



ST. JOHN'S UNIVERSITY

GRADUATE BULLETIN

2018-2020

St. John's University Graduate Bulletin

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Forty-first 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 its mission as a Catholic, Vincentian and Metropolitan institution of higher education, St. John's University complies with all applicable federal, state, and local laws, and prohibits discrimination on the basis of race, color, national origin, religion, disability, age, gender, gender identity, sex (including sexual harassment and sexual violence), sexual orientation, marital status, alienage, citizenship status, status as a victim of domestic violence, genetic predisposition or carrier status, status in the Uniformed Services of the United States (including veteran status), or any other characteristic protected by applicable law. The University also complies with Title IX of the Education Amendments of 1972. The University's non-discrimination policies and practices extend to employment opportunities, admission of students to its programs, and to the administration of its educational policies, scholarships, and loan programs, athletics, and other institutionally administered programs and activities.

Keaton Wong, Director of Equal Opportunity and Compliance, is the University's Title IX Coordinator. Ms. Wong's office is in the Office of Human Resources, University Center, Queens Campus. Ms. Wong can be contacted at (718) 990-2660 or wongk1@stjohns.edu. Jackie Lochrie, Associate Dean of Student Services, is a Deputy Title IX Coordinator. Ms. Lochrie's Office is located in The Peter J. Tobin College of Business, Garden Level-Judiciary Suite-17C, Queens Campus. Ms. Lochrie can be contacted at (718) 990-6568 or lochriej@stjohns.edu. Kathleen F. Meehan, Associate Vice President for Athletics/Senior Women's Administrator, is a Deputy Title IX Coordinator. Ms. Meehan's Office is located in Lou Carnesecca Arena, Room 157, Queens Campus. Ms. Meehan can be contacted at (718) 990-6173 or meehank@stjohns.edu.

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 the notice of non-discrimination, visit: <http://wdcrocolp01.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
stjohns.edu

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
1-888-9STJOHNS

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

2018–2020 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

120 Commerce Drive
Hauppauge, NY 11778
(718) 990-7786

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 2018–2020

Summer 2018

July

- 9 **Monday:**
The School of Education
Final date to apply for Doctoral Comprehensive Examinations for Summer 2018.
- 26 **Thursday:**
The School of Education
Doctoral Comprehensive Examinations to be administered.

August

- 9 **Thursday:**
College of Pharmacy and Health Sciences
Final Oral Examinations (defense) for all Candidates for doctoral degrees in September 2018 to have been held by this date.
- 10 **Friday:**
The School of Education
Doctoral Comprehensive Examinations – to be submitted.
- 16 **Thursday:**
The School of Education
Final date for oral defense of dissertation by Doctoral Candidates for September 2018 degrees. Editing and Microfilm fees due.
- 29 **Wednesday:**
The School of Education
Printed and electronic copy of Doctoral dissertation must be handed into the Dean's office for editing for September 2018 degrees.

Fall 2018

September

- 3 **Monday:** Labor Day – University Closed. No classes.
- 5 **Wednesday:** Fall semester begins
- 12 **Wednesday:**
College of Pharmacy and Health Sciences
Last day to apply for fall Master's Comprehensive Examinations and Doctoral Qualifying and Comprehensive Examinations.

- 12 **Wednesday:**
College of Professional Studies
Comprehensive examinations will be offered on an as-needed basis. Please see the Director for details.
- 14 **Friday:** Last day to submit Diploma Application online (via UIS) for September 2018 conferral.
- 17 **Monday:**
Graduate Division of St. John's College of Liberal Arts and Sciences
Final dissertation defense deadline for all candidates for doctoral degrees in September 2018.
- 19 **Wednesday:**
The School of Education
Printed and electronic copy of final edited Doctoral dissertation must be handed in to the Dean's office for September 2018 degrees.
- 24 **Monday:**
Graduate Division of St. John's College of Liberal Arts and Sciences
Final copies of dissertations and theses must be submitted to the Dean's Office for September 2018 graduation by this date. Microfilm fee to be paid at this time.
- 24 **Monday:**
College of Pharmacy and Health Sciences
Readers' copies of doctoral dissertations and Master's Theses for degrees in January 2019 to be submitted to the departmental chair for review.
- 28 **Friday:** September degree conferral date.

October

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

- 5 **Friday:**
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 2019 to be submitted to the department chair by this date.
- 9 **Tuesday:** Thursday classes meet.
- 15 **Monday:**
Last day to submit coursework for Spring and Summer 2018 incomplete grades.
- 15 **Monday:**
The School of Education
Final date to apply for Doctoral and Masters Comprehensive Examinations for Fall 2018.

November

- 1 **Thursday:** All Saints' Day – University Closed. No classes.
- 2 **Friday:**
The School of Education
Doctoral Comprehensive Examinations to be administered.
- 3 **Saturday:**
The School of Education
Master's Comprehensive Examinations.
- 7 **Wednesday:**
College of Pharmacy and Health Sciences
Doctoral and Master's Comprehensive Examinations*.
- 9 **Friday:**
Graduate Division of St. John's College of Liberal Arts and Sciences
Final dissertation defense deadline for all candidates for doctoral degrees in January 2019.
- 12 **Monday:** Veterans Day observed
University Closed – No Classes.
- 16 **Friday:**
The School of Education
Doctoral Comprehensive Examinations to be submitted.
- 19 **Monday:**
Graduate Division of St. John's College of Liberal Arts and Sciences
Dissertation and thesis copies due in Dean's Office for review for January 2019 degree conferral.
- 20 **Tuesday:**
College of Pharmacy and Health Sciences
Final Oral Examinations (defense) for all candidates for Doctoral degrees in January 2019 to have been held by this date.
- 21-24 **Wednesday – Saturday:**
Thanksgiving recess. No classes.
- 28 **Wednesday:**
The School of Education
Final date for oral defense of dissertation by Doctoral candidates for January 2019 degrees. Editing and Microfilm fees due.

December

- 3 **Monday:**
Graduate Division of St. John's College of Liberal Arts and Sciences
Final copies of dissertations and theses must be submitted to the Dean's Office for January 2019 graduation by this date. Microfilm fee to be paid at this time.

*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.

- 3 **Monday:**
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.
- 5 **Wednesday:**
The School of Education
Printed and electronic copy of Doctoral dissertations must be handed into the Dean's office for editing for January 2019 degrees.
- 8 **Saturday:** Feast of the Immaculate Conception – University Closed. No classes.
- 12 **Wednesday:** Snow/Study day. No classes.
- 13-19 **Thursday – Wednesday:**
Final Examination Week.
- 19 **Wednesday:**
The School of Education
Printed and electronic copy of final edited and corrected Doctoral dissertation must be handed into the Dean's office for January 2019 degrees.

Spring 2019

January

- 7 **Monday:** Last day to submit Diploma Application online (via UIS) for January 2019 conferral.
- 21 **Monday:** Martin Luther King, Jr. Day – University Closed. No classes.
- 23 **Wednesday:** Spring semester begins.
- 23 **Wednesday:**
College of Pharmacy and Health Sciences
Last day to apply for Spring doctoral and master's comprehensive examinations.
- 23 **Wednesday:**
College of Professional Studies
Comprehensive Examinations will be offered on an as-needed basis. Please see the Director for details.
- 31 **Thursday:** January degree conferral date.

February

- 4 **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 2019 to be submitted to the department chair by this date.

- 15 **Friday:**
The School of Education
Final date to apply for Master's Comprehensive Examinations for Spring 2019.
- 18 **Monday:** Presidents' Day – University Closed. No classes.
- 20 **Wednesday:** Monday classes meet

March

- 4-9 **Monday – Saturday:**
Spring break – No classes.
- 6 **Wednesday:**
College of Pharmacy and Health Sciences
Doctoral and Master's comprehensive examinations.
- 15 **Friday:**
Last day to submit coursework for Fall 2018 incomplete grades.
- 16 **Saturday:**
The School of Education
Saturday: Masters Comprehensive Examinations.
- 19 **Tuesday:**
The School of Education
Final date to apply for Doctoral Comprehensive Examinations for Spring 2019.
- 28 **Thursday:**
The School of Education
Final date for oral defense of Dissertation by Doctoral candidates for May 2019 degrees. Editing and Microfilm fees due.

April

- 4 **Thursday:**
The School of Education
Printed and electronic copy of Doctoral dissertation must be handed into the Dean's office for editing for May 2019 degrees.
- 5 **Friday:**
The School of Education
Doctoral Comprehensive Examinations to be administered.
- 8 **Monday:**
Graduate Division of St. John's College of Liberal Arts and Sciences
Final dissertation defense deadline for all candidates for doctoral degrees in May 2019.
- 10 **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 September 2019 to be submitted to the department chair by this date.

- 12 **Friday**
The School of Education
Printed and electronic copy of final edited and corrected Doctoral dissertation must be handed into the Dean's office for May 2019 degrees.
- 12 **Friday:**
College of Pharmacy and Health Sciences
Readers' copies of doctoral dissertations and Master's theses for degrees in September 2019 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.
- 18-22 **Thursday – Monday:** Easter Recess – University Closed. No classes.
- 26 **Friday:**
Graduate Division of St. John's College of Liberal Arts and Sciences
Dissertation and thesis copies due in Dean's Office for review by this date for May 2019 degree conferral.
- 26 **Friday:**
The School of Education
Doctoral Comprehensive Examinations to be submitted.

May

- 3 **Friday:**
Graduate Division of St. John's College of Liberal Arts and Sciences
Final copies of dissertations and theses must be submitted to the Dean's Office for May 2019 graduation by this date. Microfilm fee to be paid at this time.
- 7-8 **Tuesday – Wednesday:** Snow/Study days. No classes.
- 9-15 **Thursday – Wednesday:** Final Examination Week.
- 10 **Friday:** Last day to submit diploma application (via UIS) for May 2019 conferral.
- 18 **Saturday:** Staten Island campus Commencement.
- 19 **Sunday:** Queens campus Undergraduate Commencement.

Summer 2019

June

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

July

- 3 **Wednesday:**
The School of Education
Final date to apply for Doctoral Comprehensive Examinations for Summer 2019.

*Doctoral Cohort programs may be subject to alternative dates.

- 4 ****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.**

25 **Thursday:**
The School of Education
Doctoral Comprehensive Examinations to be administered.

August

- 7 **Wednesday:**
College of Pharmacy and Health Sciences
Final oral examinations (defense) for all candidates for Doctoral Degrees in September 2019 to have been held by this date.
- 8 **Thursday:**
The School of Education
Doctoral Comprehensive Examinations to be submitted.
- 15 **Thursday:**
The School of Education
Final date for oral defense of dissertation.
- 22 **Thursday:**
The School of Education
Printed and electronic copy of Doctoral dissertation must be handed into the Dean's office for editing for September 2019 degrees.

Fall 2019

September

- 2 **Monday:** Labor Day – University Closed. No classes.
- 4 **Wednesday:** Fall semester begins.
- 4 **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.
- 11 **Wednesday:**
The School of Education
Printed and electronic copy of final edited Doctoral dissertation must be handed into the Dean's office for September 2019 degrees.
- 13 **Friday:** Last day to submit Diploma Application online (via UIS) for September 2019 conferral.
- 16 **Monday:**
Graduate Division of St. John's College of Liberal Arts and Sciences
Final dissertation defense deadline for all candidates for doctoral degrees in September 2019.

20 **Friday:**
Graduate Division of St. John's College of Liberal Arts and Sciences
Final copies of dissertations and theses must be submitted to the Dean's Office for September 2019 graduation by this date. Microfilm fee to be paid at this time.

25 **Wednesday:**
College of Pharmacy and Health Sciences
Last day to apply for fall master's comprehensive examinations and doctoral qualifying, writing, and comprehensive examinations.

25 **Wednesday:**
College of Professional Studies
Comprehensive Examinations will be offered on an as-needed basis. Please see the Director for details.

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

October

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

4 **Friday:**
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 2020 to be submitted to the department chair by this date.

15 **Tuesday:**
Last day to submit coursework for Spring and Summer 2019 incomplete grades.

15 **Tuesday:**
The School of Education
Final date to apply for Doctoral and Master's Comprehensive Examinations for Fall 2019.

29 **Tuesday:** Friday classes meet.

November

1 **Friday:** All Saints' Day – University Closed – No classes.

4 **Monday:**
Graduate Division of St. John's College of Liberal Arts and Sciences
Final dissertation defense deadline for all candidates for doctoral degrees in January 2020.

6 **Wednesday:**
College of Pharmacy and Health Sciences
Doctoral and master's comprehensive examination and qualifying examination.

8 **Friday:**
The School of Education
Doctoral Comprehensive Examinations to be administered.

11 **Monday:** Veteran's Day – University Closed. No classes.

15 **Friday:**
Graduate Division of St. John's College of Liberal Arts and Sciences
Dissertation and thesis copies due in Dean's Office for review for January 2020 degree conferral.

16 **Saturday:**
The School of Education
Masters Comprehensive Examinations.

20 **Wednesday:**
College of Pharmacy and Health Sciences
Final Oral Examinations (defense) for all candidates for Doctoral degrees in January 2019 to have been held by this date.

21 **Thursday:**
The School of Education
Final date for oral defense of dissertation by Doctoral candidates for January 2020 degrees. Editing and Microfilm fees due.

22 **Friday:**
The School of Education
Doctoral Comprehensive Examination to be submitted.

27-30 **Wednesday – Saturday:** Thanksgiving recess-No classes.

December

2 **Monday:**
The School of Education
Printed and electronic copy of Doctoral dissertation must be handed into the Dean's office for editing for January 2020 degrees.

6 **Friday:**
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.

7 **Saturday:** Saturday Classes meet.

11 **Wednesday:** Snow/Study Day – No classes.

12 **Thursday:**
The School of Education
Printed and electronic copy of final edited and corrected Doctoral dissertation must be handed into the Dean's office for January 2020 degrees.

*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.

12-18 Thursday – Wednesday

Final Examination Week.

- 13 **Friday:**
Graduate Division of St. John's College of Liberal Arts and Sciences
Final copies of dissertations and theses must be submitted to the Dean's Office for January 2020 graduation by this date. Microfilm fee to be paid at this time.

Spring 2020

January

- 10 **Friday:** Last day to submit Diploma Application online (via UIS) for January 2020 conferral.
- 15 **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.
- 17 **Friday:**
College of Professional Studies
Comprehensive Examinations will be offered on an as-needed basis. Please see the Director for details.
- 20 **Monday:** Martin Luther King, Jr. Day – University Closed. No classes.
- 22 **Wednesday:** Spring semester begins.
- 31 **Friday:** January degree conferral date.

February

- 4 **Tuesday:**
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 2020 to be submitted to the department chair by this date.
- 14 **Friday:**
The School of Education
Final date to apply for Master's Comprehensive Examinations for Spring 2020.
- 17 **Monday:** Presidents' Day – University Closed. No classes.
- 26 **Wednesday:**
College of Pharmacy and Health Sciences
Doctoral and master's comprehensive examinations.

March

- 2-7 **Monday–Saturday:** Spring break – No classes.
- 14 **Saturday:**
The School of Education
Masters Comprehensive Examinations.
- 16 **Monday:** Last day to submit course work for Fall 2019 incomplete grades.
- 18 **Wednesday:**
The School of Education
Final date to apply for Doctoral Comprehensive Examinations for Spring 2020.
- 26 **Thursday:**
The School of Education
Final date for Oral defense of dissertation by Doctoral candidates for May 2020 degrees. Editing and Microfilm fees due.

April

- 2 **Thursday:**
The School of Education
Printed and electronic copy of Doctoral dissertation must be handed into the Dean's office for editing for May 2020 degrees.
- 3 **Friday:**
The School of Education
Doctoral Comprehensive Examinations to be administered.
- 7 **Tuesday:**
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.
- 9-13 **Thursday – Monday:**
Easter Recess – University Closed. No classes.
- 10 **Friday:**
Graduate Division of St. John's College of Liberal Arts and Sciences
Final dissertation defense deadline for all candidates for doctoral degrees in May 2020.
- 15 **Wednesday:** Monday classes meet.
- 16 **Thursday:**
The School of Education
Printed and electronic copy of final edited and corrected Doctoral dissertation must be handed into the Dean's office for May 2020 degrees.

- 17 **Friday:**
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 2020 to be submitted to the department chair by this date.
- 17 **Friday:**
The School of Education
Doctoral Comprehensive Examinations to be submitted.
- 23 **Thursday:**
College of Pharmacy and Health Sciences
Final dissertations and theses must be submitted to the Dean's Office for May 2019 graduation by this date. Microfilm fees to be paid at this time.
- 24 **Friday:**
Graduate Division of St. John's College of Liberal Arts and Sciences
Dissertation and thesis copies due in Dean's Office for review for May 2020 degree conferral.

May

- 4 **Monday:**
Graduate Division of St. John's College of Liberal Arts and Sciences
Final copies of dissertations and theses must be submitted to the Dean's Office for May 2020 graduation by this date. Microfilm fee to be paid at this time.
- 5-6 **Tuesday – Wednesday:** Snow/Study days. No Classes.
- 6 **Wednesday:** Last day to submit Diploma Application online (via UIS) for May 2020 conferral.
- 7-13 **Thursday – Wednesday:** Final Examination Week.
- TBD Staten Island campus Commencement.
- TBD Queens campus Commencement.

Summer 2020

June

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

*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.



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.)

December 31 (Fall only—Clinical Psy., Ph.D.)
December 31 (Fall only—School Psy., Psy.D.)
March 15 (Fall only—School Psy., M.S.)

Speech Pathology and Audiology (M.A.)

February 1 (Fall)

College of Pharmacy and Health Sciences

MS Physician Assistant

January 15 (Fall)

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.

(Majors except counseling)

January 5 (Spring)
May 15 (Summer)
August 15 (Fall)

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

October 1 (Spring)
March 1 (Summer/Fall)

Ph.D. in Literacy

Pending NY State approval to offer Ph.D. program online, admission will be on a .. rolling basis.

College of Professional Studies

DPS Homeland Security

February 1 (Fall)

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 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 credentials 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.

Applicants whose transcripts are from international universities must submit an evaluation from a NACES (naces.org) accredited evaluation source.

International Student Admission

Applicants whose native language is not English and who have not attended a postsecondary 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: 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: 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. The number of transfer credits permitted is contingent upon assessment of the previously earned credit in accordance with department/division and school/college regulations.

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.

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. All doctoral students in The School

of Education are required to take a minimum of 45 credits at St. John's University.

Please refer to the College Section of this bulletin for further information.

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 universityhealthplans.com.

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

Health Insurance Rates 2018-2019

- 1) Resident Students \$1,999 per year
- 2) New Spring 2019 Resident Students \$1,247 for the semester
- 3) F1/J1 Fall 2018 Students \$999.50 for the semester
- 4) F1/J1 Spring 2019 Continuing Students \$1,247 for the semester
- 5) New F1/J1 Spring 2019 \$1,247 for the semester

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.

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.

2018–2019 Tuition*

Graduate Cost	per credit
College of Professional Studies	\$1,230
The School of Education	1,230
The Peter J. Tobin College of Business	1,245
St. John's College	
Grad Arts & Sciences	1,230
School Psychology	1,318
Library Science	1,318
Speech–Language Pathology and Audiology	1,318
Ph.D. Clinical Psychology	1,475
College of Pharmacy and Health Sciences	1,420
Public Health	1,230
Institute for Biotechnology	\$1,312

* Check for regular tuition updates online at stjohns.edu.

Fees

General Fee per semester (non-refundable)	\$170
MS Physician Assistant Fee	\$100
Particular Fees (non-refundable)	
Application fee	70
Late registration/payment	200
Maintaining matriculation, per semester	100
Microfilming of doctoral dissertation and abstract	100
Payment Plan Enrollment Fees Between \$65 and \$250	
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 Copy Editing 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.

Room and Board

Queens

Academic Year 2018–2019

Single Room	\$6,510 per semester
Standard Double Room	\$5,415 per semester
Triple Room	\$5,225 per semester
Quad Room	\$4,350 per semester

Meal Plan

Board (Meal) Plan	
Freshman Meal Plan	\$3,225 per semester
Residence Village (Soph.-Senior) Meal Plan	\$3,170 per semester
Apartment Meal Plan	\$2,220 per semester

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

Academic Year 2018–2019

Single Room	\$7,180 per semester
Double Room	\$5,830 per semester
Triple Room	\$5,360 per semester

Queens Off-campus

Academic Year 2018–2019

Single Room	\$7,015 per semester
Double Room	\$5,730 per semester

Queens Town Home

Academic Year 2018–2019

Town Home Double Rooms	\$6,040 per person
Town Home Triple Rooms	\$5,415 per person

Staten Island

Academic Year 2018–2019

Single Rooms	\$5,590 per semester
Double Rooms	\$5,150 per semester
Triple Room	\$4,395 per semester

Meal Plan

Meal Plan 1	\$1,875 per semester
Meal Plan 2	\$2,400 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 credits may be found at stjohns.edu/admission-aid/tuition-and-financial-aid/tuition/withdrawals-and-refunds.

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 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 may be found at stjohns.edu/admission-aid/tuition-and-financial-aid/tuition/withdrawals-and-refunds.

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/International Communication	0601/0699	B.S./M.S.
Communication Arts/Government and Politics	0601/2207	B.S./M.A.
Communication Arts/Sociology	0601/2208	B.S./M.A.
Computer Science/Library and Information Science	0701/1601	B.S./M.S.

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	Ph.D.
French/Library and Information Science	1102/1601	B.A./M.S.
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.
History	2205/2205	B.A./M.A.
History	2205	M.A.
International Law and Diplomacy	2210	Adv. Cert.
Information Technology/Library and Information Science	0702/1601	B.S./M.S.
Italian/Library and Information Science	1104/1601	B.A./M.S.
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	M.S.
Management for Information Professionals	1601	Adv. Cert.
Mathematics/ Mathematics	1701/1701	B.A./M.A.

Math	1703	M.A.
Applied and Computational Mathematics		
Ministerial Studies	2301.10	M.Div.
Museum Administration	1099	M.A.
Pharmacy/Library and Information Science	1211/1601	M.S./M.S.
Psychology	2202	M.A.
Psychology/Criminology and Justice	2001/2209	B.A./M.A.
Psychology/ Psychology	2001/2001	B.A./M.A.
Public Administration	2102	Adv. Cert.
Public History	4903	M.A.
Public History/Library and Information Science	4903/1601	M.A./M.S.
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/Spanish	1105/1105	B.A./M.A.
Spanish	1105	M.A.
Speech Language Pathology	1220	M.A.
Spanish/Library and Information Science	1105/1601	B.A./M.S.
Theology	1510/1510	B.A./M.A.
Theology (Religious Studies)	1510	M.A.
Theology (Catech Min, Leader, and Min Prep)	2301	M.A.
World History	2205	Ph.D.

* *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.	Childhood Education 1-6/Teaching Children with Disabilities in Childhood	0802/0808	B.S.Ed./ M.S.Ed.	Teaching Children with Disabilities in Childhood 0808	Adv. Cert.	
Adolescent Education: Biology 7-12	0401.01	M.S.Ed.	Childhood Education and TESOL PK-12 Career Change	1508	M.S.Ed.	Teaching Literacy B-12	0830	M.S.Ed.
Adolescent Education: English 7-12	1501.01	M.S.Ed.	Childhood Education and TESOL Career Change NON CERT	1508	M.S.Ed.	Teaching Literacy B-6	0830.01	Adv. Cert.
Adolescent Education: Mathematics 7-12	1701.01	M.S.Ed.	Clinical Mental Health Counseling	2104.10	Adv. Cert.	Teaching Literacy B-6 and Teaching Children with Disabilities	0830.01	M.S.Ed.
Adolescent Education: Social Studies 7-12	2201.01	M.S.Ed.	Clinical Mental Health Counseling	2104.10	M.S.Ed.	Teaching Literacy B-6 and TESOL PK-12	0830.01	M.S.Ed.
Adolescent Education: Spanish 7-12	1105.01	M.S.Ed.	Early Childhood Education: Career Change	0823	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 PK-12	0830.01	M.S.Ed.
Adolescent Education Residency Teaching Students with Disabilities 7-12 Generalist*	0899.50	M.S.Ed.	Early Childhood Education: Field Change	0823	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 Special Ed*	0899.50	M.S.Ed.	Early Childhood Education B-2 and Teaching Students with Disabilities B-2	0808	M.S.Ed.	TESOL PK-12 (Teaching English to Speakers of Other Languages)	1508	M.S.Ed.
Alt. Cert. Trans B. Adolescent English 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 PK-12	1508	Adv. Cert.
Alt. Cert. Trans B. Adolescent Math 7-12*	0899.50	M.S.Ed.	Education Administration and Supervision	0827	Ed.D.	TESOL PK-12: ITI	0899.60	Adv. Cert.
Alt. Cert. Trans B. Teaching Students with Disabilities Generalist*	0899.50	M.S.Ed.	Gifted Education	0811	Adv. Cert.	TESOL PK-12 Special Education: ITI**	0899.60	Adv. Cert.
Bilingual Education: ITI**	0899.60	Adv. Cert.	Instructional Leadership	0829	Adv. Cert.			
Bilingual Education: CR-ITI**	0899.70	Adv. Cert.	Instructional Leadership	0829	Ed.D.			
Bilingual Extension	0899	Adv. Cert.	Literacy	0830	Ph.D.			
Bilingual Pupil Personnel Services: ITI**	0899.60	Adv. Cert.	Literacy 5-12	0830	M.S.Ed.			
Bilingual Special Education: ITI**	0899.60	Adv. Cert.	Literacy B-6	0830	M.S.Ed.			
Childhood and Childhood Special Education (Internship)	0808	M.S.Ed.	Literacy Leadership Coach	0830	Adv. Cert.			
Childhood and Childhood Special Education (Internship) NON CERT	0808	M.S.Ed.	Middle Childhood 5-6: Extension	0802	Adv. Cert.			
Childhood Education 0802		M.S.Ed.	Middle Childhood 7-9: Extension	0802	Adv. Cert.			
Childhood Education: Career Change	0802	M.S.Ed.	School Building Leadership	0827	Adv. Cert.			
Childhood Education: Career Change NON CERT	0802	M.S.Ed.	School Building Leadership/School District Leadership	0827	Adv. Cert.			
Childhood Education: Field Change	0802	M.S.Ed.	School Counseling	0826.01	M.S.Ed.			
Childhood Education 1-6/ Literacy B-6	0802/0830	B.S.Ed./ M.S.Ed.	School Counseling School District Leadership	0827	Adv. Cert.			
			Teacher Institute in ESL (CR-ITI) **	0899.70	Adv. Cert.			
			Teaching Children with Disabilities in Childhood	0808	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/ Taxation	0502/0502	B.S./M.S.
Accountancy/ Accounting	0502/0502	B.S./M.S.
Accounting	0502	M.S.
Accounting	0502	M.B.A.
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.
Accounting with Data Analytics	0502	M.S.
Accounting with Enterprise Risk Management	0502	M.S.
Accounting with Financial Services Reporting	0502	M.S.
Accounting with Forensics	0502	M.S.
Accounting with Information Systems	0502	M.S.

Accounting with Internal Audit	0502	M.S.
Accounting with International Financial Reporting	0502	M.S.
Accounting with International Taxation	0502	M.S.
Accounting/Taxation	0502/0502.10	M.B.A./M.S.
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.
Business Administration Dual Concentration	0506	M.B.A.
Business Administration/Computer Science/Accounting*	0701/0502	B.S./M.S.
Business Administration	0506.00	Adv. Cert.
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	0504	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.

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.
Risk Management and Risk Analytics	0512	M.S.
Risk Management and Insurance/Accounting	0512/0502	B.S./M.S.
Physician Assistant	1299.10	M.S.
Risk and Financial Advisory	0502	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.

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.
Physician Assistant	1299	M.S.
Public Health	1214	M.P.H.

Toxicology/Toxicology	0426	B.S./M.S.
Toxicology	0426	M.S.

College of Professional Studies

Major Name HEGIS Code Credentials

Computer Science and Data Mining Predictive Analytics	0701/0702	B.S./M.S.
Criminal Justice/Criminal Justice Leadership and Homeland Security	2105/2105	B.S./M.P.S.
Homeland Security	2105.00	D.P.S.
Data Mining and Predictive Analytics	0702	M.S.
Integrated Advertising Communications	0604	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.

Students can access grades online through the University Information System (UIS) via MYSJU, 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 (stjohns.edu) on a regular basis. For the Office of the Registrar site, visit 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.

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.

Any changes in a student's schedule must be completed before the end of the registration period.

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 Withdrawal 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 can be found 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 withdraw from classes may do so by the last day to withdraw found in the academic calendar. 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 their 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. 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.

For additional information regarding advisement reports, consult the Office of the Registrar's website at 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.

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 gibill.va.gov.

The Office of Student Financial Services (SFS) 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.

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 MY SJU, 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. All students holding F-1 or J-1 visas must be enrolled in a full-time program (9 credits or the equivalent).

Credit Hour Guidelines

All St. John's University degree and certificate programs are approved by the New York State Education Department (NYSED). Therefore, all courses and degree programs at the University must comply with Section 50.1 (o) of the New York State Commissioner of Education Regulations higher.nysed.gov.

The University's method for awarding credit for courses in degree and certificate programs follow NYSED guidelines, which are based on the U.S. Department of Education's definition of credit hour. The U.S. Department of Education definition of a credit hour can be found at ifap.ed.gov/dpclatters/attachments/GEN1106.pdf.

Each School Dean is responsible for assuring that his or her School establishes, maintains, and follows appropriate procedures and protocols for assigning credit hours. The procedures and protocols must meet these minimum guidelines:

- Each School must maintain procedures, written and web-accessible, pertaining to the assignment of credit hours for all courses offered, regardless of the format or modality of instruction. This includes but is not limited to traditional lectures, individual voice or music instruction, online courses, and any other offering that can result in earned credit.
- Each School must document that its procedures provide for the assignment of credit hours for each course the School offers based on the following criteria:
 - Stated objectives for student learning, including (but not limited to) acquisition of content knowledge, key competencies, (such as skill in oral or written communication), or analytic reasoning skills;
 - Hours of instruction proposed for the course; and
 - Hours of supplementary assignments and student effort that are anticipated to take place outside the classroom. Hours of anticipated student effort outside the classroom can include estimated time spent on reading, writing, laboratory or studio assignments, preparation for examinations, etc.

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 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 12 semester hours per term. Full tuition and fees are charged for an 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	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.

The mark of UW (unofficial withdrawal) may be assigned, at the instructor's discretion, in cases in which there is insufficient basis for an earned grade. Students may NOT request this mark.

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 in writing 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.

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 Health Sciences 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 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 Health Sciences 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: 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-corrasable 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-corrasable 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

St. John's University participates in the Federal Direct Loan programs and offers a variety of financial aid programs to support graduate study including assistantships and fellowships.

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

- Complete and sign the Free Application for Federal Student Aid (FAFSA) and meet federal eligibility requirements
- Be a U.S. citizen or an eligible noncitizen
- Have a High School Diploma or recognized equivalent such as a GED
- Have a valid Social Security Number
- Be registered with Selective Service if you are a male between the ages of 18 and 25
- Enrolled in an eligible degree or certificate program
- Maintain satisfactory academic progress at St. John's University. Please visit StudentAid.gov/eligibility for detailed information on all eligibility requirements for federal student aid.

Please use St. John's University federal institution code number 002823 when filing the FAFSA. Once the FAFSA is processed, the student will receive 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-reimbursement-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-reimbursement 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 offered 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 a 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 and may be renewed for an additional year. It will be awarded to select eligible applicants commencing in the fall semester.

Requirements for Consideration

You must possess a cumulative grade point average of 3.25 or higher.

How to Apply

Submit an application for the scholarship signed by the chair, granting the student permission to apply.

Deadline: This is an extremely competitive scholarship. Students are urged to apply as far in advance as possible. Semesters Available: Fall and Spring.

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, and/or one of the following doctoral degrees; Doctorate in Education (Ed. D), Doctorate of Arts in English (D.A.) or Doctorate in School of Psychology (Psy. D.)

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 with supporting documentation and submit it to the Office of Student Financial Services. The form can be found at stjohns.edu/catholiceducationapp.

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 continuing in a graduate program in the fall semester form each department in the Graduate division of the School of Education. This highly competitive, one-time scholarship is worth \$7,500 toward a master's degree, advanced certificate or doctorate.

How to Apply

Please speak with your department chair.

Superintendent's Scholarship

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

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 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.

Federal Financial Aid—Staying Eligible

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. Please review SAP policy at stjohns.edu/sapeligibility.

Federal Direct Student 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 student must be enrolled at least half-time to be eligible to borrow a Federal Direct Student Loan. 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. All federal funding is subject to congressional action.

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?

A federal loan made to eligible students who file the FAFSA. Interest accrues during all periods.

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. Borrowers will need their FSA ID in order to complete 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 must complete a Direct Loan Master Promissory Note (MPN) at StudentLoans.gov. Borrowers will need their FSA ID in order to complete the MPN.

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

Withdrawal from the University

Students are strongly encouraged to reach out to the Office of Student Financial Services, if considering a withdrawal from courses, to discuss the possible impacts of a withdrawal. A withdrawal from courses could affect a student's eligibility for Title IV Aid as outlined below and in subsequent terms. Students who decide to withdraw from a course should see their academic advisor to complete a Change of Program Form. Learn more.

Return of Federal Title IV aid

Students who withdraw from all courses, either officially or unofficially in a semester/term, on or before completing 60% of the semester/term and who have received federal Title IV funds in the form of a Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (SEOG), Teacher Education Assistance for College and Higher Education (TEACH) Grant, Federal Direct Loan and/or Federal PLUS loan, in accordance with federal regulation are required to have their eligibility for those funds reviewed. The University is required to apply a federally mandated formula to determine how much of the federal funding was "earned" up to the determined date of the student's withdrawal. This review and calculation is referred to as a "Return of Title IV Aid Calculation".

Federal regulations mandate that federal title IV funds disbursed in excess of the "earned" amount must be returned to the federal government by the university and/or the student. If a student received a refund from the Office of Student Financial Services, that was to be used for educationally related expenses, the student may be required to return all or a portion of the funds to the University. This portion represents funds that were intended to pay for educationally related expenses through the end of the semester/term. The amount to be returned to the University will be determined by federal formula.

The amount to be returned to the federal government will be calculated based on the date the student officially withdrew from classes or the determined date of an unofficial withdrawal. A student who fails to officially notify the academic advisor of intent to withdraw from classes and fails to earn grades for all classes is considered an unofficial withdrawal. In the case of an unofficial withdrawal, the withdrawal date will be computed as the last date the student was involved in an academically related activity or the 50% point in the term in the event that a last date of academic activity is not available. Academically related is defined as academic participation in a course such as submitting an assignment, taking an exam or participating in an online academic-related discussion. Academic activity is not considered to be simply logging into a course or academic counseling or advisement.

Determining Federal Title IV Aid Earned

To determine the amount of federal aid a student earned, the Office of Student Financial Services will first calculate the student's percentage of the semester/term attended. The calculation is based on the number of days the student attended classes divided by the number of days in the semester (excluding breaks of 5 days or more). That percentage is then calculated, together with other required elements including the institutional cost, and total federal funds received or that a student was eligible to receive, to determine the amount of federal aid a student is eligible to retain.

Any "unearned" federal Title IV aid must be returned to the federal government. The University will return the unearned funds and will adjust the student's semester/term bill accordingly. Students will be responsible to repay the University due to an outstanding balance resulting from the return.

Post Withdrawal Disbursement

A student may be entitled to a Post- Withdrawal disbursement if the student withdrew prior to the disbursement of Title IV funds. The institution will notify the student if he or she is eligible for a Post-Withdrawal disbursement of loan and/or grant federal funds. A student may opt to accept or decline an offer of a Post-Withdrawal disbursement of grant or loan funds if the student desires to save the funds for enrollment at another institution.

Module Programs

A course that does not span the entire length of a semester is considered a module course. Students who are enrolled in module courses and cease attendance in any course are considered to have withdrawn and may be subject to a Title IV recalculation unless the student notifies the University in writing of his or her intent to enroll in another module that falls within the same enrollment period. The

confirmation of the student's intent to re-enroll must be submitted by the student within two weeks of receiving communication from the Office of Financial Services. If the student does not begin attendance in the later course, then the student will be considered to have withdrawn and a Title IV recalculation will be completed.

Return of Federal Title IV Aid Allocation

Funds that are returned to the federal government are used to reduce the outstanding balances in an individual federal program. Federal regulation requires that "unearned" funds be returned in the following order:

1. Federal Unsubsidized Direct Loan
2. Federal Subsidized Direct loan
3. Federal Perkins Loan
(Program currently not funded)
4. Federal Direct Parent Loan (PLUS)
5. Federal Direct Grad PLUS
6. Federal Pell grant
7. Federal SEOG
8. Federal TEACH Grant
9. Iraq Afghanistan Service Grant

Important Notes

Withdrawal from courses could also affect your institutional aid eligibility based on the type and amount of funding received and the resulting tuition liability. Be sure to review this information with the office of Financial Services.

A withdrawal could also affect your Satisfactory Academic Progress standing impacting future aid eligibility.

Your loans may go into repayment once you withdraw from school. It is important to pay close attention to communications about loan repayment. Be sure to make payments on time in order to avoid the possibility of default that could result in the loss of future federal aid eligibility.

Student Support Services and Resources

Alumni Relations

The Office of Alumni Relations is dedicated to keeping our more than 184,000 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 current students by offering them opportunities to share their personal expertise and experience.

The Office supports and oversees various constituent groups (organized by School/College/Campus and other affiliations) and Regional Chapters across the country. All alumni are entitled to year-round services and discounts made possible 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
- Collaborates with University Career Services on a variety of student engagement initiatives, including Alumni Insider's View programs
- Hosts alumni receptions at both home and away athletic, social, and networking events
- Hosts the annual Grand Alumni Homecoming Weekend, a series of engaging programs that invite alumni back to campus to celebrate their St. John's legacy
- Works alongside GOLD alumni leadership group to host professional networking series, seasonal socials and additional career-focused programs specifically designed for Graduates of the Last Decade (GOLD)

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

Email at alumni@stjohns.edu or call Alumni Relations at the following campus locations:

- Queens campus: 718-990-6232
- Staten Island campus: 718-390-4094
- 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 (10 NCAA Tournament appearances), cross country, fencing (2001 NCAA National Champions), golf (2011 BIG EAST individual champion), indoor and outdoor track and field (28 NCAA Championship appearances), soccer (three NCAA Tournament appearances), volleyball (two NCAA Tournament berths), tennis (2018 BIG EAST Champions) and softball (2016 BIG EAST Champions).

The seven men's intercollegiate team offerings consist of baseball (Tied for 8th all-time with 37 NCAA Tournament appearances, six College World Series appearances), basketball (28 NCAA Tournament appearances, ninth-most wins in NCAA history), fencing (2001 NCAA National Champions), golf (five NCAA Regional appearances), lacrosse, tennis (five BIG EAST Championships) and soccer (1996 NCAA National Champions, four College Cups, 20 NCAA Tournament berths).

Campus Recreation

Campus Recreation is designed for the purpose of providing the the St. John's Student body 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. All eligible students are urged to take part in as many activities as time and interest permit.

The Fitness Center

The Fitness Center offers a wide variety of cardio equipment including treadmills, arc trainers, ellipticals, stationary bikes, rowers, and Stairmasters. Strength training equipment, free weights, cross-fit area and a stretch/abdominal area are also available.

The Fitness Center is located on the east side of Carnesecca Arena. You may enter the Fitness Center from the lower level of Carnesecca Arena. A valid St. John's ID Card is required.

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.

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

Campus Recreation's Club Sports Program provides opportunities for students with similar interests to participate in various sport and recreational activities. It is administered by Campus Recreation and is dedicated to improving the quality of life for students as well as encouraging healthy life choices. Club Sports are formed so the participants can learn new skills, improve existing skills, enjoy recreation and engage in competition. Participants can also enjoy both social and recreational fellowship through teamwork and develop their leadership skills. Current Clubs include: Bowling, Kickline, Men's Basketball, Running/Track, Tennis, Ultimate Frisbee, and Women's Soccer.

For more information about Campus Recreation services and hours of operation please visit www.stjohns.edu/crec

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 Catholic community supporting students of all faiths and those on a spiritual journey.

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.

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.

Campuses offer weeklong programs during the semester breaks. 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 5:30 p.m.

On Staten Island, Campus Ministry offers many of the same programs offered in Queens, including weekly service, plunges, retreats, the RCIA program, and Mass and Reconciliation. Mass is celebrated at 12:15 on class days and at 6:00 pm on Sunday's in St. Vincent de Paul Chapel in Lavelle Hall. There is an opportunity for reconciliation before mass, by requested appointment and during special days of Reconciliation during Advent and Lent. Special masses for campus groups are arranged with the Campus Ministry Office. The Campus Ministers are always available to students to help with bereavement, or other issues that students may be facing in their lives.

The Campus Ministers are always available to help with any needs you may have.

University Career Services

Mission/Vision Statement

As a team of dedicated career educators we provide 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.

Career Services 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.

@GetHiredStJohns on LinkedIn

@GetHiredStJohns is the official group of Career Services at St. John's University. The group compliments the ASPIRE and C3: Creating Career Connections programs providing alumni and friends who are interested in sharing career information and jobs or internships with students a forum online.

Interfolio

Interfolio is the premier academic dossier and credential service for applying to graduate school or post-graduate positions. Interfolio is available to all students at St. John's University and includes complete online management of files; storage of other application documents, such as resumes, writing samples, cover letters, etc.

AAAS Career Development

Prepare yourself for today's job market or for life in academia by learning professional skills that augment what you've learned in school. Career Services partners with AAAS Career Development to provide you with STEM-focused, online courses in topics such as networking, how to work in diverse teams 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 Handshake (Career Services tab on MySJU).

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

As part of the Department of Student Wellness, the Center for Counseling & Consultation (CCC) work closely with all members of the St. John's community to help create a healthy and positive living and learning environment. The staff at the CCC is dedicated to helping students with a whole range of challenges that may interfere with the ability to live well, relate to others, and succeed academically. These challenges may include: stress, anxiety, family or social concerns, relationship difficulties, grief, trauma, alcohol or substance abuse, food relationship issues, homesickness and loneliness.

Our services include assessment, individual and group counseling, crisis intervention, consultation and referral and outreach programming. Psychiatric consultation is also available when appropriate. Center uses a short-term counseling model but should you need more longstanding or specialized support referrals can be made to resources within the community that best suit your needs.

All CCC services are **free and confidential** within the limits of legal and ethical restrictions. Information about students will not be shared with anyone without their written consent except in emergency situations if harm is imminent.

Who We Serve/ Eligibility for Services

The Center for Counseling and Consultation serves the entire St. John's University community including students, faculty, and staff:

- **Students:** Undergraduate and graduate students taking 6 or more credits at St. John's University are eligible for all CCC services. Students taking 5 or fewer credits and non-matriculating students are eligible for consultation and referral.
- **Faculty and Staff:** Faculty and staff are not eligible for direct counseling services, however available services include consultation regarding of students of concern, classroom presentations, workshops and trainings offered by the center.
- **Parents and Family:** Services for students are confidential including whether they are being seen for counseling at the center. However, parents and family are encouraged to contact CCC if they have concerns about the welfare of their son or daughter.

Queens Campus

Marillac, Room 130
Tel: 718-990-68684
Fax: 718-990-2609

Staten Island Campus

Spellman Hall, Room 101
Tel: 718-390-4451
Fax: 718-390-4036

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

For more information about the Center for Counseling and Consultation services and hours of operation please visit www.stjohns.edu/counseling

Dining Services

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 DineOnCampus.com/StJohns or call us at 718-990-1535, or stop by our offices in Marillac Hall B-6.

Student Health Services

Student Health Services offers free and confidential services to all eligible students on the Queens and Staten Island campuses. You can get treated for minor illnesses and injuries. If there is a need for any additional testing, such as X-rays or blood work, will can assist you in finding an off-campus local health provider.

Immunization Requirements

As per New York State Public Health Laws 2165 and 2167, all St. John's University student, you must provide St. John's with proof of immunity to measles, mumps, and rubella and acknowledge receipt of information regarding meningococcal disease or provide proof of meningococcal vaccine. Failure to comply with this law will result in the University unrolling from classes. For more information about how to comply with New York State Public Health Laws 2165 and 2167 please visit www.stjohns.edu/healthforms

Please submit your health forms online via the Online Patient Portal www.stjohns.edu/patientportal. If you wish to submit your forms by mail or fax or deliver in person. You must include your name and X-number on each page of each form; deliver your completed forms to the Queens Campus

Health Center:

Queens Campus

DaSilva Hall
Tel: 718-990-6360
Fax: 718-990-2368

Staten Island Campus

Campus Center, Room B-17
Tel: 718-390-4447
Fax: 718-390-4480

SOAR (Sexual violence Outreach, Awareness, and Response)

The SOAR Office works with community stakeholders to prevent and reduce the traumatic impact of sexual assault, dating and relationship violence, and stalking at St. John's University

The SOAR office also provides access to a Campus Support Advocate (CSA). The CSA is a confidential resource to any student who has been a victim of sexual violence. The CSA helps students recover from sexual violence by supporting the student through the institution's response protocols, informing them of their options to report, and providing a survivor-centered space to talk. If preferred, the CSA may also connect students to off campus service providers. Please contact the Campus Support Advocate by calling 718-990-8484.

For more information about the SOAR Office please visit www.stjohns.edu/soar

Office of Disabilities Services Services for Students with Disabilities

The Office of Disabilities Services coordinates equal opportunities for students with disabilities. These services are designed to ensure, for all students, full participation in programs and activities offered throughout the St. John's University. The aim of these services is to improve the quality of the academic, social, and personal lives of students who have a disability and to provide barrier-free educational opportunities, assisting students in becoming self-advocating and independent.

Students diagnosed with physical and/or mental impairments qualify as persons with disabilities when their conditions substantially limit them in one or more major life activities. St. John's University provides reasonable accommodations to students with disabilities with consultation from their academic programs when necessary. Reasonable accommodations are adjustments to policies, practices, or procedures that facilitate equal access and opportunity for students with

disabilities to the University's programs, activities and services. Services for students with a documented disability are available through the Office of Disabilities Services (www.stjohns.edu/disabilityservices)

The goal of documentation is twofold: to verify and support the student's status as disabled and to address the way in which the disability impairs the student's access to education. The documentation should provide a meaningful understanding of the student's limits and, importantly, detail reasonable accommodations which will effectively equalize the student's ability to perform in the university setting.

All documentation is kept confidential and should be submitted directly to ODS. Students requesting accommodations should schedule an appointment with an ODS administrator and identify their needs as early in their tenure at St. John's as possible.

For more information about the Office of Disabilities services and hours of operation please visit www.stjohns.edu/disabilityservices

Housing: Non-University Housing

The Queens campus Residence Life office is located in Donovan Hall C16 and can be contacted at 718-990-2417. The Staten Island Residence Life office is located at 35 Arlo Road and can be contacted at 718-390-4167. Residence Life has a relationship with a third-party vendor who provides a non-university rental listing website at <https://stjohns.jumpoffcampus.com/>. The University does not inspect these facilities. The evaluation of suitability of any facility is the responsibility of the potential renter.

International Student and Scholar Services

The International Student and Scholar Services Office, located on the Queens campus in St. Vincent Hall, Room B19 assists international students and scholars in all matters related to their life at St. John's University and in the community including: immigration assistance; applying for an I-20/DS-2019 and non-immigrant visa, 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 workshops for non-immigrants on employment, travel and maintaining status, documentation for foreign exchange, 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 is one of the academic support services offered by the University and a language resource center where students, enrolled or not in a language class, can come to practice one of the 12 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 language courses levels 1 through 4 and for ESL Speech classes 10 sessions at the GLCC are a Language 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

The Institute was established to serve as a valuable collaborative resource for local dioceses to support and enhance Catholic elementary and secondary education. To date, the Institute's programs include: Curriculum Leadership Team (CLT) Program, a year long initiative that creates and supports teams of elementary school educators and principals in our three neighboring dioceses in areas such as STEM/STEAM/STREAM; Management Seminar and Advanced Management Symposium: Marketing the Mission in collaboration with the Peter J. Tobin College of Business and the Vincentian Center for Church and Society, a program focused on effectively administering Catholic schools through Catholic Identity and Servant Leadership, mission, vision and values, marketing and development, budgeting, time management, recruitment and retention, and strategic planning the St. Vincent DePaul Program, a two-year in-service program for principals, board chairs and board directors in the Diocese of Brooklyn focusing on the roll-out of the new academy governance structure for their elementary schools; and Project TIE: Training Innovative Educators, a partnership with the Archdiocese of New York and the Brooklyn and Rockville Centre Dioceses, designed to provide ongoing professional development and teacher coaching with a school-wide program in Literacy focused on improving student achievement; Future programs of the Institute will continue to be responsive to the needs of Catholic schools to foster long-term growth and excellence, and the continuum of Catholic education P–16 and beyond.

Speech and Hearing Center

The Speech and Hearing Center, under the direction of Anne-Marie Maher, MA, CCC-SLP, 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 served from infants to adults. The Center's staff consists of ASHA certified and New York State licensed professionals who work with each client to evaluate their communicative functioning 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 graduate students enrolled in the Speech–Language Pathology and Audiology Program. Therapy services are provided by graduate clinicians under the direct supervision of licensed speech-language pathologists. 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.

The Center provides comprehensive evaluation services and treatment for impairments in articulation, fluency, voice, expressive and receptive language, motor-speech skills and language-based-learning disabilities. In addition, highly experienced Speech-Language Pathologists provide intervention for adults with aphasia, accent modification services, aural rehabilitation services, social skills groups, aphasia groups and cognitive-language stimulation groups. The Speech and Hearing Center also provides community based services such as: speech-language screenings, hearing screenings, as well as intervention in nursing homes, schools, churches and community centers.

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; early childhood testing; central auditory processing testing and otoacoustic emission testing. The Center provides free screenings on and off-site as well as free hearing-aid help on designated days. Complete evaluations and treatment services are offered for nominal fees. Call for information: 718-990-6480.

StormCard ID Cards

Your StormCard must be carried and used as Your PRIMARY means of identification while on St. John's University properties. It must be presented or surrendered to all St. John's personnel who request it when acting within the scope of their official University duties. Failure to comply with this type of request is a violation of the Student Code of Conduct and subjects the cardholder to disciplinary action. Your StormCard is the property of the issuer and is non-transferable. The access allowed by your StormCard is for your personal use only.

If you find a StormCard, please return it to any one of the Public Safety Officers or office. If you lose your StormCard, please report it via UIS immediately; and then proceed to the Public Safety office upon your return to campus to obtain your replacement card. If stolen, provide your police report and contact numbers, and a new card in these instances is issued for free. If you are unable

to come to campus, you may suspend your card through the UIS system; but will be required to come to a Public Safety office listed below upon your return.

Queens Campus: (718-990-6281) in the R.O.T.C. outside of Gate 6.

Manhattan Campus: 212-277-5155 on the first floor by the security desk.

L.I. Grad Center: 718-374-1435 (if there is no Public Safety Officer available on-site; please call 718-990-6281 AFTER you suspend it on UIS to create a report. You will be contacted regarding replacement.

Staten Island: 718-390-4487 on the first floor inside Spellman Hall.

In Staten Island and Queens, you may receive a replacement StormCard 24 hours a day. On the L.I. Grad Center and Manhattan campus; 24 hour carding is not available at this time. For the replacement of a lost StormCard, there is an escalating fee which starts at \$25 initially and graduates to a maximum of \$35 for each occurrence thereafter.

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 six computer laboratories, over 250 technology equipped classrooms, computer classrooms, and Library patron computers. Deployment of desktop computers to these facilities now totals over 1000 Intel-based Windows workstations and over 125 high-performance Macintosh computers.

The University's state-of-the-art network enables each computer to access a wide range of software, as well as email and the Internet. A variety of educational, business, statistical and other electronic information resources are accessible through the campus's high-speed Gigabit backbone with 1 Gbps Ethernet available for desktop computers. Internet connectivity is provided through a redundant 10 Gb link. Wireless connectivity is available at all seven locations (Queens, Staten Island, Manhattan, Hauppauge, Rome Italy, Paris France, and Limerick, Ireland).

Computer Laboratories

The computer laboratories now contain more than 200 Windows computers and over 20 high-end Macintosh computers. All of the laboratory computers are Intel i7 platforms, with a minimum of 8GB of RAM, large LCD monitors, Windows 10 (OS), the MS Office 2016 suite as well as many other Windows-based applications.

Also, most computer labs also include Macintosh computing resources consisting of primarily MAC Pro's running Intel i7 or Xeon Quad core processors with 16 GB of RAM, and running MAC OS 10.x. Wired and wireless printing facilities for both platforms consist of monochrome as well as color laser printers.

Technology Enhanced Classrooms

Of the 250 technology enhanced, computer and seminar style classrooms, 167 are located on the Queens campus, 39 are located on the Staten Island campus and 18 are located on the Manhattan Campus. Each technology enhanced classroom is equipped with a podium, faculty computer, a sound system and a bright projected image that can be viewed by all the students. Faculty has the option of connecting and projecting the image from their laptop computers in all technology enhanced classrooms as well. In the Manhattan campus classrooms, many on the Queens campus, and some on the Staten Island campus, technology includes wireless presentation, a confidence monitor for the faculty member, a document camera, and lecture capture capabilities. Rooms 137 and 137A in Marillac Hall on the Queens campus and Lavelle 111 on the Staten Island campus contain multiple wireless displays which are wall mounted above corresponding group discussion tables for teaching in an active learning format.

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

Computer Classrooms (Intel and Macintosh)

Furthermore, the Queens campus has 13 computer classrooms and the Staten Island campus has 4 computer classrooms. The Manhattan campus has a combination computer lab/classroom, and the Rome and Paris campus each has one of the same. The computer classrooms, at all five 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 Technology Enhanced and Computer Classrooms can be obtained through Information Technology.

Academic Computing Initiative

The Academic Computing Initiative has three primary components: The laptop program, the campus wireless network, and the student portal (MySJU).

All new incoming full-time undergraduate freshman and transfer students who have satisfied their financial obligations to the University have the option to participate in the Academic Computing Initiative. Students that participate in the ACI Program are charged a Laptop Usage Fee each semester until they graduate. The University is offering the students who participate in the ACI Program a choice between two Lenovo laptops or an Apple laptop. All laptops are covered by a 4-year warranty supported by repair centers on the Queens and Staten Island campuses.

Other Highlights of Technology at St. John's

MySJU 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 technology enhanced classrooms and 6 technology enhanced 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 seminar room features an 80-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.

Computer Lab Hours* (Queens campus)

SULLIVAN HALL COMPUTER LAB
Sullivan Hall, First Floor
(718) 990-5000

Monday – Thursday 7am to 7pm
Friday – 7am to 5pm
Saturday & Sunday - CLOSED

* Please note: Lab hours are subject to change during intersession. For Staten Island Computer Lab hours, please call (718) 390- 4498.

St. John's College of Liberal Arts and Sciences

Jeffrey W. Fagen, Ph.D.,
Dean

Laura Schramm, Ph.D.,
Associate Dean

Brittany Dotson, M.S.Ed.,
Assistant Dean

Molly Mann, M.L.S.,
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 University policies set forth in this bulletin, the following information specifically 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 and 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

Doctor of Philosophy

Biology
Clinical Psychology
Child
General
English
World History

Doctor of Psychology

School Psychology
Bilingual
General

Doctor of Audiology

Audiology (consortium with Hofstra University and Adelphi University)

Master of Science

Biology
Biological and Pharmaceutical
Biotechnology (Institute for Biotechnology)
Chemistry
Library and Information Science
Academic Librarianship
Archival Studies
Law Librarianship
Public Librarianship
Special Librarianship
Youth Services
School Psychology
Bilingual
General

Master of Arts

Applied and Computational Mathematics
Chinese Studies
Criminology and Justice
East Asian Studies
English
Global Development and Social Justice
Government and Politics
American Government
Comparative Politics
International Relations
Political Theory
Public Policy and Administration
History
American
European
Global
Women and Gender

Liberal Studies

Cultural Studies (Women and Gender)
Humanities
Interdisciplinary Studies
Social Science
Museum Administration
Public History
Psychology
Sociology
Spanish
Speech-Language Pathology
Theology
Biblical Studies
Historical and Theological Studies
Pastoral Theology

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

Government and Politics/Law–M.A./J.D.

Public History/Library and Information Science – M.A./M.S.

Master of Divinity

Ministerial Studies

Please visit the College website for regular program updates.

The Master of Philosophy (M.Phil.) degree is available in all St. John's College programs awarding a Ph.D. The M.Phil. is normally reserved for students who have advanced to candidacy in a Ph.D. program but are unable to complete the remaining Ph.D. dissertation requirements; it is intended as a formal recognition of what is informally known as A.B.D. (all but dissertation) status. Students must be advanced to candidacy for one full year before receiving the M.Phil.

The Master of Science in Biology may be awarded to Ph.D. candidates who have successfully passed their comprehensive exam.

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

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

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

For doctoral students in the Clinical Psychology, School Psychology, Biology, History, and English programs, registration in doctoral research (i.e., 950, 951, 975) is mandatory for each semester following the successful completion (passing) of the Doctoral Comprehensive Examination, including the semester of defense of dissertation, until the candidate graduates.

Certificate Programs

Post-Baccalaureate Certificates

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

- Latin American and Caribbean Studies
- Public Administration
- International Law and Diplomacy

Post Master's Degree Certificates

Students interested in these certificates must possess at least a master's degree and fill out an application 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:

- Public Administration
- International Law and Diplomacy
- Latin American and Caribbean Studies

Combined Degree Programs

The Graduate Division of Arts and Sciences, in conjunction with the Undergraduate Division of St. John's College, and the College of Professional Studies, offers intense, accelerated combined degree programs for highly qualified, motivated undergraduate students 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. 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 3.0 or better and a minimum 3.0 GPA in at least four undergraduate courses in the major. Students may apply for the combined degree program in their sophomore year.

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

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

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

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.S.	Computer Science and Library and Information Science
B.S./M.A.	Criminal Justice and Government and Politics
B.S./M.A.	Criminal Justice and Sociology
B.S./M.S.	Information Technology and Library and Information Science
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

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:

Combined Degrees: All combined degree applicants must have a cumulative 3.0 GPA and a minimum 3.0 GPA in at least 12 credits in the field of study.

Master's Programs: All applicants must present evidence of a 3.0 GPA 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:

- M.S. and Ph.D. in Biology: General Examination is required.
- M.A. in English: General Examination is required.
- Ph.D. in English: General Examination is required.
- 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.
- 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.
- 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 Psychology, School Psychology, and Speech-Language Pathology, all of 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 Philosophy programs 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 and Information 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) International students who have not received a U.S. degree will also be required to present either TOEFL or IELTS scores as evidence of English proficiency.
- 6) 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 entry.
5. **Comprehensive Examination:** Written, oral, or both. See departmental entry.
6. **Continuous Enrollment:** Required.
7. **Dissertation:** Procedures and format guidelines are available in the Graduate Division office.
8. **Dissertation Defense:** Final oral examination.
9. **Submission of Final Approved Dissertation to the Dean's Office.**

Requirements for the Master's Degree

1. **Academic Hours:** See departmental entry.
2. **Quality Point Index:** 3.0 or better (good academic standing).
3. **Colloquia:** See departmental entry.
4. **Comprehensive Examination:** Written, oral, or both. See departmental entry.
5. **Continuous Enrollment:** Required.
6. **Thesis:**
THESIS PROGRAM—Procedures are available in the Graduate Division office.
NON-THESIS PROGRAM—Not applicable.
7. **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.

Advisement and Registration Procedure

Upon matriculation, 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 University's online registration system. No registration priority codes will be issued without an approved Graduate Registration Form. The Dean's office reserves the right to withhold priority codes.

New students are registered by the Dean's office and do not receive priority codes. Students on academic probation must obtain a faculty advisor signature and Dean's signature, 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.

Non-Matriculated and Special Students

A student who has not met all the admission 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 per semester for a total of 12 credits, with a grade of "B (3.0)." 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 and advanced standing 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.
4. 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 the department and the Dean's office. All doctoral students in the Graduate Division of St. John's College of Liberal Arts and Sciences must complete a minimum two-thirds of the total number of credits beyond the master's degree at St. John's University.
5. 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 (3.0)." 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").

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 INC grade 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. 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 status as a graduate student requires nine credits (or equivalent) per semester.

Comprehensive Examination

Doctoral and master's students in all departments or divisions must pass a comprehensive examination, or submit a thesis or 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 may not sit for the comprehensive examination with a grade of incomplete (INC).

The examination may be oral or written or both, according to department regulations. This examination may cover general concepts as well as the whole area of the candidate's field of study.

Students must register for the appropriate Comprehensive Examination section as set forth by their departments. The department chair or program director reports

the results of this examination by assigning the student a Pass (P) or Fail (X) grade in the appropriate course section.

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

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 4) approval of a dissertation topic by a department faculty committee and the Dean.

Doctoral Dissertation and Master's Thesis

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 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 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 or Master's Thesis 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.
- 7) Final copies of the dissertation 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 or spouse's policy. 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

Policy:

In order to meet the requirements of University and affiliated clinical facilities, all students in the Au.D. Audiology, 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, students will complete a criminal background check. The finalized, approved background check must be received from Human Resources before the student can register.
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.
4. In the event of a positive finding, the case will be reviewed by Human Resources, the University's General Counsel, and the Dean of St. John's College of Liberal Arts and Sciences.
5. 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.

Department of Art and Design (ART)

Program of Study:

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

The M.A. Museum Administration 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 the application of museum-specific communication and technology platforms—requires a 24-credit Museum Administration core, a three-credit internship, and nine credits of electives, which may be fulfilled with interdisciplinary coursework in Museum Administration, Public History, or Library and Information Science. Students may also undertake an additional three-credit internship, or final research or exhibition project. Opportunities for coursework, internship, or independent study are available 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 24 credits in art history, or a major in a related area of the humanities (e.g. history, English, anthropology) and coursework in art history; 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.

Program Requirements

Core Courses

101 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, Theory, Practice

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 Introduction to Curatorial Studies

This course examines the history, definition, and practice of curating, past and present. The course is a prerequisite for student-initiated capstone projects. Students are exposed to the various agents who participate in exhibition-making: collectors, dealers, artists, and publishers, as well as experts in marketing, development, and technology. *Credit: 3 semester hours.*

106; 107 Topics in Museum Administration I; 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 per semester.*

200 Collections Management

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

201 Exhibition Management

This course offers an introduction to exhibition theory, maintenance, and evaluation. Students will examine how museums create exhibits, from planning, research, and budgets through exhibit design, display, didactic presentation, and installation. *Credit: 3 semester hours.*

600; 601 Internship I; II

Internships provide professional experience in museums and exposure to the internal workings of an institution of the student's choice. Internship placements are initiated by students and overseen by the Program Director in collaboration with an outside mentor. Students may elect to undertake an internship for up to two semesters—for three or six credits per semester. *Credit: 3 semester hours per semester. Each 3-credit course requires a minimum of nine internship hours per week.*

Elective Courses

103 Writing for Museums

This course develops proficiency in techniques of writing for a variety of museum functions, introduces students to standard museum formats and individual style requirements for museum texts, and encourages critical analysis of how meaning is produced through the interplay of texts and objects in museum exhibitions. *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. *Credit: 3 semester hours.*

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

Students may elect to undertake one semester of supervised research, which can be based on internship experience, the academic study of museums, or the realization of an individually-curated exhibition. *Credit: 3 semester hours.*

Maintaining Matriculation

925 Maintaining Matriculation

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. Fee: \$100 per semester.*

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

Institute for Asian Studies (ASC)

The Institute for 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:

Master of Arts (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. International students who have not received a U.S. degree will be required to present either TOEFL or IELTS scores as evidence of English proficiency. Students are expected to have an undergraduate preparation of at least six

semester hours in the field. In lieu of this, subject to departmental review, students may be accepted provided that some of their undergraduate credits are in related fields.

Program Requirements

- Two options are offered:
 - 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.
 - 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.
 - 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.
- Language:** At least one semester of Chinese or Japanese or any other language pertinent to the student's major field.
- 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.

Master of Arts (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 of Chinese language studies.

Program Requirements

- Two options leading to the M.A. in Chinese Studies are offered:
 - 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.
 - 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.
 - The student matriculating for the M.A. will choose either of these two options. It is strongly recommended that students who may continue their graduate studies beyond the Master of Arts degree and teach on the college or university level pursue the thesis option.
- Language:** The student is required to take 12 semester hours in the Chinese language if he/she is a non-Chinese native speaker.
- 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 in demand to hire professionals with a background in Asian Studies. 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 index 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 was a dedicated faculty member of St. John's for nearly thirty years until his retirement. Qualified applicants must possess a minimum 3.5 cumulative index. Recipients are selected by the Office of Student Financial Services with the recommendation of the Institute for Asian Studies.

Courses

Required (choose one)

102 Great Books from China

The purpose of this course is to introduce several extraordinary Chinese classics, including Lao Tzu, The Confucian Analects, and Chuang Tzu, by discussing and analyzing selected chapters. All readings are in English. *Credit: 3 semester hours.*

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

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 the military. *Credit: 3 semester hours.*

104 History of Chinese Painting

This 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. *Credit: 3 semester hours.*

354 Women in Chinese Literature

Literary works are a major source for the study of the history of Chinese society in general and 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.*

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.*

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.*

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 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.*

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.*

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.*

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.*

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.*

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.*

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.*

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

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.*

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.*

320 Classical Japanese Literature

A study of Japanese literature from the Yamato period to 1868, concentrating mostly on poetry and drama. *Credit: 3 semester hours.*

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 major writers. *Credit: 3 semester hours.*

347 The United States and East Asia

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

Elective IV

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.*

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: Chinese, Japanese, Korean, Indian, and Vietnamese. The primary

focus is on developments during the past half-century. *Credit: 3 semester hours.*

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.*

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.*

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 students with little knowledge of Mandarin Chinese. *No Prerequisite. Credit: 3 semester hours.*

CHI 103; 104 Advanced Conversational Chinese

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

CHI 210; 211 Chinese for Business Managers

This course provides students with commonly used vocabulary and idioms necessary for 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 examines 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.*

114 Chinese Calligraphy: Theory and Practice

This course introduces students to the essential elements of calligraphy by describing and analyzing its theoretical structure and aesthetic values. In addition to classroom lectures, several well-known calligraphers will demonstrate the uses of brushes and ink. *No Prerequisite. Credit: 3 semester hours.*

JPN 103; 104 Conversational Japanese

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. *Prerequisite: Elementary level Japanese language courses or equivalent. JPN 103 is a prerequisite of JPN 104. Credit: 3 semester hours.*

Research and Comprehensive Examination**105 Comprehensive Examination**

This exam tests the student's knowledge in his/her field. *No credit.*

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 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**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 list 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 (3.0)" 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 (M.S.) in Biology

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," (3.0) 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. International students who have not received a U.S. undergraduate degree will also be required to present either TOEFL or IELTS scores as evidence of English proficiency.

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, the submission of a research thesis, and an oral defense, 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. Students will earn credit during a total of three semesters and no credit thereafter. 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). Graduate 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 who do not elect the thesis option must pass a comprehensive examination covering current theory, application, and research in areas appropriate to their training and interests. (See "Comprehensive Examination.")
- 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.

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 (Ph.D.) in Biology

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 some combination of biology, chemistry, physics, mathematics, and computer science are encouraged to apply.

Admission to the Ph.D. is for the fall and spring semesters. Applications for fall and spring admission must be completed by April 1 and October 1, respectively.

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 at least two research rotations (BIO 550 and 551). The third research rotation (BIO 552) is optional and requires approval from the Graduate Education Policy Committee (GEPC). 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 their third or fourth semester. 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 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 doctoral comprehensive examination should be scheduled by the student with his/her 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.** 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 credits 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 that 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 non-credit course (Bio 599A).
7. **Publications.** Requirement for defense for all Ph.D. students are 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 more 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.

Special Requirements

1. All laboratory work must be done at the University unless special permission is granted by the Associate Dean 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.

Assistantships and Fellowships

Master's students are eligible to apply for graduate assistantships which offer a stipend, provide tuition remission, and require service to the department. Doctoral program students are eligible to apply for 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 which are awarded on the basis of academic merit and are 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 fall semester, BIO 208 (Core B) in the spring semester, and BIO 212 (Core C) in the following fall semester. All students will take BIO 599 (Departmental Seminars) and BIO 500 (Graduate Seminar) for credit during the first three semesters and for 0 credits thereafter. Doctoral students beginning in the fall 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. Doctoral students beginning in the spring semester are required to enroll in BIO 550 (Research Rotation I) in the summer of their first year and in BIO 551 (Research Rotation II) during the following fall semester of their first year.

207 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

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

Integration of cellular systems through regulated transport, biological information processing, and signal transduction, with an emphasis on the current literature. *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: BIO 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. *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 Communication Skills in the Sciences

Prerequisite: BIO 207. An introduction to life science communication and the practical applications of oral and written formats of communication. *Credit: 3 semester hours.*

250 Topics in Immunology

Prerequisites: BIO 207, 208, 212. This 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: BIO 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. PHS 240. *Credit: 4 semester hours.*

275L Electron Microscopy

Corequisite: BIO 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.*

299 Scientific Literacy and Integrity

Designed to assist graduate students in STEM disciplines in reading, interpreting, 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 graduate students. *Credit: 2 semester hours per semester for the first three semesters; 0 semester hours during subsequent semesters.*

599; 599A 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.*

700 Business in the Biological Sciences

This course introduces students to concepts of business such as management, marketing, finance, legal regulation, and intellectual property within the context of biological sciences. *Credit: 3 semester hours.*

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.*

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.*

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

350; 351 Internship in Biology

This research course is designed for M.S. students who wish to gain research experience outside of the University. *Laboratory fee: \$60 per semester.*

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: \$100 per semester.*

550 Research Rotation I

Required of all doctoral students. This course represents the first laboratory experience in a research laboratory. *Credit: 3 semester hours. Laboratory fee: \$100 per semester.*

551 Research Rotation II

Required of all doctoral students. This course consists of a second laboratory experience in a research laboratory. *Credit: 3 semester hours. Laboratory fee: \$100 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: \$100 per semester.*

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.*

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 all formal courses and qualifying examination, doctoral candidates must register for 950 until the dissertation is completed and the degree is awarded. No more than 15 credits of 950 will be counted towards the completion of the degree. *Credit: 3 semester hours per semester. Laboratory fee: \$100 per semester.*

Maintaining Matriculation, Comprehensive Examination, Qualifying Examination, and Thesis Defense

105 Comprehensive Examination

This exam tests the student's knowledge in his/her field. *No credit.*

105D Doctoral Comprehensive Examination

Students should register for this placeholder section in the semester they will submit their dissertation proposal. *No credit.*

105Q Doctoral Qualifying Examination

Students should register for this placeholder section in the semester they will complete the qualifying examination. *No credit.*

105T Master's Thesis Defense

Master's students should register for this placeholder section in the semester they will defend their thesis. *No credit.*

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, \$100 laboratory; Total: \$200 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.

Institute for Biotechnology (BIT)

Program of Study

Master of Science (M.S.) in Biological and Pharmaceutical Biotechnology

A collaborative, interdisciplinary effort between the College of Pharmacy and Health Sciences and St. John's College of Liberal Arts and Sciences, the M.S. program in Biological and Pharmaceutical Biotechnology prepares students for careers in the fastest-growing and most research-and-development intensive industries 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.

Entrance Requirements

Applicants to the program are required to submit the following items with their admission application:

- B.S. or B.A. equivalent with a major in life sciences or physical sciences
- Official transcripts reflecting a minimum GPA of 3.0 on a 4.0 scale
- Satisfactory GRE scores
- A minimum of two letters of recommendation
- International students who have not received a U.S. degree will also be required to present either TOEFL or IELTS scores as evidence of English proficiency.

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 taken in the final semester or after completing a minimum 21 credits with a 3.0 index or higher.

A student may transfer up to six graduate credits from another fully-accredited institution of higher learning to substitute for courses in the curriculum. The student should present a syllabus of the course for which he or she is requesting credit and an official transcript for the college or university to the Director of the Institute for Biotechnology. The syllabus will be evaluated by the Chair of the department offering the corresponding course in the curriculum. If it is deemed to be equivalent, the student will receive transfer credit for the course.

Core Courses (3 credits each)

BIT (BIO)	207	Biomolecules and Cell Structure
BIT (BIO)	248	Laboratory Techniques and Applications I
BIT (BIO)	249	Communication Skills in the Life Sciences
BIT (PAS)	252	Biostatistics
BIT (PHS)	270	Introduction to Biotechnology
BIT	900	Internship in Biotechnology

Elective Courses (3 credits each) – Choose five from among the following:

BIT (CHE)	201	Instrumental Methods of Analysis
BIT (PHM)	203	Research Methods in Pharmacology
BIT (BIO)	208	Molecular Genetics
BIT (BIO)	209	Bioinformatics

BIT (BIO)	212	Cell Biology
BIT (PAS)	215	Foundation of Regulatory Affairs
BIT (BIO)	236	Microbial Genetics I
BIT (PHS)	250;L	Cell and Tissue Culture; Laboratory
BIT (BIO)	253	Laboratory Techniques and Applications II
BIT (IPP)	255	Biotechnological Drug Delivery Systems
BIT (PAS)	256	Principles of Experimental Design
BIT (PHS)	257	Gene Technology in the Pharmaceutical and Health Sciences
BIT (PHS)	261	Laboratory in Gene Technology in the Pharmaceutical and Health Sciences
BIT (MCM)	263	Laboratory in Analysis of Biomacromolecules
BIT 264/MCM	265	Principles of Drug Design I
BIT (PAS)	265	Scientific Inquiry: Regulation and Ethical Challenges
BIT	352	Special Research in Biotechnology

Department of Chemistry (CHE)

Programs of Study

Master of Science (M.S.) in Chemistry

The Master of Science in Chemistry at St. John's University provides a strong background in all areas of chemistry: analytical, biological, inorganic, organic, and physical chemistry. The program offers two degree options – a thesis track and a non-thesis track. Students in the thesis track conduct research with a faculty member, exploring a chemistry topic in depth, and write and defend a thesis. Students in the non-thesis track take an extra course and sit for a Comprehensive Examination at the end of the program (See "Comprehensive Examination"). The program provides an opportunity for original investigation in a specialized field. For more information about current research areas, please see the department website. The master's program in chemistry may be completed through part-time study.

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, and general physics. In addition, he/she should be equipped with six 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.

Program Requirements

- 1. Program:** 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 CHE 101, 111, 121, and 141.
- 3. Research:** Students in the thesis program must take CHE 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 research topic must be approved by the research advisor, the Chair, and the Dean. All research must be done at the University. In rare cases, permission may be obtained from the Dean to carry out a portion of the research 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 that includes defense of the thesis (See "Comprehensive Examination").

Assistantships

A limited number of graduate assistantships are available for qualified students who meet all entrance requirements outlined above and in the Admission Requirements section in the front of this bulletin. The Department Chair and faculty will determine the responsibilities and professional development of graduate assistants.

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 3.0 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 fulfill the requirements for the M.S. degree. All graduate students must successfully complete CHE 101, 111, 121, and 141.

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

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, and internet searching. *Credit: 3 semester hours.*

105 Comprehensive Examination

This exam tests the student's knowledge in his/her field. *No credit.*

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.*

207 Biochemistry

See *Biological Sciences* entry.

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.*

232 Supramolecular Chemistry

Organo-molecular interactions; non-covalent forces; synthetic systems/analytical techniques for probing same. Includes materials science, biomimetic chemistry, and nano-science. Assessed by mandatory research presentations. *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 covers the 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 Chair required. *Credit: 3 semester hours. Laboratory Fee \$100 per semester.*

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 per semester.*

Additional 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

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 (M.A.) in Speech-Language Pathology

The 48-credit Master of Arts degree program in Speech-Language Pathology offers educational courses and clinical experiences leading to ASHA Certification, New York State licensure, and the Professional Certificate as a Teacher of Students with Speech and Language Disabilities. The curriculum consists of three substantive divisions: basic communication processes, a fundamental core curriculum, and clinical studies. Each student must complete either 42 course credits and a six-credit master's thesis or 45 course credits and a three-credit research project or advanced research course. Students must also complete a minimum 400 hours of supervised clinical experience. All students must meet the knowledge and skills requirements for ASHA certification and the NYS license.

The Master of Arts education program in Speech-Language Pathology at St. John's University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language and Hearing Association, 2200 Research Boulevard, #310, Rockville, MD, 20850, 800-498-2071 or 301-296-5700.

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 in the speech and hearing sciences, anatomy and physiology of speech, phonetics, language acquisition or linguistics, audiology, and speech-language pathology. Graduate Record Examination (GRE) scores are required.

Students must demonstrate a level of English language proficiency commensurate with the demands of graduate-level academic and clinical coursework. As per ASHA's 1998 Technical Report, *Students and Professionals Who Speak English with Accents and Nonstandard Dialects: Issues and Recommendations*, students who speak with accents can effectively provide speech, language, and audiological services as long

as they have the expected level of knowledge and skills, and are capable of providing needed models. International students who have not received a U.S. undergraduate degree will be required to present either TOEFL or IELTS scores as evidence of English proficiency. Prior to matriculation in the program, students will be required to undergo and successfully pass a Criminal Background Check (See "Criminal Background Checks").

Degree Requirements

A. Required Courses: All students must complete a minimum 15 credits of required coursework in basic communication processes (CSD 201, 202, 203, 204, 210). Students are required to take an aural rehabilitation course on the graduate level (CSD 214 or 354) if they do not complete this requirement at the graduate level.

B. Major Concentration: Students select professional courses in speech-language pathology, taking at least 21 graduate credits in the major area of study, with the courses selected in consultation with the student's advisor.

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

D. Practicum: Students must complete a minimum 400 hours of supervised clinical experience, distributed among several categories of communication disorders across the lifespan. A student may apply up to six credits of practicum toward the 48 credits required for the degree (CSD 405, 407, 408, 420).

E. Advanced Research: Students must select either an advanced research course (CSD 440 or 452) or Master's Thesis Research (CSD 900). Students must have a minimum GPA of 3.5 to complete a thesis.

F. Comprehensive Examination: Students are required to take a written comprehensive examination during the last semester of coursework, unless they are enrolled in CSD 900 Master's Thesis Research.

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 (TSSLD) 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 Department of Education. The M.A. program coursework meets requirements for the TSSLD certificate, and students who complete the degree, including CSD 407, will be endorsed for certification.

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. Students have access to 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, but the Audiology faculty reserves the right to assign students to another campus to balance enrollment among the participating universities, as needed. 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 and practica are administered through the consortium. Admission to the Au.D. Consortium Program requires completion of a bachelor's degree from a regionally accredited institution. Applicants are admitted based on established admission criteria. One applies for the Au.D. program through Adelphi University.

The curriculum includes advanced coursework in vestibular assessment, hearing aid technology, early intervention, and electrophysiology. Consistent with the 2012 Standards for the Certificate of Clinical Competence in Audiology (CCC-A) described by ASHA, the program of study for the Au.D. consists of a minimum 86 post-baccalaureate semester credit hours of academic coursework, including a minimum 12 months full-time equivalent of supervised clinical practicum in the requisite areas of foundations of practice, prevention and identification, assessment, (re)habilitation, advocacy/consultation, and education/research/administration.

Facilities

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. The center is open six days a week, including evenings. More than 100 outside facilities, including medical centers, hospitals, schools, day care centers, and nursing homes also serve as externship sites for students, providing experience in a variety of settings.

Courses

M.A. in Speech-Language Pathology

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 each semester.*

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.*

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.*

308 Voice, Resonance, and Fluency

Normal and abnormal adaptation of voice, resonance, and fluency across the lifespan; materials and instrumentation for voice, resonance, and fluency assessment and intervention. *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.*

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.*

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.*

321 Assessment and Intervention of Infants, Toddlers, and Pre-School Children

This course focuses on typical and atypical development of children from birth to five years. Aspects of physical, cognitive, speech-language, feeding, and social-emotional development are covered. *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. Identification of support groups available, and federal legislation pertinent to the needs of this population. *Credit: 3 semester hours.*

325 Studies in Bilingualism

Theories of bilingual first and second language acquisition and bi-dialectal use for speech, language, and literacy skills in typical and atypical development across the lifespan. *Credit: 3 semester hours.*

329 Neuroanatomy and Neuropathology of the Speech System

Functional classification and principles governing brain function; levels of organization of speech motor function; clinical/diagnostic technologies in medical speech-language pathology and research. *Credit: 3 semester hours.*

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. Includes 15 hours of observation. Required for students enrolled for the NYS TSSLD. *Credit: 3 semester hours.*

331 Principles of Dysphagia

Swallowing physiology; behavioral and mealtime 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. *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 U.S. and in a developing country. *Credit: 1 semester hour.*

343 Global Perspectives on Communication Disorders

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

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.*

381 Cultural Diversity in Speech-Language Pathology and Audiology

Methods of assessment and intervention focusing on alternate practices that address the impact of diversity on language, speech, and literacy skills in multicultural and multilingual populations. *Credit: 3 semester hours.*

405; 406 Speech-Language Pathology Practicum I; II

Clinical evaluation and remediation of disorders of speech and language; on- and off-campus sites; children and adults. Approximately 50-60 hours of direct clinical practice. May be repeated for a maximum three credits. Sufficient background in coursework required. *Credit: 1-3 semester hours.*

407 Practicum in Speech-Language Pathology in Educational Settings

Prerequisite: CSD 330. School-based practicum (student teaching). Minimum 150 hours of direct contact/15 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, treatment, and remediation of disorders of speech, language, cognition, and swallowing; off-campus site with adults. Minimum 60 hours of direct clinical practice. May be repeated for a maximum three credits. Sufficient background in coursework required. Must register with clinical coordinator. *Credit: 1-3 semester hours.*

Doctor of Audiology (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, and 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 and 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 required. *Credit: 3 semester hours.*

509 Speech-Language Pathology 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.*

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 Vestibular Assessment and Management I

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 Vestibular Assessment and Management II

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.*

541 Intraoperative Monitoring: Audiology in the Operating Room

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. 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.*

550 Current Issues in Audiology

This course provides students with an in-depth discussion of current and relevant topics in audiology with some invited lectures. Topics include, but are not limited to: auditory neuro-anatomy, geriatric audiology, tinnitus management, deafness, global audiology, multicultural and bilingual audiology, legislation, and inter-professional education. *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: 3 semester hours.*

561; 562 Clinical Practica 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: 1 semester hour each.*

563; 564; 565 Clinical Practica 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: 1 semester hour each.*

568 Clinical Practicum in Speech-Language Pathology

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.*

105 Comprehensive Examination

This exam tests the student's knowledge in his/her field. *No credit.*

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

Department of English (ENG)

Programs of Study

English graduate studies at St. John's feature combined Bachelor of Arts/Master of Arts (B.A./M.A.), Master of Arts (M.A.), and Doctor of Philosophy (Ph.D.) degree programs. We offer courses in traditional and emerging fields of literature, cultural studies, critical theory, and 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 Ph.D. 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 hosts 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 3.0 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.) in English

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 (ENG 100 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.

Program Requirements

Students must take a minimum of 33 credit hours, and those receiving Graduate Assistantships can receive tuition support up to but not beyond 33 credits. If students opt to write a master's thesis in their final year of the program to fulfill three of these credits, they 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 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.

Assistantships

Graduate assistantships are available on a competitive basis through the English department. These assistantships provide tuition remission and a stipend in exchange for research support to faculty or tutoring in the University Writing Center. 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, two letters of recommendation, and a writing sample to the English Chair. The deadline for assistantship applications is February 15.

Doctor of Philosophy (Ph.D.) in English

Note: Current Doctor of Arts (D.A.) students should refer to the Graduate Bulletin that corresponds to their term of admission for that program's requirements and regulations.

The Ph.D. 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.

The English Ph.D. 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 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, Ph.D. 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 18 credits, as determined by the Department's Admissions Committee and the Dean.
5. Applicants must submit three letters of recommendation, two of which need to be academic letters attesting to the applicant's work as a student.
6. Applicants must also submit a recent sample of written work, as well as a personal statement detailing the student's professional goals.

Program Requirements

1. The Ph.D. degree entails 48 credits of coursework and six credits of dissertation research, for a total of 54 credits. Applicants who apply with an M.A. or M.F.A. in English can receive up to 18 credits of advanced standing. 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.
2. Students must take ENG 100: Modern Critical Theories and ENG 110: Introduction to the Profession. The student determines

all remaining courses in consultation with a faculty mentor.

3. 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 (3.0)" 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.
4. 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.
5. 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. The student, in consultation with his or her committee, assembles a reading list of approximately 25 books and critical essays for each of the three exam areas. In addition to providing an opportunity for the student to demonstrate her mastery in these exam areas, the comprehensive exam serves as preliminary research for the dissertation.
6. After successfully completing the comprehensive examination, the student will undertake the dissertation for a minimum of six credits. Students complete these six credits by attending the Dissertation Writing Workshop (ENG 975) for two semesters. After these two semesters, students must register for one credit of ENG 975 each semester until the dissertation is successfully defended. Students select a topic that will enable them to apply their learning to an original problem in contemporary scholarship, criticism, pedagogy, or the profession.

Fellowships

Doctoral fellowships are available on a competitive basis through the English Department. These assistantships offer a stipend and provide the experience of teaching one course per semester or the equivalent time tutoring in the University Writing Center. New students who are interested in a 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 Department Chair.

Courses

Theory, Pedagogy and the Profession

100 Modern Critical Theories

Graduate-level introduction to the key concepts and thinkers of the twentieth century in literary theory, from structuralism onward. *Credit: 3 semester hours.*

110 Introduction to the Profession

This course surveys the historical development of English departments, the breadth of contemporary English studies, and various research methods for the humanities. *Credit: 3 semester hours.*

120 Composition Theory and the Teaching of Writing

Overview of the histories and theories of composition studies. Examines key historical and contemporary theories and effective practices for teaching writing at the postsecondary level. *Credit: 3 semester hours.*

130 Theories of Literacy

Critical examination of social and linguistic perspectives on literacy. Focuses on sociocultural and linguistic diversity, its relation to the origins and development of schooling, and the implications of such diversity for contemporary literacy instruction and evaluation. *Credit: 3 semester hours.*

135 Critical Issues in the Teaching of Writing

A course considering significant and/or timely theoretical, historical, and pedagogical issues in the teaching of writing. *Credit: 3 semester hours.*

140 Topics in Theory

This course gives students a deeper framework into theoretical interventions and conversations on pedagogy, discourse, literature, rhetoric, and other topics central to English graduate study. *Credit: 3 semester hours.*

141 Writing in the Academy

This course introduces students to the history and current status of English studies' involvement in writing instruction beyond first year and general education composition courses. *Credit: 3 semester hours.*

150 Critical Race Theory

A critical examination of literature, laws, institutions, and cultural forms that have shaped categories of race and racially-based norms. *Credit: 3 semester hours.*

152 Research Methods in English Studies

This course examines advanced research and writing in English Studies broadly construed, including digital humanities and social science protocols. *Credit: 3 semester hours.*

170 Authorship, Ownership, Appropriation, and Remix

This course will consider how boundaries of authorship are tightened, maintained, or expanded as texts are created, owned, shared, stolen, and/or exchanged. *Credit: 3 semester hours.*

180 African-American Literacies and Education: Eighteenth and Nineteenth Centuries

This course examines the educational practices of African-Americans from formal schooling, to methods of reading and writing, and to literary societies and associations. *Credit: 3 semester hours.*

185 African-American Literacies and Education: Twentieth and Twenty-First Centuries

This course examines African-American sociopolitical ways of reading and writing words and world over the last two centuries and their implications for education. *Credit: 3 semester hours.*

190 Digital Pedagogy

Introduces students to methods and theories of digital pedagogy and online learning. May be taught as a hybrid online course. *Credit: 3 semester hours.*

195 Digital Literary Studies

Investigates how digital technologies impact the way we read literary texts and introduces students to debates and practices in the digital humanities. *Credit: 3 semester hours.*

Medieval

200 Medieval Literature: Critical Theoretical Approaches

This course considers a range of late medieval literary works with close attention to questions and representations of difference: social, sexual, national, racial, and religious. *Credit: 3 semester hours.*

210 Medieval Literature in Historical Contexts

This course examines a range of medieval genres, including lyric, travel writing, romance, and drama, together with important historical context and recent critical work. *Credit: 3 semester hours.*

230 Chaucer

This course considers selected tales in the context of the Canterbury Tales as a whole, introducing some important historical and literary-critical approaches to the work. *Credit: 3 semester hours.*

250 Medieval Drama

This course examines selected late medieval English regional plays and performance histories. Topics may include civic identity, work and gender, devotional practice, and heterodoxy. *Credit: 3 semester hours.*

260 Medieval Romance

This course explores romance, an important and protean literary form, as it developed from the late twelfth century to the end of the fifteenth century. *Credit: 3 semester hours.*

270 Medieval to Early Modern

This course considers the transition from the fifteenth to the sixteenth century in England, examining relations among literary production, performance practice, and religious controversy. *Credit: 3 semester hours.*

280 Topics in Medieval Studies

This course considers literary work by, for, and about women from the tenth to the fifteenth century, historicizing and theorizing writing in relation to gender. *Credit: 3 semester hours.*

Early Modern

300 Shakespeare and Early Modern Studies

Placing Shakespeare's plays in twenty-first century scholarly context, this course engages the intellectual trends currently shaping early modern studies. *Credit: 3 semester hours.*

310 Shakespeare's Media: Print, Performances, and Film

Paying special attention to media cultures from the Elizabethan stage to twenty-first century film, this course examines how "Shakespeare" becomes meaningful to many different audiences. *Credit: 3 semester hours.*

320 Elizabethan Drama

Using a variety of critical approaches, this course explores plays written by Shakespeare and his contemporary playwrights during the reign of Queen Elizabeth I. *Credit: 3 semester hours.*

330 Jacobean Drama

Using a variety of critical approaches, this course explores plays written by Shakespeare and his contemporary playwrights during the reign of King James I. *Credit: 3 semester hours.*

340 Spenser and the Elizabethan Renaissance

This course considers the poetry and prose of Edmund Spenser within the broader context of Tudor culture in England and Ireland. *Credit: 3 semester hours.*

345 Shakespeare's London: Page, Stage, and Place

This study abroad course considers Shakespeare in local context, from the replica Globe Theater to the print shops of St. Paul's. *Credit: 3 semester hours.*

350 Milton and the English Civil Wars

Examines Milton's poetry and prose in the context of major cultural debates produced during the civil wars (1642-1646, 1648), the Interregnum (1649-1660), and Restoration (1660-1685). *Credit: 3 semester hours.*

355 Renaissance Lyric Poetry

Engaging the celebrated generation of Philip Sidney and John Donne, this course explores lyric poetry through creative imitation, literary theory, textual analysis, and other modes. *Credit: 3 semester hours.*

370 Topics in Shakespeare

Treating "Shakespeare" as both cultural symbol and historical author, this course employs historicist, literary, cultural, and experimental approaches to his works and legacy. *Credit: 3 semester hours.*

380 Topics in Early Modern Studies

Utilizing a thematic approach to Early Modern studies, this course employs historicist, cultural, and textual methods to analyze poetry and prose from the period. *Credit: 3 semester hours.*

Restoration and Eighteenth Century

400 The Novel to 1800

Considers a variety of topics related to the novel's emergence and dominance in the long eighteenth century (1660-1800). *Credit: 3 semester hours.*

410 Restoration and Eighteenth-Century Poetry

A study of the forms and conventions of poetry from 1660 through early Romanticism, including Augustanism, satire, pastoral, empire, labor, abolitionism, sexuality, politics, and modernity. *Credit: 3 semester hours.*

420 Restoration and Eighteenth-Century Drama

Examines the reopening of the theaters after 1660, the development of new dramatic modes, innovations in staging and performance, including the emergence of actresses. *Credit: 3 semester hours.*

430 Restoration and Eighteenth-Century Prose

A survey of the period's prose forms beyond fiction: conduct literature; essays; periodicals; religious texts; letters; treatises; literary criticism; travel writing; history; philosophy; life writing. *Credit: 3 semester hours.*

440 Studies in Restoration and Eighteenth-Century Literature

Addresses current debates in eighteenth-century scholarship, covering a variety of genres and authors. *Credit: 3 semester hours.*

450 Topics in Restoration and Eighteenth-Century Literature and Culture

A focused study of intersections between text and world around a significant concept, idea, topic, event, or figure. Research-intensive; topics will vary. *Credit: 3 semester hours.*

Nineteenth-Century British

501 The Victorian Social Imagination

Victorian literary efforts at representing society and reimagining it through the lens of reform. *Credit: 3 semester hours.*

510 British Romanticism

A course on the poetry and prose of leading figures, with a special focus on aesthetic innovation and relevant political and social contexts. *Credit: 3 semester hours.*

520 The Nineteenth-Century Novel

A survey of various genres of the novel across the Romantic and Victorian period, and in some course iterations, comparatively with the European novel. *Credit: 3 semester hours.*

540 Science, Poetry, and Prose in Victorian England

Victorian science as, and in relation to, literature, with a focus on evolutionary science, geology, natural history, and psychology. *Credit: 3 semester hours.*

550 Realism and Its Discontents

Philosophical origins of and political, aesthetic, and cultural implications of the dominant nineteenth-century novelistic mode of realism, as practiced by Dickens, Eliot, and others. *Credit: 3 semester hours.*

560 Revolution and Romanticism

Literature, philosophy, and the visual arts – all are sites of contention over political and social reform in the culture wars of the Regency Era. *Credit: 3 semester hours.*

570 Monumental Form: Eliot, Dickens, Trollope

Victorian large-scale fiction, serial and triple-decker novels; theorizing their formal properties and monumentality as central to Victorian society via Eliot, Dickens, Trollope, and Thackeray. *Credit: 3 semester hours.*

580 Studies in Nineteenth-Century British Authors

This course examines various authors central to the field of nineteenth-century British literature according to instructor interest. *Credit: 3 semester hours.*

590 Topics in Nineteenth-Century British Literature and Culture

Utilizing a thematic approach to nineteenth-century British literary studies, this course employs historicist, cultural, and textual models to analyze poetry and prose from the period. *Credit: 3 semester hours.*

American to 1900**600 Nineteenth-Century American Public Culture**

This course examines expressions of the public and the public sphere in nineteenth-century American art and culture. *Credit: 3 semester hours.*

610 Literature of the Early Republic

Stretching from the Revolution to the election of Andrew Jackson, this course surveys U.S. literature and culture from 1776 to 1828. *Credit: 3 semester hours.*

616 Colonial American Literature

A survey of literature and culture of the U.S. colonial period. *Credit: 3 semester hours.*

620 Antebellum American Literature

The course examines American literature and culture from the age of Jackson to the Civil War. *Credit: 3 semester hours.*

625 Gender and Nineteenth-Century American Literature

This course analyzes gender roles in nineteenth-century American literature and culture. *Credit: 3 semester hours.*

630 American Regional Literature

Ranging from Yankee stereotypes to landscape imagery, this course looks at the relationship of literature to place in nineteenth-century America. *Credit: 3 semester hours.*

635 Narratives of American History

This course examines historical discourses that have shaped American literary and cultural identity, according to instructor interest. *Credit: 3 semester hours.*

640 Transcendentalism: Art and Reform

A close examination of the Transcendentalist movement, including writers such as Emerson and Fuller, Whitman and Dickinson. *Credit: 3 semester hours.*

646 American Poetics

This course examines selected topics in the field of American poetry and poetics according to instructor interest. *Credit: 3 semester hours.*

650 American Novel to 1914

A study of the novelists and fiction writers of nineteenth-century America up to the first World War. *Credit: 3 semester hours.*

660 Nineteenth-Century African-American Literature

This course examines early U.S. African-American literature, paying particular attention to both the slave narrative and the international dimensions of Black writing. *Credit: 3 semester hours.*

665 Studies in Nineteenth-Century Authors

This course examines the work of selected nineteenth-century authors for advanced study. *Credit: 3 semester hours.*

670 Topics in Nineteenth-Century American Literature and Culture

This course examines selected topics of cultural or aesthetic value according to instructor interest. *Credit: 3 semester hours.*

Twentieth Century**700 The Emergence of Modernism**

A study of the development of modernist literature as a response to the sudden and rapid developments in philosophy, politics, science, and technology. *Credit: 3 semester hours.*

710 Postmodernism

A study of Anglophone postmodern literary works in different genres, emphasizing how they respond to both traditional and emerging conceptions of literature and culture. *Credit: 3 semester hours.*

711 Modern Short Story

This course examines modern global literature through a focus on the form of the short story, from Chekhov to Borges. *Credit: 3 semester hours.*

715 Modern Novel

A study of selected British and/or American modern novelists, with an emphasis on how they respond to the traditional novel and to historical circumstances. *Credit: 3 semester hours.*

716 Modern Poetry

A study of selected British and/or American modern poets, with an emphasis on their responses to modernity through stylistic experimentation and thematic innovation. *Credit: 3 semester hours.*

725 Modern Drama

This course surveys important staged dramatic works from the end of the nineteenth century to the mid-twentieth, focusing on realism and its reactions. *Credit: 3 semester hours.*

735 Harlem Renaissance

African-American literature, culture, and the arts of the Harlem Renaissance. *Credit: 3 semester hours.*

740 Contemporary Novel

This course examines postmodern global literature through a focus on the form of the novel, from 1970 to present. *Credit: 3 semester hours.*

745 Contemporary Poetry

Post-World War II poetry and its schools, theoretical underpinnings, modernist and alternative roots, and cultural and historical relevance. *Credit: 3 semester hours.*

750 Contemporary Drama

This course examines English-language plays written since the mid-twentieth century, focusing on social, political, and historical questions as well as those of gender, sexuality, and performance. *Credit: 3 semester hours.*

755 Topics in African-American Literature

Special topics in African-American literary studies, which will vary according to instructor interest. *Credit: 3 semester hours.*

760 Postcolonial Literature

Literature and theory from the formerly colonized nations of Africa, Asia, Latin America, and the Caribbean. *Credit: 3 semester hours.*

761 Caribbean Literature and Culture

This course is a critical introduction to Caribbean literary and cultural studies, engaging literary works across poetry, fiction, and drama of the multilingual, circum-Caribbean region. *Credit: 3 semester hours.*

762 Utopian Fiction

Readings in a wide range of utopian novels, both as literary works and as blueprints for social change. *Credit: 3 semester hours.*

763 Vernacular Literature

Readings in a wide range of fiction, poetry, and drama in non-standard Englishes (creole, patois, vernacular, etc.), along with theoretical considerations of their context and content. *Credit: 3 semester hours.*

764 State and Non-State Violence in Literature

Study of literary depictions of terrorism, counter-terrorism, and militarization in the twentieth and twenty-first centuries. *Credit: 3 semester hours.*

765 American Ethnic Literatures

This course considers (singly or in combination) the literatures, criticism, and theories of African Americans, Asian Americans, Chicana or Latinx Americans, and/or Native Americans. *Credit: 3 semester hours.*

766 South Asian and South Asian Diaspora Literature

Advanced study of the fiction, poetry, essays, and drama of South Asia and South Asian diasporas. *Credit: 3 semester hours.*

770 Studies in Twentieth-Century American Literature and Culture

A study of selected themes or genres from twentieth-century American writers and their relation to American culture. *Credit: 3 semester hours.*

775 Topics in Twentieth-Century British Literature and Culture

A study of selected themes or genres from twentieth-century British writers and their relation to British culture. *Credit: 3 semester hours.*

Interdisciplinary and Cultural Studies

800 Forms and Themes in Film

A study of film focused on a specific theme that cuts across genres and national cinemas. *Credit: 3 semester hours.*

802 Topics in Film Authors

An examination of authorship in cinema through a study of a body of films attributable to a single director. *Credit: 3 semester hours.*

805 Reading the High School Canon

Examination of the books that appear most frequently in U.S. secondary English curricula, along with investigation of when and why those books achieved "required reading" status. *Credit: 3 semester hours.*

807 Teaching World Literature

Critical investigation of pedagogical, theoretical, and aesthetic factors in the teaching of "World Literature" or "Global Literature" at a university level. *Credit: 3 semester hours.*

810 Literary/Visual Texts

Theories of visual rhetorical criticism and textual strategies for integrating words, images, and other multimedia elements. Examines principles of visual design, persuasion, and composition. *Credit: 3 semester hours.*

820 Literature and Religion

A study of the relationship of religious and theological concepts and practices to the production of literary texts. *Credit: 3 semester hours.*

830 Allegory and Epic

A study of these ancient genres through the examination of selected texts, as they manifest themselves in different forms throughout literary history. *Credit: 3 semester hours.*

836 Modernism and the Fascist Aesthetic

A course on the connections between discourse and modes of representation associated with high culture and far-right political movements in the twentieth century. *Credit: 3 semester hours.*

850 Jazz and Literature

The study of jazz and literature, with an emphasis on African-American literature. *Credit: 3 semester hours.*

855 Theory of the Novel

A study of the foundational texts on narrative theory and the various approaches to the analysis of the novel's form and place in literary history. *Credit: 3 semester hours.*

865 Emerging Technologies and the Making of Meaning

Focuses on the ways technological media (photography, film, video, digital) influence considerations of form and content. *Credit: 3 semester hours.*

875 Feminist Theory

This course investigates major concepts and critiques in feminist thought, theory, and methodology. *Credit: 3 semester hours.*

876 Writing Nonfiction

In this class, students study nonfiction from the point of view of the writer and produce essays, memoir, and reportage of their own devising. *Credit: 3 semester hours.*

877 Workshop in Fiction

In this class, students study fiction from the point of view of the writer and produce stories of their own devising. *Credit: 3 semester hours.*

878 Workshop in Poetry and Poetics

In this class, students study poetry and poetics from the point of view of the writer and produce poetry of their own devising. *Credit: 3 semester hours.*

879 Fiction and Autobiography Writing Workshop

This creative writing class explores the relationship between autobiography and fiction, the autobiographical sources of fiction, and the fictions necessary in memoir. *Credit: 3 semester hours.*

880 Topics in Interdisciplinary Studies

This course gives students grounding in interdisciplinary critical theory and literary studies using media and messaging to investigate how networks, categories, and identities are produced. *Credit: 3 semester hours.*

885 Topics in Cultural Studies

This course studies the experiences of various ethnic groups in the Americas through literature, film, history, psychoanalysis, religion, law, culture, and sociology. *Credit: 3 semester hours.*

Special and Research Courses

105 Comprehensive Examination (Master's)

Portfolio-based capstone assessment for the M.A. degree. *No credit.*

105Q Comprehensive Examination (Doctoral)

Preparation for and oral examination in three scholarly fields of the doctoral student's devising, in consultation with three faculty mentors/examiners. *No credit.*

105T Master's Thesis Defense

Defense of M.A. thesis. *No credit.*

900 Master's Research

M.A. thesis; research project of the student's devising, written in consultation with a mentor and several faculty readers. *Credit: 3 semester hours.*

901 Independent Study: Readings and Research

Independent readings and research supervised by, and in conversation with, a faculty mentor. *Credit: 3 semester hours.*

906 English Internship

Internship in varying contexts outside the classroom related to and productive of the graduate student's education in English. *Credit: 3 semester hours.*

925 Maintaining Matriculation (M.A.)

Designation for M.A. students pausing studies for personal reasons not medical in nature; available for no more than two consecutive semesters. *No credit. Fee: \$100 per semester.*

930 Maintaining Matriculation (Ph.D.)

Designation for Ph.D. students pausing studies for personal reasons not medical in nature; available for no more than two consecutive semesters. *No credit. Fee: \$100 per semester.*

975 Doctoral Research

Doctoral research colloquium or independent doctoral research supervised by doctoral committee. *Credit: 3 semester hours.*

For more information, please see the English department blog at stjenglish.com. For a complete listing of approved courses, please contact the Dean's office.

Center for Global Development (MGD)

The mission of the Center for Global Development 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. According to Pope Paul VI, development, to be authentic, must foster human wellbeing, 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 Center 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, and joint ventures and projects with other organizations.

Programs of Study

Master of Arts (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 in 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 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 Integrating Seminar), while the remainder of the curriculum is delivered via online 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]. 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.

Program Requirements

The program offers significant training in information technology 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

Assistantships and Scholarships

Graduate assistantships, as well as both full and partial scholarships, are available on a selective basis for this program.

Employees of the United Nations may be eligible for the Pope Paul VI scholarship. To be eligible, applicants must be accepted to the M.A. program in Global Development and Social Justice as matriculated students, be listed in the UN Blue Book entitled Permanent Missions to the United Nations, and remain in the employ of the United Nations for the duration of the scholarship. For further information, students may consult the Graduate Director or the Dean’s office.

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 to this degree.

Courses

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 well-being? 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 Encyclicals 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 addresses the political and social issues 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, to assess that strategy, and to propose an alternate approach(es). *Credit: 3 semester hours.*

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

Department of Government and Politics (GOV)

General 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 a 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 Chair.

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 Rome campus has seven-week quarters instead of 14-week semesters as in Queens.

Programs of Study

Master of Arts (M.A.) in Government and Politics

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
- No language requirement

Thesis Option

- 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)
- Language requirement

Political Theory major and minor concentrators may substitute a course from any of the four other concentrations for the three-credit Political Theory requirement.

Comprehensive Examinations - Both Options

This examination tests the student's knowledge in her/his field of concentration at the end of their program of study. 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. (See also "Comprehensive Examination.")

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 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 Administration upon application to the department.

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, 367).

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 degrees. 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 and Politics.
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
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 understanding of the governmental structure, institutions, public administration, and 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
One GOV course in the student's area of concentration

Two of the following LIS courses:

- LIS 222 Materials and Services to Diverse Populations
- LIS 237 Metadata for Information Professionals
- LIS 260 Information Use and Users

All students must complete the written comprehensive examination in Government and Politics and an ePortfolio in Library and Information Science.

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 3.0 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 3.0 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 3.0 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 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 with a 3.0 index in 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 with a 3.0 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 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.

Employees of the United Nations may be eligible for the Pope Paul VI scholarship. To be eligible, applicants must be accepted to the M.A. program in Government and Politics as matriculated students, be listed in the UN Blue Book entitled Permanent Missions to the United Nations, and remain in the employ of

the United Nations 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.

Courses 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

152 Migration Policy and Politics 3 cr.
 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.
 364 American National Security Policy 3 cr.
 367 Military Force in International Relations 3 cr.
 370 Arms Control and Nonproliferation: Theory and Policy 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.
 152 Migration Policy and Politics 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 Administration in Transitioning Countries 3 cr.
 296 Politics of the Welfare State 3 cr.
 264 International Politics 3 cr.
 347 Seminar: Special Topics in Developing Areas 3 cr.
 368 Democracy Capitalism and Crisis 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.
 177 Contemporary Political Theory 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.
 368 Democracy Capitalism and Crisis 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.
 370 Arms Control and Nonproliferation Theory and Policy 3 cr.

VI. Courses Common to All Concentrations

357 Reading and Research 3 cr.
 900 Master's Research (two semesters) 3 cr. (6 cr. total)

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, and 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.*

152 Migration Policy and Politics

Politics, policy, and patterns of national and transnational migration; causes, costs, and benefits of migration; policy debates and dilemmas; economic and security dimensions; assimilation, integration, and citizenship issues. *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

Prerequisite: Gov 181 or 182, or permission of instructor. Improving interpersonal communication skills, building awareness of different personality preferences and team-building. Database and spreadsheet computer applications will be introduced. *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 sovereignty, 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.*

212 Global Energy Politics and Policy

A critical examination of policies related to traditional carbon-based energy, renewable energy sources, energy and sustainable development, energy use and environmentalism, and global energy. *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 post communist 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 Chair. *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 inter-organizational 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 War, Revolution, and Terrorism

A comprehensive survey of the political violence within contemporary political systems. *Credit: 3 semester hours.*

264 Global Politics: International 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.*

275 Green Political Theory

Examination of fundamental normative issues of the value, justice, the state, citizenship, obligation, rights, community, democracy in response to environmental social movements and thought. *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 Administration in Transitioning 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 and 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 peace-keeping, 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 macro-economic 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 Chair 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 Chair 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.*

368 Democracy Capitalism and Crisis

This course will focus on the vulnerability of capitalist democracies to crises, as well as how they respond when faced with crises. Although historical cases will be examined, the emphasis will be on the contemporary political context. Theoretical frameworks will include democratic theory, crisis theory, Marxism, and contemporary political economy. *Credit: 3 semester hours.*

369 Seminar: Constitutional Law

The seminar deals with a contemporary issue in Constitutional Law. *Credit: 3 semester hours.*

370 Arms Control and Nonproliferation: Theory and Policy

This course introduces issues related to the international arms control cooperation and the development and implementation of U.S. nonproliferation and counterproliferation policies. *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 fee.*

500 Comprehensive Examination

This exam tests the student's knowledge in her/ his field of concentration. *No credit.*

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 should address all departmental matters to their faculty advisor, including program planning, registration for courses, and appointment of mentors.

Programs of Study

Master of Arts (M.A.) in History

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.

Program Requirements

1. **Courses:** A minimum of 33 semester hours in history. Prescribed courses include Historical Methods (HIS 401) and Historiography (HIS 402). Students who elect to write a master's thesis must complete six credits of Master's Research (HIS 900). 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.
2. **Language:** 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. (See "Comprehensive Examination.")

4. **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. The thesis topic should be developed with a faculty advisor before enrolling in HIS 900.
5. **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

1. American History
2. European History
3. Global History
4. 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 six-credit internship, and an additional three-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 interdisciplinary coursework in History, Museum Administration, and Library and Information Science.

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.

Program 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 Historical Methods (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 digital portfolio reflective of the final project.
3. **Department Colloquia:** All students must register and attend HIS 970.

M.A./M.S. Public History/Library and Information Science

Under the administration of the Graduate Division of the College of Liberal Arts and Sciences, the Department of History and the Division of Library and Information Science offer a joint program of study leading to the Master of Arts in Public History 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 these two graduate degrees will provide students with the theoretical understanding and technical skills needed to help libraries, archives, schools, museum, government agencies, and corporations ethically serve diverse global audiences and promote responsible stewardship of information and cultural resources.

Entrance Requirements

Students must meet the requirements of admission to both the Master of Arts in Public History 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 HIS 401 Modern Historical Research and three of the following:

HIS 404/LIS 253	Oral History
HIS 410	History of Material Culture
HIS 412	History as Visual Record
HIS 506	U.S. Museums and Historic Sites
HIS 525	Advanced Topics in Public History

All students must complete internships in Public History and Library and Information Science, a Public History final project, and an ePortfolio in Library and Information Science to culminate their degrees.

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 3.0 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 Philosophy (Ph.D.) in World History

Note: Current Doctor of Arts (D.A.) students should refer to the Graduate Bulletin that corresponds to their term of admission for that program's requirements and regulations.

The Ph.D. in World History redefines and reclaims the vital roles that professionals with advanced humanities training play in our complex, global society. It combines traditional academic rigor in research with an emphasis on new pedagogies, interdisciplinary study, technology, collaborative work, community engagement, and a unique approach to internship training. The program is geared toward both the traditional full-time doctoral student and the working professional seeking a degree part time.

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.
4. Applicants must submit GRE scores. The subject GRE is not required.

Program Requirements

The Ph.D. requires completion of a minimum of 60 credits beyond the B.A. degree, distributed as follows:

1. Completion of a historical methods course, HIS 401.
2. Completion of four world history seminars (12 credits total), to be chosen from HIS 701-709.
3. Completion of 27 credits of graduate history courses, of which 12 credits should be a major area of concentration and 15 credits should be electives.
4. 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 a variety of professional historical settings 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.

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.

Students may also complete a two-semester professional internship for a total of six credits. The internship will provide a supervised practical experience that can be fulfilled either as a teaching assistant in a survey course, in a public history setting such as a museum, archive, or restoration project, or in some other kind of appropriate activity reflecting the student's professional interests. With the approval of the Graduate Director, students may also propose an internship that develops certain skills relevant to applied history, such as film-making, editing, and digital media. Upon completion of the internship, the student will submit a formal analysis, media project, or other demonstration of the knowledge and professional skills that he or she has gained from the experience.

5. Demonstration of functional proficiency in a foreign language appropriate to the student's research. This proficiency may be demonstrated by satisfactory scores on the ETS language exam, 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 a passing grade in a second-year college-level course in the appropriate language, as approved by the Graduate Director.
6. Successful completion of an annual portfolio where students will present progress towards completion of their degree and development of their research agenda. Failure to develop a portfolio and pass the portfolio review will constitute grounds for dismissal from the program.
7. Completion of a minimum 12 credits of Doctoral Research Workshop (HIS 975) is required of all students until the dissertation has been successfully defended. The Ph.D. dissertation must be based on primary source research and make an original contribution to the historical discipline. Dissertations are publications. They must advance a clear argument, include a compelling statement of significance, and conform to professional standards of research, writing, and citation. As they formulate, research, and write their dissertations, students must consult closely with their dissertation advisors. Students must perform their research in archives, libraries, museums, historical sites, or with databases approved by their advisor. As students write individual chapters, they must submit drafts to their advisors for comments. They are also encouraged to share their

chapters with other faculty members on their dissertation committee. In order to address comments and suggestions from their advisors (and from other readers), students should plan to do multiple revisions of their dissertation prior to defending. The dissertation must demonstrate an in-depth knowledge of the state of the historical field and relevant secondary sources, including books, articles, and dissertations. References must conform to the Chicago Manual of Style. The final essay must be approximately 225–300 pages, double-spaced, with notes. Ph.D. students have the option to complete a purely textual dissertation or develop a historical presentation or production that is accompanied by a research text, in which case the total product should be of comparable depth to the dissertation.

8. As part of HIS 970, all students must attend scheduled departmental colloquia, where current historical topics are discussed by faculty, students, and outside guests.

Additional Requirements

1. Students working towards the Ph.D. 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, in consultation with the Graduate Director and the Dean's office. No credit will be allowed for courses in which the grade attained is below "B" (3.0).
3. After completing coursework, students must enroll in Doctoral Research Workshop (HIS 975) until the dissertation has been successfully defended.

Fellowships

Full-time students may apply for Doctoral Fellowships, which provide tuition remission and a stipend and require some weekly service to the department.

University Doctoral Fellowships, available to qualified part-time doctoral students, provide tuition remission for up to two graduate courses in each semester of the academic year. Based on academic merit, these fellowships require no service and award no stipend.

To apply for these awards or to receive more information about them, prospective students should contact the Dean's office. For information concerning other types of financial aid and scholarships, see "Financial Aid."

Courses

Required Courses (M.A. in History)

401 Historical Methods

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 Historiography

A survey of historical explanations for large-scale phenomena over long stretches of time. *Credit: 3 semester hours.*

970 Department Colloquia

Graduate students must attend scheduled departmental colloquia, where current historical topics are discussed by faculty, students, and outside guests. *No credit; no fee.*

Required Courses (M.A. in Public History)

401 Historical Methods

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 historical preservation, cultural resources management, museum studies, and archival management; 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 Director and 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 (Ph.D. in World History)

401 Historical Methods

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.*

Students must take four 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.*

970 Department Colloquia

Graduate students must attend scheduled departmental colloquia, where current historical topics are discussed by faculty, students, and outside guests. *No credit; no fee.*

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 Eastern Europe since 1900

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 the 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.*

219 Terrorism

Conceptual Analysis of terrorism as a form of political action. *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 contrasted and their foreign policies examined. *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.*

450 Global Nineteenth Century

Examination of the nineteenth century and major themes affecting regions across the world, including cities, frontiers, industry, and empire. *Credit: 3 semester hours.*

461 The Soviet Union

The political, cultural, and economic development of the U.S.S.R. from 1917 to 1991. The dissolution of the Soviet Union and its immediate aftermath. *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 interacted 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 18th-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. *Cf. LIS 253. Credit: 3 semester hours.*

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.*

600 The First World War

The war as a global war, focusing on social, cultural, and political developments in addition to its purely military aspects. *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.*

652 Church and State in Modern History

A focus on popes, problems they confronted, and programs they adopted. *Credit: 3 semester hours.*

712 East Asia in the Modern World

Comparative historical analysis of social, economic, and political developments in East Asia from 1600 to the present. *Credit: 3 semester hours.*

715 World War II and Society

World War II as experienced by civilian populations and military personnel. Wartime deployment of the economy, science and technology, and propaganda. Genocide and other war crimes. Hiroshima. *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.*

724 Globalization in Sub-Saharan Africa

An examination of globalization 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 Gender in Global Perspective: An Introduction

Changing gender roles in the age of globalization. Gender 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.*

755 American Foreign Policy in the 20th Century

This course explores U.S. foreign policy after 1898. Particular attention is paid to the United States' changing position among the world powers and its significance. Topics include research in state archives and in collections of policy makers. *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, imperialism, industrialization, and ideology. *Credit: 3 semester hours.*

757 America Abroad: The United States and the World

The course explores American foreign policy in Asia, Latin America, and Europe. Particular attention is paid to America's shift from

an isolationist country to an imperial world power. Topics include the expansion of world capitalism and the role of non-state actors in diplomacy. *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.*

820 Quantitative Approaches to Historical Analysis

A survey of quantitative approaches from various disciplines that have been used to gather, interpret, and analyze historical evidence. *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.*

850 Geographical Approaches to World History

A survey of basic conceptual approaches used in the field of geography that can be applied by historians in the study and teaching of world history. *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.*

899 Teaching Practicum

This practicum is designed for the improvement of the professional skills of history and social studies teachers. 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

The internships provide first-hand experience in teaching history or working in an environment where historical knowledge is applied. Students will develop and execute their responsibilities in consultation with the Program Director and the sponsoring institution or individual. Each semester will require a total of 150 internship hours. *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 Workshop

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

990 Directed Readings and Research I

Individually directed reading programs for Ph.D. 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 Ph.D. 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 and Comprehensive Examination

105 Comprehensive Examination

This exam tests the student's knowledge in his/her field. *No credit.*

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. Fee: \$100 per semester.*

930 Maintaining Matriculation (Ph.D.)

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. Fee: \$100 per semester.*

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

Languages and Literatures

Programs of Study

Master of Arts (M.A.) in Spanish (SPA)

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.

Epsilon Kappa, the St. John's Chapter of Sigma Delta Pi, the National Hispanic Honor Society, publishes the literary journal, *Entre Rascacielos*, to promote the creative works of students enrolled in the program. The journal is also open to members of the national and international Hispanic community.

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 credits 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-credit 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). Since the program is conducted solely in Spanish, it is required that students write their thesis in the Spanish language. It is strongly recommended that master's degree students have a reading knowledge of English, French, German, Italian, Portuguese, or any language pertinent to the topic of their thesis. The proficiency of the language of their choice can be met by passing the Princeton ETS foreign-language examination or by an examination administered by the thesis mentor and the program director. 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. The thesis option is recommended for those students who wish to continue their graduate education beyond the master's degree by entering 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 in the last semester of coursework. This four-hour written examination will test the student's knowledge of the literature, linguistics, and culture of Spain and Spanish America. (See "Comprehensive Examination.")

Financial Aid

Research assistantships, which include tuition remission 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.

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 3.0 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., Director of the Graduate Program in Spanish, at (718) 990-5209 or gazariam@stjohns.edu.

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; 306 Seminar in Hispanic Literature I; II

A study of specific authors from the Hispanic world. *Credit: 3 semester hours each.*

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 *transmiero*. *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.*

315 Translation and Interpretation: Two Forms of Communication

A workshop in translation and communication. Students are introduced to both forms of communication and are placed in real-world situations to perform translations of literary and non-literary texts and practice simultaneous interpretations. *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 in-depth and comprehensive examination of the works and influence of the 1945 Nobel Prize for Literature-winning 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.*

321 Mystery Novel in Democratic Spain

Survey of the contemporary mystery novel in Spain as a reflection of historical and cultural changes. *Credit: 3 semester hours.*

324 The Theme of Exile in Contemporary Literature by Latinos in the U.S.

An analysis of the theme of exile in selected literary works by Latino/a authors in the U.S. from the twentieth century to the present. Representative works from all major Latino groups will be included. *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 in a governmental or cultural institution in the New York metropolitan area. Its purpose is to enhance the intern's knowledge of the Spanish language, Hispanic culture, and literature in a real-world work environment. The candidate must be a matriculated graduate student in good standing who has completed 12 credits in the program. *Credit: 3 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 Graduate Director. *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 per semester.

FRE 0101; 0102 French Reading Course (0101 is prerequisite for 0102)

This course is designed to give candidates for the master's and doctoral degrees a grasp of the fundamentals of 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.

Center for Latin American and Caribbean Studies

Advanced Certificate

St. John's University's Center for Latin American and Caribbean Studies (CLACS) offers a graduate-level 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. Language proficiency in Spanish, Portuguese, or French must be demonstrated before completion of the program.

A student can enroll in the multidisciplinary advanced certificate program by itself or in conjunction with another graduate program (E.g. Spanish, Government and Politics, History, English, Sociology, Psychology, Liberal Studies, Education, or Business Administration).

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, and the CLACS Director.

Upon completion of all coursework, as a final condition for receiving the Certificate, a student must submit to the Director 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: Alina Camacho-Gingerich, Ph.D., Professor and Director of CLACS, at camachoa@stjohns.edu or 718-990-1932/5829. For a complete listing of current courses applicable to the certificate, please go to: www.stjohns.edu/clacs.

Liberal Studies Program of Study

Master of Arts (M.A.) in Liberal Studies (MLS)

The Master of Arts in Liberal Studies provides a multidisciplinary graduate opportunity to the intellectually curious through the study of themes that draw from various academic fields.

There are four tracks in the Master of Arts in Liberal Studies:

1. Humanities
2. Social Sciences
3. Cultural Studies (includes the Concentration in Women's and Gender Studies)

4. Interdisciplinary Studies

The program is designed to provide a strong foundation for a number of professional goals; it is not designed to duplicate or replace the specialized disciplinary training required for a Ph.D., though it can be appropriate preparation for further graduate study, including doctoral-level study. This program is especially suited to working professionals

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; 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 a program track: Humanities, Social Science, Cultural Studies, or Interdisciplinary Studies.

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 liberal studies. A total of 11 courses is taken.

If Social Sciences is selected, the student chooses an area of concentration—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 liberal studies. 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 liberal 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 liberal studies.

Every student must complete a capstone project in the track he/she has selected.

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.

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. *Credit: 3 semester hours.*

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. *Credit: 3 semester hours.*

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. *Credit: 3 semester hours.*

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

Division of Library and Information Science (LIS)

The Division of Library and Information Science offers programs of study leading to the Master of Science (M.S.) in Library and Information Science, five combined bachelor's and master's degree programs, double master's programs with the Departments of Government and Politics, History, and Pharmaceutical Sciences, and an Advanced Certificate in Management for Information Professionals.

Accreditation

The graduate program in library and information science leading to the Master of Science degree is accredited by the American Library Association (ALA) and the curriculum has been registered and approved by the New York State Department of Education.

Programs of Study

Master of Science (M.S.) in Library and Information Science

The fully online M.S. degree program is suitable for students interested in many different types of libraries, including public, law, academic, museum, and other special libraries as well as archives and information centers. There are four core courses, one management course, and seven electives, which must be selected in consultation with the student's advisor. The student completes the program by completing the 12 courses and submitting a successful e-portfolio.

Students may pursue interdisciplinary coursework in Public History and Museum Administration in consultation with an 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. 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 average and in the major field.
2. Two letters of recommendation from instructors, librarians, or equivalent professionals.
3. A statement of professional goals.
4. International students who have not received a U.S. degree will be required to present either TOEFL or IELTS scores as evidence of English proficiency.

Program Requirements

The M.S. program requires all students to satisfy the following:

1. Completion of 36 credits with a minimum of a "B" (3.0) average.
2. Completion of all core courses: 203, 204, 205, and 239.
3. Completion of management requirement (240 or 243).
4. Continuous enrollment and completion of all requirements within a period not to exceed five years.
5. Submission of a successful e-Portfolio.

Note: Up to six credits may be taken outside the Division with the permission of the Graduate Director. In consultation with an advisor, students may select a specialization after the completion of six graduate credits in Library and Information Science. A list of specializations is available on the Division of Library and Information Science website: www.stjohns.edu/dlis.

E-Portfolio

In order to receive your Master of Science degree in Library and Information Science from St. John's, you are required to submit an e-Portfolio that serves as an end-of-program assessment. The e-Portfolio will also help you display your work to future potential employers. It includes a professional philosophy, resume, and artifacts from coursework with reflections that document proficiency in the program's eight goals:

1. Develop an understanding of the foundations of the profession;
2. Develop an understanding of information resources;
3. Demonstrate ability to organize recorded knowledge and information;
4. Apply technological knowledge and skills to practice;
5. Apply reference and user services;
6. Master research methods;
7. Experience continuing education and lifelong learning; and,
8. Apply key concepts of administration and management.

You must submit your e-Portfolio through Digication in either your last semester of coursework or the semester immediately following. We encourage you to build your e-Portfolio throughout your program of study.

Certification for Public Librarians in New York State

New York State will issue this professional certificate to St. John's graduates with the M.S. in Library and Information Science who provide proof of their degree. There is a fee for the certificate that must be included with the application. For details, visit the New York State Library website at nysl.nysed.gov/libdev/cert/.

Combined Degrees

B.A./M.S. Programs in French, Italian, or Spanish and Library and Information Science

St. John's College of Liberal Arts and Sciences offers three intensive, accelerated combined degree programs leading to the B.A. and M.S. 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 3.0 index in at least 12 major credits are encouraged to apply.

Students enrolled in the combined degree program matriculate for a total of 150 credits, completing LIS 203, 204, 205, and LIS 239 while in their third and fourth years of undergraduate study. They then complete LIS 240 and 21 graduate elective credits in Library and Information Science during the fifth year to complete the master's degree.

B.S./M.S. Programs in Computer Science or Information Technology and Library and Information Science

St. John's College of Liberal Arts and Sciences offers two intensive, accelerated combined degree programs leading to the B.S. and M.S. 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 3.0 index in at least 12 major credits are encouraged to apply.

Students enrolled in the combined degree program matriculate for a total of 150 credits, completing LIS 203, 204, 205, and LIS 248 while in their third and fourth years of undergraduate study. They then complete LIS 239, LIS 240, and 18 graduate elective credits in Library and Information Science during the fifth year to complete the master's degree.

M.A./M.S. Program in Government and Politics and 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 governmental structure, institutions, public administration, and 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
 One GOV course in the student's area of concentration

Two of the following LIS courses:
 LIS 222 Materials and Services to Diverse Populations
 LIS 237 Metadata for Information Professionals
 LIS 260 Information Use and Users

All students must complete the written comprehensive examination in Government and Politics and an ePortfolio in Library and Information Science.

M.A./M.S. Public History/Library and Information Science

Under the administration of the Graduate Division of the College of Liberal Arts and Sciences, the Department of History and the Division of Library and Information Science offer a joint program of study leading to the Master of Arts in Public History 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 these two graduate degrees will provide students with the theoretical understanding and technical skills needed to help libraries, archives, schools, museum, government agencies, and corporations ethically serve diverse global audiences and promote responsible stewardship of information and cultural resources.

Entrance Requirements

Students must meet the requirements of admission to both the Master of Arts in Public History 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 HIS 401 Modern Historical Research and three of the following:

HIS 404/LIS 253	Oral History
HIS 410	History of Material Culture
HIS 412	History as Visual Record
HIS 506	U.S. Museums and Historic Sites
HIS 525	Advanced Topics in Public History

All students must complete internships in Public History and Library and Information

Science, a Public History final project, and an ePortfolio in Library and Information Science to culminate their degrees.

Advanced Certificate in Management for Information Professionals

You can complete this certificate as a stand-alone degree or as a specialization within the Master of Science program in Library and Information Science. The certificate will develop your management and leadership potential, enabling you to take on leadership positions in libraries and information organizations. Our program features a unique focus on social justice, responsibility, and ethics. Although the skills you'll gain in this certificate program translate to any type of information environment, the curriculum focuses primarily on business and legal organizations. Please note that no federal aid is available to students who complete the certificate as a stand-alone degree. The courses that apply to this 15-credit certificate are: LIS 240; LIS 262; LIS 263; LIS 264; and LIS 282.

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, and individually arranged site visits are required components of many courses and are expected of all students.

Internships

Field experience is available through 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 position may not double as an internship.

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.

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 J. O'Connell, C.M. Scholarship, named after the late Dean of St. John's College of Liberal Arts and Sciences, to high-achieving applicants who earn GPAs of 3.4 or higher (on a 4.0 scale) for their most recent degrees. Incoming students do not need to apply separately for this scholarship, but are automatically granted partial tuition reprieve based on academic merit. Other scholarship opportunities include the Mildred Lowe Memorial Scholarship, the H.W. Wilson Foundation Scholarship, the Elizabeth Minutaglia Memorial Scholarship, the Francis Augustine Hyland Memorial Scholarship, and the John Garino Memorial Scholarship.

Student Assistance

Advising

Each graduate student admitted to the Division selects an advisor in the second semester of study according to their professional interest. The advisor must be consulted at least once a semester (prior to registration) to ensure the most effective choice of courses. Students may confer with more than one advisor. New students are advised by the Director.

Placement

The Division regularly provides information on employment opportunities via the student listserv and Division of Library and Information Science blog. A placement service is also available at the SJU Office of Career Services.

Types of placement opportunities include:

- Archives, museums, and record centers
- Public libraries
- Government agencies
- Higher education/corporate training
- Financial services
- Hospital/medical/pharmaceutical libraries
- Law libraries
- Market research
- Publishing and broadcast management
- Risk management

Alumni Organizations

Graduates of the Division of Library and Information Science are automatically eligible for membership in the Alumni Association and to join the alumni LinkedIn group. Our alumni serve on advisory boards and may sponsor such activities as the William A. Gillard lecture. They also receive a weekly digest with Division events and job opportunities.

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

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 and 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.*

239 Research & Evaluation Methods

Prerequisite: LIS 204 or LIS 205. 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.*

Management Courses

240 Management of Information Organizations

Prerequisite: LIS 204 or LIS 205. 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.*

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.*

Elective Courses

121 Literature and 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 and 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 and 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

Prerequisite: LIS 205. 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.*

211 Collection Development and 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.*

213 Popular Culture and the Young Adult

Prerequisite: LIS 204 or LIS 205. 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.*

221 Planning and Delivering Information Literacy Programs

Prerequisite: LIS 205. 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 and Services to Diverse Populations

Prerequisite: LIS 204 or LIS 205. Information needs of diverse populations, including the aged, illiterate, individuals with disabilities, and racial, ethnic, and linguistic minorities. *Credit: 3 semester hours.*

230 Introduction to Digital Libraries

Prerequisite: LIS 203. 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 and University Libraries

Prerequisite: LIS 204 or LIS 205. 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 and 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 and Community Information Centers

Prerequisite: LIS 204 or LIS 205. 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.*

237 Metadata for Information Professionals

Prerequisite: LIS 203. 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 and Information Centers

An information architecture approach to the design of websites for large enterprises. Topics include information content, organization, labeling, navigation, searching, usability, and accessibility. *Credit: 3 semester hours.*

245 Special Collections Librarianship and 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.*

248 Database Modeling and 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 and Records Management

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.*

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.*

257 Archival Representation

Prerequisite: LIS 249. This course covers the history and principles of archival materials and examines the administrative decisions entailed in the management of an archival institution's representation program. *Credit: 3 semester hours.*

258 Museum Informatics

This course introduces how technical innovations influence the social world of museums by exploring information technology and modern information systems in the museum environment. *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 and 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.*

262 Project Management in Information Organizations

This course provides students with an overview of project management and guides them through many of the project management tools and skills required in information organizations. *Credit: 3 semester hours.*

263 Marketing and Advocacy in Information Organizations

This course prepares students to design, implement, and evaluate marketing, communications, and advocacy plans to improve service experiences of information users. *Credit: 3 semester hours.*

264 Project Leadership for Information Professionals

Prerequisites: LIS 240, LIS 262, LIS 263, LIS 282. Students will demonstrate through a series of major projects their leadership potential and the skills they have developed from this program. *Credit: 3 semester hours.*

269; 269B; 269D; 269E 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: 0, 1, 2, or 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 and Information Studies

A special topic on an issue not normally covered in the M.S. curriculum will be examined in-depth. The format will depend upon the topic to be covered. Offered occasionally. *Credit: 3 semester hours.*

272 Exploring New York Libraries, Archives, and Museums

Field trips to outstanding libraries of the New York metropolitan area that embody exceptional service, architecture, technology, and collections. Final project required. *Credit: 3 semester hours.*

281 Competitive Intelligence

Monitoring the external environment to obtain and use primary and secondary information relevant to the institutional decision-making process. Identification, selection, collection, interpretation, and distribution of information with strategic implications. *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

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 Universal Declaration of Human Rights (United Nations, 1948), multiple social justice theories, and social activism trends in the information professions. *Credit: 3 semester hours.*

302 Genealogical Sources and Services

The course will enable students to conduct and assist with family history research using a wide variety of genealogical resources. *Credit: 3 semester hours*

901 Special Research and Projects I

902 Special Research and 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*

105 Comprehensive Portfolio

Students are required to submit an e-Portfolio as an end of program assessment in either the last semester of coursework or the semester immediately following. *No credit.*

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

Department of Mathematics and Computer Science (MTH)

Program of Study

Master of Arts (M.A.) in Applied and Computational Mathematics

The M.A. in Applied and Computational Mathematics is a versatile degree that allows students to deepen their math and computer science knowledge. It will provide students with a solid foundation in these subjects from which to pursue further doctoral research or advancement in a range of exciting career fields.

Through the 33-credit program, students will use computer programs to solve real-world mathematical problems. They will develop and analyze mathematical models of physical and biological phenomena and engineering systems, interpret the solutions of these problems in the context of what they model, and use the results to identify relationships, patterns, and the effects of altering one or more variables or modeling assumptions. Courses cover

such topics as software systems, computer algorithms, formal language theories, and database management systems to provide students with the research, analytical, and communication skills to succeed in any career path. Full-time students can complete the degree in two years, with classes scheduled to accommodate working professionals.

Entrance Requirements

Acceptance into the M.A. in Applied and Computational Mathematics requires evidence of successful completion of a baccalaureate degree with a cumulative 3.0 grade point index or higher. Students must also submit a resume, two letters of recommendation, and a statement of professional and academic goals with their applications.

Students who have completed an undergraduate degree in mathematics or computer science may apply to this master's program. Students with a minor in mathematics or computer science are also welcome to apply; their application will be reviewed by the department's Graduate Education Policy Committee (GEPC) to determine if they have completed requisite coursework. If the GEPC determines the student's coursework satisfies the requirements of admission, such students may be admitted to the program contingent on meeting other admission requirements. Students whose undergraduate GPA does not meet admission requirements may be able to register as non-matriculated students (See "Non-Matriculated and Special Students").

Students accepted to the program may transfer a maximum six credits for previously completed mathematics of computer sciences courses if approved by the GEPC and the Dean's office.

Program Requirements

The M.A. requires successful completion of 33 credits of coursework and a comprehensive examination. Required courses include: MTH 161, 165, 167, 177, 180, 209, 213, 580, and 600. Two elective courses may be chosen from among MTH 172, 222, 242, 276, and 282.

Courses

161 Introduction to Probability

Probability spaces, elementary and general; random variables and their probability distributions; distribution functions; and density functions. *Credit: 3 semester hours.*

165 Introduction to Computing with Applications

Basic computer hardware and software concepts; programming in a currently used programming language; managing general and scientific problems on the computer; processing of numeric and character information. *Credit: 3 semester hours.*

167 Mathematic Modeling I

The study of mathematical model building with application to the physical and social sciences. *Credit: 3 semester hours.*

172 Operations Research I

A survey of operations research methods for problem solving, with an emphasis on formulation, solution, and decision analysis. Topics will include linear programming techniques, scheduling, and allocation problems. *Credit: 3 semester hours.*

177 Software Systems

Prerequisite: MTH 165. The design of processing systems such as languages and their processors: assemblers, compilers, loaders and linkers; operating systems; information management; storage, naming, retrieval, protection. *Credit: 3 semester hours.*

180 Computer Algorithms

The study of the notion of complexity of algorithms and some of the most important general approaches to algorithm design; design of efficient algorithms for a variety of problems, with mathematical proof of correctness and analysis of time and space requirements. *Credit: 3 semester hours.*

209 Linear Algebra I

An advanced treatment of the basic concepts of linear algebra: vector spaces; linear transformations, matrices, inner product spaces. *Credit: 3 semester hours.*

213 Applied Algebra

Topics such as: groups, rings, finite fields, selected with their applicability to the study of cryptography, geometry, and computer science. *Credit: 3 semester hours.*

242 Artificial Intelligence

Prerequisites: MTH 209, MTH 161, and MTH 165. This course provides an overview of concepts, techniques, and algorithms in artificial intelligence. *Credit: 3 semester hours.*

276 Automata & Formal Language Theories

Formal language theory; models of computation; finite state machines, pushdown automata; Turing machines. *Credit: 3 semester hours.*

282 Convex Optimization

Prerequisites: MTH 209 and MTH 165. This course focuses on recognizing and solving convex optimization problems using convex analysis. It covers: linear and quadratic, semidefinite programming, minimax, extremal volume, and other problems; optimality conditions; duality theory; interior-point methods; and applications to statistics, artificial intelligence, machine learning, and finance. *Credit: 3 semester hours.*

403 Independent Research/Internship

The course provides students in the M.A. program the opportunity to apply the mathematics and computer science that they have learned to practical problems in the workplace or to conduct research in a topic of their choice. Department approval required. *Credit: 3 semester hours.*

580 Database Management Systems

Prerequisite: MTH 165. The fundamentals of implementing relational database management systems with an emphasis of how they are used in data intensive applications. *Credit: 3 semester hours.*

600 Topics in Applied and Computational Mathematics

Topics will include current areas of research in applied and computational mathematics. *Credit: 3 semester hours.*

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.*

105 Comprehensive Examination

This exam tests the student's knowledge in his/her field. *No credit.*

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 (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). The Psy.D. program in School Psychology is fully accredited by the American Psychological Association, and the M.S. program is fully accredited by the National Association of School Psychologists.

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., December 31
Psy.D., December 31
M.S., March 15

Admission to the M.A. program is for the fall and spring semesters and applications are accepted throughout the year. For fall admission, the application review process begins April 1 and for spring admission, the application review process begins October 1.

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, for clinical and school psychology, 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 clinical and school psychology programs must submit acceptable scores from the Graduate Record Examinations (Verbal and Quantitative). The School Psychology program requires applicants to have completed a minimum 24 undergraduate credits in psychology, including courses in introductory psychology, statistics, and a laboratory course. Applicants to the Ph.D., 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

Doctor of Philosophy (Ph.D.) in Clinical Psychology

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; committee 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 of Liberal Arts and Science. Students meeting these requirements must apply to the Graduate Division for information regarding the conferral of the M.A. degree.

Specific 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.

- 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
- 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
 - 759 Psychometrics
 - 908 Master's Research
 - 950 Doctoral Research
- Personality, Social Behavior, and Abnormal Behavior:**
 - 624 Advanced Developmental Psychology
 - 627 Cultural Diversity in Psychological Services

- 722 Social Bases of Behavior
 - 726; 727 Psychopathology across the Lifespan I; II
- 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.
 - 660 Assessment I: Intelligence Testing
 - 663 Assessment II: Personality Assessment
 - 668 Assessment Laboratory I
 - 670 Assessment Laboratory II
 - Psychotherapy:** Theory, research, techniques and supervised experience in various psychotherapeutic methods.
 - 631 Psychoanalytic Psychotherapy I
 - 658 Professional and Ethical Issues
 - 698; 699 Clinic Practicum I; II
 - 701; 702 Clinic Practicum III; IV
 - 705; 706 Clinic Practicum V; VI
 - 741; 742 Assessment and Intervention Practicum I; II
 - 750 Behavior Therapy
 - 760 Marital and Family Therapy (Clinical Child Track)
 - 841 Assessment and Intervention Practicum III
 - 842 Assessment and Intervention Practicum IV: Clinical Supervision and Consultation

Clinical Psychology Tracks

General 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
- 727 Psychopathology across the Lifespan II
- 997 Introduction to Clinical Psychology

Spring

- 614 Multiple Regression/Correlation
- 663 Assessment II: Personality Assessment
- 726 Psychopathology across the Lifespan I
- 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
- 670 Assessment Laboratory II

- 702 Clinic Practicum IV
- 759 Psychometrics
- 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

- 722 Social Bases of Behavior
- 841 Assessment and Intervention Practicum III Elective*

Spring

- 650 History and Systems of Psychology
- 842 Assessment and Intervention Practicum IV: Clinical Supervision and Consultation
- 950 Doctoral Research Elective*

Year 5

Fall

- 903 Clinical Psychology Internship I
- 950 Doctoral Research

Spring

- 904 Clinical Psychology Internship II
- 950 Doctoral Research

N.B. Two days per week must be spent in externship 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.

**Total number of elective courses = 3. With the approval of the Program 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.*

Clinical Child Track

Year I

Fall

- 608 Foundations of Data Analysis
- 617 Cognitive and Affective Bases of Behavior
- 660 Assessment I: Intelligence Testing
- 698 Clinic Practicum I
- 726 Psychopathology across the Lifespan I
- 997 Introduction to Clinical Psychology

Spring

- 614 Multiple Regression/Correlation
- 663 Assessment II: Personality Assessment
- 699 Clinic Practicum II
- 727 Psychopathology across the Lifespan 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
- 670 Assessment Laboratory II
- 702 Clinic Practicum IV
- 759 Psychometrics
- 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
- 760 Marital and Family Therapy

Summer

- 706 Clinical Practicum VI

Year 4**Fall**

- 722 Social Bases of Behavior
 - 841 Assessment and Intervention Practicum III
- Elective*

Spring

- 650 History and Systems of Psychology
 - 842 Assessment and Intervention Practicum IV
 - 950 Doctoral Research
- Elective*

N.B. Two days per week must be spent in externship 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 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 Program 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.*

Doctor of Psychology (Psy.D.) in School Psychology

Program 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 a total of 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 toward 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: General and Bilingual. 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 master's 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 psychology certification education. They must take courses that exist in our program if they did

not have equivalent courses in their master's/certification program. Courses required for licensure include: Social (PSY 722); Learning (PSY 616) or Cognition (PSY 617); Physiological (PSY 648) or Biological Bases; Psychometrics (759); and Research Methods (PSY 615).

For further information about advanced standing and course sequence, please contact the Program Director. Advanced standing students must have completed 48 credits prior to internship (PSY 905/906), as per New York State Regulations.

General Track**Year I****Fall**

- 608 Foundations of Data Analysis
- 617 Cognitive and Affective Basis of Behavior
- 661 Psychoeducational Assessment I
- 665 Introduction to School Psychology

Spring

- 614 Multiple Regression/Correlation
- 662 Psychoeducational Assessment II
- 666 Interviewing Skills for Counseling and Consultation
- 671 Child and Adolescent Personality Assessment

Summer (Optional)

- 761 Psychological Assessment Practicum I*

Year 2**Fall**

- 715 Assessment, Diagnosis, and Remediation of Learning Disabilities
- 722 Social Basis of Behavior
- 726 Psychopathology across the Lifespan I or
- 727 Psychopathology across the Lifespan II
- 749 Behavior Therapy: Assessment, Treatment, and Consultation
- 761 Psychological Assessment Practicum I*

Spring

- 648 Physiological Psychology
- 716 Psychoeducational Consultation
- 726 Psychopathology across the Lifespan I or
- 727 Psychopathology across the Lifespan II
- 759 Psychometrics
- 762 Psychological Assessment Practicum II*

Summer

- 763 School Psychology Intervention Practicum I
- 850 Cognitive Psychotherapies

Year 3**Fall**

- 615 Research Methods in School Psychology
- 624 Advanced Developmental Psychology
- 752 School Psychology Internship Seminar I: Professional Issues**
- 764 School Psychology Intervention Practicum II*

Spring

Elective

- 627 Cultural Diversity in Psychological Services
- 753 School Psychology Internship Seminar II: Psychological Interventions***
- 765 School Psychology Intervention Practicum III**

N.B. The PRAXIS II: School Psychologist Examination and the Comprehensive Examination are taken during this semester. Students will receive the Master of Science degree in School Psychology at the end of the third year if they pass the PRAXIS II: School Psychologist Examination and the Comprehensive Examination.

Year 4

Fall

- 650 History and Systems of Psychology
- 754 School Psychology Internship Seminar III: Psychological Interventions and Field Placement***

Electives (2)

Spring

- 755 School Psychology Internship Seminar IV: Professional Development and Field Placement***
- 950 Doctoral Research (3 credits)
- Electives (2)

Year 5

Fall

- 905 Internship I
- 950 Doctoral Research (1 credit)

Spring

- 906 Internship II
- 950 Doctoral Research (1 credit)

**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 Foundations of Data Analysis
- 617 Cognitive and Affective Bases of Behavior
- 661 Psychoeducational Assessment I
- 665 Introduction to School Psychology

Spring

- 614 Multiple Regression/Correlation
- 662B Psychoeducational Assessment of Culturally and Linguistically Diverse Children
- 666 Interviewing Skills for Counseling and Consultation
- 671 Child and Adolescent Personality Assessment

Summer (Optional)

- 761B Psychological Assessment Practicum I-Bilingual*

Year 2

Fall

- 715 Assessment, Diagnosis, and Remediation of Learning Disabilities
- 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
- 749 Behavior Therapy: Assessment, Treatment, and Consultation
- 761B Psychological Assessment Practicum I-Bilingual*

Spring

- 648 Physiological Psychology
- 716 Psychoeducational Consultation
- 726 Psychopathology Across the Lifespan I or
- 727 Psychopathology Across the Lifespan II
- 759 Psychometrics
- 762B Psychological Assessment Practicum II-Bilingual*

Summer

- 763 School Psychology Intervention Practicum I**
- 850 Cognitive Psychotherapies

Year 3

Fall

- 615 Research Methods in School Psychology
- 624 Advanced Developmental Psychology
- 752B Bilingual School Psychology Internship Seminar I: Professional Issues Bilingual**
- 764 School Psychology Intervention Practicum II*

Spring

- 627 Cultural Diversity in Psychological Services
- 753 School Psychology Internship Seminar II: Psychological Interventions**
- 765 School Psychology Intervention Practicum III*

Elective

N.B. The PRAXIS II: School Psychologist Examination and the Comprehensive Examination are taken during this semester. Students will receive the Master of Science degree in School Psychology at the end of the third year if they pass the PRAXIS II: School Psychologist Examination and the Comprehensive Examination.

Year 4

Fall

- 722 Social Basis of Behavior
- 754 School Psychology Internship Seminar III: Psychological Interventions and Field Placement**

Electives (2)

Spring

- 650 History and Systems of Psychology
- 755 School Psychology Seminar IV: Professional Issues and Field Placement***
- 950 Doctoral Research (3 credits)
- Elective

**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.*

Year 5

Fall

- 905 Internship I
- 950 Doctoral Research (1 credit)

Spring

- 906 Internship II
- 950 Doctoral Research (1 credit)

Electives

Students can take up to three electives outside of the psychology department with the Graduate 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 717 Instructional Assessment and Academic Interventions
- PSY 745 Applied Behavior Analysis
- PSY 760 Marital and Family Therapy
- PSY 845 Group Therapy
- PSY 850 Cognitive Psychotherapies
- PSY 861 Psychopharmacology

B) Board Certified Behavior Analyst (BCBA) – Students who choose this concentration must take all of the following courses:

- PSY 744 Assessment Methods for Students with Autism Spectrum Disorders
- PSY 745 Applied Behavior Analysis
- PSY 746 Advanced Research Seminar in Psychology and Special Education: Single Case Design for Students with Autism Spectrum Disorder

C) Child Language Disorders – Students who choose this concentration must take all of the following courses:

- CSD 203 Models of Language Behavior
- CSD 318 Developmental Language Disorders
- CSD 320 Acquired Language Disorders

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 5471 Leadership in Instructional Supervision
 EDU 5571 Administrative Leadership in Schools
 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 5811 Administration and Supervision of Special Education Services

E) Literacy – Students who choose this concentration should select three courses from the following:

- EDU 3200 Language Acquisition and Literacy Development for General Education/English Language Learners (ELL)
 EDU 3220 Approaches, Materials, and Performance Evaluation in Literacy Development (K–12)
 EDU 3230 Diagnosis and Case Study Analysis for Literacy Performance
 EDU 3264 Teaching Literacy through Literature, B–6
 EDU 3270 Theories and Strategies in Literacy Leadership

F) 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.

G) 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; 841 School Neuropsychological Assessment I; II
 PSY 846; 847 Practicum in School Neuropsychological Assessment I; II

H) 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. Students 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.)
 PSY 835 Neuropsychological Assessment
 PSY 840 Neurological Assessment I
 PSY 861 Psychopharmacology or CPP 216 Psychotherapeutics (Department of Clinical Pharmacy Practice)

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 services 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) suggestions 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 post-data 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, etc.
- 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?

Master of Science (M.S.) in School Psychology

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" (3.0) 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; 761(B); 762(B); 752(B); and 753.

Program Tracks

General Track

Year 1

Fall

- 603 Inferential Statistics
- 661 Psychoeducational Assessment I
- 665 Introduction to School Psychology
- 666 Interviewing Skills for Counseling and Consultation

Spring

- 620 Cognitive Psychology of Academic Learning
- 648 Physiological Psychology
- 662 Psychoeducational Assessment I
- 671 Child and Adolescent Personality Assessment

Summer (Optional)

- 761 Psychoeducational Assessment Practicum I*

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*

Spring

- 623 Developmental Psychology
- 715 Assessment, Diagnosis, and Remediation of Learning Disabilities
- 726 Psychopathology across the Lifespan I or
- 727 Psychopathology across the Lifespan II
- 749 Behavior Therapy: Assessment, Treatment, and Consultation
- 762 Psychological Assessment Practicum II*

Year 3**Fall**

- 615 Research Methods in School Psychology
- 752 School Psychology Internship Seminar I: Professional Issues**

Spring

- 753 School Psychology Internship Seminar II: Psychological Interventions**

Elective

N.B. The PRAXIS II: School Psychologist Examination and the Comprehensive Examination are taken during this semester. Students will receive the Master of Science degree in School Psychology at the end of the third year if they pass the PRAXIS II: School Psychologist Examination and the Comprehensive Examination.

**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 Inferential Statistics
- 661 Psychoeducational Assessment I
- 665 Introduction to School Psychology
- 666 Interviewing Skills for Counseling and Consultation

Spring

- 620 Cognitive Psychology of Academic Learning
- 648 Physiological Psychology
- 662B Psychoeducational Assessment of Culturally and Linguistically Diverse Children
- 671 Child and Adolescent Personality Assessment

Summer (Optional)

- 761B Psychoeducational Assessment Practicum I-Bilingual*

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*

Spring

- 623 Developmental Psychology
- 715 Assessment, Diagnosis, and Remediation of Learning Disabilities
- 726 Psychopathology across the Lifespan I or
- 727 Psychopathology across the Lifespan II
- 749 Behavior Therapy: Assessment, Treatment, and Consultation
- 762B Psychological Assessment Practicum II-Bilingual*

Year 3**Fall**

- 615 Research Methods in School Psychology
- 752B Bilingual School Psychology Internship Seminar I: Professional Issues-Bilingual**

Spring

- 627 Cultural Diversity in Psychological Services
- 753 School Psychology Internship Seminar II: Psychological Interventions**

N.B. The PRAXIS II: School Psychologist Examination and the Comprehensive Examination are taken during this semester. Students will receive the Master of Science degree in School Psychology at the end of the third year if they pass the PRAXIS II: School Psychologist Examination and the Comprehensive Examination.

**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.*

Master of Arts (M.A.) in Psychology

The Master of Arts degree in Psychology provides students with a broad background of psychological knowledge and tools as preparation for more advanced work at the doctoral level. The program requirements and heavy emphasis on research also provide a solid foundation to pursue many other fields of inquiry (health, education, industry). Graduate Assistantships are available on a competitive basis.

Most classes are offered after 5 p.m., and part-time attendance is permitted. Students may take courses in the program on a non-matriculated basis, in accordance with the regulations set forth by the Graduate Division (See "Non-Matriculated and Special Students").

Program Requirements

The M.A. program requires satisfactory completion of 33 credits. All students must maintain a "B" average (minimum GPA of 3.0) in the program. Students choose to complete a thesis or comprehensive examination, and also choose between two tracks of study: Cognitive and Behavioral Processes or Social and Developmental Processes. The list of required courses is given below.

Basic Psychology Methods (required of all M.A. students)

- 603 Inferential Statistics
- 604 Psychology Laboratory
- 650 History and Systems
- 659 Psychological Measurement and Scaling

Courses required for Cognitive Behavioral Processes Track

- 606 Perception I
- 616 Principles of Learning
- 617 Cognitive Psychology
- 648 Physiological Psychology

Courses required for Social and Developmental Processes Track

- 621 General Psychopathology
- 622 Social Psychology
- 623 Developmental Psychology
- 630 Personality Theories

Thesis Option

- 900 Master's Research (six credits over two semesters)

Non-Thesis Option

- 105 Comprehensive Examination (0 credits)

Thesis Option

Students choosing the thesis option must complete two semesters of Master's Research (PSY 900), and obtain review and approval of their proposed and completed thesis by two faculty members. Their thesis mentor must be a full-time faculty member. Students doing a thesis take six credits of master's thesis research and three credits of electives.

Non-Thesis Option and Comprehensive Examination Procedure (M.A.)

Students choosing the non-thesis option must pass a comprehensive examination during the final semester of coursework. The student recruits a full-time Psychology faculty member to administer the exam. The faculty member gives the student a topic to research, and the student has one month from that date to complete a literature review and propose a study (which need not be carried out) on the assigned topic. The student will submit a paper in APA format that includes the literature review, rationale for proposed study, a methods section (including participants and measures and/or procedures), a brief section stating the statistical analyses to be

carried out, and a reference page. In sum, the comprehensive examination will be very similar to a thesis or dissertation proposal.

If the comprehensive examination is undertaken during the spring semester, the exam question is given to the student on January 15 and is due to the faculty member by February 15. If it is during the fall semester, the exam question is given to the student on September 15 and is due to the faculty member by October 15. Late submissions will not be accepted and will result in a failure. The exam question should be emailed to the student on the appropriate day, and the Program Director should be copied on that e-mail. Students should submit their papers via e-mail (unless the faculty member requests a hard copy), and the Program Director should be copied.

Expectations for the student:

- The length of the literature review will vary according to the topic, though one can use a basic guideline of 8-14 pages.
- The methods section will also vary in length according to the number of measures to be described, the amount of detail of the study procedure, etc.
- Although it is not expected that the study will be carried out, the student should still demonstrate a solid grasp of the methodological issues. The student should:
 - State specific hypotheses and design a study to address these hypotheses.
 - Identify a reasonable sample with which to carry out the study.
 - Identify appropriate measures, citing reliability and validity information (if applicable).
 - Describe a methodologically sound procedure, citing prior literature using the same procedure (if applicable).
 - Correctly summarize how the data should be analyzed.
- The student must submit a well-written paper in APA format, complete with an abstract, literature review, proposed methods section, proposed analyses section, and reference page.

Grading:

Students are evaluated on nine criteria, listed on the Grading Rubric Evaluation Form, each of which is graded on a 4-point scale (1 = fail, 2 = fair, 3 = good, 4 = excellent). These nine scores are then averaged, and based on the average score, there are three possible outcomes:

- 1) If the average is 3.0 or higher, the student passes the examination.
- 2) If the average is 2.0 to 2.99, the student may revise and resubmit the examination for re-evaluation within one month after receiving the score. The student will receive feedback from the faculty member to guide him/her on the necessary revisions.

- 3) If the average is less than 2.0, or if the re-submitted revision does not reach an average of 3.0, the student fails the examination.

Failing the exam:

If the student fails the exam, he/she will meet with the Program Director and the faculty member who administered the exam to develop a remediation plan. If the Program Director administered the exam, another faculty member will be selected as a third party. The three parties involved will agree to a remediation plan and will indicate agreement by signature. The remediation plan will be designed to increase the likelihood of success on the second and final attempt at the comprehensive exam.

Students do have a second and final attempt at the exam. The student will repeat the entire procedure with a different faculty member and different research question. If the student does not pass this second comprehensive exam, the Department Chair will recommend to the Dean's office that the student be dismissed from the program.

B.A./M.A. in Psychology

The Department of Psychology offers an intensive, accelerated, combined degree program enabling students to earn both their B.A. and M.A. degrees in only five years of full-time study. Qualified undergraduate students who have completed their sophomore year with a 3.0 cumulative index and a 3.0 index in at least 12 credits in psychology are encouraged to apply. Students in the B.A./M.A. program matriculate for a total of 144 credits, 33 of which are on the graduate level. For more information, students may consult with the department and Dean's office.

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 "Affiliate Clinical Professors of Psychology").

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 Inferential Statistics

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. Laboratory fee: \$60 per semester. 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

Perception of radial direction, induced motion, autokinesis, 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 to 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 introduces 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.*

621 General Child and Adult Psychopathology

This course provides an overview of etiology, symptomatology, and outcomes of the major psychological disorders in children and adults. The biological, socio-cultural, and behavioral determinants of abnormal behavior and empirically supported treatments for children and adults are addressed. *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.*

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 of Psychology

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.*

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. *Laboratory fee: \$110 per semester. 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. *Laboratory fee: \$110 per semester. 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. *Laboratory fee: \$110 per semester. 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. *Laboratory fee: \$110 per semester. Credit: 3 semester hours.*

663 Assessment II: Personality Assessment

This course includes administration, scoring, and interpretation of objective personality tests. The course will be concerned with the clinical and research applications of these tests. *Laboratory fee: \$10 per semester. 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, 663. Students gain experience at the 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. *Laboratory fee: \$10 per semester. Credit: 3 semester hours.*

695 Research Colloquium

Invited speakers, faculty members, and students from the department's graduate programs discuss their research. Registration/attendance 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: \$60 per semester. Credit: 3 semester hours.*

698; 699 Clinic Practicum I; II

Level I course. Students gain supervised experience at the Center for Psychological Services in various clinical roles including diagnostic interviewing, case observation, and participation in weekly case conferences. *Laboratory fee: \$30 per semester. Credit: 3 semester hours.*

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. *Laboratory fee: \$30 per semester. 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 Bases 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 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

A two-semester practicum sequence emphasizing psychodiagnostic testing, evaluation, and treatment in clinical settings and supervised professional experience in intervention and psychotherapeutic techniques. *Test fee: \$30. Credit: 3 semester hours per course.*

744 Assessment Methods for Students with Autism Spectrum Disorders

This course examines assessment tools and strategies for use with individuals on the Autism Spectrum. Students will explore formal and informal assessment procedures used with students who manifest learning characteristics of students with Autism. Cf. with EDU 9725. *Credit: 3 semester hours.*

745 Applied Behavior Analysis

This course presents the student with an introduction to the basic principles of Applied Behavior Analysis (ABA), learning theory, and the fundamental principles of behavior. The course will also provide an introduction to the process of measuring and recording behavior. Cf. with EDU 9719. *Credit: 3 semester hours.*

746 Single Case Design in Autism Spectrum Disorder

This course presents an overview of single-case design and applied research design by exploring their characteristics, strengths, and limitations. Cf. with EDU 9750. *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 749/750. 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

Prerequisites: PSY 761, 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

Prerequisites: PSY 761B, 762B. Classroom presentations focus on recent advances in the assessment and intervention strategies of working with linguistically diverse children. *Laboratory fee: \$30 per semester. 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, and crisis intervention. *Credit: 3 semester hours.*

754 School Psychology Internship Seminar III: Nondiscriminatory Assessment and Field Placement

Prerequisites: 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.*

759 Psychometrics

Prerequisites: PSY 608, 614. An overview of the critical aspects of psychometric theory, including test construction, item analysis, reliability, validity, and item response theory. *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(B), 671. Students will be required to participate in psychological assessments at the Center for Psychological Services and in the schools to which it provides services. There are special sections (PSY 761B, 762B) for students in the bilingual track of the M.S. and Psy.D. programs. *Laboratory fee: \$100 per semester. Credit: 3 semester hours.*

761B (Fall); 762B (Spring) Psychological Assessment Practicum I; II

Prerequisites: PSY 661, 662(B), 671. Students will participate in psychological assessments at the Center for Psychological Services and in schools to which the center provides services. For M.S. and Psy.D. students in the bilingual track. *Laboratory fee: \$30 per semester. Credit: 3 semester hours.*

763; 764; 765 School Psychology Intervention Practicum I; II; III

Prerequisite: PSY 753, 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. *Laboratory fee: \$30 per semester. 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 Neuropsychological Assessment I

Students will learn the principles of school neuropsychological assessment and how to administer, score, and interpret several contemporary neuropsychological tests. *Credit: 3 semester hours.*

841 School Neuropsychological Assessment II

In these two consecutive practicum experiences, students conduct comprehensive assessments, develop case formulations and recommendations for interventions, prepare written reports, and provide feedback. *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.*

844 Behavioral Parent Interventions: Science and Practice

Prerequisites: PSY 749 and enrollment in a doctoral program in psychology. This course will review theory and research on parent-focused behavioral intervention efforts intended to treat children's externalizing disorders and behavior problems. *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.*

846; 847 Practicum in School Neuropsychological Assessment I; II

In these two consecutive practicum experiences, students conduct comprehensive assessments, develop case formulations and recommendations for interventions, prepare written reports, and provide feedback. *Credit: 3 semester hours.*

850 Cognitive Psychotherapies

Prerequisite: PSY 749/750. 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 multimodal therapy. *Credit: 3 semester hours.*

861 Psychopharmacology

Prerequisites: PSY 648, 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; 904 Clinical Psychology Internship I; II

Prerequisites: Successful completion of all coursework in the program, approval of dissertation proposal, and successful completion of Comprehensive Examination. 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; 906 School Psychology Internship I; II

Prerequisite: Successful 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. *Fee: \$100 per semester. Credit: 0 semester hours.*

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 required. Fee: \$100 per semester. No Credit.*

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 carries one semester hour only per semester.*

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. *Fee: \$100 per semester. Credit: 0 semester hours. Offered each semester.*

997 Introduction to Clinical Psychology

To be taken during the first year of the Ph.D. Clinical Psychology program. *No credit.*

998 Clinical Supervision Practicum

A supervised practicum for students in the Ph.D. Clinical Psychology program. *No credit.*

999 Extended Clinical Practicum Experience

An extended practicum experience for students in the Ph.D. Clinical Psychology program. *No credit.*

105 Comprehensive Examination

This exam tests the student's knowledge in his/her field. *No credit.*

105T M.A. Thesis Submission

Students in the M.A. Psychology program who are completing a thesis should register for this section during the semester in which they will submit the thesis. *No credit.*

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.

Ardsley School District

Jeffrey Cohen, Ph.D.

Mary Travis, Ph.D.

Connie Gutwirth, Ph.D.

Baldwin Council Against Drug Abuse

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 Ansorge, 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.

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

Learning Center

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 Giannotti, 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.

Harriet Eisman Community School

Elizabeth Shorin, Ph.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.

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, NCSP

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 Manfreda, 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 Faouss, 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 Department

Julliet Vogel, Ph.D.

Northport Veteran's Affairs Medical Center

Janet Eshen, Ph.D.

Oceanside School District

Michael Cohen, Ph.D.
Bill Walsh
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 Kurfirst, 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 Collabолletta, 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 Comcowich, 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 Matuozzi, 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 or 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. Our faculty members help students to develop the necessary skills in sociological research and analysis of inequality, organizations, and communities. These experiences lead to careers in criminal justice, healthcare, non-profits, and business, as well as provide exceptional preparation for further training at the doctoral level or in law school.

Programs of Study

Master of Arts (M.A.) in Sociology

Entrance Requirements

Acceptance into all M.A. programs requires a minimum 18 undergraduate credits in sociology or a related social science. Deficiencies in these requirements must be corrected under departmental direction. International students who have not received a U.S. degree will be required to present either TOEFL or IELTS scores as evidence of English proficiency.

Program Requirements

Based on the expertise of our faculty and the professional needs of our students, our program offers four options to complete the M.A.:

Thesis Option

15-credit core
Nine credits of elective courses
Six credits of SOC 900 Master's Research

Non-Thesis Option – General

15-credit core
18 credits of elective courses
Comprehensive Examination

Non-Thesis Option – The Global City and Social Justice

15-credit core
12 credits of elective courses within the concentration
Six credits of general elective courses
Comprehensive Examination

Non-Thesis Option – Confronting Inequalities

15-credit core
12 credits of elective courses within the concentration
Six credits of general elective courses
Comprehensive Examination

The 15-credit core consists of the following three-credit courses:

- SOC 127; 127L Statistics for Social Science (Pre-requisite for SOC 300)
- SOC 210 Sociological Theory: Classical
- SOC 212 Sociological Theory: Contemporary
- SOC 300 Social Research: Strategies and Tactics (Pre-requisite for SOC 301)
- SOC 301; 301L Evaluation Research & Data Analysis

Elective courses that apply to The Global City and Social Justice concentration are:

- SOC 217 Gender in a Global Context
- SOC 222 Sociology of the Global City
- SOC 223 Urban Sociology
- SOC 224 Women and The City
- SOC 228 Sociology of Community
- SOC 234 Global Poverty
- SOC 235 Global Inequality
- SOC 244 Social Movements and Globalization
- SOC 260 Inequality and Oppression

Elective courses that apply to the Confronting Inequalities concentration are:

- CRM 133 Class, Race, and Criminal Justice
- CRM 234 Women and Crime
- SOC 115 Sociology of Gender
- SOC 120 Race and Ethnicity
- SOC 217 Gender in a Global Context
- SOC 218 Immigration and Inequality
- SOC 220 Social Construction of Race in the US
- SOC 234 Global Poverty
- SOC 235 Global Inequality
- SOC 236 Sociology of Poverty
- SOC 243 Social Movements and Social Change
- SOC 244 Social Movements and Globalization
- SOC 246 Political Sociology
- SOC 260 Inequality and Oppression

Other courses may be counted for each one of the concentrations with prior approval of the department chair. Students interested in the thesis option must obtain chair's approval.

Comprehensive Examination: The comprehensive examination asks non-thesis students to demonstrate their ability to integrate knowledge of sociological 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 (See "Comprehensive Examination").

Master of Arts (M.A.) in Criminology and Justice (CRM)

Entrance Requirements

Acceptance into all M.A. programs requires a minimum 18 undergraduate credits in sociology or a related social science. Deficiencies in these requirements must be corrected under departmental direction. International students who have not received a U.S. degree will be required to present either TOEFL or IELTS scores as evidence of English proficiency.

Program Requirements

Thesis (30 credits)

Designed for students who seek preparation for doctoral study in sociology or a related social science field.

Required Courses (three credits each):

- CRM 103 Pro-Seminar
- CRM 127; 127L Statistics for Social Science
- CRM 231 Evaluation of Criminal Justice Policies
- CRM 232 Criminological Theory
- CRM 300 Strategies and Tactics of Social Research

Electives: 9 remaining credits to be chosen from departmental offerings, in consultation with the student's advisor. Two courses may be taken in the practicum and field placement.

Thesis: The student will register for CRM 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.

Non-Thesis (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.

Required Courses (three 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

Electives: 18 remaining credits to be chosen from departmental offerings, in consultation with the student's advisor. Two courses may be taken in the practicum and field placement.

Comprehensive Examination: The comprehensive examination asks students to demonstrate their 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. (See "Comprehensive Examination.")

Combined Degree Programs

B.A./M.A. in Sociology

B.A./M.A. in Sociology/Criminology and Justice

B.A./M.A. in Psychology/Criminology and Justice

The Department of Sociology and Anthropology offers three intensive, accelerated, combined degree programs that require five years of full-time study: the B.A. and M.A. degrees 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. Qualified students who have completed their sophomore year with a 3.0 cumulative index and a 3.0 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 six 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 Department Chair.

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).

B.S./M.A. in Communication Arts/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 3.0 index for a minimum of 12 credits in the Communications Arts 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./M.A. in Criminal Justice/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 3.0 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./M.A. in Journalism/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 3.0 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./M.A. in Legal Studies/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 3.0 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 may enroll full time on the graduate level for the fifth year.

Courses

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 CRM Drugs and Society

This course focuses on alcoholism, drug abuse and addiction, pathological (compulsive) gambling, bulimia, and other addictions. *Credit: 3 semester hours.*

127 SOC and CRM Statistics for Social Sciences

Corequisite: SOC/CRM 127L. Descriptive and inferential statistics in sociology. *Credit: 3 semester hours.*

127L Statistics for Social Sciences Lab

Corequisite: SOC/CRM 127. No credit.

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 Sociology of Latino/as 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 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 birthright, 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.

223 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.*

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. *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 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 investigations. 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 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.*

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

Corequisite: SOC 301L. Prerequisite: SOC 300. 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.*

301L Evaluation Research and Data Analysis Lab

Corequisite: SOC 301. No credit.

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. Permission of the Chair 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. Permission of the Chair required. For Sociology majors only. *Credit: 3 semester hours.*

500 SOC and CRM Practicum in Applied Social Science

This course bridges the gap between academic knowledge and real world experience. Students will apply sociological or criminological perspectives to topics related to internships or work settings. *Credit: 3 semester hours.*

501 SOC and CRM Field Internship

Prerequisite: SOC/CRM 500. This 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/CRM 500. *Credit: 3 semester hours.*

502 SOC and CRM Work-Setting Research

Prerequisite: SOC/CRM 500. For students in current work settings that provide experience equivalent to a field placement (as described in SOC/CRM 501). Students complete the research paper based on the proposal prepared in SOC/CRM 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 and Comprehensive Examination

105 Comprehensive Examination

This exam tests the student's knowledge in his/her field. *No credit.*

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 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 transfer credit 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 examines 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, 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 Assistantship positions to cover tuition costs. Interested students should contact the Department Chair for more information.

Programs of Study

Master of Arts (M.A.) in Theology Entrance Requirements

Applicants for the M.A. in Theology and Religious Studies must have a bachelor's degree which includes 24 credits in theology, philosophy, or related subjects, and an overall "B" (3.0) average in their college studies. Any deficiencies in preparation may require supplementary coursework as a condition for admission, as determined by the Department Chair.

Program Requirements

Following a mandatory proseminar, students will consult with a faculty advisor to pursue 33 credits of coursework, 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 Pastoral Studies).

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.

On completing their studies, students will prepare a portfolio of academic writing, consisting of three major, final papers from their coursework, 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 Chair for reading and approval by two graduate theology faculty, one from the student's main track, and one from a different track.

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 substitute this thesis for their final academic portfolio.

B.A./M.A. in Theology

The Department of Theology and Religious Studies offers an intensive, accelerated program enabling students to earn both their B.A. and M.A. 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 3.0 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 M.A. requirements). 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 Department Chair.

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

An introduction to apocalyptic thinking in exilic and post-exilic Jewish writing, and its impact on early Christianity. *Credit: 3 semester hours.*

New Testament

121; 122 New Testament Greek I; II

Introduces the student to parts of speech and vocabulary useful for beginning readers of the Greek New Testament. *Credit: 3 semester hours.*

161 Introduction to the New Testament

Surveys the New Testament in its historical, cultural, and religious context within the Greco-Roman world. *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 between Luke and the Acts of the Apostles. Luke's sources, background, and main theological themes. *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' use of illustrative stories and images, their interpretation and influence. *Credit: 3 semester hours.*

282 The Passion and Resurrection Narratives

Examines the narratives about Jesus' passion and resurrection in the canonical Gospels, exploring complementary themes in Jewish tradition, Paul, and other early Christian writings. *Credit: 3 semester hours.*

Track 2: Historical/Theological Studies

Historical Theology

200 Theology: The Liturgical Year and Liturgy of the Hours

(See Pastoral Theology) *Credit: 3 semester hours.*

351 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.*

358 History of Twentieth-Century Christian Theology

(See Historical Studies) *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 Eschatology and Christian Hope

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

A study of Mary's role in the Christian tradition, its relation to other areas of theological study, and its ecumenical and global perspectives. *Credit: 3 semester hours.*

490 Special Topics in Theological Studies

An in-depth exploration of a specific theological topic that is not covered by the department's regular offerings. *Credit: 3 semester hours.*

532 Christian Spirituality in Historical Perspective

An introduction to the vocabulary and thought forms of Christian mystical experience. Readings from selected texts of the classical spiritual writers from the New Testament to the present. *Credit: 3 semester hours.*

704 Liturgical Catechesis and Worship

(See Pastoral Theology—Catechetical Studies) *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 Systematic Theology)

523 Catholic Social Teaching

Examines Catholic social thought as it pertains to social, economic, and political contexts. Issues of structural sin, economic justice, global development, and peace-building will be addressed in this course. *Credit: 3 semester hours.*

524 Theological Bioethics

Explores issues of bioethics from a Christian theological perspective. *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 peacemaking, 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 examines the theological connections between social and personal ethics, as it relates to the major socio-moral issues of our time including church and state, democracy, economics, ecology, and war. *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

660 Ecumenical and Interreligious Dialogue

The history and structures of ecumenical and interreligious dialogue with particular attention to 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.*

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 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 sacraments of reconciliation and 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.*

Pastoral 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.*

835 Christian Spirituality and Pastoral Ministry

Examines topics and resources in the field of Christian Spirituality that relate to the pastoral minister and to the people encountered through various pastoral ministries. *Credit: 3 semester hours.*

Research, Maintaining Matriculation, and Comprehensive Examination**105 Comprehensive Portfolio**

This exam tests the student's knowledge in his/her field. *Credit: 0 semester hours.*

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 selected 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 per semester.

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

Art and Design

Amy Gansell, *Associate Professor*, B.A. Barnard College; Ph.D. Harvard University.

Susan Rosenberg, *Graduate Director and Associate Professor*, 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, Taiwan; M.A., University of Washington; Ph.D., 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., National Taiwan University, Taiwan; M.A., University of Minnesota; Ph.D., University of Toronto.

Johnson L. Tseng, *Adjunct Associate Professor*, B.A., M.B.A., National Chengchi University, Taiwan; M.A., Ph.D., SUNY-Albany.

Biological Sciences

Christopher W. Bazinet, *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, *Professor*, B.A., University of Pennsylvania; Ph.D., Harvard University. Evolution and development of plant lineages.

Simon Geir Møller, *Senior Vice Provost and Professor*, B.S., Ph.D., University of Leeds, UK; M.S., The University of London, UK. 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.

Juan C. Santos, *Assistant Professor*, B.S., Pontificia Universidad Católica del Ecuador; M.S., Ph.D., University of Texas-Austin.

Laura Schramm, *Associate Dean and Professor*, B.S., Ph.D., SUNY-Stony Brook; M.S., St. John's University. 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., University of Chemistry and Technology, Prague, Czech Republic. Chromatin structure and regulation of transcription; signal transduction.

Ivana Vancurova, *Professor*, B.S./M.S., University of Chemistry and Technology, Prague, Czech Republic; Ph.D., Institute of Microbiology of the Czech Academy of Sciences. Molecular mechanisms of inflammation.

Wan Seok Yang, *Assistant Professor*, B.S., Ph.D., Korea Advanced Institute of Science and Technology, South Korea. Diagramming cell death pathways in human disease context.

Yong Yu, *Graduate Director and Associate Professor*, B.S., Ocean University of Qingdao, China; Ph.D., Chinese Academy of Sciences, China. The structure and function of ion channels and their roles in human physiology and diseases.

Yan Zhu, *Assistant Professor*, B.S., M.S., Wuhan University, China; Ph.D., Robert Wood Johnson Medical School. The p53-MDM2 pathway in cancer.

Rachel Zufferey, *Associate Professor*, B.S./M.S. and Ph.D., ETH Zurich, Switzerland. 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., The Pennsylvania State University.

James Brady, *Professor Emeritus*, B.S., Hofstra University; Ph.D., The Pennsylvania State University.

David P. Brown, *Professor*, B.S., University of the West Indies, Jamaica; M. Phil., Ph.D., CUNY. Organic chemistry; design and synthesis of natural product hybrids as new chemical entities in drug discovery and development.

Victor Cesare, *Professor*, B.S., SUNY-Albany; M.S., Ph.D., St. John's University. Organic chemistry; synthesis, reactions, and medicinal applications of alpha lactams.

Gina M. Florio, *Associate Professor*, A.B. Vassar College; Ph.D. Purdue University. Physical chemistry; understanding and characterization of the fundamental physics and chemistry of interfacial systems.

Steven M. Graham, *Associate Professor*, B.S., M.S., Ph.D., SUNY-Stony Brook. Organic chemistry; conformational analysis of nucleosides, nucleotides, and cADPR.

Claude Greco, *Professor Emeritus*, B.S., Manhattan College; M.S., New Mexico Highlands University; Ph.D., Fordham University.

Alison G. Hyslop, *Chair and Associate Professor*, B.A., Macalester College; Ph.D., University of Pennsylvania. Inorganic chemistry; synthesis of novel porphyrin arrays for light harvesting complexes.

Neil D. Jespersen, *Professor*, B.S., Washington and Lee University; Ph.D., The Pennsylvania State University. Analytical chemistry; solid phase micro-extraction (SPME) techniques, sol-gel sensors, and metabolomics.

Eugene J. Kupchik, *Professor Emeritus*, B.S., Ph.D., Rutgers University.

Philip S. Lukeman, *Associate Professor*, B.S., University of Leicester, UK; Ph.D., Cambridge University, UK. Organic chemistry; covalent chemistry control of nucleic acid nanotechnology; meso-scale molecular engineering.

Elise G. Megehee, *Associate Professor*, B.S., University of Rochester; M.S., Ph.D., University of North Carolina-Chapel Hill. Inorganic chemistry; synthesis and characterization of new luminescent complexes of osmium, rhodium, and iridium.

Richard J. Rosso, *Associate Professor*, B.S., SUNY-Albany; Ph.D., SUNY-Buffalo. Inorganic chemistry; synthesis of novel ligands for biphasic media.

Joseph Serafin, *Associate Professor*, B.S., Gannon University; M.A., M. Phil., Ph.D., Columbia University. Physical chemistry; aqueous solution chemistry; surface chemistry; co-solvent effects.

Jonathan Slade, *Assistant Professor*, B.S., Winthrop University; M.S., Purdue University; Ph.D., SUNY-Stony Brook. Environmental and atmospheric chemistry.

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.

Anthony Testa, *Professor Emeritus*, B.S., CUNY; Ph.D., Columbia University.

Frank Vasquez, *Professor*, B.S., B.S., Northern Arizona University; Ph.D., University of Michigan. Computational chemistry; biophysical chemistry; multi-scale bimolecular simulation.

Enju Wang, *Professor*, B.S., Shangdong Normal University, China; M.Sc., Institute of Soil Science of Nanjing, China; Ph.D., ETH Zurich, Switzerland. Analytical chemistry; chemical sensors for monitoring chemical species in biological systems, environmental situations, and chemical processes.

Communication Sciences and Disorders

José G. Centeno, *Associate Professor*, B.S., University of Guelph, Canada; M.A., Hofstra University; Ph.D., CUNY. Bilingualism; adult neurogenetics; multicultural issues in adult neurorehabilitation.

Nancy Colodny, *Chair and Associate Professor*, B.S., Emerson College; M.S., Ed.D., Columbia University-Teachers College. Dysphagia; adult neurogenetics; geriatrics.

Shruti Deshpande, *Assistant Professor*, B.S., M.A., Maharashtra University of Health Sciences, India; Ph.D., University of Cincinnati. Auditory electrophysiology; auditory perception; auditory processing.

Peggy Jacobson, *Graduate Director for Speech-Language Pathology and Associate Professor*, B.A., University of New Mexico; M.A., New Mexico State University; Ph.D., CUNY. Bilingualism; specific language impairment; global issues in communication sciences and disorders.

Karece Lopez, *Assistant Professor*, B.A., M.A., St. John's University; Ph.D., CUNY. Autism spectrum disorders; atypical language development; language processing.

Anne-Marie Maher, *Director of Speech and Hearing Clinic*, B.A., M.A., Queens College.

Gary E. Martin, *Assistant Professor*, B.A., M.A., University of Pittsburgh; Ph.D., University of North Carolina-Chapel Hill. Autism spectrum disorders; Fragile X Syndrome; Down Syndrome.

Suzanne Miller, *Graduate Director for Audiology and Assistant Professor*, B.A., Boston College; M.A., St. John's University; Ph.D., CUNY. Otoacoustic emissions; acoustic reflectance; differential diagnosis of hearing loss.

Patricia Schwartz, *Speech-Language Pathology Clinical Coordinator*, B.A., M.A., St. John's University.

Jason H. Thomas, *Audiology Clinical Coordinator*, B.A., Iona College; Au.D., St. John's University-Long Island Audiology Consortium. Diagnostic audiology; diagnosis of vestibular pathology and vestibular rehabilitation.

Anthea Vivona, *Clinical Supervisor*, M.A., St. John's University; Ph.D., CUNY.

Monica Wagner, *Associate Professor*, B.A., SUNY-Cortland; M.A., Queens College; Ph.D., CUNY. Electrophysiology; neuroscience of speech and language; speech perception.

Patrick Walden, *Assistant Chair and Associate Professor*, B.A., Florida State University; M.A., New Mexico State University; Ph.D., Florida Atlantic University. Leadership and administration; scholarship of teaching and learning; disorders of voice and speech in adults.

Rebecca Wiseheart, *Assistant Professor*, B.A., M.A., Ph.D., University of Florida. Dyslexia; language-based learning disabilities; scholarship of teaching and learning.

Yan Helen Yu, *Assistant Professor*, B.A., Hubei Normal University, China; M.A., St. John's University; Ph.D., CUNY. Bilingualism; neural indices of language processing; autism spectrum disorders.

English

Dohra Ahmad, *Professor*, B.A., Yale University; Ph.D., Columbia University. World Anglophone literature; postcolonial theory; vernacular literature; comparative migration literature; utopian fiction; canons and canonicity; World Literature pedagogy.

Steven Alvarez, *Assistant Professor*, B.A., University of Arizona; M. Phil., Ph.D., CUNY. Literacy studies; ethnography; bilingual learning; writing studies; experimental poetics; foodways studies.

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, *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.

Raj Chetty, *Assistant Professor*, B.A., University of California; M.A., Brigham Young University; Ph.D., University of Washington. Caribbean literature across English, Spanish, and French, with a focus on black and African diaspora.

Scott Combs, *Associate Professor*, B.A., 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.

Robert Fanuzzi, *Associate Professor*, B.A., College of William and Mary; Ph.D., Northwestern University. African-American literature, 18th to 20th century; 19th and 20th century Francophone Caribbean, Haitian, and American studies; slavery and Atlantic modernity; trans-Atlantic antislavery and abolition movements; critical university studies; publicly-engaged humanities.

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, *Professor*, B.A., Mount Holyoke College; M.A., Ph.D., New York University. Student and faculty writers; writing across the curriculum; writing centers; co-authorship.

Rachel Hollander, *Associate Professor*, B.A., Swarthmore College; M.A., Ph.D., Rutgers University. 19th - and early 20th-century British literature; literary theory.

Amy King, *Graduate Director and Associate Professor*, B.A., Bates College; Ph.D., Harvard University. 19th-century British literature and culture; Victorian Studies; 18th- and 19th-century history of science; history and theory of the novel; realism; narrative and the natural world.

Brian C. Lockey, *Professor*, B.A., Swarthmore College; M.A., University of Sussex, UK; Ph.D., Rutgers University. Poetry, prose, and drama of the 16th and 17th centuries; Shakespeare; Milton; 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 Lube, *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 Fascist aesthetics; Kitsch and camp; art and propaganda; canons and collections.

Steve Mentz, *Professor*, A.B., Princeton University; M.A., M. Phil., Ph.D., Yale University. Early modern drama, fiction, and poetry; environmental humanities; maritime literature; ecocriticism; the history of the book and media forms.

Stephen Paul Miller, *Professor*, B.A., M.A., CUNY; Ph.D., New York University. American studies; contemporary poetry; creative writing; cultural studies; film studies.

Melissa Mowry, *Professor*, B.A., Boston University; M.A., Ph.D., University of Delaware. 17th- and 18th-century British literature; political satire; Restoration republicanism and mercantilism; class and gender studies; early modern popular culture.

Derek Owens, *Professor*, B.A., SUNY-Geneseo; M.A., D.A., SUNY-Albany. Composition theory and the teaching of writing; place-based pedagogy; visual media; experimental writing; ecological literacy.

Nicole Rice, *Professor*, B.A., Yale University; M.Phil., Cambridge University, UK; Ph.D., Columbia University. Late medieval literature; drama; gender; manuscripts.

LaToya L. Sawyer, *Assistant Professor*, B.A., Hartwick College; M.A., Ph.D., Syracuse University. Rhetoric and composition studies; literacy studies; Black feminist theory, specializing in Black women's rhetorics and discourses in face-to-face and digital spaces.

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.

Shanté Paradigm Smalls, *Assistant Professor*, B.A., Smith College; M.A., Ph.D., New York University. Performance studies; critical theory and popular culture, specializing in transnational Black aesthetics and gender and sexuality studies.

Jennifer Travis, *Professor*, B.A., Vassar College; M.A., Ph.D., Brandeis University. American literature and culture; women's literature; gender studies; digital studies; trauma and disaster studies.

Elda Tsou, *Associate Professor*, B.A., University of California-Berkeley; M.A., University of Chicago; Ph.D., Columbia University. Asian-American literature; Asian-American and ethnic studies; literary theory; race.

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., National Chung Cheng University, China; M.A., University of Chicago; Ph.D., Yale University. International law and diplomacy.

Fred Cocozzelli, *Chair and Associate Professor*, B.A., The Catholic University of America; M.I.A., Columbia University; Ph.D., The New School. 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, *Professor*, B.A., Cornell University; A.M., 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; 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-Austin; M.A., Ph.D., Yale University. Political theory; feminist theory; American politics.

Azzedine Layachi, *Professor*, B.A., University of Algiers, Algeria; 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; M.A., Ph.D., University of California-Santa Barbara. International relations; foreign policy.

Robert F. Pecorella, *Associate Professor*, B.A., St. John's University; M.A., Brooklyn College; Ph.D., The 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-Chapel Hill. Russian politics; East European politics and non-governmental institutions; the European Union.

Uma Tripathi, *Associate Professor*, B.A., M.A., University of Mumbai, India; Ph.D., University of Notre Dame. International relations and environmental politics.

History

Dolores L. Augustine, *Chair and Professor*, B.S.F.S., Georgetown University; M.A., Ph.D., Free University of Berlin, Germany. German, social, cultural, and technological history.

Robert Bland, *Assistant Professor*, B.A., Williams College; M.A., University of Mississippi; Ph.D., University of Maryland. African-American, United States, social, and cultural history.

Joseph Bongiorno, *Associate Professor*, B.A., St. Francis College; M.A., St. John's University; Ph.D., LL.M., University of Connecticut. Italy; diplomatic history; American studies.

Mauricio Borrero, *Associate Professor*, B.A., Georgetown University; M.A., Ph.D., Indiana University. Russian, sport, and world history.

Tracey-Anne Cooper, *Assistant Professor*, B.A., University of Lancaster, UK; M.A., Boston College; Ph.D., Boston College. Medieval Europe; culture; gender.

Shahla Hussain, *Assistant Professor*, B.A., M.A., Jamia Millia Islamia, India; Ph.D., Tufts University. South Asia; migration; environmental history.

Timothy Milford, *Associate Professor*, A.B., Duke University; Ph.D., Harvard University. Colonial America; law.

Ian Miller, *Assistant Professor*, B.A., Swarthmore College; M.A., Ph.D., Harvard University. China; environmental history.

Philip Misevich, *Assistant Professor*, B.A., St. John's University; Ph.D., Emory University. The Atlantic world; Africa; comparative slavery.

Susie J. Pak, *Associate Professor*, B.A., Dartmouth College; M.A., Ph.D., Cornell University. United States, business, and ethnic history.

Alejandro Quintana, *Assistant Professor*, B.A., Universidad Popular Autónoma del Estado de Puebla, Mexico; M.A., CUNY-Hunter; Ph.D. CUNY. Latin America; nation building; state formation.

John Rao, *Associate Professor*, B.A., Drew University; Ph.D., Oxford University, UK. Europe; Catholicism.

Nerina Rustomji, *Graduate Director and Associate Professor*, B.A., University of Texas; M.A., M. Phil., Ph.D., Columbia University. Middle East, Islamic, aesthetics, and gender history.

Susan Schmidt-Horning, *Associate Professor*, B.A., M.A., Akron University; Ph.D., Case Western Reserve University. United States, technology, and sound studies.

Kristin M. Szylvian, *Associate Professor*, B.A., University of Massachusetts-Lowell; M.A., Duquesne University; Ph.D., Carnegie Mellon University. Public history; urban and labor history.

Konrad Tuchscherer, *Associate Professor*, B.A., University of Wisconsin; Ph.D., University of London, UK. Africa; Africana studies; paleography.

Lara Vapnek, *Professor*, B.A., Barnard College; M.A., M. Phil., Ph.D., Columbia University. United States, women, labor, and gender history.

Languages and Literatures

Alina L. Camacho-Gingerich, *Professor, Chair and Director of Center for Latin American and Caribbean Studies*, B.A., M.A., SUNY-Buffalo; Ph.D., University of Pittsburgh. Latin American literature and civilization.

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; M.Phil., Ph.D., CUNY. 18th-, 19th-, and 20th-century Spain.

Eduardo Mitre, *Associate Professor*, B.A., University of San Simón, Bolivia; M.A., Ph.D., University of Pittsburgh. Latin American literature.

Nicolás J. Toscano, *Professor*, Bachiller, Universidad de Granada, Spain; Lic, en Derecho, Universidad Autónoma de Madrid, Spain; Ph.D, University of Massachusetts. Medieval and Golden Age Spanish literature.

Library and Information Science

Christine M. Angel, *Associate Professor*. B.A., M.S., East Carolina University; M.S., North Carolina Central University; Ph.D., University of South Carolina. Information representation and retrieval in library, archive, museum, and web environments; archival representation; museum informatics; metadata.

Shari Lee, *Associate Professor*. B.S., CUNY; M.L.S., St. John's University; Ph.D., University of California-Los Angeles. User behavior as a consequence of design; teen services and spaces; children's services; the 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-Austin. Information sharing behaviors; library service to special populations; social justice and the information profession; qualitative research methods; information access and social development.

Rajesh Singh, *Associate Professor*, B.Sc., M.Sc., M.L.I.Sc., University of Lucknow, India; Ph.D., Åbo Akademi University, Finland. Knowledge sharing in online environments; social informatics; information marketing, branding, and advocacy; innovation in information organizations.

Kristin M. Szylvian, *Associate Professor*, B.A., University of Massachusetts-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. Database modeling; metadata; web design.

Mathematics and Computer Science

Edward Beckenstein, *Professor*, B.S.E.E., M.S.E.E., Ph.D., Polytechnic Institute of New York. Functional analysis; computer science.

Theresa Barz, *Professor Emeritus*, B.S., M.A., St. John's University; M.S., New York Institute of Technology; Ed.D., Columbia University.

Florin Catrina, *Associate Professor*, B.S., M.S., University of Bucharest, Romania; Ph.D., Utah State University. Differential equations; nonlinear analysis; applied mathematics.

Arnold Dikansky, *Professor Emeritus*, B.A., M.A., The Azerbaijan State University; Ph.D., Academy of Sciences.

Daniel M. Gallo, *Professor Emeritus*, B.A., CUNY-Queens College; M.A., The Pennsylvania State University; Ph.D., SUNY-Stony Brook.

Leon Gerber, *Associate Professor*, B.S., Brooklyn College; M.A., Ph.D., Yeshiva University. Geometry.

Genady Ya. Grabarnik, *Graduate Director and Associate Professor*, M.S., Tashkent State University, Uzbekistan; Ph.D., Academy of Sciences of Uzbekistan, Uzbekistan. Operator algebras; Ergodic theory; machine learning; statistics; computer science.

Alexander A. Katz, *Professor*, B.S., M.S., Tashkent State University, Uzbekistan; Ph.D., University of South Africa, South Africa. Functional analysis; Ergodic theory; topological and operator algebras; applications of mathematical logic to analysis.

Vincent J. Mancuso, *Professor Emeritus*, B.S., Fordham University; M.S., Ph.D., Rutgers University.

Luke F. Mannion, *Associate Professor*, B.S., M.S., University College-Galway, Ireland; Ph.D., Brown University. Differential equations; applied mechanics.

Lawrence Narici, *Professor Emeritus*, B.S., M.S., Ph.D., Polytechnic Institute of Brooklyn.

Mikhail Ostrovskii, *Chair and Professor*, M.S., National University of Kharkiv, Ukraine; Ph.D., Habilitation Degree in Mathematics, The Supreme Attestation Board of U.S.S.R. Functional analysis; theoretical computer science; graph theory.

David B. Patterson, *Professor Emeritus*, A.B., Grinnell College; M.A., Ph.D., Columbia University.

David Rosenthal, *Professor*, B.S., M.A., Ph.D., SUNY-Binghamton. Algebraic and geometric topology; course geometry.

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 Traina, *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, Russia. 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-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., SUNY-Albany. Assessment and treatment of children exposed to trauma and physical and sexual abuse.

William F. Chaplin, *Professor, Chair, and Director of Research at Center for Psychological Services*, A.B., Stanford University; Ph.D., University of Oregon. Personality; psychometrics; data analysis.

James F. Curley, *Associate Professor*, B.A., Holy Trinity Seminary; M.S., Psy.D., Ph.D., St. John's University. Psychology of religion.

Tamara DelVecchio, *Associate Professor*, B.A., SUNY-Albany; M.A., Ph.D., SUNY-Stony Brook. The development of early child aggression; the dysfunctional parenting that maintains child aggression.

Raymond A. DiGiuseppe, *Professor*, B.A., Villanova University; M.A., SUNY-Brockport; Ph.D., Hofstra University. Clinical assessment and treatment of anger problems; therapeutic alliance in adolescents; rational-emotive behavioral therapies.

Phillip Drucker, *Associate Professor*, Ph.D., Brooklyn College. Assessment of client-therapist interaction and treatment outcome; emotional and cognitive aspects of children of substance abusers.

Jeffrey W. Fagen, *Dean of St. John's College of Liberal Arts and Sciences and Professor*, B.A., City College of New York; M.S., Ph.D., Rutgers University. Infancy; learning and memory; developmental psycho-biology.

Dawn P. Flanagan, *Professor*, B.S., University of Massachusetts-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; 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; 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., The Ohio State University. History and systems; lifespan development; contemporary trends in domestic and international psychology.

Rafael Art. Javier, *Professor*, B.A., Lehman College; M.A., Ph.D., New York University. Psycholinguistics; bilingualism; psychotherapy; minority mental health.

Wilson H. McDermut, *Program Director for M.A. and Associate Professor*, B.A., Wesleyan University; Ph.D., American University. Personality, cognitive factors, and psychopathology; psychological assessment; humor.

Lauren Moskowitz, *Assistant Professor*, Ph.D., SUNY-Stony Brook. Behavioral intervention for children with autism spectrum disorders (ASD), anxiety disorders, and disruptive behavior disorders; parent training; cognitive-behavioral therapy.

Jeffrey S. Nevid, *Program Director for Clinical Psychology and Professor*, B.A., SUNY-Binghamton; Ph.D., SUNY-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, *Associate Professor*, B.A., Niagara University; M.S.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. The Pennsylvania State University. Developmental psychology; peer relations and self-perceptions of children and adolescents.

Miguel Roig, *Professor*, B.A., New Jersey City University; M.A., St. John's University; Ph.D., Rutgers University. Academic

dishonesty; responsible conduct of research; cognitive-neuropsychological parameters of cognitive styles of thinking; paranormal and parapsychological issues.

Marlene Sotelo-Dynega, *Program Director for School Psychology and Associate Professor*, B.A., M.S., Iona College; Psy.D. St. John's University. Psychoeducational assessment; school psychology and social justice.

Mark D. Terjesen, *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., Ph.D., Fordham University. Neighborhood context and social norms; interventions on health; health care among Black youth.

Robin L. Wellington, *Associate Professor*, B.S., University of Maryland; M.S., Ph.D., University of Pittsburgh; postdoctoral 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, *Professor*, B.A., Soochow University, China; 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 and 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. Media studies; race and ethnicity; social theory.

Judith N. DeSena, *Professor*, B.A., Brooklyn College; Ph.D., CUNY. Sociology of community; sociology of gender; urban sociology; research methods.

William DiFazio, *Professor*, B.A., Richmond College; M.A., Ph.D., CUNY. Sociology of work; technology and science; juvenile delinquency; social theory; poverty.

Dawn Esposito, *Associate Professor*, B.A., Queens College; Ph.D., CUNY. Social theory; cultural studies; gender; family.

Anne Galvin, *Associate Professor*, B.A., Wheaton College; M.A., Ph.D., The New School. African diaspora; Jamaican and Caribbean culture; ethnomusicology.

Michael Indergaard, *Professor*, B.A., St. John's University; M.A., Ph.D., Michigan State University. Urban sociology; work and labor markets; economy and society.

Anthony Bayani Rodriguez, *Assistant Professor*, A.B. Brown University; M.A., Ph.D., University of Southern California. Racial, ethnic, and gender studies; culture and media; theory.

Judith Ryder, *Associate Professor*, B.A., University of Michigan; M.A., University of California-Santa Barbara; Ph.D. CUNY-John Jay. Criminology; methods.

Robert H. Tillman, *Program Director for 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., CUNY-Hunter; Ph.D., CUNY. Urban sociology; sociology of sport; social theory.

Roberta Villalon, *Chair and Associate Professor*, Lic. International Relations, Universidad Torcuato Di Tella, Argentina; M.A., Ph.D., University of Texas-Austin. Feminist theory; inequality; political sociology; social movements.

Yue "Angela" Zhuo, *Assistant Professor*, B.A., LL.B., Tianjin University, China; M.A., Nankai University, China; Ph.D., SUNY-Albany. Criminology; quantitative methodology; substance abuse.

Theology and Religious Studies

Meghan J. Clark, *Associate Professor*, B.A., Fordham University; M.A., Ph.D., Boston College. Catholic Social Thought; social ethics; healthcare ethics.

Francis D. Connolly-Weinert, *Associate Professor*, B.S., St. Joseph's University; M.A., Maryknoll School of Theology; Ph.D., Fordham University. New Testament writings and theology; Qumran literature.

Jeremy Cruz, *Assistant Professor*, B.A., University of California; M.Div., Ph.D., Boston College. Social ethics; political theology; labor studies.

Michael T. Dempsey, *Associate Professor*, B.A., Denison University; M.A.R., Yale Divinity School; Ph.D., University of St. Michael's College, Canada. Systematic theology; historical theology; doctrine of God, Trinity, and Providence.

Christopher D. Denny, *Associate Professor*, B.A., St. John's College; M.A., Ph.D., The Catholic University of America. Historical theology; religion and culture; theological aesthetics.

John Fitzgerald, *Associate Professor*, B.A., Princeton University; J.D., The University of Notre Dame; M.A., Ph.D., The Catholic University of America. Healthcare ethics; fundamental moral theology; comparative ethics, law, and religion.

Rev. Patrick S. Flanagan, C.M., *Associate Professor*, B.S., Niagara University; M.Div., Mary Immaculate Seminary; Ph.D., Loyola University. Business ethics and Catholic social thought.

David W. Haddorff, *Associate Professor*, B.A., University of Northern Colorado; M.A., Wheaton College; 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, UK; M.A., University of St. Michael's College, Canada; M.A., M.Phil., Ph.D., Yale University. Systematic theology.

Joann Heaney-Hunter, *Associate Professor*, B.A., M.A., St. John's University; M.S., Long Island University; Ph.D., Fordham 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, *Associate Professor*, B.A., Lock Haven University; M.A., Fordham University; S.T.L., S.T.D., Regis College, Canada; Ph.D., University of St. Michael's College, Canada. Theology and spirituality.

Paul D. Molnar, *Professor*, B.A., Cathedral College of the Immaculate Conception; 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, Canada; M.T.S., Harvard Divinity School; A.M., Ph.D., Harvard University. Islamic and interfaith studies; spirituality; aesthetics.

Robert Rivera, *Assistant Professor*, B.A., New York University; M.T.S., Harvard Divinity School; Ph.D., Boston College. Constructive theology; Christology; liberation theologies; U.S. Latina(o) theologies; global christianities.

Rev. Jean-Pierre Ruiz, *Associate Professor*, B.A., Cathedral College of the Immaculate Conception; S.T.B., S.T.L., S.T.D., Pontifical Gregorian University, Italy. Biblical studies; hermeneutics; Hispanic/Latino theology.

Matthew Sutton, *Associate Professor*, B.A., University of St. Thomas; 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, *Associate Professor and Chair*, B.A., College of the Holy Cross; M.T.S., Harvard Divinity School; Ph.D., Boston College. Catholic social ethics; fundamental moral theology; healthcare ethics.

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.

The School of Education

Yvonne Pratt-Johnson, Ed.D.
Interim Dean

Andrew Ferdinandi, Ph.D.
Interim Associate Dean of Student Success

Mary Beth Schaefer, Ed.D.
Interim Associate Dean of Graduate Studies and Research

Patrick J. Dunphy, B.S., M.B.A.
Assistant Dean for Planning and Fiscal Affairs

Steven M. Neier, B.A., M.A., M.S.Ed.
Assistant Dean for the Staten Island Campus and External Affairs

Edwin Tjoe, Ed.D.
Assistant Dean for Data Management and E-Learning

Robert Mangione, Ed.D.
Director of the Long Island Graduate Center

Rosalba Del Vecchio, Ed.D.
Director of Non-Public School Leaders Program

Linda Miller, B.A.
Director of Clinical Field Experiences

Robert Brasco, Ed.D.
Program Director of Alternative Certification

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 four 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 offers programs in bilingual/multicultural education, literacy, special education, and TESOL (Teaching English to Speakers of Other Languages). The Department of Counselor

Education offers programs in clinical mental health and school counseling.

The Department of Curriculum and Instruction offers certification programs in teacher education covering all the developmental areas.

Accreditation

St. John's University Teacher Education and Educational Leadership programs are currently accredited by the Teacher Education Accreditation Council (TEAC), moving towards Council for the Accreditation of Educator Preparation (CAEP).

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, school administrators, and school counselors, New York State license requirements and regulations for mental health counselors, 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 readmitted; 3) meet the program requirements in effect at that time; 4) pay appropriate maintaining 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 currently offers four doctoral degree programs, the Ed.D. in Educational Administration and Supervision, the Ed.D. in Instructional Leadership, both in the Department of Administrative and Instructional Leadership, the Ph.D. in Literacy in the Department of Education Specialties and the Ph.D. in Curriculum and Instruction. 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, EDU 3293, EDU 8011 or EDU 8012 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 Long Island Graduate Center 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 for more details, or contact:

School of Education
St. John's University
8000 Utopia Parkway
Sullivan Hall, Room 521
Queens, NY 11439
718-990-3125
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 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
gradedstatenisland@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.
Assistant Dean for Data Management and E-Learning
St. John's University
8000 Utopia Parkway
Queens, NY 11439
(718) 990-2440
tjoe@stjohns.edu

Additional Locations

Long Island Graduate Center (LIGC)

Centrally located in Hauppauge, NY, the Long Island Graduate Center offers quality programs to graduate students.

Robert Mangione, Ed.D.
Assistant Professor and Director of the Long Island Graduate Center
St. John's University
Long Island Graduate Center
120 Commerce Drive
Hauppauge, NY 11788
718-990-7786
Mangior1@stjohns.edu

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:

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Assistant Dean for Mission, Media and Outreach
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St. John's University
101 Astor Place
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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- or 48-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.
- Students are strongly advised to carefully consider the consequences of completing a Masters in Education with a non-certification option. In doing so, they may have to fulfill additional requirements according to NY State regulations to receive future teacher certification endorsement from The School of Education. St. John's reserves the right to evaluate and support such applications.

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), Long Island Graduate Center (LIGC), Manhattan (M).

Master's Degree Programs (M.S.Ed.)

Adolescence Education Career Change (Q, SI)
Adolescence Education Career Change Non Cert (Q, SI)
Adolescence Education Field Change (Q)
Adolescence Education, Biology 7-12 (Q)
Adolescence Education, English 7-12 (Q)
Adolescence Education, Math 7-12 (Q)
Adolescence Education, Social Studies 7-12 (Q)

Adolescence Education, Spanish 7-12 (Q)
Adolescence Education and Teaching Students with Disabilities 7-12 Generalist with Subject Extensions Career Change (Q, SI)
Alt. Cert (Trans B) Adolescent Education Residency (Q, M)
Alt. Cert (Trans B) Adolescent Education Residency, Teaching Students with Disabilities 7-12 Generalist (Q, M)
Alt. Cert. (Trans B) Adolescent Education and TESOL (Q, M)
Alt. Cert. (Trans B) Childhood & Childhood Special Education (Q, M)
Alt. Cert. (Trans B) English 7-12 (Q, M)
Alt. Cert. (Trans B) Math 7-12 (Q, M)
Alt. Cert (Trans B) Teaching Students with Disabilities 7-12 Generalist (Q, M)
Childhood Education 1-6 (Q, SI)
Childhood Education 1-6, Career Change (Q, SI, LIGC)
Childhood Education 1-6, Career Change Non Cert (Q, SI, LIGC)
Childhood Education, 1-6, Field Change (Q, SI)
Childhood Education 1-6 and Childhood Special Education 1-6 (Internship) (Q, SI, LIGC)
Childhood Education 1-6 and Childhood Special Education 1-6 (Internship) Non Cert (Q, SI, LIGC)
Childhood Education 1-6 and T.E.S.O.L., PK-12 Career Change (Q, LIGC)
Childhood Education 1-6 and T.E.S.O.L., PK-12 Career Change Non Cert (Q, LIGC)
Clinical Mental Health Counseling (Q, SI)
Early Childhood B-2, Career Change (Q, M)
Early Childhood B-2, Career Change Non Cert (Q, M)
Early Childhood Field Change (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)
Literacy 5-12 (Q, SI, LIGC)
Literacy B-6 (Q, SI, LIGC)
School Building Leadership (Q, D, LIGC)
School Counseling (Q, SI)
School Counseling with a Bilingual Extension (Q)
Teaching Children with Disabilities: Childhood (Q, D, LIGC)
Teaching Literacy 5-12 and TESOL PK-12 (Q, SI, LIGC)
Teaching Literacy 5-12 and Teaching Students with Disabilities Generalist 7-12 with SWD program extensions (Q, S, LIGC)
Teaching Literacy B-6 and Teaching Children with Disabilities (Q, SI, LIGC)
Teaching Literacy B-6 and TESOL PK-12 (Q, SI, LIGC)
Teaching Literacy B-12 (Q, SI, LIGC)
Teaching Students with Disabilities 7-12 Generalist with Students with Disabilities Subject Extensions (Q, SI, LIGC)
Teaching English to Speakers of Other Languages (TESOL) PK-12 (Q, D, LIGC)

Advanced Certificate and Extension Programs

Bilingual Extension (Q, D, LIGC)
Bilingual Education – CR-ITI (Q,D)
Bilingual Education-Pupil Personnel Services: ITI (Q)
Bilingual Special Education: ITI (Q, D)
Clinical Mental Health Counseling (Q, SI)
Gifted Education (Q, D)
Instructional Leadership (Q)
Literacy Leadership Coach (Q, SI, LIGC)
Middle School Education 5-6 Extension (Q, SI)
Middle School Education 7-9 Extension (Q, SI)
School Building Leadership (Q, D, LIGC)
School Building Leadership/School District Leadership (Q, D, LIGC)
School Counseling (Q)
School District Leadership (Q, D, LIGC)
Teaching Children with Disabilities in Childhood (Q, SI, LIGC)
Teaching Literacy B-6 (Q, SI, LIGC)
Teaching Literacy Grades 5-12 (Q, SI, LIGC)
Teaching English to Speakers of other languages (TESOL) PK-12 (Q, D, LIGC)
Teaching Students with Disabilities in Generalist Subject Area Extensions (Q, SI)
Teacher Institute in ESL – CR-ITI (Q)
TESOL Special Education: ITI (Q, D, LIGC)
TESOL: ITI (Q, D, LIGC)
Check the School of Education website for new program offerings.

Doctoral Degree Programs Ed.D., and Ph.D.

Education Administration and Supervision (Ed.D.) (Q, LIGC)
Instructional Leadership (Ed.D.) (Q)
Literacy (Ph.D.) (Q, M*,D*)
**Pending*

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 stjohns.edu/admission/graduate/apply

All candidates seeking admission to graduate-level programs in teacher education preparation and educational leadership are now required to submit results from a standardized graduate admissions exam. This is in compliance with New York State Education law, effective for students commencing studies July 2016. For admission test required, refer to specific program information pages.

Deadlines for applications for all educational programs: Fall—August 17;

Summer—May 15; Spring—January 5. Deadlines for applications for all Counseling programs: Fall—March 1 and Spring—October 1.

Ed.D. doctoral applications, together with supporting credentials, must be filed by July 15 for the subsequent year. The Ph.D. in Literacy admits students on an ongoing basis.

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, or 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.
6. For the Bilingual Extension, a Bachelor's degree and initial teacher certification are required.

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. 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.

The Ed.D. requires:

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. 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. 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. Continued enrollment for a student who has passed the doctoral comprehensive examination and completed all coursework requires mandatory three credits of Doctoral Research each semester (EDU 5980/5990 or EDU 7980/7990) 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.

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 literacy (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 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, seek certification, and lack the prerequisite literacy foundational knowledge as stipulated in the standards of the International Literacy 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. Passage of Candidacy. A doctoral student requires a status of Candidate after he/she has successfully completed all coursework, and has received the approval of the dissertation proposal by the faculty committee, the IRB and the Dean. Each student is paired with a mentor who will serve 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.
4. All degree requirements must also be completed no later than three years after the Dissertation Seminar.

5. 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.
6. 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.
7. 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.

There is a probationary status for all students who enroll with a cumulative average less than 3.0 but who in the judgment of the Dean are considered capable of making acceptable progress toward a 3.0 cumulative grade point average and are permitted to continue on a matriculated basis. Probationary students must achieve a B or better in the first 12 credits earned in order to continue in the program.

Students are not eligible to graduate unless they have earned a 3.0 GPA.

Academic Dismissal

All students who earn less than a cumulative 3.0 grade point average (GPA) in a semester will automatically be placed on academic probation. Probationary students must obtain a 3.0 GPA or higher within the next semester in order to continue in the program. Students may be academically dismissed from a program if they fail to maintain a 3.0 GPA or higher during their probationary period.

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.

Students should refer to course syllabi for specific attendance policies.

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

All Master's programs, and some Doctoral programs, have a culminating or capstone assessment. Please refer to individual program requirements on the following pages.

New York State Certification and Licensure of Teachers, Administrators, School Counselors, and Clinical Mental Health 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 higher.nysed.gov/tcert/teach/. In addition, students must request institutional endorsement at the end of their program.

For all students graduating after January 2014, the New York State Education Department will require passing scores on the Educating All Students Test (replacing the ATS-W), a Teacher Performance Assessment Portfolio (ed TPA), and a redesigned Content Specialty Test.

The Clinical Mental Health Counseling master's degree is a license qualifying program in New York State. 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 and a passing score on the EAS exam. 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 modules on the identification and reporting of child abuse and maltreatment, violence prevention, DASA (Dignity for All Students Act), School Safety, and autism (Special Education students only).

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 21-graduate credit core in School Administration, an intensive 3-credit Internship, a 1-credit exam prep Capstone course and an additional 9 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. Submission of satisfactory test scores on the GRE.
4. A minimum of three years of successful teaching experience and/or pupil personnel services.
5. 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 a 21-graduate credit core in School Administration, an Intensive 3-credit Internship, a 1-credit exam prep and an additional 9 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 Master's 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. Submission of satisfactory test scores on the GRE.

4. A minimum of three years of successful teaching experience and/or pupil personnel services.
5. New York State Permanent/Professional Teaching Certification.
6. 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. Submission of satisfactory test scores on the GRE.
4. A minimum of three years of successful teaching experience, pupil personnel services and/or school building leadership
5. New York State Provisional or Initial Teaching Certification or certification in pupil personnel services.
6. 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. Submission of satisfactory test scores on the GRE.
4. A minimum of three years of successful teaching experience, pupil personnel services, and/or school building leadership

5. New York State permanent or professional certificate in teaching service or pupil personnel services.
6. 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 manifested 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 and Planned Change

EDU 5650	School Based Data Analysis
EDU 5791	Legal Aspects of the Administration of Schools
EDU 5761	School Business Administration

II. Administration Specialization: 9 Credits

EDU 5418	Administrative Theory in Education
EDU 5743	Educational Planning: An Integration of Professional Capital Agendas
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.

Suggested Specialization Graduate Courses in a Content Area: 9 credits

Early Childhood Ed.	7122	7126	7128
Gifted and Talented Ed.	7410	7411	7412
TESOL Ed.	7000	9002	9004
Instr Technology Ed.	7665	7666	7667

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 certification exams.

V. NY State SBL Exam

Students seeking NYS SBL certification must successfully complete the state exam in addition to completing the Master's Degree.

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 Leadership and Planned Change
EDU 5650	School Based Data Analysis
EDU 5743	Educational Planning: An Integration of Professional Capital Agendas
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: 27 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 5741	Finance in Education
EDU 5761	School Based Business Administration For Administrators and Supervisors
EDU 5791	Legal Aspects of the Administration of Schools
EDU 7665	Leadership in Technology I
EDU 7708	Trends and Techniques in the Evaluation of Programs

II. School District Leader Internship: 3 credits.

EDU 5951	School District Leader Internship
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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 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
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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 Leadership 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 5743	Educational Planning: An Integration of Professional Capital Agendas
EDU 5761	School Based Business Administration for Administrators and Supervisors
EDU 5791	Legal Aspects of the Administration of Schools
EDU 5811	Administration and Supervision of Services 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, will be advised of any additional coursework needed to meet State requirements. Upon completion of the certification program requirements, the student would be recommended for certification. Students are advised to complete certification requirements prior to completion of their doctoral program.

Required Courses**I. Core: Choose 4 of 5 Courses: 12 credits**

EDU 5301	Leadership Values, Decision-Making and Multicultural Org.
EDU 5701	Critical Analysis and Review of Research in Education
EDU 7004	Essential Readings in Curriculum from the 20th Century

EDU 7005	Culturally Relevant Pedagogy and Curriculum
EDU 7412	Teaching Creative Thinking and Problem Solving to G&T Students

II. Required 3 Credits: To Be Taken In Second or Third Semester

EDU 7559	Introduction to Doctoral Research
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III. Required Research Methodology: 15 credits

EDU 5655	Educational Research and Data Analysis I
EDU 7211	Educational Research and Data Analysis II (Prereq. 5655)
EDU 7900	Qualitative Research Methods in Education (Prereq. 5655)
EDU 7901	Educational Research and Data Analysis III (Prereq. 5655 and 7211)
EDU 7800	Multivariate Data Analysis (Prereq. 5655 and 7211) OR
EDU 7902	Advanced Qualitative Research in Ed (Prereq. 5655 and 7900)

IV. Areas of Specialization: 18 credits (choose any 6 courses)

EDU 5471	Leadership in Instructional Supervision
EDU 5632	Organization and Admin. of Elem. and Secondary School Curricula
EDU 5650	School Based Data Analysis
EDU 5741	Finance in Education
EDU 5743	Educational Planning: An Integration of Professional Capital Agendas
EDU 5761	School-Based Business Administration for Administrators and Supervisors
EDU 5811	Administration and Supervision of Services for Diverse Students
EDU 5551	Organization and Administrative Leadership in Higher Ed
EDU 5552	Issues and Problems in the Administration of Higher Ed
EDU 5554	Global Studies and Distance Education in Higher Ed
EDU 5555	Data Management and Accountability in Higher Ed
EDU 5556	Psychology and Development of Students in Higher Ed
EDU 5557	Recruitment, Retention and Academic Advisement in Higher Ed
EDU 7005	Culturally Relevant Pedagogy and Curriculum
EDU 7666	Developing Curriculum Materials for the Web
EDU 7669	Leadership in Technology II
EDU 7715	Issues in Curriculum: Theory and Development
EDU 7410	Identification of the Gifted and Talented
EDU 7411	Intro to Designing Programs, Curriculum and Materials for G&T

- EDU 7412 Teaching Creative Thinking and Problem Solving to G&T Students
- EDU 7413 Professional Collaboration and Leadership in Gifted Education

V. Internship Seminar/Independent Study: 3-6 credits

- EDU 5950 Internship Seminar in SBL
- EDU 5951 Internship Seminar in SDL
- EDU 5890 Independent Study A&S

VI. Behavioral and Social Sciences component: 6 credits—relevant courses approved by Faculty Advisor (e.g. Anthropology, Sociology, Speech, Business, Linguistics etc)

VII. Full-time Residency Verification

VIII. Doctoral Level Comprehensive Examination Completed

IX. Doctoral Research Seminar-Enrollment in EDU 5990 is required each semester until dissertation defense is successfully completed.

- EDU 5980 Doctoral Research Seminar I
- EDU 5990 Doctoral Research Seminar II

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.
3. Submission of satisfactory test scores on the GRE.

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 from the 20th Century
- EDU 7411 Designing Programs, Curriculum and Materials for 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: 18 credits (choose any 6 courses)

- EDU 5301 Leadership, Values, Decision Making and Multicultural Organizations*
- EDU 5471 Leadership in Instructional Supervision*
- EDU 5551 Organization and 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 5650 School Based Data Analysis*
- EDU 5743 Educational Planning: An Integration of Professional Capital Agendas

- EDU 7715 Issues in Curriculum: Theory and Development
- EDU 7410 Identification of 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 7669 Leadership in Technology II

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 see advisor for details. Transfer credits may be accepted.

*Internship Courses

Doctoral Program (Ed.D.) in Instructional Leadership

I. Core: Choose 4 of 5 Courses – 12 credits

- EDU 5301 Leadership Values, Decision Making and Multicultural Org.
- EDU 5701 Curriculum and Teaching: Theories into Practice
- EDU 7004 Critical Analysis and Review of Research in Education
- EDU 7005 Culturally Relevant Pedagogy and Curriculum
- EDU 7412 Teaching Creative Thinking and Problem Solving to G&T Students

II. Required 3 Credits – To Be Taken In Second or Third Semester

- EDU 7559 Introduction to Doctoral Research

III. Required Research Methodology: 15 credits

- EDU 5655 Educational Research and Data Analysis I
- EDU 7211 Educational Research and Data Analysis II (Prereq. 5655)
- EDU 7900 Qualitative Research Methods in Education (Prereq. 5655)
- EDU 7901 Educational Research and Data Analysis III (Prereq. 5655 and 7211)
- EDU 7800 Multivariate Data Analysis (Prereq. 5655 and 7211)
- OR
- EDU 7902 Advanced Qualitative Research in Ed (Prereq. 5655 and 7900)

IV. Areas of Specialization: Students must complete 9 credits in 1 Sequence and additional 9–12 credits in 1 or more sequences with the approval of an advisor. An Independent Study may be taken in an area of specialization. Total of 18 credits

- (a) Curriculum and Instruction Sequence: 6–12 Credits

- EDU 5632 Organization and Admin. of Elem. and Secondary School Curricula
 EDU 5743 Educational Planning: An Integration of Professional Capital Agendas
 EDU 5890 Independent Study: Curriculum for the 21st Century
 EDU 7715 Issues in Curriculum: Theory and Development

(b) Instructional Technology Sequence: 6–12

- EDU 7662 Issues in Educational Computing
 EDU 7666 Developing Curriculum Materials for the Web
 EDU 7667 Foundations of Instr Design for Tech-Supported Learning
 EDU 7669 Leadership in Technology II

(c) Higher Education Sequence: 6–12 Credits

- EDU 5551 Organization and Administrative Leadership in Higher Ed
 EDU 5552 Issues and Problems in the Administration of Higher Ed
 EDU 5553 Financial Management in Higher Ed
 EDU 5554 Global Studies Programs and Distance Ed. In Higher Ed
 EDU 5555 Data Management and Accountability in Higher Ed
 EDU 5556 Psychology and Development of Students in Higher Ed
 EDU 5557 Recruitment, Retention and Academic Advisement in Higher Ed
 EDU 5558 Fac-Stu Relations and Pedagogical Models in Higher Ed

(d) Exceptional and Diverse Learners Sequence: 6–12 credits. For specialization select courses in any 2 areas:

Area: Educational Issues of Gifted and Talented

- EDU 7410 Identification of the Gifted and Talented
 EDU 7411 Introduction to Designing Programs, Curriculum and Materials for the G&T
 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 Education
 EDU 5811 Administration and Supervision of Services for Diverse Students
 EDU 9713 Theories of Learning and Development Related to Special and Gifted Populations

Area: Educational Issues of Culturally/Linguistically Diverse Students

- EDU 9002 Psychology and Sociology of Language and Bilingualism
 EDU 9004 Content Area Instruction for Linguistically/Culturally Diverse Learners
 EDU 7000 Psychological Foundations of Learning

(e) Administration Sequence: 6–15 Credits. See advisor for administrative course listing. Advanced Standing credits may be applied.

V. Independent Study: 3 credits

- EDU 7890 Independent Study-Instructional Leadership

VI. Behavioral and Social Sciences

Component: 6 Credits Relevant courses approved by Faculty Advisor (e.g. Anthropology, Sociology, Speech, Business, Linguistics etc.)

VII. Full-time Residency Verification

VIII. Doctoral Level Comprehensive Examination Completed

IX. Doctoral Research Seminar (EDU 7980/EDU 7990) – Enrollment in three credits is required each semester until dissertation defense is successfully completed.

- EDU 7980 Doctoral Research Seminar I
 EDU 7990 Doctoral Research Seminar II

Methods of Teaching in the Middle Grades

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 to Gifted Students
 EDU 7413 Professional Collaboration and Leadership in Gifted Education

Department of Counselor Education

The Department of Counselor Education offers programs and coursework to prepare school counselors, school counselors with a bilingual extension, and clinical mental health counselors. The professional preparation coursework of 18

credits for entry into the Counseling programs varies depending on the specialization.

At the present time at the Queens campus, the department offers courses leading to a master's degree in each specialty. The School Counseling and School Counseling with a bilingual extension are both 48 credits. The Clinical Mental Health Counseling degree is a minimum of 60 credits. The School Counseling program is also offered on the Staten Island campus. In addition to the master's degrees, there are Advanced Certificates offered in the areas of School Counseling and Clinical Mental Health Counseling.

The programs in counselor education provide opportunities for graduate students to prepare themselves for counseling and leadership positions in a variety of settings. The programs provide an integrated approach to theory and practice and aim at meeting the professional education needs of both full-time and part-time students in the urban and suburban environments that the University serves.

Students in each of the masters programs are required to pass the national Counselor Preparation Comprehensive Examination (CPCE) given by the Center for Credentialing and Education.

The three master's degree programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Both School Counseling programs meet the New York State certification requirements. The Clinical Mental Health Counseling program is approved by the New York State Office of Professions as meeting the educational requirement for the Mental Health Counselor license.

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 three workshops (Child Abuse Identification, School Violence Intervention and Prevention, and Dignity for All Students Act), 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 School Counseling with bilingual extension program must demonstrate language proficiency in both English and the target language by passing the New York State Bilingual Assessment (BEA) during the first year in the program. 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)

- EDU 6127 Introduction to Counseling
EDU 6205 Group Dynamics
EDU 6262 Assessment in Counseling
EDU 6264 Counseling Skills and Techniques

School Counseling Program Specialization Courses (36 credits)

- EDU 6206 Psychosocial Development Across the Lifespan
EDU 6207 Developmental Counseling
EDU 6208 Counseling and Personality Theories
EDU 6301 Career Development
EDU 6305 Practicum in School Counseling
EDU 6307 Research in Counseling
EDU 6530 Multicultural Counseling
EDU 6590 Internship in School Counseling I
EDU 6591 Internship in School Counseling II
EDU 6595 Organization and Administration of Pupil Personnel Services
EDU 6650 Consultation and Evaluation in Schools
EDU 9711 Education and Accommodating Needs of Individuals with Exceptionalities, K-12

School Counseling with Bilingual Extension (36 credits)

- EDU 6206 Psychosocial Development Across the Lifespan

- EDU 6207 Developmental Counseling
EDU 6208 Counseling and Personality Theories
EDU 6301 Career Development
EDU 6306 Bilingual Practicum in School Counseling
EDU 6307 Research in Counseling
EDU 6530 Multicultural Counseling
EDU 6592 Internship in Bilingual School Counseling I
EDU 6593 Internship in Bilingual School Counseling II
EDU 6595 Organization and Administration of Pupil Personnel Services
EDU 6650 Consultation and Evaluation in Schools
EDU 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: op.nysed.gov/prof/mphclhc.htm

The Clinical Mental Health Counseling program requires 60 credit hours for the master's degree consisting of 45–48 hours of core knowledge, 9 credits of field-based experience courses (1 practicum and 2 internships) and 3–6 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 (45 credits)

EDU 6127	Introduction to 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 6324	Counseling the Substance Abuser
EDU 6424	Case Studies and Community Resources
EDU 6530	Multicultural Counseling
EDU 6651	Foundations of Mental Health Counseling and Consultation
PSY 621	Psychopathology
PSY 636	Objective Personality Assessment

Elective Courses (6 credits)

Students in the Clinical Mental Health Counseling program may select 6 credits in elective courses. Elective courses must be approved by the student's advisor. Courses may be selected from within the counseling program or from another department, e.g., psychology, as long as they are related to the student's needs, interests, or career goals.

Examples of 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

Examples of elective courses from within the psychology program include:

PSY 631	Psychoanalytic Psychotherapy
PSY 749	Behavior Therapy
PSY 760	Marital and Family Therapy
PSY 838	Addictive Behaviors
PSY 845	Group Therapy
PSY 580	Cognitive Therapy

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.

Depending on the results of the evaluation of a candidate's credentials, the 24-credit course sequence for the Advanced Certificate is designed to be completed in one and a half years.

Semester One (fall term)

EDU 6121	Orientation to Mental Health Counseling
	Or
	Elective
EDU 6651	Foundations of Mental Health Counseling

Semester Two (spring term)

EDU 6270	Case Conceptualization, Treatment Planning, and Psychopharmacology
PSY 621	General Psychopathology

Semester Three (summer term)

EDU 6424	Case Studies and Community Resources
EDU 6311	Internship I

Semester Four (fall term)

EDU 6364	Counseling the Substance Abuser
EDU 6312	Internship II

Department of Curriculum and Instruction

The programs in the Department of Curriculum and Instruction lead to a 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 Degree Programs

Applicants seeking admission to graduate degree programs must submit the following evidence of their ability to pursue graduate study:

1. A baccalaureate degree from an accredited college or university with a GPA of 3.0 or evidence of assurance of success in work for an advanced degree.
2. Submission of satisfactory score on one of the following standard tests: GRE, MAT or Praxis Core.
3. Students seeking professional certification are expected to have received or qualified for New York State initial teaching certification. Students who do not possess certification at the time of admission will be accepted with the understanding 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 offers 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

These Master's programs require a capstone thesis paper during their final semesters.

We also offer four additional Career Change programs of study in collaboration with the Department of Education Specialties:

- Childhood and Childhood Special Education
- Early Childhood and Teaching Students with Disabilities
- Childhood Education and T.E.S.O.L.
- Adolescent and Special Education

These Master's programs require a comprehensive exam at the end of the program.

All 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.

As of this writing, a Ph.D. in Curriculum and Instruction is being developed and waiting approval. Contact the department or the website for updates.

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, you may be eligible for internship certification by the State Education Department and full time salaried employment in New York public and private schools, provided the following requirements are met:

- Complete all workshops (DASA – Anti-bullying, School Violence Prevention, Child Abuse and Maltreatment)
- Satisfy NYS Liberal Arts requirements for initial teaching certification (as determined by SOE Transcript evaluation of Deficiencies at Admission)
- Obtain Fingerprint Clearance

Additionally, you must meet with the Director of Field Experience to discuss and agree upon a timetable for completion of New York State Teacher Certification Exams and EdTPA, and request institutional recommendation from the Director of Certification by submitting an Institutional Release Authorization Form (IRAF) and an "Intent to Hire" letter when you have secured a teaching position in your desired area. 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 of Teaching in the Middle Grades
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	Capstone: Assessment of the 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 of Teaching in the Middle Grades
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	Capstone: Assessment of the 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 7106	Understanding the Middle Grades Learner
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Or an elective course approved by your advisor.

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
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EDU 7222	Philosophical, Historical, and Sociological Foundations of Education	•• Complete all workshops (DASA – Antbullying, School Violence Prevention, Child Abuse and Maltreatment)
EDU 7290	Human Relations in Multicultural and Inclusive Settings	• Satisfy NYS Liberal Arts requirements for initial teaching certification (as determined by SOE Transcript evaluation of Deficiencies at Admission)
EDU 7297	Introduction to Research Methods	• Obtain Fingerprint Clearance
EDU 7585	Capstone: Assessment of the Learning Process**	
EDU 7666	Developing Curriculum Materials for the Web	

***This course should be taken at the end of the program*

Select One Course Elective from the following:

EDU 7106	Socio-Emotional, Cultural and Cognitive Aspects of Middle School/Adolescent Learners in General and Inclusive Settings
EDU 7107	Methods of Teaching in the Middle Grades
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 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, you may be eligible for internship certification by the State Education Department and full time salaried employment in New York public and private schools, provided the following requirements are met:

Additionally, you must meet with the Director of Field Experience to discuss and agree upon a timetable for completion of New York State Teacher Certification Exams and EdTPA, and request institutional recommendation from the Director of Certification by submitting an Institutional Release Authorization Form (IRAF) and an "Intent to Hire" letter when you have secured a teaching position in your desired area.

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	Capstone: Assessment of the 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 and 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	Capstone: Assessment of the 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 and 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	Capstone: Assessment of the 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.

One course elective from the following:

- EDU 7106 Understanding the Middle Grades Learner
- EDU 7107 Methods of Teaching in the Middle Grades

Or a course approved by your advisor.

*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.

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 Understanding the Middle Grades Learner
- EDU 7107 Methods of Teaching in the Middle Grades

*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 submit an Institutional Release Authorization Form (IRAF) to the School of Education Certification Officer to receive an endorsement.

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 their content area students can submit an Institutional Release Authorization Form (IRAF) to the School of Education Certification Officer to receive an 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, you may be eligible for internship certification by the State Education Department and full time salaried employment in New York public and private schools, provided the following requirements are met:

- Complete all workshops (DASA – Anti-bullying, School Violence Prevention, Child Abuse and Maltreatment)
- Satisfy NYS Liberal Arts requirements for initial teaching certification (as

determined by SOE Transcript evaluation of Deficiencies at Admission)

- Obtain Fingerprint Clearance
- Additionally, you must meet with the Director of Field Experience to discuss and agree upon a timetable for completion of New York State Teacher Certification Exams and EdTPA, and request institutional recommendation from the Director of Certification by submitting an Institutional Release Authorization Form (IRAF) and an "Intent to Hire" letter when you have secured a teaching position in your desired area.

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 Capstone: Assessment of the 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	Capstone: Assessment of the 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.

Ph.D. in Curriculum and Instruction

Overview

The Ph.D. in Curriculum and Instruction is a 45-credit post-Master's degree program comprised of four strands: 1) Teaching, Learning, and Knowing; 2) Early Childhood; 3) Global Education; and 4) STEM Education. Candidates will select one of the four strands and contemplate, investigate, and refine understandings of educational theory, policy, and practice.

Courses

The coursework includes 39 credits prior to the dissertation: Eleven (11) Curriculum and Instruction courses (33 credits) and two (2) elective courses (6 credits). In what follows is a list of the Curriculum and Instruction courses, as well as description and distribution of the coursework.

EDU 8000	Community Immersion Research Seminar I, 3 credits
EDU 8001	Community Immersion Research Seminar II, 3 credits (<i>Prerequisite: EDU 8000 Community Immersion Research Seminar I</i>)
EDU 8002	Community Immersion Research Seminar III, 3 credits (<i>Prerequisite: EDU 8001 Community Immersion Research Seminar II</i>)
EDU 8003	Visions of Research I, 3 credits
EDU 8004	Visions of Research II, 3 credits
EDU 8005	Visions of Research III, 3 credits (<i>Prerequisite: EDU 8003 Visions of Research I and EDU 8004 Visions of Research II</i>)
EDU 8006	Philosophies of Education, 3 credits
EDU 8007	Families and Communities as Partners in Education, 3 credits
EDU 8008	Global Perspectives within Education and Educational Research, 3 credits
EDU 8009	Critical and Historical Perspectives within Education and Educational Research, 3 credits
EDU 8010	Dissertation Proposal Seminar, 3 credits (<i>Prerequisite: Requires Chair's Permission</i>) In addition, students are required to complete six (6) credits of Dissertation/Matriculation (Edu 8011/8012) (<i>Prerequisite: Requires Chair's Permission</i>)

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. Two dual certification career change programs in TESOL and Special Education allow candidates to earn the initial and professional certification 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 graduate programs Literacy, Special Education, TESOL and Bilingual Education. Within the Literacy programs, 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 programs are offered for those eligible candidates lacking initial teacher certification. There are four 48-credit dual certification masters programs in Literacy B-6 and TESOL PK-12, Literacy 5-12 and TESOL PK-12, Literacy B-6 and Teaching Children with Disabilities in Childhood, 1-6, and Literacy 5-12 and Teaching Students with Disabilities 7-12, Generalist, with SWD subject extensions.

For initially certified teachers, two 33-credit programs are now offered on Queens and Staten Island with some course work offered on the Oakdale campus: Teaching Students with Disabilities 7-12 Generalist, for high school teachers; Teaching Children with Disabilities, Childhood, for elementary teachers, is offered online as well as in a traditional setting.

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 Adolescen.

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 extension 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. All TESOL and Bilingual Education courses are offered online.

Department of Education Specialties

The Department of Education Specialties offers programs and coursework in professional teacher preparation.

The department offers programs in four major areas

- Bilingual Education
- Literacy
- Special Education
- TESOL (Teaching English to Students of Other Languages)

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 – Grade 6 (33 credits), Teaching Literacy, Grades 5–12 (33 credits), and Teaching Literacy, Birth – Grade 12 (42 credits).

The department also offers several 48 credit dual certification master's degrees in Literacy B–6 and Special Education, 1–6; Literacy B–6 and T.E.S.O.L. PK–12; Literacy 5–12 and T.E.S.O.L. PK–12 and Literacy 5–12 and Teaching Students with Disabilities 7–12, Generalist.

Three advanced certificates in literacy are also offered.

Completion of these programs qualifies students for an endorsement from The School of Education Certification officer for NY State initial or professional certification in Literacy, in the area of the completed program. Application to NY State for certification is contingent upon all current State mandated certification exams, training modules, field experiences and citizenship requirements are completed.

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 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 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 9010	Linguistics for Teachers of English Language Learners (ELL) and Exceptional Learners*
	OR
EDU 9015	Structure of the English Language
EDU 9716	Curriculum and Instructional Design for Teaching Literacy to Individuals with Exceptionalities: Childhood*
EDU 5650	School Based Data Analysis

Courses may be applied to the Ph.D. program in Literacy but this 15-credit program does not result in New York State Teacher certification.

*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 early childhood, childhood or, 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. Candidates must submit satisfactory scores on one of the standardized admission exams: GRE Analytical Writing or MAT.

4. 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 assisting 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 and Staten Island campuses and coursework is offered at Oakdale.

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	Developing Curriculum Materials for the Web

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 and Staten Island campuses with courses offered at the Oakdale site.

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	Developing Curriculum Materials for the Web

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*

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

*Field Experience Courses

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*
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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	Developing Curriculum Materials for the Web

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) PK–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) PK–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 B–6 and TESOL PK–12 at program completion and after passing the CST-exams in Literacy and TESOL

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	Developing Curriculum Materials for the Web

Literacy Core: (18 credits)

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. 3220 and 3270)	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 PK–12 at program completion and after passing the CST-exams in Literacy and TESOL.	EDU 9010	Linguistics for Teachers of English Language (ELL) and Exceptional Learners*	
EDU 3240	Case Study and Instructional Strategies for Diverse Learners* (Pre-req. EDU 3230)		OR	EDU 9015	Structure of the English Language
EDU 3264	Teaching Literacy through Literature, B–6		EDU 9012	Methods of Language and Academic Assessment of ELLS and Exceptional Learners*	
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	General Core: (6 credits)	EDU 3255	Practicum and Seminar in Literacy Instruction, 5–12 (50 Hours) (Prereq. EDU 3230 and 3240) .	
TESOL Core (18 credits)		EDU 9711	Education and Accommodating Needs of Individuals with Exceptionalities, K–12*	EDU 9014	Practicum and Seminar in TESOL (100 hours)
EDU 9001	Foundations Bilingual, Multicultural and Second Language Education	EDU 7266	Technology Literacy Based Applications in Content Area Learning in Regular and Special Education Settings	To meet NY State certification requirements, TESOL students must provide transcripts showing 12 credits in a language other than English at admission or before completion of program.	
EDU 9003	Literacy Development for the First and Second Language Learners*	OR		<i>*Field Experience Courses</i>	
OR		EDU 7666	Developing Curriculum Materials for the Web (for students with more technology background)	Teaching Literacy B–6 and Teaching Children with Disabilities (48 credits)	
EDU 3200	Language Acquisition and Literacy Development for General Education and English Language Learners (ELLs), K–12*	Literacy Core: (21 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 Special Education 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.	
EDU 9004	Content Area Instruction for Linguistically/Culturally Diverse Learners*	EDU 3215	Research and Practice of Teaching Writing/English Language Arts in General Inclusion Education, 5–12	Technology Core: (3 credits.)	
EDU 9006	Human Development in Cross-cultural Perspective	EDU 3220	Approaches, Materials, and Performance Evaluation in Literacy and English Language Arts Development, K–12*	EDU 7266	Technology for Teaching Literacy Applications in Regular and Special Education Settings (for students with limited technology background)
EDU 9010	Linguistics for Teachers of English Language (ELL) and Exceptional Learners*	EDU 3230	Diagnosis and Case Study Analysis of Literacy Performance* (Prereq. EDU 3220 and 3270)	OR	
OR		EDU 3240	Case Study and Instructional Strategies for Diverse Learners* (Prereq. EDU 3230)	EDU 7267	Technology for Literacy-Based Applications in Content Area Learning in Regular and Special Education Settings
EDU 9015	Structure of the English Language	EDU 3265	Teaching Literacy through Literature, 5–12	Literacy Methodology Core: (21 credits)	
EDU 9012	Methods of Language and Academic Assessment of ELLS and Exceptional Learners*	EDU 3270	Theories of and Strategies for Teaching Literacy and English Language Arts in the Content Areas*	EDU 3200	Language Acquisition and Literacy Development for General Education and English Language Learners (ELL) K–12*
Capstone Courses: Program Completion (6 credits)		EDU 3283	Research and Strategies in Literacy Leadership	EDU 3210	Research and Practice of Teaching Writing/English Language Arts in General Inclusion Education, B–6
EDU 3250	Practicum and Seminar in Literacy Instruction, B–6 (50 hours) (Prereq. EDU 3230 and 3240) .	TESOL Core (18 credits)		EDU 3220	Approaches, Materials, and Performance Evaluation in Literacy and English Language Arts Development, K–12*
Clinical Setting		EDU 9001	Foundations Bilingual, Multicultural and Second Language Education		
EDU 9014	Practicum and Seminar in TESOL (100 hours)	EDU 9003	Literacy Development for the First and Second Language Learners*		
TESOL students must have 12 credits in a language other than English prior to admission or completion of program. (TESOL) PK–12.		OR			
<i>*Field Experience Courses</i>		EDU 3200	Language Acquisition and Literacy Development for General Education and English Language Learners (ELLs), K–12*		
Teaching Literacy 5–12 and Teaching English to Speakers of Other Languages, TESOL PK–12 (48 credits)		EDU 9006	Human Development in Cross-cultural Perspective		
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) PK–12. It will give teachers the opportunity to enrich their					

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)
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Clinical Setting

EDU 9702	Practicum in Special Education-Childhood Final Semester (150 hours: Special Education School Clinical Setting)
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*Field Experience Courses

Teaching Literacy 5–12 and Teaching Children with Disabilities Generalist (48 credits)

This program will provide Master’s degree candidates with dual certification in Literacy 5–12 and Teaching Children with Disabilities. A comprehensive exam in both Literacy and Special Education 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.

Literacy Methodology Core: (21 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 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. 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*

Special Education Core (21 credits)

EDU 9704	Research in Collaborative Partnerships and Strategic Instruction for General, Special, and Inclusive Education: 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 Applied Behavior Analysis and Positive Behavioral Supports, K–12*
EDU 9726	Curriculum and Instructional design for Teaching Literacy to 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

Capstone Courses: Program Completion (6 credits)

EDU 3255	Practicum and Seminar in Literacy Instruction, 5–12 (50 hours) (Prereq. EDU 3230 and 3240)
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EDU 9705	Practicum in Special Education-Adolescent (150 hours: Special Education School or Clinical Setting)
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*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 seeking to add literacy certification must first hold initial or professional teacher certification and should consult the Certification Officer early in their program.

Students may enroll in up to four 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.

Doctoral Course Work (42 Credits)

Literacy Doctoral Courses (18 credits)

EDU 3281	Foundations of Literacy Inquiry and Professionalism
EDU 3282	Models and Process of Reading and Writing Acquisition and Competency
EDU 3283	Research and Strategies in Literacy Leadership
EDU 3290	Special 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 3285	Research Perspectives in Literacy
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EDU 7211	Educational Research and Data Analysis II
EDU 7900	Qualitative Research: Methodology and Analysis
EDU 7901	Educational Research and Data Analysis II
EDU 3820	Mixed Methods Research and Design

Cognate Studies Courses (9 credits):

To address the research focus, the advisor and doctoral student must choose: Educational Leadership, Special Education, Literacy, or TESOL.

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 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 Generalist; 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 seeking 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.

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 campus.

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. Submission of satisfactory standardized test scores on the GRE, MAT or PRAXIS Core is required for admission.
4. 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 as probationary students with the provision that they achieve at least a 3.0 in each of the first four courses in the program.

5. 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.
6. 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.
7. A comprehensive exam must be taken during the last semester of coursework. This requirement does not apply to the Advanced Certificate in Special Education.

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 3210	Research and Practice of Teaching Writing/English Language Arts in General and Inclusive Education Instruction, B–6
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)

Students must pass, or attempt to pass, all of the required New York State Examinations (ALST, EAS, CST) prior to Associate Teaching. EdTPA is completed during Associate Teaching.

Choose two courses (6 credits), including at least one field experience course.

EDU 7123	Creative Arts in Linguistically/Culturally Diverse and Inclusive Early Childhood*
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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 and 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, you may be eligible for internship certification by the State Education Department and full time salaried employment in New York public and private schools, provided the following requirements are met:

- Complete all workshops (DASA – Anti-bullying, School Violence Prevention, Child Abuse and Maltreatment)
- Satisfy NYS Liberal Arts requirements for initial teaching certification (as determined by SOE Transcript evaluation of Deficiencies at Admission)
- Obtain Fingerprint Clearance

Additionally, you must meet with the Director of Field Experience to discuss and agree upon a timetable for completion of New York State Teacher Certification Exams and EdTPA, and request institutional recommendation from the Director of Certification by submitting an Institutional Release Authorization Form (IRAF) and an “Intent to Hire” letter when you have secured a teaching position in your desired area.

Please see your advisor for specific information. Semester hour: 48 credits.

Early Childhood and Teaching Students with Disabilities, B–2, Career Change

Required courses:

Early Childhood Pedagogical Core:

EDU 3210	Research and Practice of Teaching Writing/English Language Arts in General and Inclusive Education Instruction, B–6
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

Students must pass, or attempt to pass, all of the required New York State Examinations (ALST, EAS, CST) prior to Associate Teaching. EdTPA is completed during Associate Teaching.

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 and 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 3210	Research and Practice of Teaching Writing/English Language Arts in General and Inclusive Education Instruction, B–6
EDU 7266	Technology for Teaching Literacy Applications in regular and special education settings.
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 – 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*
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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 3215	Research and Practice of Teaching Writing/English Language Arts in General and Inclusive Education Instruction, 5–12
EDU 9003	Literacy Development for First and Second Language Learners

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
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OR

EDU 7267	Technology for Literacy-Based Applications in Content Area in Regular and Special Education Settings
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**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 3210	Research and Practice of Teaching Writing/English Language Arts in General and Inclusive Education Instruction, B–6
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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

EDU 7115I Internship
OR
Students must pass, or attempt to pass, all of the required New York State Examinations (ALST, EAS, CST) prior to Associate Teaching. EdTPA is completed during Associate Teaching.
*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 3215 Research and Practice of Teaching Writing/English Language Arts in General and Inclusive Education Instruction, 5–12

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)*

Students must pass, or attempt to pass, all of the required New York State Examinations (ALST, EAS, CST) prior to Associate Teaching. EdTPA is completed during Associate Teaching.

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 Education and Accommodating Needs for Individuals with Exceptionalities, K–12

EDU 9719 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 (PK–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. Students in a rich array of field experiences in schools.

Programs Leading to New York State Certification:

- Master's in TESOL, PK–12 (students holding initial certification)
- Dual Certification in Master's: (Childhood Education (1–6) and TESOL (PK–12)
- Advanced Certificate in TESOL (PK–12) (students holding a Master's Degree)
- Bilingual Extension which extends most base certifications (demonstrated proficiency)
- Intensive Teacher Institute (ITI) program
- Clinically Rich 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 PK–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 public PK–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 and Global Studies Opportunities

The TESOL and Bilingual Education 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 Greece.

Applicants seeking New York State Certification

Admission Requirements: TESOL (PK–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 upon graduation. 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. Candidates must submit satisfactory scores on one of the standardized admission exams: GRE Analytical Writing or MAT
3. 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.

4. 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.
5. 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.
6. 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. Bilingual Extension students must take the Bilingual Education Assessment (BEA). International students are exempt from these language requirements.

7. A comprehensive exam must be taken during the last semester of Master's Degree Program 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 PK–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 (PK–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

Career Change Dual Certification: Childhood (1–6) and TESOL (PK–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 and 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

Students must pass, or attempt to pass, all of the required New York State Examinations (ALST, EAS, CST) prior to Associate Teaching. EdTPA is completed during Associate Teaching.

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.

Upon completion of the first half of the program, you may be eligible for internship certification by the State Education Department and full time salaried employment in New York public and private schools, provided the following requirements are met:

- Complete all workshops (DASA – Anti-bullying, School Violence Prevention, Child Abuse and Maltreatment)
- Satisfy NYS Liberal Arts requirements for initial teaching certification (as determined by SOE Transcript evaluation of Deficiencies at Admission)
- Obtain Fingerprint Clearance

Additionally, you must meet with the Director of Field Experience to discuss and agree upon a timetable for completion of New York State Teacher Certification Exams and EdTPA, and request institutional recommendation from the Director of Certification by submitting an Institutional Release Authorization Form (IRAF) and an "Intent to Hire" letter when you have secured a teaching position in your desired area. Please see your advisor for specific information

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 Master's 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, literacy education B–6, 5–12, and pupil personnel services.

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 partially 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, and Bilingual Education.

These programs 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 or bilingual extension from New York State Education Department.

For further information, please contact the Program Coordinator at 718-990-6407 or refer to stjohs.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.

Conditional admission is available for students with low TOEFL scores. You may enter through "the Language Connection" program until proficiency is achieved.

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 public schools will need to satisfy the requirements for entry into the initial TESOL certificate program, including passing the appropriate New York State certification examinations.

Students must consult with 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: 20 hours Credit: 3 semester hours.*

EDU 3210 Research and Practice of Teaching Writing/English Language Arts in General and 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 and 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 and Practice of Teaching Writing/English Language Arts in General and 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 and 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, contents and style of writing using appropriate language and grammar. *Credit: 3 semester hours. Fee \$25.*

EDU 3217 Research and Practice of Teaching Writing/English Language Arts in General and 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 and 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 and 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: Required 20 hours. 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. Field work required: 20 hours. 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). Field work required: 20 hours. 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: 100 hours across two courses. 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: 100 hours across two courses. 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). *Field work required: 50 hours. 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). *Field work required: 50 hours. 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. *Field work required: 10 hours. 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. *Field work required: 10 hours. 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. *Field work required: 10 hours. 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 required: 20 hours. 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 Special Topics in 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 3820 Mixed Methods Research and Design

Prerequisites: EDU 3285 or 5655, and EDU 7900.

This course provides an introduction to mixed methods research and design, focused on applications in educational settings. Particular attention is given to the design and implementation of research that combines qualitative and quantitative data collection and analysis. *Credit: 3 semester hours.*

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. Internship hours required. *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 5105 Multicultural Social Organizations

This course focuses on developing and leading instructional settings conducive to equitable education from a multi-cultural perspective. Current issues in multi-cultural education will be discussed through case studies, with the intent of preparing educational leaders to create culturally responsive classrooms and schools. Particular attention will be given to the collaboration of students, staff, parents, community members. The responsibilities and obligations of leaders in today's multicultural society will be addressed. *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. *Internship hours required. 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. *Internship hours required. 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. *Internship hours required. 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. *Internship hours required. 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 5553 Financial Management in Higher Education

This course looks at a broad scope of issues in Higher Education financial management, including budgeting, fiscal projections, resource allocation, and fund-raising. The decision-making process is examined within the context of tuition and other revenue, as well as responsiveness to the political and economic climate. *Credit: 3 semester hours.*

EDU 5554 Global Studies Programs and Distance Education in Higher Education

This course examines the increasing use of technology in Higher Education for global partnerships, networking, and online course delivery. It includes an examination of distance education practices in various universities both in the US and overseas. *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. *Internship hours required. 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. *Internship hours required. 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. *Internship hours required. 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. *Internship hours required. 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 5701 Critical Analysis and Review of Research in Education

The course prepares Ed.D. students for developing Chapter 2: Literature Review for the dissertation process. Students examine current theories and research and connect these ideas to their own dissertation research topic. The understanding of how to connect theory and research to a research topic is explored. The format and organization of writing the Literature Review is investigated. *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. *Internship hours required. Credit: 3 semester hours.*

EDU 5743 Educational Planning: An Integration of Professional Capital Agendas

Building upon the framework of 21st Century Shared Leadership model, the course focuses on developing human capital to improve teacher and staff effectiveness and student achievement. The course will investigate professional learning communities, recruitment and retaining teachers/staff, mentoring plans, professional development, coaching, and educational policies. Global initiatives are explored through the connection of local, state and federal agendas. Those "lenses" that are specified and explicated by students within the course place a major emphasis on improving leadership practices through the analysis of case studies, panel discussions, team work, video reviews and simulations. *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. *Internship hours required. 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. *Internship hours required. 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. *Internship hours required. Credit: 3 semester hours.*

EDU 5890 Independent Study: Administration and Supervision

Prerequisite: Permission and approval of the Chairperson is required. Open to only qualified students who wish to pursue an advanced research project in administration and supervision along with a faculty mentor. *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 5980 Doctoral Research Seminar I

Students who have passed the doctoral comprehensive examination and completed all coursework requirements register for Research Seminar I for 3 credits. *Credit: 3 semester hours. Offered each semester.*

EDU 5990 Doctoral Research Seminar II

Students who have passed the doctoral comprehensive examination and completed all coursework requirements and EDU 5980 register for Research Seminar II 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 6127 Introduction to Counseling

Prerequisites: None. This course is designed for the beginner level of school and mental health counseling. It will provide students with knowledge, perspectives, and an introduction

to the skills necessary for effective practice as a culturally competent counselor. Students will be introduced to the essential concept of successful counseling by learning about the interaction of ethical and legal standards and practices, technology, current research, and best practices. *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 and 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 or 6127, 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 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. 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 symptoms, 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 candidate 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 7005 Culturally Relevant Curriculum

The course introduces students to scholarship related to culturally relevant pedagogy for marginalized and underrepresented students. Students examine the manifold influences of culture—including factors like race, class, place, gender, and language—on teaching and learning within and across in-school and out-of-school contexts. They explore opportunities and challenges to promote culturally relevant learning and to foster social and cultural justice for students, families, and communities. *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 the Middle Grades Learner

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 of Teaching in the Middle Grades

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: 20 hours. 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: 20 hours. 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 7124 Literature in Early Childhood

This course explores the important role of literature in developing young children's oral language and literacy in relation to current early childhood performance standards in the language arts. *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: 15 hours. 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: 15 hours. 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: 15 hours. 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: 15 hours. 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: 15 hours. 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: 15 hours. 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: 15 hours. 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 multivariate 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: 20 hours. 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: 20 hours. 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. *Field work required: 20 hours. Credit: 3 semester hours.*

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: 20 hours. 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: 20 hours. 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: 20 hours. 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: 20 hours. 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: 15 hours. 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: 15 hours. 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 7559 Introduction to Doctoral Research

This course will lay the foundation for doctoral research by (a) stimulating student thinking on current national issues in the field of education; (b) assisting students in acquiring the basic research tools they need for formulating a research plan; and (c) assisting students in defining themselves as researchers, who are to be future leaders in the area. *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 Capstone: Assessment of the Learning Process

This culminating course in the Master of Education students' teacher education program offers an opportunity for students to design, plan, draft, revise, and finalize a research/thesis project. This project demonstrates the understandings and analyses of education that the students have accumulated through their university course work and field work. *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

Prerequisites: 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 7980 Doctoral Research Seminar I

Students who have passed the doctoral comprehensive examination and completed all coursework requirements register for Research Seminar I for 3 credits. *Credit: 3 semester hours. Offered each semester.*

EDU 7990 Doctoral Research Seminar II

Students who have passed the doctoral comprehensive examination and completed all coursework requirements and EDU 7980 register for Research Seminar II for 3 credits for each semester until the dissertation is completed and the degree is awarded. *Credit: 3 semester hours. Offered each semester.*

EDU 8000 Community Immersion Research Seminar I

The community Immersion Research Seminar is the first of three, year-long, 3-credit courses in which students will develop and sustain relationships with and among communities in local and global contexts. In so doing, students will apply developing understanding of research that relates to pedagogical practices in and for the classroom and community, as well as research that relates to poverty, equity, and corresponding policies and practices. Students will (re)create transformational strategies and approaches to actualize in concert with communities. *Credit: 3 semester hours.*

EDU 8001 Community Immersion Research Seminar II, 3 credits

Prerequisite: EDU 8000 Community Immersion Research Seminar I.

The Community Immersion Research Seminar II is the second of three, year-long, 3-credit courses. During this year, students will sustain meaningful relationships with and among members of a local community. In so doing, students will apply developing understandings of research that relates to pedagogical practices in and for the classroom and community, as well as research that relates to poverty, equity, and corresponding policies and practices. In this second year of Community Immersion, students will refine, hone and deepen relationships with community members; working by, with and for the community, students will develop understandings of the community's strengths and needs. *Credit: 3 semester hours.*

EDU 8002 Community Immersion Research Seminar III.

Prerequisite: EDU 8001 Community Immersion Research Seminar II.

The Community Immersion Research Seminar III is the third year-long, 3-credit course in which students will build on their relationships with members of a local community to co-construct ways to enhance the lives of community

members. In so doing, students will apply developing understandings of research that relates to pedagogical practices in and for the classroom and community, as well as research that relates to poverty, equity, and corresponding policies and practices. In the final semester of this course, students will craft a plan for their dissertation research that speaks to the needs and desires of the focal community. *Credit: 3 semester hours.*

EDU 8003 Visions of Research I

This course will address qualitative approaches to studying and analyzing community-related meaning making. Students will develop understandings and skills necessary to design, conduct, and interpret naturalistic studies. Additionally, students will critically examine qualitative data not only to identify current research trends, but also to consider how data can inform decision-making and shape future research. *Credit: 3 semester hours.*

EDU 8004 Visions of Research II

This course will focus on quantitative approaches to studying and analyzing community-related meaning making, including the discussion of causal and correlational questions students develop while in the field. Students will develop understandings and skills necessary to design and interpret studies based on statistical methods. Additionally, students will critically examine quantitative data not only to identify current research trends, but also to consider how statistical measurement informs decision-making. *Credit: 3 semester hours.*

EDU 8005 Visions of Research III

Prerequisite: EDU 8002 Visions of Research I and EDU 8004 Visions of Research II. This course focuses on educational research methodologies to explore appropriate models, research designs, and evaluation techniques and to study educational problems in curriculum and instruction. Students will continue to refine a proposal for an education field-based research project. *Credit: 3 semester hours.*

EDU 8006 Philosophies of Education

This course provides a study of the educational implications of philosophical stances. Attention is placed on the learner's ability to identify and describe his or her own philosophy of education. Study of philosophical theories also will assist in understanding the source of many popular opinions and perceptions regarding education. *Credit: 3 semester hours.*

EDU 8007 Families and Communities as Partners in Education

This course engages doctoral students in activities and research that enrich understandings of how families and communities can partner with educators to improve education for all. Students will develop and enact proactive work with families towards that aim. Finally, students will develop

an understanding of the process of framing the educational experiences of all constituents. *Credit: 3 semester hours.*

EDU 8008 Global Perspectives within Education and Educational Research

This course presents theoretical perspectives on globalization and changes the world order and encourages reflection on the changing context for international relations in education. It also introduces students to key organizations and contributors involved in education internationally. The course encourages debate, writing, and/or field work on global perspectives as they relate to approved topics, course material, and the student's program. *Credit: 3 semester hours.*

EDU 8009 Critical and Historical Perspectives within Education and Educational Research

Drawing upon readings from leaders in the field, students in this course will explore epistemology, pedagogy, and curriculum. Students will engage with texts and with each other to identify epistemological stances and engage in scholarly analysis and critique. Students in this course will develop these analyses within their strands and with the field of education as a whole. *Credit: 3 semester hours.*

EDU 8010 Dissertation Proposal Seminar

Prerequisite: Requires Chair's Permission.
The Dissertation Seminar is a year-long course that will assist students as they prepare a dissertation proposal, thus guiding them as they transition from coursework to dissertation research and writing. Drawing upon prior and concurrent coursework in research methodologies and community immersion research, as well as strand and elective courses, students will determine a compatible research strategy for dissertation work and develop a proposal for an original research project that would make a significant contribution to both the field and the communities within which the project is situated. *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. *redit: 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.*

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: 10 hours. 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: 150 hours. 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: 10 hours. 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: 150 hours. 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: 10 hours. 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: 10 hours. 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: 15 hours. 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. *Field work required: 20 hours. 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: 20 hours. 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: 20 hours. 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: 15 hours. 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: 15 hours. 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: 20 hours. 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: 15 hours. 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: 15 hours. 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: 15 hours. 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: 10 hours. 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. *Field work required: 20 hours. 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. *ield work required: 20 hours. 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.

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.

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.

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.

Bilge Cerezci, *Assistant Professor*, B.S., Bosphorus University, Turkey; M.S., Erikson Institute; Ph.D., Loyola University, Chicago.

Elizabeth Chase, *Assistant Professor*, B.A., Barnard College, Columbia University; M.S.T., Pace University; Ed.D., Teachers College, Columbia University.

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, *Associate 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, *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.

Catherine DiMartino, *Associate Professor*, B.A., Haverford College; M.A., Columbia University, Teachers College; M.A., Columbia University, Graduate School of Arts and Sciences; M.S., Columbia University, Teachers College; Ph.D., New York University, The Steinhardt School of Culture, Education and Human Development.

Michael P. Downton, *Assistant Professor*, B.A. Purdue University, Ph.D., Indiana University, Learning and Developmental Sciences.

Tess Dussling, *Assistant Professor*, B.S., University of Miami; M.S., Florida International University; Ph.D., Syracuse University. Early reading intervention, English Language Learners, Primary literacy methods, Reading Disabilities, Literacy Teacher Education.

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.

Erin M. Fahle, *Assistant Professor*, B.S., Georgetown University; M.S., Georgetown University; Ph.D., Stanford University. Education Policy; Quantitative Methods; Gender Studies; Sociology of Education.

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.

Elizabeth Gil, *Assistant Professor*, B.A., New York University; M.S., Michigan State University; M.S., College of St. Rose; Ph.D., Michigan State University.

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.

Elena Jurasaitis-O'Keefe, *Associate Professor*, M.H., Vilnius State University, Lithuania; Ph.D., University of Siauliai, Lithuania; Ph.D., University of Michigan.

Ishita Khemka, *Assistant Professor*, B.A., Delhi University; M.A., Teachers College, Columbia University; Ph.D., Columbia University. Research in special education, intellectual and developmental disabilities and autism; interpersonal decision-making theory, peer-victimization, bullying, and abuse prevention training; arts and 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.

Stephen Kotok, *Assistant Professor*, B.A., University of Wisconsin; M.S., University of Pennsylvania; M.A., Teachers College, Columbia University.

Rebecca Louick, *Assistant Professor*, A.B., Amherst College; M.S.Ed., City University of New York – Hunter College; Ph.D., Boston College.

Judith Mangione, *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.

Robert M. Mangione, *Assistant Professor*, B.A., M.A., A.C., Ed.D., St. John's University.

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.

Donald R. McClure, *Assistant Professor*, B.Mus., Central Michigan University; M.Ed., University of Notre Dame, Ph.D., Michigan State University.

Seung Eun McDevitt, *Assistant Professor*, B.S., Bucknell University; M.A., Brooklyn College, CUNY; Ed.D., Columbia University. Immigrant children and English language learners with disabilities; teacher education and development in early childhood/early childhood special education; teacher diversity.

Maria Mello, *Assistant Professor*, B.A., Swarthmore College; M.Ed., Vanderbilt University; Ph.D., Vanderbilt University. Transition to adulthood for adults with intellectual disabilities and autism; housing and residential living; acquisition of independent living skills; inclusive postsecondary education for young adults with IDD; special education advocacy; and service delivery system for underserved communities.

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.

Daniel Ness, *Professor*, B.A., SUNY at Albany; M.A., Columbia University, Teachers College; M.A., Columbia University, Graduate School of Arts and Sciences; M.S., Columbia University, Teachers College; Ph.D., Columbia University, Graduate School of Arts and Sciences.

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.

Evan Ortlieb, *Professor*, B.S., Louisiana State University; M.S., Louisiana State University; Ph.D. Louisiana State University. Struggling readers, Pre-service/Reading Teacher Preparation, Language Diversity, Differentiated Reading Instruction.

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.

Ceceilia Parnter, *Assistant Professor*, B.F.A., West Virginia University; M.Ed., Loyola University Chicago; Ph.D., Western Michigan University. Academic Integrity promotion and cheating prevention with emphasis on the role of course design, institutional support, and faculty development; college access and persistence with emphasis on the role of institutional mentors; meaning making of mentorship.

Barbara Peltzman, *Associate Professor*, B.S., Mills College of Education; M.S., St. John's University; Ed.D. Curriculum and Instructional Practices, Teachers College, Columbia University; PD, Reading, Hofstra University.

Yvonne K. Pratt-Johnson, *Interim Dean, 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 Crede-Speaking Students in American Schools.

Heather Robertson, *Associate 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.

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.

Michael R. Sampson, *Professor*, B.S. East Texas State University; M.Ed., Texas A and M—Commerce; Ph.D., University of Arizona. Reading comprehension, English language acquisition and historical research as an author of children's literature.

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.

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.

Olivia Stewart, *Assistant Professor*, B.A., University of Arizona; M.Ed., Arizona State University; Ph.D., Arizona State University. Digital Literacies, Multiliteracies, Multimodality, Writing, Alternative Authoring Paths, Sociocultural Theory.

Stephanie Tatum, *Associate Professor*, B.A., Texas Southern University; M.A., University of Illinois at Urbana-Champaign; Ph.D., University of Illinois at Urbana-Champaign.

Min Wang, *Assistant Professor*, M.A., Arkansas Tech University; M.A., East China Normal University, Shanghai; Ph.D., Boston College.

The Peter J. Tobin College of Business

Noreen R. Sharpe, M.S., Ph.D.,

Dean

Herb Chain, M.S., M.B.A.

*Executive Director of the
Center for Executive Development*

Adrian P. Fitzsimons, M.B.A., Ph.D.

Associate Dean of Academic Programs

Susan L. McCall, M.B.A.

*Assistant Dean and Associate Director of
Academic Advisement, Queens Campus*

Donna M. Narducci, M.S., Ed.D.,

*Associate Dean, Staten Island Campus and
Distance Learning Programs*

John J. Neumann, D.B.A.

Associate Dean of Faculty

Linda M. Sama, 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, M.S.E.D.

Assistant Dean, Queens Campus

Syd Steinhardt, M.A., M.S.

Director of Communications and Marketing

Carol J. Swanberg, M.B.A.

*Academic Advisor, Staten Island Campus and
Distance Learning Programs*

Laura Vega-Konefal, 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 faculty carry out its responsibility for this preparation through excellence in teaching, supported by a commitment to applied business research.

Professional Accreditation

Tobin 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 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 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 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

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. The Tobin College hosts two chapters of Beta Alpha Psi: the Eta Mu chapter in Queens and the Kappa Zeta chapter in Staten Island.

Beta Gamma Sigma

The Tobin College 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.

Executive-in-Residence Program

The Executive-in-Residence Program (EIRP) 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 3.4.
3. Successfully complete an interview with the Program Director.

EIRP 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 issues examined in previous coursework
- Enable students to develop effective strategic and business plans

Students, after meeting with participating executives, work in teams to develop strategic and/or business plans which are then presented to company executives. Participating executives have included the chief executive officers, chief financial officers, senior partners, marketing vice presidents, etc.

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 sju.stjohns.edu/eirp.

Applied Finance Institute (AFI)

Select students will be invited to apply for candidacy into the Applied Finance Fellows Program of the AFI. The mission of the AFI is to promote the activities of the Tobin College that are related to the practice of finance for the benefit of our finance students. AFI provides a focal point, encouraging an applied and experiential learning environment, relevant to the practice of finance, in order to prepare Tobin finance students for successful careers. Successful completion of the AFI requirements results in becoming a Fellow of the AFI.

Student Managed Investment Fund

The Student Managed Investment Fund (SMIF) 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. SMIF 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 FIN 684 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, 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 are designed to match a location with the academic course content and 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.

Analytics Lab

The Analytics Lab is a facility whose goal is to enhance the educational and research missions of the Tobin College. 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.

M.B.A. Thesis and Honor

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 three-credit thesis option is recommended by the Tobin 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.

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.

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 Tobin College delivers the M.S. in Accounting, the M.S. in Taxation and the M.B.A. in Business Administration programs using an electronic platform and using the latest online tools. Our online 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 degrees, but they are as impressive to recruiters and employers as their residential peers.

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 internship experience that allows students to apply their classroom knowledge to paid professional work with major employers in the insurance and financial services industry.

The SRM Apprenticeship Program is a selective, competitive program open to graduate students majoring in Actuarial Science, Enterprise Risk Management or Risk Management and Insurance with a minimum cumulative index of 3.0. Students complete work periods of not less than two consecutive academic semesters which may begin during fall, spring or summer. Work schedules may include full-time (35 hours/week) employment during summer and part-time (15-20/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).

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),

Academic Warning and Probation

A student in the Tobin College 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.

A graduate student in the Tobin College 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.

Programs of Study

Queens campus:

Accounting (M.B.A. or M.S.)
Business Analytics (M.B.A.)
Finance (M.B.A.)
Information Systems (M.B.A.)
Interdisciplinary Business (M.B.A.)
International Business (M.B.A.)
Investment Analysis (M.B.A.)
Marketing Management (M.B.A.)
Strategic Management (M.B.A.)
Risk and Financial Advisory (M.B.A. or M.S.)
Taxation (M.B.A. or M.S.)
Advanced Certificate (see page 144)

Staten Island campus:

Accounting (M.S.)

Manhattan campus:

Actuarial Science (M.S.)
Enterprise Risk Management (M.B.A. or M.S.)
Finance (M.B.A. or M.S.)
Interdisciplinary Business (M.B.A.)
Risk Management and Insurance (M.B.A.)
Risk Management and Risk Analytics (M.S.)
Advanced Certificate (see page 144)

Online Learning:

Accounting (M.S.)
Business Analytics (M.B.A.)
Interdisciplinary Business (M.B.A.)
Marketing Management (M.B.A.)
Strategic Management (M.B.A.)
Risk Management and Risk Analytics (M.B.A.)
Taxation (M.B.A. or M.S.)

Graduate students who are accepted into an on campus graduate program must register

for and complete 51% or more of their coursework in on campus classes. On campus students who wish to take online classes must contact their Academic Advisor for registration.

Academic Admission

Admission to the M.B.A. or M.S. programs are open only to applicants holding bachelor's degree from accredited institutions who show promise of success in graduate business studies.

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 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.
- Students with degrees that were obtained from foreign universities are 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.

Graduate Management Admission Test (GMAT)

As part of the admission requirements, all applicants for the M.B.A. or M.S. programs are required to submit official Graduate Management Admission Test (GMAT) results.

Applicants to the M.S. programs in Accounting, Risk and Financial Advisory, 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 mba.com.

English Language Requirements

Foreign students entering the 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 stjohns.edu/academics/schools-and-colleges/peter-j-tobin-college-business for updates on our programs.

M.B.A. in Accounting

The M.B.A. in Accounting prepares students to leverage their education and skills to become tomorrow's leaders. This two-year, 57 credit program is intended to provide students with broad business knowledge and prepare them for cross-functional decision making. The M.B.A. in Accounting and the 69 credit combined M.B.A. in Business Administration and M.S. in Accounting programs are designed to fulfill the business and accounting education requirements to sit for the Uniform CPA Examination. Applicants for the M.B.A. in Accounting should have a minimum of 12 credits of business courses or their equivalent in their undergraduate studies. Undergraduate business majors should also consider the M.S. in Accounting program. Students can combine the M.B.A. in Accounting with the M.S. in Taxation (M.S.T.) to reduce the total number of courses required for each degree.

The MBA in Accounting program and concentrations have been endorsed by such professional organizations as the Institute of Internal Auditors (IIA) through its Internal Audit Educational Partnership (IAEP), the Association of Certified Fraud Examiners (ACFE); the Institute of Management Accountants (IMA); the Information Systems Audit and Control Association (ISACA) as having a model curriculum; and the Association of Certified Chartered Accountants (ACCA). The M.B.A. program is separately accredited by the AACSB-International – The Association to Advance Collegiate Schools of Business. St. John's is one of 187 universities worldwide that has achieved that distinction.

Curriculum M.B.A. in Accounting

(57 credits – 19 courses)

Business Curriculum (24 credits)

BUA 602	Business Analytics
ECO 606	Industrial Economics

FIN 607	Financial Management
LAW 600	Law, Ethics and the Principled Path in Business
MGT 601	Managing for Global Success
MKT 600	Decisions in Marketing Management
RMI/ERM 601	Risk Management or Foundations of Enterprise Risk Management
MGT 700	Seminar in Business Policy

Professional Curriculum (33 credits)

ACC 615*†	Financial Reporting: Concepts and Applications
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†	Governments and Not-for-Profits
AIS 623†	Auditing: Concepts and Applications
AIS 624	Information Technology Auditing
AIS 625	Accounting Ethics and Professionalism
TAX 610	Individual Tax Planning
TAX 635	Business Tax Planning

* Requires one-hour workshop

† Undergraduate accounting majors may request permission to waive certain courses and/or select substitute courses from the list of accountancy electives.

‡ If the student has no business undergraduate coursework, he/she will need 12 additional business credits above the 57 credits.

Additional Concentration for M.B.A. in Accounting

The Tobin College allows students to select a second three-course (nine credits) concentration in the M.B.A. in Accounting program. The additional concentration allows a student to select a concentration offered by in the M.S. Accounting or by another business department.

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

The M.B.A. in Business Administration is a 36-credit program that uses case studies, real-world projects and an experiential capstone course to transcend the normal classroom experience, while giving students a global perspective and connecting them with alumni and corporate executives. This M.B.A. degree can be completed on full-time residence or on a part-time basis, in order to enable students to continue their full-time career while taking courses in the evening.

During the program, students may enroll in one of the following concentrations: business analytics, information systems, educational leadership, enterprise risk management, finance, international business, investment analysis, marketing management, real estate, real estate finance, risk and financial advisory, risk management and insurance, strategic management, or taxation. Students can choose any three graduate courses offered by the Tobin College instead of a concentration. Students who enroll in at least 9 credits are considered full-time students.

Curriculum for M.B.A. Program

Required Courses: 24 credits

ACC 602	Global Financial and Managerial Reporting
DS 602	Business Analytics
ECO 606	Industrial Economics
FIN 607	Financial Management
LAW 600	Law, Ethics & Principled Path in Business
MGT 601	Managing for Global Success
MKT600	Decisions in Marketing Management
RMI601	Risk Management

Concentration Courses: 9 credits

Three courses from your area of concentration.

Capstone Course: 3 credits

MGT 700	Seminar in Business Strategy
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Concentration for M.B.A. Program

The Tobin College allows students to select a three-course (nine credits) concentration in the M.B.A. program or to select, interdisciplinary business, if they wish to pursue advanced courses in more than one discipline to achieve a breadth of competencies. A student may also select a second or additional concentration offered by a second business department. The list of concentrations for the M.B.A. program are as follows:

Business Analytics

The Business Analytics concentration develops professionals 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 provides students with a combination of technical and managerial coursework needed for dealing with future challenges in the technology and data-driven global environment.

Concentration Courses:

Required

BUA 631	Prescriptive Analytics
BUA 633	Predictive Analytics and Business Forecasting

Elective: Choose one:

BUA 609	Advanced Managerial Statistics
BUA 635	Big Data and Data Mining
BUA 699	Business Analytics Internship
BUA 900	Business Analytics Thesis
IS 645	Database Management
IS 650	Seminar in BUA/IS

Educational Leadership

The Educational Leadership concentration prepares professionals to enhance their knowledge and skills in current trends and research in education with a view to becoming administrative and policy leaders in the field of education. This concentration provides educational leaders with a combination of technical and managerial coursework needed for dealing with future challenges in education.

Concentration Courses: Select three:

EDU 5103	Educational Governance and Policy Issues
EDU 5571	Administrative Leadership and Planned Change
EDU 5741	Finance in Education
EDU 5761	School Based Business Administration or Administration and Supervision

Enterprise Risk Management

The Enterprise Risk Management (ERM) concentration reinforces the need for risk, uncertainty, and volatility 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 and ERM has become a core capability and competence for effective leadership. Rating agencies, regulators, and investors all are pushing for better enterprise risk management by organizations and their boards of directors. The goal of an ERM process is to create, protect, and enhance the value of the organization.

Concentration Courses: Select three:

ERM 601	Foundations to ERM
ERM 602	Operational Risk Management
ERM 603	Culture, Leadership, and Governance Risk
ERM 705	Strategic Risk Analysis and Tools
ERM 605	ERM Internship
ERM 900	ERM Thesis

Finance

The general Finance Concentration provides students with the expertise to make educated financial decisions. Our graduates learn the knowledge and skills needed to evaluate projects and investments and to execute decisions based on their valuations. Students are invited to meet with the Chair of the Department of Economics and Finance to discuss course selections.

Concentration Courses: Select three:

Any three finance electives above FIN 607.

Information Systems (IS)

The Information Systems concentration provides students with a moderately technical yet comprehensive and professional understanding of the modern systems approach to business information systems. The concentration 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.

Concentration Courses: Select three:

Required

IS 645	Database Management
IS 647	Business Data Communication and Networks for Business

Elective: Select one:

IS 601	Advanced Computer Applications for Business
IS 605	Applied Computer Languages
IS 644	Systems Analysis and Design
IS 646	Computer Simulation Methods
IS 650	Seminar in BUA/IS
IS 699	CIS Internship
BUA 635	Big Data and Data Mining

International Business

This International Business concentration is for students interested in a general approach to international business education. Students 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 may benefit from this degree. Students whose career goals include working abroad or with a global firm may choose this learning experience.

Concentration Courses: Select three:

ACC 654	International Financial Reporting I
ACC 655	International Financial Reporting II

ACC 656	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	International Taxation I

For a complete listing of approved courses, please contact the Advisement office.

Investment Analysis

The Investment Analysis concentration caters to students who want to deepen their knowledge of investment management, as well as, for professionals outside the investment management industry who want to gain the knowledge, skills, and competencies for tackling investment problems. Students are invited to meet with the Chair of the Department of Economics and Finance to discuss course selections.

Concentration Courses: Select three:

FIN 634	Investment Analysis
FIN 635	Capital and Money Markets
FIN 638	Fixed Income Analytics
FIN 642	Real Estate Finance and Investments
FIN 651	Bank Financial Management
FIN 664	Advanced Investment Analysis
FIN 668	Financial Derivatives
FIN 674	Investment Banking and Brokerage
FIN 684	Asset Management (SMIF)
FIN 900	Thesis

Marketing Management

The Marketing Management concentration develops 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.

Concentration Courses: Select three:

Required

MKT 601 Marketing Research Seminar

Elective: Select two:

MKT 603 Dynamics of Consumer Motivation and Behaviors
 MKT 623 Contemporary Marketing Strategies
 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
 MGT 645 Management of Creativity and Innovation

Real Estate

The Real Estate concentration is designed to deliver the knowledge, skills, and technical competencies specific to the real estate industry, and to provide our graduates with a comprehensive foundation in the financial, management and operational aspects of a career in the real estate industry. This concentration develops the critical real estate skills to enable our graduates to gain a unique understanding of the commercial real estate market. Along with small, engaging classes led by top-tier faculty, the program incorporates experiential learning and a multitude of opportunities for students to interact with industry leaders. The real estate faculty incorporate industry insights and expertise into their courses through industry applications and best practices.

Our graduates pursue such careers as:

real estate developer, corporate real estate manager, real estate commercial lender, investment fund manager, construction project manager, real estate entrepreneur, and community developer. If you are already a real estate professional, the MBA with a concentration in Real Estate is a perfect way for you to grow in your career while working around your pre-existing work schedule.

Concentration Courses: Select three:

ACC 673 Real Estate Accounting and Taxation
 LAW 655 Real Estate Law
 ECO 670 Urban Economics
 FIN 671 Real Estate Finance
 FIN 672 Real Estate Valuation and Feasibility

FIN 673 Real Estate Investments & Capital Markets
 FIN 674 Real Estate Development
 MGT 610 Construction Project Management
 MGT 611 Real Estate Management

Real Estate Finance

The Real Estate Finance concentration provides tomorrow's real estate investment and finance analysts with strong technical and quantitative skills and is designed for individuals who want to learn about real estate finance and investment, financial analysis, and strategic development. The Real Estate Finance concentration uses best practice tools and technology to enable students to acquire valuable skills in finance, economics, and decision-making, thus, giving them a unique, competitive edge in today's real estate and debt/equity markets. The Real Estate Finance concentration prepares our graduates to begin or continue their careers in mortgage lending, development, equity investment, brokerage and sales, and real estate valuation. Our graduates gain an understanding of the fluctuating real estate markets and differentiate themselves from their peers in this competitive industry. Along with small, engaging classes led by top-tier faculty, the MBA with a Real Estate Finance concentration incorporates experiential learning and a multitude of opportunities for students to interact with industry leaders. The real estate faculty will incorporate their unique insights and professional expertise into course offerings rooted in industry applications and best practices.

Concentration Courses: Select three:

FIN 671 Real Estate Finance
 FIN 672 Real Estate Valuation and Feasibility
 FIN 673 Real Estate Investments & Capital Markets
 FIN 674 Real Estate Development

Risk & Financial Advisory

The Risk & Financial Advisory concentration supplements the M.B.A. with a level of technical competence that will enable our graduates to enter such assurance services as: internal audit, information technology audit, fraud examination, and compliance audit.

Concentration Courses: Select three:

ACC 623 Auditing Problems
 ACC 624 Information Technology Auditing
 ACC 625 Accounting Ethics and Professionalism
 ACC 626 Forensic Accounting Principles
 ACC 627 Business Valuations
 AIS 628 Internal Auditing
 AIS 629 International Auditing
 AIS 660 Fraud Examination I

AIS 661 Fraud Examination II
 AIS 662 Accounting Information: Governance, Risk Management, and Audit
 AIS 663 Accounting Information: Systems Development and Operations
 AIS 664 Accounting Information: Cyber Security
 AIS 665 Accounting Information: Protection of Assets
 AIS 667 Accounting Information: Enterprise Resource Planning

Risk Management and Insurance

The Risk Management and Insurance concentration 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).

Concentration Courses: Select three:

RMI 601 Risk Management
 RMI 602 Risk Research Methods
 RMI 604 Risk Pricing Simulation
 RMI 605 Finance Policy for Insurers
 RMI 607 Insurance Operations
 RMI 608 Micro insurance
 RMI 609 Property and Liability Re) Insurance
 RMI 610 Life-Health Insurance and Employee Benefits
 RMI 611 Cases in Insurance
 RMI 613 Graduate Risk Seminar
 RMI 614 Risk Funding Tools for Insurers
 RMI 621 Risk Project
 RMI 660 Finance for Actuarial Science
 RMI 699 Internship
 RMI 900 Thesis

Strategic Management

The Strategic Management 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

Students can choose a general approach to strategic management. The Strategic Management concentration is designed

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.

Concentration Courses: Select three:

- 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 631 Leading Modern Organizations
- MGT 632 Organizational Theory
- MGT 640 Seminar in Entrepreneurship
- MGT 645 Management of Creativity and Innovation
- 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.

Taxation

The Taxation concentration provides the knowledge and skills to become a tax specialist. Students become familiar with the Internal Revenue Code, tax regulations, judicial decisions and Treasury rulings and apply that knowledge to tax problems. Our graduates enter and advance their careers in the profession of public accounting or in corporate management in the tax area.

Taxation Curriculum: Select three:

- TAX 600 Tax Research and Writing
- TAX 603 Corporate Taxation
- TAX 605 Internship in Taxation
- TAX 610 Individual Tax Planning
- 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 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
- TAX 683 Practice and Procedure
- TAX 691 Tax Research Project

Interdisciplinary Business

The MBA degree program allows students to select Interdisciplinary Business if they wish to pursue advanced courses in more than one discipline to achieve a breath of competencies.

Advanced Certificate in Business Administration

The Tobin College offers an 18-credit Advanced Certificate in Business Administration program designed for those seeking to strengthen their business acumen. This innovative program combines classroom and experiential learning to develop the knowledge, skills, and competencies that the market demands. The program is flexible and can be tailored to allow you to stay on your career track while earning the advanced certificate. All courses are offered during evenings and weekends. Students can complete the certificate program within two years and seamlessly continue to pursue their master's degrees in three years. All certificate program courses count toward the M.B.A. degree requirements.

Curriculum for the Advanced Certificate in Business Administration Program

Required Courses: 9 credits

- MGT 601 Managing for Global Success
- ACC 602 Global Financial and Managerial Reporting
- FIN 607 Financial Management

Concentration Courses: 9 credits

Three courses from your area of concentration.

Master of Science Programs of Study

The Tobin College offers several Master of Science (M.S.) programs that range from 30 to 33-credits. The Tobin M.S. programs use experiential and innovative techniques, as well as, discussions, applications, case studies, and real-world projects to transcend the normal classroom experience, while giving students a global perspective and connecting them with alumni and corporate executives. Students may select their M.S. program in the following areas.

Accounting

This 33-credit program fulfills all of the accounting education requirements to sit for the uniform CPA examination and fulfills the education requirements to be licensed as a certified public accountant (CPA) in the State of New York. Students 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. The curriculum is designed to help professionals understand the function of accounting within their organizations and in the global marketplace and to relate sophisticated theoretical concepts to practical applications.

Graduates advance their careers in the accounting profession or in managerial positions in industry, government and not-for-profit organizations. 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.

Accounting Curriculum:

- ACC 615** Financial Reporting: Concepts and Applications*
- ACC 630** Financial Reporting: Specialized Topics*
- ACC 638** Business Entities and Combinations
- ACC 639** Government and Not-for-Profit
- ACC 620** Global Managerial Accounting I
- ACC 622** Global Managerial Accounting II
- AIS 623** Auditing Problems

AIS 624	Information Technology Auditing
AIS 625	Accounting Ethics and Professionalism
TAX 635	Business Tax Planning
TAX 610**	Individual Tax Planning

* Requires a one-hour workshop

** If a student successfully completed undergraduate coursework that is substantially equivalent to TAX 610, ACC 620, ACC 622, AIS 623, ACC 615, ACC 630, ACC 638, or ACC 639, or has completed the uniform CPA examination, then that student must select an alternative concentration or coursework from the Department's list of elective courses. Available accounting concentrations include: Data Analytics, Enterprise Risk Management, Financial Services Reporting, Forensics, Information Systems Audit and Control, Internal Audit, International Financial Reporting, International Taxation, or Taxation.

Additional Concentration for M.S. in Accounting

The Tobin College allows students to select a second three-course (nine credits) concentration in the M.S. in accounting program. The additional concentration allows a student enrolled in the M.S. in accounting program to specialize in:

Data Analytics – Select Three from:

AIS 664	Accounting Information: Systems and Processes
AIS 667	Accounting Information: Enterprise Resource Planning (ERP)
AIS 668	Accounting Information: Analytics and Forensics
AIS 669	Accounting Information: Risk Assessment and Controls

Enterprise Risk Management – Select Three from:

ERM 601	Foundations in Enterprise Risk Management
ERM 602	Operational Risk Management
ERM 603	Culture, Leadership, and Governance Risk

Financial Services Reporting – Select Three from:

ACC 636	Accounting for Financial Institutions
ACC 635	Accounting for Derivatives and Other Financial Instruments
ACC 640	SEC Accounting Practice

Forensics – Select Three from:

AIS 660	Fraud Examination I
AIS 661	Fraud Examination II
ACC 626	Forensic Accounting
ACC 627	Business Valuations

Information Systems Audit and Control – Select Three from:

AIS 662	Accounting Information: Governance and Audit
AIS 663	Accounting Information: Systems Development and Operations
AIS 665	Accounting Information: Protection of Assets

Internal Audit – Select Three from:

AIS 628	Internal Auditing
AIS 685	Advanced Internal Auditing
AIS 686	Developing and Managing an Internal Audit Function

International Financial Reporting – Select Three from:

ACC 654	International Financial Reporting I
ACC 655	International Financial Reporting II
ACC 656	Analysis of Foreign Financial Statements

International Taxation – Select Three from:

Must complete the following or an equivalent course

TAX 654	Transfer Pricing
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Must complete two additional international taxation courses

Taxation – Select Three from:

Must complete three taxation courses

Actuarial Science

This 30-credit program provides career preparation to students seeking to become actuaries. Actuaries are professionals who use their strong quantitative skills to evaluate the likelihood of future events, design creative ways to reduce the chance of undesirable events and decrease the impact of undesirable events that do occur. Actuaries use their quantitative skills to place a price on risk. Pricing risk allows insurance companies to provide coverage against loss events, and allows governments to successfully provide social welfare programs and protection against catastrophic risks. The curriculum is designed to enhance critical and analytical thinking, as well as pass professional examinations.

Actuarial Science Curriculum:

Prerequisite courses (if required)

College calculus (six credit hours) and probability (3 credit hours)

Required

ACT 600	Actuarial Economics
ACT 601	Financial Mathematics I
ACT 602	Financial Mathematics II
ACT 603	Actuarial Modeling I

ACT 604	Actuarial Modeling II
ACT 605	Life Contingency Mathematics I
ACT 606	Life Contingency Mathematics II
RMI 602	Risk Research Methods
RMI 660	Finance for Actuarial Science
RMI 621	Risk Project

Enterprise Risk Management

This 30-credit program recognizes the interdisciplinary nature of business activity and adopts an enterprise-wide approach to managing the myriad of risks an organization faces. The curriculum reinforces the need for risk to be managed at the strategic, financial, reputational and operational levels of the organization, with well-prepared managers who can guide and build an enterprise risk management process. 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 and their boards of directors. This program provides 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. 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.

Enterprise Risk Management Curriculum:

Required

ERM 601	Foundations of Enterprise Risk Management
ERM 603	Culture, Leadership, and Governance Risk
ERM 705	Strategic Risk Analysis and Tools
FIN 607	Financial Management
FIN 628	Market Risk Management
RMI 601	Risk Management
RMI 602	Risk Analysis Methods

Elective (9 credits)

Select three Tobin 600 level graduate courses

Finance

This 30-credit program provides students with the expertise to make educated financial decisions. Our graduates learn the knowledge and skills needed to evaluate projects and investments and to execute decisions based on their valuations. The program caters to students who want to deepen their knowledge of investment

management, as well as, for professionals outside the investment management industry who want to gain the knowledge, skills, and competencies for tackling investment problems. The curriculum is designed to cover the body of knowledge to become Chartered Financial Analysts (CFAs), and is a CFA affiliated program.

Finance Curriculum:

ACC 600	Financial Statement Analysis I
ACC 601	Financial Statement Analysis II
ECO 604	Economics Foundation
FIN 607	Financial Management
FIN 625	Ethics and Professionalism for Finance
FIN 634	Investment Analysis
FIN 638	Fixed-Income Analytics
FIN 664	Advanced Investment Analysis
FIN 665	Portfolio Management
FIN 668	Financial Derivatives

Risk & Financial Advisory

This 30-credit program prepares students who have career interests in internal audit, information systems' audit and control, forensic accounting and fraud examination, compliance audit, litigation support, risk assessment and control, enterprise risk management, controllership, and mergers, acquisitions, and reorganizations. Graduates are prepared to address events that disrupt operations, hinder an organization from reaching its strategic objectives, and determine financial value. While the curriculum is intended to provide rigorous academic and applied content, students will find the competencies helpful in the preparation for the following professional examinations: Certified Fraud Examiner (CFE), Certified Management Accountant (CMA), Certified Internal Auditor (CIA), Certified Information Systems Auditor (CISA), and many more.

Concentrations and Endorsements

The program and concentrations have been endorsed by such professional organizations as the Institute of Internal Auditors (IIA) through its Internal Audit Educational Partnership (IAEP), the Association of Certified Fraud Examiners (ACFE); the Institute of Management Accountants (IMA); and the Association of Certified Chartered Accountants (ACCA). The Information Systems Audit and Control Association (ISACA) recognized the program as aligned to its model curriculum.

Risk & Financial Advisory Curriculum:

Required (12 credits)

AIS 628	Internal Auditing
AIS 624	Information Technology Auditing
AIS 660	Fraud Examination I

AIS 625 Accounting Ethics and Professionalism (capstone)

Electives (18 credits)

ACC 626	Forensic Accounting Principles
AIS 661	Fraud Examination II
AIS 662	Accounting Information: Governance and Audit
AIS 663	Accounting Information: Systems Development and Operations
AIS 664	Accounting Information: Cyber-Security
AIS 665	Accounting Information: Protection of Assets
AIS 667	Accounting Information: Enterprise Resource Planning
AIS 668	Accounting Information: Analytics and Forensics
AIS 669	Accounting Information: IT Risks and Controls
AIS 685	Advanced Internal Auditing
AIS 686	Developing and Managing the Internal Audit Function
ERM 601	Foundations of Enterprise Risk Management
ERM 602	Operational Risk Management
ERM 603	Culture, Leadership, and Governance Risk

Risk Management and Risk Analytics

This 30-credit program focuses on insurance as a tool of risk management. The curriculum is designed to enable graduates to finance corporate risk, within the realities of the firm's environment, in a way that preserves/enhances firm value. Graduates develop the ability to solve challenges and resolve dilemmas faced by the risk and insurance industry and effectively communicate recommendations and develop and integrate knowledge and skills through a variety of learning tools. Our graduates are able to work effectively as financial economists in the risk and insurance industry.

Risk Management and Risk Analytics Curriculum:

Required (18 credits)

RMI 601	Risk Management
ERM 601	Foundations of Enterprise Risk Management
RMI 602	Risk Analysis Methods
RMI 609	Property and Liability (RE) Insurance
RMI 610	Life-Health Insurance and Employee Benefits
RMI 688	Applications of Analytics and Technology to Insurance

Electives (12 credits)

Students must take four elective courses offered by the Tobin College at the 600 level or higher. At least two of the four electives must be ACT, ERM or RMI courses or from

the following business analytics courses: BUA 632: Bayesian Statistics for Business Decision Making; BUA 633: Predictive Analytics and Business Forecasting; or BUA 635: Big Data and Data Mining. All four electives may be ACT, ERM or RMI courses

Taxation

This 31-credit program provides a comprehensive and in-depth knowledge of the Internal Revenue Code, tax regulations, judicial decisions and Treasury rulings. The tax curriculum focuses on the technical area of taxation so that graduates are able to enter and advance their careers as tax specialists in the profession of public accounting or to enter corporate management in the tax area. This program equips our graduates to conduct tax research, facilitate tax compliance and develop tax-planning strategies.

Taxation Curriculum:

Required (10 credits)

TAX 600	Tax Research and Writing
TAX 603	Corporate Taxation
TAX 612	Partnerships and Partners
TAX 683	Practice and Procedure
TAX 691	Tax Research Project

Professional Electives (12 credits)

TAX 605	Internship in Taxation
TAX 610	Individual Tax Planning
TAX 611	Tax Planning for High Net-Worth Individuals
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	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

General Electives (9 credits)

The student may be able to select three 600 level graduate courses. 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).

Graduate Dual Degree Programs of Study

J.D. / M.B.A. Programs

The combined J.D./ M.B.A. is a dual degree program that allows a student to complete nine credit hours of business courses and include them as law school electives. Likewise, the student can use their business-related law school coursework to meet a required course in business law and two business concentration courses for the interdisciplinary M.B.A. 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, 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. 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 Accountancy offers a dual degree 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 time and cost savings. Please contact the Department Chair or designee for further details.

Department of Accountancy (ACC, ERM, TAX)

ACC 600 Financial Statement Analysis I

Perequisite: 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/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 602 Global Financial and Managerial Reporting

Perequisite: None. This course covers financial and managerial accounting principles and concepts that form the basis of the external and internal reporting by business entities. The course employs a case study approach to consider the use of generally accepted accounting principles (GAAP) and Security and Exchange Commission (SEC) reporting and disclosure requirements. The course also explains how financial information is communicated to management, stockholders, creditors and others interested in the status of the business enterprise. *Credit: 3 semester hours.*

ACC 603 Financial Reporting

Perequisite: 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 605 Internships in Accounting, Assurance, and Advisory Services

Perequisite: ACC 630/ACC 623/ACC 628/equivalent. This course provides students with the opportunity to develop accounting, 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 606 Internships in Accounting, Assurance, and Advisory Services I

Prerequisite: ACC 630/ACC 623/ACC 628/equivalent. This course provides students with the opportunity to develop accounting, assurance and, advisory services skills in an actual work setting outside the classroom. A journal of accomplishments, and employer evaluations are required. *Credit: 1 semester hour.*

ACC 607 Internships in Accounting, Assurance, and Advisory Services II

Prerequisite: ACC 630/ACC 623/ACC 628/equivalent. This course provides students with the opportunity to develop accounting, assurance and, advisory services skills in an actual work setting outside the classroom. A journal of accomplishments, and employer evaluations are required. *Credit: 1 semester hour.*

ACC 608 Internships in Accounting, Assurance, and Advisory Services III

Prerequisite: ACC 630/ACC 623/ACC 628/equivalent. This course provides students with the opportunity to develop accounting, assurance and, advisory services skills in an actual work setting outside the classroom. A journal of accomplishments, and employer evaluations are required. *Credit: 1 semester hour.*

ACC 615 Financial Reporting: Concepts and Applications

Perequisite: 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 620 Global Managerial Accounting I

Perequisite: None. This managerial accounting course provides students with an opportunity to discuss and understand planning and control, pricing decisions and cost management. Emphasis is placed on cost behavior, cost-volume analysis, absorption, variable, process and job order costing applications, Master budget and responsibility accounting; flexible budgets, direct-cost and overhead variances, decision making and relevant information capital budgeting and cost analysis; Transfer Pricing and Multinational Considerations. *Credit: 3 semester hours.*

ACC 621 Controllership

Perequisite: ACC 602/ACC 620/equivalent. This course examines the interrelationships of the sub-disciplines of accounting – financial, managerial, systems, and taxation – through the analysis of management decision problems

in a variety of organizational contexts and through interaction with professionals. This course analyses major corporate decision areas such as: external financial reporting; planning, budgeting and forecasting; performance management; cost management; internal controls; financial statement analysis; corporate treasury; decision analysis; investment decisions; risk management; and professional ethics. International and U.S. case studies will be assigned to demonstrate students' global knowledge and skills. *Credit: 3 semester hours.*

AIS 622 Global Managerial Accounting II

Perequisite: ACC 620 or equivalent. This course examines 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 students' global knowledge and skills. *Credit: 3 semester hours.*

AIS 623 Auditing: Concepts and Applications

Perequisite or Co-requisite: ACC 615/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.*

AIS 624 Information Technology Auditing

Perequisite or Co-requisite: AIS 623/ACC 628/ERM 601/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.*

AIS 625 Accounting Ethics and Professionalism

Perequisite: 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. *Credit: 3 semester hours.*

ACC 626 Forensic Accounting Principles

Prerequisite: ACC 623/ACC 628/ERM 601/ 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 615/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.*

AIS 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. Prior accounting knowledge is strongly recommended. *Credit: 3 semester hours.*

AIS 629 International Auditing

Prerequisite: ACC 602/ACC 615/ACC 654/ 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 615/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. The course requires a one-hour non-credit workshop. *Credit: 3 semester hours.*

ACC 632 Critique of Accounting Theory

Prerequisite: ACC 630/equivalent. Co-requisite: ACC 638/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 Derivatives and Other Financial Instruments

Prerequisite: ACC 602/ACC 615/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 Financial Institutions

Prerequisite: ACC 602/ACC 615/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/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/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 Accounting Practice

Prerequisite: ACC 602/ACC 615/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 650 Global Insurance Accounting I

Prerequisite: ACC 602/ACC 615/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 standards 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/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 standards

applicable to insurers based on the jurisdiction in which the insurer is organized. *Credit: 3 semester hours.*

ACC 654 International Financial Reporting I

Prerequisite: ACC 602/ACC 615/equivalent. This course is designed to familiarized 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 655 International Financial Reporting II

Prerequisite: ACC 654/equivalent. This course is designed to familiarized students with the IFRS in the global practice through the study of advanced accounting topics on financial statement elements and presentation, first time adoption of IFRS, and IFRS for Small and Medium-Sized Entities (IFRS for SMEs). Differences between IFRS and U.S. Generally Accepted Accounting Principles (U.S. GAAP) are explored. This is the second course in a series of two graduate courses devoted to IFRS. *Credit: 3 semester hours.*

ACC 656 Analysis of Foreign Financial Statements

Prerequisite: ACC 602/ACC 615/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.*

AIS 660 Fraud Examination I

Prerequisite or Co-requisite: AIS 623/ACC 628/ERM 601/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.*

AIS 661 Fraud Examination II

Prerequisite: AIS 660/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.*

AIS 662 Accounting Information: Governance and Audit

Prerequisite: ACC 623/ACC 628/ERM 601/ equivalent. This course examines audit services and enterprise IT governance to develop the knowledge necessary to provide audit services in accordance with IT audit standards and to assist the enterprise with protecting and controlling information systems. Students will be able to understand and to provide assurance that the enterprise has the structure, policies, accountability mechanisms and monitoring practices in place to achieve the requirements of corporate governance of IT. Prior accounting knowledge is strongly recommended. *Credit: 3 semester hours.*

AIS 663 Accounting Information: Systems Development and Operations

Prerequisite: AIS 623/ACC 628/ERM 601/ equivalent. This course examines the acquisition, development, implementation, operations, maintenance and support of accounting information systems and considers appropriate audit and control procedures. Students should be able to provide assurance that the practices for the acquisition, development, testing and implementation of information systems meet the enterprise's strategies and objectives; and that the IT service management practices ensure the delivery of the level of services required to meet the enterprise's objectives. Prior accounting knowledge is strongly recommended. *Credit: 3 semester hours.*

AIS 664 Accounting Information: Cyber Security

Prerequisite: ACC 623/ACC 628/ERM 601/equivalent. This course provides an understanding of information security fundamentals, and key system security engineering, analysis and assessment techniques, tactics and procedures that are internationally accepted information security practices. The course will also prepare students to handle security incidents more effectively leading to improved business response and reduced adverse impact. Prior accounting knowledge is strongly recommended. *Credit: 3 semester hours.*

AIS 665 Accounting Information: Protection of Assets

Prerequisite: AIS 623/ACC 628/ERM 601/ equivalent. This course examines accounting information and communication systems' security and the protection of information assets to understand and provide assurance

that the security architecture (policies, standards, procedures, and controls) ensures the confidentiality, integrity and availability of information assets. Prior accounting knowledge is strongly recommended. *Credit: 3 semester hours.*

AIS 667 Accounting Information: Enterprise Resource Planning

Prerequisite: AIS 623/ACC 628/ERM 601/ equivalent. This course develops the student's understanding of the market and evolution of ERP systems, ERP technology, business process reengineering, process mapping, the ERP life cycle (i.e., planning, package selection, implementation, operation, and maintenance), ERP functionality (e.g., sales, purchasing, HR, accounting, plant maintenance and warehousing), and ERP auditing/security issues. Prior accounting knowledge is strongly recommended. *Credit: 3 semester hours.* Prior accounting knowledge is strongly recommended. *Credit: 3 semester hours.*

AIS 668 Accounting Information: Analytics and Forensics

Prerequisite: ACC 623/ACC 628/ERM 601/ equivalent. This course examines issues related to the automated monitoring of a company's financial and non-financial data to ensure its validity and integrity, and then using both simple and complex analytical tools to ensure the data is meaningful for its function or purpose and to ensure the company's internal controls are functioning properly. Various software products are used to perform such continuous monitoring. This process has come to be known as data or audit analytics. This course also examines issues related to information technology frauds and methods of fraud detection and deterrence. Prior accounting knowledge is strongly recommended. *Credit: 3 semester hours.*

AIS 669 Accounting Information: IT Risks and Controls

Prerequisite: ACC 623/ACC 628/ERM 601/ equivalent. This course examines information technology-related business risk management and the methodology that includes risk identification, evaluation and response. The course describes the principles of information technology risk management, the responsibilities and accountability for information technology risk, how to build risk awareness, and how to communicate risk scenarios, business impact and key risk indicators. Included in the course is the opportunity to create a business-focused, process-oriented and measurement-driven risk response plan. Prior accounting knowledge is strongly recommended. *Credit: 3 semester hours.*

ACC 671, Accounting for Healthcare Entities

Prerequisite: ACC 615/602/equivalent. This course introduces the basic concepts of financial and managerial accounting with

emphasis on health care applications and explains the measurement system of business operations, business valuation, financial reporting, budgeting, cost allocation, service and product costing, and special reports for managerial use. Ethical and international issues are integrated throughout the course materials with real world applications. At the conclusion of the course, students should be able to read, understand, and analyze the annual financial reports of an organization. *Credit: 3 semester hours.*

ACC 672 Investment Company Accounting, Reporting, and Audit

Prerequisite: ACC 615/602/equivalent. This course introduces the essential techniques required to perform accounting, reporting, regulatory, and operational due diligence on investment companies and other alternative investments. Topics include an overview of Investment Company accounting and financial reports, valuation and custody assessment, asset verification techniques, common red flags, fraud case studies, and fund interview strategies. This course provide an introduction to operational risk and due diligence in an alternative investment context with a particular focus on hedge funds. *Credit: 3 semester hours.*

ACC 673 Real Estate Accounting and Taxation

Prerequisite: ACC 602, ACC 615, or ACC 2371 or an equivalent course. This course provides a basic understanding of accounting and taxation for the real estate industry. The course reviews concepts, principles, rules, regulations, and reporting requirements and the accounting procedures needed to understand financial statements related to management, operations and investments. This course covers a variety of accounting and taxation topics, including: real estate construction accounting, leases, real estate appraisal and valuation methodologies; revenue recognition procedures and financial statement analysis; budget analysis and joint venture accounting. This course also examines basic legal and tax issues and planning opportunities encountered in the acquisition, operation and disposition of real estate. *Credit: 3 semester hours.*

ACC 681 Sustainability Accounting and Reporting

Prerequisite: ACC 615/602/equivalent. This course examines business sustainability and accountability reporting and their integration into strategy, governance, risk assessment, performance management and the reporting process. It also highlights how people, business and resources collaborate in a business sustainability and accountability model by (a) looking at business sustainability and accountability reporting and assurance and their incorporation into the reporting process; (b) focusing on how the business sustainability and accountability model are impacted by the collaboration of people, business, and resources; and (c) presenting laws, rules, regulations,

standards, and best practices relevant to business sustainability performance, reporting and assurance. *Credit: 3 semester hours.*

ACC 684 Advanced Income Tax Accounting and Financial Reporting

Prerequisite: ACC 630/Equivalent. This course examines advanced financial accounting reporting and auditing of income taxes under Accounting Standards Codification 740. Topics will include the calculation of current and deferred tax provisions, an overview of book-tax differences, the calculation of interim provisions, valuation allowances, net operating losses. Topics also include related financial statement presentations and footnote disclosures of income taxes including analysis of recent Securities and Exchange Commission comment letters. Specialized topics include accounting and reporting for uncertain tax provisions, tax accounting for business combinations, tax accounting for stock compensation expense, foreign operations, naked tax credits and true-up adjustments. IFRS versus U.S. GAAP differences for income tax accounting, and recent FASB projects impact on income tax accounting. *Credit: 3 semester hours.*

AIS 685 Advanced Internal Auditing

Prerequisite: ACC 628/Equivalent. This course builds on the principles of Internal Auditing curriculum to provide students with additional introduction to topics related to the management of the Internal Audit function. Topics that are included in this course are: corporate governance, enterprise risk management, quality assurance review process, environmental and process quality audits, and value added activities. *Credit: 3 semester hours.*

AIS 686 Developing and Managing an Internal Audit Function

Prerequisite: ACC 628/Equivalent. This course provides a foundation for the establishment and management of an internal audit function and the role of the chief audit executive (CAE). Topics that included in this course are the following: review of key audit function foundations, risk based auditing, conducting effective audits, e-crime, engaging with the audit structure, audit reports – working with stakeholders, the use of technology within economic crime fighting, effective linkage of organizational systems, and engaging with external auditing. *Credit: 3 semester hours.*

AIS 687 Sustainability Information: Attestations

Prerequisite: ACC 615, AIS 623 or equivalent. This course, provides background on the subject matter of sustainability information, defines the objectives of an examination or review of sustainability information under AICPA attestation standards, and provides guidance on applying the engagement preconditions of AICPA attestation standards to a potential attestation engagement on sustainability information. In addition, this

course provides guidance on agreeing to the terms of an attest engagement and requesting a written assertion with respect to sustainability information. This course explains current guidance on: planning the attestation engagement on sustainability information, performing the engagement, forming an opinion or conclusion and reporting on an attestation engagement on sustainability information, and specifically how to perform an engagement when the sustainability information is Greenhouse gas (GHG) emissions information. *Credit: 3 semester hours.*

ACC 690 Seminar in Financial Accounting Research

Prerequisite: ACC 630/DS 609/Equivalent. The course prepares students for empirical research in the financial accounting area. Due to the large volume of literature in the area, students will have two reading lists. First, students will focus on a small number of articles (1-2 articles) in each week followed by a more extensive list of papers that are useful in developing research ideas. These papers are marked with a "*" in front of author names. Students will read all assigned papers thoroughly before class, and discuss the papers and exchange ideas during the class. Students will be introduced to quantitative methodologies needed for empirical accounting research. These methodologies will enable students to derive mathematical equation and formulae in homework. At the end of the semester, students will learn SAS programming to prepare them for empirical data analysis. *Credit: 3 semester hours.*

ERM 601 Foundations of Enterprise Risk Management

Prerequisite: None. This course covers the fundamentals of enterprise risk management (ERM). Specific topics include building critical thinking about risk dimensions (risk acumen), understanding the principles of managing an enterprise-wide set of risks, building the value proposition for how enterprise risk management creates value, knowing the keys to building an ERM framework and process, learning how ERM has become a globally accepted and practiced way of running an organization, and gaining an understanding of how companies identify risk, assess risk and try to manage it. This class usually includes a case that covers preparing an ERM consulting proposal to gain experience with risk consulting opportunities and the related thought process. *Credit: 3 semester hours.*

ERM 602 Operational Risk Management

Prerequisite: None. This course evaluates operational risk exposures relating to the organization's governance, management, operations, and information systems, in relation to: (a) operational risk governance (b) risk and control assessment (c) events and losses (d) key risk indicators and key control indicators (e) capital modeling. Based on the results of the

risk assessment, the student will evaluate the adequacy and effectiveness of how risks are identified and managed and assess reporting, risk modeling, stress test, scenarios, business continuity, disaster recovery, insurance, internal audit, outsourcing risk, people risk, reputational risk, vendor risk, strategic risk, and communication of risk and control information within the organization to facilitate a good governance process.

ERM 603 Culture, Leadership, and Governance Risk

Prerequisite: ERM 601 or equivalent. This course covers how organizations know if enterprise risk management is working, how to understand macroeconomic risks and their impact on business models, the role of corporate governance and why boards are under pressure to improve ERM, the link between culture, value, and ERM, how companies assess risks using a variety of tools, how companies do a deep dive on major risks (including risk calculators, strategic bow-tie analysis, opportunity charts, strategic risk shock simulators), the importance of leadership and ethics in risky behavior, and the importance of managing risk caused by disruption as well as identifying and managing the risk in innovation. Potential additional topics (as time allows) include reputation risk, merger and acquisition risk, and social media risks. *Credit: 3 semester hours.*

ERM 606 Internships in Enterprise Risk Management I

Prerequisite: ERM 601/Equivalent. This course provides students with the opportunity to develop enterprise risk management skills in an actual work setting outside the classroom. A journal of accomplishments, and employer evaluations are required. *Credit: 1 semester hour.*

ERM 607 Internships in Enterprise Risk Management II

Prerequisite: ERM 601/Equivalent. This course provides students with the opportunity to develop enterprise risk management skills in an actual work setting outside the classroom. A journal of accomplishments, and employer evaluations are required. *Credit: 1 semester hour.*

ERM 608 Internships in Enterprise Risk Management III

Prerequisite: ERM 601/Equivalent. This course provides students with the opportunity to develop enterprise risk management skills in an actual work setting outside the classroom. A journal of accomplishments, and employer evaluations are required. *Credit: 1 semester hour.*

ERM 705 Strategic Risk Analysis and Tools

Prerequisite: ERM 601. This course is the capstone course in the M.S. in Enterprise Risk Management or the final ERM course for the MBA ERM option. Course topics include understanding the waves of disruption and risks that are impacting an organization, filtering those risks into their impact on the business

model, knowledge of tools to understand and interpret strategic risk (black swan workshops, scenario analysis, and other tools), a review of strategy models, strategic tools, and value propositions, and a strategic risk analysis of a major organization. *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: None. 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/TAX 610/TAX 635/ 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 606 Internship in Taxation I

Prerequisite: TAX 603/TAX 610/TAX 635/ equivalent. This course provides students with the opportunity to develop tax skills in an actual work setting outside the classroom. A journal of accomplishments and employer evaluations are required. *Credit: 3 semester hours.*

TAX 607 Internship in Taxation II

Prerequisite: TAX 603/TAX 610/TAX 635/ equivalent. This course provides students with the opportunity to develop tax skills in an actual work setting outside the classroom. A journal of accomplishments and employer evaluations are required. *Credit: 3 semester hours.*

TAX 608 Internship in Taxation III

Prerequisite: TAX 603/TAX 610/TAX 635/ equivalent. This course provides students with the opportunity to develop tax skills in an actual work setting outside the classroom. 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/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: TAX 610/equivalent. 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/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/TAX 635/equivalent. This course provides a study of the tax aspects of corporate-stockholder relationships; tax-free re-organizations, liquidations, parent-subsidiary transactions and corporate distributions. *Credit: 3 semester hours.*

TAX 632 Consolidated Federal Income Tax Returns

Prerequisite: TAX 603/TAX 635/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: None. 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

Prerequisite: TAX 603/TAX 635/equivalent. This course analyzes the impact of the U.S. tax system in two areas: (a) U.S. persons investing or operating abroad, and (b) foreign persons investing or operating in the United States. Topics include source rules for income and deductions, definitions of U.S. and foreign person, an introduction to outbound international taxation, and controlled foreign corporation provisions. *Credit: 3 semester hours.*

TAX 652 International Taxation II

Prerequisite: TAX 651/equivalent. This course analyzes the impact of such issues as foreign tax credit limitations, subpart F for specialized entities, DISC, etc., as well as, the international tax aspects of business restructurings, foreign currency, international tax free exchanges, international sale of goods, exploitation of intangible property rights abroad, direct investment, and international boycott and foreign bribery provisions. *Credit: 3 semester hours.*

TAX 653 Global Taxation Systems

Prerequisite: TAX 603/TAX 635/equivalent. This course analyzes taxation models and methods used to finance government expenditures. Taxation systems studied include income taxes, such as the current federal, state, and local

income taxes, flat and gross income taxes; consumption taxes such as sales, use, excise, and a variety of other transaction taxes; transfer taxes such as estate, gift, and inheritance taxes, value added taxes, and property taxes. *Credit: 3 semester hours.*

TAX 654 Transfer Pricing

Prerequisite: TAX 603/TAX 635/TAX 655/ equivalent. This course analyzes the complexities of transfer pricing by focusing on the impact of both the U.S. and the OECD transfer pricing systems among related entities. Transfer pricing is the valuation of domestic and cross-border transactions between units of a multinational enterprise (MNE). Topics include: the arm's length standard, the U.S. and OECD rules and procedures, transfer pricing audits. *Credit: 3 semester hours.*

TAX 655 Tax Planning for European Union Member Countries

Prerequisite: None. This course analyzes the taxation of corporations, partnerships, trusts, estates, and transfers by analyzing those business entities under a specific country's tax regime. An expert in foreign taxation (of an EU member state) will discuss source income and deductions for that country, and will consider that country's taxation on businesses including corporate operations, liquidations, and stockholder transactions; partnership formations, operations and liquidations; problems in tax accounting, property and business transactions; and special types of entities. *Credit: 3 semester hours.*

TAX 656 European Union Direct (Income) Taxation

Prerequisite: TAX 655/equivalent. This course analyzes the European Union's taxation models and methods. The European Court of Justice (ECJ) has made decisions on hundreds of income tax cases, which not only affect each member country but may also affect companies and individual doing business or working in the European Union. *Credit: 3 semester hours.*

TAX 657 European Union Indirect (VAT) Taxation

Prerequisite: None. This course analyzes the European Union VAT as it operates and on European Union legislation(s) and jurisprudence. The course begins with an introduction to key concepts of VAT, including supplies of goods and services, taxable persons and transactions, the rate structure, and consideration for supplies, and then examines the deductibility of input tax and the treatment of exemptions, the taxation of international transactions, and transactions between member states. *Credit: 3 semester hours.*

TAX 661 Compensation, Benefit and Retirement Plans

Prerequisite or Co-requisite: TAX 610/ 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 or Co-requisite: TAX 610/ 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 or Co-requisite: TAX 610/ 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 or Co-requisite: TAX 610/ 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 Tax-Exempt Institutions

Prerequisite: TAX 610/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 603/TAX 635/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 603/TAX 635/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/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 603/TAX 635/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/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 603/TAX 610/TAX 635/ 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 603/TAX 610/TAX 635/ 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 603/TAX 610/TAX 635/ 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.*

ACC 925 Maintaining Matriculation

M.B.A. and M.S. students not registered for courses during a semester must register for ACC 925 in order to maintain matriculation and return to the program for the remaining courses. *No credit. Fee \$100 per semester.*

Department of Business Analytics/ Information Systems

IS 601 Advanced Computer Applications for Business

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.*

IS 605 Applied Computer Languages

Prerequisite: CIS 601. 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.*

IS 644 Systems Analysis and Design

Prerequisite: IS 601 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.*

IS 645 Database Management

Prerequisite: IS 601. 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.*

IS 646 Computer Simulation Methods

Prerequisite: BUA 602 and IS 601. 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.*

IS 647 Data Communications and Networks for Business

Prerequisite: IS 601. 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.*

IS 650 Seminar in CIS/DS

Prerequisite: BUA 602 or BUA 631 or IS 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.*

IS 699 Information Systems 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.*

BUA 602 Business Statistics

In this course students are exposed to major business analytics tools useful in business decision making. Topics covered include: Big Data, Data Warehousing, Descriptive Statistics, Visual Analytics, Business Reporting, Regression Analysis and Model Building, Forecasting Models, Data Mining, Emerging Trends and Future Directions of Business Analytics. The assigned computer projects will provide extensive practice using computer programs to solve business analytics problems for management decision making.

BUA 609 Advanced Managerial Statistics

Prerequisites: BUA 602 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.*

BUA 631 Decision Science and Spreadsheet Modeling

Prerequisite: BUA 602 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.*

BUA 632 Bayesian Statistics for Business Decision Making

Prerequisite: BUA 602 or BUA 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.*

BUA 633 Predictive Analytics and Business Forecasting

Prerequisite: BUA 602. 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.*

BUA 634 Statistical Quality Control for Business

Prerequisite: BUA 602. 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.*

BUA 635 Big Data and Data Mining

Prerequisite: BUA 602. 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.*

BUA 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 600 Managerial Economics and Forecasting

Prerequisite: ECO 606. 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

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 606 Industrial Economics

This course will teach the student how to apply empirical economic analysis to real world market competition. Centered on the Structure/Conduct/Performance approach of Industrial Organization, this class allows the student to learn economics by doing economics. The course is built around the student's Industry Study Project, with the student selecting the industry that they are currently works in (or hope to work in). Students will do a Structure/Conduct/Performance style analysis of the Industry they choose, generating a professional level industry report (in style and substance). Numerous case studies will be used throughout the class to illustrate the major concepts in Industrial Economics, and to demonstrate how economics can be applied to understanding industries (that is the context in which firms compete). Emphasis is placed on developing analytical abilities, information gathering, analysis and presentation skills, as well as developing an advanced understanding of economic theory and the economy.

ECO 631 Monetary and Fiscal Policies

Prerequisite: ECO 606. 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.*

ECO 670 Urban Economics

Prerequisite: None. This urban economics course examines the main economic forces that lead to the existence of cities and regional agglomeration. In particular, the theory and evidence on the emergence of cities and their effect on worker productivity, urban amenities, and congestion will be discussed. This course will also examine the problems in measuring these urban characteristics, the methodologies to do it, as well as the design of optimal urban policy. The economic theory and evidence on the internal structure of cities together with the urban and housing policies that can enhance urban living, and the role cities play in aggregate economic development will be analyzed. *Credit: 3 semester hours.*

FIN 607 Financial Management

This course introduces the student to elements of managerial finance within an analytical framework. Conceptual and quantitative approaches are used to examine some issues related to investment and financing decisions, and provides some exposure to other strategic financial decisions made within the corporation. The course will combine theory with practice in its focus on financial decision making.

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 607. 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 company'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 607. 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: FIN607. 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 607. 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 607. 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 Mergers, Acquisitions, and Restructuring

Prerequisites FIN 607 and ACC 602. This course builds on the prior courses in corporate finance. Students who are interested in investment banking, consulting, equity research, corporate

development, strategic planning, and private equity may wish to consider this course. The topics in this course include various transactions that restructure firm's operations with a focus on mergers and acquisitions. The objectives of the courses are to help students understand the importance of various managerial strategies in today's business world; to help students build a framework to analyze corporate restructuring; to provide students with a set of quantitative and qualitative tools to assess the drivers and consequences of different types of corporate restructuring including equity carve-outs, spin-off, leverage and management buy-out, hostile takeovers and M & A; to provide insight into the successful and unsuccessful M&A processes from economic and financial perspective.

FIN 638 Fixed-Income Analytics

Prerequisite: Fin 607. 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 607. 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 607. 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 607. 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 665 Portfolio Management

Prerequisite: FIN 607 and FIN 634 (or permission of program director). Portfolio management teaches students the task of creating a tailored portfolio for a client. As all clients are different, the process starts with understanding the clients' needs, desires, risk tolerance, and investment constraints, in order to set the parameter for the portfolio. Based on those parameters, a portfolio manager can then use his/her knowledge and expectations about different asset classes and securities to create a portfolio that best suits the client. Once the portfolio has been created, it has to be continuously monitored and periodically rebalanced, in order to make sure that it continues to suit the client. *Credit: 3 semester hours.*

FIN 668 Financial Derivatives

Prerequisite: FIN 607. 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 670 - Real Estate Finance

Prerequisite: None. This course provides a critical foundation to the major concepts, principles, analytical methods and tools for evaluating real estate as an investment. The course provides an understanding of the nature of real estate markets and the role of real estate as an asset class. Students learn mathematical techniques used in finance, basic approaches to valuation and estimating cash flows. Mortgages, the role of leverage in real estate investing and types of lenders are also analyzed. The course addresses portfolio theory and the role of real estate in a mixed asset portfolio. *Credit: 3 semester hours.*

FIN 671 Real Estate Valuation, Feasibility, and Development

Prerequisite: None. This course analyzes of the major valuation models used to price, value, and analyze real estate assets. It covers the theory, principles and techniques for conducting valuation and feasibility studies of real property. The course emphasizes the importance of market analysis in the valuation and development process. It provides students with a thorough exploration of the concept

of feasibility analysis and the techniques for market analysis. The importance of the development process in valuation will also be introduced. *Credit: 3 semester hours.*

FIN 672 Real Estate Capital Markets

Prerequisite: None. This course examines financial structures and capital markets available to real estate debt and equity investors and explores the ways those structures and markets influence broad investment strategies. Themes include: (a) risk-adjusted relative value as a pricing framework; (b) implications of the real estate cycle on asset choice, valuation, acceptable sustainable capital structure and risk; (c) arbitrage between the public and private real estate markets; (d) underlying risk construct of structured transactions both private and securitized; and (e) incentives inherent in deal and fund structures. This course aims to provide students with many of the building blocks required in real estate investment banking, securities analysis, and financial structuring. Debt capital markets will be the focus in the first half of the term, and equity capital markets will be the focus in the second half of the term. *Credit: 3 semester hours.*

FIN 673 Real Estate Development

Prerequisite: None. This course provides students with a comprehensive understanding of the multidisciplinary field of real estate development. The course begins with an introduction to the basic roles and responsibilities of the real estate developer, then explores various issues specific to the development process, including market and site analysis; community planning; entitlements; the social, political, and environmental implications of real estate development; architecture and design; budgeting and financial analysis; construction; sales and marketing; and property and asset management. Various product types are studied, including land development, residential, multi-family, retail, office, hospitality, industrial, and mixed-use. *Credit: 3 semester hours.*

FIN 674 Investment Banking and Brokerage

Prerequisite: FIN 607. 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 607. 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 925 Maintaining Matriculation

M.B.A. and M.S. students not registered for courses during a semester must register for FIN 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 600 Law, Ethics and the Principled Path in Business

This course prepares business leaders to use principles embedded in the law as tools for positive, strategic guidance. Through cases, simulations and active learning, students apply principles to make decisions in real life business situations. The goal of this course is to enable future leaders to apply these mission-critical principles to themselves and to the hard decisions they will face throughout their careers.

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.*

LAW 655 Real Estate Law

Prerequisite: Law 600. This course offers students an overview of the manner in which legal issues arise in the course of the selection, acquisition, development, financing, ownership, and management of real estate; the nature of those legal issues; and how they may best be identified and addressed. This course focuses on informing students about how a panoply of federal, state, and local laws impact, directly and indirectly, a variety of real estate transactions and issues, while also addressing the use of a wide variety of legal agreements to govern the particular relationships between the parties. *Credit: 3 semester hours.*

Department of Management (MGT)**MGT 600 Contemporary Issues in Management**

Prerequisite: MGT 601. 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 601 Managing for Global Success

This course is designed to prepare competent, ethical, and global business leaders to effectively manage operations and human capital in contemporary organizations.

MGT 610 Construction Project Management

Prerequisite: None. An introduction to construction project management designed to provide a detailed overview of concepts and techniques applied to the management of construction projects. The project is viewed as a network of activities with pre-determined start and completion times, managed by a suitable temporary organization. Specialized functions unique to the construction project management environment including time management, cost management, human resources management, risk management and others are introduced and explained. *Credit: 3 semester hours.*

MGT 611 Real Estate Management

Prerequisite: None. This course is an introduction to real estate management. In-house management versus third-party management is discussed. Real estate management around the world is covered. Topics include: starting a real estate company, using leadership to drive results, training and retaining talent, stakeholder management, business development strategies, takeovers, risk management, ethical and legal issues, and terminating management accounts. *Credit: 3 semester hours.*

MGT 621 Decision Support Systems

Prerequisite: MGT 601. 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 601. 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 601. 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 601. 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 601. 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 601. 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 601. Students learn how to plan, organize and implement a new venture. *Credit: 3 semester hours.*

MGT 645 Management of Creativity and Innovation

This course addresses the major theories and current trends in the study of the management

of creativity and innovation in modern organizations.

MGT 650 Managing a Web-based Entrepreneurial Business

Prerequisite: MGT 601. 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 601. 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 601. 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 601. 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 601. 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 601. 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 601. 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

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 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 600 Decisions in Marketing Management

This course focuses on formulating and implementing marketing management strategies and policies. The course provides a systemic 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 600. 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 600. 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 600. 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 600. 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 600. 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 600. 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 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)

ACT 600 Actuarial Economics

Prerequisite: Six-credit hours of college calculus. This course applies the analytical framework of risk and insurance economic, managerial economics, and financial economics to the risk-capital-value decisions facing the corporate risk manager. The focus of the course is on the understanding of concepts and their application in corporate risk management rather than the mathematical derivation of concepts. At the end of the course students understand the tools, methods and reasons to mitigate and/or finance most, if not all, risks facing a corporation as a portfolio of risk. The course is aimed primarily at students with no or little exposure to corporate risk management. The course satisfies the Validation by Educational Experience (VEE) requirements of the Society of Actuaries. *Credit: 3 semester hours.*

ACT 601 Financial Mathematics I

Prerequisite: Six credit hours of college calculus and three credit hours of probability. Upon completing this course, students are expected to be able to: (1) Understand and grasp different measures of interest, and convert one measure to another; (2) calculate present and accumulated value of streams of cash flows; (3) price and value certain financial instruments; (4) Understand the concepts of asset/liability management and construct investment portfolio to match or immunize the liability cash flows; and (5) Understand hedging and investment tools including options, futures, forwards, swaps and how they can be used to manage financial risk. *Credit: 3 semester hours.*

ACT 602 Financial Mathematics II

Prerequisite: ACT 601.

This course, along with ACT 601, covers the fundamental concepts of financial mathematics, particularly theoretical basis of certain actuarial models and the applications of these models to insurance and other financial risks. *Credit: 3 semester hours.*

ACT 603 Actuarial Modeling I

Pre- or corequisite: ACT 601. Upon completing this course, students are expected to be able to: (1) Master and apply various distributions common for actuarial modeling; (2) analyze aggregate losses; and (3) perform simulation of loss outcomes when analytical methods are not available or too expensive. *Credit: 3 semester hours.*

ACT 604 Actuarial Modeling II

Prerequisite: ACT 603. This course, along with ACT 603, introduces the fundamentals of actuarial modeling in both life and property-casualty businesses, particularly distributions, estimation methods and models commonly used in insurance analysis. *Credit: 3 semester hours.*

ACT 605 Life Contingency Mathematics I

Pre- or co-requisite: ACT 601. This course, along with ACT 606, covers the fundamental principles of life contingencies, particularly those related to pricing and reserving of various life insurance and annuity products. *Credit: 3 semester hours.*

ACT 606 Life Contingency Mathematics II

Prerequisite: ACT 605. This course, along with ACT 605, covers the fundamental principles of life contingencies, particularly those related to pricing and reserving of various life insurance and annuity products. *Credit: 3 semester hours.*

RMI 601 Risk Management

This course covers the fundamentals of economic and business risk. The course also addresses the institutional environment and regulations of managing risk, how organizations identify, assess and measure risk. Results in students able to explain if and how companies and society should manage risk.

RMI 602 Risk Research Methods

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. Actuarial Science and M.S. Risk Management and Insurance students. Other students wishing to take this course should contact their advisor. *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 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

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

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 and 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

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. *Credit: 3 semester hours.*

RMI 660 Finance for Actuarial Science

(note: this course can be inserted between RMI 605 and 607). Core concepts of the theory of corporate finance and asset pricing with applications of particular concern to actuaries. Students learn to appropriately modify and then apply these core concepts to insurance firms. At the end of the course, students are able to suggest practical improvements in the financial management of insurance firms. *Credit: 3 semester hours.*

RMI 661 Trading Risk in the Global Reinsurance Market

Prerequisite: None. Market-making operations and analytic structures of the global reinsurance market. While the course develops the concepts that underpin the reinsurance market, the emphasis is on how risk is traded in these markets in practice. *Credit: 3 semester hours.*

RMI 662 Introduction into Insurance Law

Prerequisite: None. Insurance contracts are the subject of a significant amount of regulations and litigation. Risk managers need to spot risk and mitigate risk through the purchase of insurance contracts and the enforcement of rights under the contracts purchased. Studying Insurance Law will also allow us to tackle some topical issues such as cyber security risks, the risks associated with climate change, and the risks associated with rogue actors. *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.

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Assistant Dean, Service Programs

Tina Kanmaz, B.S. Phm., Pharm.D.
Assistant Dean, Experiential Pharmacy Education

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Director of PHS Graduate Programs

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Teresa Miller, PT, Ph.D.
Director of Physical Therapy Program

Jagannath Muzumdar, B.S., M.S., Ph.D.
Director of Pharmacy Administration Graduate Program

Wenchen Wu, B.S., M.B.A., Ph.D.
Director of PAH Graduate Programs

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, pharmacy administration, and physician assistant. 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. Master of Science degrees in Pharmacotherapeutics and regulatory affairs/quality assurance (non-thesis only). In addition, an interdisciplinary professional science Master's program in Biological and Pharmaceutical Biotechnology is offered jointly with St. John's College of Arts and Sciences.

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:

Biological and Pharmaceutical Biotechnology Pharmaceutical Sciences

Specialization in: Industrial Pharmacy;
Medicinal Chemistry; Pharmacology;
Pharmacotherapeutics

Pharmacy Administration

Specialization in: Pharmaceutical Marketing;
Regulatory Affairs/Quality Assurance

Physician Assistant Program

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 (except for the Physician Assistant Program, please see specific program requirements in next section) 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.

Physician Assistant Studies

For graduate study in the Physician Assistant program, applicants must possess a baccalaureate degree from an accredited institution. Pre-requisite courses (must have been completed within five (5) years of

admission into the program) include: General Biology with lab (2 semesters), General Chemistry with lab (2 semesters), Organic Chemistry with lab (2 semesters), Human Anatomy & Physiology with lab (2 semesters), Microbiology, Behavioral Sciences (6 credits), English Composition, and Calculus (or higher level math). Applicants who attended a post-secondary institution in which English was not the language of instruction must also take the TOEFL.

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 (except physician assistant)

Residency*	One Year
Time Limit on Credit	Five Years
Minimum Credit in Semester Hours: Thesis Option (Plan A)	30 (24 Course work; 6 Thesis Research)
Minimum Credit in Semester Hours: Non-Thesis Option (Plan B)	33 to 36
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.

Master of Science in Physician Assistant Degree Program of Study

Physician assistants are nationally certified and state licensed medical professionals who practice medicine on healthcare teams with physicians and other providers to deliver competent, high-quality, patient-centered health care (American Academy of Physician Assistants). The entry level Master of Science in Physician Assistant (PA) degree is an 84-credit professional program that prepares graduates to practice direct patient care in diverse medical specialties ranging from primary care, to urgent and emergency medicine as well as specialty surgical and medical practices. The graduate level curriculum is divided into four semesters of didactic instruction followed by 50 weeks of clinical rotations at affiliated hospitals, private offices and community clinics. These rotation sites offer training in many disciplines of medicine and opportunity for exposure to a wide variety of patient populations with special focus on the Vincentian mission of commitment to providing care to medically underserved populations. Technical standards, as distinguished from academic standards, refer to the minimum cognitive, professional and behavioral abilities required for a student to satisfactorily complete of all essential aspects of the curriculum. All students will be required to read and sign the technical standards document to indicate they understand these qualifications.

Entrance Requirements

Students interested in the Master of Science in Physician Assistant program must satisfy the following requirements:

- Completed Baccalaureate degree from an accredited institution
- A minimum overall GPA and cumulative science GPA of 3.0 (on a scale of 4.0)
- For applicants who have not attended high school or college in the United States or other English speaking country, the Test of English as a Foreign Language (TOEFL) examination is required with a minimum examination score of (paper-based – 550), (computer-based – 230) or (internet-based – 88). International applicants must provide notarized English translations of all academic transcripts and any documentation pertaining to educational history.
- Successful completion of the following prerequisites at an accredited institution no more than 5 (five) years prior to application to the program with minimum 3.0 GPA:

- General biology with lab – 2 semesters or 8 credits
- General chemistry with lab – 2 semesters or 8 credits
- Human Anatomy and Physiology 1 & 2 with one lab – 2 semesters
- Microbiology – 1 semester
- Organic chemistry with lab – 2 semesters
- Behavioral sciences – 6 credits
- English composition – 1 semester
- Calculus or above – 1 semester

Applicants must submit the appropriate documentations to be considered for admission including: official transcripts, three letters of recommendation from professionals (academic or occupational – one must be from a healthcare professional) and a personal statement (500 word minimum) describing why the applicant wishes to become a physician assistant. A personal interview is required. No advanced placement or credit for experiential learning will be considered. Relevant healthcare experience is strongly recommended.

Application

Applicants must apply to the program through the Centralized Application Service for Physician Assistants (CASPA) online at www.caspaonline.org. The applicant will also be required to submit an application to St. John's University Office of Graduate Admission. Candidacy for the program will be based on review of the CASPA and St. John's applications. Admission to the program is competitive. The accreditation mandated total number of seats for each class is 75 students.

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.

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.

Clinical Health Professions Course Offerings (CHP)

John Conry, Pharm.D., Chair and Clinical Professor

Objectives

The department seeks to provide students with the opportunity to acquire the knowledge, develop the attitudes and master the skills required for contemporary clinical pharmacy practice.

Lectures, utilization of the multimedia programs in the Resource Center, and individual and group conferences with faculty and preceptors give the student the opportunity to acquire the knowledge base required to be a drug advisor on the health care team.

By participation in health care settings throughout the curriculum and through interactions with patients, physicians, nurses, paraprofessionals and pharmacists, assistance is given to the student to develop the professional attitudes and acquire the communication techniques and skills that are prerequisites for health practitioners who wish to apply academic knowledge to practical situations.

Utilization of the Pharmacy Practice and Patient Assessment Laboratories and primary health care settings, including community pharmacies, allows the student to become familiar with the legal, administrative and clinical aspects of successful pharmacy practice.

In addition, other clinical training sites are utilized as resources for student instruction in therapeutic drug monitoring, provision of drug information and patient interviewing and education. These include major metropolitan area medical centers, community hospitals and clinics, and institutions emphasizing the care of specific patient populations (e.g., pediatric, psychiatric, geriatric care).

Physician Assistant Course Offerings (PAE)

PAE 101 Introduction to the Physician Assistant Profession and Ethics

This course is designed to provide the Physician Assistant (PA) student with an introduction to the Physician Assistant profession and Behavioral Medicine. The course will include the history of the profession, role development, orientation to professional organizations and accrediting agencies, medical-legal aspects of dependent provider practice, and medical ethics. The student will gain knowledge in best practice approaches to patient care specific to physician assistant practice including communication techniques, patient management, patient education, and behavioral medicine skills. The students will be able to recognize and assess psychosocial dynamics and cultural diversity in healthcare including financial and healthcare delivery systems. Attention will be paid to biological, cultural, and psychosocial perspectives of behavior as related to patient presentation, medical care, and the scope of practice for the physician assistant. The students will gain knowledge to critically reflect on the role of the PA practitioner in general practice and behavioral medicine settings. 3 semester hours.

PAE 102 Current Topics in Physician Assistant Practice

This course is a seminar course for all students pursuing a degree in Master of Science in Physician Assistant. The discussion will expose the student to practicing physician assistant educators and physician assistant clinicians to current issues, ethical dilemmas, new developments in the field and professional issues related to clinical practice. Seminar: 0 semester hours.

PAE 207 Medical Diagnostics

This course is designed to introduce the Physician Assistant (PA) student to various diagnostic imaging studies, clinical chemistry theory, and laboratory assessment. Teaching emphasis is placed on pathophysiology, patient presentations, indications for diagnostic testing, characteristics of specific procedures, interpretation of laboratory or imaging results, the techniques, advantages, disadvantages, benefits, and risks of various procedures, and treatments. This course will incorporate interdisciplinary instruction integrated from clinical medicine. Instruction is provided by faculty from varied areas of expertise and experience. Emphasis is placed on case-based clinical assessment, association of abnormal laboratory and imaging results with specific diseases, and

the correlation of enzymes to body systems and organ dysfunction. This course serves to blend lecture-based education with problem-based clinical experiences, patient factors and applications of best evidence to create competent, up-to-date healthcare professionals. *2 semester hours.*

PAE 201 Clinical Medicine 1

Prerequisite: All prerequisite courses to the professional phase of the PA program. This course is designed to instruct the PA student in the areas of human health and disease in immunology, dermatology, gastroenterology, and endocrinology. Teaching emphasis will be a sequential method of instruction relevant to the epidemiology, etiology, pathophysiology, clinical manifestations, diagnosis, treatment, clinical pharmacological applications, complications and prognoses of selected disease states. This course will incorporate interdisciplinary instruction utilizing faculty from varied areas of expertise and experience. Emphasis is placed on case-based clinical therapeutics and patient education regarding drug administration, potential adverse effects and drug interactions. *4 semester hours.*

PAE 202 Clinical Medicine 2

Prerequisite: All prerequisite courses to the professional phase of the PA program. This course is designed to instruct the PA student in the areas of human health and disease in psychiatry, community medicine, ophthalmology, EENT, and pulmonology. Teaching emphasis will be a sequential method of instruction relevant to the epidemiology, etiology, pathophysiology, clinical manifestations, diagnosis, treatment, clinical pharmacological applications, complications and prognoses of selected disease states. This course will incorporate interdisciplinary instruction utilizing faculty from varied areas of expertise and experience. Emphasis is placed on case-based clinical therapeutics and patient education regarding drug administration, potential adverse effects and drug interactions. *4 semester hours.*

PAE 206 Comprehensive Health History and Physical Diagnosis

This course is designed to develop the cognitive, psychomotor and affective attributes in the PA student for identifying and describing normal human anatomy, recognizing normal vs. pathological clinical manifestations, obtaining a medical history, performing a screening physical examination and recording findings as medical-legal documents. Teaching emphasis will be a sequential method of instruction relevant to the structure and function of body systems, common pathophysiology and clinical manifestations and physical examination demonstration. This course will incorporate interdisciplinary instruction utilizing faculty

from varied areas of expertise and experience. Emphasis is placed on communication skills, cultural sensitivity, professionalism and standardization of medical record documentation. Students will demonstrate acquisition of skills during supervised hospital visits and practical examinations, and will begin to incorporate assessment and management plans into patient care. *4 semester hours.*

PAE 203 Clinical Medicine 3

Prerequisite: All prerequisite courses and fall courses in the professional phase of the PA program. This course is designed to instruct the PA student in the areas of human health and disease in neurology, cardiology, hematology-oncology, and GU/nephrology. Teaching emphasis will be a sequential method of instruction relevant to the epidemiology, etiology, pathophysiology, clinical manifestations, diagnosis, treatment, clinical pharmacological applications, complications and prognoses of selected disease states. This course will incorporate interdisciplinary instruction utilizing faculty from varied areas of expertise and experience. Emphasis is placed on electrocardiogram interpretation, case-based clinical therapeutics and patient education regarding drug administration, potential adverse effects and drug interactions. *4 semester hours.*

PAE 204 Clinical Medicine 4

Prerequisite: All prerequisite courses and fall courses in the professional phase of the PA program. This course is designed to instruct the PA student in the areas of human health and disease in pediatrics, women's health, and geriatrics. Teaching emphasis will be a sequential method of instruction relevant to the epidemiology, etiology, pathophysiology, clinical manifestations, diagnosis, treatment, clinical pharmacological applications, complications and prognoses of selected disease states. This course will incorporate interdisciplinary instruction utilizing faculty from varied areas of expertise and experience. Emphasis is placed on special procedures in diagnostic imaging, as well as promotion, prevention, maintenance, and protection of health and wellness of individuals and communities to include social and economic determinants of health and common medical problems that are frequently encountered in urban settings. Teaching will also utilize case-based clinical therapeutics and patient education regarding drug administration, potential adverse effects and drug interactions. *4 semester hours.*

PAE 205 Clinical Medicine 5

This course is designed to provide the Physician Assistant (PA) student with an orientation to general surgery, orthopedics, rheumatology, and Infectious disease specific to the scope of practice for the physician assistant. Baseline knowledge will also focus

on synthesizing instruction gained in clinical medicine health history and physical diagnosis (HHPD), anatomy and physiology, diagnostic imaging, pharmacological applications, and laboratory medicine to correlate presentation of surgical and orthopedic problems, illness, disease, and normal variants. The student will learn to discern routine, urgent, and emergent injuries or illness from a surgical perspective and formulate surgical treatment plans including pre-operative, operative, and post-operative management and associated issues unique to the surgical patient. The laboratory sessions will include video demonstration and hands-on practical instruction of venipuncture, gastrointestinal (GI), instrumentation, genitourinary (GU) instrumentation, suturing, splinting and casting. *4 semester hours.*

PAE 208 Emergency Medicine

Prerequisite: All prerequisite courses and fall courses in the professional phase of the PA program. This course is designed to instruct the PA student in the emergency department approach to medical care, including triage techniques, prioritization and consultation relevant to a variety of patient conditions. The student will incorporate knowledge of the epidemiology, etiology, pathophysiology, clinical manifestations, diagnostics and management of disease states to treat focused emergency problems. Emphasis will be placed on recognizing and treating conditions that are potentially life-threatening requiring urgent or emergent intervention inclusive of emergency techniques. This course will incorporate interdisciplinary instruction utilizing faculty from varied areas of expertise and experience. *2 semester hours.*

PAE 305 Emergency Medicine Rotation

Prerequisites: All required didactic year classes and successful completion of comprehensive examinations. This course is a five-week rotation in a hospital or urgent care ambulatory setting. The student will be introduced to the triage system to learn and develop the skills necessary to perform the primary survey and stabilization of patients in the acute setting. The student will perform focused history and physical exams, generate differential diagnoses and develop therapeutic treatment plans for adult and pediatric patients with urgent or emergent conditions, as well as provide ambulatory or "fast-track" care. This includes diagnostic testing, medications and non-pharmacological treatment interventions. The student will also demonstrate and perform practical medical-surgical procedures including CPR and BCLS skills. The student will recognize the need for consultation and referral in provision of cost-effective urgent and emergent care, including acute and chronic disease management, health promotion, disease prevention and routine healthcare maintenance, with an emphasis on health literacy issues. Rotation, 200 hours; *3 semester hours.*

PAE 306 Women's Health Rotation

Prerequisites: All required didactic year classes and successful completion of comprehensive examinations. This course is a five-week rotation in a hospital inpatient or ambulatory setting, which may include outpatient, emergency room, or office-based clinical duties of gynecological or obstetrical patients. The student will perform comprehensive history and physical exams, generate differential diagnoses and develop therapeutic treatment plans for patients with gynecological and obstetrical conditions. This will include diagnostic testing, medications and nonpharmacological treatment interventions, including recognizing the need for consultation and referral. Experiential learning will include provision of cost-effective adult medical care, including acute and chronic disease management, health promotion, disease prevention and routine healthcare maintenance. The student will provide patient education with an emphasis on health literacy issues. The student may have the opportunity to participate in surgical gynecological or obstetrical procedures. Rotation, 200 hours; 3 semester hours.

PAE 308 Orthopedic Rotation

Prerequisites: All required didactic year classes and successful completion of comprehensive examinations. This course is a five-week rotation in a hospital, ambulatory or office based orthopedic setting. The student will perform comprehensive history and physical exams, generate differential diagnoses and develop therapeutic treatment plans for acute and chronic problems in orthopedic patients across all age groups. This rotation may include surgical management including pre-operative, intra-operative, and postoperative orthopedic care. Students will order diagnostic tests and medications and recommend non-pharmacological treatment interventions for the orthopedic patient. The student will demonstrate and perform practical splinting, casting, and surgical procedures and skills. The student will recognize the need for consultation and referral in provision of cost-effective orthopedic care, including acute and chronic disease management, health promotion and safety, disease prevention and routine healthcare maintenance. The student will provide patient education with an emphasis on cast/ immobilization techniques, safety and health literacy issues. Rotation, 200 hours; 3 semester hours.

PAE 309 Pediatrics Rotation

Prerequisites: All required didactic year classes and successful completion of comprehensive examinations. This course is a five-week rotation in a hospital or office based pediatric setting. The student will perform comprehensive history and physical exams, generate differential diagnoses

and develop therapeutic treatment plans for pediatric patients with acute and chronic pediatric problems and well child visits and school/camp exams. This will include diagnostic testing, medications and nonpharmacological treatment interventions. The student will recognize the need for consultation and referral in provision of cost effective infant, pediatric, and adolescent medical care, including acute and chronic disease management, health promotion, disease prevention and routine healthcare maintenance. The student will provide patient education with an emphasis on growth and development and health literacy issues. Rotation, 200 hours; 3 semester hours.

PAE 302 Primary Care 1 Rotation

Prerequisites: All required didactic year classes and successful completion of comprehensive examinations. This course is a five-week rotation in an ambulatory or outpatient hospital or office-based primary care medical setting. The student will perform comprehensive history and physical exams, generate differential diagnoses and develop therapeutic treatment plans for patients with acute and chronic medical problems, including diagnostic tests, medications and non-pharmacological treatment interventions. The student will recognize the need for consultation and referral, transfer to an emergency or acute care setting in provision of cost-effective medical care, including acute and chronic disease management, health promotion, and patient education. The student will provide patient education, disease prevention and routine healthcare maintenance across all age groups with an emphasis on health literacy issues. Rotation, 200 hours; 3 semester hours.

PAE 310 Elective Clinical Rotation

Prerequisites: All required didactic year classes and successful completion of comprehensive examinations. This course is a five-week rotation in a specialty of the student's choice that may take place in a hospital or office based setting. Elective rotations include but are not limited to the following: cardiology, gastroenterology, infectious disease, psychiatry, pulmonology, hematology-oncology, critical care, dermatology, occupational medicine, gay and lesbian health, and the physically and mentally challenged. The student will perform comprehensive or focused history and physical exams, generate differential diagnoses and develop treatment plans for patients with acute and chronic problems. This will include diagnostic tests, medications and non-pharmacological treatment interventions. The student will become familiar with the need and role of consultation and referral of patients, transfer to an emergency or acute care setting in the clinical setting through provision of cost-effective care, including acute and chronic disease management,

health promotion, disease prevention and routine healthcare maintenance. The student will provide patient education with an emphasis on health literacy issues across all age groups as applicable to clinical site. Rotation, 200 hours; 3 semester hours.

PAE 304 Surgery Rotation

Prerequisites: All required didactic year classes and successful completion of comprehensive examinations. This course is a five-week rotation in a hospital inpatient setting, which may include outpatient or office based clinical duties. Student responsibilities include: performance of history and physical exams, formulation of differential diagnoses, therapeutic treatment plans across all age groups for patients with surgical problems, including pre-operative, intra-operative, and post-operative care. The clinical experience will also include ordering of diagnostic tests, medications and non-pharmacological treatment interventions and performance of diagnostic laboratory tests, and participation in surgical procedures (operating room). Rotation, 200 hours; 3 semester hours.

PAE 307 Geriatrics/Long Term Care Rotation

Prerequisites: All required didactic year classes and successful completion of comprehensive examinations. This course is a five-week rotation in a hospital or office-based geriatric setting. The student will perform comprehensive and focused history and physical exams, generate differential diagnoses and develop therapeutic treatment plans for adult and geriatric patients with medical or surgical conditions. This includes diagnostic tests, medications and non-pharmacological treatment interventions, while under the supervision of the preceptor. The student will recognize the need for consultation and referral, in provision of cost-effective geriatric care, including acute and chronic disease management, health promotion, health maintenance and disease prevention. The student will provide patient education with an emphasis on health literacy issues. Rotation, 200 hours; 3 semester hours.

PAE 303 Primary Care 2 Rotation

Prerequisites: All required didactic year classes and successful completion of comprehensive examinations. This course is a five-week rotation that continues the educational and experiential learning of the Primary Care 1 course in an ambulatory or outpatient hospital or office-based primary care medical setting for an additional five-week rotation. The student will perform comprehensive history and physical exams, generate differential diagnoses and develop therapeutic treatment plans for patients with acute and chronic medical problems. This will include diagnostic tests, medications and non-pharmacological treatment interventions. The student will

recognize the need for consultation and referral, transfer to an emergency or acute care setting in provision of cost-effective medical care, including acute and chronic disease management, health promotion, disease prevention and routine healthcare maintenance. The student will provide patient education, disease prevention and routine healthcare maintenance across all age groups with an emphasis on health literacy issues. Rotation, 200 hour; 3 semester hours.

PAE 301 Internal Medicine Rotation

Prerequisites: All required didactic year classes and successful completion of comprehensive examinations. This course is a five-week rotation in a hospital or office-based internal medicine setting. The student will perform comprehensive history and physical exams, generate differential diagnoses and develop therapeutic treatment plans for patients with acute and chronic medical problems. The clinical experience will include diagnostic testing, medications and non-pharmacological treatment interventions including patient education with an emphasis on health literacy issues across all age groups. The student will learn to recognize the need for consultation and referral in provision of cost-effective adult medical care, including acute and chronic disease management, health promotion, disease prevention and routine healthcare maintenance. Rotation, 200 hours; 3 semester hours.

Senior Competencies Component

Prerequisites: All required didactic year classes and successful completion of comprehensive examinations. This is a course is designed to supplement the clinical experience of the Physician Assistant student with appropriate learning sessions on callback days. While on clinical rotations, students will be performing comprehensive or focused history and physical examinations, generating differential diagnoses, ordering and interpreting laboratory and imaging studies and developing treatment plans for patients with acute and chronic problems under the supervision of the preceptor. Emphasis is placed on cost effective care, disease management and health promotion, disease prevention and routine healthcare maintenance. The student will gain and apply knowledge regarding epidemiology, risk factors, etiology, pathophysiology, clinical manifestations and the clinical assessment of medical and surgical diseases. Learning sessions on call back days are designed to augment student's knowledge and further develop and perfect their history taking, physical examination and procedural skills. Lecture. *Credit: 0.*

Department of Pharmacy Administration and Public Health (PAH)

Wenchen Wu, Ph.D., *Chair and Associate Professor*

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 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.*

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 and 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 and 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

Prerequisite: all core courses. 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

Prerequisite: MPH 317. 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 101 Special Problems

Prerequisite: Completion of 12 course credits. Laboratory and/or fieldwork in area of specialization in institutional, hospital, cosmetic or industrial pharmacy. *Credit: 3 semester hours.*

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 and 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 278 Pharmaceutical Pricing Concepts and Research

The course is designed to introduce the student to the theories, principles and concepts in pharmaceutical pricing and pricing research. The course will provide an introduction to the principles and terminology that guide our understanding of pharmaceutical pricing and discuss research and methods that are used to develop pricing strategies in the United States. The course will also provide insights into the role of value and other healthcare and market variables (e.g., physician decision making, patient and disease characteristics) that influence pricing strategy development and pricing decisions for pharmaceutical medications. The role of these variables in shaping and developing pricing research will be discussed. Further, the influence of contracting/discounting and the tactical implementation of pricing will be discussed. *3 semester hours, 3 credits.*

PAS 279 Patient-Reported Outcomes Measures

This course is designed to provide students an overview of the PROs research field. The course would focus on specific measurement techniques for assessing outcomes in clinical and health services research studies. The course will not only provide students with an in-depth familiarity with existing measurement instruments but would also include a thorough review of how to develop, analyze, and interpret data from PROs questionnaires. The course will discuss how PRO instruments are useful to quantify and evaluate outcomes such as overall well-being, quality of life, and patient satisfaction in pediatric, geriatric, and other distinctive populations. *3 semester hours, 3 credits.*

PAS 280 Introduction to Epidemiology

This course will provide students with a fundamental understanding of the general principles of epidemiological methods and their application to public health practice. It will introduce key epidemiological concepts such as association, bias and confounding, as well as the main epidemiological study designs. Precepts will provide opportunities for practical application of skills in interpreting, displaying and communicating epidemiological data. *3 semester hours, 3 credits.*

PAS 281 Economic Evaluation of Health Programs

The 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. 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.*

PAS 282 Health Care System and Health Policy

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 payers, Medicare and Medicaid, the evolution of managed care market, and health care reform initiatives. 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.*

PAS 283 Health Care Finance and Reimbursement

This course is designed to provide principles and concepts related to financial, accounting and reimbursement methods practiced by different stakeholders in the US health care system. Students will learn about the financial tools needed by healthcare managers to make better financial, operational and strategic decisions. The impact of reimbursement strategies and payment policies on service delivery and financial performance of healthcare organizations will also be explored. By the end of the course, students should be able to interpret key financial statements, analyze short- and long-term health care finance data, assess financial benefits and risks incurred by health systems and articulate reimbursement and payment approaches in healthcare. *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)

Vijaya L. Korlipara Ph.D., *Chair
and Professor*

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 pharmaceutical 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

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

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 234 Pharmaceutical Materials

A critical study of the chemical, physical and pharmaceutical properties of raw materials, excipients and inert ingredients that are used in the formulation of cosmetic and pharmaceutical products. *3 semester hours, 3 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 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 265 Introduction to Industrial Pharmacy I

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 comprehend the advanced level material taught in various courses in the industrial pharmacy curriculum. *3 semester hours, 3 credits.*

IPP 267 Advanced Physical Pharmacy

This course is designed to instill in the student an awareness of the various principles of advanced physical pharmacy and pharmaceutical sciences involved in the development of pharmaceutical products. The course includes discussion of colligative properties of solutions, complexation underlying formulation of solutions, rheological properties of pharmaceutical systems, principles for the preparation of coarse dispersions and

technology for the preparation of suspensions, microparticles, and nanoparticles. *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 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 207 Peptides and Peptidomimetics

This advanced graduate course instructs the students about the therapeutic potential of peptide natural products, and peptidomimetics. Chemical methods to synthesize peptides and peptidomimetics will be discussed. This course will provide the students with the working knowledge about the structure and function of peptide-based drugs, and the chemical tools available to access these drug leads in both academia and pharmaceutical settings. *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 225 Biocatalysis in Drug Discovery

This advanced course focuses on the emerging application of biocatalysis/enzyme catalysis in pharmaceutical discovery. The course will introduce chemical reactions catalyzed by enzymes and their relevant application in the development of natural, and unnatural medicinal molecules, as well as in the development of pharmaceuticals. *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

This course intends to introduce the student to select *in vivo* and *in vitro* techniques used in the quantitative evaluation of pharmacological principles, molecular aspects of pharmacological research and receptor binding/signal transduction. *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 are discussed. The molecular and biochemical pharmacology of acute and chronic effects of neuropharmacologic agents are reviewed and new techniques and findings in biochemical neuropharmacology are considered. *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 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 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 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 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 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

This course focuses on the involvement of free radicals/reactive oxygen species (ROS) in the pathogenesis of a wide variety of human diseases. *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

An introduction to toxicology with emphasis on mechanisms of toxicity and responses of biological systems to chemicals. The source, chemical composition, action, tests and antidotes of toxic substances will be considered. First semester will cover the fundamentals of toxicokinetics and start target system toxicity. Second semester will continue target organ toxicity and provide an overview of agents and environmental, forensic/analytical, and regulatory toxicology. *3 semester hours, 3 credits. No credits applied toward graduate degree. Cf. PHS 2401; 2402.*

TOX 201 Methods in Toxicologic Evaluation

This course focuses on a 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

This course 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 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 and 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 discussed. *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

Ebtessam Ahmed, *Clinical Professor*; Pharm.D., St. John's University.

Corinne I. Alois, *Assistant Professor Industry Professional*, B.S., St. John's University; M.S., Pace University.

Emily M. Ambizas, *Associate Clinical Professor*, B.S. Phm., Pharm.D., St. John's University.

Vibhuti Arya, *Associate Clinical Professor*, Pharm.D., St. John's University.

Carmela Avena-Woods, *Associate Clinical Professor*, B.S. Phm., Pharm.D., St. John's University.

Judith L. Beizer, *Clinical Professor*, B.S. Phm., St. Louis College of Pharmacy; Pharm.D., University of Tennessee.

Sandra Beysolow, *Associate Professor Industry Professional*, B.S., Long Island University; M.S. Ph.D., Capella University.

Jennifer Bhuiyan-Qadeer, *Assistant Professor Industry Professional*, Pharm.D., St. John's University.

Nicole Bradley, *Assistant Clinical Professor*, Pharm.D., Massachusetts College of Pharmacy and Health Sciences.

Joseph M. Brocavich, *Associate Clinical Professor*, B.S. Phm., Philadelphia College of Pharmacy and Science; Pharm.D., Duquesne University.

Tina Caliendo, *Assistant Professor Industry Professional*, B.S. Phm, St. John's University, Pharm.D. University of Florida.

Manouchkathe Cassagnol, *Associate Clinical Professor*, Pharm.D., Florida Agricultural and Mechanical University.

Christine Chim, *Assistant Professor Industry Professional*, Pharm.D, St. John's University.

Jennifer Chiu, *Associate Professor Industry Professional*, B.S., Binghamton; M.B.A., St. Joseph's College; Ed.D., Dowling College.

Robina Colclough-Davy, *Clinical Instructor Industry Professional*, B.S., York College; M.S., Long Island University.

John M. Conry, *Clinical Professor*, B.S. Phm., Pharm.D., St. John's University.

Angela Eaton, *Assistant Professor Industry Professional*, B.S., M. Ed. Wayland Baptist University.

Gladys M. El-Chaar, *Clinical Professor*, B.A., East Stroudsburg University; B.S. Phm., St. John's University; Pharm.D., Medical University of South Carolina.

Joseph V. Etzel, *Associate Clinical Professor*, B.S. Phm., Pharm.D., St. John's University.

Danielle C. Ezzo, *Associate Clinical Professor*, B.S. Phm., Pharm.D., St. John's University.

Laura M. Gianni, *Associate Clinical Professor*, B.S. Phm., Pharm.D., St. John's University.

Regina Ginzburg, *Associate Clinical Professor*, B.S. Phm., Pharm.D., St. John's University.

Pamela Gregory-Fernandez, *Associate Professor Industry Professional*, B.S., St. John's University, M.S., A.T. Still University.

Olga Hilas, *Associate Professor Industry Professional*, B.S. Phm., Pharm.D., St. John's University.

Lisa Hochstein, *Associate Professor Industry Professional*, B.S., Richmond College; M.S., St. John's University.

Mary Ann Howland, *Clinical Professor*, B.S., Wake Forest University; B.S. Phm., Rutgers University; Pharm.D., Philadelphia College of Pharmacy and Science.

Gregory J. Hughes, *Associate Clinical Professor*, Pharm.D., St. John's University.

Elsen Jacob, *Assistant Professor Industry Professional*, Pharm.D., St. John's University.

Samantha Jellinek-Cohen, *Associate Clinical Professor*, Pharm.D., Long Island University.

Tina Kanmaz, *Associate Clinical Professor*, B.A., Hofstra University, B.S. Phm., Pharm.D., St. John's University.

Farah Khorassani, *Assistant Clinical Professor*, B.A., University at Buffalo, State University of NY; Pharm. D, Massachusetts College of Pharmacy and Health Sciences.

Danielle Kruger, *Associate Professor Industry Professional*, B.S., St. Francis College; M.S.Ed., Capella University.

Sum Lam, *Associate Clinical Professor*, B.S. Phm., Pharm.D., University of Connecticut.

Chung-Shien Lee, *Assistant Professor Industry Professional*, Pharm. D, St. John's University.

Louise Lee, *Associate Professor Industry Professional*, B.S., Stony Brook, M.H.A. St. Joseph's College., Ed.D., Northcentral University.

Yuman Lee, *Associate Clinical Professor*, Pharm.D., St. John's University.

Celia Lu, *Assistant Professor Industry Professional*, Pharm.D, St. John's University.

William M. Maidhof, *Associate 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.

Maria Mantione, *Associate Clinical Professor*, B.S. Phm., Pharm.D., St. John's University.

Nissa Mazzola, *Associate Clinical Professor*, Pharm.D., St. John's University.

Teresa Miller, *Associate Professor Industry Professional*, B.S., SUNY Downstate; M.S., St. John's University; Ph.D., Temple University.

Zaidalynet Morales, *Associate Professor Industry Professional*, B.S. Lehman College M.S., St. Joseph's College.

Samantha Moore, *Assistant Professor Industry Professional*, Pharm.D., Massachusetts College of Pharmacy and Health Sciences.

Kimberly Ng, *Assistant Professor Industry Professional*, Pharm.D. St. John's University.

Khusbu Patel, *Assistant Professor Industry Professional*, Pharm.D. St. John's University.

Mary Jo Perry, *Associate Professor Industry Professional*, A.S., Northeastern University; B.S., Adelphi University; M.S., Long Island University, C.W. Post College.

Michele Pisano, *Associate Professor Industry Professional*, Pharm.D. St. John's University.

Daniel Podd, *Associate Professor Industry Professional*, B.S., St. John's University; M.S., University of Nebraska Medical Center.

Alyssa Quinlan, *Assistant Professor Industry Professional*, B.S. Marist College, M.S. Pace University.

Josh Rickard, *Assistant Professor Industry Professional*, Pharm.D., South Carolina College of Pharmacy.

Maha Saad, *Associate Clinical Professor*, B.S., Rosary School Mansourieh, Lebanon; B.S., Phm., Pharm.D., Lebanese American University.

Sharon See, *Clinical Professor*, B.S. Phm., Pharm.D., Rutgers University.

Hira Shafeeq, *Associate Professor Industry Professional*, Pharm.D., St. John's University.

Stacey Singer-Leshinsky, *Associate Professor Industry Professional*; B.S., Brooklyn College, M.S. Ed., Capella University.

Sarah Smith, *Associate Professor Industry Professional*, Pharm.D., University of Kentucky.

Damary Torres, *Associate Clinical Professor*, B.S., Phm., Pharm.D., St. John's University.

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.

Yolene Gousse, *Assistant Professor Industry Professional*, B.A. St. John's University, M.P.H. Hunter College, City University of New York, Dr.P.H. School of Public Health, State University of New York.

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, *Associate 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. Pharm., M.S. Pharm., Mangalore University; Ph.D., University of Florida; Pharmaceutical outcomes research; evaluation of health care policies and programs; pharmacoeconomics.

Somnath Pal, *Professor*, B.S. Pharm., 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

Saurabh Agarwal, *Assistant Professor*, B.S., University of Kanpur, India; M.S., Jiwaji University, Gwalior, India; Ph.D., University of Lucknow, Lucknow, India.

Frank A. Barile, *Professor*, B.S. Pharm., M.S., St. John's University; Ph.D., In vitro toxicology.

Michael Barletta, *Professor*, B.S. Pharm., 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., Pharm., St. John's University; M.S., Rutgers University; Ph.D., University of Maryland.

Blase C. Billack, *Professor*, B.S., University of Richmond; Ph.D., Rutgers University; In vitro and in vivo models of skin toxicity and protection by small molecules.

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.

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, *Associate Professor*, B.S., M.S., Wuhan University, P.R. China; Ph.D. University of Kansas Medical Center. Mechanistic characterization of actions of therapeutic drugs and environmental chemicals in the liver.

Vikas V. Dukhande, *Assistant Professor*, B.S., Mumbai University Institute of Chemical Technology, India; Ph.D., Idaho State University. Pharmacological and biochemical studies of metabolic diseases such as diabetes and cancer.

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; Toxicology, biomarker discovery, and bioinformatics. Development of novel molecular assays, and biocuration of human molecular processes, the Reactome project.

Vivek Gupta, *Assistant Professor*, B.S. Pharmaceutical Sciences–Jamia Hamdard University, New Delhi, India, Ph.D., Texas Tech University Health Sciences Drug discovery and delivery for respiratory disorders, Novel drug delivery system, Drug repurposing.

Diane Hardej, *Associate Professor*, B.A., Queens College; M.S., Ph.D., St. John's University; Gastrointestinal and neurotoxicity of pesticides and environmental toxicants

Vijaya L. Korlipara, *Professor*, B.S. Pharm., Banaras Hindu University; Ph.D., University of Minnesota; Design and synthesis of probes for drug targets associated with pain, cancer, and multi-drug resistance.

Nitesh K. Kunda, *Assistant Professor*, B. Pharm (Hons.), Birla Institute of Technology and Science, Pilani; MSc., The School of Pharmacy, University of London; Ph.D., Liverpool John Moores University; Nanotherapeutics against infectious disease and cancer, targeted drug delivery, and drug and vaccine formulation for pulmonary delivery.

Chul-Hoon-Kwon, *Professor*, B.S. Pharm., 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. Pharm., 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. Pharm., Taipei Medical College; Ph.D., Temple University; pharmacodynamic, transmucosal drug delivery.

Woon-Kai Low, *Associate 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.

Lin Mantell, *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, *Associate Professor*, B.A., California State University Northridge; Ph.D., University of Florida. Viral gene therapy, gene editing and immunology.

Aaron Muth, *Assistant Professor*, B.S. SUNY Binghamton; M.A. University of Virginia; Ph.D. University of Central Florida. Discovery of novel inhibitors and subsequent probes of key protein-protein interactions for the treatment and investigation of various cancers.

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.

Ketan Patel, *Assistant Professor*, B.Pharm. Anand Pharmacy College, Anand, India; M.Pharm. Bombay College of Pharmacy Mumbai University, Ph.D. Institute of Chemical Technology, Mumbai, India.

Jeanette C. Perron, *Assistant Professor*, B.S.; Ph.D., University of Miami. Cellular and molecular mechanisms of BMP signaling in spinal sensory neuron development and other BMP-evoked chemotropic activities.

Sandra E. Reznik, *Professor*, A.B. Harvard University; M.D., Ph.D., Mount Sinai School of Medicine; Molecular mechanisms and novel pharmacotherapeutic approaches to preterm birth and other inflammatory disorders.

Bhagwan D. Rohera, *Professor*, B.S. Pharm., M.S., Saugar University; Ph.D., University of Basel, Switzerland; Compaction of powder systems; controlled drug delivery; formulation and process optimization.

Carlos Sanhueza-Chavez, *Assistant Professor*, B.Sc., University of Concepcion, Chile; M.Sc. and Ph.D., University of La Laguna, Spain; Chemical immunology of carbohydrates; targeted drug delivery systems; glycomimetic drugs; carbohydrate-based therapies for neglected and emerging diseases.

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. Pharm., Dhakra University, Bangladesh; M.S., Columbia University; Ph.D., St. John's University; Industrial pharmacy; Development of novel drug delivery systems, especially for poorly water-soluble drugs, and innovation in processing technologies for solid dosage form.

Jun Shao, *Associate Professor*, B.S. Pharm., 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. Pharm., 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. Development of anticancer, anti-infective and anti-inflammatory natural products through medicinal chemistry and bioactivity guided investigation.

Please visit the following webpage for a complete list of our faculty, including current adjunct faculty.

Katia Passerini, Ph.D., PMP

Dean

Alla Baeva, M.F.A.

Chair, Mass Communication

Antoinette Collarini-Schlossberg, Ph.D.

Chair, Criminal Justice,
Legal Studies & Homeland Security

Keith Cozine Ph. D.

Director, Doctoral Program in
Homeland Security

Joan E. DeBello, Ed.D.,

Chair, Division of Computer Science,
Mathematics and Science

Emese Ivan, Ph.D., M.B.A.

Chair, Division of Sport Management

Mark D. Juszczak, Ed.D.

Director, Graduate Program in International
Communication

Christina Schweikert, Ph.D.

Director, Graduate Program in Data Mining
and Predictive Analytics

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 Science: 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. This M.S. degree is a STEM designated program.

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 640	Natural Language and Text Processing	
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	
CUS 680	Distributed Big Data Analytics I	
CUS 681	Distributed Big Data Analytics II	

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

Either:	MPH 204 Healthcare System and its Financing
Or:	PAS 219 Healthcare Outcomes Assessment

Followed by: HCI 520 Medical and Health Informatics

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 620 Introduction to Programming for Analytics

As an intensive introduction to programming, this course will focus on programming fundamentals, including problem solving and algorithms. Focus will be on designing and implementing programs in the Python programming language. Programming concepts such as data types, control structures, functions, recursion, and text manipulation will be covered. The course will then continue to topics such as data structures, classes, and algorithm analysis. In addition, we will analyze data obtained through file I/O and database sources.

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 640 Natural Language and Text Processing

Prerequisite: CUS 620. The intent of this course is to present a fairly broad graduate-level introduction to Natural Language Processing (NLP, a.k.a. computational linguistics), which is the study of computing systems that can process, understand, or communicate in human language. The primary focus of the course will be on understanding various NLP tasks as listed on the course syllabus, algorithms for effectively solving these problems, and methods for evaluating their performance. There will be also a focus on statistical learning algorithms that train on (annotated) text corpora to automatically acquire the knowledge needed to perform a task.

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 680 Distributed Big Data Analytics I

An exploration of the process of analyzing massive datasets in order to achieve actionable insight and scientific discovery at large scale. We will examine a distributed computing architecture based on a technology that is rapidly becoming the de-facto leader in this space: Hadoop. We will develop real hands-on experience using MapReduce and higher level computational languages like Hive and PIG. We will also introduce SPARK, an analytical language conceived with distributed systems in mind and, together with Hadoop 2, we will move away from the traditional batch-mode operational format toward a more interactive one.

CUS 681 Distributed Big Data Analytics II

Prerequisite: CUS 680. An examination of the functional programming characteristics of distributed algorithms. Building on Distributed Big Data Analytics I, we continue to explore the ability to process and analyze massive datasets, but with particular attention to the algorithmic aspect. Students will be provided with the necessary problem-solving and coding skills required to tackle distributed big-data projects.

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.

Master of Professional Studies (M.P.S.) in Homeland Security and Criminal Justice Leadership

Program of Study

The Graduate Division of the College of Professional Studies offers the Master of Professional Studies in Homeland Security and Criminal Justice Leadership which prepares students for management and executive positions by examining critical leadership issues confronting the homeland protection and 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 administration, correctional services, homeland security, and corporate and institutional 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 Homeland Security and Criminal Justice Leadership is a 36-credit program of study.

Completion Requirements

All candidates admitted to the Master of Professional Studies in Homeland Security and 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 Homeland Security and 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.

Curriculum: 36 Credits

Core Courses—18 credits:

HCL 101	Police and Homeland Security Leadership
HCL 102	Critical Issues in Correctional Administration
HCL 103	US Constitution and Homeland Protection
HCL 201	Criminal Justice Policy Formation and Analysis
HCL 202	Leadership in Public Administration
HCL 203	Ethical Leadership: Principles and Practices

Research Courses—6 Credits:

HCL 401	Methods of Research in Criminal Justice
HCL 501	Applied Research Project: The Capstone

Selected Topics:

Elective Courses—12 Credits:

HCL 301.0	Leadership Issues in Critical Incident Management
HCL 301.1	Criminological Theory
HCL 301.2	Leadership Topics I
HCL 301.3	Leadership Topics II
HCL 301.4	Seminar in Stress Management
HCL 301.5	Seminar in Global Terrorism
HCL 301.7	Leadership in Media Relations
HCL 301.8	Issues in Global Security
HCL 302	Selected Topics I
HCL 302.4	Organizational Dysfunction
HCL 302.5	Court Administration and Leadership
HCL 302.6	Contemporary Legal Problems in Criminal Justice
HCL 302	Selected Topics II
HCL 303	Police Leadership; A Global Perspective
HCL 304	Police Leadership; A Global Perspective
HCL 310	Leadership Thesis
MGT 232	Organizational Behavior
MGT 280	Organizational Development
HCL 500	Seminar in Applied Leadership Practices

Course Descriptions

HCL 101 Police and Homeland Security Leadership

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.*

HCL 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.*

HCL 103 The U.S. Constitution and Homeland Security

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.*

HCL 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.*

HCL 202 Leadership in Public Administration

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.*

HCL 203 Ethical Leadership Principles and Practices

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.*

HCL 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.*

HCL 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.*

HCL 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.*

HCL 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.*

The Doctor of Professional Studies (DPS)

Program Description

The Doctor of Professional Studies (DPS) is a professional degree program in Homeland Security designed to prepare candidates for executive-level and other decision-making roles within the Homeland Security Enterprise. Candidates will focus, in particular, on cooperation, coordination and collaboration among public and private actors and entities within the Homeland Security Enterprise, both domestically and internationally.

Applicants must submit an online application with the following materials:

Evidence of a bachelor's degree from an accredited college or university with a cumulative GPA of at least 3.0/4.0.

Scores for the Graduate Record Examinations (GRE) General Test. (Applicants with at least 30 credits of graduate work and cumulative GPA of 3.5 or greater are exempt from the GRE but submission of scores are strongly recommended.)

Three letters of reference, at least one of which attests to the applicant's research ability.

A personal statement of approximately 300 words describing the applicant's reason for seeking admission into the program, professional experience, career goals, and research interests.

An interview may be required at the discretion of the Admission Committee.

Admission Requirements

Applicants must submit an online application with the following materials:

Evidence of a bachelor's degree from an accredited college or university with a cumulative GPA of at least 3.0/4.0.

Scores for the Graduate Record Examinations (GRE) General Test. (Applicants with at least 30 credits of graduate work and cumulative GPA of 3.5 or greater are exempt from the GRE but submission of scores are strongly recommended.)

Three letters of reference, at least one of which attests to the applicant's research ability.

A personal statement of approximately 300 words describing the applicant's reason for seeking admission into the program, professional experience, career goals, and research interests.

An interview may be required at the discretion of the Admission Committee.

Degree Plan

Required Core Courses: 25 credits

HLS 101.1	Homeland Security Enterprise Residency (1 Credit)
HLS 101	Homeland Security Enterprise (3 Credits)
HLS 102	Intelligence for Homeland Security: Organizational and Policy Challenges (3 credits)
HLS 103	Critical Infrastructure: Vulnerability, Analysis and Protection (3 credits)
HLS 104.1	Disaster Management I: Preparedness and Response Residency (1 Credit)
HLS 104	Disaster Management I: Preparedness and Response (3 Credits)
HLS 105.1	Disaster Management II Operational Continuity and Recover Residency (1 Credit)
HLS 105	Disaster Management II Operational Continuity and Recover (3 Credits)
HLS 106	Ethical Leadership: Principles and Practices (3 credits)
HLS 107.1	Theories and Concepts of Security Residency (1 Credit)
HLS 107	Theories and Concepts of Security (3 Credits)

Required Research Courses: 14 credits

HLS 401	Introduction to Research Methods (3 credits)
HLS 402	Advanced Research Methods I (4 credits)
HLS 403	Advanced Research Methods II (3 credits)
HLS 404	Statistical Analysis in Research (4 credits)

7 Elective Courses: 21 credits (3 credits per class)

HLS 300	Selective Topics in Homeland Security Cooperation and Coordination
HLS 303	(Cross Referenced with HCL 301.8): Issues in Global Security
HLS 305	(Cross Referenced with HCL 301.5) Seminar in Global Terrorism
HLS 301	(Cross Reference with HCL 101): Police and Homeland Security Leadership
HLS 302	(Cross Reference with HCL 103): U.S. Constitution and Homeland Protection
HLS 304	(Cross Reference with HCL 201): Policy Formation and Analysis
HLS 306	Migration and Border Security
MGT 280	Organization Development
MGT 232	Organizational Behavior

Six Internship credits: The DPS requires the completion of six-credit hours of internship experience directly related to the field of Homeland Security under faculty supervision. Students who have significant relevant work experience within the industry will not be

required to complete an internship. The waiver of this requirement must be supported with an experiential learning portfolio submitted by the student and is at the discretion of the program director or his or her designee.

Qualifying Examination: Upon successful completion of the required core courses and prior to starting their doctoral dissertation, students are required to pass a comprehensive examination by demonstrating a mastery of the learning objectives of all core courses.

Dissertation Research: 12 credits (3 credits per class)

HLS 501	Dissertation Research I
HLS 502	Dissertation Research II
HLS 503	Dissertation Research III
HLS 504	Dissertation Research IV

Dissertation: The degree of Doctor of Professional Studies shall be conferred upon completion and successful defense of the dissertation before the candidate's dissertation committee.

Course Descriptions

HLS 101.1 Homeland Security Enterprise Residency (1 Credit) & HLS 101 Homeland Security Enterprise (3 Credits)

Mitigating and defending against dynamic threats, minimizing risk, and maximizing the ability to respond and recover from attacks and disasters requires partnerships across the federal government, public and private sectors, and communities across the country and around the world. The dynamics of these various entities engaged in the protection of the homeland are analyzed. Administrative, legislative, operational and legal challenges facing these institutions are also a major focus.

HLS 101 Homeland Security Enterprise (4 credits)

Mitigating and defending against dynamic threats, minimizing risk, and maximizing the ability to respond and recover from attacks and disasters requires partnerships across the federal government, public and private sectors, and communities across the country and around the world. The dynamics of these various entities engaged in the protection of the homeland are analyzed. Administrative, legislative, operational and legal challenges facing these institutions are also a major focus.

HLS 102 Intelligence for Homeland Security: Organizational and Policy Challenges (3 credits)

Provides a comprehensive review and discussion of challenges and concerns facing the U.S. Intelligence Community and its role in homeland security including terrorism, emergency management and cyber-security. The role of other federal agencies, state and local governments, and the private sector are also analyzed through the framework of policy, organizational and substantive issues.

HLS 103 Critical Infrastructure: Vulnerability, Analysis and Protection (3 credits)

Provides students with the tools necessary to analyze the various threats and vulnerabilities that impact the ability to protect critical infrastructure from all hazards. Critical infrastructure is rationalized through the framework of a "systems of systems" approach. This approach focuses in interdependency and how critical infrastructure functions.

HLS 104.1 Disaster Management I: Preparedness and Response Residency (1 Credit) &

HLS 104 Disaster Management I: Preparedness and Response (3 Credits)

Provides an inclusive review and discussion of challenges and concerns facing the government and private community in preparing and responding to man-made and natural disasters. Look at the relationship between community preparedness and key emergency management functions. Emphasis will be on the role of federal agencies, state and local levels of government, and the private sector on how they prepare for and respond to national emergencies.

HLS 105.1 Disaster Management II Operational Continuity and Recover Residency (1 Credit) &

HLS 105 Disaster Management II Operational Continuity and Recover (3 Credits)

Operational Continuity and Recovery are critical areas of competence for managers in private sector, as well as public sector organizations. The diverse emergency management, crisis management, contingency planning, recovery and restoration issues facing the private sector and governmental organizations is analyzed in term of internal operations and interfaces them with the public and private sector homeland security and emergency management community. Applied methodologies used to plan and recover systems and business processes is a major focus.

HLS 106 Ethical Leadership: Principles and Practices (3 credits)

This course analyzes the most pressing ethical issues facing executive operating within the homeland security enterprise. Case studies are reviewed to determine more effective integrity control policies and procedures.

HLS 107.1 Theories and Concepts of Security Residency (1 Credit) &

HLS 107 Theories and Concepts of Security (3 Credits)

The concept of security is one that permeates through a wide range of social science disciplines including, psychology, sociology, political science and international relations. This course examines the various theories from these disciplines ranging from the individuals need to feel secure to the emerging concept of "human security." Particular focus is placed on how these theories have influence the development of the concept of homeland security.

HLS 401: Introduction to Research Methods (3 credits)

Students will be exposed to major research studies in homeland security and related disciplines in order to identify their relative strengths and weaknesses based on accepted research concepts and techniques.

HLS 402.1 Advanced Research Methods I Residency (1 Credit) & HLS 402 Advanced Research Methods I (3 Credits)

Advance critical thinking, the ability to evaluate research in academic journals and professional report, to critique the language and methods of research and to prepare for a doctoral level dissertation that is rigorous and reflects the needs and problems of the homeland security field.

HLS 403: Advanced Research Methods II (3 Credits)

Using critical thinking and specialized knowledge the student will design a research project on a specific homeland security issue. This project will include problem identification, literature review, research design, statistical analysis, and hypothesis development. This project will serve as the students dissertation proposal and must be defended.

HLS 404.1 Statistical Analysis in Research Residency (1 Credit) &

HLS 404 Statistical Analysis in Research (3 Credits)

Statistical concepts, data analysis, designed and observational studies and a range of statistical methods are analyzed with a focus on their application in social science research. Topics include numerical and geographical summaries of data, hypothesis testing, confidence intervals, counts and tables, analysis of variance, regression, principal components, and cluster analysis.

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 M.S. 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, as long as it is before graduation).
5. Pass Comprehensive Exam

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 833	Political Communication
ICM 834	Transnational Advocacy Campaign
ICM 835	Media Governance
ICM 836	Global Feminism and Media
ICM 837	Media, Communication and Public Diplomacy
ICM 838	Media, Communication and Human Rights
ICM 839	Ideology, Propaganda and Communication

ICM 840	Special Topics
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 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, public policy, and our everyday lives. The course helps students prepare 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 communication 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. 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 will 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. *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. It will particularly examine the role of elite media in initiating and shaping public discourse and public policy. It will study the processes of public policy and how media mediate the outcomes of policy. It 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 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. Particular attention will be paid to the trends of globalization and economic upheaval. Students will 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 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 theories of new media applications, and on the creative and developmental dimensions of new media and building communities within various cultural contexts. *Credit: 3 semester hours.*

ICM 821 International Public Relations

An interdisciplinary approach will draw case studies from a range of areas, 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 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 stakeholders during a crisis. A particular emphasis will be placed on covering the emergence 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. This 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 design 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 and use political messages, and examine how news, advertising, and entertainment media shape perceptions, emotions, and behavior, how micro-targeting approaches 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 of media in shaping the internationalization

of human rights. The focus will be on successful and unsuccessful combinations that provoke and sustain tangible respect for human rights. *Credit: 3 semester hours.*

ICM 835 Media Governance

This course is designed to give students a thorough understanding the concepts, stakeholders in, and international practices of, media governance. Media governance is a concept that is used to refer to media and communication policies, as well as to self-regulation of media organizations, in the digital era. The course covers 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 to privacy, intellectual property rights, cross—media ownership, and freedom of expression no longer pertain only 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 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 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 to impact outcomes in matters of public diplomacy, and how this in turn impacts nation-state efforts in diplomacy. We will examine media as vehicle for public and cultural diplomacy, or soft power, in a world of politics, and how the line between state-diplomacy and public diplomacy is increasingly blurred. *Credit: 3 semester hours.*

ICM 839 Ideology, Propaganda and Communication

This course is designed to study ideology and propaganda by drawing on political philosophy and history to analyse three fundamental concepts and the ways in which they are connected: ideology, propaganda and communication. *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 36-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.

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.

Completion Requirements

All candidates admitted to the MPS in Sport Management degree program must complete all degree requirements within five years of commencing study and must complete the 36-credit program with a minimum average of “B” (3.0 GPA).

Required Courses: 21 Credits

SPG 301	Strategic Sport Management
SPG 302	Strategic Communication 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 312	Seminar in Sport Management
SPG 401	Research Methods in Sport

Elective Courses: 15 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 314	Sport Statistics and Analytics
SPG 315	Creativity and Innovation in Sport
SPG 402	Special Topics in Sport Management
SPG 500	Internship (3 credits)
SPG 502	Thesis I
SPG 503	Thesis II
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.

- 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.
- 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 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 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 conditioning 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 314 Sport Statistics and Analytics

This course examines the development, management, applications, and use of statistics and analytics in sports. Students will learn about how sport statistics and analytics are created, collected, organized, used, and applied both within sports, teams, and organizations, as well as outside sports by the media, agents, and the general public. *Credit: 3 semester hours.*

SPG 315 Creativity and Innovation in Sport

Creating new businesses, capturing new markets, enhancing organizational effectiveness occur through innovation and transforming process. New technologies, processes, competition and globalization compel sport organizations to distance themselves from the familiar and foster innovation and agility. This course examines the creative process, successful strategies, barriers and risks for introducing industry disrupting products and services. *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 18 credits 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 18 credits 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.

Alla Baeva, *Associate Professor of Film and Television; Chair of Division of Mass Communication; Director of Television and Film program*. M.F.A., Florida State University; M.S., Belarusian State University; M.A., Linguistic State University.

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.

Harold T. Broderick, *Assistant Professor*, B.A., CUNY Richmond College; M.P.A., John Jay College of Criminal Justice; J.D., Law School at Queens College.

Christoforos Christoforou, *Assistant Professor of Computer Science*, M.S. CUNY City College; M.Phil, Ph.D., CUNY Graduate Center.

Keith Cozine, *Associate Professor of Homeland Security*, B.A., Ramapo College of New Jersey; M.A., and Ph.D. Rutgers University of New Jersey.

Judith Cramer, *Adjunct Professor*, Ph.D., Union Institute and University, Theories and Processes of Communication, Media and Gender Issues.

Thomas C. Creelman, *Adjunct 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.).

Simin Farkhondeh, *Assistant Professor*, MFA, City University of New York, Media and Culture.

Ronald W. Fechter, *Associate Professor of Mathematics and Computer Science*, B.S., CUNY; M.S., M.A., Ph.D., New York University.

Maura C. Flannery, *Professor of Biology*, B.S., Marymount Manhattan College; M.S., Boston College; Ph.D., New York University.

Carol A. Fletcher, *Associate Professor of Sport Management*, B.S., Edinboro University; M.S., California Polytechnic State University, San Luis Obispo; Ph.D., University of Connecticut.

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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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University Libraries

The St. John's University Libraries engage in the teaching and learning process by providing information resources, instructional services, research assistance and other information services for University programs, students and faculty. The libraries are comprised of two campus libraries, Queens and Staten Island, and an additional collection on the Rome Campus. St. John's University School of Law separately maintains the Rittenberg Law Library on the Queens Campus. The Davis Library on the Manhattan Campus houses one of the finest collections of contemporary and historical insurance materials in the country. The University Libraries provide onsite access to all resources and to study space, as well as a growing collection of resources and services available remotely to all authenticated members of the University community and in support of our global campuses and online learning programs.

The Main Library on the Queens campus is a selective depository for United States government documents, and houses Special Collections and the University Archives. The Main Library also oversees the Chin Ying Asian Library located in Sun Yat-sen Hall.

The Loretto Memorial Library, with over 100,000 volumes including periodicals and microform collections, is a focal point of the Staten Island Campus.

On campus and virtually, subject specialist librarians deliver discipline-specific research support and instruction appropriate to advanced levels of research and scholarship. Cooperative arrangements with other libraries provide regional, national and international access to materials.

Administration and Professional Staff

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Law Library

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Rosemary LaSala, *Reference/Government Collections Librarian*, B.A., M.L.S., St. John's University.

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Manhattan Library

Administration

Ismael Rivera-Sierra, *Coordinator, Technical Services, Davis Library*, B.S. University of Puerto Rico, Mayaguez Campus; M.S. Florida State University

Richard Waller, *Assistant Director, Access and Digital Services, Davis Library*, B.S. Virginia Commonwealth University; M.S.L.S., Columbia University; M.A., St. John's University

Andrew Seville, *Assistant Director, Technical Services, Davis Library*, B.S. St. John's University; M.L.S., St. John's University

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 stravinl@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/about/student-consumer-information for additional and the most up to date student consumer information.

For information on degrees conferred, enrollment, and other student data, please refer to the University Factbook at stjohns.edu/factbook

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.

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 <https://www.stjohns.edu/academics/office-registrar/student-records-access-confidentiality-ferpa>

Services for Students with Disabilities

The Office of Disabilities Services coordinates equal opportunities for students with disabilities. These services are designed to ensure, for all students, full participation in programs and activities offered throughout the St. John's University. The aim of these services is to improve the quality of the academic, social, and personal lives of students who have a disability and to provide barrier-free educational opportunities, assisting students in becoming self-advocating and independent.

Students diagnosed with physical and/or mental impairments qualify as persons with disabilities when their conditions substantially limit them in one or more major life activities. St. John's University provides reasonable accommodations to students with disabilities with consultation from their academic programs when necessary. Reasonable accommodations are adjustments to policies, practices, or procedures that facilitate equal access and opportunity for students with disabilities to the University's programs, activities and services. Services for students with a documented disability are available through the Office of Disabilities Services (www.stjohns.edu/disabilityservices)

The goal of documentation is twofold: to verify and support the student's status as disabled and to address the way in which the disability impairs the student's access to education. The documentation should provide a meaningful understanding of the student's limits and, importantly, detail reasonable accommodations which will effectively equalize the student's ability to perform in the university setting.

All documentation is kept confidential and should be submitted directly to ODS. Students requesting accommodations should schedule an appointment with an ODS administrator and identify their needs as early in their tenure at St. John's as possible.

Guidelines Determining Eligibility for Services

- St. John's University students requesting accommodations for a disability must present verification of eligibility through documentation of the disability and current functional limitations.
- An evaluation must have been completed by a qualified, certified and/or licensed professional (physician, health care provider,

psychologist and/or psychiatrist) who has experience with an adolescent and adult population. The professional's credentials/licensing information must appear on the documentation.

- The evaluator must include in the test report evidence that the 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 (i.e., learning, reading, concentrating, and/or thinking). The documentation must provide information to support the need for all accommodations requested.
- An ODS administrator will evaluate the documentation and requested accommodations. When necessary, specific academic units will be consulted regarding the accommodations. Additional documentation may be required to support the student's request.
- Temporary accommodations are considered.
- 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."
- An ODS administrator may be contacted for information regarding specific documentation required or for explanation of this policy.

Accommodations

Services for students with a documented disability are available through the Office of Disability Services. All documentation is kept confidential and should be submitted directly to the ODS. Students requesting accommodations should identify their needs as early as possible. All information regarding the student's accommodations is provided to the student. Types of accommodations provided are, but not limited to:

- Extended test time (time plus one-half, unless otherwise documented)
- Separate testing room under a proctor's supervision
- Sign language interpretation
- Readers for exams
- Scribes for exams
- Assistance with course or program accessibility
- Note taking assistance (NCR paper available upon request)

- Photocopy enlargement of materials
- Assistive technology
- Priority registration
- Assistance with access challenges

Handicapped Permits

Handicapped parking spaces are limited and, pursuant to law, only individuals with appropriately issued handicapped permits can park in these locations. Any member of the University community with a disability requesting permission to park in handicapped parking areas must apply to the appropriate municipal authority to secure a New York State handicapped-parking permit. A parking zone identified with a sign bearing the international disability symbol is restricted at all times for use by vehicles bearing BOTH a valid SJU parking permit and New York State issued handicapped parking permit.

Temporary Handicapped Permits

St. John's University supports the provision of disability parking spaces at a reasonable proximity to campus buildings for people with a temporary disability. Disabled parking privileges will be granted only after submission of documentation of need to the Office of Disability Services. Medical documents or physician's letter, which include diagnostic statement and healthcare provider's license number, must indicate that the applicant has established physical limitations. Upon the approval of documentation, a temporary handicapped parking permit may be obtained from the Office of Public Safety, provided that the community member has a valid parking permit and a valid photo ID.

Queens Campus

Marillac, Room 134
Tel: 718-990-6867
Fax: 718-990-2609

Staten Island Campus

Spellman Hall, Room 101
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Fax: 718-390-4036

For more information about the Office of Disabilities services and hours of operation please visit www.stjohns.edu/disabilityservices

Campus Security Report/Missing Student 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. The Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education.

You can view the University's campus crime statistics in the Annual Security and Fire Safety Report at stjohns.edu/about/administrative-offices/operations/environmental-health-safety/fire-safety. This information is also available from the United States Department of Education at <https://ope.ed.gov/campusafety/#/institution/search>.

Procedures for reporting a missing student are also available in the Annual Security and Fire Safety Report at stjohns.edu/about/administrative-offices/operations/environmental-health-safety/fire-safety. Printed copies of the report 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.

Printed copies are available upon request from Public Safety at, 718-990-6281.

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 please call Doug Trani at extension 6803.

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 <https://www.stjohns.edu/research/intellectual-property>

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 a online learning course or program for the University has not lived up to those standards, you may register a complaint. For information on the process, please contact Liz Ciabocci at extension 6113.

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: **Career Services or IR.**

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 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-registration

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*

Bernard M. Tracey, C.M., B.A., St. John's University; M.Div., Mary Immaculate Seminary; *Executive Vice President for Mission*

Simon G. Møller, Ph.D., B.S., University of Leeds; M.S., Imperial College London; Ph.D., University of Leeds; *Interim Provost and Vice President for Academic Affairs*

Sharon Hewitt Watkins, C.P.A., B.S., New York University; M.A., Columbia University; *Vice President for Business Affairs, Chief Financial Officer and Treasurer*

Joseph E. Oliva, Esq., B.S., J.D., St. John's University; M.A., Seminary of the Immaculate Conception; *Vice President for Administration, University Secretary and General Counsel*

Christian Vaupel, Ed.D., B.S., M.S., Adelphi University; Ed.D., University of Pennsylvania; *Vice President for Advancement and University Relations*

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.

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.

The home of The Peter J. Tobin College of Business includes high-tech classrooms, faculty offices, a student collaboration space, the Lesley and William Collins Business Analytics Lab, and the Paul and Carol Evanson Career Services Center. It also houses the Division of Student Affairs.

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 physical education. The Belson Soccer Stadium and varsity baseball field are also located on the Queens campus. Student Development for Athletes.

Chiang Ching-Kuo Hall houses the Offices for Career Services.

Council Hall houses Undergraduate Welcome Center.

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.

DaSilva Hall houses the Office of Health Services (entrance on the Mall).

De Paul Complex is the off-campus student housing.

Donovan Hall houses the Office of Residence Life and a satellite mail room (entrance behind Donovan Hall at garden 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.

Henley Road off-campus housing.

Lourdes Hall houses the Vincentian Institute for Social Action, Ozanam Scholars, and Transfer Student.

Montgoris Dining Facilities

Primary dining hall for Residence Village

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.

O'Connor Hall houses the Learning Communities (entrance at rear of building).

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, and the women's softball field.

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.

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.

St. Augustine Hall is the center of the University's library system as well as the home for the College of Professional Studies. The building is comprised of other special features or facilities such as 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. McNair Scholars Program.

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, the Division of Special and Opportunity Programs, and the Chaplain.

It contains fine arts studios, photography darkrooms, classrooms and faculty offices.

St. Louise de Marillac Hall houses Campus Ministry, a closed-circuit Television Center, classrooms, faculty offices, the Counseling Center, Office of Global Studies, Psychology Department, Campus Ministry, an auditorium, and the main food court. The Marillac Food Court seats over 500 people. The University bookstore is located on the lower level.

St. Thomas More Church is a freestanding church that houses the Campus Ministry office.

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.

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.

Sun Yat Sen Hall houses the Center of Asian Studies, Chung-Cheng Art Gallery, Faculty Lounge and the new Inclusivity Center.

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.

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.

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.

University Center houses Alumni Relations, Office of University Events, Marketing and Communications, Institutional Advancement, Community Relations and Human Resources.

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.

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.

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 are the computer lab and School of Education Teaching & Learning Classrooms.

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.

Kelleher Center houses Admissions and the Office of Student Enrollment Services along with the Fitness Center, Student lounge, Bookstore, and various meeting spaces, including our premier event space, Kiernan Suite.

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 Classrooms, and Lounge. The Rathskeller/Student Lounge, located on the lower level, is a multi-function student space and is equipped with vending machines.

Notre Dame House Facilities office and shop. Campus Ministry is also housed in this building.

Resident Housing The students are housed in apartments adjacent to St. John's University.

Rosati Hall The College of Professional Studies, their offices and faculty are housed here.

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. Also in this building is the Center for Counseling and Consultation.

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.

Manhattan Campus Facilities

The Manhattan Campus is located in Lower Manhattan at the Astor Place Plaza opposite Cooper Union's historic building. It occupies both part of the concourse and first floor and the entire 2nd floor. There are 14 classrooms, Public Safety, Library, MPR, Computer Labs, Administrative offices, The Peter J. Tobin College of Business Graduate Office, The School of Education, the St. John's College of Liberal Arts and Sciences, and the School of Risk Management.

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. 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 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 Long Island Graduate Center

By Automobile

From the Long Island Expressway (LIE)

Eastbound: Take LIE (I-495) East to Exit 53 (toward Bay Shore/Kings Park). Keep left at the fork in the ramp. Keep right to take the Wicks Road ramp. Turn left onto County Hwy-7/Wicks Road. County Hwy becomes Moreland Road. Turn right onto Commerce Drive. 120 Commerce Drive is on the left.

From the Southern State Parkway

Eastbound: Take Southern State Parkway (SSP) East to Sagtikos Parkway N via Exit 41A toward Kings Park. Take the I-495 exit, Exit S 1E, toward Riverhead. Keep right to take the Wicks Road ramp. Turn left onto County Hwy-7/Wicks Road. County Hwy becomes Moreland Road. Turn right onto Commerce Drive. 120 Commerce Drive is on the left.

From the Grand Central Parkway/Northern State Parkway

Eastbound: Take Grand Central Parkway East toward Eastern Long Island. Grand Central Parkway turns into Northern State Parkway. Take Exit 46 from Northern State Parkway toward New Highway. Merge onto Parkway Drive South. Turn right onto Moreland Road. Turn left onto Commerce Drive and building will be on the left.

From the Long Island Expressway (LIE)

Westbound: Take LIE (I-495) West to Exit 55 toward County Hwy-67/Motor Pkwy/Central Islip. Merge onto Express Drive North. Turn right onto County Hwy-67/Motor Pkwy. Turn right onto Adams Avenue. Turn left onto Commerce Drive and building is on the right.

From the Southern State Parkway

Westbound: Take Southern State Parkway (SSP) West to Sagtikos Parkway N via Exit 41A toward Kings Park. Take the I-495 exit, Exit S 1E, toward Riverhead. Keep right to take the Wicks Road ramp. Turn left onto County Hwy-7/Wicks Road. County Hwy becomes Moreland Road. Turn right onto Commerce Drive. 120 Commerce Drive is on the left.

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