Programs of Study

Master of Arts
Chinese Studies
Criminology and Justice
East Asian Studies
English
General-Experimental Psychology
Global Development and Social Justice
Government and Politics
American Government
Public Policy and Administration
Political Theory
International Relations
Comparative Politics
History
American
European
Global
Women’s and Gender
Liberal Studies
Humanities
Social Science
Cultural Studies (Women’s and Gender)
Interdisciplinary Studies
Museum Administration
Public History
Sociology
Spanish
Speech-Language Pathology
Theology
Biblical Studies
Historical and Theological Studies
Pastoral Theology

Master of Science
Biology
Biological and Pharmaceutical Biotechnology
Chemistry
Library and Information Science
Archives and Preservation
Children’s/Young Adult Services
Digital Libraries
Information Organization
Law Librarianship
Public, Academic, Special Librarianship
Reference and User Services
Library Media Specialist
School Psychology
General Track
Bilingual Track

Government and Politics/Library and Information Science – M.A./M.S.
Government and Politics/Law – M.A./J.D.
Pharmaceutical Sciences/Library and Information Science – M.S./M.S.
Master of Divinity
Ministerial Studies
Doctor of Arts
English
World History
Doctor of Audiology
Audiology (jointly with Hofstra University and Adelphi University)
Doctor of Psychology
School Psychology
General
Bilingual
Doctor of Philosophy
Biology
Clinical Psychology
General
Child

For regular program updates, visit our Web site.

The Master of Philosophy (M.Phil.) degree is an intermediate degree between the academic master’s and the Ph.D. To be eligible for the M.Phil., a student must be a “candidate” in a department which offers a doctorate of philosophy program. See definition of candidacy. The Master of Science in School Psychology may be awarded to Psy.D. doctoral candidates who have successfully passed their comprehensive exam. The Master of Arts in English may be awarded to D.A. candidates who have successfully passed their comprehensive exam. The Master of Arts in History may be awarded to D.A. candidates who have successfully passed their comprehensive exam.

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

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

Post-Baccalaureate Certificates
Students interested in these certificates must possess at least a baccalaureate degree and fill out an application form through the Graduate Admission office:
- Asian and African Cultural Studies
- Latin American and Caribbean Studies
- Public Administration in Government

Post Master's Degree Certificates
Students interested in these certificates must possess at least a master’s degree and fill out an application form through the Graduate Admission office:
- East Asian Cultural Studies
- Library and Information Science

Certificates Offered On the Way to Degree
Application for these certificates must be made within the appropriate Department:
- International Law and Diplomacy
  (Government and Politics)
- Public Administration in Government

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

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

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

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

Students must apply for the combined degree program in their sophomore year. Applicants for Government and Politics must have completed a minimum of 12 credits in Government and Politics to be considered. Applicants for Psychology must have completed a minimum of 12 credits in psychology to be considered for admission. Students must complete Introduction to Psychology, Statistics and Research Methods as one of the four courses. Students take 18 graduate credits (15 in Psychology and three outside the department). In addition, they must devote 12–15 hours per week to conducting supervised empirical research.

St. John's College of Liberal Arts and Sciences:
- B.A./M.A. Asian Studies
- B.S./M.S. Biology
- B.S./M.S. Chemistry
- B.A./M.A. English
- B.A./M.A. Government and Politics
- B.A./M.S. Government and Politics and Library and Information Science
- B.A./M.A. History
- B.A./M.A. Psychology and Criminology and Justice
- B.A./M.A. Psychology/General—Experimental Psychology
- B.A./M.A. Sociology
- B.A./M.A. Sociology and Criminology and Justice
- B.A./M.A. Spanish
- B.A./M.A. Theology
- M.A./M.S. Government and Politics and Library and Information Science

College of Professional Studies:
- B.S./M.A. Communication Arts and Government and Politics
- B.S./M.A. Communication Arts and Sociology
- B.S./M.A. Criminal Justice and Government and Politics
- B.S./M.A. Criminal Justice and Sociology
- B.S./M.A. Journalism and Government and Politics
- B.S./M.A. Journalism and Sociology
- B.S./M.A. Legal Studies and Government and Politics
- B.S./M.A. Legal Studies and Sociology

The Peter J. Tobin College of Business
- B.A./M.B.A. Anthropology and Business Administration
- B.A./M.B.A. Asian Studies and Business Administration
- B.A./M.S. Asian Studies and Accounting
- B.A./M.B.A. English and Business Administration
- B.A./M.B.A. French and Business Administration
- B.A./M.B.A. History and Business Administration
- B.A./M.B.A. Italian and Business Administration
- B.S./M.B.A. Physics -Mathematical and Business Administration
- B.A./M.B.A. Psychology and Business Administration
- B.A./M.B.A. Sociology and Business Administration
- B.A./M.B.A. Spanish

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

Academic Information

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

1) Grade Point Average:
   Master’s Programs: All applicants must present evidence of a 3.0 cumulative index and a 3.0 index in the major field of study.
   Doctoral Programs: Doctoral programs have individual entrance requirements. See departmental entry.

2) Standardized Test Scores:
The following programs require submission of official scores of the Graduate Record Examination (GRE) in support of applicants for admission:
- A) M.S. and Ph.D. in Biology: General Examination is required.
- B) M.A. in English: General Examination is required.
- C) D.A. in English: General Examination is required.
- D) Ph.D. in Clinical Psychology: General Examinations (Verbal and Quantitative) required of all applicants; subject (Psychology) Examination required of all applicants excepting those who majored in psychology or completed a graduate degree in psychology.
- E) M.S. in School Psychology: General Examinations (Verbal and Quantitative) required of all applicants; subject (Psychology) Examination required of all applicants excepting those who majored in psychology or completed a graduate degree in psychology.
- F) Psy.D. in School Psychology: General Examinations (Verbal and Quantitative) required of all applicants; subject (Psychology) Examination required of all applicants excepting those who majored in psychology or completed a graduate degree in psychology.

Applicants to other programs may strengthen their credentials by submitting GRE scores as well. Those applicants to other programs who may be required to submit GRE scores will be so notified.

3) Letters of Recommendation:
   Master’s Programs: All applicants must submit at least two letters of
2.   Research Tool:

1.   Academic Hours:

Degree


8.  Defense:

7.  Thesis:

THESIS PROGRAM—Procedures are available in the graduate Dean's office.
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 will receive from the department an Advisement Information Form which will identify their advisor. Students must consult with the department to determine when the advisement period is scheduled and then make an appointment to see their advisor during this period in order that appropriate programming may be arranged. At this time, with the counsel and approval of the advisor, the Graduate Registration Form will be completed.

The University calendar stipulates the periods for REGISTRATION. During this period, students must register for their courses in the following semester since courses with small enrollments may be cancelled or courses with large enrollments may be closed. When registering, the student must present a Graduate Registration Form to his/her advisor in order to receive a priority code to be used with the Graduate Division office.

Transfer of Credit

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

1.  In graduate programs requiring the completion of 30–36 credits, a maximum of six credits may be transferred with the approval of the Chair and the Dean.

2.  In programs leading to the master's or Doctor of Philosophy degree, requiring the completion of 37–54 credits, a maximum of nine credits may be transferred with the approval of the Chair and the Dean.

3.  In programs leading to the master's or Doctor of Philosophy degree, requiring the completion of 55 or more credits, a maximum of 12 credits may be transferred with the approval of the Chair and the Dean.

In the Doctor of Arts in English program, however, a maximum of 12 credits may be transferred with the approval of the Chair and the Associate Dean. In the Doctor of Arts in World History program, a maximum of 12 credits may be transferred with the approval of the Chair and the Associate Dean.
Requested transfer credits must not have already been used in fulfillment of another degree. The student must present catalog descriptions of the graduate courses for which transfer credit is requested. No credit will be allowed for courses in which the grade attained is below “B.” Transfer grades do not affect cumulative quality points. In addition, no degree credit will be allowed for courses completed beyond the stipulated time limit (“Time Limit”). Students requesting transfer credit must have already completed at least 12 credits in their approved graduate program at St. John’s University and must make their request no later than the semester before talking their comprehensive examination.

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

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

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

Full-time 9 credits each semester.

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

Students in Speech Pathology must submit an Internal Review Board (IRB) application prior to sitting for a comprehensive exam. The examination may be oral or written, both according to the regulations of a particular department or division. The matter for this examination is not limited to the course taken by the student, but may cover general concepts as well as the whole area of the candidate’s field of study. The comprehensive examinations may be held in the fall, spring or summer according to departmental regulations as noted in the Academic Calendar or otherwise noted by the department.

The individual examiners report the results of this examination in writing to the Associate Dean of The Graduate Division, who communicates them to the individual candidates. Applications for these examinations should be made in the Graduate Division office no later than the dates designated in the Academic Calendar or as set by the department.

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

Doctoral Dissertation, Doctoral Research Essay and Master’s Thesis
All students please read the “Academic Regulations” section of this bulletin for general University stipulations concerning the preparation and defense of dissertations and theses. Responsibility for a well-organized presentation of personal research as well as the details involved rests primarily upon the student. Some of these details are:

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

2) Each Dissertation (Ph.D.) or Doctoral research essay (D.A.) requires a mentor and a minimum of two committee members.

3) Each master’s thesis requires a mentor and at least one committee member.

4) Doctoral students or master’s students in a thesis program must submit a proposal for their research to the appropriate department. Upon departmental approval, the proposal and a Dissertation Approval Form, Research Essay Approval Form, or master’s Approval Form must be forwarded to the Associate Dean for approval and registration of the topic. The Associate Dean may request that additional members be appointed from outside the department to the research committee.

5) Research involving human subjects requires the permission of the University’s Institutional Review Board (IRB). Such permission must be sought and obtained prior to any experimentation with human subjects. The IRB meets the first week of each month to review proposals submitted since the last meeting. Results of these reviews will be reported to the initiator immediately after.

6) Research to be conducted outside the University (in a hospital, laboratory or psychiatric center, for example) must have the approval of the Associate Dean. The Graduate Division office will provide forms which must be completed by the student.

7) Final copies of the Dissertation, research essay, or thesis, BEARING THE APPROVAL OF THE MENTOR, must be submitted to the Graduate Division office for final approval in accordance with the dates published in the Academic Calendar.

Insurance
Students enrolled in science laboratory courses or conducting research in which the use of a laboratory is required must be covered by insurance obtained through the University or present evidence of other coverage to the treasurer’s office. For example, “other coverage” may be through the student’s own health insurance plan or a J-1 visa to have Sickness Insurance. See the “Student Support Services and Resources” section for more information.

*Criminal Background Checks
See page 86
Department of Art and Design (ART)

Program of Study:
Master of Arts (M.A.) in Museum Administration

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

Entrance Requirements

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

Degree Requirements

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

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

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

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

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

106: Topics in Museum Administration I & 107: Topics in Museum Administration II
Topics courses provide a platform for a changing roster of classes dedicated to contemporary issues in art history and museum administration. Credit: 3 semester hours for each course.

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

301: The Museum as Learning Environment
A survey of theories and practices in museum education addressing issues of interpretation, learning styles, programming, audience cultivation, community outreach and evaluation. Credit: 3 semester hours.

500: The Business of Museums
An overview of museum governance and administration, addressing issues of public and private accountability, strategic planning, fundraising and community relations.

600: Internship I & AD 601: Internship II
Internships provide professional experience in museums and exposure to the internal workings of an institution of their choice. Internship placements are initiated by students; overseen by/with support from their advisor, the graduate director and an outside mentor/expert. Internships may be undertaken for one or two semesters—for 3 or 6 credits. Each 3-credit course requires a minimum of 9 internship hours per week.

Electives (9 credits)

502: Museums and Technology in the 21st Century
An introduction to the history and function of technology in museums focusing on internal operations, as well as areas of public access including exhibitions, education, marketing, audience development and evaluation. Credit: 3 semester hours.

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

Maintaining Matriculation

ART 925 Maintaining Matriculation (M.A.)
Master’s students not registered for other courses must register for ART 925 until all degree requirements are completed and the degree is granted. No Credit. $100.

Institute of Asian Studies (ASC)

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

Programs of Study:

M.A. in East Asian Studies

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

Entrance Requirements

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

1. Two options are offered:
   a. Thesis option: the program of study consists of a minimum of 33 semester hours of coursework, six of which include master's thesis research and a written thesis. Prescribed courses include: (i) one of the following two courses—ASC 102 (Great Books from China) or ASC 300 (Introduction to Source Materials on China); & (ii) ASC 900 (Master's Research) in the East Asian field. The remainder of the program will be arranged in consultation with the student's advisor.
   b. Non-Thesis option: 33 credits. The program of study requires a minimum of 33 hours of coursework, including one of the following two courses: ASC 102 (Great Books from China) or ASC 300 (Introduction to Source Materials on China). The remainder of the program will be arranged in consultation with the student's advisor.
   c. The student matriculating for the M.A. degree will choose either of these two options. It is strongly recommended that the thesis option be pursued by those students who may continue their graduate studies beyond the M.A. degree and teach on the college or university level.

2. Language: At least one semester of Chinese or Japanese or any other language pertinent to the student's major field.

3. Comprehensive Examination: A written examination will test the student's knowledge of four selected fields, areas or problems of historical scholarship. The examination may not be taken earlier than the last semester or session of coursework and must be taken within one year of the completion of all coursework, language and residence requirements.

M.A. in Chinese Studies

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

Entrance Requirements

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

Program Requirements

1. Two options leading to the M.A. in Chinese Studies are offered:
   a. Thesis option: a minimum of 33 semester hours of coursework, six of which include master's thesis research and a written thesis. Prescribed courses include: (i) one of the following two courses—ASC 102 (Great Books from China) or ASC 300 (Introduction to Source Materials on China); & (ii) ASC 900 (Master's Research) in the Chinese Studies field. The remainder of the program will be arranged in consultation with the student's advisor.
   b. Non-thesis option: a minimum of 33 hours of coursework, including one of the following two courses: ASC 102 (Great Books from China) or ASC 300 (Introduction to Source Materials on China). The remainder of the program will be arranged in consultation with the student's advisor.
   c. The student matriculating for the M.A. will choose either of these two options. It is strongly recommended that the thesis option be pursued by those students who may continue their graduate studies beyond the Master of Arts degree and teach on the college or university level.

2. Language: The student is also required to take 12 semester hours in the Chinese language or he/she is a non-Chinese native speaker.

3. Comprehensive Examination: A written examination will test the student's knowledge of four selected fields, areas, or problems of historical scholarship. The examination may not be taken earlier than the last semester or session of coursework and must be taken within one year of the completion of all coursework, language and residence requirements.

Advanced Certificate Program

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

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

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

The Chin-Ying Scholarships for Graduate Asian Studies

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

Courses

Required: choose one from the following two courses

ASC 102 Great Books from China
The major factor that has made China so powerful and lasting is its deep-rooted philosophical and humanistic tradition, embedded in several extraordinary classics, including Lao Tzu, The Confucian Analects, and Chuang Tzu. The purpose of this course is to introduce the essence of these three great books by discussing and analyzing selected chapters. All readings are in English. Credit: 3 semester hours.

ASC 300 Introduction to Source Materials on China
A survey of essential bibliographies, periodicals, research aids, source materials and books about China from prehistoric times to the present. Emphasis is placed on English-language works. Credit: 3 semester hours.

Elective (I):

ASC 103 The Art of War by Sun Tzu
The Art of War, composed probably in the 4th century B.C., is the earliest treatise on the subject. It is forever current in its wisdom and insightful analysis of military strategy and tactics, and it teaches a winning philosophy applicable to business as well as to politics and military. Therefore, recently many American and East Asian universities and business schools have also offered courses on this extraordinary classic. Credit: 3 semester hours.

ASC 104 History of Chinese Painting
The course is an introduction to the history of Chinese painting from the Tang to the Qing period (9th to 19th century). The course introduces historical elements in the styles of Chinese painting from each period covered and explains how artists employed knowledge of art history in making their art. Credit: 3 semester hours.
ASC 354 Women in Chinese Literature
Literary works are a major source for the study of the history of Chinese society in general and the Chinese women in particular; the lives and changing conditions of Chinese women are investigated through readings in poetry, fiction and drama from the earliest times to the present. Credit: 3 semester hours.

ASC 359 Seminar on Chinese Literature
The course aims to examine major works of Chinese philosophy, history, poetry, prose, and fiction from ancient times to the pre-modern period. All readings are in English. Credit: 3 semester hours.

ASC 535; 554 Classical Chinese Civilization
An introduction to the historical development of Chinese civilization from prehistoric times to the early 19th-century with emphasis on political and intellectual trends. Credit: 3 semester hours.

ASC 563 Seminar: China in the Modern World
An analysis of China in the 19th- and 20th-century; the erosion of the traditional political and social systems and the various attempts to construct new political and social forms to meet the needs of the modern world. Emphasis is on political, economic, military, population and social developments, but some attention is also given to intellectual and cultural changes. Credit: 3 semester hours.

ASC 582 Western Images of China
A survey of Westerners’ impressions and perceptions of China from the earliest times to the present. Particular attention will be given to American descriptions of China and the Chinese in writings and films. Credit: 3 semester hours.

Effective (II):

CHI 118 Contemporary China
A study of the place of China in modern science, literature, architecture, the fine arts and music, and of the political, social and economic problems confronting China in our times. Credit: 3 semester hours.

ASC 180 International Investment and Trade in China
China has become a top destination for foreign direct investment (FDI). The Chinese market is vital to the U.S. and to the world economy. The purpose of this course is to introduce students to opportunities and strategies for investments and trade in/with China. Credit: 3 semester hours.

ASC 254 U.S.–China Relations
A survey of the cultural, economic, diplomatic, and military relations between the two countries, from the discovery of America to the present. The emphasis will be on contemporary developments, from the Nixon administration to the present. The Taiwan issue will also be discussed. Credit: 3 semester hours.

ASC 349 Women and Family in Modern China: Changing Patterns of Social Relations
An analysis of the changes in the status of modern Chinese women; women’s status in traditional China and the changing social and political roles of Chinese women from the late 19th century to the present will be examined in the context of modern Chinese history. Credit: 3 semester hours.

ASC 352 China after the Communist Revolution
The political culture and history of the People’s Republic of China. Explores long-term social change and institutional development, and discusses China’s current economic relations with the world. Credit: 3 semester hours.

ASC 541; 542 Seminar—Taiwan in the Modern World
A study of historical changes in Taiwan in the context of major world trends; internal developments of Taiwan; the influence of external forces. Credit: 3 semester hours.

ASC 572 Chinese Business Law
This course will explore main issues in Chinese business law since 1978. It will also discuss Chinese approaches to arbitration and dispute resolution, bankruptcy, corporate corruption, foreign investment, intellectual property, joint ventures, and taxation. Credit: 3 semester hours.

Effective (III):

ASC 121 Japan as an Economic Power
A study of political, economic, and social factors which contributed to the unusually fast development of the Japanese economy during the post-war period and its domestic and international impacts. Credit: 3 semester hours.

ASC 256 Banking in East Asia
Banking in East Asia: core banking functions, types of banks, diversification of banking activities, risk management issues, bank failure and financial crises, and competitive issues. Credit: 3 semester hours.

ASC 320 Classical Japanese Literature
A study of Japanese literature from the Yamato period to 1868, concentrating mostly on poetry and drama. The main concern will be to perceive the values of Japan through its literature. Credit: 3 semester hours.

ASC 321 Modern Japanese Literature
An examination of Japanese literature since the Meiji Restoration in 1868. This includes discussion of the peculiar social and cultural milieu in modern Japan, with primary focus on the major writers. Credit: 3 semester hours.

ASC 347 The United States and East Asia
International and intercultural relations from the 18th century to the present. Emphasizes imperialism, nationalism, immigration, evangelization, modernization, globalization, and role of ideas and images. Credit: 3 semester hours.

ASC 410 Asian American Cinema
This course introduces students to films made by and about Asian Americans. Using a chronological and thematic approach, various genres—including narrative dramas, documentaries, and experimental films—will be analyzed within the context of Asian American history and contemporary issues concerning the development of Asian American identities. Credit: 3 semester hours.

ASC 257 Asian American History
The aim of this course is to provide a balanced survey of the history of the major Asian ethnic groups in the United States namely, Chinese, Japanese, Korean, and Vietnamese. Primary evidence is on the developments during the past half-century. Credit: 3 semester hours.

ASC 258 Asian American Art
This course is a survey of the achievements of Asian American artists, beginning with the early 20th-century, but concentrating on more recent developments and trends. Credit: 3 semester hours.

ASC 583 Asian American Literature
This course concentrates on some important Asian American novelists, short story writers and dramatists, their major themes and their connections with the literary traditions of Asia. Credit: 3 semester hours.

ASC 584 Asian American Women
This course is a survey of three major groups of Asian American women—Chinese, Japanese, and Korean. The focus is on the interplay between these women’s cultural heritages and the changing social environment in the United States. Credit: 3 semester hours.

Electives (V):

CHI 108 Beginning Chinese
Practice in the acquisition of pronunciation, tones, vocabulary and grammar. For the students with little knowledge of Mandarin Chinese. No Prerequisite. Credit: 3 semester hours.

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

CHI 111 Readings in Contemporary Prose
Materials selected from contemporary Chinese writings of general interest. Credit: 3 semester hours.
Department of Biological Sciences (BIO)

General Entrance Requirements

Applicants should have successfully completed an undergraduate major in the biological sciences or a related field including one year each of inorganic and organic chemistry, physics, and mathematics through introductory calculus with a "B" or better average. One semester of either genetics, molecular biology or biochemistry is required and a semester of each is highly recommended. Preferably an applicant will also have one or more courses in an area of biology in which he or she hopes to specialize. All prerequisite courses should be completed prior to commencing graduate studies. The department may require a student to make up certain deficiencies during the first year of study. This may preclude the possibility of obtaining the master's degree within the usual two-year period.

Programs of Study

Master of Science

Entrance Requirements

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

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

Program Requirements

1. 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.

2. Research: Research is emphasized at all levels of graduate study. M.S. candidates are strongly advised to take at least two semesters of special research (Biology 352, 353). A formal written report describing the results of this research is required for each semester. The thesis option requires six credits of Biology 900 and the submission of a research thesis, which documents a student's ability to conduct independent research.

3. Seminars: Enrollment in and attendance at the Biological Sciences Department Seminars (Biology 599 or 599A) is required every semester. At these meetings research topics of current interest are discussed by distinguished outside speakers, faculty and advanced graduate students.

4. Graduate Research Presentations: Enrollment in and attendance at the Graduate Research Presentations (BIO 500) are required for credit during a total of three semesters and thereafter as a no-credit course (BIO 500A). Doctoral students will present their research and participate in discussions.

5. Language: There is no specific language requirement for the master's degree in biology.

6. Comprehensive Examination: All students must pass a written comprehensive examination covering current theory, application and research in areas appropriate to their training and interests. The rules governing the application and administration of this examination are found under “Comprehensive Examination” in the Graduate Division of Arts and Sciences section of this bulletin.

7. Time Limit: All academic requirements for the M.S. degree must be completed within five years.

8. Academic Standing: A 3.0 quality point average must be maintained both in the core courses and in the overall academic record. Failure to do so may result in being placed on probation or lead to dismissal from the program.

M.S. in Biological Sciences, Biotechnology Concentration

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

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

Program Requirements

The outlined curriculum provides a strong conceptual foundation upon which students can
build the practical skills necessary to excel in this exciting field.

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

Core Courses (3 credits: each)
PAS 252 Biostatistics
PAS 254 Principles of Drug Design
PAS 215 Foundation of Regulatory Affairs
PAS 250 Biostatistics and Aspects of Cell Culture
PHS 250 Alternative to Animal Testing

B.S./M.S. in Biological Sciences

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

Doctor of Philosophy

Entrance Requirements

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

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

Curriculum and Program Requirements

1. The academic curriculum consists of a minimum of 60 credits beyond the B.S. degree or 32 credits beyond the M.S. degree. The core curriculum consists of Biology 207, 208, 212 and research rotations through one research laboratories during the second semester of the first year and one more research laboratory during the first summer session of the first year. Students may elect a further rotation during the second summer session. In each of these rotations students are introduced to the specific techniques and the research approaches of individual faculty.

2. Qualifying Examination. Ph.D. students will generally register to take the qualifying exam in the spring semester of their second year, but no later than the fall semester of their third year. In this oral examination, students demonstrate a basic knowledge of material from the core courses and how it relates to their chosen area of research specialization, which should be established by this time. Acceptable performance on this examination by the Graduate Education Policy Committee and formal acceptance of the student by a faculty mentor confers acceptance to the doctoral research level.

3. Upper-Level Courses. Further training consists of a series of upper-level specialized courses, research courses leading to the development of a doctoral dissertation and advanced seminars in which specific research questions are examined through use of experimental literature. Courses are selected by the student in consultation with faculty advisors and reflect the specific career orientation of the student. The selection of upper-level courses to be taken will be recommended by the student’s research advisor and other professors. Ordinarily, a plan will be established during the first year of study. The student’s thesis committee will guide the student’s research and will form the nucleus of examining committees.

4. Comprehensive Examination. The comprehensive examination should be scheduled by the student with their Ph.D. committee as early during the fourth year as possible. This oral examination is administered by the thesis committee (jointly chosen by student and thesis mentor) to review the thesis proposal, considering both the methodological soundness of the proposed research and its significance in the light of current developments in the field.

5. Research and Dissertation. All doctoral students are required to take a minimum of six credits of Doctoral Research (BIO 950) and to submit a dissertation. Not more than 15 of Doctoral Research (BIO 950) will be counted towards the completion of the degree. Upon the recommendation of the student’s advisor, Special Research (BIO 352 or BIO 353) may be taken as a preparation for dissertation research. Each semester of Special Research requires a written report. The dissertation should embody the results of significant original research which has been accepted for publication in two peer reviewed scientific journals. These publications must be included in the Ph.D. thesis.

Doctoral candidates must defend the dissertation in a final oral examination before a committee of the faculty. Doctoral-level students will be expected to communicate in both oral and written presentations with clarity, organization, and accuracy. The doctoral dissertation is a major document which is expected to demonstrate high-level skills in writing and presentation as well as in the scientific context. The public defense of the doctoral dissertation is not scheduled until the candidate submits evidence to the Department Chair that the two manuscripts derived from the dissertation have been accepted for publication in peer-reviewed scientific journals.

6. Seminars. Enrollment in and attendance at the Departmental Seminars (BIO 599) are required for credit during a total of three semesters and thereafter as a no-credit course (BIO 599A).

7. Requirement for defense for all Ph.D. students will be two accepted, peer-reviewed publications with an impact factor of 2 or above. One publication must be first authorship and represent original research. The second publication does not require first authorship and does not need to represent original research. In cases where the impact factor for either accepted manuscript is below 2, then two or manuscripts would need to be accepted with a combined impact factor of 2 or above. The publications must be included in the Ph.D. thesis.

8. Time Limit. Students must complete all requirements for the degree within seven years from the date of matriculation. Degree credit may be denied for courses more than seven years old.

9. Transfer Credit. Students may seek admission to the Ph.D. program after having successfully completed some graduate work at another accredited institution. Students may request transfer of credit for this work, provided it has not been offered in fulfillment.
of another graduate degree.

10. Academic Standing: A 3.0 quality point average must be maintained both in the core courses and in the overall academic record. Failure to do so may result in being placed on probation or lead to dismissal from the program.

11. Students must complete a research tool in computer competency either by appropriate coursework or by passing a departmental examination.

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

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

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

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

Courses
The core curriculum is an integrated series of three courses encompassing the fundamentals of biochemistry and molecular biology in the context of prokaryotic and eukaryotic cell biology. It is designed so that BIO 207 (Core A) is taken during the first semester, and BIO 208 (Core B) and BIO 212 (Core C) are taken concurrently during the second semester. All students will take BIO 599 (Departmental Seminars) for credit during the first three semesters and for 0 credit thereafter. Doctoral students are required to enroll in BIO 550 (Research Rotation I) in the spring semester of their first year and in BIO 551 (Research Rotation II) during the summer between their first and second years.

207A Core A Biochemistry
Structure and function of biomolecules; enzymes, introduction to the organization and chemical economy of the cell; an overview of metabolism. Credit: 3 semester hours.

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

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

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

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

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

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

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

248 Laboratory Techniques and Applications I
Project-based hands-on experience with a variety of modern cellular, biochemical and molecular techniques. Credit: 3 semester hours.

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

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

253 Laboratory Techniques and Applications II
Second part of BIO 248. Credit: 3 semester hours.

275 Principles of Electron Microscopy
Corequisite: 275L. This course is intended to instruct the student in the basic techniques of electron microscopy. It will also describe the analytical methods used to identify various biological systems. Cf. HPS240. Credit: 4 semester hours.

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

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

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

500; 500A: Graduate Research Presentations
Students will present their research and participate in discussions. Enrollment and attendance are required of all doctoral students. Credit: 2 semester hours per semester for the first three semesters; 0 semester hours during subsequent semesters.

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

711 Cellular Signal Transduction
The biochemical pathways responsible for the activation of cell function in response to intercellular signals will be explored. Credit: 3 semester hours.
715 Yeast and Other Fungi as Experimental Organisms
The focus of the course is on molecular genetic manipulations of yeast and other fungi.
Credit: 3 semester hours.

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

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

Research

352; 353 Special Research in Biological Sciences
Consists of conferences on specialized topics and accompanying laboratory work. A formal written report is required. May not be repeated. Credit: 3 semester hours per semester. Laboratory fee: $60 per semester.

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

551 Research Rotation II
Required of all doctoral students. This course is offered in the first summer session and consists of a second laboratory experience in a research laboratory. Credit: 3 semester hours. Laboratory fee: $60 per semester.

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

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

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

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

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

Maintaining Matriculation

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

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

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

Department of Chemistry (CHE)

Programs of Study

B.S./M.S. in Chemistry
The Department of Chemistry offers an intensive, accelerated, combined degree program leading to both the Bachelor of Science and the Master of Science degrees in five years of full-time study. Qualified undergraduates will have completed their sophomore year with a 3.0 cumulative index and a 3.5 index in chemistry applicable to the major. They are enrolled into the program upon application. Provisional acceptance into the program may be granted to exceptional first-and second-year students. Students enrolled in the B.S./M.S. program matriculate for a total of 147/148 credits. A total of 126/127 credits must be completed by the end of the fourth year, at which time the B.S. degree is awarded. Completion of a thesis and the remaining hours of coursework in the fifth year fulfills the requirements for the M.S. degree. All graduate students must successfully complete CHE 101, 111, 121 and 141.

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

Master of Science

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

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

Program Requirements
1. Program: The Master of Science degree can be fulfilled in either of two ways. Students who elect to undertake a thesis as partial fulfillment of the degree requirements must complete a total of 30 credits, comprised of 24 lecture credits and six research credits. Students who elect to meet degree requirements without undertaking a thesis must complete a total of 33 credit hours and pass a comprehensive exam.

2. Required Courses: All students must pass Chemistry 101, 111, 121 and 141.

3. Research: Students in the thesis program must take Chemistry 900, Master’s Research (six credits). This sequence of courses requires the completion of a research problem by the student under the supervision of a staff member and the presentation of the results in the form of a written thesis. The topic of the research must be approved by the research advisor, the Chair and the Dean. All work must be done at the University. In rare cases, permission may be obtained from the Dean to carry out a portion of the work outside the University.
4. Comprehensive Examination: A written comprehensive examination is required of students in the non-thesis program. In the thesis program an oral comprehensive examination is given which includes defense of the thesis.

Assistantships
A limited number of graduate assistantships are available for qualified students. Graduate assistants supervise undergraduate laboratory activities. In return the graduate assistantships carry a stipend and provide tuition remission. Foreign-born students applying for assistantships who have not received a U.S. degree are also required to present evidence of proficiency in English such as TOEFL test scores.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

OTHER COURSES TO BE OFFERED AS NEEDED**

262, 263 Special Topics in Organic Chemistry

264, 265 Special Topics in Physical Chemistry

266, 267 Special Topics in Inorganic Chemistry

268, 269 Special Topics in Analytical Chemistry

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

For a complete listing of approved courses, please contact the Dean's office.
Department of Communication Sciences and Disorders (CSD)

Program of Study

Master of Arts in Speech-Language Pathology

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

Entrance Requirements

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

Degree Requirements

A. Required Courses: All students must take a minimum of 15 credits of required coursework distributed in three areas: in the research core (CSD 201); the basic communication processes core (CSD 202, 203 and 204), and the clinical core (at least one course from among CSD 210, 211). In addition to meeting coursework requirements in Speech Language Pathology, students are expected to take at least one course in Audiology to meet the minor area of study requirements for ASHA certification. (CSD 214, 351, 354, 355, 364.)

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

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

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

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

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

Certificate: Teacher of Students with Speech and Language Disabilities

Students will be eligible to obtain a Certificate as Teacher of Students with Speech and Language Disabilities issued by the New York State Department of Education provided that they meet the education, practicum (student teaching) and observation requirements as required by the New York State Dept. of Education. Practicum 407 (two credits) in an educational setting with a minimum of 150 contact hours may be taken. A special selection of pedagogy coursework to meet New York State Education requirements for the Teacher of Students with Speech and Language Disabilities will be provided to those students who are interested in this program. Upon completion of this program, endorsement to the state will be issued.

Program of Study

Doctor of Audiology (Au.D)

The Long Island Au.D. Consortium

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

Students are able to utilize the resources of all three schools, including the laboratories, equipment, faculty, and externship sites. The objective of this clinical program is to produce highly skilled practitioners who have the ability to perform the wide variety of diagnostic, remedial, and other critical services included within the scope of practice for audiologists to meet the ASHA requirements for certification.

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

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

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

Faculty Qualifications

The faculty are experienced professionals and those faculty members engaged in clinical supervision hold the appropriate NY State license and ASHA Certification. In addition, adjunct faculty are brought in to teach selected
Courses in specialized areas or supervise at the Speech and Hearing Center.

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

Courses for M.A. in Speech Language Pathology

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

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

Required Courses

1. Research Core (3 credits.)

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

2. Basic Processes Core (9 Credits)

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

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

204 Advanced Anatomy and Physiology of Speech
The use of the speech mechanism, especially the muscular and neurological systems.

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

3. Clinical Core (3–12 credits)

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

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

Professional Coursework

1. Speech-Language Pathology

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

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

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

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

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

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

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

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

320 Language-Based Learning Disabilities

321 Speech-Language Assessment and Intervention for Infants, Toddlers and the Pre-School Child
Educational principles and procedures for infants, toddlers and pre-school children with language and learning disabilities and perceptual skill impairments. Credit: 3 semester hours.

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

323 Communication Problems of the Developmentally Disabled and Multiply Handicapped
The nature and causes of developmental disabilities, their impact on the family, community and school system. Credit: 3 semester hours.

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

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

328 Dysphagia: Theory and Practice
Swallowing physiology, the abnormal swallow, associated diagnoses and conditions, dysphagia diagnosis, treatment and management. This “hands-on” course is held at a subacute and geriatric care facility. Credit: 3 semester hours. May be taught off campus.
330 Speech-Language Pathology Practice in Educational Settings
Implementing speech-language services in schools. Service delivery models; education law; due process, strategies for effective participation in services for speech- and language-impaired students. Required for students enrolled for the New York State TSSLD Credit: 3 semester hours. (30 hrs. and field Experience/observation).

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

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

341 Management of Pediatric Dysphagia in a Developing Country
Anatomy and neurophysiology of normal swallowing and pathophysiology in infants and children. Assessment, treatment, management and models of delivery in the USA and in a developing country. Credit: 1 semester hour.

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

Clinical Practica in Speech-Language Pathology

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

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

408 Speech Pathology Practicum in Adult Setting
Clinical evaluation and remediation of disorders of speech and language; off-campus site with adults. Minimum 60 hours of direct clinical practice/credit. May be repeated for a maximum of 3 credits. Sufficient background in coursework required. Must register with Clinical Coor. Credit: 1–3 semester hours.

2. Minor Area Courses in Audiology

214 Habilitative and Rehabilitative Procedures for the Hearing Impaired
Application of audiological findings and theoretical rehabilitation and management of hearing impaired and deaf children and adults and selection of amplification for the hearing impaired. Credit: 3 semester hours.

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

354 Habilitation of Children Who Are Deaf or Hearing Impaired
Theories of language, speech production and perception of children with hearing loss. Current approaches to assessment, speech training and the use of sensory aids including computer-based devices and cochlear implants. Credit: 3 semester hours.

355 Rehabilitation of Adults Who Are Deaf or Hearing Impaired
Current research and theory on speech production and perception in adults with hearing loss of various etiologies, including speech production, auditory feedback, cochlear implants and speechreading. Credit: 3 semester hours.

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

Clinical Practica in Audiology

420 Clinical Practicum in Audiology for the Speech-Language Pathologist
Clinical practicum in assessment of hearing disorders and rehabilitation management of hearing impaired persons. Minimum of 20 hours in the minor area appropriate to scope of practice. Credit: 1 semester hour.

3. Professional Issues Courses

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

381 Cultural Diversity in Speech-Language Pathology and Audiology
Understanding of diversity issues that impact on the assessment and intervention of language and speech abilities in both children and adults in multicultural and multilingual populations. Credit: 3 semester hours.

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

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

452 Special Research in Speech-Language Pathology
A student will design and carry out an independent research project. A course seminar is to be scheduled to guide the students through the process. Credit: 3 semester hours.

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

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

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

Required Courses

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

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

503 Anatomy, Physiology & Neurology of the Auditory and Vestibular Mechanisms
This course will provide a description of normal
anatomy and neuroanatomy of the auditory and vestibular systems. Theories of physiology and the effects of certain pathological conditions on normal physiology will also be discussed. Credit: 3 semester hours.

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

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

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

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

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

509 SLP for Audiologists
This course will provide students with an appreciation of the diversity of speech and language disorders across the lifespan, and the relationship of cultural factors to communication and speech and language disorders. Students will learn to identify symptoms and behaviors associated with specific speech and language disorders and will be prepared to screen for same and to make appropriate referrals for more comprehensive evaluations. Credit: 3 semester hours.

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

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

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

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

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

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

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

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

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

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

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

522 Current Issues in Vestibular Practice
Evaluation of balance function beyond rotatory and posturographic tests, and Vestibular Evoked Potentials; programs and protocols for vestibular rehabilitation will also be detailed. Credit: 3 semester hours.
523 Leadership & Supervision in Audiology
Students explore styles in leadership and the relationship to the supervision of personnel and student clinicians in audiology, in addition to the basic skills and knowledge needed for preceptors in a variety of clinical settings. Ethical issues such as confidentiality, privacy, and professional development will be examined. Credit: 1 semester hour.

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

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

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

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

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

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

561-2 Clinical Practicum in Audiology: In-House
Study the development of advanced clinical and rehabilitative audiologic skills, the clinical application of theory and concepts obtained in advanced audiology coursework. Seminars: open discussion forums encouraging discussions on specific clinical problems, disorders, situations, case resolutions and diagnoses they have been involved with at their various placements. Credit: 2 semester hours each.

563-5 Clinical Practicum in Audiology
Study the development of advanced clinical and rehabilitative audiologic skills, the clinical application of theory and concepts obtained in advanced audiology coursework. Seminars: open discussion forums encouraging discussions on specific clinical problems, disorders, situations, case resolutions and diagnoses they have been involved with at their various placements. Credit: 2 semester hours each.

568 Clinical Practicum in SLP
Supervised clinical practice in speech-language pathology. Credit: 1 semester hour.

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

Electives

542 Forensic Audiology
The purpose of this course is to provide the student/professional with an understanding of the legal, ethical, legislative, and forensic issues that may be encountered in the practice of audiology. The legal rights of communicatively disordered persons and provisions of the ADA will be explored. Other issues, such as due process, federal and state mandates, managed care, educational entitlements, the role of professional organizations and support groups, support personnel, external forces impacting on the professions, and advocacy for the professions will be addressed. Credit: 1 semester hour.

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

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

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

* Electives in related areas upon approval

Department of English (ENG)

Programs of Study

English graduate studies at St. John’s features combined Bachelor of Arts / Master of Arts (B.A./M.A.), Master of Arts (M.A.), and Doctor of Arts (D.A.) degree programs. We offer courses in traditional and emerging fields of literature, cultural studies, critical theory, writing and composition studies. All English graduate courses are seminars taught by research faculty who are committed to teaching and mentoring graduate students. The M.A. and D.A. programs are designed for both full-time graduate students and for professional educators, administrators, and writers who want to pursue an advanced degree part-time. The English graduate curriculum offers students the flexibility to develop individualized programs of study that meet their intellectual and professional goals. Because the number of required courses for each program is limited,
the curriculum appeals to students seeking either broad exposure to advanced English studies or more intensive concentrations in specific fields. Among the areas of study are British and American literary history, creative writing, composition studies, and interdisciplinary fields such as American studies, gender studies, and postcolonial studies. The department also sponsors a student-edited journal, *The St. John’s Humanities Review*, and host an annual Graduate Student Conference.

**B.A./M.A. in English**

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

**Entrance Requirements**

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

**Program Requirements**

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

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

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

The English Master’s degree curriculum offers students the opportunity to develop programs of study that meet their intellectual and professional goals. Because there is only one required foundational course (Modern Critical Theories), the program provides flexibility for students seeking either broad exposure to advanced English studies or more intensive concentrations in specific fields. The Master’s program offers seminars in the major periods of literary history (medieval, early modern, Restoration, Victorian, 19th-century American, modern, contemporary, and postcolonial) as well as many interdisciplinary courses. All students submit a portfolio of their graduate work in their final semester, containing representative essays and a critical synthesis of their work while in the program. Students also have the option of writing a Master’s thesis to fulfill three of their M.A. credits. Students who plan to write a thesis should register for ENG 900: Master’s Research.

**Entrance Requirements**

Students entering the M.A. program must present at least 24 credit hours of undergraduate preparation in English. All students must submit acceptable scores for the Graduate Record Examinations (GRE) General Test; the Subject Test is not required.

**Assistships**

Graduate assistantships are available on a competitive basis through the English Department and the Institute for Writing Studies. These assistantships provide tuition support and a stipend in exchange for research support to faculty or tutoring in the institute. New students who are interested in an assistantship should indicate their interest on the application form. Current students should submit a full graduate school application, including a statement of purpose and two letters of recommendation, and a writing sample to the English Chair. The deadline for assistantship applications is February 15.

**Program Requirements**

Students must take a minimum of 33 credit hours. (Students receiving Graduate Assistantships can receive tuition support up to but not beyond 33 credits.) Students have the option of writing a Master’s thesis in their final year of the program to fulfill three of their M.A. credits. Students who plan to write a thesis should register for ENG 900: Master’s Research.

The only course required of all M.A. students is ENG 100: Modern Critical Theories, which should be taken during the student’s first year of study. Otherwise, students are free to choose courses that suit their needs and interests. All courses in the English graduate curriculum are open to students in the M.A. program.

Students must submit a portfolio project in their last semester of study. This portfolio of written work serves as the non-credit capstone project for the Master’s program. The portfolio consists of three representative papers from three different courses, one of which should be revised substantially according to the professor’s instructions and suggestions. Accompanying the portfolio is a 10-page critical overview in which the student offers a critical synthesis of her work in the program, referring to the portfolio essays and their revision as indication of the student’s growth as a reader, scholar and writer. A committee comprised of English faculty evaluates these portfolios.

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

The D.A. program in English is a terminal degree that combines advanced study in literary, cultural, and composition studies with preparation for teaching. It offers courses and research opportunities in traditional and emerging fields of literature, cultural studies, critical theory, writing, and composition studies. At the same time, it emphasizes the theory and practice of pedagogy, especially writing pedagogy, to prepare students for English and interdisciplinary college teaching. The program is designed for both full-time graduate students and professional educators, administrators, and writers who want to pursue a doctoral degree part-time. While most recent graduates of the D.A. program are faculty at colleges and universities, other graduates have positions in publishing, editing, public relations, and administration in secondary and higher education.

The English D.A. degree emerged in the 1960s and 1970s to meet the growing need for faculty at four-year and two-year colleges. The D.A. program at St. John’s has since evolved into a doctoral program that emphasizes the interrelatedness of pedagogy, theory, and literary and cultural studies. The opportunities for advanced research are comparable to those of English Ph.D. programs, but the English D.A. program is distinguished by its integration of research, writing and pedagogical practice.

The English D.A. curriculum provides a foundation in critical theory and writing pedagogy, while offering students the opportunity to develop programs of study that meet their intellectual and professional goals. The D.A. program offers seminars in the major periods of literary history (medieval, early modern, Restoration, Victorian, 19th-century American, modern, contemporary, and postcolonial) as well as many interdisciplinary courses. After completion of their coursework, D.A. students, in consultation with department faculty, design three exam areas in fields the student wishes to claim as areas of specialization. Following successful completion of the exams, the student works with a committee of three or more faculty on a dissertation, to be defended orally.

**Entrance Requirements**

1. Applicants must present verification of their completion of a bachelor’s degree, with a minimum of 24 credits in English.
2. Applicants must possess at least a cumulative G.P.A. of 3.0 and a 3.5 in English courses.
3. Applicants must submit acceptable scores for the Graduate Record Examinations (GRE) General Test. The subject GRE Test is not required.
4. Applicants possessing a Master’s Degree...
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with at least 15 graduate credits in English and an index of at least 3.5 in these courses can receive advanced standing up to 24 credits, as determined by the Department’s Admissions Committee and the Dean.

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.

Applicants must also submit a recent sample of written work, as well as a personal statement detailing the student’s professional goals.

Fellowships

Doctoral fellowships are available on a competitive basis through the English Department and the Institute for Writing Studies. These assistantships offer a stipend and provide the experience of teaching one course per semester or the equivalent time tutoring in the writing center. New students who are interested in an fellowship should indicate their interest on the application form. Current students should submit a full graduate school application, including a statement of purpose and three letters of recommendation, to the English Chair.

Program Requirements

1. The D.A. degree entails 48 credits of coursework, 6 credits of Teaching Internship and 6 credits for writing the dissertation (Doctor of Arts Research). Applicants who apply with a M.A. or M.F.A. in English can receive up to 24 credits of advanced standing. Applicants with prior teaching experience can also have the Teaching Internship waived. Students in the program must maintain a minimum GPA of 3.0; courses for which the student receives a grade lower than a “B” will not count towards the degree.

2. Students must take ENG 100: Modern Critical Theories; ENG 105: Teaching Practicum; ENG 110: Introduction to the Profession, and the student determines all remaining courses.

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” 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 determined by the student. The student, in consultation with one of his or her committee, assembles a reading list of approximately twenty-five books and critical essays for each of the three exam areas. In addition to serving as an opportunity for the student to demonstrate her mastery in these exam areas, the comprehensive exam serves as a means by which the student can begin preliminary research for the dissertation.

6. After successfully completing the comprehensive examination, the student will undertake the dissertation for a minimum of six credits (ENG 975) each semester until the dissertation is successfully defended. Students who register for ENG 975 are required to attend the Dissertation Research and Writing Workshop for at least two semesters. Students select a topic that will enable them to apply their learning to an original problem in contemporary scholarship, criticism, pedagogy or the profession in general. An academic mentor and a committee of readers are selected by the student to guide his or her research and review the progress of the dissertation. The completed dissertation must be defended in an oral examination before the committee and must be approved by the Dean.

Courses

Theory, Pedagogy and the Profession

100 Modern Critical Theories
105 Teaching Practicum
110 Introduction to the Profession
120 Composition Theory and the Teaching of Writing
130 Theories of Literacy
135 Critical Issues in the Teaching of Writing
140 Topics in Theory
141 Writing in the Academy
150 Critical Race Theory
170 Authorship, Ownership, Appropriation and Remix
180 African American Literacies and Education: The 18th & 19th Centuries
185 African American Literacies and Education: The 20th and 21st Centuries
190 Digital Literary Studies

Medieval

200 Medieval Literature: Critical Theoretical Approaches
210 Medieval Literature in Historical Contexts
220 War and the Culture of Chivalry
230 Chaucer
240 Beowulf
250 Medieval Drama
260 Arthurian Romance
270 Medieval to Early Modern
280 Topics in Medieval Studies

Early Modern

300 Shakespeare and Early Modern Studies

310 Shakespeare’s Media: Print, Performances and Film
320 Elizabethan Drama
330 Jacobean Drama
340 Spenser and the Elizabethan Renaissance
345 Shakespeare’s London: Page, Stage, and Place
350 Milton and the English Civil War
355 Renaissance Lyric Poetry
370 Topics in Shakespeare
380 Topics in Early Modern Studies

Restoration and 18th Century

400 The Novel to 1800
410 Restoration and 18th-Century Poetry
420 Restoration and 18th-Century Drama
430 Restoration and 18th-Century Prose
440 Studies in Restoration and 18th-Century Literature
450 Topics in Restoration and 18th-Century Literature and Culture

19th-Century British

501 The Victorian Social Imagination
510 British Romanticism
520 The 19th-Century Novel
530 Aspects of the Novel: Histories and Theories
540 Science, Poetry and Prose in Victorian England
550 Realism and Naturalism
560 Revolution and Romanticism
570 Monumental Form: Eliot, Dickens, Trollope
580 Studies in 19th-Century British Authors
590 Topics in 19th-Century British Literature and Culture

American to 1900

600 19th-Century American Public Culture
610 Literature of the Early Republic
616 Colonial American Literature
620 Antebellum American Literature
625 Gender and 19th-Century American Literature
630 American Regional Literature
635 Narratives of American History
640 Transcendentalism
646 American Poetics
650 American Novel to 1914
660 19th-Century African American Literature
665 Studies in 19th-Century Authors
670 Topics in 19th-Century American Literature and Culture

20th Century

700 The Emergence of Modernism
711 Modern Short Story
715 Modern Novel
716 Modern Poetry
725 Modern Drama
730 Literary Modernism
735 Harlem Renaissance
740 Contemporary Novel
745 Contemporary Poetry
750 Contemporary Drama
755 Topics in African American Literature
761 Caribbean Literature and Culture
Center for Global Development

The mission of the Center for Global Development (CGD) is to invest in educational programs and activities to promote the common good and the advancement of the human community where the dignity of the human person is at the foundation of every process of development.

The term “global” not only encompasses social, cultural and economic structures and processes that foster human progress, but also an awareness of interdependence between people and among nations. This interdependence comes with the responsibility of building a civil society based on a culture of solidarity and social justice. Development, to be authentic, as Pope Paul the Sixth emphasized, must foster human well being, but also each person’s spiritual and moral development. Human nature is relational, and our responsibility is to further educate people about the process of relational sharing. Building a global community, through projects of social intervention, welfare and development will not fail, if it is grounded on dialogical opening.

The CGD serves as a center for research on issues regarding international development. Drawing upon its network of international specialists as well as its own faculty, staff, and researchers, the activities promoted and offered by the Center include the M.A. in Global Development and Social Justice, conferences, internships, research projects, a comprehensive Resource Center, as well as joint ventures and projects with other organizations.

Programs of Study

M.A. in Global Development and Social Justice
The M.A. in Global Development and Social Justice aims at best practices and leadership in global development. Our mission of social justice and human rights advocacy, grounded on Catholic Social Teaching, is reflected through our innovative online methodology. We seek to provide education, especially to those lacking economic, and/or social means. Furthermore, through its committed faculty and support staff, the M.A. seeks to teach students how to search out the causes of poverty and social injustice and encourages them to explore and identify solutions which are adaptable, effective and concrete.

This innovative multidisciplinary program is coordinated by a Steering Committee chaired by the Director of the Center for Global Development. It combines classroom instruction with online methodology to offer students the flexibility to pursue in-depth research in a broad variety of critical areas related to development and social justice.

Entrance Requirements
• An accredited bachelor’s degree or its equivalent
• Proficiency in English (written and spoken). Applicants whose native language is not English, or whose secondary and post-secondary education was not in English must take the (1) Test of English as a Foreign Language (TOEFL) or (2) International English Language Testing System (IELTS) - More information on the TOEFL or IELTS can be found on page 7 in the St. John’s University Graduate Bulletin here. The TOEFL code for St. John’s University is 2799.
• Two letters of recommendation from persons qualified to evaluate the applicant’s ability to succeed in a graduate program of study
• A statement of personal and professional goals relevant to the applicant’s interest in the concentration in Global Development and Social Justice
• The Graduate Record Examination (GRE) is not required.

Assistantships:
Graduate assistantships are also available on a selective basis.

Transfer of Credit:
Because of the distinctive nature of the program, including in-person instruction during summer sessions in Rome and online learning courses during the Fall and Spring semesters, no transfer credits may be applied for this degree.

Courses:
Core Curriculum
Given the nature of the program, the curriculum offers significant training in Information Technology (The program provides each student with a laptop computer), and an optional internship related to the student’s required capstone project. It also encompasses a broad
range of topics related to development and social justice. Additionally, the capstone project is presented in the Integrated Seminar, summarizing the student’s learning in the courses and his/her ability to undertake in-depth research and apply the knowledge and skills acquired. Finally, it’s 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 130: Impact of International Organizations in Global Development 3 credits.
MGD 140: Economics of Development 3 credits.
MGD 150: Sustainable Food Systems, Water and the Environment 3 credits.
MGD 160: Migration and Refugees in Development: Humanitarianism, Gender and Inequities 3 credits.
MGD 172 Project Management for NGOs 3 credits.
MGD 180: Media Strategy and the Politics of Peace Building 3 credits.
MGD 190: Health Care Issues in Global Development 3 credits.
MGD 200: Integrating Seminar 3 credits.

Course Descriptions

100 Models of Intervention in Global Development
This course introduces students to the key concepts of Global Development in the context of social justice, combining concerns for international development with awareness of the human person, the common good, sustainability and subsidiarity. Contemporary development issues such as migration, environment, health, and conflict will be examined through common models and tools of intervention. Case studies referring to non-governmental organizations, inter-governmental organizations and national governments will also be emphasized. Credit: 3 semester hours.

110 Catholic Social Thought and Practices of Integral Human Development and Solidarity
What should be the goals of global development? What constitutes sustainable prosperity for all? What models and practices of global development lead to human flourishing? How can practices of solidarity and peace building be cultivated to promote development and human wellbeing? Students will endeavor to answer these and other important questions in a manner that draws deeply upon the Catholic moral tradition in dialogue with other points of view. Credit: 3 semester hours.

120 Information Resources for Global Development and Social Justice Practices
This course is an introduction to the scope, organization, evaluation, and use of print and electronic information sources. Particular emphasis will be placed on developing skills in using and creating digital information resources, and of the sharing these resources using electronic courseware social networking technologies, scholarly networking technologies, and information management techniques. All topics in this course are discussed within the context of the kinds of research and communication activities that are expected of development workers, thus information literacy skills, social science research methods, and professional and scholarly writing are also key areas of emphasis. Credit: 3 semester hours.

130 Impact of International Organizations in Global Development
This course examines the role of international organizations (IGOs) and nongovernmental organizations (NGOs) in global development. Organizations play an important role in the development of the economy, environment, health care issues, education and other social issues that plague developing countries in the global economy. At the conclusion of this course students will be able to 1) analyze the role of international and nongovernmental organization to development; 2) examine organizations and their policies toward developing countries; and 3) compare and contrast IGOs, NGOs, and other organizations in the context of globalization and development. Credit: 3 semester hours.

140 Economics of Development
An introduction to the field of economic growth and development from the perspective of Catholic Social Thought. This course covers: theories of economic growth; development and underdevelopment; role of ethics in policy formation; causes and consequences of poverty (national and international); international wealth and income inequality, and trade and globalization. Various theories and perspectives are presented, all contrasted with the approach to development found in the Catholic social thought tradition, especially in the 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 will address 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 and priority, to assess that strategy, and to propose an alternate approach(es). Credit: 3 semester hours.

Department of Government and Politics (GOV)

Entrance Requirements
For admission to graduate studies in Government and Politics, students are expected to have an undergraduate preparation of at least 18 credits in Government and Politics (Political Science) and 3.0 G.P.A. Any deficiencies in preparation may require supplementary course work as a condition for admission, in the form of suitable graduate courses, as determined by the Department.

Programs of Study

Master of Arts
The department offers two options in the M.A. program:
THESIS OPTION
NON-THESIS OPTION

Program Requirements

Non-Thesis Option
Gov 205
12 credits in the major concentration
3 credits in Political Theory
6 credits in the minor concentration
9 credits in any field

Thesis Option
Gov 205
12 credits in the major concentration
3 credits in Political Theory
6 credits in the minor concentration
3 credits in any field
6 credits of Masters Research (GOV 900)

Credit: 3 semester hours.

Public Policy and Administration
Matriculated and special students who have successfully completed 18 semester hours in public administration (including GOV 215) will be issued a Certificate in Public Policy and Administration upon application to the department. GOV 215 is required for all students applying for the Certificate in Public Policy and Administration.

International Law and Diplomacy
Matriculated and special students who have successfully completed 18 semester hours of appropriate courses in international relations and comparative politics will be issued a Certificate in International Law and Diplomacy upon application to the department. A minimum of six of the 18 credit hours must be taken from International Law and Diplomacy courses (GOV 271, 341, 342, 343, 344).

Combined Certificates
Student who desire to earn both the Certificate in Public Administration and the Certificate in International Law and Diplomacy may utilize six credits toward both certificates providing the courses are from among Government 188, 189, 290, 293 and 296. Thus, a total of 30 credits is the minimum needed to earn both certificates. Courses should be selected in consultation with an academic advisor.

Combined Degree Programs: Graduate

M.A./J.D. Program
In conjunction with the School of Law, the department offers a combined M.A./J.D. program. At the end of three years of graduate study, including at least one summer, students may graduate with both the Master of Arts and the Juris Doctor degree. To be eligible, students must apply for the combined degree program after having been accepted to both the Graduate and Law Schools.

Students must apply separately to the School of Law and the Graduate Division of Arts and Sciences, and must meet all regular requirements for admission to both the School of Law and the Graduate Division of Arts and Sciences as set forth in the respective school bulletins.

Students currently enrolled in the School of Law also may apply prior to completion of their second year of study. These students, however, may have to spend at least an additional semester of full-time M.A. study. Students currently enrolled in the Graduate Division of Arts and Sciences may also apply for this combined degree program.

The Deans of both schools must approve the course of study for all students accepted to the M.A./J.D. program.

Students, in consultation with the M.A./J.D. Committee and the approval of the Dean...
of the Graduate Division of Arts and Sciences, may apply up to nine credits taken as part of the Law School curriculum toward the M.A. degree. Alternately, in consultation with the M.A./J.D. Committee and the approval of the Dean of the School of Law, students may apply up to nine credits taken in the Department of Government and Politics toward credits required for the J.D. degree. These students, however, may have to spend at least one additional semester of full-time M.A. study.

In planning a course of study suitable for each student, the following shall apply:

1. Students will not enroll in any M.A. courses during their first year of study in the School of Law.

2. Satisfactory progress in the School of Law shall also satisfy the M.A. residency requirement.

3. Students will be obliged to take a total of at least three credits of government and Politics graduate study during each of the fall and spring semesters of their second year and third years of law school studies (12 credits minimum). Over two summers they may take 12 additional credits in Government.

4. All M.A./J.D. students must take the M.A. Comprehensive Examination in Government and Politics no earlier than the last semester of coursework and within one year of the completion of all coursework, language and residence requirements.

<table>
<thead>
<tr>
<th>J.D. Credits</th>
<th>M.A. Program (Thesis)</th>
<th>M.A. Program (Non-thesis)</th>
</tr>
</thead>
<tbody>
<tr>
<td>J.D. Credits</td>
<td>75</td>
<td>-</td>
</tr>
<tr>
<td>M.A. Credits</td>
<td>-</td>
<td>24</td>
</tr>
<tr>
<td>Credits toward both degrees</td>
<td>9</td>
<td>24</td>
</tr>
<tr>
<td>Totals</td>
<td>84</td>
<td>33</td>
</tr>
</tbody>
</table>

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 the 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 the political/legal processes, while at the same time mastering contemporary means of accessing and utilizing related information.

**Admission Requirements**

Students must meet the requirements of admission to both the Master of Arts in Government and Politics and the Master of Science in Library and Information Science programs as set forth in their respective sections of this bulletin.

**Program**

All M.A./M.S. students will complete curriculum requirements for each degree with four courses (12 credits) applying to both programs.

These exchange courses include:

- GOV 205 Modern Political Research
- Government approved course in major concentration
- LIS 251 Information Sources in the Social Sciences
- LIS 265 Online Database Searching and Services

All students must complete written comprehensive examinations in both areas.

**Combined Degree Programs: Undergraduate/Graduate**

**B.A./M.A. in Government and Politics**

The department offers an intensive, accelerated combined degree program leading to both the B.A. and M.A. degrees in five years of full-time study.

Qualified undergraduate students who have completed 60 credits at the end of their sophomore year with a 3.0 cumulative index and a 3.5 index in at least 12 credits in Government and Politics are encouraged to apply.

Students enrolled in the thesis program matriculate for a total of 144 credits (33 on the graduate level), including six credits of Master's Research. Students electing the non-thesis option must complete a total of 144 credits (33 on the graduate level). After completion of 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 Criminal Justice/ M.A. in Government and Politics**

The College of Professional Studies and the Graduate Division of Arts and Sciences offer an intensive, accelerated, combined degree program leading to the B.S. in criminal justice and the M.A. in Government and Politics within five years of full-time study.

Qualified undergraduate students who have completed 60 credits at the end of their sophomore year with a 3.0 cumulative index, and have completed 12 credits of Government and Politics with a 3.5 index in Government and Politics courses, are encouraged to apply.

Students enrolled in the thesis program must complete a total of 147 credits (33 on the graduate level, including six credits of Master's Research). Students selecting the non-thesis option must complete a total of 147 credits (33 on the graduate level). After completion of the B.A. requirements, the student may enroll full time on the graduate level for the fifth year. For specific information, students may consult the Chair.

**B.S. in Health Services Administration/ M.A. in Government and Politics**

The College of Professional Studies and the Graduate Division of Arts and Sciences offer an intensive, accelerated, combined degree program leading to the B.S. in Health Services Administration and the M.A. in Government and Politics within five years of full-time study. Qualified undergraduate students who have completed 60 credits at the end of their sophomore year with a 3.0 cumulative index, and have completed 12 credits of Government and Politics with a 3.5 index in Government and Politics courses, are encouraged to apply.

Students enrolled in the thesis program must complete a total of 153 credits (33 on the graduate level, including six credits of Master's Research). Students selecting the non-thesis option must complete a total of 153 credits (33 on the graduate level). After completion of their baccalaureate degrees, students may enroll full time on the graduate level for the fifth year. For specific information, students may consult the Chair.

**B.S. in Journalism/ M.A. in Government and Politics**

The College of Professional Studies and the Graduate Division of Arts and Sciences offer an intensive, accelerated, combined degree
program leading to the B.S. in Journalism and the M.A. in Government and Politics within five years of full-time study.

Qualified undergraduate students who have completed 60 credits at the end of their sophomore year with a 3.0 cumulative index, and have completed 12 credits of Government and Politics with a 3.5 index in Government and Politics courses, are encouraged to apply.

Students enrolled in the thesis program must complete a total of 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 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.

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 3.5 index in Government and Politics courses, are encouraged to apply.

Students enrolled in the thesis program must complete a total of 147 credits (33 on the graduate level, including six credits of Master’s Research). Students selecting the non-thesis option must complete a total of 147 credits (33 on the graduate level). After completion of their baccalaureate degrees, students may enroll full time on the graduate level for the fifth year. For specific information, students may consult the Chair.

Financial Aid Opportunities

In addition to the graduate assistantships provided to the department by the University, students who are currently employed by a local, municipal, state, or federal agency on the management level are encouraged to apply for the Special Graduate Scholarship program. To be eligible, applicants must be accepted to the M.A. program in Government and Politics as matriculated students and remain in the employ of the public sector for the duration of the scholarship. For further information, students may consult the Chair.

Courses

The department strives for accuracy with regard to the schedules of courses and their instructors. However, it reserves the right to alter either or both as needs arise. Students are advised to consult the online course listing posted at the start of each pre-registration period.

Listed By Area of Concentration

Required Courses:

205  Modern Political Research  3 cr.

I. American Government
(only on Queens Campus)

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
(Queens and Rome Campuses)

153  International Organization  3 cr.
156  Global Environmental Politics  3 cr.
183  The Puerto Rican Contribution to American Society  3 cr.
189  Political and Administrative Problems of Developing Nations  3 cr.
191  International Peacekeeping  3 cr.
199  Issues in Global Politics  3 cr.
263  Politics of Revolution, War and Terrorism  3 cr.
264  International and Transnational Relations  3 cr.
271  Theory and Practice of Diplomacy  3 cr.
277  International Political Economy I  3 cr.
278  International Political Economy II  3 cr.
291  Great Powers from a Global Perspective  3 cr.
293  Administration of International Organizations  3 cr.
341  International Law: Law of Peace  3 cr.
342  International Human Rights Law  3 cr.
343  International Law: Law of International Transactions  3 cr.
344  International Law: Law of War and Neutrality  3 cr.
367  Military Force in International Relations  3 cr.

III. Comparative Politics
(only on Queens Campus)

131  Politics of the Middle East  3 cr.
133  Contemporary Far Eastern Governments and Politics  3 cr.
135  Governments and Politics in Europe  3 cr.
136  Politics of the European Union  3 cr.
137  Government and Politics of Latin America  3 cr.
150  Politics of Nationalism and Ethnicity  3 cr.
157  American Foreign Policy  3 cr.
188  Comparative Public Administration  3 cr.
199  Issues in Global Politics  3 cr.
225  Contemporary Western European Governments and Politics  3 cr.
230  Politics of Russia and the Post-Soviet Republics  3 cr.
250  Politics of Africa  3 cr.
269  Global Politics of Gender  3 cr.
279  Comparative Law  3 cr.
290  Political and Administrative Problems of Socialist/Post-Socialist Countries  3 cr.
296  Politics of the Welfare State  3 cr.
347  Seminar: Special Topics in Developing Areas  3 cr.
264  International Politics  3 cr.

IV. Political Theory
(only on Queens Campus)

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-R eligious Mass Movements  3 cr.
220  American Political Thought: The Formative Period  3 cr.
221  American Political Thought Since 1820  3 cr.
269  Global Politics of Gender  3 cr.
280  Marxism-Leninism  3 cr.
376  Seminar: Political Theory  3 cr.

V. Public Policy and Political Administration
(only on Queens Campus)

163  Ethical Problems in Government and Public Administration  3 cr.
181  Principles of Public Administration  3 cr.
182  Public Personnel Administration*  3 cr.
184  Introduction to Organization Development  3 cr.
188  Comparative Public Administration  3 cr.
189  Political and Administrative Problems of Developing Nations  3 cr.

190 Labor Relations and Collective Bargaining in Government* 3 cr.
192 Public Finance and Budget Administration 3 cr.
210 Scope and Methods of Political Science and Public Administration 3 cr.
215 Research Methods and Quantitative Analysis 3 cr.
216 United States Intelligence Policy 3 cr.
217 American Defense Policy 3 cr.
218 Public Policy—American 3 cr.
235 Internship in Public Administration I 3 cr.
236 Internship in Public Administration II 3 cr.
239 Municipal Government and Administration 3 cr.
241 State and Local Government 3 cr.
245 Theories of Public Administration 3 cr.
285 Administrative Law and Government 3 cr.
290 Political and Administrative Problems of Socialist/Post-Socialist Countries 3 cr.
293 Administration of International Organizations 3 cr.
296 Politics of The Welfare State 3 cr.
325 Economic Analysis of Public Policy 3 cr.

VI. Courses Common to All Concentrations
357 Reading and Research 3 cr.
900 Master’s Research 3 cr.
         each semester for total of 6 cr.

VII. Additional Courses
420 Colloquia 0 cr.
500 Comprehensive Exam 0 cr.
925 Maintaining Matriculation 0 cr.

Courses

205 Modern Political Research
A review of scope and methods in government and politics; an analysis of classical, behavioral and postbehavioral approaches to research; a presentation of major disciplinary research paradigms. Credit: 3 semester hours. Required for all M.A. students.

131 Politics of the Middle East
Introduction to the politics of the Middle East and North Africa. It focuses on important domestic, regional and international developments since World War II, and on key issues such as democratization, nationalism and the politics of religion and oil. Credit: 3 semester hours.

133 Contemporary Far Eastern Governments and Politics
Modern political developments in the Far East; their constitutional systems; government organizations and political problems; critical study of the factors contributing to the Communist occupation of China. Credit: 3 semester hours.

135 Governments and Politics of Europe
Democratization process and market-reform transition in East and Central Europe, eastward enlargement of the European Union and the impact of the post-communist legacy. Credit: 3 semester hours.

136 Politics of the European Union
This course will examine the concepts of the European integration, intergovernmental, and supranational aspects of the E.U., enlargement of the E.U., major institutions of the E.U. and their role, and the major Nation-States in the European Union. Credit: 3 semester hours.

137 Government and Politics of Latin America
A study of the government and politics of modern Latin America; analysis of the formal and informal political structure of the Latin American States; study of contemporary conditions and trends. Credit: 3 semester hours.

140 The Federalist Papers
This course examines the intellectual influences and historical setting surrounding the Philadelphia Constitutional Convention. Credit: 3 semester hours.

141 Politics and Religion
The relationship between religion and politics in the liberal democratic order is explored with special attention to the American case. Credit: 3 semester hours.

145 American Governmental Process: The Presidency
This course examines the paradox of the modern presidency: increased expectations alongside limited power. It considers the differing expectations and assessments of the presidency from other political actors, including the media, the public and scholars. Credit: 3 semester hours.

146 American Governmental Process: The Legislature
This course examines the functions of Congress: lawmaking, oversight and representation. The course explores how the branch was created; how individuals get to Congress; the complex and archaic rules, as well as the politics of Washington. Credit: 3 semester hours.

148 Media and Politics
This course explores the role of the mass media in American politics. This course evaluates various models and theories of political communication, the construction of news, agenda setting, and the evolution of the American news media in both the electoral and governing processes. Credit: 3 semester hours.

149 Campaigns and Elections
This course explores the processes and politics of American campaigns and elections, focusing on the roles of voters, candidates, and the press as well as the systemic features arising out of the constitutional design. It evaluates various models and theories of political communication, political behavior, and voting behavior as well as the strategic decision-making of candidates. Credit: 3 semester hours.

150 Politics of Nationalism and Ethnicity
Development of the nation-state system and nationalism following the French Revolution; the question of self-determination of peoples; resurgent nationalism, politicization of ethnicity and the break-up of states; and the challenges of multiethnic states. Credit: 3 semester hours.

153 International Organization
Early ideas of international organization, the development of international organization in the 19th century, the League of Nations, the United Nations and the prospect of World government. Credit: 3 semester hours.

156 Global Environmental Politics
The emergence of environment into the political arena and the consequent nature of international relations; sustainable development; the available avenues for cooperation within the international political system. Credit: 3 semester hours.

157 American Foreign Policy
Concept of national interest; the nature, instruments and factors influencing American foreign power; institutional actors and examples of contemporary American foreign policy. Credit: 3 semester hours.

162 Modern Political Ideologies
An analysis of the Enlightenment, democracy, Marxism-Leninism, nationalism, socialism, fascism, 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 issues of liberty and morality. Credit: 3 semester hours.

174 Ancient Political Theory*
Primarily Plato and Aristotle. Fundamental questions about politics—What is justice? Who should rule? What is citizenship? What is the proper relationship between ethics and politics? Credit: 3 semester hours.

175 Modern Political Theory
Traces the development of a modern approach to political life—the break between ethics and politics, emergence of liberalism and modern conservatism, the development of democratic theory. Credit: 3 semester hours.

176 Politico-Religious Mass Movements
Political-religious mass movements have a long history. Students are encouraged to apply emerging principles to contemporary movements. Student and lecture presentations. Credit: 3 semester hours.
177 Contemporary Political Theory  
Recent developments in contemporary political theory—progressive liberalism, libertarianism, communitarianism, conservatism, neo-Aristotelianism, feminism, and global democratic theory. Credit: 3 semester hours.

181 Principles of Public Administration*  
Administration of public agencies; federal, state and local administrative problems; responsibility of the administrator to the public; shifting perceptions of the function of public agencies and administrators. Credit: 3 semester hours.

182 Public Personnel Administration*  
Personnel administrative theory in public agencies, including development of civil service, recruitment, examination, promotion and position classification, discipline and retirement. Credit: 3 semester hours.

183 The Puerto Rican Contribution to American Society*  
Commonwealth structure and services, cultural highlights and problems, educational developments and related items. Puerto Ricans will be investigated through their contributions and difficulties. Credit: 3 semester hours.

184 Introduction to Organizational Development  
Improving interpersonal communication skills, building awareness of different personality preferences and team-building. Database and spreadsheet computer applications will be introduced. Prerequisite: Gov 181 or 182, or permission of instructor. Credit: 3 semester hours.

188 Comparative Public Administration*  
Emphasis on general concepts, administration in selected Western European and developing nations; the relationship of culture and political systems to administrative organs and functions. Credit: 3 semester hours.

189 Political and Administrative Problems of Developing Nations  
Political and administrative institutions of developing nations; problems of newly developing nations and their bureaucracies; heritage of European and other colonial systems in these nations. Credit: 3 semester hours.

190 Labor Relations and Collective Bargaining in Government  
Focus on the institutions of collective bargaining in the public sector: its development, structure and process; emphasis on the role of public policy as it relates to public sector bargaining in the United States. Credit: 3 semester hours.

191 International Peacekeeping  
Peacekeeping operations and humanitarian interventions are an important component of contemporary international relations. This course provides an advanced analysis of the theoretical and practical dimensions of these complex missions, addressing issues of 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 singlearea-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, behavioralist and postbehavioralist paradigms in public administration; approaches to politics including: systems modeling, group theory, structural-functionalism, decision theory, conflict analysis and collective choice theory. Credit: 3 semester hours.

215 Research Methods and Quantitative Analysis  
Theory construction, research designs, survey methods and statistical techniques; emphasis on the critical evaluation of academic research and professional reports. Credit: 3 semester hours.

216 United States Intelligence Policy  
This course examines the development and evolution of the United States intelligence community, focusing on the key challenge of intelligence analysis. Credit: 3 semester hours.

217 American Defense Policy  
This course examines the United States Defense establishment, including the respective roles of the Department of Defense, the uniform services, and relevant legislative committees. Credit: 3 semester hours.

218 Public Policy—American  
An analysis of public policy; the impact of political parties and interest groups on policy; executive and legislative formulation of policy; bureaucratic implementation of policy and policy evaluation. Credit: 3 semester hours.

220 American Political Thought: The Formative Period  
The colonial era and the Revolutionary and Constitution-making experiences, with emphasis on the writings of individual theorists who illustrate classical principles of political theory. Credit: 3 semester hours.

221 American Political Thought Since 1820  
Selected major thinkers and movements shaping the U.S., such as Jacksonian democracy, Lincoln, Progressivism, Social Darwinism, equality movements, New Left, and New Right. Credit: 3 semester hours.

225 Contemporary Western European Governments and Politics  
Comparison of West European governments in transition from sovereign states to the integration into the European Union; examination of political, economic, social problems and current policy developments. Credit: 3 semester hours.

230 Government and Politics of Russia and CIS  
Political, economic and cultural developments in the postcommunist governments; the Commonwealth of Independent States and the division of power in the post-Soviet Union era. Credit: 3 semester hours.

233 Constitutional Law: The Three Branches  
Cases and materials dealing with procedural rights. Credit: 3 semester hours.

234 Constitutional Law: The Bill of Rights  
Cases and materials dealing with substantive rights. Credit: 3 semester hours.

235 Internship Program in Public Administration I  
Participation in a supervised program of regularly scheduled work and independent research in a government agency under the direction of the faculty and the agency head. Registration only with permission of the program director. Credit: 3 semester hours.

236 Internship Program in Public Administration II  
Participation in a supervised program of regularly scheduled work and independent research in a government agency under the direction of the faculty and the agency head. Credit: 3 semester hours.
239 Municipal Government and Administration
Urbanization in the United States; the socio-economic environment of American urban politics, intergovernmental relations and the city; political party and reform influence on urban governance. Credit: 3 semester hours.

241 State and Local Government
American federalism and intergovernmental relations; socioeconomic and regional influences on state politics; interest groups and lobbying in state capitals; the policy effects of the professionalization of state governments. Credit: 3 semester hours.

245 Theories of Public Administration
The evolution of public administration theory in the areas of organizational structure, personnel management and interorganizational relations; emphasis on classical, modern and post-modern interpretations of organizational behavior. Credit: 3 semester hours.

250 Government and Politics of Sub-Saharan Africa
Using theoretical constructs from the fields of comparative politics, international relations and political economy, this course introduces students to Africa’s political systems, interstate relations and foreign policies. Credit: 3 semester hours.

263 Politics of Revolution, War and Terrorism
A comprehensive survey of the political violence within contemporary political systems. Credit: 3 semester hours.

264 International Politics and Transnational Relations
Scope and method of international politics, international political systems; concepts and elements of national power; constraints of national power; balance of power, world public opinion, international law; methods of international politics. Credit: 3 semester hours.

269 Global Politics of Gender
This course examines the politics of gender in the international arena, from both comparative and global perspectives, grounded in political theory. It will examine gender policy, movements, and non-governmental groups concerned with gender issues and their effect on institutions of government and society. Credit: 3 semester hours.

271 Theory and Practice of Diplomacy
Nature, development, structure and procedures of diplomacy; functions and qualities of diplomats; process of negotiation; foreign service of major powers; value of diplomacy. Credit: 3 semester hours.

277 International Political Economy I
An economic interpretation of international politics with emphasis upon politico-economic relations between the more developed nations within the East-West context; development of the post-World War II Western international monetary system and system of commerce. Credit: 3 semester hours.

278 International Political Economy II
An economic interpretation of international politics with emphasis upon politico-economic relations between the developed and underdeveloped countries; the ideological development and foreign economic politics of the emerging nations of the world. Credit: 3 semester hours.

279 Comparative Law
A critical examination of the origin, sources and growth of Civil Law, Common Law and Socialist Law; historical and situational factors attending their formation and their influences on diverse societal structures. Credit: 3 semester hours.

280 Marxism-Leninism
Hegel, Feuerbach and other major influences on Marx. Analysis of the principal works of Marx-Engels, Lenin and Trotsky; late 20th-century evaluations of Marxism; the continuing influence of Marxism, especially in the academic world. Credit: 3 semester hours.

285 Administrative Law and Government Problems and cases in Administrative Law; the powers and procedures of administrative agencies, including the law concerning judicial review of administrative action; delegation, rule-making adjudication. Credit: 3 semester hours.

290 Political and Administrative Problems of Socialist/Post-Socialist Countries
Comparative study of public administration in emerging countries including Central and Southern Europe, former Soviet Republics and other states experiencing system transition such as China, Cuba, South Africa and North Korea. Credit: 3 semester hours.

291 Great Powers from a Global Perspective
Development of great power politics in the post-World War II period and the strategic relationship of Russia (Soviet Union), China and the United States from a global perspective. Credit: 3 semester hours.

293 Administration of International Organizations
Administration of contemporary international organizations, emphasizing structural and administrative organization and patterns; administrative responsibility, personnel administration, with specific emphasis on the United Nations. Credit: 3 semester hours.

294 International Peacekeeping and Interventions
A study of the politics of international peacekeeping, humanitarian operations and interventions. The theoretical challenges that these operations pose to the international state system and the practical challenges of mission organization and deployment. Cases will be drawn from the Balkans, Africa, and Central Asia. Credit: 3 semester hours.

296 Politics of the Welfare State
This course analyzes the politics of the welfare state, and welfare policy from both comparative and global perspectives. The course will examine welfare state regime type, patterns of welfare state development, and comparisons of national policies and programs. It will also examine newer theories of global social policy. Credit: 3 semester hours.

325 Economic Analysis of Public Policy
An introduction to micro- and macroeconomic perspectives on public policy, with emphasis on: cost-benefit analysis and its theoretical foundations; problems and programs at the local government level; the impact of public policy on the economy. Credit: 3 semester hours.

335 Legislative Internship Program I
Participation in a supervised program of regularly scheduled work and independent research in the office of a legislator or legislative committee under the direction of the faculty. Limited to students accepted into approved legislative internships. Permission of the program director required. Credit: 3 semester hours.

336 Legislative Internship Program II
Participation in a supervised program of regularly scheduled work and independent research in the office of a legislator or legislative committee under the direction of the faculty. Limited to students accepted into approved legislative internships. Permission of the program director required. Credit: 3 or 6 semester hours.

341 International Law: Law of Peace
Study subjects of international law: international law, law of recognition of state and government, law of state extinction and succession, rules of international law governing territory, nationality, jurisdiction and state responsibility. Credit: 3 semester hours.

342 International Human Rights Law
An introduction to the study of international human rights law. The course will address the theoretical foundations, history, and applications of international human rights law. Credit: 3 semester hours.

343 International Law: Law of International Transactions
Agents of international intercourse, treaties and other international agreements, pacific settlement of international disputes and forcible measures of redress short of war; comprehensive case studies. Credit: 3 semester hours.

344 International Law: Law of War and Neutrality
Development and sources of the laws of war and neutrality; legal effects of war in general; rules and regulations governing land warfare, air warfare and maritime warfare; neutral rights and duties. Credit: 3 semester hours.

346 Seminar: Dictatorship
Discussion of dictatorship, utilizing formal student oral reports and commentaries.
Reports follow introductory sessions concerning the course requirements, methodologies and introductory remarks concerning selected topics. Credit: 3 semester hours.

347 Seminar: Special Topics in Developing Areas
Special topics discussed utilizing formal oral reports and commentaries. Reports follow introductory sessions concerning course requirements and methodologies and introductory remarks concerning politics in developing areas. Credit: 3 semester hours.

357 Reading and Research
Individually directed reading programs, together with relevant research. Credit: 3 semester hours.

364 American National Security Policy
Analysis of the decision-making process for American national security affairs and the debate over its goals, national interest or the propagation of democracy; view of the Founding Fathers; the National Security Act of 1947. Credit: 3 semester hours.

365 Mediating International Conflict
The course is a study the processes of negotiation and mediation used to resolve international violent conflicts. The course addresses efforts to mediate resolutions for both intrastate and interstate conflicts, as well as the theoretical underpinnings of international conflict resolution through the use of case studies. Credit: 3 semester hours.

367 Military Force in International Relations
This course introduces the basic concepts and theories concerning the role of the military force in international relations, examines major theoretical approaches that explain and predict the power conflict and analyzes critical case studies. Credit: 3 semester hours.

369 Seminar: Constitutional Law
Credit: 3 semester hours.

376 Seminar: Political Theory
The seminar deals with one contemporary issue in theory, publicized prior to registration; Imperialism; Resurgent Nationalism; the theory of rights; emergency powers; revolution; terrorism; world government. Credit: 3 semester hours.

420 Colloquia
At these meetings, issues in the discipline and research topics of interest are discussed by faculty, alumni and distinguished outside speakers. Held twice each semester. All majors are expected to attend. No credit. No Fees.

500 Comprehensive Examination
This exam tests the student’s knowledge in her/his field of concentration.
Credit: 0 semester hours.

900 Master’s Research
Supervised research leading to the preparation and completion of a thesis in partial fulfillment of the M.A. requirements. Credit: 3 semester hours.

925 Maintaining Matriculation
M.A. students not registered for other courses must register for 925 until all degree requirements are completed and the degree is granted. No credit. Fee: $100 per semester.

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

Department of History (HIS)

Faculty Advisor
Each student is assigned a faculty advisor who takes full charge of the student from admission to graduation. Students deal with the department through this faculty advisor in all matters. Program planning, registration for all courses, appointment of mentors, etc., must be made in consultation with this advisor in order to be approved by the department.

Programs of Study:

Master of Arts (M.A.)

Entrance Requirements
Acceptance into the M.A. program presupposes that the student has taken a minimum of 24 semester hours of appropriate undergraduate courses in history approved by the department and the Admissions Committee. Students lacking undergraduate preparation may correct this deficiency by taking additional courses approved by the department and the Committee. Students will not be accepted into the graduate program until all undergraduate deficiencies have been corrected.

Degree Requirements

1. Courses: A minimum of 33 semester hours in history. Prescribed courses include Modern Historical Research (HIS 401) and Global Historical Explanations (HIS 402). Students who elect to write a master’s thesis must complete Master’s Research (HIS 900, six credits). The remaining courses, to be arranged in consultation with the student’s advisor, are to include a minimum of 18 credits in the area of concentration and for non-thesis students, a minimum of six credits of coursework taken in any one field outside of the area of concentration.

2. Language: A knowledge of a foreign language is required for students in the thesis program. This may be evidenced in a manner deemed appropriate by the department. The department may permit a substitution if it is pertinent to the field of research. Students in the non-thesis program are not required to demonstrate competency in a foreign language.

3. Comprehensive Examination: Master’s comprehensive examinations may not be taken before the last semester of coursework. This test of the student’s knowledge in the area of concentration consists of four hours of written and/or oral examination. In preparation, the student is directed to consult with the Graduate Director and his/her faculty advisor well in advance of the examination. The rules governing the application and administration of this examination are found in the section of this bulletin entitled “Comprehensive Examination.”

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.

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 6-credit internship, and an additional 3-credit capstone project. Opportunities for service, internships or independent study are available at our New York campuses in Queens, Manhattan, and Staten Island as well as our locations in Rome, Italy, and Paris, France. Public History students may pursue coursework in both History, Museum Administration, and Library and Information Science through the interdisciplinary options offered through the innovative Public History, Museum and Archive Studies (PHMAS) program. Acceptance into the M.A. in Public History program requires that a student has taken a minimum of 24 semester hours of appropriate undergraduate coursework in humanities and social science fields approved by the department and the Admissions Committee.

Students lacking undergraduate preparation may correct this deficiency by taking additional courses approved by the department and the Admissions Committee. Students will not be accepted into the graduate program until all undergraduate deficiencies have been corrected.
Degree Requirements

1. Courses: A minimum of 33 semester hours in History. A maximum of 12 credits may be substituted from Library and Information Science or another appropriate graduate program upon approval of the Graduate Director. Prescribed courses include Modern Historical Research (HIS 401), Introduction to Public History (HIS 500), Public History Internship (HIS 980), and Public History Final Project (HIS 981).

2. Portfolio: Submission and faculty review of a Digication Portfolio reflective of the capstone project.

3. Department Colloquia: All students must register and attend HIS 970.

Combined Degree Program

B.A./M.A. in History

The department offers an intensive, accelerated combined degree program leading to both the B.A. and M.A. degrees in five years of full-time study. Qualified undergraduate students who have completed their sophomore year with a 3.0 cumulative index and a 3.5 index for 12 credits in history are encouraged to apply. Students in the B.A./M.A. program matriculate for a total of 147 credits, 33 of which are on the graduate level. Students electing the thesis option must complete six credits of Master’s Research. Students choosing the non-thesis option complete six credits in lieu of HIS 900. After completion of their baccalaureate degrees, students may enroll full time on the graduate level for the fifth year. For detailed information, consult the department Chair.

Doctor of Arts in Modern World History (D.A.)

The D.A. program in Modern World History is designed for teachers in four-year colleges, community colleges and secondary schools. It provides an interdisciplinary approach to the study of modern world history, focusing upon modernization and seeking to encourage global awareness in the teaching of history. This program emerged as a result of changes and problems encountered by higher education in the late 1960s, particularly because of the dissatisfaction with the training received by college teachers. In light of these considerations, a doctoral program with a different orientation emerged as an alternative for those who teach or planned to teach and oriented toward developing teaching competence in a broad subject area. The program includes a research component which has practical applicability in the classroom stressing academic and professional competence. The D.A. Program is solidly grounded in history and integrated with a variety of other disciplines, including anthropology, geography, philosophy, political science, religious studies and sociology. All courses in the academic areas have been designed to reflect this historical perspective.

Entrance Requirements

The following materials must be submitted with all applications:

1. Applicants must present evidence of successful completion of a B.A., with at least 24 credits in history. Applicants with graduate credits in history may apply for transfer credit or for advanced standing, as determined by the Admissions Committee. All academic transcripts should be submitted to provide verification of degree conferral, GPA and current coursework.

2. Applicants must present a cumulative index of 3.0 overall and a minimum of 3.5 in history courses.

3. Applicants must supply three letters of reference, at least one of which attests to the applicant’s research ability, a recent sample of written work and a personal statement of professional experience and career goals.

Program Requirements

The D.A. requires completion of a minimum of 72 credits beyond the B.A. degree, distributed as follows:

1. Completion of 15 credits of 100–600 level history courses, including HIS 401. Students who enter the program with an M.A., including at least 15 graduate credits in history, are exempt from this requirement.

2. Completion of three required interdisciplinary seminars (nine credits), to be chosen from nine seminars (HIS 701-709).

3. Completion of 24 credits of 700 level courses.

4. Successful performance on a qualifying examination at the completion of 18 credits for those who enter with the M.A. and 33 credits for those who enter with the B.A., to determine the student’s eligibility to continue in the program. Students who elect or are advised to leave the program after satisfactory completion of this exam may request the M.A. be awarded upon completion of these credits and any other degree deficiencies.

5. Completion of 12 credits of professional skills courses (800s) in the teaching of history, including a three-credit Practicum (HIS 898 or 899). The Practicum is an occasion for discussion of current developments in teaching within the discipline, special classroom or curriculum issues and peer observation of classroom performance.

6. Completion of six credits of Teaching Internship (HIS 905, 906). The internship is a two-semester, six credit supervised teaching experience designed to enable the student to step confidently and competently into college-level teaching upon completion of the doctoral program. To this end, interns will receive intensive hands-on training under the close supervision of a faculty member from the department. No student will be permitted to register for the internships unless he/she has successfully passed the qualifying exam. Students who enter the program with permanent New York State certification (which requires two or more years of full-time teaching experience) are not required to take the six-credit internship, though they may elect to do so.

7. Demonstration of functional proficiency in a foreign language appropriate to the student’s research. This proficiency may be demonstrated by 1) satisfactory scores on the ETS language exam, 2) completing successfully two semesters of reading courses in French or German offered by the Department of Languages and Literatures (French 0101-0102; German 0101-0102), or 3) a passing grade in a second-year college-level course in the appropriate language, as approved by the program advisor. This requirement must be satisfied before the student may apply for the comprehensive exam.

8. Successful completion of a comprehensive exam, to be taken only in the last semester of coursework and within one year of the completion of all coursework, language and residence requirements. This exam will cover the entire area of the candidate’s field of study and consist of four hours of written examinations for each of the two sections of the principal academic area and four hours for the skills and methodology section—a total of 12 hours.

9. Completion of a minimum of six credits of Doctoral Research Essay (HIS 975) is required of all students until the research essay has been successfully defended. The Research Essay will include the successful writing and oral defense of a work of personal research on a historical topic preferably having an interdisciplinary dimension. The essay is designed to provide students the opportunity to display their competence in the historical/social science subject matter. In addition to evidence of knowledge of the subject matter, the research essay should manifest skills in teaching and evaluation and blend these either through original methods or novel instructional materials. Students are expected to select topics that applies their academic and practical learning to a specific problem related to their professional work. Doctoral candidates must defend the essay in a final oral exam before a faculty committee.

Other Requirements

1. Students working towards the D.A. must complete all requirements for the degree within seven years. Credit may be denied for courses completed more than seven years prior to the granting of the degree.

2. Students may seek admission to the program after having successfully completed some graduate work at another accredited institution. Students may request transfer of credit for this work provided it has not been
offered in fulfillment of another degree. A maximum of six credits of graduate work, which meet degree requirements, will be accepted after the student has completed a minimum of 12 credits in the University. No credit will be allowed for courses in which the grade attained is below “B”.

3. Before sitting for the comprehensive exam, students not registered in coursework or Doctoral Research must enroll in Maintaining Matriculation (HIS 930). After successful completion of the comprehensive examination, students must enroll in Doctoral Research Essay (HIS 975) until the research essay has been successfully defended.

Fellowships
University Doctor of Arts Fellowships, available to qualified part-time graduate students, provide tuition remission for two graduate courses in each semester of the academic year. Based on academic merit, recipients render no service and receive no stipend. Full-time students may also apply for University doctoral fellowships, which provide tuition remission, a stipend and require no service, or for doctoral fellowships which provide tuition remission, a stipend and require some weekly service to the department. To apply for these awards or to receive more information about them, prospective students should contact the Dean’s office. Information concerning other types of financial aid and scholarships is contained in the portion of this bulletin entitled “Financial Aid.”

Courses

Required Courses (M.A.)

**401 Modern Historical Research**
The science and art of history; principles and methods of historical research; historical bibliography; sources and their criticism; techniques of the research paper. Credit: 3 semester hours.

**402 Global Historical Explanations**
a survey of historical explanations for large-scale phenomena over long stretches of time. Credit: 3 semester hours.

**970 Department Colloquia**
Attendance is required of all graduate students at these meetings. Topics of current research, methodology, and interpretation are discussed by faculty, graduate students, and distinguished guests. No credit; no fee.

Required Courses (M.A. in Public History)

**401 Modern Historical Research**
The science and art of history; principles and methods of historical research; historical bibliography; sources and their criticism; techniques of the research paper. Credit: 3 semester hours.

**500 Introduction to Public History**
an examination of the subfields that constitute Public History including Historic preservation, Cultural Resources Management, Museum Studies, and Archival Management and the research tools and analytical models employed in the field. Credit: 3 semester hours.

**980 Internship in Public History**
The internship provides first-hand experience of the practice of public history. Students will develop and execute their responsibilities in consultation with the program’s director and with the sponsoring institution or individual. Credit: 3 semester hours.

**981 Final Project in Public History**
The capstone of the public history program. Students will conceive of a discrete project (organizing an archive, mounting an exhibition, preparing an institutional history, etc.) and see it through to its conclusion. A record of the project – and in many cases the record will be the project – should be created and made available in the various media appropriate to the material. Credit: 3 semester hours.

Required Courses (D.A.)

**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 multicultural topics in ideas and cultures, including world religions, thought systems, ideologies, and their interrelations, from a world history perspective. Credit: 3 semester hours.

Electives

**106 Europe in the Cold War Era**
Cold War conflict in Europe, 1946-1991. Cold War culture and society in Eastern and Western Europe; competition between the two blocs. The fall of Communism. Credit: 3 semester hours.

**120 Race, Gender and Ethnicity in the Formation of National Identity in Modern Latin America**
An analysis of the complex historical development of national identity in the context of race, gender and ethnicity in modern Latin America. Credit: 3 semester hours.

**122 The Russian Revolution**
Historical analysis of Russian radical politics and
social thought, culminating in the revolutions of 1905 and 1917. Political, cultural, economic and social developments in the first decade of Soviet rule up to the Stalin or Second revolution of the late 1920s.
Credit: 3 semester hours.

124 Development of the Communist World after 1945
Credit: 3 semester hours.

125 Nazi Germany
The causes of the rise of the Nazis to power in Germany. The establishment of a dictatorial racial state, the Holocaust and German aggression in the Second World War.
Credit: 3 semester hours.

129 Reform and Revolution in the Atlantic World
This course studies the revolutionary impulses and events that animated the history of the Americas and western Europe in the late 18th and early 19th centuries. We will discuss, among other topics, the intellectual and constitutional backgrounds, the coordination of revolutionary movements across national borders, the role of race and ethnicity, and the geopolitical pressures generated by the competition of the British, French, Spanish, and American empires.
Credit: 3 semester hours.

131 History of Eastern Europe in the Twentieth Century
The development of nationalism in Eastern Europe through the upheaval of World War I. The politics and policies of Eastern Europe in the interwar period; Eastern Europe in the Cold War, the 1989 revolutions; Eastern Europe in the post-Soviet period.
Credit: 3 semester hours.

135; 136 Problems in East Asian History (Cf. ASC 135; 136)
European imperialism in East Asia since mid-1800s with special emphasis on China; the origin and the consequence of Japanese militarism, the Chinese Republican Revolution and modernization and social changes in East Asia.
Credit: 3 semester hours.

151 Problems in Contemporary Africa
Africa after independence, the effects of World War II and the break-up of colonial empires; political and economic trends in various countries as they strive to modernize and become viable nations.
Credit: 3 semester hours.

158 History of Ethnic Rivalries in the United States
Emphasis on various patterns of the United States’ reaction to immigrants and other minority groups in America.
Credit: 3 semester hours.

164 Cultural Geography of Africa
Analysis of the distribution of pastoralists, agriculturalists, urban dwellers and the resulting cultural areas. The adjustment of these areas to their physical environment.
Credit: 3 semester hours.

169 African-American History
Examines important ideas and events in African-American history as well as debates among historians about how to interpret these ideas and events. Topics include slavery and its demise, violence against African Americans, the exodus of millions of African Americans from the rural South, the struggle for civil rights, and the backlash against the Civil Rights Movement, among other topics.
Credit: 3 semester hours.

171 Africa: Pre-Colonial
Tribal and traditional systems of government, land tenure laws and social patterns as a basis for understanding African cultural and historical developments.
Credit: 3 semester hours.

172 Africa: The Colonial Period
The development of colonial policy by the Great Powers, with special emphasis on the differing patterns of rule as contributing to modern administrative and political developments in Africa.
Credit: 3 semester hours.

176 Contemporary Middle East
The development of European protectorates, the influence of World War II, and the problems of independence. The emergence of the Arab League, the role of nationalism, the Arab-Israeli conflict, and the influence of the Iranian Revolution, the Gulf War, and the U.S. invasion of Iraq.
Credit: 3 semester hours.

181 Proletarian Pleasures: The Evolution of Popular Culture in Europe and the Americas
Studies in the popular culture of Europe and the America, emphasizing changing patterns of popular art, consumption, entertainment, and diversions and their social and political significance.
Credit: 3 semester hours.

220 Nationalism and Revolution in Modern Latin America
The course studies nationalist and revolutionary challenges against elite-sponsored Latin American social, political, and economic policies during the 20th century. Often these policies were shaped by U.S. foreign policies. Nationalism functioned as a standard bearer for leaders fighting the role of the U.S. in their internal affairs, resulting in numerous guerrilla conflicts and revolutions throughout the region.
Credit: 3 semester hours.

225 Women in U.S. History
This course focuses on the history of women in the U.S. from 1776 to 1920. Our discussions include the development of gender as a category of analysis; race, class, and regional diversity in women’s experiences; and women’s mobilization to demand greater social, economic, and political power.
Credit: 3 semester hours.

230 Fascism in Europe
The varieties of Fascism in Europe with emphasis on origins and development of Fascism in Italy and Nazism in Germany. Authoritarian and totalitarian regimes compared and contrasted and their foreign policies examined.
Credit: 3 semester hours.

261 The British in Africa, 1778-1914
Examines the scope and impact of the British slave trade in Africa; abolition and its consequences for Africans; and the imposition of colonial rule in Africa. The course will also focus on African resistance in British colonies.
Credit: 3 semester hours.

262 The British in Africa, from 1914
Explores the rise and impact of World Wars I & II on British African colonies; the emergence of British settler colonies in Kenya and Rhodesia; and British responses to African independence campaigns. Concludes by exploring Britain’s relationship with African countries after independence.
Credit: 3 semester hours.

272 Colloquium on the Technological Transformation of the United States
Focus on the value system and material conditions that led to the technological transformation of the U.S., as well as effects of this transformation on American social, cultural, economic, and political institutions in the 19th and 20th centuries.
Credit: 3 semester hours.

375 The United States and Africa
Examines the complex relationship between the United States and Africa between the 18th and 21st centuries. Topics include the US involvement in the slave trade; the establishment and growth of Liberia; the impact of the Cold War in Africa; and “neocolonialism.”
Credit: 3 semester hours.

413 The Renaissance
This course focuses on the development of humanist culture and the ways in which it shaped politics, cultural and social practices, and identities from 1450 to 1600.
Credit: 3 semester hours.

414 The Reformation
This course explores the genesis and development of the Protestant Reformation after 1500, together with Catholic responses to the challenge of reform, and the manifold impacts these religious movements had on European society and culture up to 1650.
Credit: 3 semester hours.

416 The French Revolution and Napoleonic Era
This course examines the Old Regime in France, the origins and ensuing course of the revolution through the Napoleonic period, and the impacts and legacies across Europe and the wider world.
Credit: 3 semester hours.

462 Colonial America: the Seventeenth Century
This course examines the settlement of Europe’s North American colonies. Students will attend to European habits and structures and to their transformation in a new environment. The social, political, and cultural diversity of the colonies will be studied, along with the complications that arose as Europeans interact-
ed with the Amerindians and with, by century's end, a rapidly increasing population of coerced African immigrants.
Credit: 3 semester hours.

463 Colonial America: the Eighteenth Century
This course studies the cohesive properties of Britain's North American empire even as it attends to the possibility of disintegration. Among the topics to be addressed: international rivalries and the colonial frontier; the making of the American colonial mind; and the approach of the imperial crisis. Credit: 3 semester hours.

464 The American Revolution
This course offers a review of the major events and issues of the American Revolutionary period. Of particular interest are: the causes of the imperial crisis, the character of American rhetoric and ideals, the social and cultural dimensions of the conflict, and the young republic's struggle to perfect - or at least manage - its historical legacies during a period of intense international rivalry. As this is a graduate course, we will pay special attention to the various interpretive frames through which late eighteenth century America has been understood. Credit: 3 semester hours.

469 The Civil War
This course examines the social and political history of the U.S. Civil War and Reconstruction. It considers the impact of the war on ordinary people as well the actions of key leaders such as Abraham Lincoln. Credit: 3 semester hours.

473 The Progressive Movement
The political, social, and economic development of the Roosevelt, Taft, and Wilson administrations in United States history. Credit: 3 semester hours.

474 History of the New Deal
An analysis of the philosophy, techniques, and specific programs employed by the New Deal to resolve the domestic problems of the United States from 1933 to 1939. Credit: 3 semester hours.

480 Colloquium in 20th C. American History: The 1960s
The course will examine and analyze the principal social, political, economic, and cultural issues and events of the long 1960s in America, from the early civil rights movement of the 1950s to Watergate. Credit: 3 semester hours.

504 Oral History
Introduction to the theory and practice of oral history. Major topics include the ideological content of speech and storytelling, the role of class and ethnicity, the ethics of scholarly intrusion, and the use of technology. Credit: 3 semester hours. (Cross-listed with LIS 253)

506 U. S. Museums and Historical Sites
Battlefields, house museums, and other historic sites are among the most trusted sources of insight into the past. The origins and the changing cultural role of museums and historic sites will be examined. Credit: 3 semester hours.

510 History of Material Culture
This course introduces students to the theory and historical study of material artifacts and the built environment. Major topics include the embodiment of value, the role of class and ethnicity, the differentiation of domestic and public spheres, and the effects of technological and economic change. Credit: 3 semester hours.

512 History and Visual Media
The role of visual media as historical artifacts, including photographs, posters, magazine illustrations, advertisements, motion pictures, and video and the preservation of such media. The use of visual media as an aid to public historian will also be considered. Credit: 3 semester hours.

525 Advanced Topics in Public History
Advanced examination of the social, theoretical, and methodological dimensions of public history. Major topics include the impact of culture studies and various "culture wars," the competition of local and national narratives, and the importance and historically unstable meanings of class. Credit: 3 semester hours.

534 Studies in Central African History
Examines problems and issues that shaped Central Africa over the past five centuries. Topics include the slave trade; Belgian and Portuguese colonial partition; African resistance to colonialism; wars for independence; and post-independence social, political and economic challenges. Credit: 3 semester hours.

544 Race and Nationalism in the African Diaspora, 1900 to the Present
Follows the movement of Africans around the world over previous centuries. Topics include diasporas to the "Old" and "New" Worlds; cultural dynamics in New World slave societies; “Back to Africa” movements; and problems and issues with recent African emigration. Credit: 3 semester hours.

574 History of Secularism: A Comparative Approach
This course examines secularism as a historical idea in European, American, South Asian, and Middle Eastern histories. After tracing the formation of secularism as a concept originated in Enlightenment histories, the course analyzes how secularism developed as a specific doctrine in Victorian England and traces the challenges of the political project of secularism during the practice of British and French colonialism. The course ends by assessing secularism as a political goal in France and the Netherlands. Credit: 3 semester hours.

620 Muhammad and Biography
This class studies the politics inherent in biographies of Muhammad and his wives. Its aim is to analyze religious biography as a historical and polemical form of writing and to trace the developing traditions of Muslim and non-Muslim accounts of Muhammad and his female companions. Credit: 3 semester hours.

634 The History of the American South
Examines important ideas and events in the history of the American South as well as debates among historians about how to interpret these ideas and events. Topics include slavery, the Civil War and Reconstruction, segregation and disenfranchisement, industrialization, the Civil Rights Movement, and the rise of conservatism. Credit: 3 semester hours.

637 The Gilded Age
From 1865 to 1905, the US underwent a dramatic industrial, political, social and environmental transformation. While the South, North, and West, forged distinctive regional identities, people around the nation debated meaning—and the future—of American democracy. Credit: 3 semester hours.

712 Patterns of Modernization in the Post-Confucian World
Comparative historical analysis of social, economic, and political developments in East Asia from 1600 to the present. Credit: 3 semester hours.

716 The Cold War in Global and Inter-disciplinary Perspective

718 Technology and Transformation in Western Europe
The technological revolution in Western Europe is examined within a historical framework which examines the period of preparation, the agricultural revolution and the industrial revolution. Credit: 3 semester hours.

719 The Contemporary World
Consequences of the Second World War. The breakup of colonial empires and the Cold War. The postwar rise of Europe and Japan. Decolonization and the emergence of the Third World. Globalization, the end of the Cold War, the rise of China and India. Credit: 3 semester hours.

720 Terrorism: A History
An analysis of terrorism, its historical evolution and contemporary manifestations of terrorism in the context of modernization, ideological and psychological rationales of terrorist movements and the international implication. Credit: 3 semester hours.

722 Human Values and the Modernization of Societies
The history of the changes that the process of modernization has wrought in man's moral consciousness and the way in which different societies, have come to identify and conceptualize contemporary moral problems. Credit: 3 semester hours.
724 Modernization in Sub-Saharan Africa
An examination of modernization in Sub-Saharan Africa and its impact on people and institutions in the area. Credit: 3 semester hours.

726 Religious Responses to Globalization in the Information Age
The technological revolution and transformation of religious organizations in the West, the Middle East, East Asia, and Latin America; patterns of convergence, loss of functions, charismatic episodes and widespread movements. Credit: 3 semester hours.

734 Women and Modernization: An Introduction

A study of contacts between the Soviet Union and the world via diplomacy, cultural relations and the international Communist movement. Credit: 3 semester hours.

745 Women’s Social Movements: a Global Perspective
This course examines women’s social movements comparatively as well as transnationally from 1789-1945; considering women’s local and national movements, as well as women’s efforts to organize across the boundaries of the nation-state. Key areas of activism include peace, democracy, human rights, labor equity, and maternal and child health. Credit: 3 semester hours.

753 World Regional Geography
A regional analysis of the principal patterns of the physical, economic and cultural features of the earth, with emphasis on how these features have influenced and been influenced by history. Credit: 3 semester hours.

755 Modernization and American Foreign Policy in the 20th Century
This course explores American modernization and national development in the context of international relations. Particular attention will be paid to the impact of national development on U.S. foreign policy in the 20th century. Credit: 3 semester hours.

756 The World in Upheaval: Europe and the World Since 1776
The globalization of European ideologies and institutions and ensuing political, diplomatic, economic and cultural consequences; emphasis on nationalism and imperialism and industrialization and ideology. Credit: 3 semester hours.

757 America Abroad: The United States and Modernization
The course explores American foreign policy in Asia, Latin America, and Europe in the era of post-industrialization. Particular attention is paid to America’s shift from an isolationist country to an imperial world power. Credit: 3 semester hours.

760 Modern Religious Pluralism and World Peace
Analysis of ever-increasing contacts and communications between major global religious traditions that have made significant inroads toward mutual understanding and cooperation; new possibilities in the changed context for world religions to serve as important resources for world peace. Credit: 3 semester hours.

762 Chinese Revolutionaries in Office
Chinese revolutionaries of 1911, 1926, 1949 and 1978; their goals, methods and ideologies; how the dreams fared as the prime movers consolidated their respective revolutionary movements. Credit: 3 semester hours.

766 The Information Revolution and the Formation of a Global Society
The explosion of the mass media in the 20th century, spread of communication and entertainment technologies, cybernetics and global communication networks, cultural and ideological exchanges. Credit: 3 semester hours.

768 The New Imperialism in Africa: Causes and Consequences
An examination of the European scramble for territory in Africa after 1870 and its political and economic consequences; the political liberation of Africa and the ongoing attempt to achieve economic independence. Credit: 3 semester hours.

774 European Integration and Disintegration
An analysis of Europe’s cultural and social diversity in the 19th century; how Western European societies have become more similar in the 20th century. Credit: 3 semester hours.

Professional Skills Curriculum

812 Transnational and Interdisciplinary Approaches in the Teaching of World History
Basic conceptual approaches employed by historians and social scientists in the study of world history; an examination of global history and the analytical methods used in academic disciplines. Credit: 3 semester hours.

840 Reasoning and Historical Inquiry
The development of formal and material elements of logic emphasizing their proper application to the study and teaching of history. Credit: 3 semester hours.

853 Counseling Techniques for Teachers
(Cf. PSY 666)
An introduction to counseling theory and practice for educators; familiarizing current/ prospective educators with the methods and techniques that can be used in a wide range of academic encounters. Credit: 3 semester hours.

860 Research, Writing and Teaching History in a Global Age: Promise and Problems
This course explores the promise and problems inherent in the researching, writing, and teaching of a history which transcends the national state and examines the evolution of this more expansive approach. It also assesses the new sources and techniques provided by the communication and information revolution of the global age. Credit: 3 semester hours.

898 Practicum II: For Community College and Four-Year College Teachers
This practicum is designed for the improvement of the professional skills of history and social studies teachers in the area of community college and four-year college teaching. This course aims at guiding and enabling the practicing teacher to experiment with alternative instructional methods and to evaluate the effectiveness of current teaching techniques. Students are encouraged to devise teaching models that are suited to inculcating global awareness and that draw upon interdisciplinary resources. Credit: 3 semester hours.

899 Practicum I: For Secondary School Teachers
This practicum is designed for the improvement of the professional skills of history and social studies teachers in the secondary schools. It aims to guide the practicing teacher to experiment with alternative instructional methods and to evaluate the effectiveness of present teaching techniques. Credit: 3 semester hours.

905; 906 Teaching Internship
Level 1. The student attends lectures of a mentoring faculty member’s HIS 1000/1010 class, preparing and delivering no less than 10 lectures during the semester. The mentor supervises the preparation of these lectures and provides training in exam preparation, grading techniques, alternative modes of learning. Credit: 3 semester hours.

Level 2. When the student satisfactorily completes the Level 1 internship he/she will be assigned responsibility, under direction of the mentor, for lectures in a HIS 1010/1000 class. The second semester will include regular meetings with the mentoring teacher for the purpose of critiquing and discussing teaching technique. Credit: 3 semester hours.

Independent Reading and Research

900 Master’s Research
Supervised research leading to the preparation and completion of a thesis in partial fulfillment of the M.A. requirements. Credit: 3 semester hours.

901 Reading and Research
Individually directed reading programs for M.A. students, together with relevant research on topics mutually agreed upon by the student and mentor. Must be approved by the Chair. Credit: 3 semester hours.
975 Doctoral Research Essay
Supervised research leading to the preparation and completion of a thesis in partial fulfillment of the D.A. requirements.
Credit: 3 semester hours.

990 Directed Readings and Research I
Individually directed reading programs for D.A. students, together with relevant research on topics mutually agreed upon by the student and mentor. Must be approved by the Chair.
Credit: 3 semester hours.

991 Directed Readings and Research II
Individually directed reading programs for D.A. students, together with relevant research on topics mutually agreed upon by the student and mentor. Must be approved by the Chair.
Credit: 3 semester hours.

Maintaining Matriculation

925 Maintaining Matriculation (M.A.)
Master’s students not registered for other courses must register for HIS 925 until all degree requirements are completed and the degree is granted. No Credit. $100.

930 Maintaining Matriculation (D.A.)
Doctoral students not registered for other courses must register for HIS 930 until all degree requirements are completed and the degree is granted. No Credit. $100.

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

Languages and Literatures

Programs of Study:

Master of Arts in Spanish
The Department of Languages and Literatures offers a program of graduate study in the literature, linguistics and civilization of the Hispanic world, taught entirely in Spanish, leading to the degree of Master of Arts. This specialized program is intended to prepare students for further scholarship, teaching at all levels or related careers. The department sponsors an ongoing series of lectures by prominent literary figures from both Spain and Latin America and the publication of the literary journal Anuario Medieval.

Epsilon Kappa, the St. John’s Chapter of Sigma Delta Pi, the National Hispanic Honor Society, publishes a literary journal, Entre Rascacielos, to promote the creative works of students enrolled in the program.

In addition, the department offers reading courses in French and German for graduate students in other disciplines.

Entrance Requirements
At least 24 semester hours above the intermediate-level of undergraduate work in languages, with 18 of these hours in Spanish. All classes must be conducted in Spanish. All students must demonstrate proficiency in speaking, reading and writing Spanish. Any existing deficiency will subsequently have to be removed. In the case of foreign credentials, the 18-hour requirement will be met if the candidate holds a university degree from a Spanish-speaking country.

Program Requirements
Thesis: This option is a 33-credit program consisting of 27 credits of required course work from among the five areas of concentration (a minimum of three credits in each area) listed below and six credits of Master’s Research (SPA 900). Master’s degree students with thesis option must demonstrate proficiency in a language other than Spanish. It is strongly recommended that such students have a reading knowledge of English, French, German, Italian, Portuguese or any other language pertinent to the topic of their thesis. The language of their choice must be approved by the thesis advisor and by the Graduate Director. This requirement may be satisfied by passing the Princeton ETS foreign-language examination or by an examination administered by the department. In lieu of the language examination, students may either take an undergraduate language course equivalent to a fourth semester (Language 4) or one of the department’s graduate non-credit reading courses. It is suggested that this requirement be met in the semester prior to taking the comprehensive examination.

The thesis option is recommended for those students who wish to continue their graduate education beyond the master’s degree and plan to enter a Ph.D. program.

Non-Thesis: This option is a 33-credit program consisting of coursework in all five areas of concentration listed below: a minimum of three credits from each division, plus 18 credits in course electives. However, it is strongly recommended that students take six credits from each of the five areas of concentration.

The non-thesis option is primarily designed for those students interested in teaching on the primary or secondary level or seeking immediate preparation for fields where a master’s degree in Spanish is the recommended credential.

With appropriate counseling from the department, students should select their courses from the following five areas of concentration:

1. Linguistics (three/six credits)
2. Peninsular Literature before 1700 (three/six credits)
3. Peninsular Literature of the 18th, 19th and 20th Centuries (three/six credits)
4. Spanish-American Literature from Pre-Columbian through the 19th Century (three/six credits)

5. Spanish-American Literature from Modernismo to the Present (three/six credits)

The comprehensive examination required of all students must be taken within a year of the completion of all course requirements. This four-hour written examination will test their knowledge of the literature, linguistics and culture of Spain and Spanish America. The rules governing the application and administration of this examination are found under “Comprehensive Examination” in the Graduate Division of Arts and Sciences section in this bulletin. The comprehensive examination may be given during the summer.

Combined Degree Program

B.A./M.A. in Spanish
The Department of Languages and Literatures offers an intensive, accelerated, combined degree program leading to both the B.A. and M.A. degrees in Spanish in five years of full-time study. Sophomores who have completed 12 credits in Spanish with a 3.5 or above index and with a minimum of 3.0 cumulative index, are encouraged to apply. After completion of their baccalaureate degrees, students may enroll full time on the graduate level for the fifth year. For specific information, students may contact Marie-Lise Gazarian, Ph.D., Graduate Director, Master’s Degree Program in Spanish at (718) 990-5209 or e-mail gazarianm@stjohns.edu.

Financial Aid
Research assistantships, which include full tuition and a stipend, are available to qualified graduate students. In addition, New York State residents may be eligible for Tuition Assistance Program (TAP). State and Federal Loan Programs are also available.

Courses

103 History of the Spanish Language
The evolution of the language from its origin to the present; phonology, morphology, grammar, vocabulary, style.
Credit: 3 semester hours.

109 Spanish Stylistics. A Workshop in Creative Writing
Students will engage in various exercises, taking part in the writing of poetry, short stories and memoirs.
Credit: 3 semester hours.

110 Workshop in Journalistic Prose
A study of journalism through a study of masters in the genre and through the experience of writing articles on a series of topics.
Credit: 3 semester hours.

220 Caribbean Literature in Spanish
A study of the most representative Spanish-African literature, writers such as Luis Llorens Torres, Luis Pales Matos, Nicolás Guillén and Emilio Ballagas.
Credit: 3 semester hours.
222 Medieval Literature II
The principal developments of the XIV and of the XV century as far as La Celestina. Credit: 3 semester hours.

224 The Spanish Ballad, Yesterday and Today
An in-depth study of the development of Spanish balladry from the Middle Ages to the present. Credit: 3 semester hours.

234 Spanish-American Poetry
The principal developments of the genre in Spanish America with a study of representative authors. Credit: 3 semester hours.

237 Spanish-American Modernism
Representative authors of the period will be studied. Credit: 3 semester hours.

239 Women Writers from Spanish America
A study of the most representative women writers from the time of Sor Juana Inés de la Cruz to the present. Credit: 3 semester hours.

245 Spanish-American Literature of the Enlightenment
Main literary currents in Spanish America from 1750 to the period of Independence with representative authors studied. Credit: 3 semester hours.

249 The Spanish-American Novel from Fernández de Lizardi to the 1960s
A study of the most representative literary figures in the development of this genre. Credit: 3 semester hours.

250 The Spanish-American Novel from the 1960s Onward
A study of the most representative present-day Spanish-American novelists. Credit: 3 semester hours.

254 Don Quijote I, II
A study in depth of Cervantes’ masterpiece. Credit: 3 semester hours.

270 Spanish Poetry of the Twentieth Century
A review of poets from the second half of the nineteenth century with an in-depth study of poets from the twentieth century. Credit: 3 semester hours.

279 Federico García Lorca
A study of the most representative works of Federico García Lorca. Credit: 3 semester hours.

287 Ortega y Gasset and other Twentieth Century Spanish Essayists
A study of representative essayists of the period. Credit: 3 semester hours.

290 Literature of the Mexican Revolution
A study of major literary figures in the development of this theme in the national culture. Credit: 3 semester hours.

300 Spain in North America. Early Writings
First writings by Spaniards in North America. The literature of early settlers, navigators, soldiers, and priests. Credit: 3 semester hours.

305 Seminar in Hispanic Literature I
A study of specific authors from the Hispanic world. Credit: 3 semester hours.

306 Seminar in Hispanic Literature II
A study of specific authors from the Hispanic world. Credit: 3 semester hours.

310 Visual Arts in Spanish Literature
A study of the many uses of the visual arts in Spanish literature, with emphasis on the literary representation of visual arts, real or imaginary. Credit: 3 semester hours.

311 Exile Literature
A study of the literary production of Spanish writers who left their country as a result of the Civil War, with emphasis on the authors’ responses to exile and transiiero. Credit: 3 semester hours.

312 Latin American Cinema and Literature
This course is a comparative and analytical study of some of the most important Latin American films and literary works. Credit: 3 semester hours.

313 César Vallejo, Lezama Lima, Pablo Neruda and Octavio Paz
An in-depth study of three representative figures of the Hispanic world. Credit: 3 semester hours.

314 Poetry and Its Metric Forms
The tools for writing poetry. Credit: 3 semester hours.

316 The Chronicle in Spanish Classic Authors
A study of the literary techniques used in Spanish historiography, with emphasis on the study of Medieval, Renaissance and Baroque chronicles. Manuscripts, incunabula, paleographic and first editions will be used when available. Credit: 3 semester hours.

317 Gabriela Mistral: The Poet and Prose Writer
An deep and comprehensive examination of the works and influence the famous Chilean writer. Credit: 3 semester hours.

318 Love and Death in Latin American Literature
A study of the themes of love and death as expressed by some of the most representative authors. Credit: 3 semester hours.

319 The Generation of 1927 in Spain
An in-depth study of some of the most important poets of the period. Credit: 3 semester hours.

330 The Spanish Short Story
The evolution of the short story in Spain from the medieval exemplum to the cuento literario. Credit: 3 semester hours.

400 Internship
An on-site internship to apply and deepen academic skills in a professional setting. The successful candidate will be a matriculated Graduate student in good academic standing who has an interest in and a knowledge of the Spanish language. Credit: 1 to 6 semester hours.

900 Master’s Research
Supervised research by mentor leading to the preparation and completion of a thesis in partial fulfillment of the Master’s degree requirements, in consultation with the Director of the Graduate Program. Credit: 3 semester hours.

901 Independent Study
An opportunity for independent reading and research under the supervision of a faculty member. The area of research must be approved in advance by the Director of the Graduate Program and a research plan will be required. Credit: 3 semester hours.

925 Maintaining Matriculation
Master’s degree students who are not registered for any course must maintain their matriculation by registering for 925 until all degree requirements are completed and a degree is granted. No credit. Fee $100.

French 0101; 0102 French Reading Course
(0101 is prerequisite for 0102) This course is designed to give the candidates for the Master’s and Doctor’s degrees a grasp of the fundamentals of the language and a good working vocabulary so that they can use the language and a good working vocabulary so that they can use the language as a research tool in their field of specialization. Two semesters. No credit.

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

Advanced Interdisciplinary Certificate on Latin American and Caribbean Studies

St. John’s University’s Committee on Latin American and Caribbean Studies (CLACS) offers a graduate-level interdisciplinary and multidisciplinary certificate for those students interested in disciplines and careers that deal with Latin America, the Caribbean, or Latinos in the U.S. Those careers include: diplomacy and international relations; banking; business; literature; education; health services and journalism.

Entrance and Program Requirements
An undergraduate degree from an accredited university with a minimum 3.0 GPA and two letters of recommendation are required.

A student can enroll in the multidisciplinary Certificate program by itself or in con-
Students need 15 credits in three different disciplines or areas; a minimum of nine credits must be from those courses classified as core. A student could meet some of the credit requirements by taking courses in Latin American and Caribbean universities with which we have established agreements or in a Study Abroad program in a Latin American or Caribbean nation, with prior approval from the appropriate Dean or Chair.

Language proficiency in Spanish, Portuguese, or French must be demonstrated before completion of the program.

Upon completion of all coursework, as a final condition for receiving the Certificate, a student must submit to the Chair of CLACS a portfolio with the accumulated work accomplished during the program.

Students who complete the Certificate can go on to careers in government, NGOs, banking, business, journalism, teaching, and Ph.D. programs, among others.

Graduate research assistantships are available. For more information about the program, please contact: Dr. Alina Camacho-Gingerich, Chair of CLACS, at camacho@stjohns.edu; tel (718) 990-1932 / 5829; or visit St. John Hall, Room B3A1 and 9.

For a complete listing of current courses applicable to the Certificate, please go to: www.stjohns.edu/clacs

### Liberal Studies

#### Program of Study

The Master of Arts in Liberal Studies (M.A.L.S.) provides a multidisciplinary graduate opportunity to the intellectually curious through the study of interdisciplinary themes that draw from various academic disciplines. There are four tracks in the Master of Arts in Liberal Studies:

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

The program is designed to provide a basis for a number of professional goals; it is not designed to duplicate or replace the specialized disciplinary training required for earning a Ph.D., though it is an excellent preparation for such training. This interdisciplinary program is designed to meet the needs of working professionals and others seeking entrance into doctoral programs.

#### Entrance Requirements

1. A Bachelor's Degree in any area, with an overall GPA of 3.0.
2. A brief personal essay describing the student's academic goals and areas of intellectual interest
3. Six credit hours in the area of concentration
4. For the Humanities track, a total of 18 credits from English or history, for the Social Science track, a total of 18 credit hours from anthropology, economics, history, government and politics, psychology, or sociology; for the Cultural Studies track, a total of 18 credit hours from anthropology, sociology, English, Area Studies (Latin America, Asian, Middle Eastern, African, etc.) history, philosophy and ethnic/gender studies; see below for Interdisciplinary Studies, a sufficient number of credits in the relevant disciplines, as determined by the Director.
5. Two letters of recommendations from persons who can attest to the student's ability to undertake graduate studies.

#### Program Requirements

Each student selects an interdisciplinary track: Humanities, Social Science, Cultural Studies, or Innovative Research.

If Humanities is selected, the student chooses an area of concentration—either history or literature. The student composites five courses in his or her area of concentration and two courses each from the two cognate disciplines. The student also takes introductory and integrating seminars in the humanities. A total of 11 courses is taken.

If Social Science is selected, the student chooses an area of concentration—either economics, history, government and politics, psychology or sociology. The student takes five courses in his or her area of concentration and two courses from any two cognate disciplines. The student also takes introductory and integrating seminars in the humanities. A total of 11 courses is taken.

If Cultural Studies is selected, the student takes five courses from a list of courses dealing with the anthropological and cultural themes and four courses in cultural areas and topics. These include but are not limited to Latin America, Far Eastern Cultures, Eastern Europe, Africa and the Middle East. The student also takes introductory and integrating seminars in Cultural Studies. A total of 11 courses is taken.

If Interdisciplinary Studies is selected, the student consults with the program director about the theme of the proposed program (as well as faculty in the relevant areas). The program director must approve the proposed program. The student takes courses from his or her area of concentration and courses from at least two other areas of determined to be relevant to the proposed research project. The student also takes an introductory and integrating seminar in the appropriate area.

Every student must complete a Capstone project in the M.A.L.S. track he/she has selected.

#### Special Students

Special students, enrolling for the first time, must submit transcripts of all prior academic work, undergraduate and graduate and complete the appropriate forms. Only those students who are qualified and possess the necessary background are permitted to enroll in graduate courses. Special students must have the permission of the department/division and the Dean to register. Special students may enroll for no more than six credits of coursework each semester for a maximum total of 12 credits. If an applicant who has taken courses as a special student is accepted for matriculation, the Dean determines which credits taken as special students are credited toward the program. In any case, no more than 12 credits completed as a special student may be applied toward a degree program.

#### Transfer of Credit

In graduate programs requiring the completion of 30–36 credits, a maximum of six credits may be transferred with the approval of the Dean. No transfer credits are permitted for students in the Global Development and Social Justice track.

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

### Courses

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

**MLS 100 Introductory Seminar in Liberal Studies**

Directed reading and discussion of representative works which have had a significant influence in the various areas in liberal studies. This course introduces issues in the humanities, social sciences and cultural studies.

**MLS 200 Integrating Seminar in Liberal Studies**

The capstone project is the focus of this seminar, taught by faculty members from one of the liberal studies tracks. The capstone project proposal must be approved by the student’s faculty mentor and the Program Director.

**MLS 204 Independent Research in Liberal Arts**

Under the supervision of a faculty mentor, the student will prepare a research proposal, and submit it to the program director for approval. All proposals must be approved by the Director.
Division of Library and Information Science (DLIS)

The Division of Library and Information Science (DLIS) offers programs of study leading to the Master of Science in Library and Information Science degree, double master’s programs with the Departments of Government and Politics and Pharmaceutical Sciences and the Advanced Certificate in Library and Information Studies.

Accreditation

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

Programs of Study

Master of Library Science

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

Persons who have an ALA-accredited degree and wish to update their professional education may pursue an Advanced Certificate. The program is custom-designed for each student’s specific needs.

LIS students may pursue coursework in both Public History, Museum Administration, and Library and Information Science through the interdisciplinary options offered through the innovative Public History, Museum and Archive Studies (PHMAS) program. Please consult your advisor.

Entrance Requirements

Applicants seeking admission to the M.S. program must submit the following evidence of their ability to pursue graduate study in library and information science:

1. A baccalaureate degree from an accredited college or university. Their undergraduate scholastic achievement must be such as to give reasonable assurance of success in work for an advanced degree. Normally, this will be a “B” (3.0) both in the general average and in the major field.

Applicants intending to meet New York State Education Department requirements for certification as School Librarian must also present evidence of having completed a mandated sequence of coursework in the liberal arts and sciences and in pedagogy. Students not fulfilling all of these prerequisites may be required to complete additional courses in order to meet the qualifications for certification. A list of these courses will be provided to interested applicants.

2. Two letters of recommendation from instructors, librarians or equivalent.

3. A personal interview with the Director or a designated member of the faculty.

4. A statement of professional goals must be submitted by the applicant.

5. Applicants with degrees from foreign academic institutions may be admitted into the Library and Information Science program provided they meet the University and Division admission requirements. An official TOEFL or IELTS score report is required of all applicants whose native language is not English. A score of 6.5 in the IELTS or 100 in the TOEFL is required. Students found to be deficient in the English language may be required to complete a University-sponsored English placement exam prior to the start of their studies and may be required to take English classes before or while they begin their graduate studies.

General Degree Requirements

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

1. Completion of 36 credits with a minimum of a “B” (3.0) average.

2. Continuous enrollment and completion of all requirements within a period not to exceed five years.


Note: Up to six credits may be taken outside the Division with the permission of the Director (Not applicable to students seeking School Library Media certification.)

Course Requirements

1. Completion of all core courses: 203, 204, 205, 211, 239 and 240.

2. In collaboration with their advisor, students are required to select a concentration after the completion of 6 graduate credits in Library and Information Science. A list of concentrations and required coursework is available on the Division of Library and Information Science web site www.stjohns.edu/dlis.

School Library Media Specialist Requirements

The M.S. in Library and Information Science with a concentration in School Library Media Specialist prepares qualified professionals to teach, research, analyze, produce and supervise the teaching/learning process of a school’s library program. It qualifies students for New York State School Library Media Specialist certification.

In order to qualify for New York State initial and professional certification as a School Library Media Specialist, the student will successfully complete the following:

1. The 36-credit School Library Media Specialist Program of the Division of Library and Information Science, approved by the New York State Department of Education;

2. Observation of school libraries (100) hours;

3. Supervised internship (LIS 269A; 150 hours; 269C, 150 hours);

4. Successfully pass the state-mandated competency test;

5. A two-hour course in each of the following areas: a) recognition and reporting of child abuse and b) school violence intervention and prevention;

6. A six-hour course in harassment, bullying, and discrimination prevention and intervention; and

7. Fingerprinting and criminal history background check as required by the Safe Schools Against Violence in Education Act.

The School Library Media Specialist program consists of core courses, specialization and internship.

1. The core consists of 203, 204, 205, 211 and 239 (15 credits).

2. Specialization courses include 121, 126, 217, 234 and 261 (15 credits).

3. The six credits of internship are completed at the adolescent/secondary (LIS 269A) and childhood/elementary (LIS 269C) levels.

Combined Degrees

M.A./M.S. Program in Government and Politics/Library and Information Science

Under the administration of the Graduate Division of the College of Liberal Arts and Sciences, the Department of Government and Politics and the Division of Library and Information Science offer a joint program of study leading to the Master of Arts in Government and Politics and Master of Science in Library and Information Science degrees. Students complete a total of 57 credits rather than 66 credits required if both degrees are pursued separately.

The combination of the two graduate programs provides students with the opportunity to integrate two complementary bodies of knowledge: government and politics and library science. The graduate program in government and politics supplements the graduate program in library science by broadening and deepening a student’s understanding of the governmental structure, institutions, public
administration and the political/legal processes, while at the same time mastering contemporary means of accessing and utilizing related information.

Entrance Requirements
Students must meet the requirements of admission to both the Master of Arts in Government and Politics and the Master of Science in Library and Information Science programs as set forth in their respective sections of this bulletin.

Program Requirements
All M.A./M.S. students will complete curriculum requirements for each degree with four courses (12 credits) applying to both programs. These exchange courses include:

- GOV 205 Modern Political Research
- GOV Concentration Course
- LIS 210 Government Information Sources
- LIS 265 Online Database Searching and Services

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

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

The Division of Library and Information Science and the Department of Pharmaceutical Sciences offer a joint program of study leading to the M.S. and the M.S. degrees. Students complete a total of 57 credits including 24 semester hours in Library and Information Science, 21 semester hours in Pharmaceutical Sciences and 12 exchange credits. The recipient of the M.S. Pharmaceutical Sciences/M.S. Library and Information Science degree will acquire expertise necessary for a career in pharmaceutical/health science libraries and information centers located in research facilities, hospitals and pharmaceutical companies. Students must meet the requirements of admission to both M.S. programs as set forth in their respective sections of this bulletin. Due to curriculum revisions, prospective students are encouraged to contact the division for information.

Advanced Certificate: Library and Information Science

The Advanced Certificate program provides an opportunity for practicing librarians and information specialists to update their skills by completing advanced coursework tailored to their professional interests and needs. In consultation with an advisor, professionals select courses in areas as diverse as digital libraries, information ethics, language structure and thesaurus development, legal information, telecommunications technology and policy, preservation technology and metadata for information professionals. The program offers a multidisciplinary approach geared to the individual student by drawing upon related courses from other units of the University. Credits may be elected from outside the division but within the University in a related subject area.

Admission Requirements
Applicants must submit evidence of having completed the M.S. degree, from an ALA-accredited program or its equivalent in other countries, a personal statement and two letters of recommendation.

Certifications

School Library Media Specialist

In order to qualify for certification as a School Library Media Specialist (K–12) from the New York State Education Department (NYSED), a student must complete the M.S. degree or its equivalent following the School Library Media Specialist Program outlined in this bulletin. This includes all academic coursework, field-experience, internship, testing, external courses and background check/fingerprinting mandates. With the completion of all requirements, the application to NYSED may be submitted.

Librarians seeking NYSED School Library Media Specialist certification who have received an ALA-accredited master degree but who have not completed the an NYSED-approved program should contact the department for information and credentials analysis.

Certification for Public Librarians in New York State

The Professional Certificate will be issued by New York State to St. John’s graduates who provide proof of completion of the M.S. in Library and Information Science degree. There is a fee for the certificate which must be included with application. For details visit the New Your State Library web site at http://www.nysl.nysed.gov/libdev/cert/.

Experiential Learning

The M.S. program faculty encourage students to explore the profession in an experiential, hands-on approach that complements the theoretical base fostered through readings, research and class discussion. To that end, academic service-learning activities, field trips and individually arranged site visits are required components of many courses and are expected of all students.

Internships

Field experience is available as part of non-credit or credit-bearing internships. A student may elect to complete an informal, voluntary position within a library, archive, or information center in order to observe and/or participate in the activities of the profession. A paid, compensated position may not double as an internship. Credit-bearing internships are strongly encouraged of all students and are required of those pursuing a concentration leading to School Library Media Specialist certification.

Students who complete an internship experience for academic credit register for respective course(s) according to their interest and area of concentration.

Interested students are required to meet with the Internship Coordinator the semester prior to registering for an internship course in order for the field site to be approved and the paperwork completed. The student must be academically eligible in order for the placement to be approved (i.e., all prerequisites must have been satisfied prior to registration). The internship must be completed under the direction of a certified, professionally qualified site supervisor whose credentials have been approved by the Internship Coordinator. All interns are required to complete course paperwork as assigned and attend on-campus meetings as scheduled.

Financial Aid

Qualified graduate library and Information Science students are eligible for assistantships which include tuition remission and a stipend; these assistantships are awarded for service to the division and the libraries of the University, including the Law Library, the Loretto Memorial Library in Staten Island and the main Library on the Queens campus. The Division also offers the Rev. Brian O’Connell Scholarship of from one-quarter to one-third of tuition for the entire program to all students who received a 3.4 or higher GPA on a 4.0 scale for their most recently completed degree program, as long as the student remains in good academic standing. No separate application is required.

Student Assistance

Advising

Each graduate student admitted to the division is assigned an academic advisor from the full-time faculty who should be retained by the student unless he/she elects to change advisors because of professional interest. The advisor must be consulted at least once a semester (prior to pre-registration) to ensure the most effective choice of courses. Students may confer with more than one advisor.

Placement

The division regularly provides information on employment opportunities via the student list-serv and postings in the department. A placement service is also available at the St. John’s University Career Services Center.

Types of placement opportunities include:
- Information Industry
- Information Organization
- Legal Information Services
- Children’s Services
- Administration and Management
- College and University Librarianship
- Library Systems and Automation

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• Community Information Services
• Library Technical Services
• Corporate Information Services
• Online Searching and Services
• Public Library Services
• Health Information Services
• Publishing
• Indexing and Abstracting
• Young Adult Services

Alumni Organizations
Graduates of the Division of Library and Information Science are automatically eligible for membership in the Alumni Association. Alumni serve on division committees and may sponsor such activities as the William A. Gillard lecture.

Beta Phi Mu
Graduates of the Division of Library and Information Science with a superior record and recommended by the Director are eligible for membership in Beta Phi Mu.

Courses
Detailed course descriptions are available on the Division of Library and Information Science web site: www.stjohns.edu/dlis.

Required Core Courses

203 Information Organization
Theories, systems, and practices of information organization. Emphasis is on understanding the basic function of library catalogs, indexes, metadata, finding aids and internet search engines. Credit: 3 semester hours.

204 Introduction to Library & Information Science
A survey of the field including theory and practice, historical trends/developments, computer-based and other information systems and societal concerns. Must be taken as one of the first two courses. Credit: 3 semester hours.

205 Information Sources & Services
Scope, organization and evaluation of reference sources and services, with emphasis on information use and retrieval in a virtual environment and contemporary models of service delivery. Credit: 3 semester hours.

211 Collection Development & Management of Knowledge Resources
Prerequisite: LIS 204. Philosophy and methods of managing collections in physical and virtual libraries, with emphasis on assessing and meeting information needs. May include a service learning requirement. Credit: 3 semester hours.

239 Research & Evaluation Methods
Social science research methods applicable to program evaluation and library and information science research; topics include research ethics, research design, literature reviews, data analysis, and reporting research to general and specialized users. Credit: 3 semester hours.

240 Management of Libraries & Information Centers
Leadership and management principles relating to the operation of libraries and other information enterprises. Leading, planning, evaluating, staffing, housing, equipping, and financing. Credit: 3 semester hours.

Note: Required of all students except those with a concentration in school library media specialist or law librarianship.

Elective Courses

121 Literature & Related Resources for Children
A survey of books and other materials for children, with emphasis on selection criteria, developing evaluation skills, familiarity with award-winning titles and book presentation. Requires fieldwork. Credit: 3 semester hours.

125 Library Materials & Services for Young Children
Materials and services for the young child (infant through preschool), Theories underlying services. Selection, analysis and presentation of books, and other appropriate materials. Requires fieldwork. Credit: 3 semester hours.

126 Literature & Related Resources for Young Adults
A survey of books and other materials for young adults, with emphasis on selection criteria, developing evaluation skills, familiarity with award-winning titles and book presentation. Requires fieldwork. Credit: 3 semester hours.

127 Library Services for Children and Young Adults
Serving children in the public library, with emphasis on user needs, storytelling and book talk skills, programming, information services, policies and guidelines, and maintaining collections. Requires fieldwork. Credit: 3 semester hours.

153 Information Sources in Religion
Reference works, Internet sources, publishing, and libraries in the field of religion. Treatment of religion in general information sources; specialized concordances, bibliographies, indexes. Credit: 3 semester hours.

210 Government Information Sources
Prerequisite: LIS 205. Government information resources at the local, state, national, and international levels. Selection, organization, and dissemination; changes in distribution policies and format. Credit: 3 semester hours.

213 Popular Culture and the Young Adult
An exploration of contemporary, popular entertainment media oriented toward and accepted by adolescents, with emphasis on film, television, music, magazines, and the Internet. Credit: 3 semester hours.

217 Multimedia & Technology Resources for School Media Centers
Prerequisites: LIS 204, 205, 261. The knowledge and skills to select, plan, produce, and implement various forms of multimedia and technology in the educational process in order to deliver effective academic programs K-12. Credit: 3 semester hours.

221 Planning and Delivering Information Literacy Programs
Theory and practice of user education with emphasis on developing information literacy programs. Standards, guidelines, instructional models, effective pedagogical techniques, collaboration and assessment. Planning, delivery and evaluation of instructional programs designed to develop lifelong information literacy skills. Credit: 3 semester hours.

222 Materials & Services to Diverse Populations
Information needs of diverse populations, including the aged, illiterate, individuals with disabilities, and racial, ethnic, and linguistic minorities. Credit: 3 semester hours.

223 Preservation Technology in Library & Information Science
Preservation techniques for materials in collections; basic structure and weaknesses; diagnostic and treatment practices; application of appropriate and creative solutions to preservation problems. Credit: 3 semester hours.

224 Language Structure & Thesaurus Development
Applied linguistics for information organization and retrieval, with focus on the design of structured controlled vocabularies (thesauri) for indexing and searching. Credit: 3 semester hours.

225 Classification Schemes & Information Architecture
Classification schemes for arrangement of physical and virtual collections; distinctions between classification and categorization and folk taxonomies. Analysis and design of information architecture of Web sites. Credit: 3 semester hours.

226 Literature and Related Resources for Young Adults
A survey of books and other materials for young adults, with emphasis on applying selection criteria and developing evaluation skills. Credit: 3 semester hours.

228 Indexing and Abstracting
Prerequisites: LIS 203 or 204. Theory/methods of information analysis for retrieval. Subject analysis, abstract preparation, vocabulary control methods/devices, specialized systems, machine-aided and automated indexing. Credit: 3 semester hours.

230 Introduction to Digital Libraries
The contextual framework for digital libraries including the creation, structure, access and use of digital information. Analysis of digital library projects. Credit: 3 semester hours.

231 College & University Libraries
Academic library administration, planning, staffing, and evaluation. The history of higher education and the college library in the U.S.
The impact of demographic and social changes on the provision of service. Credit: 3 semester hours.

232 Special Libraries & Information Centers
The goals, organization, operation, environment, functions, and services of special libraries/information centers; collection issues, user services, management, and marketing. Credit: 3 semester hours.

233 Public Libraries & Community Information Centers
The objectives, organization, and services of contemporary public libraries, including the ways in which they serve diverse communities and reach underserved populations Field trips may be required. Credit: 3 semester hours.

234 School Library Management
Prerequisites: LIS 204, 205, 211. Administration of the academic program, services, collection, staff, and budget of the school library media center. Planning, research, and evaluation methods for compliance with state and national standards. Credit: 3 semester hours.

235 Advanced Cataloging: Metadata for Libraries. Prerequisite: LIS 203

237 Metadata for Information Professionals
Metadata applications in a variety of information environments, libraries, archives, museums, and information centers. Major metadata schemes, encoding standards, and structures. Credit: 3 semester hours.

238 Web Design for Libraries & Information Centers
An information architecture approach to the design of web sites for large enterprises. Topics include information content, organization, labeling, navigation, searching, usability, and accessibility. Credit: 3 semester hours.

243 Law Library Administration
Law library administration from strategic and short-term planning to budgeting, personnel management, facilities planning, CLE and record management, organizational structures and technology integration. Issues will be examined from academic, corporate and private law firm perspectives. Credit: 3 semester hours.

245 Special Collections Librarianship & History of the Book: Principles and Practices
The organization, administration, service, and care of special collections, with an emphasis on rare books. The history of books and printing, non-book formats, donor relations and collecting, conservation and preservation, ethics, access, security, exhibitions and digitization. Requires fieldwork. Credit: 3 semester hours.

246 Practical Conservation & Preservation of Library Materials
A practical approach to the principles and applications of conservation and preservation of library materials as daily functions of library management, including digital techniques. Credit: 3 semester hours.

248 Database Applications, Modeling & Design
The fundamental concepts and issues of database management systems. Topics include entity and relationship modeling, SQL, relational database design, data integrity, and XML. Credit: 3 semester hours.

249 Archives & Manuscripts: Basic Functions & Current Issues
Management of archives and manuscript repositories, including basic functions and skills required of an archivist or curator of manuscripts as well as current issues and topics. Credit: 3 semester hours.

250 Information Sources in the Arts & Humanities
Prerequisite: 205. Evaluation, selection and use of print and electronic (esp. digitized) resources in the arts and humanities (philosophy, religion, literature, the fine arts, the performing arts, and film). Credit: 3 semester hours.

251 Information Sources in the Social & Behavioral Sciences
Prerequisite: 205. Evaluation, selection, and use of print and electronic resources in the social and behavioral sciences (sociology, history, government, education, psychology, anthropology, business, economics). Credit: 3 semester hours.

252 Information Sources in Science & Technology
Prerequisite: 205. The structure and literature of scientific and technical communication. Print and electronic references are examined. A background in the sciences is not required or assumed. Credit: 3 semester hours.

253 Oral History
Introduction to the theory and practice of oral history. Major topics include the ideological content of speech and storytelling, the role of class and ethnicity, the ethics of scholarly intrusion, and the use of technology. Credit: 3 semester hours.

254 Legal Research
Prerequisite: LIS 205. Basic tools and techniques of legal research using electronic and print sources. Primary and secondary sources of law; deciphering of citations; finding legal and business-related materials with cost-efficient techniques. Credit: 3 semester hours.

255 Advanced Legal Research
Prerequisite: LIS 254. Complex legal research problems such as corporate research, patent prosecution, international and foreign law research; coordinated approaches to tax research, labor and employment law. Advanced WESTLAW, LEXIS and BLOOMBERG LAW training. Credit: 3 semester hours.

256 Medical Information & Librarianship
Prerequisite: LIS 205. Major reference works and Internet resources in health sciences as well the administration and organization of medical libraries, with emphasis on the databases of the National Library of Medicine. Credit: 3 semester hours.

260 Information Use and Users
Prerequisite: LIS 204. Seminar on how LIS practitioners and researchers seek to understand user information needs/behaviors. Emphasis on theories of user needs and information use. Populations discussed include children, business managers, attorneys, scientists, university students, general researchers, and consumers. Credit: 3 semester hours.

261 Information Sources and Services for Children & Young Adults
Non-fiction and reference sources and services in school and public libraries as they relate to curriculum support and information literacy. Focus on the child as reference interview participant/learner. Credit: 3 semester hours.

263 Information Ethics
The ethical challenges experienced by information providers in the past and present: possible ethical dilemmas of the digital future. How information providers make choices in a variety of contexts. Credit: 3 semester hours.

265 Online Database Searching
Prerequisite: 205. Study and use of online bibliographic databases in a wide variety of subject areas. Emphasis is on appropriate database selection, search strategies, and information delivery modes. Credit: 3 semester hours.

267 Information Sources in Business & Economics
Prerequisite: LIS 205. Print and electronic information resources and services in business, economics, finance, and related literature. Organization, administration, and services of business libraries/ information centers. Credit: 3 semester hours.

269 Internship
Prerequisites: All required courses and preferably all courses in the concentration. A supervised professional experience combining theory and practice in a library or information center. Meetings and reports required; may be taken for a total of six credits. Credit: 1, 2, or 3 semester hours.

269A School Media Center Internship: Adolescent
Prerequisites: All courses and field experience A supervised professional experience combining theory and practice in a 7-12 school library media center. Meetings of participants are held and reports required. Credit: 3 semester hours. Each semester.

269C School Media Center Internship: Childhood
Prerequisites: All courses and field experience A supervised professional experience combining theory and practice in a K-6 school library media center. Meetings of participants are held and reports required. Credit: 3 semester hours.
270 Colloquia
Current issues and trends in library and information science as well as other topics of current interest are presented by prominent outside speakers, alumni, and members of the faculty. No credit.

271 Special Topics in Library & Information Studies
A special topic on an issue not normally covered in the MLS curriculum will be examined in-depth. The format will depend upon the topic to be covered. Offered occasionally. Credit: 3 semester hours.

280 Telecommunications Technology and Policy
An introduction to telecommunications applicable to library and information studies emphasizing such topics as communications hardware, data transmission, and network policies (including federal regulation of the industry). Credit: 3 semester hours.

281 Competitive Intelligence
Monitoring the external environment to obtain and use primary and secondary information that is relevant for the institutional decision-making process. Identification, selection, collection, interpretation and distribution of information with strategic importance. Credit: 3 semester hours.

282 Knowledge Management
The process and practice of facilitating the generation, sharing, acquisition and application of knowledge in an organization; dissemination according to needs and preferences of stakeholders. Credit: 3 semester hours.

283 Social Justice in the Information Professions
Graduate seminar. Topics focus on the relationship between information access and human development. Emphasis placed on critically examining information policies and services (i.e., reference, cataloging, collection development, information access, user studies, e-citizenship, evaluation) in light of relevant elements of the Universal Declaration of Human Rights (United Nations, 1948), multiple social justice theories, and social activism trends in the information professions. Credit: 3 semester hours.

901 Special Research & Projects I
902 Special Research & Projects II
The formal presentation of a research paper or project (survey, history, bibliographic essay, etc.) resulting from investigation of a problem under the direction of a member of the faculty. Credit: 3 semester hours.

925 Maintaining Matriculation
Master’s students who are not registered for other courses must register for 925 until degree requirements are completed and the degree is granted. Fall-Spring only. No credit. Fee: $100

300 Field Experience
Prerequisites: All required courses and preferably all courses in the concentration. Fieldwork involving observation of professional activities in a library, information center, or archive setting. Resulting in a project that addresses an issue in the field. Credit: 1 semester hour.

302 Genealogical Sources & Services
Prerequisite: 205. Sources and services to assist patrons with genealogical research. Research methodology, conducting the reference interview, and the use and evaluation of print and electronic resources. Credit: 1 semester hour. 3 semester hours.

303 Dublin Core Metadata
Prerequisite: LIS 203. Goals, major concepts, and elements relating to the application of Dublin Core Metadata for information organization. Schemes, encoding standards, functions, syntax, content, and structure. Credit: 1 semester hour.

304 Librarian as Teacher
Prerequisite: LIS 205. The role of the librarian as teacher; knowledge and skills necessary for instruction and training in library and information settings. Issues and strategies for effective instruction. Credit: 3 semester hours.

305 Online Reference Service
Prerequisite: LIS 205. Electronic reference: email and chat services. Special circumstances, policies/practices, copyright concerns, development of online training modules Participation in mock chat and email reference required. Credit: 1 semester hour.

308 Book Index Structures: In Print & on the Web
Prerequisite: LIS 204 or 203. Preparation of book indexes, covering indexable matter, structure of index entries, cross references, filing, format, and indexer-publisher relations. Manual and computer-assisted techniques. Credit: 1 semester hour.

999C School Library Media Field Experience: Childhood
Individual and group supervised observation and participation in approved school settings providing interaction with students, parents, teachers and other school personnel under the guidance of certified school media specialists. Credit: 3 semester hours.

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

Department of Psychology (PSY)
The Department of Psychology offers a Doctor of Philosophy (Ph.D.) program in Clinical Psychology, a Master of Arts (M.A.) program in General-Experimental Psychology and Master of Science (M.S.) and Doctor of Psychology (Psy.D.) programs in School Psychology. The Ph.D. program in Clinical Psychology is fully accredited by the American Psychological Association, Office of Program Consultation and Accreditation, 750 First Street, NE Washington, DC 20002-4242 (Tel: 202-336-5979). The Ph.D. program in Clinical Psychology offers two tracks of study: a general course of study in clinical psychology (General track) and a subspecialty track which offers advanced training in clinical child psychology (Clinical Child track). The M.S. and Psy.D. programs in School Psychology also offer two tracks of study: a general course of study in School Psychology (General track) and a subspecialty track in bilingual school psychology (Bilingual track).

General Admission Requirements
Admissions to the Ph.D., Psy.D. and M.S. programs are for the Fall semester only. Applications for Fall admissions must be completed as follows:

Ph.D., January 15
Psy.D., January 15
M.S., May 1

Applications to the M.A. program are accepted throughout the year. Admissions to the M.A. program are for the fall and spring semesters. Students admitted in the Spring semester are limited to six credits for that semester because most subject areas are covered in one-year course sequences.

Applicants for all degree programs must:
1. Possess a baccalaureate degree.
2. Satisfy the department that his or her undergraduate preparation indicates a high potential for successful advanced study in psychology.
3. Submit transcripts of undergraduate and any prior graduate work.
4. Have completed a minimum of 24 undergraduate credits in psychology, including courses in Introductory Psychology, Statistics and a laboratory course.
5. Submit three to five letters of recommendation, one of which must be from an individual who will address the matter of the applicant’s research potential.
6. Submit two papers from psychology courses: one a laboratory paper and one a term paper.
7. Provide a clearly written statement of educational and professional goals.

Applicants for the Ph.D., Psy.D., and M.S. programs must submit acceptable scores from the Graduate Record Examinations (Verbal and Quantitative). Applicants who did not either major in psychology or complete a graduate degree in psychology must also submit acceptable scores on the subject (Psychology) section of the Graduate Record Examination. In addition, one or more interviews by the departmental admissions committee may be requested of applicants to the Ph.D., Psy.D., and M.S. programs.

Those students currently matriculated for a master’s degree at St. John’s University who are interested in the University’s doctoral programs must follow the procedure outlined for new applicants. Students accepted for admission to a doctoral program with any course deficiencies must remove these deficiencies prior to matriculation. Students accepted for admission to a master’s program with any course deficiencies should attempt to make up these deficiencies if possible and they are not ready to start the program; however, it is possible to make up certain deficiencies within the first year of graduate work. Deficiencies may be completed during the summer preceding matriculation by enrolling in appropriate undergraduate or 100-level courses. Credit toward the degree will not be awarded for any courses used to remove deficiencies.

The Ph.D. program in Clinical Psychology requires that students maintain full-time status for the duration of the program. Although full-time status is preferred for all other programs, the Psy.D., M.S. and M.A. program may be undertaken on a part-time basis with a minimum of six credits per semester.

**Programs of Study**

**Clinical Psychology Doctoral Program**

**General Program Requirements**

The Doctoral Program in Clinical Psychology requires four years of full-time coursework and practicum experience in addition to successful completion of a comprehensive examination, clinical internship, Master’s thesis and dissertation (PSY 950, Doctoral Research). Students are evaluated after completing each level to determine their eligibility to progress to the next level.

The program is designed to provide a logical progression of coursework. The first two levels are directed at imparting the basic principles and skills in assessment, statistics, foundations, psychotherapy and research methodology. The student is expected to submit a dissertation proposal for approval during Year 3; mentor approval of the proposal is required prior to submission of internship applications. The student’s progress toward completion of the dissertation requirement will be evaluated each semester; failure to make satisfactory progress may result in termination from the program.

Students begin their clinical practicum training during Years 1-2 at our training clinic, the St. John’s University Center for Psychological Services. During Years 3 and 4 there is further development of various clinical skills through concentrated work in clinical externship settings and related coursework and continuation of clinic practicum work at our training clinic. The Comprehensive Examination must be taken in the Summer preceding Year 4. Students will be afforded two opportunities to pass the examination and successful completion of the exam is required for continuation in the program. Upon passing the exam, the student must register for Doctoral Research (PSY 950, 3 credits.) in the spring of Year 4 and each semester thereafter.

The fifth year of the program is normally devoted to a full-time clinical internship which has been approved by the department. During the internship year, the student must register for PSY 903 and PSY 904 (which carry no academic credit) and PSY 950 (1 credit). There is a charge of $100 per semester for PSY 903 and PSY 904. Instead of embarking on an internship during the fifth year, students may elect to work toward completing their dissertation research and defer their internships for a year. Clinical child track students must complete an approved internship that has a substantial concentration in clinical work with children, adolescents or families.

Students elect, at the point of application to the program, one of two tracks of study within the Clinical Psychology program in which they can pursue more concentrated training opportunities: (1) the general track; or (2) the clinical child track.

The Master of Arts (M.A.) degree in Clinical Psychology will be awarded upon successful completion of the Master’s thesis, as well as successful completion of all course work required during the first two years of the program of study, and meeting all established deadlines set by the Graduate Division of St. John’s College. Students meeting these requirements must apply to the Graduate Division of St. John’s College for information regarding the conferral of the M.A. degree.

**Program Requirements**

Courses are divided into five areas of specialization:

a) Foundations: These offerings are designed to transmit a basic fund of knowledge relating to the history and science of the discipline.

b) Research and Methodology: These courses provide instruction in research and methodology with the aim of understanding basic research, designing investigation procedures and applying research to help solve personal and social problems.

c) Personality, Social Behavior and Abnormal Behavior

624 Advanced Developmental Psychology

627 Cultural Diversity in Psychological Services

722 Social Basis of Behavior

726 Psychopathology Across the Lifespan I

727 Psychopathology Across the Lifespan II

d) Assessment: Evaluation of people using the skills of observation, interviewing and psychological testing; the theory, development, reliability, validity, appropriate usage, administration, scoring, interpretation and reporting of the results of the assessment techniques.

635 Objective Personality Tests, or

835 Neuropsychological Assessment

660 Assessment I: Intelligence Testing

663 Assessment II: Personality Assessment

668 Assessment Laboratory I

670 Assessment Laboratory II

e) Psychotherapy: Theory, research, techniques and supervised experience in various psychotherapeutic methods.

631 Psychoanalytic Psychotherapy I

658 Professional and Ethical Issues

741 Assessment and Intervention Practicum I, III

742 Assessment and Intervention Practicum II, IV

750 Behavior Therapy

760 Marital and Family Therapy (Clinical Child Track)

698 Clinic Practicum I

699 Clinic Practicum II

701 Clinic Practicum III

702 Clinic Practicum IV

705 Clinic Practicum V

706 Clinic Practicum VI
Clinical Psychology Tracks

General Track

Year I
Fall
617 Cognitive and Affective Bases of Behavior
608 Statistical Design in Research
660 Assessment I: Intelligence Testing
698 Clinic Practicum I
726 Psychopathology Across the Lifespan I
727 Psychopathology Across the Lifespan II

Spring
614 Multiple Regression/Correlation
726 Psychopathology Across the Lifespan I
663 Assessment II: Personality Assessment
699 Clinic Practicum II
750 Behavior Therapy

Summer
Elective*

Year 2
Fall
609 Research Methods in Clinical Psychology
624 Advanced Developmental Psychology
631 Psychoanalytic Psychotherapy I
668 Assessment Laboratory I
701 Clinic Practicum III

Spring
619 Advanced Techniques for the Analysis of Behavioral Data
659 Psychological Measurement and Scaling
670 Assessment Laboratory II
702 Clinical Practicum IV
908 Master's Research

Summer
705 Clinic Practicum V

Year 3
Fall
648 Physiological Psychology
658 Professional and Ethical Issues
741 Assessment and Intervention Practicum I

Spring
627 Cultural Diversity in Psychological Services
742 Assessment and Intervention Practicum II

Year 4
Fall
698 Clinic Practicum I
706 Clinical Practicum VI

Summer
960 Marital and Family Therapy

Year 5
Fall
903 Clinical Psychology Internship I
950 Doctoral Research

Spring
904 Clinical Psychology Internship II
950 Doctoral Research

N.B. At least one day a week must be spent in practicum work in a clinical facility in Year 4. A student enters Year 5 of the program after completion of all coursework and successful completion of the comprehensive examination. While PSY 903 and PSY 904 are offered 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.

N.B. At least one day a week must be spent in practicum work in a clinical facility in Year 3. At least one day a week must be spent in practicum work in a clinical facility in Year 4. A student enters Year 5 of the program after completion of all coursework and successful completion of the comprehensive examination. While PSY 903 and PSY 904 are offered 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.

Clinical Child Track

Year I
Fall
617 Cognitive and Affective Bases of Behavior
608 Foundations of Data Analysis
660 Assessment I: Intelligence Testing
698 Clinic Practicum I
726 Psychopathology Across the Lifespan I

Spring
614 Multiple Regression/Correlation
727 Psychopathology Across the Lifespan II
663 Assessment II: Personality Assessment
699 Clinic Practicum II
750 Behavior Therapy

Summer
Elective*

Year 2
Fall
609 Research Methods in Clinical Psychology
624 Advanced Developmental Psychology
631 Psychoanalytic Psychotherapy I
668 Assessment Laboratory I
701 Clinic Practicum III

Spring
619 Advanced Techniques for the Analysis of Behavioral Data
659 Psychological Measurement and Scaling
670 Assessment Laboratory II
702 Clinical Practicum IV
706 Clinical Practicum VI

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

School Psychology Doctoral Program

Admission Requirements

The Doctoral Program in School Psychology requires four years of full-time coursework and practicum experiences, the successful completion of Professional Competency Comprehension exam, a full-time, one-year School Psychology internship, and a dissertation project for 105 credits.

The program is designed to provide a logical progression of coursework over years one to four. Students are expected to submit a dissertation proposal during year four. In the fifth year of the program, students complete their full-time internship and continue to enroll in PSY 950, the dissertation course. If their dissertation is not completed, students must remain enrolled in PSY 950 until the dissertations completed, however only three credits count towards the 105 credits regardless of...
Program Requirements and Tracks

*General (Monolingual) Track

Year 1
Fall
608 Foundations of Data Analysis
661 Psychoeducational Assessment I
665 Introduction to School Psychology
617 Cognitive and Affective Bases of Behavior
695 Research Colloquium

Spring
614 Multiple Regression/Correlation
662 Psychoeducational Assessment II
666 Interviewing and Case Formulation
671 Child and Adolescent Personality Assessment
695 Research Colloquium

Year 2
Fall
722 Social Basis of Behavior
715 Assessment, Diagnosis, and Remediation of Learning Disabilities
749 Behavior Therapy: Assessment, Treatment, and Consultation
726 Psychopathology Across the Lifespan I or
727 Psychopathology Across the Lifespan II
762 Psychological Assessment Practicum I*
695 Research Colloquium

Spring
648 Physiological Psychology
659 Psychological Measurement & Scaling
716 Psychoeducational Consultation
Pathology Across the Lifespan I or
727 Psychopathology Across the Lifespan II
762 Psychological Assessment Practicum II*
695 Research Colloquium

Summer
763 School Psychology Intervention Practicum I

Year 3
Fall
615 Research Methods in School Psychology
752 School Psychology Internship Seminar I: Professional Issues***
624 Advanced Developmental Psychology
764 School Psychology Intervention Practicum II*
695 Research Colloquium

Spring
Elective
627 Cultural Diversity in Psychological Services
753 School Psychology Internship Seminar II: Psychological Interventions***
765 School Psychology Intervention Practicum III*
695 Research Colloquium

The comprehensive examination is taken during this semester.

N.B. Students will receive the Master of Science degree in School Psychology at the end of Year 3 if they pass the comprehensive exam. Students must pass this examination to proceed to Year 4.

Year 4
Fall
650 History and Systems
754 School Psychology Internship Seminar III: Psychological Interventions and Field Placement****
Elective
Elective
695 Research Colloquium

Spring
755 School Psychology Internship Seminar IV: Professional Development and Field Placement****
Elective
Elective
695 Research Colloquium
950 Doctoral Dissertation

Year 5
Fall
905 Internship I
950 Doctoral Dissertation
695 Research Colloquium

Spring
906 Internship II
950 Doctoral Research
695 Research Colloquium

*Bilingual Track

Year 1
Fall
608 Statistical Design in Research
661 Psychoeducational Assessment I
665 Introduction to School Psychology
617 Cognitive and Affective Bases of Behavior
695 Research Colloquium

Spring
614 Multiple Regression/Correlation
662 Psychoeducational Assessment of Culturally and Linguistically Diverse Children
666 Interviewing and Case Formulation
671 Child and Adolescent Personality Assessment
695 Research Colloquium

Year 2
Fall
715 Assessment, Diagnosis, and Remediation of Learning Disabilities
749 Behavior Therapy: Assessment, Treatment, and Consultation
726 Psychopathology Across the Lifespan I or
727 Psychopathology Across the Lifespan II
729 Psycholinguistics and the Practice of School Psychology with Culturally and Linguistically Diverse Populations
7618 Psychological Assessment Practicum I-Bilingual**
695 Research Colloquium

Spring
716 Psychoeducational Consultation Either Psychopathology Across the Lifespan I or
727 Psychopathology Across the Lifespan II
7628 Psychological Assessment Practicum II-Bilingual**
695 Research Colloquium

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Year 5

Fall
905 Internship I
950 Doctoral Research (1 credit)
695 Research Colloquium

Spring
906 Internship II
950 Doctoral Research (1 credit)
695 Research Colloquium

Electives
Students can take up to three electives outside of the psychology department with the program director's approval. A list of courses outside of the psychology department that have been approved as electives are listed on the program's Web page.

Elective Concentrations
Students can use three of their electives to develop a concentration in an area of study. These elective concentrations will appear as such on students' transcripts.

A) Psychological Interventions – Students who choose this concentration should select three courses from the following:
PSY 631 Psychoanalytic Psychotherapy I
PSY 632 Psychoanalytic Psychotherapy II
PSY 717 Instructional Assessment and Academic Interventions
PSY 751 Interventions with Developmental Disabilities
PSY 760 Marital and Family Therapy
PSY 843 Child and Adolescent Psychotherapy
PSY 845 Group Therapy
PSY 850 Cognitive Psychotherapies

B) Juvenile Delinquency – Students who choose this concentration should select three courses from the following:
SOC 117 Family Violence
SOC 119 Juvenile Delinquency
SOC 131 Sociology of Youth
SOC 147 Personality, Culture and Society
SOC 227 Criminology

C) Child Language Disorders – Students who choose this concentration should select three courses from the following:
CSD 203 Models of Language Acquisition
CSD 318 Developmental Language Disorders
CSD 320 Language-Based Learning Disabilities
CSD 321 Communication Assessment and Intervention of Infants and Toddlers

D) Educational Administration and Law – Students who choose this concentration should select three courses from the following:
EDU 5415 Introduction to Educational Administration
EDU 5418 Administrative Theory
EDU 5420 Politics of Education
EDU 5471 Leadership in Instructional Supervision
EDU 5571 Administrative Leadership
EDU 5651 School Community Relations in Education

EDU 5741 Economics and Financing of Education
EDU 5791 Legal Aspects in Management and Administration of Schools
EDU 5795 Student and Teacher Rights in Administration of Schools
EDU 5811 Administration and Supervision of Special Education Services
EDU 7273 Individualization: Prescribing for Student Learning Styles

E) Reading – Students who choose this concentration should select three courses from the following:
EDU 3230 Diagnosis and Remediation of Reading and Language Disabilities
EDU 3240 Methods of Teaching the Language Different
EDU 3264 Using Literature to Teach Reading and Writing
EDU 3270 Strategies for Teaching Reading in Content Areas for Grades 3–12
EDU 3274 Reading Strategies for the Gifted Learner
EDU 3278 Teaching Literacy Strategies to Students with Special Needs
EDU 3280 Technology Applications in Reading and Writing

F) Organizational Behavior – Students who choose this concentration should select three courses from the following:
MGT 223 Human Resource Management
MGT 232 Innovations in Organizational Behavior
MGT 280 Organizational Development: Managing for Change
MGT 285 Managing and Staffing Virtual Organizations
MGT 290 E-Commerce Impacts on Organizations
MGT 295 Seminar in Human Factors in MIS Development, Diffusion and Use

G) Psychological Research – Students who choose this concentration will take the second research methods course in the clinical program (PSY 613). They will also register for PSY 862 for two semesters. This will yield nine credits. For the two semesters of PSY 862 the student will be required to write up a contract with a sponsoring faculty member specifying the activities which will be performed in each of the independent study courses. A paper, suitable for submission to an academic journal, must result from students who take this research concentration. The research topic investigated in this concentration must be sufficiently different from the student’s dissertation topic. Students can enroll in this concentration only with the approval of the program director.

H) School Neuropsychology – School Neuropsychology “requires the integration of...
neuropsychological and educational principles to the assessment and intervention processes with infants, children, and adolescents to facilitate learning and behavior within the school and family systems. School neuropsychologists also play an important role in the curriculum development, classroom design, and the integration of differential instruction that is based on brain-behavior principles in order to provide an optimal learning environment for every child” (Miller, DeFina, & Lang, 2004).

Students, with satisfactory academic standing, may enroll in this concentration only with approval of the program director. The successful completion of these courses will help prepare students to meet the requirements set by the American Board of School Neuropsychology (ABSNP) to achieve Diplomate status in School Neuropsychology.

The Diplomate in School Neuropsychology credential is awarded to applicants that demonstrate competency in school neuropsychology. The ABSNP, LLC was created to recognize the competency of school neuropsychologists. The ABSNP, LLC requires documentation of one’s professional skills and training, passage of a written objective examination, and an oral defense of a written case study. The ABSNP, LLC provides validation of a school neuropsychologist’s professional skills and helps promote those skills to your peers and to the public. Current Diplomates in School Neuropsychology have maintained their professional skills through documented annual continuing education requirements (Retrieved from: www.absnp.com).

Students who are permitted to enroll in this concentration will be required to take the specific courses listed below.

PSY 840 School Neuropsychological Assessment I
PSY 841 School Neuropsychological Assessment II
PSY 846 Practicum in School Neuropsychological Assessment I
PSY 847 Practicum in School Neuropsychological Assessment II

I) Neuropsychology – Neuropsychology is the study of brain-behavior relationships. Students interested in this concentration should discuss with a faculty member the requirements for diplomate certification from the American Board of Professional Psychology (ABPPP) in neuropsychology. Student can enroll in this concentration only with the approval of the Program Director. Students who choose this concentration must take the specific courses listed and have less choice than other concentrations. These courses help students meet the academic requirements set by the American Board of Professional Psychology for the Diplomate in Clinical Neuropsychology.

PHS 239 Functional Neuroanatomy and Neuropathology (Department of Pharmaceutical Sciences; This course has prerequisites of undergraduate courses in anatomy and physiology.)

CSD 329 Neuroanatomy and Neuropathology of the Speech System
PSY 835 Neuropsychological Assessment
PSY 840 School/Child Neuropsychology: Principles and Assessment
PSY 861 Psychopharmacology or CPP 216 Psychotherapeutics (Department of Clinical Pharmacy Practice)

J) Family Studies
PSY 760 Marital and Family Therapy
SOC 121 Sociology of the Family
SOC 117 Family Violence

K) Bilingual/Multicultural Education
EDU 9003 Teaching English to Speakers of Other Languages: Reading and Language Arts
EDU 9005 Teaching English to Speakers of Other Languages: Theory and Practice
EDU 9007 Teaching Strategies in the Bilingual Classroom: Reading and Language Arts

L) Management and Organizational Development – Students who choose this concentration should select three courses from the following:

MGT 223 Human Resource Management
MGT 232 Innovations in Organizational Behavior
MGT 280 Organizational Development: Managing for Change
MGT 285 Managing and Staffing Virtual Organizations
MGT 290 E-Commerce Impacts on Organizations
MGT 295 Seminar in Human Factors in MIS Development, Diffusion and Use

Cultural Diversity in the Curriculum

The University maintains the goal of serving all of the people of the New York metropolitan area. Consistent with this goal, the psychology faculty developed a doctoral program that will train School Psychologists to work with the culturally diverse populations that reflect the changing demographics in this region and most other major urban areas. To infuse a multicultural perspective into the curriculum, we created new courses, some of which are required and some of which can be chosen as electives. First, we created a specific course, PSY 627 – Cultural Diversity in Psychological Services, which is required by all students in the bilingual and monolingual tracks. Second, we created alternative courses that emphasize a multicultural/ bilingual perspective. Third, we have infused a multicultural perspective into the syllabi of many courses. A fourth arena that reflects the infusion of cultural diversity into the program is the practica. Students must complete their practica in the Center for Psychological Services, which serves many minority children. The Center for Psychological Services 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.
• 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 postdata as appropriate.
• Format of dissertation includes introduction, description and purpose of program/policy, goals and objectives of program/policy, rationale for evaluation of program, description of methods used to evaluate, description of results and findings, conclusions and recommendations.
• Overall, the dissertation should determine relative success or failure of the program/policy and provide specific recommendations for improvement or alternatives.

Test Review Dissertation
• Following the joint standards for test development as well as other existing and widely accepted criteria for evaluating tests, critically review a new or recently revised instrument.
• Joint standards focus on forms of validity evidence that are expected to be provided in all test manuals. Quality of the evidence provided in the manual must be discussed.
• Other criteria focus on psychometric characteristics, such as reliability, floors/ceilings, item gradients, standardization characteristics and so forth.
• Literature review: overview of the test, its history, how it is used; summary of the literature available on the instrument; review the joint standards and present criteria that will be used to evaluate the instrument.
• Discussion: would you recommend the test be used for its intended purpose? Why? Why not?

School Psychology (M.S.)
Completion of the 66-credit M.S. in School Psychology allows the student to qualify for a provisional New York State Certificate which authorizes practice as a school psychologist. This certificate is valid for five years from the date of issuance; with the accumulation of two years of experience as a school psychologist, a permanent certificate is issued in the field of pupil personnel services. Although the M.S. has been designated to train the student for professional practice, it is academically oriented as well and provides sound preparation for further graduate work. Advanced standing may be awarded to those applicants who have already earned a master’s degree or its equivalent in psychology from St. John’s University or another accredited institution.

Students who are bilingual may choose to enroll in the Bilingual Track. Applicants must demonstrate fluency in a language by passing the New York State Language Proficiency Examination. Foreign-educated or ESL students must also take the English Proficiency exam. This program leads to certification as a Bilingual School Psychologist. The coursework, practicum and internship training in this track prepare students to deliver school psychological services to bilingual children.

Program Requirements
The program requires the satisfactory completion of 66 credits and a comprehensive examination which is offered in the spring semester of the third year. The student must maintain a “B” average and is given two opportunities to pass the comprehensive examination. Students must also achieve a grade of at least “B” in PSY 661,662; PSY 761 or 761B, 762 or 762B, 752 or 752B and 753.

Program Tracks
General Track
Year 1
Fall
603 Statistical Design in Research
661 Psychoeducational Assessment I
665 Introduction to School Psychology
666 Interviewing and Case Formulation
695 Research Colloquium
Spring
620 Cognitive Psychology of Academic Learning
648 Physiological Psychology
662 Psychoeducational Assessment I
671 Child and Adolescent Personality Assessment
695 Research Colloquium
Year 2
Fall
627 Cultural Diversity
659 Psychological Measurement and Scaling
716 Psychoeducational Consultation,
726 Psychopathology Across the Lifespan I,
or
727 Psychopathology Across the Lifespan II
761 Psychoeducational Assessment Practicum I
695 Research Colloquium
Spring
623 Developmental Psychology
715 Assessment, Diagnosis, and Remediation of Learning Disabilities
749 Behavior Therapy: Assessment, Treatment, and Consultation
Bilingual Track

Year 1

Fall
603 Statistical Design in Research
661 Psychoeducational Assessment I
665 Introduction to School Psychology
666 Interviewing and Core Formation
695 Research Colloquium

Spring
620 Cognitive Psychology of Academic Learning
648 Physiological Psychology
662B Psychoeducational Assessment of Culturally and Linguistically Diverse Children
671 Personality Assessment in Children and Adolescents
695 Research Colloquium

Year 2

Fall
659 Psychological Measurement and Scaling
715 Assessment, Diagnosis, and Remediation of Learning Disabilities
716 Psychoeducational Consultation
726 Psychopathology Across the Lifespan I, OR
727 Psychopathology Across the Lifespan II
729 Psycholinguistics and the Practice of School Psychology with Culturally and Linguistically Diverse Populations
761B Psychoeducational Assessment Practicum II-Bilingual*
695 Research Colloquium

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

Year 3

Fall
615 Research Methods in School Psychology
752 School Psychology Internship Seminar I: Professional Issues**
695 Research Colloquium

Spring
753 School Psychology Internship Seminar II: Psychological Interventions**
695 Research Colloquium

**N.B. Master's Comprehensive Examination must be taken in the spring of Level III.

*Students will work in the Center for Psychological Services and other University approved sites for this practicum.

**In order to satisfy the internship requirements (PSY 752, 753), five full days per week, per semester, must be spent in a school setting or an agency serving children or adolescents under the supervision of a certified school psychologist.

General-Experimental Psychology (M.A.)

The Master of Arts degree in General-Experimental Psychology provides the student with a broad background of psychological knowledge and tools as preparation for more advanced work. The course requirements can serve also as a solid foundation for those who want a psychological background as support for other fields of study.

Classes are offered after 4:40 p.m. Part-time attendance is permitted. Students may take courses in the program on a nonmatriculated basis, in accord with the regulations set forth by the Graduate Division. Such students may gain admission into the M.A. program upon the completion of four graduate courses, with a minimum grade of "B" in each course.

Program Requirements

The M.A. program requires the satisfactory completion of 42 credits. Students choosing the THESIS OPTION must complete two semesters of Master’s Research (PSY 900) and successfully defend their proposed and completed thesis research before a faculty committee. Students choosing the NON-THESIS OPTION must pass a comprehensive examination which is offered in the spring semester of the second year. Non-thesis students are given two opportunities to pass the comprehensive examination. All students must maintain a "B" average in the program. The required course sequence is given below.

Program Option

Year 1

Fall
606 Perception I
608 Statistical Design in Research
616 Principles of Learning, OR
617 Cognitive Psychology
+ one elective course

Spring
604 Psychology Laboratory
607 Perception II
614 Multivariate Design and Analysis for Psychological Research
623 Developmental Psychology I

Year 2

Fall
622 Social Psychology OR 625 Cross-Cultural Psychology OR 630 Personality Theories
648 Physiological Psychology
659 Psychological Measurement and Scaling OR 724 Psychopathology, OR 726 Psychology of Childhood Adolescence I

Spring
Two of the following: 624 Developmental Psychology II, 696 Independent Research, 861 Psychopharmacology

Elective
N.B. Student electing to take PSY 861 must also choose PSY 724 in the Fall of Year 2. With the approval of the Program Coordinator, the elective may be taken outside the department.

*Thesis Option

Level I

Fall
606 Perception I
608 Foundations of Data Analysis
616 Principles of Learning, OR 617 Cognitive Psychology
623 Developmental Psychology I
+ one elective course

Spring
604 Psychology Laboratory
607 Perception II
614 Multiple Regression/Correlation
623 Developmental Psychology I

Level II

Fall
648 Physiological Psychology
659 Psychological Measurement and Scaling OR 724 Psychopathology OR 726 Psychology of Childhood Adolescence I
900 Master’s Research

Spring
Two of the following: 624 Developmental Psychology II, 696 Independent Research, 861 Psychopharmacology
900 Master’s Research
Combined Degrees: B.A./M.A.
The Department offers an intensive, accelerated combined degree program leading to both the B.A. and M.A. degrees in Psychology in five years of full-time study. Qualified undergraduates who have completed their sophomore year with a 3.5 cumulative index and a 3.50 index for 12 credits in Psychology are encouraged to apply. For specific information, students should consult with the Program Director to the Director of the MA in General. Experimental Psychology program.

Center for Psychological Services
The St. John’s University Center for Psychological Services serves as a primary training site for the Clinical and School Psychology programs in providing comprehensive psychological services to community residents at modest cost. Located conveniently near the St. John’s campus, it provides students with opportunities to develop clinical and assessment skills under faculty supervision. The Center provides training in psychoeducational and personality assessment at Level II (PSY 668-670). The Center also provides training in assessment for school psychology students at the master’s level (PSY 761–762) and in therapy for advanced Psy. D. students (PSY 763–764). Opportunities for assessment and intervention experiences in local schools are also available via the Center’s School Affiliate Program. The research component of the Center includes collection of clinical data, faculty sponsored research projects and doctoral dissertation research.

Departmental Policy
All students are expected to conduct themselves in accordance with the ethical standards established by the American Psychological Association and the New York State Department of Education. In addition, all research with human subjects must be performed in accordance with the policies and procedures promulgated by the Institutional Review Board (IRB) of the University. Research with animals must conform to the guidelines established by the Animal Care Advisory Committee (ACAC) of the University. Failure to comply with these standards may result in a departmental recommendation for dismissal.

Institutional Affiliations
The University has developed formal affiliations with a number of clinical facilities in the New York area for purposes of clinical training and research. The Clinical Psychology program has developed a wide network of participating clinical and research practicum placements for its students including Long Island Jewish/ Hillside Medical Center, North Shore University Hospital, Queens Hospital Center, Nassau County Medical Center, Bronx Children’s Psychiatric Center, Bellevue Psychiatric Hospital, Creedmoor Psychiatric Center, North Shore Child Guidance Center, Beth Israel Medical Center, Pederson-Krag Center, NYS Psychiatric Institute and Queens Children’s Psychiatric Center, among others (see listing of Affiliate Clinical Professors).

Courses
103 Basic Psychology Laboratory* Methods and techniques of laboratory research for students without undergraduate laboratory training. Credit: 3 semester hours. (No credit if used to remove deficiency.)

603 Statistical Design in Research
This course provides students who will be primarily consumers of research with a review of basic concepts in statistics and an introduction to the methods used in contemporary research to enable them to evaluate the results and conclusions of scholarly work in psychology. Topics include analysis of variance, correlation, and regression. Credit: 3 semester hours.

604 Psychology Laboratory
The student is required to conduct extensive literature searches, collect and analyze data and generate manuscripts. Credit: 3 semester hours.
*Also open to qualified undergraduates.

606 Perception I
A survey course emphasizing the historical development of various models aimed at understanding visual experience, such as origins of form, distance and depth perception. Credit: 3 semester hours.

607 Perception II
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.

608 Foundations of Data Analysis
The basic issues and techniques in modern data management and analysis. Topics include data description, probabilistic inference, effect size, statistical power, and graphics. (Includes a lab) Credit: 3 semester hours.

609 Research Methods in Clinical Psychology
Principles and methods of research design as applied to clinical psychology. Credit: 3 semester hours.

614 Multiple Regression/Correlation *
Prerequisite PSY 608. The introduction of multiple regression/correlation methods as a general data analytic system based on the general linear model. (Includes a lab) Credit: 3 semester hours.

615 Research Methods in School Psychology
A survey of the research methods used in the study of children and their development with special emphasis to the type of research questions asked by the school psychologist. Credit: 3 semester hours.

616 Principles of Learning*
An examination of research in classical and operant conditioning. Includes discussion of reinforcement, stimulus control, punishment and other topics relevant to experimental analysis of behavior. Credit: 3 semester hours.

617 Cognitive and Affective Bases of Behavior*
An examination of theories and research findings regarding attention, sensory and working, episodic, semantic long-term, implicit memory and autobiographical memory, unconscious mental processing, schemata, language and the roles of emotion in cognition. Credit: 3 semester hours.

619 Advanced Techniques for the Analysis of Behavioral data
Prerequisites: PSY 608, 614 This course introduced such techniques as factor analysis, multivariate statistics, structural equation modeling, hierarchical linear modeling, survival analysis, and logistic regression. Credit: 3 semester hours.

620 Cognitive Psychology of Academic Learning*
This course examines the theory, research and application concerning the cognitive processes that underlie children’s development of mathematical thinking, reading comprehension and study skills. Principles that underlie the assessment strategies and effective teaching and learning of math and reading are discussed. Credit: 3 semester hours.

622 Social Psychology*
Topics include attitudes, social perception and cognition, prejudice, gender roles, group behavior, aggression, prosocial behavior, attraction, nonverbal behavior and special methodological contributions of social psychology. Credit: 3 semester hours.

624 Advanced Developmental Psychology
An in-depth analysis of theories and research on cognitive and socio-emotional development. Credit: 3 semester hours.

625 Cross-Cultural Psychology*
Cross-cultural perspectives on behavior and cognition, including verbal and nonverbal communication and interpersonal and intergroup relations. Psychological variability among cultural groups will be discussed. Credit: 3 semester hours.

626 Psychology of Women
Recent research on role, personality, intellectual and career considerations relevant to women. Credit: 3 semester hours.
627 Cultural Diversity in Psychological Services
A course in diverse cultural perspectives which explores the cultural similarities and differences between psychologist and client and the way these factors affect the delivery of psychological services. Credit: 3 semester hours.

630 Personality Theories*
Comparison and evaluation of various personality theories focusing on issues of personality structure and personality development. Consideration given to selected contemporary issues. Credit: 3 semester hours.

631 Psychoanalytic Psychotherapy I
An overview of psychoanalytic psychotherapies from Freud to the present. Credit: 3 semester hours.

632 Psychoanalytic Psychotherapy II
Prerequisite: PSY 631. Contemporary psychoanalytic therapies including brief therapies, case presentations and integration of theory and practice. Credit: 3 semester hours.

635 Objective Personality Tests
Various measures designed for the appraisal of personality, instruments discussed include the Minnesota Multiphasic Personality Inventory. 16 PF test and the Personality Assessment Inventory. Test Fee: $50. Credit: 3 semester hours.

636 Objective Personality Assessment for Mental Health Counselors
An overview of objective personality assessment and its relationship to diagnosis and treatment of psychological disorders in clinical and counseling contexts. Enrollment limited to master's students in Mental Health Counseling. Test Fee: $50. Credit: 3 semester hours.

648 Physiological Psychology*
Neuroanatomy plus discussion of recent research on sensory coding, neural basis of learning and the physiological bases of a variety of psychological disorders. Credit: 3 semester hours.

650 History and Systems
An evaluation of modern systems of psychology and a review of historical antecedents in light of their psychological contributions. Credit: 3 semester hours.

658 Professional and Ethical Issues
A study of professional standards and ethical principles as they relate to the professional psychologist's practice and research in the school, hospital and other settings in the community. Credit: 3 semester hours.

659 Psychological Measurement and Scaling
Emphasis is placed on test construction and use. Topics include measurement theory, scaling methods, classical test theory, reliability, validity, item writing and analysis, item response theory and new developments in test theory. Credit: 3 semester hours.

660 Assessment I: Intelligence Testing
A course on the assessment of intelligence, including administration, scoring and interpretation of the WISC-IV, WAIS-IV, Stanford-Binet and other intelligence tests. Test Fee: $110. Credit: 3 semester hours.

661 Psychoeducational Assessment I
Administration, scoring, interpretation and psychometric characteristics and comparative analysis of contemporary scales of cognitive ability test batteries serves as the basis for this course. Test Fee: $110. Credit: 3 semester hours.

662 Psychoeducational Assessment II
Prerequisite: PSY 661. Advanced issues in the administration, scoring, interpretation and psychometric characteristics of both contemporary cognitive and academic ability test batteries form the major components of this course. Test Fee: $110. Credit: 3 semester hours.

662B Psychoeducational Assessment of Culturally and Linguistically Diverse Children
Prerequisite: PSY 661. Administration, scoring, interpretation and psychometric comparative analysis of newer cognitive, achievement tests are presented. The use of tests with bilingual children is emphasized. Test Fee: $110. Credit: 3 semester hours.

663 Assessment II: Personality Assessment
This course includes administration, scoring and interpretation of personality tests. The course will be concerned with the clinical and research applications of these tests. Test Fee: $100. Credit: 3 semester hours.

665 Introduction to School Psychology
This course will provide students with an understanding of the roles and functions of the school psychologist. It will also introduce students to the profession of school psychology from an historical, scientific and practical perspective. Credit: 3 semester hours.

666 Interviewing and Case Formulation
This course provides the student with fundamental skills in interviewing and case formulation. Students will learn to interview parents, teachers and children and conduct behavioral observations and functional assessments. Credit: 3 semester hours.

668; 670 Assessment Laboratory I and II
Prerequisites: PSY 660 and 663. Students gain experience at the St. John's Center for Psychological Services in psychological assessments. Test Fee: $50. Credit: 3 semester hours.

669 Advanced Rorschach
Prerequisite: PSY 663. Concentrates on the interpretation of Rorschach records of children, adolescents and adults. Major emphasis will be placed on integrating Rorschach data with the results of other psychological tests and clinical findings. Test Fee: $50. Credit: 3 semester hours.

670 Child and Adolescent Personality Assessment
Strategies for assessing child and adolescent personality will be explored. Emphasis will be placed on those objective and projective techniques currently utilized in the field. Test Fee: $110. Credit: 3 semester hours.

695 Research Colloquium
Invited speakers, faculty members and students from the department's graduate programs discuss their research. Registration/attendance is required for all students. No credit. No fee. Not included on students' transcript.

696 Independent Research (Laboratory)*
Prerequisites: PSY 608
Under the guidance of a faculty member, the student plans and executes an original piece of research of thesis quality. Laboratory fee: $110. Credit: 3 semester hours.

698; 699 Clinic Practicum I; II
Students gain supervised experience at the St. John's Center for Psychological Services and Clinical Studies in various clinical roles, including diagnostic interviewing, case observation and participation in weekly case conferences. Credit: 3 semester hours. Level I course.

701; 702; 705; 706 Clinic Practicum III; IV; V; VI
A continuation of practicum training at the Center for Psychological Services; students develop their clinical skills through receiving supervised training in techniques relating to psychodiagnostic evaluation and intervention. Test Fee: $30. Credit: 3 semester hours.

715 Assessment, Diagnosis and Remediation of Learning Disabilities
This course involves the systematic study of learning disorders of children; receptive, expressive and psychological processing disorders of learning, and assessment of diagnostic procedures. Test Fee: $50. Credit: 3 semester hours.

716 Psychoeducational Consultation
Prerequisite: PSY 661. This course addresses the procedures for conducting consultation with teachers and other school personnel in order to ameliorate problems affecting students' academic and social competencies. Credit: 3 semester hours.

717 Instructional Assessment and Academic Interventions
Students will learn to assess children’s instructional environments and to monitor their academic progress. This assessment will be tied to instructional interventions in the context of the consultation role for school psychologists. Credit: 3 semester hours.

722 Social Basis of Behavior
The social influence on human behavior and how individual differences moderate that influence; social cognition; group processes, person by situation interactions. Credit: 3 semester hours.
725 Advanced Psychopathology: General Disabilities
Prerequisite: PSY 724. Detailed consideration of selected areas of psychopathology, particularly theoretical models and empirical research in etiology, development, prevention and treatment. Credit: 3 semester hours.

726 Psychopathology Across the Life Span I
Lifespan perspective on psychological disorders, including symptom presentation, etiologies and outcomes. Focus in on disorders that are prevalent in childhood and adolescence. Credit: 3 semester hours.

727 Psychopathology Across the Life Span II
Focuses on understanding the major categories of psychiatric disorders from a biophysical perspective. Primary emphasis will be on disorders typically seen in adulthood, such as psychotic disorders, mood disorders, anxiety disorders, and substance abuse disorders. In addition to the symptoms and features of these disorders, the class will also focus on etiology and treatment. This course adopts a lifespan developmental perspective; therefore, manifestations of these disorders in childhood will also be discussed. Credit: 3 semester hours.

729 Psycholinguistics and the Practice of School Psychology with Culturally and Linguistically Diverse Populations
This course provides students with an understanding of normal language development, second language acquisition and the problems of delivering school psychological services to bilingual children. Credit: 3 semester hours.

737 Hypnosis Biofeedback Workshop
Intensive workshop combining the theoretical conceptualizations of hypnosis and biofeedback with empirical exploration. The course is oriented towards the goals of the scientist-practitioner. Credit: 3 semester hours.

741 (Fall); 742 (Spring) Assessment and Intervention Practicum I; II; III; IV
A four-semester practicum sequence emphasizing psychodiagnostic testing and evaluation in clinical settings and supervised professional experience in intervention and psychotherapeutic techniques. Test Fee: $30. Credit: 3 semester hours.

749 Behavior Therapy: Assessment, Treatment and Consultation
This course is aimed at providing a theoretical and practical understanding of the behavioral orientation to psychological assessment and intervention with school-aged children and adolescents in school settings. Credit: 3 semester hours.

750 Behavior Therapy
Applications of principles of learning and social influence, including cognitive mediational and conditioning strategies, to the modification of problem behavior. Credit: 3 semester hours.

751 Interventions with Developmental Disabilities
Prerequisites: PSY 749 or 750. Students will learn the procedures of applied behavior analysis, and use these principles to develop teaching and intervention strategies for children with autism and related developmental disorders. Credit: 3 semester hours.

752 School Psychology Internship Seminar I: Professional Issues
Prerequisite: PSY 761 and 762. Students are assigned to a public school or agency providing services for children and function under the supervision of a certified school psychologist. Credit: 3 semester hours.

752B School Psychology Internship Seminar I—Professional Issues—Bilingual
Prerequisite: PSY 761B and 762B. Classroom presentations focus on recent advances in the assessment and intervention strategies of working with linguistically diverse children. Credit: 3 semester hours.

753 School Psychology Internship Seminar II: Psychological Interventions
Prerequisite: PSY 752. Students are assigned to a public or private school providing psychological services to children and adolescents for five full days. Presentations will focus on New York State Child Abuse reporting law, models of service delivery in school psychology, crisis intervention. Credit: 3 semester hours.

754 School Psychology Internship Seminar III: Nondiscriminatory Assessment and Field Placement
Prerequisite: Completion of master’s degree and Certification in School Psychology. Classroom instruction focuses on issues, methods and procedures for conducting comprehensive, systematic nondiscriminatory assessment of culturally and linguistically diverse students. Students are assigned to a public or private school or agency providing psychological services to exceptional children and/or adolescents for a minimum of three full days. Credit: 3 semester hours.

755 School Psychology Seminar IV: Psychological Interventions and Field Placement
Prerequisite: PSY 754 or equivalent. This course includes an in-depth review of the latest research and theory in psychological interventions. Students spend three days per week in a school for exceptional children or an organization servicing exceptional children. Credit: 3 semester hours.

760 Marital and Family Therapy
The family is viewed as an interacting social system and approaches to understanding and changing problem behavior are discussed from a systems perspective. Credit: 3 semester hours.

761; 762 Psychological Assessment Practicum I; II
Prerequisites: PSY 661, 662 or 662B, 671.

Students will be required to participate in psychological assessments at the Center for Psychological Services and Clinical Studies and in the schools that it provides services to. There are special sections (PSY 761B, 762B) for students in the bilingual track of the M.S. and Psy.D. Programs. Test Fee: $100. Credit: 3 semester hours.

761B (Fall); 762B (Spring) Psychological Assessment Practicum I and II
Prerequisites: PSY 661, 662 or 662B, 671. Students will participate in psychological assessments at the Center for Psychological Services and in schools to which the center provides services. For MS and Psy.D. students in the bilingual track. Test Fee: $30. Credit: 3 semester hours.

763; 764; 765 School Psychology Intervention Practicum I; II; III
Prerequisite: PSY 753 or equivalent or permission of the program director. These courses represent a two-semester sequence of practica experiences. Students will plan and deliver psychological interventions to children, adolescents, parents, teachers and professional staff. Test Fee: $30. Credit: 3 semester hours.

810 Advanced Research Seminar in Selected Topics
An advanced seminar that reviews current research and theory of topics selected from clinical psychology, social/cultural psychology and experimental psychology with each area taught by a different faculty member. Credit: 3 semester hours.

835 Neuropsychological Assessment
Conceptual problems regarding brain dysfunction; special symptoms and syndromes; neurodiagnostic approaches, emphasizing the Halstead-Reitan and Luria batteries; applications relevant to the clinician. Test Fee: $100. Credit: 3 semester hours.

836 Behavioral Neuropsychology
This course covers the theoretical bases, research methodology and instrumentation necessary for experimentation in neuropsychology, emphasizing the chronometric and cognitive investigation of cerebral asymmetry. Credit: 3 semester hours.

838 Addictive Behaviors
This course presents theoretical foundations and applications in the treatment of addictive behaviors. Topics include drugs of addiction; gambling; theories of addiction and behavioral and psychotherapeutic treatments. Credit: 3 semester hours.

840 School/Child Neuropsychology: Principles and Assessment
An overview of learning and psychological disorders from a neuropsychological perspective will be studied. The use of empirically supported assessment instruments and their use in constructing instructional and service delivery recommendations will be emphasized. Students will apply their knowledge on neu-
ropsychological constructs and the causes of learning and psychological disorders during didactics, small group cooperative learning activities, and case study exercises. Test Fee: $100. Credit: 3 semester hours.

843 Child and Adolescent Psychotherapy
Major models of child and adolescent psychotherapy will be presented, including traditional approaches, short-term therapies and empirically validated treatment methods. Credit: 3 semester hours.

845 Group Therapy
An exploration of the process of group therapy, including the composition of various group settings; the role of the leader; the beginning, middle and termination stages of the group; and various techniques utilized by group therapists. Credit: 3 semester hours.

850 Cognitive Psychotherapies
Prerequisite: PSY 749 or 750. This course explores the growing area of Cognitive and cognitive-behavioral psychotherapies by Beck, and Ellis, as well as self instructional training, cognitive interpersonal problem solving therapy and multi modal therapy. Credit: 3 semester hours.

861 Psychopharmacology

862 Independent Study
Library research and/or experimental research under the guidance of a faculty member. Permission of the Chair required. Fee: $60 if in experimental research study. Credit: 3 semester hours.

903 and 904 Clinical Psychology Internship I and II
Prerequisites: Completion of all coursework in the program. One year full-time internship in an approved setting. For doctoral students in Clinical Psychology only. Fee: $100 plus general fee per semester. Credit: 0 semester hours.

905 and 906 School Psychology Internship I and II
Prerequisites: Completion of all coursework in the program. One year full-time internship in a setting approved by the program. For doctoral students in School Psychology. Fee: $100 plus general fee per semester. Credit: 0 semester hours.

908 Master’s Research
Supervised research leading to the preparation and completion of a thesis in partial fulfillment of the requirements for the Master of Arts degree. Credit: 3 semester hours.

925 General-Experimental Maintaining Matriculation
Master’s students in general-experimental psychology not registered for other courses must register for 925 until all degree requirements are completed and the degree is granted. Credit: 0 semester hours. Fee: $100 per semester.

940 Clinical Psychology Maintaining Matriculation
Ph.D. students who have NOT passed the comprehensive exam and HAVE NOT registered for other courses, must register for PSY 940. Permission of the Dean is required. No Credit. Fee: $100 per semester.

950 Doctoral Research
Original research leading to the doctoral degree. Beginning in the Spring semester of year 4, students must register for 950 in each Fall and Spring semester until the dissertation is completed and the degree awarded. Credit: 3 hours per semester, except when students are on internship and enrolled in 903/904, when it carries one semester hour only per semester.

951 Doctoral Research
Original research leading to the doctoral degree. Doctoral candidates must register for this course in the spring semester of their fourth year. Once enrolled in this course students must remain continuously enrolled in it until they graduate. Credit: 3 semester hours, except when students are on internship and enrolled in 905/906, when it will be worth one semester hour only.

960 School Psychology Maintaining Matriculation
Students in school psychology not registered for other courses must register for 960 until all degree requirements are completed and the degree is granted. Credit: 0 semester hours. Fee: $100 per semester. Offered each semester.

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

Affiliate Clinical Professors of Psychology

ADSP Program
Alec Miller, Psy.D.

AHRC
Margery St. Hilair, Ph.D.
Nicholas Rose, Ph.D.

Albert Einstein College of Medicine
Susan Chintz, Psy.D.

Albert Ellis Institute
Kristene Doyle, Ph.D.

American Institute for Cognitive Therapy
Robert Leahy, Ph.D.

Ardssley School District
Jeffrey Cohen, Ph.D.
Mary Travis, Ph.D.
Connie Gutwirth, Ph.D.

Baldwin Council Against Drug Abuse
Ms. Claudia Rotondo

Baldwin School District
Joseph Teta, Ph.D.

Bay Shore School District
Toni Klingler, Ph.D.

Bayport-Blue Point School District
Matthew Krivoshey, Ph.D.

Bellevue Hospital Center
Carol Golden-Scaduto, Psy.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.

Center for Psychological Services Center
Renee Clauselle, Ph.D.

Central Islip School District
Dan Sanvitale, Ph.D.

Children’s Center for Early Learning
Alan Weneroff, Ph.D.

Coler/Goldwater Memorial Hospital
Patricia Bagby, Ph.D.
Christopher Frima, Ph.D.
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 Grifing, Ph.D.
Russell Hoffman, Psy.D.
Andrea Katz, Ph.D.
Jack Livingstone, Ph.D.
Dolores Nichole, Ph.D.

Crossroads School for Child Development
Paula Calabrese, Ph.D.

East Meadow School District
Jennifer Mascolo, Psy.D.
Roseann Gotterbarn, Ph.D.
Fotini Kyvelos, Psy.D.
Margaret Laska, Ph.D.
Joseph Pando, Ph.D.
Eastern Suffolk Boces Premm
Robert Meyer, Ph.D.
Elmhurst Hospital/Mount Sinai Services
Andia Harris, Ph.D.
Harvey Shanes, Ph.D.
Elwood School District
Anthony Pantaleno, Ph.D.
Farmington School District
William Spereduto, Ph.D.
Helen Stevens, Ph.D.
Joseph Volpe, Ph.D.
Fort Hamilton Clinic
Philip 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 Patis, 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 Siefring, Ph.D.
Hampton Bays School District
Ken Grille, Ph.D.
Harborfields Central School District
Joseph Dono, Ph.D.
Brian Harris, Psy.D.
Hawthorne Cedar Knolls Union Free School District
Katherine Reitzes, Ph.D.
Hebrew Academy For Special Children
Jill Karliner, Ph.D.
Helen Keller Services for the Blind
Ann Rosenberg, Ph.D.
Henry Viscardi School
Ron Friedman, Ph.D.
Herrick School District
Allison Jeffre, Ph.D.
Mary Kalsky, Ph.D.
Donna Lipton, Ph.D.
Roger Pierangelo, Ph.D.
Gjeven 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.
Jamacia Hospital
Nadine Khowyry, 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.
Marlyn Feldman, Ph.D.
Kings Park School District
Linda Chianese, Ph.D.
Sharon Donenfeld, Ph.D.
James Lynch, Ph.D.
Lorraine Schles-Esposito, Ph.D.
Lawrence Public Schools
Jay Silverstein, Ph.D.
Leak & Watts Children’s Home
Francis Egan, Ph.D.
Katherine Morrison, Ph.D.
Long Beach School District
Edward Frankel, Ph.D.
Dennis Ryan, Ph.D.
Fred Zelinger, Ph.D.
Long Beach Reach, Inc.
Harriet Eisman Community School
Elisabeth Shorin, Ph.D.
LI/Hillside Geriatric Center
Amanda O’Brien, Ph.D.
Rita Ryan, Ph.D.
Greg Hinrichsen, Ph.D.
LI/Hillside Medical Center
Elho Turkel, Ph.D.
LI/Schneider Children’s Hospital
Jonathon Samuels, Psy.D.
LI/Schneider’s Children’s Hospital; Adolescent Pavilion
Dina Sackman, Ph.D.
Stefanie Solow, Ph.D.
LI/Zucker Hillside Hospital
Peter D’Amico, Ph.D.
Aaron Drucker, Ph.D.
Seanna Kaye-Denham, Ph.D.
Barbara Libov, Ph.D.
Julia Marko, 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 Manfredo, Ph.D.
Montefiore Medical Center
Gabrielle Joh, Psy.D.
Mt. Sinai Medical Center
Bonnie Arnowitz, Ph.D.
Karen Dahlimana, Ph.D.
Edward Greenblatt, Ph.D.
Annette Hernandez, Ph.D.
Mt. Sinai/nyu Medical Center
Eric Brown, Ph.D.
Nassau BOCES - Pace Program
Maria Heim, Ph.D.
Nassau County Medical Center
Albert Fauross, Ph.D.
William Kline, Ph.D.
David Waxman, Ph.D.
Nassau University Medical Center
Laura Lamontanaro, Ph.D.
David Waxman, Ph.D.
National Institute for the Psychotherapies
Jillian Axelrod, Ph.D.
New Hyde Park School District
Joseph Shaffrey, Ph.D.
New York City Board of Education
David Drassner, Ph.D.
Lorna Rhone, Ph.D.
New York Presbyterian Hospital
Robert Figueir, Ph.D.
New York Presbyterian Hospital-White Plains Child Day Hospital
Leslie Bogen, Ph.D.
John Clarkin, Ph.D.
Barbara Feye, 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.
Department of Sociology and Anthropology (SOC)

The Department offers graduate training leading to an M.A. degree in Sociology and an M.A. degree in Criminology and Justice. The department's mission is to educate its graduate students about the social forces that influence human behavior. The programs' faculty seeks to train students to develop the necessary skills in sociological research and analysis of inequality, organizations and communities. These experiences lead to careers in criminal justice, health care, non-profits and business, as well as provide exceptional preparation for further training at the doctoral level and/or law school.

Program of Study

Master of Arts (M.A.)

The department offers 2 options:
(1) thesis
(2) non-thesis

Entrance Requirements

Acceptance into all M.A. programs requires a minimum of 18 undergraduate credits in sociology or a related social science. Deficiencies in these requirements must be corrected under departmental direction. International students are urged to send a representative sample of their writing in English together with their application. They are required to take an English Placement Examination upon acceptance.

Degree Requirements for Sociology

General

All students are required to take the following six courses (3 credits each):
SOC 103, 127, 300, 301, 210, 212, 303 credits.

Specific

A. Non-Thesis Option – 33 credits.

- Designed for students who seek a broad preparation for employment in which sociological knowledge is required or particularly valuable. This option is also sufficient for entry into a Ph.D. program.

  a. Required courses: SOC 103, 127, 210, 212, 300, 301

  b. Electives

  The balance of courses will be chosen.

stjohns.edu/graduatebulletin
from departmental offerings, in consultation with the student’s adviser. Two courses may be taken in the practicum and field placement.

c. Comprehensive Examination—demonstrate ability to integrate knowledge of sociology theory, methodology, literature and empirical data. This examination may not be taken earlier than the last semester of coursework and no later than one year after completion of coursework. The rules governing the administration of this examination are found under “Comprehensive Examination” in the Graduate Division of Arts and Sciences section in this bulletin.

B. Thesis Option—30 credits
   a. Required courses: 103, 127, 210, 212, 300, 301; SOC 900 Master’s Research (see “d” below) – three credits each for a total of six credits.
   b. Electives
      The balance of courses, for a total of 30 graduate credits, will be chosen from departmental offerings, in consultation with the student’s advisor.
   c. Comprehensive Examination—see above
   d. Thesis
      A student will register for SOC 900 (Master’s Research) for six credits under the direction of an assigned mentor and will write a thesis that will be examined by a committee of readers composed of the mentor and one other faculty member.

Degree Requirements for Criminology and Justice

General
All students are required to take the following four courses (3 credits each):
   CRM 103 Pro-Seminar
   CRM 127 Statistics for Social Science
   CRM 231 Evaluation of Criminal Justice Policies
   CRM 232 Criminological Theory
   CRM 300 Strategies and Tactics of Social Research

Specific
Non-Thesis Option—33 credits
   a. Required courses: CRM 103, 127, 231, 232, 300
   b. Electives
      The balance of courses will be chosen from departmental offerings, in consultation with the student’s adviser.
   c. Comprehensive Examination—not to be taken earlier than the last semester of coursework and no later than one year after completion of coursework.

Thesis Option—30 credits
   a. Required courses: CRM 103, 127, 231, 232, 300
   b. Electives
   c. Research topic approved by advisor
   d. Comprehensive Examination—see above.

Accelerated Degree Programs St. John’s College of Arts and Sciences

B.A. and M.A. in Sociology

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

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

The Department of Sociology and Anthropology offers three intensive, accelerated, combined degree programs: the B.A. and M.A. degree in Sociology, the B.A. degree in Sociology and the M.A. degree in Criminology and Justice and in conjunction with the Department of Psychology, the B.A. in Psychology and the M.A. in Criminology and Justice in five years of full-time study. Qualified students who have completed their sophomore year with a 3.0 cumulative index and a 3.5 index in at least 12 credits in their major are encouraged to apply.

Students enrolled in the non-thesis program must complete a total of 144 credits (33 on the graduate level). Students selecting the thesis option must complete a total of 147 credits (33 on the graduate level). After completion of their baccalaureate degrees, students may enroll full time on the graduate level for the fifth year.

B.S. in Communication Arts/M.A. in Sociology

B.S. in Criminal Justice/M.A. in Sociology

This program leads to the B.S. in Criminal Justice and M.A. in Sociology in five years of full-time study. Qualified undergraduate students who have completed 60 credits with a 3.0 cumulative index and a 3.5 index for a minimum of 12 credits in the communications major.

Students enrolled in the thesis program must complete a total of 144 credits (30 on the graduate level, including six credits of Master’s Research). Students selecting the non-thesis option must complete a total of 147 credits (33 on the graduate level). After completion of their baccalaureate degrees, students may enroll full time on the graduate level for the fifth year.

B.S. in Journalism/ M.A. in Sociology

This program leads to the B.S. in Journalism and the M.A. in Sociology in five years of full-time study. Qualified undergraduate students who have completed 60 credits with a 3.0 cumulative index and a 3.5 index for a minimum of 12 credits in the Journalism major.

Students enrolled in the thesis program must complete a total of 144 credits (30 on the graduate level, including six credits of Master’s Research). Students selecting the non-thesis option must complete a total of 147 credits (33 on the graduate level). After completion of their baccalaureate degrees, students may enroll full time on the graduate level for the fifth year.
B.S. in Legal Studies/ M.A. in Sociology

This program leads to the B.S. in Legal Studies and the M.A. in Sociology in five years of full-time study. Qualified undergraduate students who have completed their sophomore year with a 3.0 cumulative index and a 3.5 index for a minimum of 12 credits in the major in Legal Studies are encouraged to apply.

Students enrolled in the thesis program must complete a total of 144 credits (30 on the graduate level, including six credits of Master’s Research). Students selecting the non-thesis option must complete a total of 147 credits (33 on the graduate level). After completion of the baccalaureate degree, students must enroll full time on the graduate level for the fifth year.

B.S. in Human Services/ M.A. in Sociology

This program leads to a B.S. in Human Services and an M.A. in Sociology in five years of full-time study. Qualified undergraduate students who have completed their sophomore year with a 3.0 cumulative index and a 3.5 index for 12 credits in Human Services, are encouraged to apply.

Students are required to complete a total of 146 or 149 credits (30 or 33 on the graduate level depending on thesis or non-thesis options including a field placement). After completion of their baccalaureate degrees, students may enroll full time on the graduate level for the fifth year.

For specific information with regard to any or all of these programs, please consult with the Chairperson of the Department of Sociology and Anthropology. Applications are available online at www.stjohns.edu under “Admissions.” Hard copies are also available in the Office of Graduate Admissions.

Courses

103 Sociology Pro-Seminar
This course introduces sociology as a discipline in the liberal arts. It focuses on the field's history and its key areas of study and introduces strategies for doing research and writing in sociology. Credit: 3 semester hours.

103 CRM Pro-Seminar
This course introduces criminology as a discipline in the liberal arts. It focuses on the field’s history and its key areas of study and introduces strategies for doing research and writing in criminology. Credit: 3 semester hours.

107 Social Deviance (Cf. EDU 6217)
Study of the causes and reactions to deviant behavior. Crime, drug abuse, mental illness, suicide, corporate and political malfeasance and other forms of deviance are considered. Credit: 3 semester hours.

115 Sociology of Gender
A comparative study of gender relations from biological, historical, psychoanalytic, social constructionist and feminist perspectives. Credit: 3 semester hours.

117 Family Violence
Biological and cultural foundation of interpersonal violence as it is expressed within the family. Marital violence, wife battering, child abuse, elderly abuse. Factors associated with the self-perpetuation of violence over generations. Credit: 3 semester hours.

119 Juvenile Delinquency
A study of social conditions under which the behavior legally termed “delinquency” develops, the agencies through which society deals with the problem and the theoretical and methodological approaches essential to understanding. Credit: 3 semester hours.

120 Race and Ethnicity
Minority groups in America as cultural and economic-political communities relate to the American heritage. Recent sociological, social psychological and anthropological findings and theories of intergroup relations. Credit: 3 semester hours.

121 Sociology of the Family
Components of family structure and organization; family cycle and mate selection; factors contributing to family stability and disorganization; emerging forms of intimate lifestyles. Credit: 3 semester hours.

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

127 Statistics for Social Sciences
Descriptive and inferential statistics in sociology. Credit: 3 semester hours.

131 Sociology of Youth
Youth as a lengthy process of transition from childhood to adulthood; consequent phenomena of family conflict, long dependency, development of youth culture, mass media, rock to rap, education and delinquency. Credit: 3 semester hours.

133 CRM Class, Race and Criminal Justice
This course focuses on how race and social class determine who enters the criminal justice system and how criminal definitions are created and applied. Credit: 3 semester hours.

170 Social Psychology
Systematic examination of social variables and their influence on individual behavior, personality and emotion. Credit: 3 semester hours.

200 SOC Sociology of Latino/a s in the U.S.
Impact of migration, immigration policies, politics and social movements on Latinos/as, their families, gender, cultural identity, racial/ethnic relations and experience in social institutions. Credit: 3 semester hours.

201 SOC Economic Sociology
This course sociologically analyzes how markets, networks and hierarchies coordinate economic behavior. It examines the economy’s relationship to the state, inequality, technology, culture and globalization. Credit: 3 semester hours.

207 Sociology of Work
The organization of work in modern society; stratification of the work force; structure of occupations; role of technology. Credit: 3 semester hours.

208 Cultural Studies
The sociological study of cultural forms of life in terms of both modernist and postmodernist movements. These forms of culture include rock and roll, art, literature, rap, film, sports, the culture wars, the Internet and television. Credit: 3 semester hours.

209 Human Trafficking – Contemporary Slavery
This course focuses on the phenomenon of trafficking of persons (contemporary slavery) from a sociological perspective by understanding the historical, economic, political, institutional, legal and social characteristics of the problem, and the international and domestic policies and programs available to prevent it and assist its survivors. Credit: 3 semester hours.

210 Sociological Theory: Classical
Theories of 19th- and early 20th-century sociologists dealing with the problems of the transformation of societies from traditional to modern. Credit: 3 semester hours.

212 Sociological Theory: Contemporary
Analysis of various sociological discourses, including the structural-functional, critical, exchange, interpretive-symbolic and phenomenological. Credit: 3 semester hours.

214 CRM Restorative Justice: Principles and Practices
Examines philosophies, traditions and contemporary practices of restorative justice. Analyzes possibilities and problems of applying restorative justice to specific harms. Credit: 3 semester hours.

215 CRM Policing and Society
This course offers a sociological examination of law enforcement in the United States. It reviews the historical development of policing; discusses the various roles of police in society; and examines some of the problems police confront. Credits: 3 semester hours.

216 CRM White Collar Crime
The study of white collar crime as an extensive institutional phenomena of modern society. Credit: 3 semester hours.

217 CRM Situational Crime Prevention
This course introduces the concepts of geography or the spatial dimension of crime in the analysis of criminal events. The analysis focuses on: how potential criminals move about, where they regularly go, where they come from, and how their social and physical environments are constructed. Credit: 3 semester hours.
217 Gender in a Global Context
This course studies the sociology of gender from a global perspective, that is, by focusing on gender issues throughout the world as well as bringing in regional and cultural differences into the analysis. Credit: 3 semester hours.

218 Immigration and Inequality
This course focuses on immigration to the United States from a sociological perspective by understanding its historical, political, legal and social characteristics, and paying close attention to the relationship between 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.

224 CRM Life Course Criminology
This course examines crime and deviance within a human development and life course framework analyzing onset, stability, change, and desistance of criminal behavior across developmental stages of life course. Credit: 3 semester hours.

225 CRM Comparative Criminology
This course applies a comparative perspective to issues of crime and justice in different countries and cultures. Varying concepts and patterns of crime, punishment and justice are contrasted to those found in the U.S. Credit: 3 semester hours.

228 Sociology of Community
This course will focus on community processes of cohesion, conflict and change. Race, ethnic, religious and gender relations are analyzed. Power and community organization are also examined. Credit: 3 semester hours.

231 CRM Evaluating Criminal Justice Policies
This course examines the methods, techniques and measures for evaluating criminal justice agencies and policies. Credit: 3 semester hours.

232 CRM Criminological Theory
This course introduces students to theories of crime with a focus on sociological theories. Biological, psychological and economic theories are also discussed. Credit: 3 semester hours.

233 CRM Environmental Crime and Justice
Foundations of global environmental justice. The investigation and prosecution of environmental crime emphasizing the use of forensic science and GIS for uncovering environmental racism and injustices in the U.S. and abroad. Credit: 3 semester hours.

234 Global Poverty
An examination of the daily lives of poor people throughout the world in their social context. This course will look critically at the failures of global policies to substantially change the conditions of the world’s poor and the conditions that would have to be changed if poverty is to be ended. Credit: 3 semester hours.

235 CRM Global Crime
Analysis of the global networks and technological, economic and cultural activities that sustain transnational criminal activities. The impact of transnational corruption and crime on social institutions will also be examined. Credit: 3 semester hours.

236 SOC Sociology of Poverty
An examination of the everyday life of poor people in the US. Critical analysis of the development of social policy, social movements, and the conditions that would have to be changed if poverty is to be ended. Credit: 3 semester hours.

240 CRM Principles of Forensic Science
Criminalistics as the interface of natural and social sciences applied to criminal 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 SOC Political Sociology
Examines how politics is influenced by changes in the positions of dominant and subordinate groups in society as theorized by Marx, Weber, Durkheim, and others. Credit: 3 semester hours.

243 Social Movements and Social Change
An examination of the diverse social and cultural movements that have and are currently transforming the world, including the globalization of the economy, nationalism, class struggle, feminism, postmodernism and technoscience. Credit: 3 semester hours.

244 Social Movements and Globalization
An examination of the diverse social and cultural movements that have, and are currently transforming the world. This entails an understanding of the social structure of the modern world and of the agents seeking to transform that world. Credit: 3 semester hours.

245 GIS Applications for Global Development and Social Justice
Learn Geographic Information Systems (GIS) computer applications and data analyses as research tools for mapping and critically analyzing factors that assist in global development and the promotion of social justice. Credit: 3 semester hours.

246 Social and Cultural Dimensions of Aging
Credit: 3 semester hours.

247 Global Education
Impact of neo-liberal policies of fiscal austerity, decentralization and privatization on education within the United States and worldwide. Credit: 3 semester hours.

249 Sociology of Education
The impact of political, economic, family and religious institutions on educational policies, administrative procedures and classroom instruction. Credit: 3 semester hours.

300 Social Research: Strategies and Tactics
Prerequisite: SOC 127 or at least a “B” in an undergraduate statistics course. Qualitative and quantitative data analysis in sociological research-design; observation and participatory techniques of data collection, sampling and survey operations; questionnaire, interview and scale construction. Credit: 3 semester hours.

301 Evaluation Research and Data Analysis
This course will focus on the analysis of data collection through qualitative and quantitative research with a focus on the evaluation of existing programs. Credit: 3 semester hours.
306 CRM Contemporary Issues in Criminology
This course is intended to focus on the latest developments in crime and justice. Possible topics might include: terrorism; international organized crime; illegal alien smuggling; money laundering and health care fraud. Credit: 3 semester hours.

420 CRM Readings in Criminology: Selected Topics
Offers advanced graduate students opportunity for intensive guided study in a criminological field not covered by graduate seminars with faculty guidance and feedback. Chair’s permission required. Credit: 3 semester hours.

420 SOC Readings in Sociology: Selected Topics
Offers advanced graduate students opportunity for intensive guided study in a sociological field not covered by graduate seminars with faculty guidance and feedback. Chair’s permission required. For Sociology majors only. Credit: 3 semester hours.

500 SOC and CRM Practicum in Applied Sociology
Sociological practice in applied settings. The student will formulate a research project for an internship or work setting. Preliminary findings are expected. Students can then enroll in either SOC 501 or 502 in the following semester. Credit: 3 semester hours.

501 SOC and CRM Field Internship
Prerequisite: SOC 500. Course provides an opportunity to gain a working knowledge of sociological practice in a field setting and to apply sociological analysis to the field experience. Students will complete the research paper based on the proposal prepared in SOC 500. Credit: 3 semester hours.

502 SOC and CRM Work-Setting Research
Prerequisite: SOC 500. For students in current work settings that provide experience equivalent to a field placement (as described in SOC 501). Students complete the research paper based on the proposal prepared in SOC 500. Credit: 3 semester hours.

800 Colloquia
Current issues in sociology as well as other topics of current interest are presented by outside speakers or current student researchers. All students are required to attend. No credit. No fee.

Research Courses
900 SOC and CRM Master’s Research
Supervised research leading to the preparation and completion of a thesis in partial fulfillment of the master’s degree requirements. Credit: 3 semester hours.

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

Courses Taken Outside Department
With the permission of the department chair, a student may take up to six credits (two courses) in other departments or divisions of the University for degree credit. This option does not apply when advanced standing has been granted for courses taken at another university.

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

Department of Theology and Religious Studies (THE)
In keeping with the mission of St. John’s University as Catholic, Vincentian, and metropolitan, the Graduate Program of the Department of Theology and Religious Studies seeks to examine the rich theological heritage of the Catholic faith in light of modern human experience and concerns, with due respect for the values of other sciences, other religions, and other cultures.

As such, our program provides a supportive and challenging environment of educational excellence flexible enough to serve those interested in pursuing further theological study, professional ministry, parish service, or their own personal enrichment.

To encourage such scholarly achievement, along with keen sensitivity to the need for social justice and peace in our world, the Department offers the Father Richard Kugelman Scholarship, to honor the memory of this eminent biblical theologian and former Chair, particularly in his great love for biblical studies and concern for the poor. This award opens the study of Theology, especially Sacred Scripture, to students who otherwise could not afford it. Each semester the Department also offers several Graduate Research Assistant positions to cover tuition costs. Interested students should contact the Department Chair for more information.

Programs of Study

Master of Arts in Theology (M.A.)
Entrance Requirements
Applicants for the M.A. in Theology and Religious Studies normally must have a bachelor’s degree which includes 24 credits in theology, philosophy, or related subjects, and an overall “B” average in their college studies. Any deficiencies in preparation may require supplementary course work as a condition for admission, as determined by the Department.

Program Requirements

Following a mandatory introductory workshop, students will consult with a faculty advisor to pursue 33 credits of course work, chosen mainly from one of three tracks: (1) Biblical Studies (includes Old Testament and New Testament literature and languages); (2) Historical/Theological Studies (includes Historical Theology, Systematic Theology, Moral Theology, Interfaith Studies, and Spirituality); (3) Pastoral Theology (includes Catechetical, Liturgical, and Ministerial Studies).

On completing their studies, students will prepare a portfolio of academic writing, consisting of three major, final papers from their course work, one of which must also be included in revised form, and a professional self-assessment of their scholarly development during their time in the program. Students will submit this academic portfolio to the Department for reading and approval by two graduate Theology faculty, one from the student’s main track, and one from a different track.

Course Requirements
All students will take at least one introductory-level course or its equivalent in each track, five more courses in their chosen track of concentration, and three electives, maintaining a “B” average.

Please note that students who pursue Biblical Studies must take a two-course sequence in either Biblical Hebrew (THE 111 and 112), or Biblical Greek (THE 121 and 122). The other tracks have no language requirement. Students who elect to write a Master’s Thesis must take THE 900 as one of their elective courses, and may substitute this thesis for their final academic portfolio.

Combined B.A./M.A. Program
In addition to the Master of Arts program, the Department offers an intensive, accelerated program enabling students to earn both their B.A. and M.A. Theology degrees in only five years of full-time study.

Entrance Requirements
Qualified undergraduate students who have completed their sophomore year with a 3.0 overall cumulative index and a 3.5 index in Theology are encouraged to apply for this program.

Program Requirements

Students in the B.A./M.A. program matriculate for a total of 144 credits, 33 of which are on the graduate level (see the M.A. Program requirements above). Under the guidance of a faculty advisor, students take the first three graduate Theology courses in their junior and senior years, and the remaining courses in the following year of full-time graduate study. For specific information, students should check the undergraduate bulletin and contact the Director of the Graduate Theology Program.
Courses

Track 1: Biblical Studies

General

120 Methods in Modern Biblical Interpretation
Practical and theoretical introduction to critical methods of exegesis used in contemporary Old and New Testament studies. Methods are discussed, illustrated, and used by students in analytic exercises on biblical passages. Credit: 3 semester hours.

280 Current Issues in Biblical Interpretation
Provides an overview of key moments in the history of biblical interpretation, and discusses present-day issues in biblical interpretation, including the authority of the Bible, the Bible in ecumenical and interfaith contexts, ecological approaches to the Bible, and the Bible in Africa, Asia, and Latin America. Credit: 3 semester hours.

Old Testament

111; 112 Biblical Hebrew I; II
An introduction to the phonology, morphology, and syntax of biblical Hebrew, including translation of selected passages from the Hebrew Bible. Credit: 3 semester hours.

160 Introduction to the Old Testament
A survey of the history and literature of Israel. Problems of Old Testament interpretation are introduced, and the books of the Old Testament are related to their ancient Near Eastern context. Credit: 3 semester hours.

240 The Pentateuch
Surveys critical approaches to the books of the Pentateuch-Hexateuch, introducing the literary sources which comprise the first books of the Old Testament, from Genesis to the Former Prophets. Credit: 3 semester hours.

241 Propheticism in Israel
Survey of critical approaches toward the prophetic books of the Hebrew Old Testament canon. Included are a discussion of prophecy in its ancient Near Eastern setting, and an introduction to the message of Israel’s “classical” prophets. Credit: 3 semester hours.

242 The Wisdom Literature
Examines critical approaches toward “wisdom” in ancient Israel and Judaism, including discussion of ancient Near Eastern “wisdom,” introducing the Wisdom writings from the Greek Old Testament, with special attention to the Psalms. Credit: 3 semester hours.

243 Apocalyptic Writings of the Second Temple Period
This course surveys biblical apocalyptic writings as manifesting both a world view and a literary genre, stressing key examples of such historical and mystical revelatory materials from the Second Temple Period, along with their enduring theological impact. Credit: 3 semester hours.

New Testament

121; 122 New Testament Greek I; II
The elements of New Testament Greek grammar and syntax, including basic vocabulary of the New Testament writings, along with selected readings from the Gospels and the Pauline letters. Credit: 3 semester hours.

161 Introduction to the New Testament
Surveys the earliest, normative Christian writings in their historical, cultural, and religious context within the Greco-Roman world, introducing students to major scholarly approaches for studying the New Testament, its literary genres, key themes, enduring issues, and diverse theologies manifest in the apostolic witness to Jesus of Nazareth. Credit: 3 semester hours.

270 The Synoptic Gospels and Modern Study
Explores the primary theological views and basic literary structures reflected in the Gospels of Matthew, Mark, and Luke, treating major scholarly theories about their mutual dependence and formulation. Credit: 3 semester hours.

271 The Lukan Writings
Examines the relationship of the Third Gospel to the Acts of the Apostles, along with their peculiar character as jointly proclaiming Christian “gospel.” Luke’s sources, background, literary style, and theological themes are explored. Credit: 3 semester hours.

272 The Johannine Literature
Treats the formation of the Fourth Gospel and the other Johannine writings, their structure and theology. Credit: 3 semester hours.

273 The Pauline Writings
A survey of Paul’s career, his role in the rise of early Christianity, along with the influence of his Jewish as well as Hellenistic cultural and religious roots on his “gospel.” Credit: 3 semester hours.

281 The Parables of Jesus
Explores Jesus’ distinctive use of illustrative stories and images to prophetically dramatize his view of God’s coming rule, and tracks the adaptation of Jesus’ parabolic speech from the early Christian Church to the present. Credit: 3 semester hours.

282 The Passion and Resurrection Narratives
Closely examines the stories about Jesus’ passion and resurrection as they appear in the four canonical Gospels, tracing complementary themes in pre-Christian Jewish tradition, in the teaching of Paul, and in early non-canonical Gospel narratives. Credit: 3 semester hours.

Track 2: Historical/Theological Studies

Historical Theology

200 Theology: The Liturgical Year and Liturgy of the Hours (see Pastoral Theology)

352 History of Christian Theology from the Reformations to 1900
Theology and history of the Christian churches and their relations to other religious and cultural traditions from 1500 to 1900. Credit: 3 semester hours.

355 The First Six Centuries of Christianity
This course introduces students to the theology and history of the Catholic Church from the origins of the Church until 600 CE. Students will examine eastern and western patristic theology by means of an interdisciplinary study of theology, philosophy, and history, using both primary and secondary sources. Credit: 3 semester hours.

357 Theology in the Middle Ages
Treats the theology and history of the Catholic Church during the Middle Ages (600–1500). This course examines medieval theology by means of interdisciplinary study of theology, philosophy, history, and literature, using both primary and secondary texts. Credit: 3 semester hours.

358 History of Twentieth-Century Christian Theology
Theology and history of the Christian Churches and their relations to other religious and cultural traditions from 1900 to the present. Credit: 3 semester hours.

Systematic Theology

150 Introduction to Liturgy (see Pastoral Theology)
Credit: 3 semester hours.

352 The History of Christian Doctrine from the Middle Ages to the 20th Century (see Historical Studies)
Credit: 3 semester hours.

400 Christian Foundations
A critical examination of the foundations of Christian faith, giving special attention to the challenges of unbelief in today’s secular society. Credit: 3 semester hours.

401 The Mystery of God
Examines the knowledge of God through nature and grace, treating biblical perspectives, development of the doctrine of the Trinity, God as Creator, and contemporary challenges to theism. Credit: 3 semester hours.

402 Christology
A study of the person and work of Jesus Christ, his mission, death and resurrection. Christological development in the New Testament and the early Church until the Council of Chalcedon, and views about Jesus
through the centuries and in modern thought. Credit: 3 semester hours.

403 Theological Anthropology
Theological exploration into the meaning and goal of human existence as revealed in biblical revelation and as expressed through the centuries in central Christian doctrines. Credit: 3 semester hours.

404 Ecclesiology
The Church in the New Testament. Historical forms and basic structure of the Church. The Church and the Kingdom of God. The meaning of Christian eschatology. Ministries in the Church. Credit: 3 semester hours.

405 Introduction to Sacramental Theology
(See Pastoral Theology) Credit: 3 semester hours.

406 The Eucharist
(See Pastoral Theology) Credit: 3 semester hours.

407 The Healing Ministry of the Church
(See Pastoral Theology) Credit: 3 semester hours.

408 The Sacraments of Initiation
(See Pastoral Theology) Credit: 3 semester hours.

410 Theologies of Liberation
Reflection on the liberating traditions of Christian faith in light of the political-sociological world situation Credit: 3 semester hours.

430 Women and the Christian Tradition
Reexamines the role of women in the Christian biblical tradition: theologies of creation and redemption, priesthood and leadership; the Marian tradition; religious orders of women. Credit: 3 semester hours.

435 Creation—From Cosmology to Ecology
Explores the doctrine of creation in the context of its historical development, including its biblical roots, philosophical influences, and contemporary issues such as the relationship between science, theology and the ecological crisis, as viewed through the work of current theologians. Credit: 3 semester hours.

440 Christian Hope and the World’s Future
A study of contemporary theological reflection on the ultimate destiny of humanity and of the world. The major symbols of Christianity are reexamined in the light of critical biblical and historical studies. Credit: 3 semester hours.

445 The Theology of Mary
This course studies the place of Mary in Christian thought, exploring foundational biblical and historical Mariologies, their development from the Early Church Fathers to the post-modern age, and their relation to Trinitarian Theology, Christology, Pneumatology, Ecclesiology, and Eschatology. Major Catholic, Orthodox, and Protestant Mariologies are examined as stimulus for constructive, ecumenical, theological dialogue today. Credit: 3 semester hours.

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

Moral Theology

170 Fundamental Moral Theology
Examines the methods, sources, and development of Catholic moral theology. Addresses conscience, theological anthropology, Christian freedom, natural law, sin, virtue, and the use of Scripture in moral reflection. Credit: 3 semester hours.

523 Catholic Social Teaching
(see Moral Theology)
Traces the development of Catholic thought regarding the economic, political, and social spheres, and aims to formulate principles that should guide their transformation. Credit: 3 semester hours.

524 Theological Bioethics
Explores biomedical issues from the perspective of Christian ethics, including: social justice and health care, stem cell research, neuroscience, reproductive therapies, abortion, end-of-life decisions, and experiments involving human subjects. Credit: 3 semester hours.

525 Love and Sexuality: A Christian Understanding
This course explores the biblical, theological, philosophical and scientific foundations of contemporary Christian sexual ethics. Roman Catholic teaching on issues of sexuality is examined in depth, and subjected to appropriate theological scrutiny. Credit: 3 semester hours.

526 Specific Moral Issues in a Christian Context
Examines specific moral issues (war and peace-making, globalization and its effects, human migration, homosexuality and same-sex unions, and end-of-life issues, among others) to develop a sense of method for dealing with moral problems. Credit: 3 semester hours.

527 Business Ethics: A Christian Perspective
Examines the moral dimensions of business activity in light of the principles of Christian Ethics, and includes moral analysis of specific cases drawn from the major areas of business. Credit: 3 semester hours.

529 Church, State, and Social Ethics
This course addresses theoretical questions concerning the interrelationship between social and personal morality, as well as the major socio-moral issues of our time. Readings from black, feminist, and other liberationist ethical are included in the course. Credit: 3 semester hours.

599 McKeever Seminar in Moral Theology
This course will examine in depth an issue in the field of moral theology, led by the pro-fessor holding the McKeever Chair in Moral Theory. Credit: 3 semester hours.

Interfaith Studies

110 Sacred Scriptures of the East
An introduction to the Sacred Scriptures of the East through the reading of selected texts from major works which form the basis of Eastern theology and philosophy. Credit: 3 semester hours.

651 Buddhism and Christianity in Dialogue
The Buddhist religion, its origin in India, its doctrine and practice as revealed in Buddha’s view of the Divine, Self, and Salvation. Buddhist monastic order, asceticism, and missionary zeal. The two Buddhist schools. This course also treats the dialogue between Buddhism and Christianity to show how both of these religions constantly strive for universal human spiritualization and world peace. Credit: 3 semester hours.

657 Religious Mysticism: East and West
Examines religious spirituality (mysticism) as a global phenomenon, and includes topics such as human spiritual connection with the Transcendent, mystic consciousness and experience, introverted and extroverted paths to spiritual awareness and growth. Credit: 3 semester hours.

660 Dialogue Among Christians
The history and structures of the ecumenical dialogue among Christians, with particular attention to the concepts of the unity of the Christian Church which have been advanced by several of the Christian communions. Credit: 3 semester hours.

Track 3: Pastoral Theology

Catechetical Studies

702 Introduction to Catechesis
An historical survey of catechetical theory and practice. This course examines the social situation of the Church, the theology used, and the resulting catechesis, for their outcomes in the life of particular communities. Credit: 3 semester hours.

703 Catechesis for Teens and Adults
This course surveys current theory and practice of catechetical efforts to involve both teens and adults, stressing the developmental tasks of each group respectively, and practical issues of creating programs to meet their needs. Credit: 3 semester hours.
704 Liturgical Catechesis and Worship
Explores catechetical issues within the context of Christian communal worship, examining the earliest evidence of Christian liturgy as a matrix for shaping Christian faith and belief.
Credit: 3 semester hours.

Liturgical Studies

150 Introduction to Liturgy
Analyzes certain tensions in liturgical thought and celebration today, in light of the liturgy’s ancient and recent past, exploring possible future liturgical trends based on present theory and practice. Credit: 3 semester hours.

155 The Roman Missal
This course examines the genesis, history, and nature of the “Roman Rite,” especially as embodied in the most recent English revision of the Roman Missal, in light of previous translations, their associated dynamics, controversies, and impact on other rites as well as catechesis. Credit: 3 semester hours.

200 The Liturgical Year and Liturgy of the Hours
This course explores the nature, historical evolution, theology, as well as pastoral and canonical aspects of the Church’s cycle of seasons and feasts, examining time and commemoration from a theological and liturgical viewpoint, along with the daily Liturgy of the Hours and popular devotions, mainly from a Roman Catholic perspective, but with attention to comparable practices in other cultures. Credit: 3 semester hours.

405 Introduction to Sacramental Theology
Explores new approaches to sacramental theology, with special attention to the sociological setting and anthropological dimension of the sacraments in their Christian context. Credit: 3 semester hours.

406 The Eucharist
An anthropology of symbol and the phenomenology of meal as a basis for understanding the Eucharist. Meals in the Old Testament are examined, along with selected Eucharistic themes in the New Testament. Credit: 3 semester hours.

407 The Healing Ministry of the Church
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.

408 The Sacraments of Initiation
Anthropological dimensions of initiation. Initiation in the early Church. The breakdown in the unity of the initiation sacraments, and Christian Initiation today. Credit: 3 semester hours.

823 Liturgical Celebration: Theory and Practice
Using discussion and practical exercises, this course explores the attitudes and style of an effective worshipping community, along with the context, options, and rites of the sacraments of initiation, Eucharist, reconciliation, marriage, anointing of the sick, and children’s liturgies. Credit: 3 semester hours.

Ministerial Studies

801 Introduction to Pastoral Care and Counseling
Introduces the basic concepts and fundamental skills of counseling in a pastoral setting. It requires active participation in course discussions, a research paper on a counseling philosophy or other approved topic, counseling role play, and use of counseling transcripts as learning tools. Credit: 3 semester hours.

802 The Church as a Community of Ministers
Explores the biblical roots and historical evolution of ministry structures, present pastoral ministry concerns, issues, and resources in specific areas of ministry, and practical strategies for engaging in ministry in today’s Church. Credit: 3 semester hours.

803 Pastoral Ministry in Loss and Grief
Theoretical foundations for understanding the nature and universality of loss and grief. General principles of intervention and pastoral resources for healing and growth as found in community, ritual, faith, and belief. Credit: 3 semester hours.

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: $100.00 per semester.

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

Criminal Background Checks

Policy:
In order to meet the requirements of University and affiliated clinical facilities, all students in the Au.D., M.A. Speech Language Pathology, Ph.D. Clinical Psychology, and Psy.D. and M.S. School Psychology programs will complete a University-specified criminal background check (Sterling Inc.) prior to placement in the clinical learning sites. This background check will meet the requirements outlined by affiliated clinical sites and/or state law.

Procedures:
1. Prior to registration in their first clinical practicum, externship, and/or internship course, students will complete a criminal background check. Students will be provided with written guidelines by the Office of the Dean prior to the first day of registration for the designated course. The finalized, approved background check must be received from Human Resources before the student can register for the designated course. Students who are not cleared by the time of registration will not be assigned to clinical placement sites until the background check is approved.
2. The costs associated with the criminal background check will be incurred by the student and will be paid directly to Sterling Inc. If an error occurs in the submission of the request, the student will be responsible for resubmitting the request at an additional cost.
3. All finalized student requests will be submitted electronically to Sterling Inc. The company will then submit finalized reports for each student to St. John’s Office of Human Resources for review and evaluation. A separate report will be sent to the student via e-mail by Sterling Inc.
4. Human Resources will notify the appropriate college dean of St. John’s College of Liberal Arts and Sciences for review and evaluation. A separate report will be sent to the student via e-mail by Sterling Inc.
5. In the event of a positive finding, the case will be reviewed by Human Resources and the University’s general counsel.
6. If the identified offense is considered significant, the student’s case will be referred to the dean of St. John’s College of Liberal Arts and Sciences for review and final decision.
7. In the event that an offense prevents the student from progressing to the experiential components of the program, the student may be dismissed, regardless of his/her academic standing.
Art and Design
Amy Gansell, Assistant Professor, B.A. Barnard College; Ph.D. Harvard University.

Susan Rosenberg, Associate Professor and Graduate Director, B.A. Brown University; Ph.D. Institute of Fine Arts, New York University.

Asian Studies
Bernadette Li, Professor and Director, B.A., National Taiwan University; M.A., University of Washington (Seattle); Ph.D. in History, Columbia University. Political and Intellectual History of Modern China; Chinese Women’s History and Literature; Asian American Studies in History, Literature and Women.

Wen-Shan Shih, Adjunct Assistant Professor, B.A., Nat’l Taiwan University; M.A., University of Minnesota; Ph.D., University of Tokyo.

Johnson L. Tseng, Adjunct Associate Professor, B.A., M.B.A., Nat’l Chengchi University; M.A., Ph.D., SUNY, Albany.

Biological Sciences
Christopher W. Bazinet, Graduate Director and Associate Professor, B.A., University of Wisconsin; Ph.D., Massachusetts Institute of Technology. Genetics of biological assemblies. Evolution of gametogenesis.

Irvin N. Hirshfield, Associate Professor, B.S., University of Delaware; Ph.D., University of Pittsburgh. Molecular microbiology and microbial physiology and genetics. Regulation of gene expression in prokaryotes in response to environmental stress with special emphasis on acid stress responses. Microbial pathogenesis.

Dianella G. Howarth, Associate Professor, B.A., University of Pennsylvania; Ph.D., Harvard University. Evolution and development of plant lineages.

Yue J. Lin, Associate Professor, B.S., National Taiwan University; M.S., Ph.D., Ohio State University. Cytology and Cytogenetics. Spontaneous and induced abnormalities in chromosomes. Sister chromatid exchange.

Simon Geir Moller, Vice-Provost, Professor and EMBO Young Investigator, B.S., University of Leeds, UK; M.S., The University of London; Ph.D., University of Leeds, U.K. Molecular and cellular mechanisms associated with Parkinson’s Disease. Iron-sulfur cluster biogenesis and organelle biology.

Matteo Ruggiu, Assistant Professor, B.S., M.S., University of Pavia, Italy; Ph.D., Medical Research Council, UK. RNA-protein networks in neuronal function and disease.

Laura M. Schramm, Associate Dean and Associate Professor, B.S., SUNY, Stony Brook; M.S., St. John’s University; Ph.D., SUNY, Stony Brook. Regulation of the cell cycle. Gene expression in eukaryotes, mechanisms of transcriptional regulation in human cells.

Richard Stalter, Professor, M.S., University of Rhode Island; Ph.D., University of South Carolina. Ecology of coastal plant communities. Rare and endangered plants.

Louis Trombetta, Professor, B.S., M.S., Ph.D., Fordham University. Electron microscopy cytology, pathology, and cytochemistry. The effects of drugs in metabolism and cell degeneration, particularly in the CNS.

Ales Vancura, Chair and Professor, B.S./M.S., Ph.D., Prague Institute of Chemical Technology. Chromatin structure and regulation of transcription. Signal transduction.

Ivana Vancurova, Professor, B.S./M.S., Prague Institute of Chemical Technology; Ph.D., Institute of Microbiology, Czech Academy of Sciences. Molecular mechanisms of inflammation.

Yong Yu, Assistant Professor, B.S., Ocean University of Qingdao, China; Ph.D., Chinese Academy of Sciences. Ion channels: structure and function, and their roles in human physiology and disease.

Jay A. Zimmerman, Professor, A.B., Franklin and Marshall College; Ph.D., Rutgers University. Experimental gerontology. Nutritional aspects of lifespan extension.

Rachel Zufferey, Graduate Director and Associate Professor, B.S./M.S. and Ph.D., Swiss Federal Institute of Technology. Characterization of the glycerolipid metabolic pathways of the vertebrate protozoan parasites Leishmania and trypanosomases to determine their importance in parasite development, differentiation and virulence.

Chemistry
Ernest Birnbaum, Professor Emeritus, B.A., University of California, M.S., University of Southern California, Ph.D., Pennsylvania State University.

James Brady, Professor Emeritus, B.S., Hofstra University, Ph.D., Pennsylvania State University.

David P. Brown, Associate Professor; B.S., University of the West Indies; M.Phil., CUNY. Synthetic Organic Chemistry. The design and synthesis of Topoisomerase II inhibitors; the convergent synthesis of Anthracycline Analogs as Antibiotic Antineoplastic Agents.

Victor Cesare, Associate Professor, B.S., SUNY at Albany; M.S., St. John’s University; Ph.D., St. John’s University. Synthesis, stereochemistry, reactivity and medicinal applications of α-lactams.

Guofang Chen, Assistant Professor, Ph.D., Bio-Analytical Chemistry.

Gina M. Florio, Associate Professor, A.B. Vassar College, Ph.D. Purdue University. Structural, chemical, and electronic properties of surfaces and monolayer films; scanning probe microscopy.

Steven M. Graham, Associate Professor, B.S., M.S., Ph.D., SUNY at Stony Brook. Bioorganic Chemistry; Synthesis and characterization of nucleoside and nucleotide-based calcium release agents and novel nucleosides.

Claude Greco, Professor Emeritus, B.S., Manhattan College, M.S., New Mexico Highlands University, Ph.D., Fordham University.

Eugene M. Holleran, Professor Emeritus, B.S., University of Scranton; Ph.D., Catholic University of America. Equations of state and equilibrium properties of substances.

Alison G. Hyslop, Chair and Associate Professor, B.A., Macalester College; Ph.D., University of Pennsylvania. Bioinorganic Chemistry; Synthesis, functionalization and photophysical studies of porphyrin arrays as photosynthetic mimics.

Neil D. Jespersen, Professor, B.S., Washington and Lee University; Ph.D., The Pennsylvania State University. Bioanalytical and environmental analysis techniques and instrumentation.

Eugene J. Kupchik, Professor Emeritus, Diploma in Chemistry, B.S., Rutgers University; Ph.D. Rutgers University. Organic Chemistry.

István Lengyel, Professor Emeritus, B.A., Lőránd Eötvös University of Science, Ph.D., Massachusetts Institute of Technology.

Philip S. Lukeman, Associate Professor, B.S., Ph.D. Covalent Chemistry Control of Nucleic Acid Nanotechnology, Mesoscale Molecular Engineering.

Elise G. Meghee, Associate Professor, (Clare Booth Luce Professor), B.S., University of Rochester; M.S. University of North Carolina at Chapel Hill; Ph.D., University of North Carolina at Chapel Hill. Synthesis and characterization of new luminescent transition metal complexes. NMR, UV/Vis absorption and emission spectroscopy and electrochemistry.

William Pasfield, Professor Emeritus, B.S., Massachusetts Institute of Technology, Ph.D., University of Connecticut.

Richard J. Rosso, Associate Professor, B.S., SUNY at Albany; Ph.D., SUNY at Buffalo. Development of novel catalysts for organic transformation, industrial scale reactions and biological use; Development of environmentally sound catalysts as alternatives for industrial scale reactions.

Joseph Serafin, Professor, B.S., Gannon University; M.A., M. Phil., Ph.D., Columbia University. Interfacial energetics and structure for aqueous solvation of surfaces, electrodes and biomolecules.

Ralph Stephani, Professor (joint appointment with College of Pharmacy), B.S., Ph.D. Organic synthesis and design of new drugs; Enzyme inhibition and chiral separations.

Siao F. Sun, Professor Emeritus, LL.B., National Chengchi University, China; M.S., University of Utah; M.S., Loyola University; Ph.D., University of Chicago; Ph.D., University of Illinois. Physical Chemistry of macromolecules; theoretical chemical kinetics; solution kinetics.

Anthony Testa, Professor Emeritus, B.S., CUNY, Ph.D., Columbia University.

Enju Wang, Professor, B.S., Shanghai Normal University; P.R. China; M.Sc., Nanking
Soil Institute, Academia Sinica; Ph.D., ETH Zurich. Design and characterization of novel electrochemical and optical sensors; New analytical methods for applications in biological and environmental systems.

Department of Communication Sciences and Disorders

Susan Antonellis, Clinical Supervisor, (Audiology) and Adjunct Instructor, B.A., St. John’s University; M.S. St. John’s University. Adelphi University, Au.D., Arizona School of Health Sciences.

José G. Centeno, Associate Professor, B.S., University of Guelph; M.A., Hofstra University; Ph.D., SUNY.

Nancy Colodny, Chair and Associate Professor, B.S., Emerson College; M.S., Ed.D., Teachers College, Columbia University. Dysphasia; adult neurogenics; geriatrics.

Donna Geffner, AuD Graduate Director and Professor, B.A., Brooklyn College; M.A., Ph.D., New York University.

Peggy Jacobson, SLP Graduate Director and Associate Professor, B.A., University of New Mexico, M.A., New Mexico State University, Ph.D., The Graduate School, CUNY.

Gary E. Martin, Assistant Professor, B.A., & Ph.D., University of North Carolina at Chapel Hill. Speech and language development, developmental disabilities, Autism Spectrum Disorders, Fragile X Syndrome, and Down’s Syndrome.

Suzanne Thompson, Assistant Professor, Ph.D., CCC-A, The Graduate Center, City University of New York. Objective tests of hearing, differential diagnosis of hearing loss in school-aged children.

Anthea Vivona, Clinical Supervisor, M.A., St. John’s University; M.Phil., CUNY.

Monica Wagner, Assistant Professor, B.A., SUNY Cortland; M.A., Queens College; M.Phil, The Graduate School, CUNY.

Patrick Walden, Associate Professor, B.A., Florida State University; M.A., New Mexico State University; Ph.D., Florida Atlantic University.

Arleen Wisan, Clinical Coordinator (Speech-Language Pathology), B.A., Speech-Language Pathology, Brooklyn College; M.A., Queens College.

Rebecca Wiseheart, Assistant Professor, B.A., M.A., Ph.D., University of Florida.

English

Dohra Ahmad, Associate Professor, B.A., Yale University; M.A., M.Phil., Ph.D., Columbia University. Postcolonial literature; 19th- and 20th-century American and African-American literature; South Asian literature in English; utopian fiction.

Angela Belli, Professor, B.A., Brooklyn College; M.A., University of Connecticut; Ph.D., New York University. Modern and contemporary drama, literature and medicine; disability studies.

Lee Ann Brown, Associate Professor, M.A., M.F.A., Brown University. Poetry in traditional and avant-garde forms; poetics; songs and ballads; feminist theory; southern literature; editing and publishing small press publications.

Gabriel Brownstein, Associate Professor, B.A., Oberlin College; M.F.A., Columbia University. Writing novels and short stories.

Scott Combs, Associate Professor, B.A., The University of Chicago; M.A., Ph.D., University of California, Berkeley. International film history; American film genres; novel-to-film adaptation; the cinema and death.

Harry Denny, Associate Professor, B.A., University of Iowa; M.A., University of Colorado; Ph.D., Temple University. Composition Studies and Writing Centers, particularly as sites for studying literacy practices, community-building, access to higher education, and cross-cultural/disciplinary dialog.

Robert Fanuzzi, Associate Professor, B.A., College of William and Mary; Ph.D., Northwestern University. Early 18th- and 19th-century American literature; New England abolition movement; 19th-century African American literature; antebellum black public culture; trans-Atlantic anti-slavery movement.

Robert Forman, Professor, B.A., St. John’s College; M.A., University of Vermont; Ph.D, CUNY. Ancient epic and drama.

Granville Ganter, Associate Professor, B.A., Boston University; M.A., Ph.D., CUNY. 18th- and 19th-century U.S. literature; African American literature; Native American literature.

Anne Ellen Geller, Associate Professor, B.A., Mount Holyoke College; M.A., Ph.D., New York University. Composition studies; writing across the curriculum; writing centers.

Rachel Holland, Assistant Professor, B.A., Swarthmore College; M.A., Ph.D., Rutgers University. 19-and early 20th-century British literature; literary theory.

Amy King, Associate Professor, B.A., Bates College; Ph.D., Harvard University. 19th-century British literature and culture; 18th- and 19th-century history of science; history and theory of the novel; realism; narrative and the natural world.

Brian Lockey, Associate Professor, B.A., Swarthmore College; M.A., University of Sussex; Ph.D., Rutgers University. Poetry, prose, and drama of the sixteenth and seventeenth centuries; Shakespeare; Epic and romance; Transatlantic English literatures.

John Lowney, Professor, B.A., M.A., University of Massachusetts; Ph.D., Brown University. American poetry; modernism and modernity; 20th-century African American literature.

Kathleen Lubej, Associate Professor, B.A., Ithaca College; M.A., SUNY Buffalo; Ph.D., Rutgers University. 18th-century British literature; the history of sexuality; the novel and aesthetics.

Gregory Maertz, Professor, B.A., Northwestern University; A.M., Ph.D., Harvard University. The legacy of Romanticism in literature, art and cultural politics; the 19th-century novel; the afterlife of Nazi culture; modernism and the Fascist aesthetic; Kitsch and camp; art and propaganda; canons and collections.

Steve Mentz, Graduate Director and Professor, A.B., Princeton University; M.Phil., M.A., Ph.D., Yale University. Early modern drama, fiction and poetry; the development of popular narrative; the elite/popular divide; the history of the book; the relationship between print culture, theater and manuscript publication.

Stephen Paul Miller, Professor, B.S., M.A., CUNY; Ph.D., New York University. Creative criticism in poetic and academic form; experimental poetry and drama; modern and contemporary art.

Melissa Mowry, Associate Professor, B.A., Boston University; M.A., Ph.D., University of Delaware. 17th- and 18th-century British literature; political satire; Restoration republicanism and mercantilism; class and gender studies; early modern popular culture.

Derek Owens, Vice-Provost and Professor, B.A., SUNY Geneseo; M.A., D.A., University at Albany. Composition theory and the teaching of writing; place-based pedagogy; visual media; experimental writing; ecological literacy.

Nicole Rice, Associate Professor, B.A. Yale University, M.Phil., Cambridge University; Ph.D., Columbia University. Late Medieval Literature; drama; gender; manuscripts.

Stephen Sicari, Chair and Professor, B.A., Manhattan College; M.A., Ph.D., Cornell University. Modernism and modernity; history of the novel; allegory and epic; literary theory.


Jennifer Travis, Associate Professor, B.A., Vassar College; M.A., Ph.D., Brandeis University. American literature and culture; women’s literature; gender studies.

Elda Tso, Assistant Professor, B.A., University of California, Berkeley; M.A., University of Chicago; Ph.D., Columbia University. Asian American studies; ethnic studies; literary theory; theories of racial formation.

Government and Politics

William Byrne, Associate Professor, B.A., University of Pennsylvania; M.A., Ph.D., The Catholic University of America.

Raymond L. Carol, Professor Emeritus, B.A., John Hopkins University; M.A., Ph.D., Syracuse
University. Constitutional and Administrative Law; French Politics.

Vincent Chen, Professor Emeritus, LL.B., Chung Cheng University, Nanchang, China; M.A., University of Chicago; Ph.D., Yale University. International Law and Diplomacy.

Fred Cocozelli, Associate Professor, B.A., Catholic University of America; M.A., Columbia University School of International & Public Affairs; Ph.D., New School University. Peacekeeping and post-conflict reconstruction; Southeastern Europe and the Balkans Social Policy; Ethnic Relations and Conflict; Citizenship.

William Gangi, Professor, B.A., M.A., St. John’s University; Ph.D., University of Notre Dame. Personnel Management Administration; Public Constitutional Law.

Diane Heith, Chair and Associate Professor, B.A., Cornell University; A.M., Brown University; Ph.D., Brown University. American Politics; The Presidency; Public Opinion.

David W. Kearn, Jr., Associate Professor, B.A., Amherst College; M.M.P. Harvard University John F. Kennedy School of Government; Ph.D., University of Virginia. International Relations Theory, Security Studies, Military Innovation, Arms Control, U.S. Foreign Policy.

Barbara Kozjak, Associate Professor, B.A., University of Texas at Austin; M.A., Ph.D., Yale University. Political Theory; Feminist Theory; American Politics.

Azzedine Layachi, Professor, B.A., Algiers University; M.A., Ph.D., New York University. Middle East Studies; Nationalism.

Frank Paul LeVeness, Professor, B.S., M.A., Ph.D., St. John’s University. Latin American and Caribbean Politics and Integration; Comparative Systems; Minority Politics; Methodology; Development Politics; Political Economy.

William R. Nester, Professor, B.A., Miami University, Miami, Ohio; M.A., Ph.D., University of California at Santa Barbara. International Relations; Foreign Policy.

Robert F. Pecorella, Associate Professor, B.A., St. John’s University; M.A., Brooklyn College of the CUNY; Ph.D., Pennsylvania State University. Public Administration; Urban Politics; Public Policy; Research Methods and Quantitative Analysis.

Luba Racanska, Associate Professor, B.A., Yale University; M.A., Ph.D., University of North Carolina at Chapel Hill. Russian Politics; East European Politics and Non-Governmental Institutions: European Union.

Uma Tripathi, Associate Professor, B.A., M.A., University of Bombay; Ph.D., University of Notre Dame. International Relations and Environmental Politics.

History

Dolores L. Augustine, Professor, B.S.F.S., Georgetown University; M.A., Ph.D., Free University of Berlin. Contemporary History, European Social and Cultural History.

Mauricio Borrello, Graduate Director and Associate Professor, B.A., Georgetown University; M.A., Ph.D., Indiana University. Russian History; Sport and Popular Culture.

Neilesh Bose, Assistant Professor, B.A., University of Pittsburgh; M.A., University of Chicago; Ph.D., Tufts University. Modern South Asia, Modern Africa, Transnational History.

Elaine Carey, Chair and Associate Professor, B.A., M.A., Florida State University; Ph.D., University of New Mexico; Ph.D. Latin American History, Gender History.

Tracey-Anne Cooper, Assistant Professor, B.A., Lancaster (UK); M.A., Boston College, Ph.D. Boston College. Medieval, Renaissance.

Elizabeth Herbin, Assistant Professor, A.B., Harvard University; M.A. Columbia University, Ph.D. Columbia University; African American University.

Jeffrey C. Kinkley, Professor, A.B., University of Chicago; M.A., Ph.D., Harvard University. History of Modern China; History of Modern East Asian Culture.

Timothy Milford, Associate Professor, A.B., Duke University; Ph.D., Harvard University. Colonial America.

Philip Misevich, Assistant Professor, B.A., St. John’s University, Ph.D., Emory University. Africa, Caribbean, Atlantic World.

Susie J. Pak, Associate Professor, B.A., Dartmouth College; M.A., Ph.D., Cornell University. 20th century United States, Race and Gender.

Alejandro Quintana, Assistant Professor, B.A. UPAEP, Puebla, Mexico; M.A. Hunter College, CUNY, Ph.D. The Graduate Center of the City University of New York. Latin American History.

Nerina Rustomji, Associate Professor, B.A., University of Texas; M.A., M.Phil., Ph.D., Columbia University. Middle East.

Susan Schmidt-Horning, Associate Professor, B.A., Akron University; M.A., Akron University, Ph.D., Case Western Reserve Technology, Popular Culture.

Kristin M. Szylvian, Graduate Director and Associate Professor, B.A., University of Massachusetts at Lowell, M.A., Duquesne University, Ph.D., Carnegie Mellon University. Public History.

Konrad Tuchscherer, Associate Professor, B.A., University of Wisconsin; Ph.D., University of London. African History.

Lara Vapnek, Associate Professor, B.A., Barnard College; M.A., M. Phil., Ph.D., Columbia University. 19th-century United States, Labor History, Women’s History.

Michael Wolfe, Associate Dean and Professor, B.A., Boston University; M.A., Boston University and Johns Hopkins University; Ph.D. Johns Hopkins University. Medieval and Early Modern Europe.

Languages and Literatures

Alina L. Camacho-Gingerich, Professor, B.A., M.A., SUNY at Buffalo; Ph.D., University of Pittsburgh. Latin American Literature and Civilization.

Maria C. Dominicis, Professor Emeritus of Spanish, Doctorando en Filosofía y Letras, University of Havana, Cuba; Ph.D., New York University. Linguistics, 19th- and 20th-century Spain.

Marie-Lise Gazarian, Graduate Director and Professor, B.A., Adelphi College; M.A., Ph.D., Columbia University. Latin American Literature and Civilization; Contemporary Spain.

Carmen F. Klohe, Associate Professor, B.A., Montclair State University; M.A., Queens College CUNY; M.Phi., Ph.D., Graduate Center CUNY. 18th-, 19th- and 20th-century Spain.

Eduardo Mitre, Associate Professor, B.A., Universidad Mayor de San Simón, Cochabamba, Bolivia; M.A., Ph.D., University of Pittsburgh. Latin American Literature.


Nicolás J. Toscano, Professor, Bachiller, Universidad de Granada; Lic, en Derecho, Universidad de Madrid; Ph.D. University of Massachusetts. Medieval and Golden Age Spanish Literature.

Library and Information Science

Christine M. Angel, Assistant Professor, B.A., East Carolina University; M.S., East Carolina University; M.S., North Carolina Central University; Ph.D., University of South Carolina. Information Representation and Retrieval with the library, archive, museum and web environments; Archival Representation, Museum Informatics, Metadata.

Shari Lee, Assistant Professor, B.S., CUNY; M.L.S., St. John’s University; Ph.D., UCLA. User Behavior as a Consequence of Design; Teen Services and Spaces; Children’s Services; Public Library as Space and Place; Language, Literacy, and Learning.

Kevin S. Rioux, Associate Professor, B.A., Louisiana State University; M.A., M.L.I.S., Ph.D., University of Texas at Austin. Information Sharing Behaviors; Services to Special Populations; Social Activism in Librarianship; Qualitative Research Methods in Information Behavior Research; Social Informatics.

Kristen M. Szylvian, Associate Professor, B.A., University of Massachusetts at Lowell, M.A., Duquesne University, Ph.D., Carnegie Mellon University, Archive Management and Studies.
James Vorbach, Director and Associate Professor, B.S., SUNY, Stony Brook; M.S., Ph.D., University of Rhode Island; Data Base Modeling, Metadata and Web Design.

Mathematics and Computer Science
Edward Beekenstein, Professor, B.S.E.E., M.S.E.E., Ph.D., Brooklyn Polytechnic Institute; Functional Analysis.
Florin Catrina, Associate Professor, B.S., M.S. University of Bucharest, Ph.D. Utah State University Differential Equations.
Leon E. Gerber, Associate Professor, B.S., CUNY, Brooklyn College; M.A., Ph.D., Yeshiva University; Geometry.
Alexander A. Katz, Associate Professor, B.S., M.S., Tashkent State University, Ph.D., University of South Africa; Operator Algebras.
Vincent J. Mancuso, Professor Emeritus, B.S., Fordham University; M.S., Ph.D., Rutgers University.
Luke F. Mannion, Associate Professor, B.Sc., M.Sc., University College, Galway, Ireland; Ph.D., Brown University; Differential Equations; Applied Mechanics.
Calvin H. Mittman, Associate Professor, B.S., Rensselaer Polytechnic Institute; M.A., Princeton University; Number Theory.
Richard C. Morgan, Professor Emeritus, B.E., Stevens Institute of Technology; M.S., Ph.D., New York University.
Lawrence R. Narici, Professor Emeritus, B.S., M.S., Ph.D., Polytechnic Institute of Brooklyn.
Mikhail Ostrovskii, Professor, M. Sc. Kharkov State University; Ph.D., Habilitation Degree in Math., The Supreme Attestation Board of U.S.S.R.; Functional Analysis.
David B. Patterson, Associate Professor, A.B., Grinnell College; M.A., Ph.D., Columbia University; Computer Science.
David Rosenthal, Associate Professor, B.S., M.A., Ph.D., SUNY, Binghamton University; Algebraic K-Theory.
Robert O. Stanton, Associate Professor, B.S., Ph.D., New Mexico State University; Abelian Group Theory.
Charles R. Traina, Chair and Professor, B.S., St Francis College; M.A., Ph.D., Polytechnic Institute of New York; Topological Measure Theory, Combinatorial Group Theory.
Vladimir Tulovsky, Associate Professor, M.S., Ph.D., Moscow University; Applied Mathematics.

Psychology
Andrea J Bergman, Associate Professor, B.A., Cornell University; M.A., Ph.D., Emory University. Phenomenology of personality disorders; Developmental psychopathology; Psychopathology among emerging adults.
Elizabeth Brondolo, Professor, B.S., SUNY at Purchase; M.S., Ph.D., Rutgers University. Symptom reporting and help seeking; Psychological factors in cardiovascular disease; Minority mental health.
Elissa Brown, Professor, B.A. University of Pennsylvania, M.A., Ph.D. State University of New York at Albany. Assessment and treatment of children exposed to trauma and physical and sexual abuse.
Anthony F. Catalano, Associate Professor, B.A., Manhattan College; M.A., Ph.D., Fordham University. Errorless learning; Personality.
William F. Chaplin, Chair and Professor, A.B. Stanford University, Ph.D. University of Oregon. Personality, psychometrics, data analysis.
James F. Curley, Associate Professor, B.A., Holy Trinity Seminary, Winchester, Virginia; M.S., P.D., Ph.D., St. John’s University. Psychology of religion.
Tamara DelVecchio, Associate Professor, B.A., University at Albany, M.A., Ph.D., Stony Brook University. The development of early child aggression, the dysfunctional parenting that maintains child aggression.
Raymond A. DiGiuseppe, Professor, B.A., Villanova University; M.A., SUNY, College at Brockport; Ph.D., Hofstra University. Clinical assessment and treatment of anger problems, therapeutic alliance in adolescents; rational-emotive behavioral therapies.
Phillip Drucker, Associate Professor, Research Coordinator, Center for Psychological Services, M.A., Brooklyn College; CUNY. Assessment of client-therapist interaction and treatment outcome; emotional and cognitive aspects of children of substance abusers.
Jeffrey W. Fagen, Dean of Liberal Arts and Sciences, Professor, B.A., City College of New York; M.S., Ph.D., Rutgers University. Infancy, learning and memory; developmental psychobiology.
Dawn P. Flanagan, Professor, University of Massachusetts at Amherst; M.A., Ph.D., The Ohio State University. School psychology; theoretically based approaches to measuring intelligence; preschool screening and assessment.
Carolyn Greco-Vigorito, Associate Professor, B.S., Brooklyn College-CUNY; M.A., Ph.D., University of Massachusetts-Amherst. Developmental psychology; emotional, behavioral and familial characteristics of young children of alcoholics and substance abusers; false memory in college students.
Beverly Greene, Professor, B.A., New York University; M.A., Ph.D., Adelphi University. Gender, ethnocultural, sexual orientation and multiple identity issues in human development and psychotherapy, psychologies of African American women, psychology and social justice, feminist theory and feminist psychodynamic psychotherapies.

Ernest V. E. Hodges, Professor, B.S., Florida State University; M.A., Ph.D., Florida Atlantic University. Social and personality development; family-peer relationships, aggression/victimization; academic achievement; self-concept; risk for weapon carrying.
John D. Hogan, Professor, B.S., St. John’s University; M.S., Iowa State University; Ph.D., Ohio State University. History and systems, lifespan development; contemporary trends in domestic and international psychology.
Rafael Art. Javier, Professor, B.A., Herbert H. Lehman College; M.A., Ph.D., New York University. Psycholinguistics; bilingualism; psychotherapy; minority mental health.
Dana Liebling, Assistant Professor, B.A., M.A., Ph.D., Hosta University. Ethical issues in school psychology, cognitive-behavioral therapy, and factors influencing academic success.
Wilson H. McDermutt, Associate Professor, B.A., Wesleyan University; Ph.D., American University. The diagnosis and treatment of depression and anxiety disorders; behavior therapy.
Jeffrey S. Nevid, Director of Clinical Psychology Program, Professor, B.A., SUNY at Binghamton, Ph.D., SUNY at Albany. Research methodology; behavior therapy; health psychology; teaching of psychology.
Samuel O. Ortiz, Professor, B.S., M.A., Ph.D., University of Southern California. School psychology; multicultural evaluation and nondiscriminatory assessment.
Richard J. Ozechosky, Professor, B.A., Niagara University; M.S. in Ed., Ph.D., St. John’s University. Measurement of self-concept and its relation to other variables; eating disorders; personality testing; psychotherapy.
Alice W. Pope, Associate Professor, B.A., Ph.D. Pennsylvania State University. Developmental psychology, peer relations and self-perceptions of children and adolescents.
Miguel Roig, Associate Professor, B.A. Jersey City State College, M.A., St. John’s University; Ph.D. Rutgers-Newark. Academic dishonesty; responsible conduct of research; cognitive-neuropsychological parameters of cognitive styles of thinking; paranormal and parapsychological issues.
Marlene Sotelo-Dynega, Associate Professor, B.A. and M.S., Iona College; Psy.D. St. John’s University. Psychoeducational assessment and school psychology and social justice.
Mark D. Terjesen, Director of School Psychology programs, Associate Professor, B.A., Boston University; M.A., Ph.D., Hofstra University. School psychology, cognitive-behavioral therapy with children and adolescents, preschool assessment and intervention.
Sociology/Anthropology

Barrett Brenton, Professor, B.A., University of Nebraska; M.A., Lincoln; M.A., Ph.D., University of Massachusetts, Amherst. Anthropology; Human Ecology; Medical Anthropology.

Natalie P. Byfield, Associate Professor, B.A., Princeton University; M.A., Stanford University; Ph.D. Fordham University. Graduate Program in Sociology. Media Studies, Race and Ethnicity, Social Theory.

Judith N. DeSena, Professor, B.A., Brooklyn College; Ph.D., The Graduate School, CUNY. Sociology of Community; Sociology of Gender; Urban Sociology; Research Methods.

William DiFazio, Professor, B.A., Richmond College, CUNY; M.A., Ph.D., CUNY, Graduate Center. Sociology of Work; Technology and Science; Juvenile Delinquency; Social Theory; Poverty.

Dawn Esposito, Chair and Associate Professor, B.A., Queens College, CUNY; Ph.D., The Graduate Center, CUNY. Social Theory; Cultural Studies, Gender; Family.


Michael Ingergaard, Professor, B.A., St. John’s University, Collegeville, MN; M.A., Ph.D., Michigan State University. Urban Sociology; Work and Labor Markets; Economy and Society.

Judith Ryder, Associate Professor, B.A., University of Michigan; M.A., University of California, Santa Barbara; Ph.D. John Jay College, CUNY. Criminology, Methods.

Robert H. Tillman, Graduate Director, Criminology and Justice, Professor, B.A., University of Oklahoma; Ph.D., University of California, Davis. Criminology; Deviance; Methods.

Joseph Trumino, Associate Professor, B.A., Hunter College, CUNY; Ph.D., The Graduate School, CUNY. Urban Sociology, Sociology of Sport, Social Theory.

Roberta Villalon, Associate Professor, Lic. International Relations, Universidad Torcuato Di Tella, Buenos Aires, Argentina; M.A., Latin American Studies and Ph.D., Sociology, University of Texas at Austin. Feminist Theory, Inequality, Political Sociology, Social Movements.

Theology and Religious Studies

Meghan J. Clark, Assistant Professor, B.A., Fordham University; M.A., Ph.D., Boston College. Moral Theology.

Francis D. Connolly-Weinert, Associate Professor, B.S., St. Joseph’s University (Philadelphia); M.A., Maryknoll School of Theology, Ph.D., Fordham University. New Testament Writings and Theology, Quranic Literature.

Michael T. Dempsey, Associate Professor, B.A., Denison University; M.A.R., Yale Divinity School; Ph.D., University of St. Michael’s College, Toronto. Systematic Theology, Historical Theology, Doctrine of God, Trinity, and Providence.

Christopher D. Denney, Associate Professor, B.A., St. John’s College (Annapolis, MD); M.A., Ph.D., The Catholic University of America. Historical Theology, Religion and Culture; Theological Aesthetics.

Loretta M. Devoy, O.P., Associate Professor, B.A., St. Francis College; M.S.T., Loyola University. History of Modern Christianity, Spirituality.

Rev. Patrick S. Flanagan, C.M., Assistant Professor, B.S., Niagara University; M.Div., Mary Immaculate Seminary; Ph.D., Loyola University. History of Modern Christianity, Spirituality.

Rev. David W. Haddorff, Associate Professor, B.A., University of Northern Colorado; M.A., Wheaton College Graduate School; Ph.D., Marquette University. Christian Ethics and Moral Theology, Social Ethics, American Theology and Religion.

Nicholas Healy, Professor, G.G.S.M., Guild Hall School of Music and Drama, London, England; M.A., St. Michael’s College, University of Toronto; M.A., M.Phil., Ph.D., Yale University.

Joann Heaney-Hunter, Associate Professor, B.A., M.A., St. John’s University; M.S., Long Island University; Ph.D., Fordham University; M.S., Mental Health Counseling, Long Island University. Theology, Pastoral Practice of Marriage and Family, Early Church History.

Mark Kiley, Associate Professor, B.A., Boston College; M.T.S., Harvard Divinity School; Ph.D., Harvard University. Biblical Studies, Biblical Greek.

Marian Maskulak, CPS, Assistant Professor, B.A., Lock Haven University; PA; M.A., Fordham University; S.T.L., S.T.D., Regis College, Toronto; Ph.D., University of St. Michael’s College, Toronto. Theology and Spirituality.

Paul D. Molnar, Professor, B.A., Cathedral College of the Immaculate Conception, Huntington; M.A., St. John’s University; Ph.D., Fordham University. Systematic Theology. Christology, Trinitarian Theology, Theological Method.

Habibeh Rahim, Associate Professor, B.A., University of Toronto; M.S.T., Harvard Divinity School; A.M., Ph.D., Harvard University. Islamic and Interfaith Studies, Spirituality, Aesthetics.


Matthew Sutton, Assistant Professor, B.A., University of St. Thomas, MN; M.A., Ph.D., Marquette University. Systematic Theology, Trinitarian Theology, Christology, Pneumatology, Ecclesiology, Spirituality.

Julia A. Upton, R.S.M., Professor, B.A., Ohio Dominican College; M.A., St. John’s University; Ph.D., Fordham University. Liturgy, Sacramental Theology.

Christopher P. Vogt, Chair, Graduate Director, Associate Professor, B.A., College of the Holy Cross; M.T.S., Harvard Divinity School; Ph.D., Boston College. Catholic Social Ethics, Fundamental Moral Theology.


Rev. Walter R. Wifall, Jr., Professor, B.A., M.Div., M.S.T., Concordia Seminary; Ph.D., The Johns Hopkins University. OT Literature and Theology; Biblical Hebrew.