics, i.e., membranes, and in laboratory sessions. *3 semester hours, 3 credits.*

PHS 264L Analysis of Cell Structure and Function Laboratory

Co-requisite: PHS 263. Laboratory component of PHS 264. *3 semester hours. Credit: 1 credit hour. Current laboratory fee.*

PHS 270 Introduction to Biotechnology

This course discusses the basic mechanisms underlying the expression of information encoded in the DNA, i.e., transcription, translation and replication. *3 semester hours, 3 credits.*

PHS 271 Oxidants, Antioxidants and Free Radicals

The involvement of free radicals/reactive oxygen species (ROS) in the pathogenesis of a wide variety of human diseases has been increasingly recognized over the last two decades. *3 semester hours, 3 credits.*

PHS 278 Human Physiology

An examination of the principles of human physiology, starting with cellular physiology principles such as membrane transporters and action potentials, and covering several of the key topics of physiology: endocrine, neural, muscle, cardiovascular, respiratory, gastrointestinal, and renal. *3 semester hours, 3 credits.*

PHS 280 Regulation of Intermediary Metabolism

The basis for understanding how pathways of intermediary metabolism relate to energy and to one another is presented. Methods for identification of control points, means of control of pathway flow, and how homeostasis is achieved from a biochemical viewpoint are presented. The classical basis of metabolism and current advances are presented. *3 semester hours, 3 credits.*

PHS 900 Master's Research

Supervised research leading to the preparation and completion of a thesis in partial fulfillment of the master's degree requirements. All master's candidates must register for this course until research is completed in order to satisfy research requirements. Although students may register for more than six hours, no more than six credits may be applied toward the degree. *Credit: 3–6 hours per semester. Current laboratory fee.*

PHS 910 Advanced Master's Research

The student will conduct research in their field of study. Results will be presented in the form of a written dissertation. Students may register for this course to a maximum of 2 semesters. *Credit: 1 credit*

PHS 925 Maintaining Matriculation—Master's

All master's students who are not registered for any other courses must maintain enrollment in the University by registering for this course. Eligibility for thesis option students is limited to students who have satisfied all research and degree requirements but have not completed the written and oral components of the thesis. Thesis option students must have written approval from their advisor, department chairman and permission from the graduate dean to register for this course. *No credit. Current fee.*

PHS 940 Maintaining Matriculation—Ph.D.

Ph.D. students must maintain matriculation if they are not registered for courses or have not yet passed their comprehensives. Limit: 2 semesters. *No credit. Current fee.*

PHS 950 Doctoral Research

Original research leading to the doctoral degree. Doctoral students may register for 950 while completing degree requirements; however, upon the successful completion of formal courses, language requirement and comprehensive examination, doctoral candidates must register for PHS 950 until the dissertation is completed and the degree is awarded. *3 semester hours, 3 credits. Current laboratory fee.*

PHS 960 Advanced Doctoral Research

Original research, leading to the doctoral degree. Doctoral students may register for PHS 960 upon the successful completion of formal courses, language requirement and comprehensive examination, and 15 credits of doctoral research PHS 950. Students may register for this course to a maximum of 2 semesters. *Credit: 1 credit.*

TOX 101 Special Problems

Conferences on specialized topics accompanied by laboratory work in toxicology. *3 semester hours, 3 credits. Current laboratory fee.*

TOX 102; 103 Toxicology I; II

The source, chemical composition action, tests and antidotes of toxic substances. First semester consideration is given to materials of inorganic origin; second semester is devoted to substances of organic nature, both natural and synthetic in origin. Lecture. *3 semester hours, 3 credits. No credits applied toward graduate degree. Cf. PHS 2401; 2402.*

TOX 201 Methods in Toxicologic Evaluation

Experimental toxicology and pathology deals with the variety of experimental methods utilized to determine the safety and toxicity of materials administered by mouth, applied topically to the skin or mucous membranes, or administered by inhalation of gasses or aerosols. *3 semester hours, 3 credits.*

TOX 205 Neurotoxicology

This course examines the various classes of neurotoxins, their mechanism of toxicity and experimental models used to assess neurotoxic mechanisms. *3 semester hours, 3 credits.*

TOX 207 Recent Advances in Forensic Toxicology

A survey emphasizing recent developments in the field of forensic toxicology. Emphasis is placed on documentation and interpretation of analytical results. *3 semester hours, 3 credits.*

TOX 209 Recent Advances in Clinical Toxicology

A survey of current literature, emphasizing recent advances in clinical toxicology. *3 semester hours, 3 credits.*

TOX 210 Biochemical Toxicology

An advanced study of the biochemical principles and mechanisms underlying the toxicity of xenobiotics at the cellular level. Biotransformation pathways and the subcellular toxicity of selected toxicants are examined in depth. *3 semester hours, 3 credits.*

TOX 215 Analytical Methods in Toxicology

This course considers methods of specimen and sample preparations and extraction and analytical chemical techniques used to solve problems confronting the analytical toxicologist. *3 semester hours, 3 credits.*

TOX 216 Environmental and Occupational Toxicology

The chemical and regulatory aspects of environmental and occupational hazards are presented, with an overview of methods in epidemiology and risk assessment. *Credit: 3 semester hours.*

TOX 217 Toxicology of the Hematopoietic and Immune System

Focuses upon the effects of toxic substances on hematologic and immunologic function.

3 semester hours, 3 credits.

TOX 218 Pathophysiology of Organ Systems (CPP 304)

This course is designed to explain the abnormal physiological processes which result when normal metabolic functions are disturbed.

Mechanisms of normal function are described as well as the resulting effect of altered homeostasis. *3 semester hours, 3 credits.*

TOX 219 Molecular Toxicology

This is an advanced study of the specific molecular, biochemical and cellular mechanisms of toxic injury. *3 semester hours, 3 credits.*

TOX 221 Hematologic Pathology

A study of the hematopoietic system. Topics covered include anemias, leukemias, coagulation defects with consideration of etiology, physiologic and cellular manifestations and therapeutic modalities. *3 semester hours, 3 credits.*

TOX 222 Cellular Pathophysiology

This course is designed to explain the cellular response to injury. Molecular, biochemical and organelle pathology is discussed in relation to normal cell function. *3 semester hours, 3 credits.*

TOX 223 Liver & Kidney Toxicology

This toxicology course will cover the principles and mechanisms underlying the responses of the liver and kidneys to environmental and pharmaceutical agents at the molecular, cellular, and organ levels. Biotransformation pathways, signaling pathways, and the subcellular toxicities of selected liver and kidney toxicants will be examined in depth. Lectures will emphasize current concepts and applied methodologies related to liver and kidney toxicology and safety assessment. *3 semester hours, 3 credits.*

TOX 230 Toxicology Journal Club

Seminar for graduate students in pharmaceutical sciences in which discussions focus on published experimental results with a view toward evaluation of methodology and a presentation of data. Participation by graduate faculty and students. *2 semester hours, 2 credits.*

TOX 250 Product Safety and Risk Management

This course is designed to provide toxicology graduate students with practical knowledge of applied product safety and risk assessment in the pharmaceutical and consumer products industry. *3 semester hours, 3 credits.*

TOX 285 Environmental Health Sciences

Environmental health sciences represents the study of environmental factors including biological, physical and chemical factors that affect the health of a community. The casual links between chemical, physical, and biological agents in the environment and their impact on human health will be satisfied.

3 semester hours, 3 credits.

TOX 900 Master's Research

Supervised research leading to the preparation and completion of a thesis in partial fulfillment of the master's degree requirements. All master's candidates must register for this course until research is completed in order to satisfy research requirements. Although students may register for more than six hours, no more than six credits may be applied towards the degree. *Credits: 3-6 semester hours. Current laboratory fee.*

TOX 925 Maintaining Matriculation

All master's students who are not registered for any other courses must maintain enrollment in the University by registering for this course. Eligibility for thesis-option students is limited to students who have satisfied all research and degree requirements but have not completed the written and oral components of the thesis. Thesis-option students must have written approval from their advisor, department chairman and permission from the graduate dean to register for this course. *Current fee.*

For complete listing of approved courses, please contact your Dean's office.

Department of Clinical Health Professions

Ebtesam Ahmed, *Assistant Clinical Professor*; Pharm.D., St. John's University; Palliative care.

Emily M. Ambizas, *Associate Clinical Professor*, B.S. Phm., Pharm.D., St. John's University; Ambulatory care.

Vibhuti Arya, *Assistant Clinical Professor*, Pharm.D., St. John's University; Public Health.

Laura M. Gianni Augusto, *Associate Clinical Professor*, B.S. Phm., Pharm.D., St. John's University; Drug information.

Carmela Avena-Woods, *Assistant Clinical Professor*, B.S. Phm., Pharm.D., St. John's University; Community pharmacy.

Joseph Brocavich, *Associate Clinical Professor*, B.S.Ph.m., Philadelphia College of Pharmacy and Science; Pharm.D., Duquesne University; HIV Pharmaco-Therapy, Infectious diseases; pharmacoconomics; curricular design; leadership development.

Judith L. Beizer, *Clinical Professor*, B.S. Phm., St. Louis College of Pharmacy; Pharm.D., University of Tennessee; Geriatric therapeutics.

Sandra Beysolow, *Associate Professor Industry Professional*, B.S., Long Island University; M.S., Capella University; Applied patient care.

Manouchkathe Cassagnol, *Assistant Clinical Professor*, Pharm.D., Florida Agricultural and Mechanical University; Internal medicine.

Christine Chim, *Assistant Professor Industry Professional*, Pharm.D. St. John's University. Ambulatory Care.

Jennifer Chiu, *Assistant Professor Industry Professional*, B.S., Binghamton; M.B.A., St. Joseph's College; Applied patient care.

John Conry, *Associate Clinical Professor*, B.S. Phm., Pharm.D., St. John's University; Ambulatory care.

Angela Eaton, *Assistant Professor Industry Professional*, B.S. and M.Ed. Wayland Baptist University, Instructional Leadership. Applied patient care.

Gladys M. El-Chaar, *Associate Clinical Professor*, B.A., East Stroudsburg University; B.S. Phm., St. John's University; Pharm.D., Medical University of South Carolina; Pediatric therapeutics.

Irene Eng, *Instructor Industry Professional*, B.S. Alderson Broaddus College; Applied patient Care.

Joseph V. Etzel, *Associate Clinical Professor*, B.S. Phm., Pharm.D., St. John's University; Infectious disease pharmacotherapy.

Danielle C. Ezzo, *Assistant Clinical Professor*, B.S. Phm., Pharm.D., St. John's University; Ambulatory care.

Pamela Gregory-Fernandez, *Associate Professor Industry Professional*, B.S., St. John's University, M.S., Still University; Applied patient care.

Regina Ginzburg, *Associate Clinical Professor*, B.S. Phm., Pharm.D., St. John's University; Ambulatory care.

Rivka Hecht, *Assistant Professor Industry Professional*, Pharm.D. Touro College of Pharmacy. Ambulatory Care.

Olga Hilas, *Assistant Clinical Professor*, B.S. Phm., Pharm.D., St. John's University; Internal medicine.

Lisa Hochstein, *Assistant Professor Industry Professional*, B.S., Richmond College; M.S., St. John's University; Applied patient care.

Mary Ann Howland, *Clinical Professor*, B.S., Wake Forest University; B.S. Phm., Rutgers University; Pharm.D., Philadelphia College of Pharmacy and Science; Clinical toxicology; poison control expertise, clinical toxicological management: emergency medicine pharmaceutical care.

Gregory J. Hughes, *Assistant Clinical Professor*, Pharm.D., St. John's University; Internal medicine.

Samantha Jellinek-Cohen, *Associate Clinical Professor*, Pharm.D., Long Island University.

Tomasz Jodlowski, *Assistant Clinical Professor*, Pharm.D., St. John's University; Infectious diseases.

Tina Kanmaz, *Associate Clinical Professor*, B.A., Hofstra University, B.S. Phm., Pharm.D., St. John's University; Ambulatory care.

Danielle Kruger, *Assistant Professor Industry Professional*, B.S., St. Francis College; M.S., Capella University; Applied patient care.

Sum Lam, *Associate Clinical Professor*, B.S. Phm., Pharm.D., University of Connecticut; Geriatric therapeutics.

Chung-Shien Lee, *Assistant Professor Industry Professional*, Pharm.D. St. John's University. Ambulatory Care.

Maria Leibfried, *Assistant Professor Industry Professional*, B.S., Pharm.D., Rutgers University; Simulation.

Celia Lu, *Assistant Professor Industry Professional*, Pharm.D. St. John's University. Ambulatory Care.

William M. Maidhof, *Assistant Professor Industry Professional*, B.S. Phm., Pharm.D., St. John's University.

Nicole M. Maisch, *Associate Clinical Professor*, B.S. Phm., Pharm.D., Albany College of Pharmacy; Internal medicine; drug information.

Maria Mantione, *Associate Clinical Professor*, B.S. Phm., Pharm.D., St. John's University; Community pharmacy practice; patient education.

Nissa Mazzola, *Assistant Clinical Professor*, Pharm.D., St. John's University; Ambulatory care.

Zaidalynet Morales, *Instructor Industry Professional*, B.S., Lehman College; Applied patient care.

Cathleen A. Murphy, *Assistant Professor Industry Professional*, B.S. Adelphi University; M.S. and D.C. New York Chiropractic College, Human Anatomy & Physiology Instruction. Applied patient care.

Kimberly Ng, *Assistant Professor Industry Professional*, Pharm.D. St. John's University. Ambulatory Care. **Khusbu Patel**, *Assistant Professor Industry Professional*, Pharm.D., St. John's University; Ambulatory care.

Mary Jo Perry, *Assistant Professor Industry Professional*, A.S., Northeastern University; B.S., Adelphi University; M.S., Long Island University, C.W. Post College; Applied patient care.

Daniel Podd, *Associate Professor Industry Professional*, B.S., St. John's University; M.S., University of Nebraska Medical Center; Applied patient care.

Michelle Pisano, *Assistant Professor Industry Professional*, Pharm.D., St. John's University.

Maha Saad, *Assistant Clinical Professor*, B.S., Rosary School Mansourieh, Lebanon; B.S., Phm., Pharm.D., Lebanese American University; Internal medicine.

Sharon See, *Associate Clinical Professor*, B.S. Phm., Pharm.D., Rutgers University; Family medicine.

Hira Shafeeq, *Assistant Professor Industry Professional*, Pharm.D., St. John's University; Ambulatory care.

Stacey Singer-Leshinsky, *Associate Professor Industry Professional*; B.S., Brooklyn College, M.S., Capella University; Applied patient care.

Candace J. Smith, *Associate Clinical Professor*, B.S., San Jose State University; B.S. Phm., Pharm.D., St. John's University; Pharmacokinetics; critical care.

Donna Sym, *Assistant Clinical Professor*, B.S., Pharm.D., St. John's University; Infectious diseases.

Christan Thomas, *Assistant Clinical Professor*; B.A. Milligan College, Tennessee; Pharm.D. Gatton College of Pharmacy, East Tennessee State University, Tennessee.

Michael S. Torre, *Clinical Professor*, B.S. Phm., M.S., St. John's University; Diabetes.

Damary Torres, *Associate Clinical Professor*, B.S. Phm., Pharm.D., St. John's University; Internal medicine.

Tran Tran, *Assistant Clinical Professor*, B.S., Pharm.D., University of North Carolina; Internal medicine.

Department of Pharmacy Administration and Public Health

Preety Gadhoke, *Assistant Professor Industry Professional*, B.A. Knox College, M.P.H. Rollins School of Public Health, Emory University, Ph.D. Johns Hopkins Bloomberg School of Public Health, International Health. Public Health.

Sen Gu, *Assistant Professor*, M.A., M.S., Ph.D., University of Maryland; M.D., Tongji Medical University, China; Pharmaceutical Health Services.

Monica Hwang, *Assistant Professor*, B.S., Sung Kyun Kwan University, South Korea; M.S., Ph.D., University of Wisconsin; Social and Administrative Sciences in Pharmacy.

Martha L. Mackey, *Associate Professor*, B.A., M.A., J.D., St. John's University; Pharmacy law; pharmacy education.

Robert A. Mangione, *Professor*, B.S. Phm., M.S., P.D., Ed.D., St. John's University; Pharmacy education; celiac disease; pharmaceutical care for disadvantaged patients.

Jagannath M. Muzumdar, *Assistant Professor*, B.S., Mumbai University; M.S., Mississippi State University; M.S., University of Toledo; Ph.D., University of Minnesota; Social and Administrative Pharmacy.

Rajesh Nayak, *Associate Professor*, B.S. Phm., M.S. Phm., Mangalore University; Ph.D., University of Florida; Pharmaceutical outcomes research; evaluation of health care policies and programs; pharmacoeconomics.

Somnath Pal, *Professor*, B.S. Phm., M.S., Jadavpur University; M.B.A., Calcutta University; Ph.D., University of Iowa; Drug utilization studies.

Wenchen Wu, *Associate Professor*, B.S., Taipei Medical College; M.B.A., Ph.D., University of Minnesota; Pharmacoeconomics; computer applications in pharmacy; pharmacy management.

Department of Pharmaceutical Sciences

Frank A. Barile, *Professor*, B.S. Phm., M.S., St. John's University; Ph.D., In vitro toxicology.

Michael Barletta, *Professor*, B.S. Phm., M.S., St. John's University; Ph.D., New York Medical College; Cardiovascular pharmacology using animal models for myocardial infarction, cardiac arrhythmias, ischemic heart disease and thrombosis.

Andrew J. Bartilucci, *Dean Emeritus and Executive Vice President Emeritus*, B.S., Phm., St. John's University; M.S., Rutgers University; Ph.D., University of Maryland.

Blase C. Billack, *Associate Professor*, B.S., University of Richmond; Ph.D., Rutgers University; Role of BRCA1 in DNA damage repair and transcription.

Jerome Cantor, *Professor*, B.A., Columbia University; M.D., University of Pennsylvania; Experimental lung pathology.

Joanne M. Carroll, *Associate Professor*, B.S., Molloy College; M.A., CUNY, Hunter College; Ph.D., CUNY; Molecular mechanisms regulating gene expression in neural and endocrine cells.

Joseph M. Cerreta, *Associate Professor*, B.S., M.S., Ph.D., Fordham University; Molecular biology of connective tissue alterations in the lung.

Parnali Chatterjee, *Assistant Professor*, B.S., University of Bombay, India; M.S., D.A.V. University, India; Ph.D., University of Louisiana.

Zhe-Sheng Chen, *Professor*, M.S., Sun Yat-Sen University of Medical Sciences, P.R. China; M.D., Guangdong Medical and Pharmaceutical College, Guangdong Province, China; Ph.D., Institute for Cancer Research, Kagoshima University, Japan; Cancer pharmacology and

experimental therapeutics, especially cellular mechanisms of multi-drug resistance and its reversal.

Xingguo Cheng, *Assistant Professor*, B.S., M.S., Wuhan University, China; Ph.D. University of Kansas Medical Center.

Sue M. Ford, *Associate Professor*, B.S., Cornell University; M.S., Ph.D., Michigan State University; Use of cell culture to study responses of kidney to toxicants; nutrition.

Marc Gillespie, *Professor*, B.A., University of Vermont, Ph.D., University of Utah; The development of a simple biochemical system that allows us to evaluate the function assembly and disassembly of neuronal SNARE complex.

Diane Hardej, *Associate Professor*, B.A., Queens College; M.S., Ph.D., St. John's University; The use of antioxidants in the treatment of neurotoxicity and stress proteins as biomarkers.

Vijaya L. Korlipara, *Professor*, B.S. Phm., Banaras Hindu University; Ph.D., University of Minnesota; Design and synthesis of receptor selective probes for opioid and neurokinin receptors.

Chul-Hoon-Kwon, *Professor*, B.S. Phm., Howard University; Ph.D., University of Minnesota; Design, synthesis and evaluation of pro-drugs, especially in anti-tumor agents and anticonvulsants; chemical aspects of drug metabolism and toxicology.

Cesar A. Lau-Cam, *Professor*, B.S. Phm., University of San Marcos, Peru; M.S., Ph.D., University of Rhode Island; Effect of natural product (amino acids, carbohydrates, vitamins, plant constituents) on the biochemistry, pharmacology and toxicology of ethanol.

Senshang Lin, *Professor*, B.S. Phm., Taipei Medical College; Ph.D., Temple University; pharmacodynamic, transmembrane drug delivery.

Woon-Kai Low, *Assistant Professor*, B.S., University of Waterloo; Ph.D., University of Toronto; Study of eukaryotic control mechanisms of protein translation and the cellular impact of deregulation in disease states.

Parshotam L. Madan, *Professor*, B.S. Phm., Birla College, India, M.S., Ph.D., University of Georgia; Controlled and targeted drug delivery systems; bio-erodible polymers as drug delivery systems.

Lin Mantell, *Associate Professor*, M.D., Beijing University; Ph.D., Stony Brook University; Identifying and characterizing molecular and cellular mechanisms underlying the increased lung injury and infection due to oxidative stress during oxygen therapy.

Ashley Thomas Martino, *Assistant Professor*, B.A., California State University Northridge; Ph.D., University of Florida;

Raymond S. Ochs, *Professor*, B.S., Purdue University; Ph.D., Indiana University; The control of metabolic pathways by hormones and energy supply; muscle cell culture line and computer modeling.

Vladimir Poltoratsky, *Assistant Professor*, M.S., St. Petersburg State University, Russia; Ph.D., St. Petersburg Institute of Cytology, Russia.

Sandra E. Reznik, *Associate Professor*, A.B. Harvard University; M.D., Ph.D., Mount Sinai School of Medicine; Developmental and placental pathology, specifically the role of several placental peptidases and proteinases in perinatal pathology.

Bhagwan D. Rohera, *Professor*, B.S. Phm., M.S., Saugan University; Ph.D., University of Basel, Switzerland; Compaction of powder systems; controlled drug delivery; formulation and process optimization.

Francis A.X. Schanne, *Associate Professor*, B.A., La Salle College; Ph.D., Temple University; Molecular mechanisms of cellular injury and protection.

Abu Serajuddin, *Professor*, B.S. Phm., Dhaka University, Bangladesh; M.S., Columbia University; Ph.D., St. John's University; Industrial pharmacy.

Jun Shao, *Associate Professor*, B.S. Phm., Zhejiang University, M.S., China Pharmaceutical University, Ph.D., West Virginia University; Biotechnology and drug delivery; traditional Chinese medicine for cancer.

Emilio Squillante, *Associate Professor*, B.S. Phm., M.S., Ph.D., University of Rhode Island; Supercritical fluids; dissolution, pharmacokinetic and bioavailability to studies; drug analysis; transdermal absorption studies.

Tanaji Talele, *Professor*, B.S., University of Pune, India; M.S., Ph.D., Mumbai University, India; Computer-aided design (docking-3D-QSAR) and development of anticancer and antifungal compounds.

Louis Trombetta, *Professor*, B.S., M.S., Ph.D., Fordham University; Metal neurotoxicology and oxidative stress.

John N.D. Wurpel, *Associate Professor*, B.S., Belmont Abbey College; M.S., Fairleigh Dickinson University; Ph.D., Pennsylvania State University; Effects of neuropeptides on CNS; neurophysiology of seizures.

Byron C. Yoburn, *Professor*, B.A., Boston University; M.A., Hollins College; Ph.D., Northeastern University; Molecular aspects of opioid receptor regulation, drug tolerance and dependence.

Sabesan Yoganathan, *Assistant Professor*, B.Sc. Chemistry: McMaster University, Canada; Ph.D. Organic Chemistry and Chemical Biology: University of Alberta, Canada.

S. William Zito, *Professor*, B.S. Phm., St. John's University; Ph.D., University of Connecticut; Biosynthesis of pyrethrins; tissue culture as a method to study drug metabolism.

Please visit the following webpage for a complete list of our faculty, including current adjunct faculty.

Jeffery P. Grossman, J.D.

Interim Dean

Ronald W. Fechter, Ph.D., *Chair, Division of Computer Science, Mathematics and Science*

Glenn Gerstner, M.B.A.

Chair, Division of Sport Management

Richard Rex Thomas

Chair, Mass Communication

Thomas J. Ward, D.P.A.

Director, Graduate Program in Criminal Justice Leadership

Objective

The Graduate Division of the College of Professional Studies is a uniquely structured unit within the University offering academic degree programs in professional fields. The College is committed to offering each student an education that prepares that individual to make significant contributions to society, to the local community and to his/her chosen profession. The mission is accomplished by providing an education which is value-oriented and consistent with the historical relationship of St. John's University to the Catholic community. The uniqueness of the College comes from its blend of a strong liberal arts model of education combined with a highly respected professionally oriented curriculum. Throughout each of the college's programs, an enriched intellectual and academic environment is provided, enabling the student to explore and develop an appreciation for truth and within which the value and dignity of the human person is understood and respected.

Division of Computer Science, Mathematics and Sciences: Master of Science (M.S.) in Data Mining and Predictive Analytics

Program Description

The M.S. program in Data Mining and Predictive Analytics will combine the study of data mining, predictive analytics, and business intelligence. Predictive analytics applies powerful statistical and data mining techniques to large data sets in order to generate useful information, identify patterns and trends, and build models to predict future events. Applications of these techniques are now transforming decision-making throughout business, government, healthcare, and academia. The demand for professionals knowledgeable in this area is projected to grow rapidly in the coming years.

Admission Requirements

Admission to the program is contingent upon an assessment of the candidate's ability to successfully pursue graduate study. This assessment will be made by examining previous academic performance, letters of recommendation, the applicant's essay, work experience, performance on standardized exams (such as the GRE), and any other evidence that the admissions committee believes to be relevant.

Applicants must submit the following evidence of their ability to pursue graduate study:

1. A baccalaureate degree from a regionally accredited college or university. Transcripts from each institution attended must be submitted even if a degree was not conferred.
2. A record of scholarly achievement at the undergraduate level. Applicants are expected to have a 3.0 (based on a 4.0 scale) cumulative undergraduate grade point average, and a 3.0 in their major field of study. An applicant whose grade point average is below 3.0 may submit an official copy of his/her GRE to support his or her application.
3. Two letters of recommendation from individuals who can comment on the applicant's academic abilities and potential to succeed in an academically rigorous graduate program. At least one of these letters must be from an instructor who has taught and evaluated the applicant in an academic setting.

4. Completion of the following undergraduate mathematics courses or equivalent:

MTH 1008 - Matrix Methods

MTH 1009 - Calculus I

MTH 1013 - Probability and Statistics I

MTH 1014 - Probability and Statistics II

Degree Plan

A. Required Courses (15 credits)

DS 609	Advanced Managerial Statistics	3 credits
DS 633	Applied Regression and Forecasting Models	3 credits
CUS 510	Database System Design and Data Warehousing	3 credits
CUS 610	Data Mining and Predictive Modeling I	3 credits
CUS 615	Data Mining and Predictive Modeling II	3 credits

B. Choice of Two Electives (6 credits)

CUS 625	Computer Visualization Applications	3 credits
CUS 630	Operations Research	3 credits
CUS 635	Web Data Mining	3 credits
CUS 670	Monte Carlo Techniques	3 credits
CUS 675	Database Programming	

C. Analytics Specialization (6 credits)

C1. Marketing Analytics

MKT 508	Marketing Management	3 credits	MKT 611
	Data Analysis in Marketing Research	3 credits	OR

C2. Healthcare Analytics

HCI 520	Medical and Health Informatics	3 credits
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HCI 525	Applied Healthcare Analytics	3 credits
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D. Capstone Course (3 credits)

CUS 690	Applied Analytics Project	3 credits
	OR	
CUS 695	Software Implementation Project	3 credits

Total: 30 credits

Completion Requirements

All candidates admitted to the MS in Data Mining and Predictive Analytics degree program of study must complete all degree requirements within five years of commencing study and must complete the 30 credit program with a minimum average of "B" (3.0 GPA).

Course Descriptions

CUS 510 Database System Design and Data Warehousing

An examination of techniques used for database design, implementation, and management. Design and construction of data warehouses, including choosing internal and external data sources, determining the degree of granularity, selecting time spans, and choosing how to group subjects. Introduction to data mining, including definition, objectives, query design and analysis of query results.

CUS 610 Data Mining and Predictive Modeling I

Pre/Co-requisite: CUS 510

Serving as the foundation of predictive analytics, this course focuses on identifying patterns and relationships in data and the creation of models to determine future behavior. Data mining algorithms and techniques will be studied and applied to extract valuable information from large data sets. The process of knowledge discovery will be covered from data collection and preparation to data analysis, model development, and deployment. Data mining algorithms for association, classification and prediction will be examined, along with the development of models to predict categorical and continuous outcomes.

CUS 615 Data Mining and Predictive Modeling II

Prerequisite: CUS 610

As the second course in the data mining and predictive modeling sequence, this course includes topics such as neural networks, data stream mining, time series data, web mining, and sequence detection. Algorithms for complex data types and advanced data preparation methods will be covered. Additional topics include model performance evaluation and combining models to improve predictions.

CUS 625 Computer Visualization Applications

Pre/Co-requisite: CUS 610

Study of computer visualization tools used to navigate the data analysis process in order to identify important informational patterns. The course will focus on learning how to use current computer graphical methods to produce visualizations that display data clearly and effectively.

CUS 630 Operations Research

Pre/Co-requisite: CUS 610

Review of probability theory; stochastic processes; queueing theory; inventory theory; review of solution of systems of linear equations; linear programming; duality; assignment and transportation problems; applications of mathematical models.

CUS 635 Web Data Mining

Pre/Co-requisite: CUS 610

Investigation of concepts and algorithms that

add intelligence to web-based information systems in areas from business to healthcare to e-government to education. We will cover concepts from data mining and text mining as they apply to the web, and discuss the use of ontologies and semantic web languages.

CUS 670 Monte Carlo Techniques

Prerequisites: MTH 1010 and MTH 1014, or equivalent; *Pre/Co-requisite:* CUS 610

A study of the computational algorithms that rely on repeated random sampling to compute their results. Examples of computer simulation of physical and mathematical systems.

CUS 675 Database Programming

Prerequisite: CUS 1126, or equivalent;

Pre/Co-requisite: CUS 610

Development of large-scale software applications which are integrated with a database management system. Topics include database programming using open architectures, stored procedures, transaction management, web-based applications, and extensible markup data definition and retrieval languages

CUS 690 Applied Analytics Project

Pre/Co-requisite: CUS 615

Data mining and analytics techniques will be applied in a domain area selected by each student. Knowledge discovery and predictive analytics have become valuable across data-rich disciplines and fields. Students will design and complete a project that involves collecting data and analyzing information with the goal of generating useful knowledge. Domain applications may include areas such as: business and management, finance and economics, medicine and healthcare, public health, marketing and CRM, security, and social networks.

CUS 695 Software Implementation Project

Prerequisite: CUS 1126, or equivalent;

Pre/Co-requisite: CUS 615

Data mining, web mining, and text mining methods will be applied in the context of a software system. Students will design and build a working software implementation. Domain applications may be in areas such as business and management, finance and economics, medicine and healthcare, social network mining, e-government and education.

HCI 520 Medical and Health Informatics

This course will focus on information technologies that are used to represent, transmit, and analyze medical data and information in the healthcare field. Biomedical databases, classification systems for medical data, as well as messaging standards utilized by healthcare systems for information exchange will be covered.

HCI 525 Applied Healthcare Analytics

Pre-requisite: HCI 520;

Pre/Co-requisite: CUS 615

Healthcare analytics involves performing large-scale analytics on electronic healthcare data to generate knowledge that will lead to more efficient and effective healthcare. In this course, we will cover personalized medicine,

which is based on integrating genetic, genomic, and clinical information to predict the likelihood of disease, the course of disease, and response to potential treatments. We will also focus on how public health data can be analyzed to reveal meaningful patterns and trends. Additional topics include emerging technologies in healthcare.

Master of Professional Studies (M.P.S.) in Criminal Justice Leadership

Program of Study

The Graduate Division of the College of Professional Studies offers the Master of Professional Studies in Criminal Justice Leadership which prepares students for management and executive positions by examining critical leadership issues confronting the criminal justice system. The program employs an integrative approach linking theory with professional practice. As a result, criminal justice practitioners gain the advanced knowledge and leadership skills that are essential for executive positions in policing, courts, correctional services., corporate and homeland security.

Students benefit from the superb resources and faculty of St. John's University, one of the largest Catholic universities in the U.S. St. John's has a long record of excellence in educating criminal justice professionals. This distinguished record—and the University's close ties to the criminal justice community—add luster to this outstanding learning experience.

The master's degree in Criminal Justice Leadership is a 36-credit program of study.

Applied Research Project: The Capstone

The Capstone project is a comprehensive analysis of a significant incident, case problem or policy dilemma related to an agency with which the student is familiar. Students are required to develop a proposal identifying the problem they will address, the data to be collected and analyzed, a list of viable alternatives and a set of evaluation criteria to be used in selecting the best course of action to resolve the problem. The objective of The Capstone project is to produce a comprehensive analytical report that could be used in solving an actual organizational or policy-related problem in the agency considered.

Completion Requirements

All candidates admitted to the Master of Professional Studies in Criminal Justice Leadership must complete the degree requirements within five years of commencing studies.

Students must complete the 36-credit program with an average of "B" (3.0 GPA).

Admission Requirements

Applicants must submit the following evidence of their ability to pursue graduate study:

1. A baccalaureate degree from a regionally accredited college or university
2. A record of scholarly achievement at the undergraduate level. In general, applicants are expected to have an overall undergraduate average of "B" (3.0/4.0).
3. Two letters of recommendation from individuals who can comment on the candidate's academic abilities and potential to succeed in an academically rigorous graduate program. An academician who has taught and evaluated the candidate at the undergraduate level should submit one of these references. A supervisor or manager at the agency where an applicant is employed may submit a letter that addresses the applicant's leadership potential.
4. An essay of approximately 300 words describing the candidate's reason for pursuing graduate study and his or her leadership objectives must be included with the admission application.

Program Requirements

The M.P.S. in Criminal Justice Leadership is a 36-credit program that offers a comprehensive program of study to ensure that students meet specific learning objectives. Students may choose up to four courses from the "Selected Topics" offerings, which feature different topics on a number of pressing issues facing the criminal justice system. All courses in the M.P.S. Program are three-credit offerings.

Core Courses

CJL 101	Police Administration in the 21st Century
CJL 102	Critical Issues In Correctional Administration
CJL 103	U.S. Constitution and Criminal Justice Administration
CJL 201	Criminal Justice Policy Formation and Analysis
CJL 202	Public Administration and the Criminal Justice Agency
CJL 203	Ethical Issues in Criminal Justice Administration

Research Courses

CJL 401	Methods of Research in Criminal Justice
CJL 501	Applied Research: The Capstone

Electives

CJL 301	Selected Topics in Criminal Justice I and II
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CJL 500	Seminar in Applied Leadership Practices
MGT 232	Organizational Behavior
MGT 280	Organizational Development

Course Descriptions

CJL 101 Police Administration in the 21st Century

This course traces the history of American policing and examines organizational models used to deliver police services to communities. Students review the literature and research on policing in a democratic society. *Credit: 3 semester hours.*

CJL 102 Critical Issues in Correctional Administration

This course addresses the most pressing issues facing correctional managers and executives and traces the history of correctional theories, with particular emphasis placed on care, custody and control issues. *Credit: 3 semester hours.*

CJL 103 the U.S. Constitution and Criminal Justice Administration

Students analyze landmark decisions of the U.S. Supreme Court to explore the tension between the goals of public safety and individual liberty in a democratic society, and how these competing interests currently have been balanced in the U.S. *Credit: 3 semester hours.*

CJL 201 Criminal Justice Policy Formation and Analysis

This course provides an advanced examination of the development, implementation and evaluation of criminal justice policy in the United States and elsewhere. *Credit: 3 semester hours.*

CJL 202 Public Administration and the Criminal Justice Agency.

This course examines the field of public administration with specific emphasis placed on the executive and leadership responsibilities of the criminal justice administrator. *Credit: 3 semester hours.*

CJL 203 Ethical Issues in Criminal Justice Administration

This course analyzes the most pressing ethical issues facing the criminal justice executive. Case studies are reviewed to determine more effective integrity control policies and procedures. *Credit: 3 semester hours.*

CJL 301 Selected Topics Series in Criminal Justice

These courses feature an in-depth analysis of a selected topic in criminal justice. A different topic will be examined each semester, enabling students to explore a pressing contemporary issue in criminal justice. *Credit: 3 semester hours.*

CJL 401 Methods of Research in Criminal Justice

Students will be exposed to major research studies in policing, the courts and corrections, and encouraged to identify their relative strengths and weaknesses based on accepted

research concepts and techniques. *Credit: 3 semester hours.*

CJL 500 Seminar in Applied Leadership Practices

This course is designed to provide graduate students with the supervised observation and/or application of the professional practices of leadership. This practical perspective (field work), when coupled with readings and graduate seminars, will provide students with a rich, integrated understanding of the most current leadership practices. The seminar in Applied Leadership Practices is an elective. *Credit: 3 semester hours.*

CJL 501 Applied Research Project: The Capstone

The Capstone project is a comprehensive analysis of a significant incident, case problem or policy dilemma related to an agency with which the criminal justice practitioner is familiar. *Credit: 3 semester hours.*

Management Courses

MGT 232 Organizational Behavior

Prerequisite: CJL 202. This course examines the contributions of behavioral science to the management process and the organization as a social-political system. *Credit: 3 semester hours.*

MGT 280 Organizational Development

Prerequisite: MGT 232. This course examines planned change for improving the performance of individuals, groups and organizations emphasizing the structure and behavioral factors that interact to influence organizational effectiveness and productivity. *Credit: 3 semester hours.*

Master of Science (M.S.) in International Communication

General Requirements:

Entrance Requirements for M.S. in International Communication

For admission to the graduate studies program in International Communication, students are expected to have an undergraduate degree from an accredited institution. All applications are subject to departmental review to assess the appropriateness of the applicant; students may be accepted with Special Student status, provided that the applicants have, in the judgment of the department, necessary preparation to take on the graduate studies in the International Communication program.

Admission M.S. in International Communication

Admission MS in International Communication is contingent upon an assessment of the candidate's ability to successfully pursue graduate study.

Ability is demonstrated by previous academic performance, letters of recommendation and other factors that suggest academic potential and motivation.

Degree candidate must provide the following for admission consideration:

1. Evidence of a baccalaureate degree from an accredited college or university including official transcripts from each institution attended.
2. Two letters of recommendation from instructors/professors or other qualified individuals.
3. Minimum GPA must be 3.0.

Degree Requirements:

To be considered as a degree candidate the student must meet the following requirements.

1. Must complete 18 credits of core required courses, and 9 electives courses
2. Must maintain a minimum of 3.0 overall average
3. Those opting for thesis must follow the guidelines in consultation with the Director of the Program
4. Demonstrate proficiency in a foreign language (this requirement may be fulfilled during the course of studies in the program, but before graduation).

Degree Plan:

A - Required Courses (18 cr.)

ICM 800	Theories and Processes of Communication	3 credits
ICM 801	International Communication	3 credits
ICM 802	Media and Communication Research Methodology	3 credits
ICM 810	Media, Communication and Public Policy	3 credits
ICM 811	Media, Culture and Society	3 credits
ICM 812	International Communication and Global Development	3 credits

B - Electives (9 cr.)

ICM 820	Communication and New Media: Building Community	3 credits
ICM 821	International Public Relations	3 credits
ICM 822	International Advertising	3 credits
ICM 830	Crisis Communication	3 credits

ICM 831	International Film Studies	3 credits
ICM 833	Political Communication	3 credits
ICM 840	Special Topics in International Communication	3 credits

C – ICM 850/851Thesis (6 cr.)

D – ICM 860 Internship (3 cr. = 150 hrs.)

Required Courses:

ICM 800 Theories and Processes of Communication

ICM 801	International Communication
ICM 802	Media and Communication Research Methods
ICM 810	Media, Communication and Public Policy
ICM 811	Media, Culture and Society
ICM 812	International Communication and Global Development

Electives:

ICM 820	Communication and New Media: Building Communities
ICM 821	International Public Relations
ICM 822	International Advertising
ICM 830	Crisis Communication
ICM 831	International Film Studies
ICM 833	Political Communication
ICM 834	Media, Communication and Human Rights
ICM 835	Media Governance
ICM 836	Global Feminism and Media
ICM 837	Media, Communication and Public Diplomacy
ICM 840	(1) Special Topics: Media Strategies and the Politics of Peacebuilding
ICM 840	(2) Special Topics: Transnational Advocacy Campaign
ICM 850	Thesis I
ICM 851	Thesis II
ICM 860	Internship I
ICM 861	Internship II
ICM 865	Independent Study

Course Descriptions

ICM 800 Theories and Processes of Communication

This course is designed to give the students a working map of important theories in communication. It will take a close, critical look at some of the most important contemporary theories of human communication, emphasizing their practical applications for society, for public policy, and our everyday lives. The course has the additional pedagogic intention to help students preparing for thesis work and scholarly investigation. *Credit: 3 semester hours.*

ICM 801 International Communication

This course will focus on ideological-humanistic, economic and political aspects of communi-

cation in selected European and developing countries. An emphasis will be on the impact it has had on the mass media and on information exchange, economics and national identity. It will also examine various aspects of world telecommunication and media systems from historical, political and legal points of view. The international communications networks are far from homogeneous; they are full of contradictions and they are subject to powerful social, political, and cultural forces.

Credit: 3 semester hours.

ICM 802 Media and Communication Research Methods

Research in communication is a necessary tool in the search for answers. This course in mass media and communication research will investigate methods used in collecting and analyzing information and communication data, and study scientific methods of qualitative and quantitative research. Students will learn to critically evaluate published research, design instruments for research and exercise them within the classroom set up.

Credit: 3 semester hours.

ICM 810 Media, Communication, and Public Policy

This course will explore the role of media in influencing domestic and foreign policy. We will particularly examine the role of elite media in initiating and shaping public discourse and public policy. We will study the processes of public policy and how media mediate the outcomes of policy. We will closely examine the processes and theories of public opinion and persuasion. *Credit: 3 semester hours.*

ICM 811 Media, Culture, and Society

This course is an exploration of the role of media in popular culture and society. The media's role in reflecting society and, in turn, the role of society in shaping of media practice will be explored. *Credit: 3 semester hours.*

ICM 812 International Communication and Global Development

This course will explore and propose communication as a vehicle for promoting justice and human rights in a pluralistic society. The course will encompass a broad range of theoretical and historical studies of communication, media and development. A particular attention will be paid to the trends of globalization and economic upheavals. Learn the development of global communication structures and world information and communication order; a particular focus will be paid to development media and the inter-relationship between communication and development, advocacy communication, communication as an instrument of integration, and to the issues of peace, war, and communication. *Credit: 3 semester hours.*

ICM 820 Communication and New Media: Building Communities

This course is designed to explore the application of new and converging media, and demonstrate through various class projects their

proficiency in using them comfortably and effectively. This course will focus on the theories of a new media applications, and on the creative and developmental dimensions of new media and building community within various cultural contexts. *Credit: 3 semester hours.*

ICM 821 International Public Relations

An interdisciplinary approach will draw case studies from a range of study, including international public relations, integrated marketing communication (international advertising), international social marketing, development and participatory communication, public diplomacy and propaganda, international non-governmental organizations (NGOs), and international responses to humanitarian crisis. *Credit: 3 semester hours.*

ICM 822 International Advertising

This course focuses on the basic principles of international marketing communication in the 21st century with an emphasis on global advertising. These principles will include global versus local creative strategies and executions, international media opportunities, and global research methods. The course does not provide a country-by-country analysis of the global marketplace. Given how quickly our world changes, this would be a futile effort. Rather, it equips the student with an understanding of the basic principles of global marketing and advertising, including the differing cultural, economic, and political factors that have an impact on international marketing communications. *Credit: 3 semester hours.*

ICM 830 Crisis Communication

Crisis communication is an advanced level of public relations course. In view of the fact that crises are becoming more and more frequent, there is a need to understand crisis communication from an academic and practitioner point-of-view. The purpose of this course is to develop a theoretical conceptualization of the process of crisis communication and an understanding of crisis communication practices. It focuses on the issues relevant to the planning, development and execution of crisis communications programs for businesses, governments, organizations and with stakeholders during a crisis. A particular emphasis will be placed on covering the advent of new media technologies, the rise of consumer power, the growing development of international public relations, and the need for an audience orientation to studying and practicing crisis communication. *Credit: 3 semester hours.*

ICM 831 International Film Studies

A chronological review of the development of international cinema as an answer to the Hollywood industry—decade by decade, for more than 100 years. Students learn critical and technical vocabulary of the subject and study important films in weekly screenings. The course combines readings in theories of globalization and cosmopolitanism of international cinema with case studies about the formation

of a global consciousness through cinema and other audiovisual media.

Credit: 3 semester hours.

ICM 832 Design for Print and Web in Global Media

This course exposes students to concepts and procedures in preparing art and designs for professional printing and Web design and development. Topics will include layout, file preparation, color selection, digital proofing and output, and print technology. The course focuses on effective print design, planning a publications program, budgeting and working with printers and suppliers. This course also features instruction in the principles and techniques of web page creation and design. Students will review current designers' solutions to complex media projects and pursue their own direction, with an emphasis on innovation. Individual projects are created dealing with fundamental aspects of design. *Credit: 3 semester hours.*

ICM 833 Political Communication

This course reviews major areas of research in political communication, and how various forms of media shape civic life, elections, and policy decisions. It will also study how citizens, journalists, and elected officials make sense of an use political messages, and examine how news, advertising, and entertainment media shape perceptions, emotions, and behavior, how micro-targeting are either complementing or replacing campaign activities and mobilization efforts. *Credit: 3 semester hours.*

ICM 834 Media, Communication and Human Rights

This course will provide a thorough background for understanding how "human rights" can be used as an objective conceptual framework regardless of one's political or social persuasions, and closely examine the critical role in shaping the internationalization of human rights. The focus will be on the successful and unsuccessful combinations to provoke and sustain tangible respect for human rights. *Credit: 3 semester hours.*

ICM 835 Media Governance

This course is designed to give the students a thorough understanding of the concept, stakeholders in, and international practices of, media governance. A concept that used to refer to media and communication policies, as well as to self-regulation of media organizations, is in the digital era used to discuss a variety of contested issues regarding media technologies, media and communications businesses, and consumption practices. In addition, questions of governance are increasingly international and even global. Challenges such as privacy, intellectual property rights, cross—media ownership, and freedom of expression no longer pertain to individual governments, but re-define business practices, challenge marketing and PR efforts, transform the nature of journalism, and impact everyday lives of citizens all around the

world. In our increasingly mediated societies, media governance challenges are constantly being debated amongst and between media industries, networks and service providers, journalists, policy makers, and the civil society. *Credit: 3 semester hours.*

ICM 836 Global Feminism and Media

An examination of the various ways feminism is defined and used in the construction of media representations of women. Contemporary cultural theories of representation and tools for creating critical cultural analysis are reviewed with the focus not only on how women have been represented by others across cultures, but also on how women, in more recent years, have been choosing to influence the means of representation. *Credit: 3 semester hours.*

ICM 837 Media, Communication and Public Diplomacy

In the media-centric world public diplomacy is gaining greater significance. In this course students will examine, and study very closely the role of transnational news and media diplomacy, how media channels are used and the outcomes in matters of public diplomacy, and how this in turn impacts the nation-state's efforts in diplomacy. We will examine media as vehicles for public and cultural diplomacy, or soft power, in world of politics, how the line between state-diplomacy and public diplomacy is increasingly blurred. *Credit: 3 semester hours.*

ICM 840 Special Topics in International Communication

This course will address topical issues and will be organized in seminar form. Guest speakers with expertise in various areas of international communication may be invited to address students. *Credit: 3 semester hours.*

Master of Professional Studies (M.P.S.) in Sport Management

Objective

New York City is called "the sports capital of the world." A St. John's graduate degree in sport management offers students in this large metropolitan sport community an opportunity to pursue advanced education in this field. The coaching and international specializations serve both college graduates who wish to pursue careers in sport management and current practitioners who wish to enhance their knowledge and skills. The program provides access to education in coaching/administration and sport management founded on Vincentian principles of ethics and social justice. Professionals grounded in these principles can have a positive effect on the climate of sport, both amateur and professional.

Program of Study

The 39-credit program curriculum is based on the guidelines of the Commission on Sport Management Accreditation (COSMA) and the National Council for Accreditation of Coaching Education (NCACE). Specializations are available in the international dimensions of sport and coaching leadership. Students must complete either an internship or a master's thesis to complete their program of study.

Coaching Leadership Specialization

This specialization meets the demand for professionally trained coaches and program administrators of school-based sport at all educational levels, as well as positions in league and community-centered programs. Well trained, ethically grounded professionals in these areas are increasingly important for the physical and emotional well being of young athletes. Graduates with the coaching leadership specialization are well equipped for careers in both educational and professional sport areas.

International Dimensions of Sport Specialization

This specialization is designed to meet the need for managers in the increasingly complex global sport industry which extends well beyond the Olympics, Grand Slam tennis and World Cup soccer. Not only do individual college and professional athletes participate in sport outside their home countries, but also, many American college and professional teams compete with teams throughout the globe. Graduates with a specialization in the international dimensions of sport are prepared to meet the needs of both national and international sport organizations.

Electronic Portfolio

Students compile an e-portfolio throughout the program as evidence of their developing mastery of the subject matter. These portfolios include completed coursework as well as students' reflections on what they have learned and how it will help in their career. Portfolios can also be used as an "electronic resume" when students begin their job search.

Internship

The sport management internship is an in-depth field experience in which students work more than 400 hours in a professional setting. The internship experience provides the student with some practical experience needed for success in the competitive job market. Understanding that many of the applications of sport management are service-oriented professions, serving various clients, learning is enhanced by the opportunities for hands-on experience and maximized when qualified professionals provide supervision. The internship experience is also designed to allow the student to grow professionally, to identify

strengths and weaknesses, to apply learned theory to practical situations, and to gain an appreciation of the role, duties, responsibilities, and nature of the work that has been chosen as a career.

It is expected that students specializing in coaching leadership will pursue internship opportunities that include a coaching component in their daily activities as an intern. To the extent practical, students specializing in the international dimensions of sport should pursue internship opportunities that include an exposure to international business as part of their internship activities.

Thesis Option

Students who choose not to do a graduate internship are required to write a master's thesis as a requirement for the conferral of the MPS in Sports Management degree. The proposal, data collection, and final draft will be prepared under the supervision of a member of the sport management faculty and must conform to the style guidelines of the American Psychological Association and the St. John's University Libraries. The master's thesis is expected to offer evidence of sound research and adequate treatment of well-defined subject.

Completion Requirements

All candidates admitted to the MPS in Sport Management degree program must complete all degree requirements (including the internship or thesis) within five years of commencing study and must complete the 39-credit program with a minimum average of "B" (3.0 GPA).

Common Core: 21 Credits

SPG 301	Strategic Sport Management
SPG 302	Strategic Communication in Sport
SPG 303	Information Management in Sport
SPG 304	Philosophy, Principles, and Leadership in Sport
SPG 305	Ethical and Legal Aspects of Sport
SPG 306	Financial Perspectives in Sport
SPG 401	Research Methods in Sport

Specialization: 9 Credits

SPG 307	Social/Psychological Aspects of Sport
SPG 308	Sport Science: Coaching for Optimal Performance
SPG 309	Sport Science: Techniques and Analysis
SPG 310	Event and Venue Administration: International Perspectives
SPG 311	Sport Marketing: International Perspectives
SPG 313	Power, Politics, and International Sport Governance
SPG 402	Special Topics in Sport Management

Capstone: 9 Credits

SPG 312	Seminar in Sport Management
And	
SPG 502	Thesis I
SPG 503	Thesis II

Or

SPG 510 internship (6 credits)

Admission Requirements

Admission to the program contingent upon an assessment of the candidate's ability to successfully pursue graduate study. This assessment will be made by examining previous academic performance, letters of recommendation, the applicant's essay, work experience, performance on standardized exams (such as the GRE or GMAT), and any other evidence that the admissions committee believes to be relevant.

Applicants must submit the following for admission consideration:

1. Evidence of the conferral of a baccalaureate degree from a regionally accredited college or university. Transcripts from each institution attended must be submitted even if a degree was not conferred. Applicants are expected to have an overall undergraduate average of at least 3.0 (B) on a 4.0 scale.
2. Two letters of recommendation from individuals who can comment on the applicant's academic abilities and potential to succeed in an academically rigorous graduate program. At least one of these letters must be from an instructor who has taught and evaluated the applicant in an academic setting.
3. An essay of approximately 300 words describing the applicant's reason for pursuing graduate study and his or her leadership objectives.

The GRE or GMAT is not required to be considered for admission, but the admissions committee will consider scores on standardized exams if they are submitted with the application. The admissions committee may request to interview the applicant either in person or by telephone. The final approval of admission will rest with the graduate admissions committee of the Division of Hospitality, Tourism, and Sport Management.

Course Descriptions

SPG 301 Strategic Sport Management

Critical analysis of strategic management theory as it relates to sporting organizations. Key elements include the role of the general manager, strategy formation, environmental analysis, and strategic implementation within the sport setting. Case studies representing the globalization of the sport industry are examined. Cooperative analysis of managing sport activities in the EU and selected nations, e.g., Australia, Japan, China and Canada. The E-portfolio is introduced in this course. *Credit: 3 semester hours.*

SPG 302 Strategic Communication in Sport

This course focuses on the symbiotic relationship between sport media and the sport industry. Students will analyze and discuss key public relations concepts, strategies and best practices

in the sport industry. *Credit: 3 semester hours.*

SPG 303 Information Management in Sport

This course explores the use of networked information discovery and retrieval for professional problem solving. Technology's impact, both local and global, on sport management is also explored. The moral and ethical dimensions that should control dissemination of illegal and harmful content are also examined. *Credit: 3 semester hours.*

SPG 304 Philosophy, Principles, and Leadership in Sport

This course will examine the basic philosophy and principles of sport leadership in a variety of settings. Topics discussed include legal issues, functions of sport organizations, administrative duties, personal standards for administrators and coaches, public relations and safety procedures. Specific attention will be given to regulations and policies at each level of sport. *Credit: 3 semester hours.*

SPG 305 Ethical and Legal Aspects of Sport

Students will examine the legal and practical problems facing directors and industry executives in franchised, leagues, associations, and school-based programs. This course analyzes sport related tort law, criminal law, contract law, constitutional law, and labor law. Other topics include liability, methods of limiting exposure, and risk management techniques. Moral and ethical development theories are also discussed along with models of ethical analysis and situational analysis. *Credit: 3 semester hours.*

SPG 306 Financial Perspectives in Sport

Financial management and budgetary components of the sport industry are analyzed. Students will explore strategies for successful international sport financial management. Topics include economic issues affecting sport and leisure, various revenue sources, income and expenditure factors, and the various types of budgets available to administrators. Specific applications to educational, professional, and commercial sport are presented. International perspectives will be discussed in each topic area along with case studies. *Credit: 3 semester hours.*

SPG 307 Social/Psychological Aspects of Sport

Students study the structure and function of sport, and the effects of psychosocial states on the participant. Topics include socio-cultural phenomena and their influences on sport. *Credit: 3 semester hours.*

SPG 308 Sport Science: Coaching for Optimal Performance

This course introduces selected principles of biology, anatomy, physiology, kinesiology, biomechanics, psychology, and sociology related to coaching effectiveness. Applications of these areas will be discussed as they relate to human growth and development, safety, first aid, care and prevention of injuries, training and condi-

tioning of athletes. *Credit: 3 semester hours.*

SPG 309 Sport Science: Techniques and Analysis

This course studies the techniques, skills, and methods of coaching, officiating and participating in various sports. The course will study the growth and development of the athlete, anatomical and mechanical principles of sport, and the learning of specialized motor skills. *Credit: 3 semester hours.*

SPG 310 Event/Sport Venue Administration: International Perspectives

This course examines the management of sports facilities. Topics include financial management of sport facilities, scheduling events, event production, human resource management, and merchandising. A particular emphasis is on international event and facility management. Cooperative analysis of the administration of sport venues in the EU and selected nations such as Australia, Japan, China and Canada. *Credit: 3 semester hours.*

SPG 311 Sport Marketing: International Perspectives

The concepts and processes of successful international marketing of sport programs and events are discussed in this course. Special emphasis is placed on the application of sport marketing principles to all levels of sport organizations. Cooperative analysis of sport marketing in the EU and selected nations, e.g., Australia, Japan, China and Canada. Students are required to complete an international sport marketing research project, and write an international sport marketing proposal. *Credit: 3 semester hours.*

SPG 312 Seminar in Sport Management

Prerequisite: Completion of all core courses. Usually taken in the last semester of study, the seminar is the capstone course in the graduate sport management program. The course integrates material from previous courses and requires each student to prepare a comprehensive analysis of a significant case, problem, or policy dilemma in sport management. *Credit: 3 semester hours.*

SPG 313 Power, Politics, and International Sport Governance

The theoretical framework of organizational governance is applied to analyze the power, political influence, and policy making processes of global sport governing bodies. *Credit: 3 semester hours.*

SPG 401 Research Methods in Sport

This course will enable students to more fully understand specific research methods. Students critically examine published studies and learn to appreciate research as a professional tool for sport managers. Students will address a sport management problem using the Comparative Analysis Decision-Making Model (CADMM). *Credit: 3 semester hours.*

SPG 402 Special Topics in Sport

This course offers a concentrated focus on a selected topic in sport management. *Credit: 3 semester hours.*

SPG 500 – Internship

Prerequisites: Completion of all core courses and the permission of the Program Director. The internship provides students with in-depth experience in a sport management work setting. Management practices will be applied to enhance the students' network and job placement opportunities. A member of the faculty completes final agreements and arrangements. *Credit: 3 semester hours.*

SPG 502 Thesis I

Prerequisites: SPG 401 and permission of the Program Director. Supervised research leading to the preparation and completion of a master's thesis in partial fulfillment of the MPS in Sport Management degree requirements. *Credit: 3 semester hours.*

SPG 503 Thesis II

Prerequisites: SPG 502 and permission of the Program Director. Supervised research leading to the preparation and completion of a master's thesis in partial fulfillment of the MPS in Sport Management degree requirements. *Credit: 3 semester hours.*

SPG 510 Internship

Prerequisites: Completion of all core courses and the permission of the Program Director. The internship provides students with in-depth experience in a sport management work setting. Management practices will be applied to enhance the students' network and job placement opportunities. A member of the faculty completes final agreements and arrangements. *Credit: 6 semester hours.*

stjohns.edu/about/student-consumer-information

Howard Abadinsky, *Professor of Criminal Justice*, B.A., City University of New York, Queens College; M.S.W., Fordham University; Ph.D., New York University.

Kara Alaimo, *Assistant Professor*, M.A., City University of New York, International Public Relations, Crisis Communication.

Alla Baeva, *Associate Professor*, MFA, Florida State University, International Film Studies.

Joyce Boland- DeVito, *Professor Business Law*, B.S., St. John's University; J.D., Fordham University; M.B.A., Hofstra University.

Anthony Borgese, *Adjunct Associate Professor of Sport Management*, B.A., Brooklyn College, M.B.A., Baruch College, D.S.M., United States Sports Academy.

Keith Carrington, *Chair, Division of Criminal Justice & Legal Studies*, Associate Professor of Criminal Justice, B.A./M.P.A., City University of New York, John Jay College of Criminal Justice; Ph.D., Rutgers, The State University of New Jersey.

Judith Cramer, *Associate Professor*, Ph.D., Union Institute and University, Theories and Processes of Communication, Media and Gender Issues.

Thomas C. Creelman, *Adjunct Associate Professor of Criminal Justice*, B.A., M.P.A., M.A., City University of New York, John Jay College; M.P.S., Long Island University at C.W. Post.

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Guy Evans, *Adjunct Assistant Professor of Sport Management*, B.S., M.S., University of Worcester (U.K.).

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Almerinda Forte, *Chair, Division of Administration and Economics and Associate Professor of Management*, B.S., M.B.A., St. John's University; Ph.D., New York University.

Julie Freudenheim, *Adjunct Assistant Professor of Criminal Justice*, B.A., St. Lawrence University; M.A., State University of New York at Albany; J.D., University at Buffalo.

Glenn Gerstner, *Associate Professor of Sport Management, Chair, Division of Sport Management*, B.S., St. John's University; M.B.A., Hofstra University.

Louis J. Gesualdi, *Associate Professor of Sport Management and Chair, Division of Sport Management*, B.A., B.S., University of Connecticut; M.A., St. John's University; Ph.D., Fordham University.

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Deborah Greh, *Professor*, Ed.D., Columbia University, Design for Print and Web in Global Media.

Jeffrey Grossmann, *Assistant Professor of Criminal Justice*, B.S. St. John's University; J.D., Touro Law Center.

David P. Hedlund, *Assistant Professor of Sport Management and Director, Graduate Sport Management Program*, B.A., St. Olaf College, M.P.A., Fairleigh Dickinson University, Ph.D., Florida State University.

Oscar Holt III, *Associate Professor of Criminal Justice and Paralegal Studies*, B.A., M.S., J.D., St. John's University.

Emese Ivan, *Assistant Professor of Sport Management*, B.A., M.A., University of Business and Governance (Budapest); M.S., Purdue University; Ph.D., University of Western Ontario.

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John Koster, *Associate Professor*, Ph.D., Hofstra University, Research Methods, Statistics.

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Andrea Licari, *Professor of Management*, B.S., M.B.A., St. John's University, D.P.S., Pace University, International Advertising.

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Basilio G. Monteiro, *Chair, Division of Mass Communication, Associate Professor*, Ph.D., Union Institute and University, International Communication, Media and Global Development, Media and Public Policy, Media and Human Rights.

Sharon Norton, *Associate Professor of Legal Studies*, B.A., University of Dayton; J.D., St. John's University School of Law.

John Otero, *Associate Professor of Computer Science*, Director of Cyber Security Systems, B.F.S., SUNY; M.A., Seton Hall University.

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Michael J. Zanca, *Adjunct Instructor of Sport Management*, B.S., University of California at Los Angeles, M.S., New York University.

University Libraries

The St. John's University Libraries engage in the teaching and learning processes by providing information resources, instructional services and other support in the most effective formats for University programs and student and faculty research. Major libraries on three campuses (Queens, Staten Island and Manhattan) support additional collections at the Rome and Oakdale Campuses. St. John's University School of Law separately maintains the Rittenberg Law Library on the Queens campus. Together these libraries contain the equivalent of nearly 1 million volumes (books, periodicals, government publications, digital and other media materials) which support the undergraduate and graduate programs of the University. Cultural and recreational materials are also available.

The Main Library, renovated in 2008, is a selective depository for United States government documents, and houses Special Collections, the University Archives, Instructional Materials and Media Centers, and a teaching technology center. The Main Library also oversees the Chin Ying Asian Library located in the Sun Yat Sen Center building.

The Loretto Memorial Library on the Staten Island campus houses over 130,000 volumes, a digital teaching lab, and collaborative learning space.

The Davis Library on the Manhattan campus is internationally recognized as one of the finest collections of contemporary and historical insurance and risk management materials.

The Libraries provide onsite access to study space and to books and journals in traditional formats. Ever increasing numbers of digital resources, including e-books and mobile applications, are available locally and remotely to authenticated University users, including those at our global campuses and in our online learning programs. On campus and virtually, subject specialist librarians provide discipline specific research support and instruction appropriate to graduate study. Cooperative arrangements with other libraries guarantee regional, national and international access to materials.

Administration

Dermot Cooper, *University Records Manager*, B.A., City College of the City University of New York; M.L.S., St. John's University.

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Theresa M. Maylone, *Dean of Libraries and University Librarian*, B.A., Syracuse University; M.S., Pratt Institute.

Ismael Rivera-Sierra, *Director, Davis Library*, B.S. Agricultural Economics, University of Puerto Rico, Mayagüez Campus; M.S. Library Science, Florida State University.

Blythe E. Roveland-Brenton, *Associate University Librarian for Collections and University Archivist*, B.A., Binghamton University; M.L.S., St. John's University; M.A., Ph.D., University of Massachusetts-Amherst.

Richard E. Waller, *Web Librarian, Davis Library*, B.S. Virginia Commonwealth University; M.S.L.S., Columbia University.

Maureen B. Weicher, *Electronic Resources Librarian*, B.A., Barnard College; M.S., Baruch College of the City University of New York; M.L.I.S., Pratt Institute.

Faculty

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Lucy Heckman, *Associate Professor and Head of Reference*, B.A., M.L.S., St. John's University; M.B.A., Adelphi University.

Ann M. Jusino, *Associate Professor*, B.A. Villanova University; M.L.S., Rutgers University; M.A. College of Staten Island.

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Law Library

Administration

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Joseph Hinger, B.A., M.L.S., University of Pittsburgh. *Associate Director for Technical Services.*

Barbara G. Traub, B.A., J.D., SUNY, Buffalo; M.L.S., Long Island University. *Head of Reference and Instructional Services.*

Professional Staff

Astrid Emel, B.A., M.L.S., St. John's University. *Senior Circulation Librarian.*

Rosemary LaSala, B.A., M.L.S., St. John's University. *Reference/Government Collections Librarian.*

William Manz, A.B., College of the Holy Cross; M.A., Northwestern University; M.L.S., Long Island University; J.D., St. John's University. *Senior Research Librarian.*

Antonio Ramirez, LL.B, Universidad Catolica Andres Bello; J.D., Duke University; M.L.S., St. John's University. *Reference Librarian.*

Allan Ryan, B.A., Providence College; M.L.S., Queens College; M.A.L.S., St. John's University. *Assistant Director of Technical Services.*

Arundhati Satkalmi, B.S., M.S., University of Poona, India; M.L.S., St. John's University; M.A., St. John's University. *Senior Research Librarian.*

Academic Service-Learning

As an added means of fulfilling its Mission The Office of Academic Service-Learning (AS-L) was founded in 1995. It is now a part of the Vincentian Institute for Social Action (VISA). VISA was launched by the University to more visibly embed St. John's Catholic and Vincentian mission into the educational experience of its students. VISA provides an organizational focus for a variety of new and ongoing programs through which faculty and students can work together to explore the causes of and develop solutions for poverty and social injustice throughout the world. Using Academic Service-Learning, faculty engage students in serving in the community to fulfill the learning goals and objectives of their courses. The service is used as a means for students to better understand course concepts. Reflection activities tie together what is learned in the classroom to the service performed in the community. While reflecting on their service experience, students are also able to gain insight into how their service in the community fulfills the St. John's mission as a Catholic and Vincentian university.

Academic Service-Learning can be incorporated in both graduate and undergraduate courses across all disciplines and at all campuses, as well as in courses taught globally and online. For further information on Academic Service-Learning contact Lynn Stravino, Director, at (718) 990-7902 or stravin@stjohns.edu.

Student Consumer Information

The following is a summary of the Student Consumer Information that is available to students. Please refer to stjohns.edu/policies for additional and the most up to date student consumer information.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records. They include the right to: (1) inspect and review educational records; (2) request an amendment to these records; (3) consent to disclosures of personally identifiable information in these records; (4) restrict disclosure of information designated as directory information that may be released without consent of the student; and (5) file a complaint with the U.S. Department of Education for alleged failure by St. John's University to comply with FERPA requirements. Information regarding FERPA is

located at stjohns.edu/about/administrative-offices/operations/division-student-affairs/student-handbook/chapter-6-policies-and-procedures.

FERPA provides that "Directory Information" may be released to any person without the written consent of the student, unless the student has requested that such information not be disclosed. For further information go to stjohns.edu/about/administrative-offices/operations/division-student-affairs/student-handbook/chapter-6-policies-and-procedures.

Guidelines Determining Eligibility for Students with Disabilities

- St. John's University students requesting accommodations for a disability must present documentation of the disability to the Student Life Administrator on the appropriate campus for verification of eligibility.
- The evaluation must have been completed by a qualified, certified and/or licensed professional (physician, health care provider, psychologist/psychiatrist) who has experience with an adolescent and adult population. The professional's credentials must appear on the documentation and the documentation must be dated within three years of the request for accommodation.
- The Evaluator must include in the test report evidence that instruments selected are reliable and valid for use with an adolescent or adult. Documentation of impairment alone may not be sufficient to require that the student be provided a reasonable accommodation. It must be demonstrated that the impairment rises to the level of a disability according to the Americans with Disabilities Act. For example, the impairment must substantially limit or restrict a major life activity as compared to the average person in the general population.
- The Student Life Administrator will review the documentation and the request for accommodation will be determined. When necessary, specific academic units will be consulted regarding the accommodation requested. If the presented documentation is sufficient the student will meet with the Student Life Administrator regarding appropriate accommodations at St. John's University.
- A student having dissatisfaction with the decision for accommodation granted, has the right to appeal the decision in accordance with the University's "Policy Against Discrimination and Sexual Harassment and Related Grievance Procedures."
- The Student Life Administrator may be contacted regarding specific documentation required or for explanation of this policy.

All documentation will be kept confidential in accordance with legal requirements and should be submitted directly to:

Queens Campus

Dorothy Schmitt
Associate Director
Office of Disability Services
Marillac Hall, Room 134
Tel (718) 990-6867
Fax (718) 990-2609

Staten Island Campus

Erin Ryan
Associate Director
Center for Counseling and Consultation
Flynn Hall, Room 115
Tel (718) 390-4425
Fax (718) 390-4036

Campus Security Report/Missing Persons Procedures/Fire Prevention

Statistics are available for the present year and previous years concerning crimes that occurred on campus, in or on non-campus buildings or property, public property, or residence halls.

You can view the University's campus crime statistics at stjohns.edu/sites/default/files/documents/admission/m1-8660_public_safety_2013_report_.pdf. This information is also available from the United States Department of Education online at ope.ed.gov/security. If you have any questions or require additional information, please contact Public Safety at 718-990-6281.

Procedures for reporting a missing student are available stjohns.edu/sites/default/files/documents/admission/m1-8660_public_safety_2013_report_.pdf. Printed copies of the statistics and missing person procedures are available upon request from Public Safety at 718-990-6281.

Information on fire safety policies is located at stjohns.edu/about/administrative-offices/operations/environmental-health-safety/fire-safety.

Graduation Rates

Student Right to Know/ Completion and Graduation Rates

GRADUATION RATES WITHIN 150% of normal time – Fall 2007 Full-time cohort	All*	Baccalaureate/ PharmD Seeking Students
Overall	56%	55%
Gender:		
Male	52%	51%
Female	59%	59%
Ethnicity:		
Black	53%	53%
Asian	62%	62%
Hispanic	50%	50%
White	60%	60%
Non-Resident	56%	56%
Unknown	47%	47%
By Aid		
Recipients of Federal Pell Grant	56%	56%
Recipients of a subsidized Stafford Loan who did not receive a Pell Grant	53%	53%
Students who did not receive either a Pell Grant or a subsidized Stafford Loan	57%	57%
4 yr. Average	57%	59%
Student Athletic 2007 Grad Rate: 64%		
Student Athletic 4 yr Class Rate: 59%		

*All includes students pursuing a Baccalaureate/ Pharm.D. degree as well as those pursuing an Associate degree

Athletic Program Participation Rates and Financial Support Data

Completion and graduation rates for students who receive athletically-related student aid and the annual Equity in Athletics Disclosure Act Report that contains participation rates, financial support and other information on men's and women's inter collegiate athletic programs can be located at edstormsports.com/genrel/100908aae.html or at <http://ope.ed.gov/athletics/>

Retention Rates

Seventy-nine percent of all Associate, Baccalaureate and Pharm.D. seeking freshmen who entered in Fall 2012 returned in Fall 2013. Eighty percent of Baccalaureate and Pharm.D. first-time degree seeking freshmen who entered in the Fall 2012 returned in the Fall 2013.

Student Body Diversity (Full-time Undergraduates – Fall 2013)

Gender:

- 45% Male
- 55% Female

Ethnicity

- 15% Black
- 16% Asian
- 16% Hispanic
- 40% White
- 1% Native Hawaiian or Other Pacific Islander
- 3% Two or More Races
- 4% Non-Resident (International)
- 5% Unknown

44% of this population were Federal Pell Grant Recipients

Teacher Education Preparation Programs

Our teacher preparation program is approved by the New York State Education Department and is accredited by the Teacher Education Accreditation Council (TEAC).

A student spends an average of 28 hours a week student teaching depending on the program. The most current pass rates are available at <https://title2.ed.gov/View.asp>

Copyright Infringement Policy and Sanctions

Sharing copyrighted works without the owner's permission is illegal and in violation of University policy. Copyrighted works may include songs, films, television shows, video games, software, and other original creative works. Information on University policy can be found at stjohns.edu/about/general/consumer_information.stj

Complaint Resolution for Online Learning

St. John's University is committed to providing online learning students with an exceptional education experience that is transparent, efficient, stimulating and fair. If, as a prospective or current student, you feel that your experience with an online learning course or program for the University has not lived up to those standards, you may register a complaint. Information on the process can be found at stjohns.edu/academics/graduate/distance-learning/about/120507_complaint_resolution_students.stj

Other General Institutional Information

St. John's University Alcohol and Drug Policy

stjohns.edu/drug-alcohol-policy

Placement Rates

For detailed information on placement rates, please visit: stjohns.edu/policies

Financial Aid

For additional information on Financial Aid offered at St. John's University, please refer to the Financial Aid section of this bulletin or visit www.stjohns.edu/services/financial

Vaccination Policy

St. John's University's policy on vaccinations can be found at stjohns.edu/healthservices

Voter Registration

St. John's University makes voter registration forms available to their students at locations throughout the University. Additional information and links to registration forms can also be found at stjohns.edu/academics/office-registrar/voter-registrationj

Officers of Administration

Conrado M. Gempesaw, Ph.D., B.A., Ateneo de Davao University; M.S., West Virginia University; Ph.D., Pennsylvania State University; President

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Robert A. Mangione, Ed.D., R.Ph., B.S., Phm., M.S., P.D., St. John's University; Provost

Joseph E Oliva, Esq., B.S., J.D., St. John's University; M.A., Seminary of the Immaculate Conception; General Counsel and Secretary of the University

Mary T. Harper Hagan, B.A., Trinity College; Senior Vice President for Human Resources and Strategic Planning

Sharon Hewitt Watkins, CPA, B.S., New York University; M.A., Columbia University; Vice President for Business Affairs and Chief Financial Officer

Ed Kull, B.A., Stony Brook University; M.B.A., St. John's University; Acting Vice President, Institutional Advancement

Recognition/Accreditation

Accreditation Council for Pharmaceutical Education (ACPE)

Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)

American Association for Accreditation of Laboratory Animal Care (AAALAC)

American Bar Association (ABA)

American Chemical Society (ACS)

American Library Association (ALA)

American Psychological Association (APA)

American Speech-Language-Hearing Association (ASHA)

Association of American Law Schools (AALS)

Council for Accreditation of Counseling and Related Educational Programs (CACREP)

Joint Review Committee on Education in Radiologic Technology (JRCERT)

Middle States Association Commission on Higher Education (MSCHE)

National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)

National Association of Schools of Art and Design (NASAD)

New York State Education Department (NYSED)

Teacher Education Accreditation Council (TEAC)

The Association to Advance Collegiate Schools of Business (AACSB International) (Business and Accounting)

The University maintains membership in some 200 professional organizations.

Founded by the Vincentian Community.

Chartered by the Board of Regents of the University of the State of New York.

Queens Campus Facilities

Queens Campus, housing the principal administrative offices of the University, is located on a 105 acre tract in the Hillcrest section of the borough.

St. Albert the Great Hall houses the College of Pharmacy and Health Sciences and the science departments, Environmental Health and Safety. In addition to classrooms, science laboratories and faculty offices, the building also contains an auditorium and an animal care facility.

Carnesecca Arena, the athletic center, houses the main gymnasium seating approximately 5,000, an auxiliary gymnasium, various athletic activities rooms, coaches' offices, the Little Theatre and classrooms for hygiene and physi-

cal education. The Belson Soccer Stadium and varsity baseball field are also located on the Queens campus.

St. Augustine Hall, is the center of the University library system. The building includes among its special facilities seminar rooms, carrels, exhibition areas, the Health Education Resource Center, the Faculty/Department of Clinical Pharmacy Practice, Honors Program, the University Freshman Center, the Institute for Writing Studies, tutoring center and quiet study rooms.

St. John the Baptist Hall houses International Student Services, Liberty Partnership, STEP, the Graduate Division of ESL Program, Gear Up, Committee on Latin American and Caribbean Studies, St. John's College of Liberal Arts and Sciences and the Division of Special and Opportunity Programs and the Chaplain. It contains fine arts studios, photography dark-rooms, classrooms and faculty offices.

St. Louise de Marillac Hall houses Campus Ministry, a closed circuit Television Center, classrooms, faculty offices, Office of University Events, the Counseling Center, Psychology Department, Campus Ministry, an auditorium and the main food court. The Marillac Food Court seats over 500 people. The University bookstore located on the lower level.

Founders Village is the on-campus housing environment that contains one residence (upper floors of St. Vincent de Paul Hall) and five townhouses that were recently constructed.

Residence Village is the on-campus housing environment that contains the six residence buildings, O'Connor Hall, Carey Hall, DaSilva Hall, Century Hall, Donovan Hall, Hollis Hall, Montgoris Dining Hall, and the women's softball field.

DaSilva Hall houses the Office of Health Services (entrance on the Mall).

D'Angelo Center houses Office of Student Life, mailboxes and offices for student organizations and locker rental services, Board Room, Multipurpose Room, lounges, meeting rooms, seminar rooms, classrooms, Division of Student Affairs Office, Dining Room and Coffee House.

Donovan Hall houses the Office of Residence Life and a satellite mail room (entrance behind Donovan Hall at garden level).

O'Connor Hall houses the Learning Communities (entrance at rear of building).

St. Thomas More Church is a freestanding church that houses the Campus Ministry office.

Lourdes Hall houses the Vincentian Institute for Social Action, Ozanam Scholars, and Transfer Students.

Council Hall houses Undergraduate Welcome Center.

Newman Hall houses the central University executive and administrative offices. It also houses the University Computer Center, Enrollment Management, International and Graduate Admission, Office of Institutional Research, Registrar, Office of Financial Services (Financial Aid/Bursar) Information Technology and Business Affairs.

University Center, houses Alumni Relations, Marketing and Communications, Institutional Advancement and Human Resources.

The Rev. John B. Murray House is the recently constructed residence that provides living accommodations for the Vincentian Fathers and is located near St. Thomas More Church. The spacious, three-story building boasts a common living room with a working fireplace, a reading area/library, chapel and dining room.

St. Vincent de Paul Hall is a student residence hall. It also houses the Undergraduate Admission and the Vincentian Center for Church and Society, the Ozanam Lounge, and a Café.

The Second Lt. Thomas J. McDonald Reserve Training Center is named for a distinguished alumnus of St. John's College who was killed in World War II. It was erected by the federal government on a portion of the campus leased from the University. The reserves will be relocating and the building will be utilized by the University. Facilities and Campus Services, Public Safety, Storm Card Office, Printing and Distribution, University mail services and the ROTC facilities are housed here.

Belson Hall and **Finley Hall** house The School of Law, including the Office of the Dean, Registrar, Admissions, Career Services, Clinics, the Law Library, the Writing Center, LLM Center, the Belson Moot Court Room, classrooms, faculty offices, student lounges, a cafeteria and other areas to support the School of Law.

Sun Yat Sen Hall houses the Center of Asian Studies, Chung-Cheng Art Gallery, Faculty Lounge and Office of Global Studies.

Bent Hall houses The Peter J. Tobin College of Business, College of Professional Studies, Office of Study Abroad Program, Professional Development and Training Center, the Division of Student Affairs. It also contains faculty offices, an auditorium and Asian Studies and Student Financial Services (One Stop Shop) and Discover New York.

Sullivan Hall houses the offices of The School of Education, the Academic Technology Center, Laptop Repair Center, classrooms, lecture rooms and special purpose teaching facilities.

Chiang Ching-Kuo Hall houses the Offices for Career Services.

Campus crime statistics as reported to the United States Department of Education can be accessed online at <http://new.stjohns.edu/educationlaw>. In addition, the Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education.

Seton Complex is the off-campus student housing that contains the Speech & Hearing Center, Center for Psychological Services and the Reading and Writing Education Center.

De Paul Complex is the off-campus student housing.

The Dr. Andrew J. Bartilucci Center is a recently acquired 40,000 square foot building. The facility is utilized for instruction in some academic programs and various certificate programs offered by the College of Pharmacy and Allied Health Professions.

Henley Road off campus housing.

Taffner Field House

The facility houses:

Department of Athletics:

- (2) varsity basketball courts, with amenities for volleyball poles
- (2) teams' locker rooms, bathrooms, shower rooms, and lounges for the men's and women's players
- Office level with (2) private bathrooms, locker rooms and pantries to accommodate the men's and women's basketball coaches
- A weight training room, and medical training room, designed specifically for basketball
- A team classroom
- A basketball equipment storage room.
- (2) recreational basketball courts, with amenities for volleyball poles
- (2) recreational locker rooms, bathrooms, shower rooms
- Recreational gathering area featuring a community lounge and cafe,
- A recreation equipment storage room.

Staten Island Campus Facilities

Staten Island Campus the Notre Dame Division of SJU, is located on Grymes Hill in the borough of Richmond.

Flynn Hall, the Administration building, houses the offices of the Vice Provost and Campus Operations. Also in this building is the Center for Counseling and Consultation, and the School of Education's School Counseling Lab, the Dean's Office of St. John's College of Liberal Arts and Sciences and the Boardroom.

Spellman Hall houses the following offices: The Peter J. Tobin College of Business, Graduate and Undergraduate Divisions, faculty offices, Accounting Labs, Public Safety, and Black Box Theatre.

Lavelle Hall contains classrooms, the St. Vincent de Paul Chapel, an office for Campus Ministry, the Career Center and the Speech Pathology Lab.

Mahoney Hall provides classrooms, the Writing Center, Honors Classroom and Lounge. The Rathskeller/Student Lounge, located on the lower level, is a multi-function student space and is equipped with vending machines.

The Loretto Memorial Library is committed to the teaching and learning processes by providing information resources and instructional services. It contains over 134,000 volumes of books, periodicals, microfilm and microfiche which support the undergraduate and graduate programs of the University. An instructional program provides training in the use of library materials through class lectures, orientation programs and individual instruction.

Computer terminals located throughout the library provide access to numerous databases, including the catalogs of three St. John's libraries and other consortium libraries, journal citation databases and full-text document services. Cooperative arrangements with other libraries provide regional, national and international access to materials. The library also contains the Language Laboratory and lounge where art exhibits and other community events are held.

Kelleher Center houses Admissions and the Office of Student Enrollment Services along with the Fitness Center, Student lounge, and Bookstore and various meeting spaces, including our premier event space, Kiernan Suite.

Notre Dame House Facilities office and shop, Campus Ministry is also housed in this building.

Campus Center On the second level of this building is the gym, on the lower level the cafeteria, Student Life offices, student government and health offices.

Rosati Hall The College of Professional Studies, their offices and faculty are housed here.

DaSilva Center Housed in this building, on the third floor, are faculty offices for St. John's College and the School of Education. On the second floor are classrooms and the School of Education Deans office. On the first floor is the computer lab and School of Education Teaching & Learning Classrooms.

Resident Housing The students are housed in apartments adjacent to St. John's University.

Directions to Queens Campus

By Automobile

From Long Island: Northern State Parkway onto Grand Central Parkway, exit at 188th Street. Left at light and sharp right onto service road; continue to campus; or exit at 168th Street, right turn onto service road and continue to campus.

Southern State Parkway to Cross Island Parkway (North) onto Grand Central Parkway (West); proceed as above.

Long Island Expressway, exit at Utopia Parkway (exit 25), left on Utopia to Union Turnpike.

From the Bronx: Triboro Bridge to Grand Central Parkway (East), exit at Utopia Parkway. Left at light to campus.

Throgs Neck Bridge to Clearview Expressway (South) to Union Turnpike (West) exit. Right on Union Turnpike to Gate 4 (175th Street).

From Westchester, Rockland and Connecticut:

Proceed as from the Bronx.

From Brooklyn: Jackie Robinson (Interboro) Parkway onto Grand Central Parkway, exit at Utopia Parkway (exit 25). Left at light to campus.

Belt Parkway to the Van Wyck Expressway, exit at Main Street, continue to Union Turnpike, right to campus.

From Manhattan: Queens Midtown Tunnel onto Long Island Expressway, exit at Utopia Parkway (exit 25), right on Utopia to Union Turnpike.

From New Jersey: George Washington Bridge onto Cross Bronx Expressway to Throgs Neck Bridge to Clearview Expressway (South). Proceed as under Bronx above. Verrazano-Narrows Bridge to Belt Parkway to Van Wyck Expressway. Proceed as under Brooklyn.

By Public Transportation

IND: "E" or "F" train to Union Turnpike - Kew Gardens station. Q46 bus to Utopia Parkway and Union Turnpike.

"F" train to 169th St. station. Q30 bus or Q31 bus to St. John's University.

IRT: Flushing subway to Main St., Flushing; Q17 bus to Utopia Parkway and Long Island Expressway. Transfer to Q30 or Q31 bus for St. John's University.

LIRR: Jamaica Station. Q30 or Q31 bus to 169th St. and Hillside Ave. Flushing station. Q17 bus to Utopia Parkway and Long Island Expressway. Transfer to Q30 or Q31 bus for St. John's University.

Bus: Express bus from Manhattan to Queens campus via Union Turnpike. Additional bus lines serve the immediate vicinity from Nassau, Queens, Brooklyn, Manhattan and the Bronx.

Directions to Staten Island Campus

By Automobile

From Manhattan: West Side Highway or F.D.R. Drive to Brooklyn-Battery Tunnel. Follow signs "Staten Island" and/or "Verrazano-Narrows Bridge" to Staten Island. Take Staten Island Expressway (Interstate 278) West to the Richmond Road/Clove Road exit. Proceed on service road past two traffic signals and turn right at the third (Clove Road). Turn right at the next traffic light (Howard Avenue) and proceed approximately one mile on Howard (eight minutes from bridge).

Take the Staten Island Ferry from South Ferry, Manhattan to St. George, S.I., and proceed as from St. George.

From St. George: Proceed straight into Bay Street. Turn right at Victory Boulevard. At Eddy Street (opposite Silver Lake), turn left. At the end of Eddy Street turn right on Howard Avenue to Greta Place which leads to the campus.

From Brooklyn: Belt Parkway or Brooklyn-Queens Expressway to Verrazano-Narrows Bridge; proceed as from Manhattan.

From New Jersey: Via Bayonne or Goethals Bridge, stay on Staten Island Expressway (Interstate 278 East) to the Richmond Road/Clove Road exit. Follow service road to first traffic light. Turn left onto Clove Road. Turn right at Howard Avenue (second light) and proceed approximately one mile on Howard. Campus is on the left. Via Outerbridge Crossing—follow West Shore Expressway (Rte 440N) to Staten Island Expressway (278 East) and proceed as above.

By Public Transportation

From Manhattan: Staten Island Ferry from South Ferry, Manhattan to St. George, S.I., and follow directions from St. George to the campus.

From St. George, S.I.: Buses marked S61, 62, 66, or 67. Get off at Clove Road and Victory Boulevard and transfer to Grymes Hill Shuttle bus direct to Arlo Road, adjacent to the campus.

From Brooklyn: Take the S53 bus (at 86th St. and Fourth Avenue) across Verrazano-Narrows Bridge to Clove Road and Howard Avenue. Transfer to Grymes Hill shuttle bus direct to Arlo Road, adjacent to the campus.

Directions to Manhattan Campus

By Automobile

From Western Upstate New York: New York State Thruway to Route 81 south, to Route 17 East, to New York State Thruway at Harriman, New York. Proceed to Palisades Parkway, to George Washington Bridge, to Henry Hudson Parkway, which becomes the West Side Highway South. Proceed past Canal St. Take the 1st left onto W Broadway. Turn right onto W Houston St. Turn left onto Lafayette St. Turn right onto Astor Place.

From Eastern Upstate New York: Take the Major Deegan Expressway (Route 87) to the Triboro Bridge, cross the bridge to Manhattan and onto the FDR Drive South. Exit at 23rd Street. Turn right onto E 25th St. Turn left onto 2nd Ave. Turn right onto E 9th St. Turn left onto 3rd Ave.

From New Jersey: Proceed through the Holland Tunnel to Canal Street. Take the 1st left onto W Broadway. Turn right onto W Houston St. Turn left onto Lafayette St. Turn right onto Astor Place.

From Long Island: Take the Long Island Expressway. Head west on I-495 W towards Exit 51. Take the exit on the left toward E 35th St. Take the 1st right onto 2nd Ave. Turn right onto E 9th St. Turn left onto 3rd Ave.

Pay parking is available at Alliance Parking Services, at the corner of E 9th St and 3RD Ave.

By Public Transportation

From Queens: Take E Train Heading towards World Trade Center, Transfer to Downtown 6 Train at until Lexington Avenue-51 St, Get off at Astor Place.

Take F Train Heading towards Manhattan, Transfer to Downtown N or R Train at 34th St Herald Square, Get off at 8 St NYU.

Take 7 Train Heading towards Manhattan, Transfer to Downtown 6 Train at Grand Central 42 St, Get off at Astor Place.

From Brooklyn: Take L Train Heading towards 14th St, Transfer to Downtown 6 Train at 14st-Union Square, Get off at Astor Place.

Take N,R Train Heading towards Manhattan, Get off at 8st NYU.

Take B,D,F,M Train Heading towards Manhattan, Transfer to Uptown 6 Train at B'way-Lafayette St, Get off at Astor Place.

Take 4,5 Train Uptown, Transfer to 6 Train at Brooklyn Bridge City Hall, Get off at Astor Place.

From Bronx: Take 6 Train to Brooklyn Bridge City Hall, Get off at Astor Place.

Take 4,5 Train Downtown, Transfer to 6 Train at Grand Central 42 St, Get off at Astor Place.

Take 1,2 Train Downtown, Transfer to N or R Train at Times Square 42 St, Get off at 8st NYU.

Take B,D Train Downtown, Transfer to N or R Train at 34th St Herald Square, Get off at 8 St NYU.

From Staten Island: Get off Staten Island Ferry, **Take 4,5 Train** Uptown at Bowling Green, Transfer to 6 Train at Brooklyn Bridge City Hall, Get off at Astor Place

Get off Staten Island Ferry, **Take R Train** Uptown at Whitehall St South Ferry, Get off at 8 St NYU

From Penn Station and Port Authority Bus Terminal:

Take E Train Heading towards World Trade Center, Transfer to **L Train** at 14 St, Take L Train Heading towards Brooklyn until 14 St-Union Square, Transfer to **6 Train** Downtown, Get off at Astor Place.

Directions to Oakdale Location

By Automobile

From the Long Island Expressway (L.I.E.) Eastbound: Take L.I.E. (I-495) eastbound to Exit 53S, south to Sagtikos State Parkway to Exit 54/Southern State Parkway eastbound. Then, follow directions from Southern State Parkway.

From the Southern State Parkway Eastbound: Use Exit 44 East (Montauk), and get on Sunrise Highway (27) eastbound. Follow directions from Sunrise Highway west of Oakdale.

From Sunrise Highway west of Oakdale: Take Sunrise Highway (27) eastbound until you see a sign for Oakdale-Montauk Highway (Rte. 85). Exit Sunrise Highway on your right, and at the light, make a left turn. Bear right going over a small bridge. From here, follow directions "From Oakdale" (below).

From Oakdale: Drive through Oakdale passing 5 traffic lights. (The Oakdale shopping plaza is on your left after the 5th light.) After this light, you should see the west entrance of the campus on your right. Enter the campus and proceed until you come to a gate. Turn left. "The Mansion" (Administrative Offices) is approximately 100 feet on your right.

From Sunrise Highway east of Oakdale: Take Sunrise Highway (27) westbound to Exit 48, Locust Avenue / Oakdale - Bohemia. At the light, make a left onto Locust Avenue south. Proceed southbound on Locust for 2 miles until you reach the end, which is Montauk Highway (27A). Make a right onto Montauk Highway, and take your immediate left onto the west entrance of the campus. Proceed until you come to a gate. Turn left. "The Mansion" (Administrative Offices) is approximately 100 feet on the right side.

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