Graduate Bulletin
2004 - 2006

St. John’s College of
Liberal Arts and Sciences

The School of Education

The Peter J. Tobin College of Business

College of Pharmacy and
Allied Health Professions

College of Professional Studies
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Academic Calendar 2004—2006
*Calendar is subject to change. Please consult the web regularly.

2004 Fall Semester

August
5 Thursday: Last day to file a diploma application for September conferral.

September
1 Wednesday: Fall semester begins. Monday classes meet.
6 Monday: Labor Day—School closed. No classes.
8 Wednesday: Last day for program changes. All registration ceases.
10 Friday: Graduate Division of St. John's College of Liberal Arts and Sciences
College of Pharmacy and Allied Health Professions
All language testing requirements must be fulfilled and requests for transfer credit must be processed by this date.
29 Wednesday: Graduate Division of St. John's College of Liberal Arts and Sciences
College of Pharmacy and Allied Health Professions
Last day to apply for fall Master's Comprehensive Examination and Doctoral Qualifying, Writing and Comprehensive Examinations.
30 Thursday: September degree conferral date.
The School of Education
Last day to apply for fall Doctoral and Master's Comprehensive Examinations.
College of Professional Studies
Examinations will be offered on an as-needed basis. Please see the director for details.

October
Web and Redphone Registration begin. Schedule to be announced—Consult the Web.
4 Monday:
Graduate Division of St. John's College of Liberal Arts and Sciences
The School of Education
College of Pharmacy and Allied Health Professions
Readers' copies of Doctoral Dissertations and Master's theses for degrees in January to be submitted to the departmental Chair by this date.

November
1 Monday: All Saints’ Day—School closed. No classes.
2 Tuesday: Election Day—School closed. No classes.
5 Friday: Graduate Division of St. John's College of Liberal Arts and Sciences
Doctoral Comprehensive Examination and Writing Competency Examinations
10 Wednesday: Last day to withdraw from classes.

December
8 Wednesday: Feast of the Immaculate Conception—School closed. No classes.
9 Thursday: Wednesday classes meet.
10 Friday: Study Day. No classes.
13 Monday: Last day of classes.
14–Tuesday–Monday: Final examination period.

2005 Spring Sememster

January
13 Thursday:
Graduate Division of St. John's College of Liberal Arts and Sciences
Doctoral and Master's School Psychology Comprehensive Examinations

February
10 Friday: Last day to apply for Spring Doctoral and Master's Comprehensive Examinations
College of Pharmacy and Allied Health Professions
All language testing requirements must be fulfilled and requests for transfer credit must be processed by this date.
25 Tuesday: Last day for program changes. All registration ceases.

February
26 Wednesday:
Graduate Division of St. John's College of Liberal Arts and Sciences
Last day to apply for Spring Doctoral and Master's Comprehensive Examination and for Doctoral Qualifying and Writing Examinations.
College of Pharmacy and Allied Health Professions

For information on school closings, check www.stjohns.edu/closings

www.stjohns.edu/graduatebulletin 3

*Calendar is subject to change. Please consult the Web regularly.
28 Friday:
The School of Education
Last day to apply for Spring Doctoral and Master's Comprehensive Examinations.

College of Professional Studies
Comprehensive Examinations will be offered on an as-needed basis. Please see the director for details.

February
1 Tuesday:
Graduate Division of St. John's College of Liberal Arts and Sciences
The School of Education
College of Pharmacy and Allied Health Professions
Readers' copies of Doctoral Dissertations and Master's theses for degrees in May to be submitted to the departmental Chair by this date.

21 Monday:
Presidents' Day—
School closed. No classes.

23 Wednesday:
Monday classes meet.

28– Monday–Sunday:
Spring Break—No classes.

March
2 Wednesday:
College of Pharmacy and Allied Health Professions
Doctoral Comprehensive Examination
Master's Comprehensive Examination

4 Friday:
Graduate Division of St. John's College of Liberal Arts and Sciences
Doctoral Comprehensive Examination
Master's Comprehensive Examination
Last day to file a Graduation diploma application for May Commencement.

5 Saturday:
The School of Education
Doctoral Comprehensive Examination

10 Thursday:
Graduate Division of St. John's College of Liberal Arts and Sciences
Doctoral Comprehensive Examination and D.A. Writing Competency Examinations

12 Saturday:
The School of Education
Doctoral Comprehensive Examinations
Master's Comprehensive Examinations

18 Friday:
Graduate Division of St. John's College of Liberal Arts and Sciences
Doctoral Comprehensive and Qualifying Examinations

24– Thursday–Monday:
Easter recess—School closed.
No classes.

29 Tuesday:
Classes resume.

April
Web and Redphone Registration begins.
Schedule to be announced—
Consult the Web.

6 Wednesday:
Last day to withdraw from classes.
Last day to apply for Pass/Fail option.
Last day to submit coursework for incomplete grades from Fall 2004 semester.

12 Tuesday:
Graduate Division of St. John's College of Liberal Arts and Sciences
The School of Education
College of Pharmacy and Allied Health Professions
Final Oral Examinations (defense) for all candidates for Doctoral degrees in May 2005 to have been held by this date.

25 Monday:
Graduate Division of St. John's College of Liberal Arts and Sciences
The School of Education
College of Pharmacy and Allied Health Professions
Readers' copies of Doctoral Dissertations and Master's theses for degrees in September to be submitted to the departmental Chair by this date.

May
2 Monday:
Last day of classes.

29 Thursday:
Last day to apply for summer Doctor of Pharmacy Comprehensive Examination (for those departments which will be offering the examination).

College of Pharmacy and Allied Health Professions
Last day to apply for summer Master's Comprehensive Examination (for those departments which will be offering the examination).

College of Pharmacy and Allied Health Professions
Last day to apply for Summer Doctor of Pharmacy Comprehensive Examination

3 Tuesday:
Study Day—No classes.

4– 11 Final examination period.

5 Thursday:
Ascension Thursday—School closed.
No finals.

11 Wednesday:
Thursday finals held.

TBA Saturday:
Commencement Exercises—
Staten Island campus

TBA Sunday:
Commencement Exercises—
Queens campus

June
27 Monday:
Graduate Division of St. John's College of Liberal Arts and Sciences
Master's Comprehensive Examination

July
11– Monday–Tuesday:
12 Graduate Division of St. John's College of Liberal Arts and Sciences
Clinical Psychology Doctoral Comprehensive Examination

TBA Sunday:
Commencement Exercises—
Rome Campus (Graduate)

2005 Fall Semester
August
4 Thursday:
Last date to file a diploma application for September conferral.

31 Wednesday:
Fall semester begins.
Monday classes meet.

September
3 Saturday:
No classes.

5 Monday:
Labor Day—
School closed. No classes.

7 Wednesday:
Last date for program changes.
All registration ceases.

9 Friday:
Graduate Division of St. John's College of Liberal Arts and Sciences
College of Pharmacy and Allied Health Professions
All language testing requirements must be fulfilled and requests for transfer credit must be processed by this date.

27 Tuesday:
The School of Education
Last day to apply for Fall Doctoral and Master's Comprehensive Examinations.

College of Professional Studies
Comprehensive Examinations will be offered on an as-needed basis. Please see the director for details.

*Calendar is subject to change. Please consult the Web regularly.
For information on school closings, check www.stjohns.edu/closings
28 Wednesday: Graduate Division of St. John’s College of Liberal Arts and Sciences
College of Pharmacy and Allied Health Professions
Last day to apply for Fall Master’s Comprehensive Examination and Doctoral Qualifying, Writing and Comprehensive Examinations.
30 Friday: September degree conferral date.

October
Web and Redphone Registration begin.
Schedule to be announced—Consult the Web.
3 Monday:
Graduate Division of St. John’s College of Liberal Arts and Sciences
The School of Education
College of Pharmacy and Allied Health Professions
Readers’ copies of Doctoral Dissertations and Master’s theses for degrees in January to be submitted to the departmental Chair by this date.
10 Monday:
Columbus Day
School closed—No classes.
19 Wednesday:
Last date to file a diploma application for January conferral.
28 Friday:
Graduate Division of St. John’s College of Liberal Arts and Sciences
Doctoral Comprehensive Examination
Master’s Comprehensive Examination

November
1 Tuesday:
All Saints’ Day—
School closed—No classes.
4 Friday:
Graduate Division of St. John’s College of Liberal Arts and Sciences
Doctoral Comprehensive Examination and Writing Competency Examinations
5 Saturday:
The School of Education
Doctoral Comprehensive Examinations
8 Tuesday:
Last day to withdraw from classes.
Last day to apply for Pass/Fail option.
Last day to submit coursework for incomplete grades from the Spring and Summer 2005 semesters.
9 Wednesday:
College of Pharmacy and Allied Health Professions
Doctoral Comprehensive Examination and Qualifying Examination
11 Friday:
Veterans Day—
No classes. School closed.
Graduate Division of St. John’s College of Liberal Arts and Sciences
Doctoral Comprehensive and Qualifying Examinations
Graduate Division of St. John’s College of Liberal Arts and Sciences
The School of Education
College of Pharmacy and Allied Health Professions
Final Oral Examinations (defense) for all candidates for Doctoral degrees in January 2006 to have been held by this date.
12 Saturday:
The School of Education
Doctoral Comprehensive Examinations
Master’s Comprehensive Examinations
23–27 Thanksgiving Recession—No classes
28 Monday:
Classes resume.

December
1 Thursday:
Graduate Division of St. John’s College of Liberal Arts and Sciences
The School of Education
College of Pharmacy and Allied Health Professions
Complete theses and dissertations for all degrees in January to be submitted to the Office of the Dean by this date. Microfilm fee to be paid at this time.
8 Thursday:
Immaculate Conception—
School closed. No classes.
10 Saturday:
Last day of classes.
12 Monday:
Study Day—No classes.
13–19 Final examination period.

2006 Spring Semester

January
12 Thursday:
Graduate Division of St. John’s College of Liberal Arts and Sciences
Doctoral and Master’s School Psychology Comprehensive Examinations
16 Monday:
Martin Luther King, Jr. Day
School closed. No classes.
18 Wednesday:
Spring semester begins.
24 Tuesday:
Last day for program changes.
All registration ceases.
25 Wednesday:
Graduate Division of St. John’s College of Liberal Arts and Sciences
College of Pharmacy and Allied Health Professions
All language testing requirements must be fulfilled and requests for transfer credit must be processed by this date.
Graduate Division of St. John’s College of Liberal Arts and Sciences
Last day to apply for Spring Doctoral and Master’s Comprehensive Examination, and for Doctoral Qualifying and Writing Examinations.
College of Pharmacy and Allied Health Professions
Last day to apply for Spring Doctoral and Master’s Comprehensive Examination.
27 Friday:
The School of Education
Last day to apply for Spring Doctoral and Master’s Comprehensive Examinations.
College of Professional Studies
Comprehensive Examinations will be offered on an as-needed basis. Please see the director for details.

February
6 Monday:
Graduate Division of St. John’s College of Liberal Arts and Sciences
The School of Education
College of Pharmacy and Allied Health Professions
Readers’ copies of Doctoral Dissertations and Master’s theses for degrees in May to be submitted to the departmental Chair by this date.
20 Monday:
Presidents’ Day—
School closed. No classes.
22 Wednesday:
Monday classes meet.
24 Friday:
Graduate Division of St. John’s College of Liberal Arts and Sciences
Doctoral Comprehensive Examination
Master’s Comprehensive Examination

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For information on school closings, check www.stjohns.edu/closings
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<thead>
<tr>
<th>March</th>
<th>April</th>
<th>May</th>
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<tbody>
<tr>
<td>1 Wednesday:</td>
<td>Web and Redphone Registration begin—</td>
<td>1 Monday:</td>
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<tr>
<td>College of Pharmacy and Allied Health Professions</td>
<td>Schedule to be announced. Consult the Web.</td>
<td>Last day of classes. Graduate Division of St. John’s College of Liberal Arts and Sciences</td>
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<tr>
<td>Doctoral Comprehensive Examination</td>
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<td>The School of Education</td>
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<tr>
<td>Master’s Comprehensive Examination</td>
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<td>College of Pharmacy and Allied Health Professions</td>
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<tr>
<td>2 Thursday:</td>
<td>Easter Break—</td>
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<tr>
<td>Last day to file a diploma application for May Commencement Exercises; date to be announced.</td>
<td></td>
<td>Complete theses and dissertations for all May degrees to be submitted to the Office of the Dean by this date. Microfilm fee to be paid at this time. Graduate Division of St. John’s College of Liberal Arts and Sciences</td>
</tr>
<tr>
<td>3 Friday:</td>
<td>Graduate Division of St. John’s College of Liberal Arts and Sciences</td>
<td>Last day to apply for summer Doctoral and Master’s Comprehensive Examination (for departments offering the examinations).</td>
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<tr>
<td>Graduate Division of St. John’s College of Liberal Arts and Sciences</td>
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<td>College of Pharmacy and Allied Health Professions</td>
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<tr>
<td>Doctoral Comprehensive Examination and D.A. Writing Competency Examinations</td>
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<td>Last day to apply for summer Doctor of Pharmacy Comprehensive Examination.</td>
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<tr>
<td>4 Saturday:</td>
<td>Final Oral Examinations (defense) for all candidates for Doctoral degrees in May 2006 to have been held by this date.</td>
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<tr>
<td>The School of Education</td>
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<td>2 Tuesday:</td>
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<tr>
<td>Doctoral Comprehensive Examinations</td>
<td></td>
<td>Study Day. No classes.</td>
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<tr>
<td>6– Monday–Saturday:</td>
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<td>3– Wednesday–Tuesday:</td>
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<tr>
<td>Spring Break. No classes.</td>
<td></td>
<td>Final examination period.</td>
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<tr>
<td>10 Friday:</td>
<td>Graduate Division of St. John’s College of Liberal Arts and Sciences</td>
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<tr>
<td>Graduate Division of St. John’s College of Liberal Arts and Sciences</td>
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<td>TBA: Saturday:</td>
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<tr>
<td>Doctoral Comprehensive and Qualifying Examinations</td>
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<td>Commencement Exercises—Staten Island campus</td>
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<tr>
<td>11 Saturday:</td>
<td>The School of Education</td>
<td>TBA: Sunday:</td>
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<tr>
<td>The School of Education</td>
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<td>Commencement Exercises—Queens campus</td>
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<tr>
<td>Doctoral Comprehensive Examinations</td>
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<tr>
<td>31 Friday:</td>
<td>Readers’ copies of Doctoral Dissertations for September degrees to be submitted to the departmental Chair by this date.</td>
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<tr>
<td>Last day to withdraw from classes. Last day to apply for pass/fail option. Last day to submit coursework for incomplete grades from the Fall 2005 semester.</td>
<td></td>
<td>26 Monday:</td>
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<tr>
<td>26 Monday:</td>
<td>Graduate Division of St. John’s College of Liberal Arts and Sciences</td>
<td>Graduate Division of St. John’s College of Liberal Arts and Sciences</td>
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<tr>
<td></td>
<td>Doctoral Comprehensive Examination and Master’s Comprehensive Examination (for departments offering the examination.)</td>
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<tr>
<td>10– Monday–Tuesday:</td>
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<td>11</td>
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<tr>
<td>11 Graduate Division of St. John’s College of Liberal Arts and Sciences</td>
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<td>Clinical Psychology Doctoral Comprehensive Examinations</td>
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*Calendar is subject to change. Please consult the Web regularly. For information on school closings, check www.stjohns.edu/closings

For information on school closings, check [www.stjohns.edu/closings](http://www.stjohns.edu/closings)
General Information

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

Master of Science in School Psychology
First consideration is given to applications received by March 15.

Doctoral Programs
Application with supporting credentials should be received by June 1 for fall entry and November 1 for spring entry. (Note: most doctoral programs do not admit students to the spring semester; please refer to specific program information.)

Doctoral Programs in Psychology
Application with supporting credentials must be received by February 1 for fall entry.

Pharm.D. Program
(Practioner’s Option)
Application with supporting credentials must be received by March 15 for fall entry.

International Students
(Except those programs noted above)
Must submit completed applications and all credentials by May 1 for fall entry and November 1 for spring entry.

A non-refundable fee of $40, in the form of a check or money order payable to St. John’s University, must accompany the application. Completed applications and supporting credentials should be forwarded to the campus of intended study as follows:

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

St. John’s University
Office of Graduate Admission
300 Howard Avenue
Staten Island, NY 10301

Admission to a Degree Program

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

- Applicants to The School of Education:
  St. John’s University
  The School of Education
  Office of Graduate Admission
  Newman Hall 106
  8000 Utopia Parkway
  Queens, NY 11439

- Applicants to The Peter J. Tobin College of Business:
  St. John’s University
  Office of Graduate Admission
  Bent Hall 111C
  8000 Utopia Parkway
  Queens, NY 11439

International Student Admission

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

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

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

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

General Graduate Information

Questions concerning admissions procedures or graduate programs offered by the University should be directed to the Office of Admission, (718) 990-1601, fax (718) 990-2346.
Transfer Student Admission

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

Transfer Credit

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

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

Advanced Standing

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

The number of advanced standing credits permitted is contingent upon assessment of the previously earned credit in accordance with department/division and school/college regulations. However, all doctoral students in the Graduate Division of St. John’s College of Liberal School of Arts and Sciences and the College of Pharmacy and Allied Health Professions must complete a minimum of two-thirds of the total number of credits beyond the master’s degree at St. John’s University. All doctoral students in The School of Education are required to take a minimum of 45 credits at St. John’s University.

Accident and Sickness Insurance

The University requires all students holding an F-1 or J-1 visa to have accident and sickness insurance. In addition, all resident students are required to have accident and sickness insurance. This coverage can be provided by the University policy or through their own comparable coverage.

Accident and sickness insurance is also available at low-cost student rates to all full-time and part-time undergraduate and graduate students. Information is provided at the beginning of the academic year to all students. Inquiries may be directed to the Office of Student Life, (718) 990-6573 on the Queens campus; the Health Office, (718) 390-4447 on the Staten Island campus; or University Health Plans, 1 (800) 437-6448.

Expenses

All fees and the entire tuition as well as room and board charges for each semester are due and payable in full before registration can be completed. All payments must be made by check or money order payable to St. John’s University or by credit card. American Express, MasterCard, VISA and Discover are accepted at the Bursar’s Office. The University reserves the right to change the schedule of tuition and fees when necessary but every effort is made to maintain them at the lowest possible level.

2004–2005 Tuition*

- Graduate: Cost per credit
  - College of Professional Studies $695
  - The School of Education $695
  - The Peter J. Tobin College of Business $725
  - St. John’s College
    - Grad Arts & Sciences $695
    - School Psychology $770
    - Library Science $770
    - Speech–Language Pathology and Audiology $770
    - Ph.D. Clinical Psychology $860
  - College of Pharmacy and Allied Health Professions $825
  - Pharm.D. (Practitioner’s Option) $860

* Check www.stjohns.edu for regular tuition updates in our online Graduate Bulletin.

Fees

- General Fee per semester
  - (Non-refundable) $100
- Particular Fees (Non-refundable)
  - Application fee $40
  - Late registration/payment $150
- Continuous Enrollment Varies
  - (Cf. regulation under Graduate School of Arts and Sciences)
- Maintaining matriculation, per semester $50
- Microfilming of doctoral dissertation and abstract $100
- Binding fee $10
- Examination (Non-refundable)
  - Comprehensive examination for Master’s degree $50
  - Qualifying Examination for Doctor’s Degree $40
  - Comprehensive examination for Doctor’s degree, reading of dissertation and oral examination $100
  - Language examinations, per examination $20
  - Make-up examinations $40
  - Special Student processing fee $10

- St. John’s University requires all international students with an F-1 or J-1 visa to pay for Health Insurance through the University Insurance Company.

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

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

  Degree candidates who have completed all courses but require the use of laboratory facilities for research work will be charged an additional $40 per semester. Students who require the use of laboratory facilities to remove incomplete grades will be charged the laboratory fee for the course in question.

  Students whose accounts are in arrears will not be permitted to register for a subsequent semester, receive grades, or be issued a diploma or a transcript of record. All past due balances are charged interest at the rate of one percent per month. Delinquent accounts may be referred to a third party for collection.
which will result in the addition of collection costs to the account balance.

Room and Board

Queens
2004–2005 Academic Year
Single Room $3,975 per semester
Standard Double Room $3,300 per semester
Junior Triple Room $2,775 per semester
Standard Triple Room $3,300 per semester
Board (Meal) Plan
10, 14, or 19 $1,975 per semester
Meal Plan 7 $1,000 per semester

Staten Island
2004–2005 Academic Year
Single Rooms range from $3,200 to $4,000 per semester
Double Rooms range from $2,950 to $3,200 per semester
Triple Room $2,700 per semester

Manhattan
2004–2005 Academic Year
Single Room $3,975 per semester
Double Room $2,975 per semester
Triple Room $2,975 per semester
Meal Plan
Upperclassmen Meal Plan $1,975 per semester
Freshmen Meal Plan $1,675 per semester

Withdrawal from Courses and Tuition Refunds
A student who wishes to withdraw from a course must complete a Change of Program form and have it signed by the appropriate departmental chair and Academic Dean. The date of withdrawal will be the date of the student’s written request as attested by his or her dean.

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

Students should allow at least three weeks from the date of filing a Change of Program with the Dean for refund claims to be approved, processed and for checks to be mailed.

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

Students are considered in attendance until they officially withdraw from school or are requested to do so by a Dean. Students who leave school voluntarily or drop a course must do so through the proper channels, otherwise risk assuming full tuition charges.

The following percentage of tuition may be refunded for withdrawals:

<table>
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<tr>
<th>Fall 2004</th>
<th>% of Refund</th>
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<tr>
<td>Through September 7</td>
<td>100%</td>
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<tr>
<td>Through September 14</td>
<td>80%</td>
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<td>Through September 21</td>
<td>60%</td>
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<tr>
<td>Through September 28</td>
<td>40%</td>
</tr>
<tr>
<td>Through October 5</td>
<td>20%</td>
</tr>
<tr>
<td>After October 5</td>
<td>NONE</td>
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<table>
<thead>
<tr>
<th>Spring 2005</th>
<th>% of Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through January 28</td>
<td>100%</td>
</tr>
<tr>
<td>Through February 4</td>
<td>80%</td>
</tr>
<tr>
<td>Through February 11</td>
<td>60%</td>
</tr>
<tr>
<td>Through February 18</td>
<td>40%</td>
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<td>Through February 25</td>
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<tr>
<td>After February 25</td>
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<table>
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<tr>
<th>Fall 2005</th>
<th>% of Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through September 9</td>
<td>100%</td>
</tr>
<tr>
<td>Through September 16</td>
<td>80%</td>
</tr>
<tr>
<td>Through September 23</td>
<td>60%</td>
</tr>
<tr>
<td>Through September 30</td>
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<tr>
<td>Through October 7</td>
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<table>
<thead>
<tr>
<th>Spring 2006</th>
<th>% of Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through January 27</td>
<td>100%</td>
</tr>
<tr>
<td>Through February 3</td>
<td>80%</td>
</tr>
<tr>
<td>Through February 10</td>
<td>60%</td>
</tr>
<tr>
<td>Through February 17</td>
<td>40%</td>
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<tr>
<td>Through February 24</td>
<td>20%</td>
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<tr>
<td>After February 24</td>
<td>NONE</td>
</tr>
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</table>
Program Requirements
In addition to the regulations in this section, each student is responsible for becoming familiar with the requirements specific to the college/school, department/division and academic program of study in which he/she is enrolled. For further details, consult the appropriate section of this Bulletin.

Academic Units and Programs
Most graduate courses at St. John’s are conveniently scheduled for late afternoon, evenings and Saturday mornings. Enrollment in non-approved course work may jeopardize a student’s eligibility for a student aid award. Following is a listing of all approved graduate programs at St. John’s University. To learn which of the University’s campuses offer specific programs, please consult your academic dean.

St. John’s College of Liberal Arts and Sciences

<table>
<thead>
<tr>
<th>Major Name</th>
<th>HEGIS Code</th>
<th>Credentials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Interdisciplinary</td>
<td>0301</td>
<td>Certificate</td>
</tr>
<tr>
<td>Latin American and Caribbean Study</td>
<td></td>
<td></td>
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<tr>
<td>Asian and African Culture Studies</td>
<td>0399</td>
<td>Certificate</td>
</tr>
<tr>
<td>Biology</td>
<td>0401</td>
<td>B.S./M.S.</td>
</tr>
<tr>
<td>Biology*</td>
<td>0401</td>
<td>M.S.</td>
</tr>
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<td>M.Phil.</td>
</tr>
<tr>
<td>Catholic Theology and Pastoral Ministry</td>
<td>2399</td>
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</tr>
<tr>
<td>Chemistry</td>
<td>1905</td>
<td>B.S./M.S.</td>
</tr>
<tr>
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<tr>
<td>Chinese Studies</td>
<td>0399</td>
<td>M.A.</td>
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<td>Chinese Language</td>
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<td>Certificate</td>
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<tr>
<td>Clinical Psychology</td>
<td>2003</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>Communication Arts/Government and Politics</td>
<td>0601/2207</td>
<td>B.S./M.A.</td>
</tr>
<tr>
<td>Communication Arts/Sociology</td>
<td>0601/2208</td>
<td>B.S./M.A.</td>
</tr>
<tr>
<td>Criminal Justice/Sociology</td>
<td>2105/2208</td>
<td>B.S./M.A.</td>
</tr>
<tr>
<td>Criminology and Justice</td>
<td>2209</td>
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<tr>
<td>East Asian Cultural Studies</td>
<td>0302</td>
<td>Certificate</td>
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<tr>
<td>East Asian Studies</td>
<td>0302</td>
<td>B.A./M.A.</td>
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<tr>
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<td>M.A.</td>
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<tr>
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</tr>
<tr>
<td>English</td>
<td>1501</td>
<td>D.A.</td>
</tr>
<tr>
<td>Government and Politics</td>
<td>2207</td>
<td>B.A./M.A.</td>
</tr>
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<td>2207</td>
<td>M.A.</td>
</tr>
<tr>
<td>Government and Politics/Law</td>
<td>2207/1401</td>
<td>M.A./J.D.</td>
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<tr>
<td>Government and Politics/Library</td>
<td>2207/1601</td>
<td>M.A./M.L.S.</td>
</tr>
<tr>
<td>Health Services Administration/</td>
<td>1202/2207</td>
<td>B.S./M.A.</td>
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<tr>
<td>Government and Politics</td>
<td>1202/2208</td>
<td>B.S./M.A.</td>
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<td>History</td>
<td>2205</td>
<td>B.A./M.A.</td>
</tr>
<tr>
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<td>2205</td>
<td>M.A.</td>
</tr>
<tr>
<td>Human Services/Sociology</td>
<td>2101/2208</td>
<td>B.S./M.A.</td>
</tr>
<tr>
<td>International Law and Diplomacy/</td>
<td>2210</td>
<td>Certificate</td>
</tr>
<tr>
<td>Journalism/ Government and</td>
<td>2101/2208</td>
<td>B.S./M.A.</td>
</tr>
<tr>
<td>Politics</td>
<td>2101/2208</td>
<td>B.S./M.A.</td>
</tr>
<tr>
<td>Journalism/Sociology</td>
<td>2101/2208</td>
<td>B.S./M.A.</td>
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<td>Liberal Studies</td>
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<td>M.Div.</td>
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<tr>
<td>Library and Information Studies</td>
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<td>Advanced Certificate</td>
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<tr>
<td>Library Science</td>
<td>1601</td>
<td>M.L.S.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1701</td>
<td>B.A./M.A.</td>
</tr>
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<td>1701</td>
<td>M.A.</td>
</tr>
<tr>
<td>Modern World History</td>
<td>2205</td>
<td>D.A.</td>
</tr>
<tr>
<td>Legal Studies/ Government and</td>
<td>0599/2207</td>
<td>B.S./M.A.</td>
</tr>
<tr>
<td>Politics</td>
<td>0599/2208</td>
<td>B.S./M.A.</td>
</tr>
<tr>
<td>Pharmaceutical Sciences/Library</td>
<td>1211/1601</td>
<td>M.S./M.L.S.</td>
</tr>
<tr>
<td>Sciences</td>
<td>1509</td>
<td>M.A.</td>
</tr>
<tr>
<td>Political Science/ Government and Politics</td>
<td>2207</td>
<td>B.A./M.A.</td>
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<tr>
<td>Psychology/General Experimental Psychology</td>
<td>2002</td>
<td>B.A./M.A.</td>
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<tr>
<td>Psychology/General Experimental Psychology</td>
<td>2002</td>
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</tr>
<tr>
<td>Public Administration in Government</td>
<td>2102</td>
<td>Certificate</td>
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The School of Education

<table>
<thead>
<tr>
<th>Major Name</th>
<th>HEGIS Code</th>
<th>Credentials</th>
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<tbody>
<tr>
<td>Adolescent Education: Field Change</td>
<td>0803</td>
<td>MSED</td>
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<tr>
<td>Adolescent Education: Career Change</td>
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<td>MSED</td>
</tr>
<tr>
<td>Adolescent Education: Biology 7-12</td>
<td>0401.01</td>
<td>MSED</td>
</tr>
<tr>
<td>Adolescent Education: English 7-12</td>
<td>1501.01</td>
<td>MSED</td>
</tr>
<tr>
<td>Adolescent Education: Mathematics 7-12</td>
<td>1701.01</td>
<td>MSED</td>
</tr>
<tr>
<td>Adolescent Education: Social Studies 7-12</td>
<td>2201.01</td>
<td>MSED</td>
</tr>
<tr>
<td>Adolescent Education: Spanish 7-12</td>
<td>1105.01</td>
<td>MSED</td>
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<tr>
<td>Bilingual Extension</td>
<td>0899</td>
<td>MSED</td>
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<tr>
<td>Childhood and Childhood Special Education (Internship)</td>
<td>0808</td>
<td>MSED</td>
</tr>
<tr>
<td>Childhood Education And TESOL</td>
<td>1508</td>
<td>MSED</td>
</tr>
<tr>
<td>Childhood Education: Field Change</td>
<td>0802</td>
<td>MSED</td>
</tr>
<tr>
<td>Childhood Education: Childhood Education (1-6)</td>
<td>0802</td>
<td>MSED</td>
</tr>
<tr>
<td>Educational Administration And Supervision</td>
<td>0828</td>
<td>MSED</td>
</tr>
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</table>
Office of the Registrar

The Office of the Registrar serves and supports students and alumni, faculty and their departments, the University as a whole and its constituent colleges. These services include registration, the maintenance of student academic records, grade processing, transcripts, verifications of enrollment, and classroom assignments. The Office of the Registrar is responsible for maintaining the accuracy and the integrity of the University's official student academic records.

The Office mails continuing students information about registration in March and October. Registration for continuing students takes place in April and in November for the coming fall and spring semesters. Continuing students may register for summer classes when they register for fall classes.

The office mails students grade reports for the fall and spring semesters on a rolling basis, i.e., each student's grades are mailed when all grades for that student are posted. Summer grade reports are mailed at one time at the end of all summer sessions. Grades are available as they are posted via Redphone, the University's telephone registration and grade inquiry system. The number for Redphone is (718) 591-7337. Grades are also available from the University's Web site at the following url: https://apollo.stjohns.edu/. To access grades via either system, students must first enter their University ID number and then their Personal Identification Number (PIN). For most students, the ID number is their Social Security number. PIN's are initially set to one's date of birth represented as a six-digit number. The date July 4, 1976 would be entered 070476. Students are encouraged to change their PIN's to a six-digit number of their own design at their first opportunity. PIN's may be changed via the ID number is their Social Security number. PIN's are initially set to one's date of birth represented as a six-digit number. The date July 4, 1976 would be entered 070476. Students are encouraged to change their PIN's to a six-digit number of their own design at their first opportunity. PIN's may be changed via Redphone or the web.

Because the University is continually expanding the services and information it makes available via the Web, students should refer to the University Web site on a regular basis. The University homepages may be found at this url: http://www.stjohns.edu/.

On the Queens campus, the Office of the Registrar is located in Room 106 Newman Hall. At Staten Island, the office is in Room 200, Flynn Hall; at our Manhattan Campus, the office of Enrollment Services is on the first floor. Hours of operation are:

- Monday: 8:30 a.m.–7 p.m.
- Tuesday–Thursday: 8:30 a.m.–4:30 p.m.
- Friday: 8:30 a.m.–3 p.m.

(The Manhattan Campus office closes at 4:30 p.m. on Mondays.)

www.stjohns.edu/graduatebulletin
Advisement
All students must complete a specific registration form with courses that have been pre-approved by an advisor. Since advisement policies vary among the individual schools, students should consult their respective dean's office to ensure that proper procedures are followed.

All matriculated students are assigned an advisor upon admission to any graduate program. Students are responsible for planning their programs in consultation with their official advisors and for registering for coursework or maintaining matriculation each semester until the degree is awarded.

New and continuing students must report to their respective dean's office to obtain a registration permit, which must be signed by an advisor.

In order to be officially admitted to a course, the student must show a class schedule receipt to the instructor. Class schedule receipts must also be shown for any laboratories or workshops associated with the course. Any changes in a student's program must be completed before the end of the registration period by filing the appropriately approved Change of Program form.

Under no circumstances—even if a student has been unofficially attending a class—will a student be permitted to enroll in a course after the late registration period has ended. Once a student has been issued a class schedule receipt, this represents enrollment in a course. If a student wishes to withdraw from a course, the appropriate Change of Program form must be approved by the appropriate academic dean and filed in the Office of the Registrar. Unless a student officially withdraws from a course by filing a Change of Program form by the deadline specified in the Academic Calendar, a final grade of "F" will be recorded on the permanent record.

Since advisement policies vary among the individual schools, students should consult their dean's office to ensure that proper procedures are followed.

Registration
Once advised, students may register according to the schedule published by the Registrar. The Registrar mails students a notice informing them of the dates of registration. This schedule and other information is available on the University's web site. The web offerings are updated daily and should be consulted regularly for additions, cancellations and changes.

Matriculated students are assigned an advisor upon admission. Students are responsible for planning their programs in consultation with their advisors or dean, and for registering for approved coursework or maintenance of matriculation each semester until the degree is awarded. While registration reserves a seat in class, registration by itself does not guarantee that any class is acceptable toward a student's degree program. Students who register for classes without their advisors' approval put themselves at financial and academic risk.

Students may register either via Redphone or the Web. The number for Redphone is (718) 591-7337. Web registration is available at the following url: https://apollo.stjohns.edu/. As with accessing grades, registration requires students to enter their University ID and their PIN. Registration also requires students to enter their Priority Registration Number, which they obtain from their academic advisors.

Bills are mailed on a rolling basis. Registration is not complete until students have satisfied their financial liability with the Office of the Bursar. The University reserves the right to cancel the registration of a student who has not satisfied this responsibility by the announced due date.

Students who wish to withdraw from one or more classes must see their dean for approval. This approval should then be brought to the Office of the Registrar for processing. Financial liability for classes is set by the official date of withdrawal. Students who stop attending without officially withdrawing will be held fully responsible financially and academically.

Transcripts and Verifications
Students and alumni may request transcripts and verifications of enrollment in person or by mail.

Once a request has been received, most transcripts are in the mail within three business days. Verifications of Enrollment, whenever possible, are provided when requested. There is no charge for transcripts or for verifications.

When requesting a transcript or verification by mail, be sure to include the following information: your full name and any other name used while at St. John's, your social security number, your dates of attendance, the division of the University you attended, degrees received, your address and telephone number, the reason for your request and the complete address to which you want the document sent. Be sure to sign your request, your signature is needed as authorization for releasing information about you.

Veterans and their Dependents
It is recommended that all veterans desiring to use their educational benefits for graduate work contact either the Veterans Administration, the Veterans Desk at the Queens campus (Room 106, Newman Hall) or the Veterans Desk at the Staten Island campus (Flynn Hall, Room 200).

The Veterans Desk Staff on campus will process the Application for Educational Assistance and Enrollment Certification and advise the student of procedures to follow in order to obtain benefits.

Veterans and their dependents should contact the Department of Veterans Affairs regional office in Buffalo, NY, for information about educational benefits. Their telephone number is 1 (888) 442-4551. The Department of Veterans Affairs also maintains a very useful web site at the following url: http://www.va.gov/. The Office of the Registrar certifies the enrollment of veterans and their dependents for educational benefits.

Eligible veterans may enroll in the ROTC Advanced Course and earn a commission as an Army Second Lieutenant. See Army ROTC in this bulletin.
Graduation

Conferral of Degrees
Graduate degrees are conferred by the Board of Trustees three times a year, in May, September and January.

“Conferral” means that the Registrar posts a notation of the award of a degree in our academic record-keeping system and this notation appears on a transcript.

All prospective candidates must file an application for their degrees in the Office of the Registrar at the beginning of the semester in which they expect to complete requirements for the degree, but no later than the date indicated in the Academic Calendar.

Only those individuals who complete all the degree requirements by the end of the spring semester will be eligible to participate in the spring commencement exercises.

For details regarding Rome commencement exercises, please contact the appropriate dean’s office.

Commencement
The University holds one commencement ceremony a year, in May. Students whose degrees are conferred in September or January are invited to attend the May commencement ceremony. The Office of University Events informs candidates for degrees of the commencement ceremony to which they are invited. Commencement for the Rome campus is held in July.

Diplomas
Diploma applications must be completed four months before the date of degree conferral. Applications are available in the Office of the Registrar. Students who want a name on their diploma that does not appear in our records must submit a change of name form with proof of their new name. Proof may be provided by court papers, marriage license, divorce papers and like documents. When providing proof of a name change, it is not necessary to submit portions of documentation that contain confidential or sensitive information; it is only necessary to submit that portion that attests to the name change.

Replacement Diplomas
If an original diploma is lost, stolen or destroyed, we will replace it. To order a replacement diploma, write to us for a replacement diploma application. Send your request to one of these addresses:
Office of the Registrar
St. John’s University
8000 Utopia Parkway
Queens, New York 11439
ATTN: Diploma Desk

Office of the Registrar
St. John’s University
Gymnasium Hill
300 Howard Avenue
Staten Island, New York 10301
ATTN: Diploma Desk

St. John’s University
Office of Enrollment Services
101 Murray Street
New York, NY 10007
ATTN: Diploma Desk

Return your application to the same address with a notarized statement explaining what happened to your original diploma if it was lost or stolen. If the original was damaged, return it with your application. Your application must be accompanied by copies of two proofs of identity, at least one of which contains a photo. Examples of acceptable proof include a passport, driver’s license, social security card and employment ID. There is a $50 fee for a replacement diploma.

Full-Time Study in Graduate Programs
Full-time study shall mean enrollment for at least 12 credits a semester or the equivalent. This includes independent or individualized study, practice teaching, graduate assistant- ships, thesis or dissertation research preparation for language or qualifying examination. Non-credit or prerequisite courses may be considered as contributing toward full or part-time study on an equivalent basis. Such equivalence is determined through the program or school in which the student is enrolled and must be approved prior to registration. A student carrying a full-time program that includes non-credit prerequisite courses will carry at least 6 credit hours each semester with the exception of the first semester, in which a student need carry only 3 credit hours. A combination of such credit and prerequisite work shall equal the minimum student effort requirement for full-time study. Courses taken entirely on a personal or voluntary basis, or solely to meet teacher certification, licencing or other external requirements, not recommended or required by the school, shall not contribute to full or part-time study.

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

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

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

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

The grade of “AB” will revert to “F” if the student fails to sit for the make-up examination or fails to appear at the scheduled time.

Auditing Courses
A student who audits a course is one who is qualified to register for a credit course for which no credit will be granted. Students may not audit a course which they subsequently would be required to complete for their degree. Auditors are expected to attend class but are not responsible for examinations or written assignments. A grade of “AU” for the course will be noted on the permanent record.

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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
</tr>
<tr>
<td>A–</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
</tr>
<tr>
<td>B–</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
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<td>IN</td>
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<tr>
<td>AU</td>
<td>0</td>
</tr>
<tr>
<td>UW</td>
<td>0</td>
</tr>
</tbody>
</table>

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

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

An "IN," i.e., incomplete grade, may be given if the student fails to submit a research paper on some equivalent research project. Students receiving an "IN" grade must submit all required materials no later than the deadline indicated in the Academic Calendar in this Bulletin. If the "IN" is not removed within this time period, it remains "IN" on the permanent record, and the student who requires the credit for this course must repeat it. The student must request a grade of incomplete from the professor before the end of the semester.

Audit - Graduate students may audit courses with permission of their dean. Auditors are expected to attend class but are not responsible for examinations as noted in the Academic Calendar.

Academic Standing
Students in the master's and professional diploma programs must maintain a 3.0 quality point average to continue in graduate work. Students who fail to maintain this average, either in a particular semester or in their overall academic record, are subject to having their academic program terminated.

Students in the master's programs in the College of Pharmacy and Allied Health Professions will automatically become subject to review by the appropriate college committee and dean. Students are subject to academic dismissal as a result of such review.

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

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

With the exception of the Master of Arts program in Speech-Language Pathology and Audiology offered by St. John's College of Liberal Arts and Sciences, the master's and professional diploma programs offered by The School of Education, and the Master of Business offered by The Peter J. Tobin College of Business, all master's degree students must successfully complete 12 semester hours of academic credit during two consecutive academic semesters. For regulations on satisfying the residence requirement of a particular master's or doctoral program, each student should consult the appropriate college/school and department/division section in this Bulletin.

Continuous Enrollment—Maintaining Matriculation

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

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

Doctoral Degree
Before sitting for the comprehensive examination, students not registered in coursework must enroll in the appropriate Maintaining Matriculation course. In order to register for the proper Maintaining Matriculation course, students should consult their departmental course offerings. After successful completion of the comprehensive examination, students must enroll in the appropriate three-credit Doctoral Research course each semester until the degree is awarded. In order to register for the proper course, students should consult their departmental/divisional course offerings.

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

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

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

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

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

Applications for these examinations should be made in the office of the appropriate dean no later than the dates assigned in the Calendar. Late fees may apply. The individual examiners report the results of this examination in writing to the dean, who communicates them to the individual candidates. In case of failure, one re-examination may be permitted upon the recommendation of the departmental/divisional chair and the dean.
Research Review Board

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

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

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

Master’s Thesis

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

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

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

Before beginning the writing of the thesis, the student should consult with the chair of the department and become familiar with the style sheet utilized by the department. The completed thesis should be submitted to the readers no later than the date indicated in the Academic Calendar, normally, three calendar months before the end of the semester.

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

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

Doctoral Dissertation

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

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

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

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

1. Students have the responsibility for requesting a mentor from the doctoral core faculty.
2. The student and mentor work together to choose a Committee adhering to the following procedures and guidelines:
   a. The Committee shall consist of the mentor and at least two other members.
   b. The two members plus the mentor shall come from the department/division.
   c. One additional member of the Committee may come from outside St. John’s University.
   d. The department/divisional chair, dean and mentor must unanimously approve any outside member.
   e. Final approval of the Committee composition rests with the Dean.
3. The dissertation proposal must be approved by the Committee and then forwarded to the departmental chair for his/her recommendations and then to the appropriate Dean for his/her approval.
4. There shall be an interim oral presentation of the dissertation in progress made before the Doctoral Committee which shall be scheduled by the mentor.
5. A manuscript based upon the dissertation and properly prepared for submission to a refereed journal must be submitted to the mentor prior to the scheduling of the oral defense.
6. The oral defense shall be open to the University community.
7. The mentor acts as the chair of the oral defense, unless otherwise determined by the Department GEPC or its equivalent. The chair of the oral defense shall be responsible for conducting the defense according to parliamentary procedure.
   Students must consult their respective dean’s office, as well as the directors or chairs of their doctoral programs, for the specific guidelines, timelines and stylistic formats which apply to the dissertation within their discipline.
   After the completed dissertation has been formally accepted, the candidate must defend the dissertation in a final oral examination before the faculty and the doctoral committee. The final copies (i.e., an original and two copies) of the completed dissertation must be submitted to the Dean for approval in accordance with the Academic Calendar. All dissertations must conform fully to current style guidelines appropriate to the discipline. Each copy shall have a title page, bearing the subject, the author’s name, the mentor’s name, the date of presentation, and the statement: “Submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy (or Doctor of Education or Doctor of Arts) to the faculty of the department (or division) of (Psychology, Administrative and Instructional Leadership, Pharmaceutical Sciences, etc.) at St. John’s University, New York.”

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

The original and one copy of the dissertation will then be sent to the Serials Department, University Library. The Library retains one paper copy of each doctoral dissertation and two paper copies of each master’s thesis. The paper for all library copies must be of high quality—20 lb., acid-free, non-erasable bond paper with a minimum of 25% rag or cotton content. The paper must have a good opacity, that is, print on one page should not easily show through the page in front of it. The margins for all copies must be 11/2 inches on the left side of each page and 1 inch on each of the other three sides. Note that these margins must also be left on pages containing graphs, illustrations, appendices, etc. Print on all copies must be dark and even. Word processed copies must be of letter quality.

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

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

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

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

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Financial Aid

Graduate Financial Aid

Forms

St. John's University awards most of its financial assistance to graduate students based on academic ability and financial need, as assessed by means of the federally approved needs analysis known as the Federal Methodology. The Federal Methodology needs analysis assists colleges, universities and other agencies in determining a student’s need for financial assistance.

Entering graduate students seeking financial assistance from any federal or institutional source of funding (including student loans) are required to submit a copy of the Free Application for Federal Student Aid (FAFSA) to the Federal Processing Center designating St. John's University, federal institution code number 002823, as one of the recipients. When the FAFSA is processed, the student receives a federal Student Aid Report (SAR). The FAFSA form may be obtained from the Office of Financial Aid at either campus of the University. St. John's deadline date for filing the FAFSA for maximum aid consideration is February 1 of each year.

Full-time graduate students who are New York State residents may also apply for the Tuition Assistance Program (TAP) by means of the TAP Electronic Application. Completed TAP applications must be filed with N.Y.S.H.E.S.C., 99 Washington Avenue, Albany, NY 12255.

Assistantships and Fellowships

Assistantships and fellowships in the humanities, sciences, education, business administration and pharmacy are awarded annually to academically qualified graduate students. Appointees carry a program of graduate study commensurate with their fellowship and assistantship schedules, and are not permitted to accept employment or other appointments either inside or outside the University during the period of their contract. Assistantships and fellowships provide remission of tuition; for some types fees are also covered and/or a stipend is available (see following information). These assistantships and fellowships are contract on a yearly basis.

Information about graduate assistantships and application forms is available from the Office of Admission. Information about fellowships is available from the office of the academic dean of the appropriate graduate unit. All credentials for assistantships and fellowships should be submitted no later than April 1, unless otherwise noted. The Office of Financial Aid must also be consulted regarding financial aid form filing requirements for graduate assistants and fellows.

Graduate Assistantships and Doctoral Fellowships

Assistantships and fellowships are awarded on a yearly basis to qualified graduate students. These awards are based on academic achievement. A stipend plus full-tuition remission for up to 12–15 credits a semester is awarded (dependent upon program); a recipient must not be employed elsewhere. Further information about availability may be obtained from the dean of the graduate program in which the student is interested.

The number of credits may vary slightly for GDAS students who have reached a particular level in certain programs.

Research Fellowships

Research fellowships are available in various departments. These fellowships are made available through grants from governmental agencies and various industrial concerns. Further information is available by contacting the appropriate deans.

Currently, fellowships for doctoral study in Biology are available to qualified students through the Grants in Academic Areas of National Need (GAANN) Program; contact the Director of Graduate Programs in Biology for information. The Initiative for Minority Student Development Program (IMSD) provides fellowships for graduate study, in a variety of masters' and doctoral programs, to students from traditionally underrepresented groups. Contact the IMSD Coordinator for details.

Doctoral Fellowships

Also, a limited number of University Doctoral Fellowships are available for programs leading to the Doctor of Philosophy degree (Biology, Clinical Psychology, Pharmaceutical Sciences), Doctor of Arts degree (English, History) and the Doctor of Education degree (Educational Administration and Supervision, Instructional Leadership). These fellowships are academic honors which are offered only to highly qualified students. They provide a stipend besides defraying tuition and fees. A fellowship holder has no additional duties beyond graduate studies. The term of each award is one calendar year and ordinarily may not be renewed. Upon termination of their awards, Doctoral Fellows are eligible to apply for other forms of financial aid. Further information is available from the appropriate academic dean’s office.

University Doctor of Arts Fellowships

A limited number of University Doctor of Arts Fellowships in English and history are available. The amount of this fellowship award is total remission of tuition and fees for up to two graduate courses in each semester of the academic year. Stipends are not awarded to the Doctor of Arts Fellowship recipients. The sole criterion for selection of these awards is academic merit. Students may be considered for fellowship renewal. These fellowships do not require full-time graduate study. Further information is available from the Dean of the Graduate Division of St. John’s College of Liberal Arts and Sciences or from the department chairperson.

Clare Boothe Luce Doctoral Fellowships in Biology

Clare Boothe Luce Fellowships are academic honors offered each year to a limited number of superior women doctoral applicants in Biology. A legacy of the estate of Clare Boothe Luce, the Luce Fellowships were established at a few selected institutions in order to encourage women to study and subsequently pursue academic careers in science, mathematics and engineering. These fellowships provide a stipend, a dependency allowance and tuition waivers for up to 30 credits per academic year. Appointments are for an initial two-year period, with possibility of renewal for a third year. Recipients of Clare Boothe Luce Fellowships have no additional duties beyond their graduate studies and may not accept employment either inside or outside of the University while they hold fellowships. Eligibility for these awards is limited to women who are U.S. citizens. Further information is available from the Dean of the Graduate Division of the College of Liberal Arts and Sciences.

Scholarships

Scholarship awards are made primarily on the basis of scholastic achievement and need. They are generally given to full-time students for a period of one year. Their annual renewal, contingent on satisfactory work, is at the discretion of the University Committee on Scholarships. Application for scholarships should be made to the academic dean’s office unless otherwise indicated. All credentials for scholarships should be submitted no later than April 1 unless otherwise stated. Scholarships cover full tuition (but not fees) unless otherwise noted as partial awards in the following descriptions.

The St. John’s College of Liberal Arts and Sciences M.A.J.D.

Research Scholarships

These research scholarships are offered to qualified students in the M.A.J.D. Program offered by the St. John’s College of Liberal Arts and Sciences and the School of Law. The terms of the scholarship provide the recipient with tuition remission for those courses offered through the Department of Government and Politics. Tuition waivers are not given for any course offered by the School of Law. The scholarship recipient is obligated to engage in research work for eight to 12 hours per week as assigned by the Chair of the Department of Government and Politics. All fees must be paid...
by the recipient. For a scholarship application and further information, students should contact the Dean, Graduate Division of the College of Liberal Arts and Sciences.

Graduate Arts and Sciences Doctoral Scholarships
St. John’s University provides a limited number of scholarships especially for qualified doctoral students from backgrounds traditionally under-represented in higher education. Scholarship candidates must be matriculated students in a doctoral program in either Biology, Clinical Psychology or School Psychology. A scholarship recipient has no additional duties beyond his/her graduate studies. The scholarship provides remission of tuition for up to 24 credits for one academic year (12 credits per semester). While the scholarship is not renewable, the recipient may be eligible for other forms of financial assistance upon completion of the academic year. For additional information, contact the Office of the Dean, Graduate Division of the College of Liberal Arts and Sciences.

The School of Education Scholarships
St. John’s University awards two tuition-free scholarships for the master’s degree to graduates of Catholic colleges or universities who have expressed a determination to enter the teaching profession. Students interested in these scholarships are referred to the Office of the Dean, The School of Education.

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

The Gerald E. Fitzgerald Memorial Scholarship
This scholarship was established in memory of Dr. Gerald E. Fitzgerald, a professor at St. John’s for 17 years and former Chairman of the Department of Government and Politics. Recipients are selected by the Theology Department and the Dean of the Graduate Division of the College of Liberal Arts and Sciences. Students should contact the Theology Department for further information.

The Richard Kugelman Scholarship
St. John’s University Theology Department awards one scholarship for the study of theology, especially sacred scripture, in the Graduate Division of the College of Liberal Arts and Sciences. The award is made to a qualified financially needy graduate student to honor the late Rev. Richard Kugelman, C.P., former Chair of the Theology Department and prominent biblical scholar. Interested students are referred to the Chair of the Theology Department.

The Blaise J. Opulente Scholarship
This scholarship was established to honor the memory of Dr. Blaise J. Opulente, a dedicated professor who, after long service as a faculty member of St. John’s, was appointed the first chief lay administrator of St. John’s University. Its purpose is to provide one or more partial scholarships to a student enrolled in a master’s program in the Graduate Division of Arts and Sciences. Recipients are selected by the Office of Financial Aid in association with the Dean of the Graduate Division of Arts and Sciences, on the basis of financial need and scholastic achievement.

The Dr. and Madame H. K’ung Memorial Scholarship
This scholarship program, established in 1978, provides partial scholarships to students pursuing graduate study in Asian Studies. New applicants must possess at least a “B+” cumulative index. Awards are renewable provided the recipient maintains a 3.0 cumulative index. Selection is made by the Office of Financial Aid in consultation with the Institute of Asian Studies within the Graduate Division of the College of Liberal Arts and Sciences.

The Loretta and Frank Kunkel Scholarship
St. John’s University’s English Department awards one scholarship for the study of English literature in the Graduate Division of the College of Liberal Arts and Sciences. The award is made to a qualified financially eligible graduate student to honor Dr. Frank Kunkel, professor emeritus of English, and his late wife, Loretta. Interested students are referred to the Chair of the English Department.

The Ta-ling and Han-li Lee Award
This grant program was founded to assist academically excellent students in the Master of Arts degree program in East Asian Studies. Worthy candidates must intend to pursue graduate studies beyond the master’s degree and to pursue a career in secondary or university level teaching in the East Asian Studies field. One or more partial annual grants will be made based on academic excellence with particular emphasis on East Asian historical scholarship, financial need and the recommendation of the Director of the Institute of Asian Studies within the Graduate Division of the College of Liberal Arts and Sciences.

The St. John’s University-New York City Mayor’s Scholarship
In conjunction with the Mayor’s Graduate Scholarship Program, St. John’s University offers partial tuition scholarships to full-time employees of city government who have graduated or are about to graduate from an accredited undergraduate institution of higher education. Opportunities are afforded for half-time, three-quarter time or full-time graduate study toward the M.B.A. degree at St. John’s University. Applications are available at the office of the applicant’s agency personnel director.

The Gabriela Mistral Scholarship/ Beca Gabriela Mistral
This scholarship is granted once a year to graduate students enrolled in the Master of Arts Program in Spanish at St. John’s University and at the Universidad de Chile, Santiago, Chile. The scholarship entails the granting of complete tuition remission for one semester to one student selected from each of the two institutions. The student selected from St. John’s University thus spends a semester at the Universidad de Chile free of tuition and student fees. Interested students should contact Dr. Marie-Lise Gazarian, Coordinator of the Graduate Program in Spanish, Department of Languages and Literatures.

Federal Financial Aid
On the graduate and professional school level, the University participates in two key campus-based programs: Federal Perkins Loans and the Federal Work-Study Program. They are called campus based since federal funds are awarded directly to the institution and then granted to students based on financial need.

A recipient of any type of federal financial aid must make appropriate satisfactory academic progress in order to continue to be eligible to receive federal financial aid. Students failing to make satisfactory academic progress lose eligibility for federal aid. Consult the Office of Financial Aid for details regarding the University’s satisfactory academic progress requirements for federal aid recipients.

Federal Perkins Loans
Founded by the National Defense Education Act of 1959, federal funds are available at St. John’s University for low-interest, long-term student loans. Applicants must file the FAFSA form. Before applying for a Federal Perkins Loan, the applicant must be either formally accepted for admission or currently in attendance at St. John’s University.

Students who meet the requirements for a loan may borrow up to $40,000 total undergraduate and graduate indebtedness. The cur-
rent interest rate, payable during the repay-ment period, is 5% on the unpaid principal. Repayment begins nine months after gradu-ation or leaving school, or after a student drops below half-time status, and may extend over a period of ten years.

There are various loan deferment options available, including deferment for additional periods of study (on at least a half-time basis), service in the Armed Forces, the Peace Corps, Vista, Action (or other comparable volunteer service), service in the Commissioned Corps of the U.S. Public Health Service or in the National Oceanic and Atmospheric Administration, internships (in approved programs), temporary total disability, parental leave, working mothers and hardship. Further information about specific types of deferments, including duration limits, may be found in the various Debt Management Guides available at the Office of Financial Aid.

There are also limited cancellation bene-fits available for Federal Perkins Loan borrow-ers, details of which may also be found in the Student Guide from the U.S. Department of Education. These cancellation benefits include (but are not limited to) certain types of teaching and military service.

During the time the student remains in school, no interest is payable on the loan. Upon leaving school, an exit interview must be arranged with the Office of Financial Aid, at which time a loan repayment schedule will be provided.

**Federal Work-Study Program**

St. John’s University participates in the program authorized in the Economic Opportunity Act of 1964 by offering qualified full-time students part-time employment with the University and at various agencies with which the University has contracted. Interested students are inter-viewed at the Office of Financial Aid and, depending upon available positions, placed during the course of the school year and summer. Applicants must file the FAFSA.

### New York State Aid Satisfactory Academic Progress Requirements

**Full-Time Graduate Students** (excluding the School of Law): Before being certified for a TAP payment a student must have accrued at least this many credits, with at least this grade point average.

<table>
<thead>
<tr>
<th>Before being certified for this payment</th>
<th>First Semester</th>
<th>Second Semester</th>
<th>Third Semester</th>
<th>Fourth Semester</th>
<th>Fifth Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student must have accrued at least this many credits</td>
<td>0</td>
<td>6</td>
<td>12</td>
<td>21</td>
<td>30</td>
</tr>
<tr>
<td>With at least this grade point average</td>
<td>0</td>
<td>2.25</td>
<td>2.5</td>
<td>2.75</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Before being certified for this payment</th>
<th>Sixth Semester</th>
<th>Seventh Semester</th>
<th>Eighth Semester</th>
<th>Ninth Semester</th>
<th>Tenth Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student must have accrued at least this many credits</td>
<td>45</td>
<td>60</td>
<td>75</td>
<td>NONE</td>
<td>NONE</td>
</tr>
<tr>
<td>With at least this grade point average</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
<td>NONE</td>
<td>NONE</td>
</tr>
</tbody>
</table>

**Measurable satisfactory academic progress for a graduate student:**

1. The student must complete 70% of credits attempted upon review at the end of each school year of enrollment. (You may make up credits during the summer, at your own expense, to establish continued aid eligibility for the next school year.)

2. The student must maintain a cumulative Grade Point Average (GPA) of 2.5 by the end of the first academic year and 3.0 by the end of the second academic year and all subsequent school years. (You may attempt to achieve the necessary cumulative index through attendance in summer school, at your own expense, to establish continued aid eligibility for the next school year.)

### Federal Stafford Loans

**Federal Stafford Loan Programs (FELP)**

**Federal Stafford Loans**

The New York State Higher Education Services Corporation administers the Federal Stafford Loan program for full-time and part-time stu-dents who are legal residents of New York State and/or other state residents attending colleges in New York. Federal Stafford Loans in New York State operate under the jurisdiction of the Federal Stafford Program, as do identical Federal Stafford Loan Programs in other states. Other states’ programs are governed by the same federal regulations and requirements as described herewith, although they are handled by agencies in the particular states.

This is a program of low-interest, long-term federal student loans. These loans are negotiated through commercial or savings banks, known as Lending Institutions, and in New York State have the guarantee of the New York State Higher Education Services Corporation.

Under the Federal Stafford Loan Program, students already in attendance or those accept-able for admission may file for a loan and borrow as much as $8,500 annually. The total undergraduate and graduate subsidized loan indebtedness limit is $65,500. The interest rate on Federal Stafford loans is currently a variable rate which changes each year as of July 1.

Federal Stafford Loans are now available on either a subsidized or unsubsidized basis. Subsidized Federal Stafford Loans are based on financial need as assessed by means of the FAFSA, and they provide the student with a federal interest subsidy. The federal interest subsidy enables the student to have the federal government pay the interest on his/her loan during the in-school period and the grace peri-od. Interest doesn’t begin to be charged to the student until loan repayment is initiated.

Unsubsidized Federal Stafford Loans are not based on financial need, but federal regu-lations do require that a student be considered for a need-based subsidized Federal Stafford loan first, prior to the processing of an unsub-sidized Federal Stafford Loan Application by the school. When a student’s Federal Stafford Loan is unsubsidized, he/she is responsible for the interest charged during the in-school and grace period. The interest on an unsubsidized Federal Stafford Loan may be paid by the stu-dent while in school OR may be deferred and capitalized and added on to the loan principal to be repaid when loan repayment of principal plus interest is initiated.

All candidates for Federal Stafford Loans, whether subsidized or unsubsidized, must have the FAFSA on file at the school before any type of Federal Stafford Loan eligibility may be determined. Based on the student’s level of financial need and the amount he/she wants to borrow, it is possible for a student to receive a
Federal Stafford Loan that is totally subsidized, partially subsidized and partially unsubsidized, or totally unsubsidized.

The grace period before Federal Stafford Loan repayment begins is six months. As already indicated, to apply for a Federal Stafford Student Loan, a student must submit a FAFSA form prior to applying for the student loan. The FAFSA form must be filed with the Federal Aid Processor.

Once the FAFSA report has been received by the Office of Financial Aid, it will inform the student of their student eligibility.

Additional Unsubsidized Federal Stafford Loans

Graduate students may borrow up to an additional $10,000 per year in the unsubsidized Federal Stafford Loan Program. The total graduate plus undergraduate additional Unsubsidized Federal Stafford Loan indebtedness may not exceed $73,000. The annual interest rate is the same as the conventional Federal Stafford variable rate and it has the same six month grace period on principal only as the Unsubsidized Federal Stafford Loan. Interest may be paid while in school or accrued and capitalized.

Additional Unsubsidized Federal Stafford Loans are applied for by means of the same application form as the regular Subsidized and Unsubsidized Federal Stafford Loans. Also, all applicants for the additional Unsubsidized Federal Stafford Loan funds must have a FAFSA form on file at St. John’s, since federal regulations require that all borrowers first be considered for the conventional Federal Stafford loans.

New York State Financial Aid

Tuition Assistance Program (TAP)

The program provides grants varying from $75 to $550 a year, depending upon the family New York State net taxable income. The awards are made to New York State residents who enroll in a full-time degree program.

All students applying for state financial assistance, such as the TAP, must meet the minimum standards for satisfactory academic progress and program pursuit as listed below in order to comply with section 145-2.2 of the New York State Education Department’s regulations and to continue their eligibility for state financial assistance.

The State Education Department’s regulations concerning program pursuit are as follows: a student must achieve a passing or failing grade in the following percentages of a full-time program (which is a minimum of 12 credits a term) in each semester he/she receives TAP in order to continue to be eligible for TAP payments in the subsequent semester. The percentages are: first year of TAP payment—50% of full-time program must be completed; second year of TAP payment—75% of full-time program must be completed; third and fourth years of TAP payment—100% of full-time program must be completed. If the graduate TAP recipient received TAP as an undergraduate, the number of undergraduate TAP payments received determines what level of program pursuit the first time graduate student must meet. For example, if the graduate recipient already received four or more undergraduate TAP payments, he/she would be at 100% program pursuit level through each semester of graduate study.

Please be advised that these outlined satisfactory progress standards are for the purposes of state aid eligibility; they are not the same as the University’s own established standards for satisfactory progress.

Students must meet both the program pursuit requirements and the following satisfactory academic progress requirements in each term of TAP payment in order to continue TAP eligibility. Students not complying with the state standards for program pursuit and satisfactory academic progress will have their eligibility re-established only after evidencing ability to successfully complete an approved program.

Regents Professional Opportunity Scholarships

New York State provides this scholarship program on both the undergraduate and graduate levels for certain professional programs of study. The approved graduate programs include Law (J.D.), Psychology (Doctorate), Social Work (Master’s) and Speech-Language Pathology/Audiology (Master’s). These scholarships require a service commitment after completion of the professional program.

Regents Professional Opportunity Scholarship applicants must plan to study full-time and, to receive top priority for scholarship selection, be both economically disadvantaged and belong to a group that is traditionally under-represented in the field. Scholarship recipients receive $1,000–$5,000 a year for up to four years of study, unless enrolled in a program recognized by the NYS Regents as requiring five years to complete. No award shall exceed the cost of attendance.

Further information and scholarship applications may be obtained from: the NYS Education Department, State and Federal Scholarships Unit, Cultural Education Center, Albany, NY 12230.
Alumni Relations

www.stjohns.edu/alumni

Queens Campus
Citibank Annex, Suite 32
(718) 990-6232
1 (800) SJU-ALUM
alumni@stjohns.edu

Staten Island Campus
300 Howard Avenue
(718) 448-2272

Rome Campus
Via di Santa Maria Mediatrixe 24
Rome, Italy 00165
011 (39) (06) 393-842

Hours:
Mon.–Thurs., 8:30 a.m.–4:30 p.m.
Fri., 8:30 a.m.–3 p.m.

Currently, over 15 alumni constituent
groups (organized by college and other affilia-
tions) and more than 38 regional chapters
involve some of the 140,000 alumni of
St. John's University. Group, chapter and
individual activities are sponsored by the Office
of Alumni Relations. With a yearly contribution
to the University, alumni, as well as other
individuals, receive an Annual Contribution
Card. This card offers benefits and discounts
plus it keeps the cardholders connected to
the University.

Alumni Relations:
• Coordinates social and educational functions
  throughout the year
• Offers discount tickets to cultural and
  entertainment events
• Sponsors professional networking and career
development opportunities
• Offers group travel and tour programs
• Sponsors and implements alumni reunion
  and homecoming events
• Sponsors alumni receptions and athletic
  events both at home and away
• Publishes the tri-annual Alumni Magazine
  and the Alumni Directory
• Co-sponsors various alumni networking
  events with the Career Center
• Sponsors the Future Alumni Association
  (FAA) for current students
• Coordinates over 15 alumni C.O.A.C.H.
  programs including the "Insiders View of the
  Capital"
• Assists admission in recruiting new students

Athletic Program

The Department of Intercollegiate Athletics
promotes the physical and moral well-being of
students through intramural and intercollegiate
athletics.

The recreational facilities and intramural
programs help students achieve physical devel-
opment, neuromuscular skill and social enjoy-
ment through sports and games. Alumni Hall
on the Queens campus and the Campus
Center Gym on the Staten Island campus are
open to students from 7 a.m.–11 p.m. on
school days. University facilities include basket-
ball and racquetball courts, an all-purpose
exercise room and Fitness Center, a lighted sta-
dium with a state-of-the-art Fast Track 942 and
a Field Turf, where men's lacrosse will be
played in 2005, a state-of-the-art Field surface
field used for men's and women's soccer, as
well as baseball and softball fields.

On the Queens campus, the following
intramural tournaments and events will be
offered: 5-on-5 Basketball League, including a
women's division; women's volleyball league;
Co-Ed Volleyball Tournament (possibly out-
door); three-point shooting contest; free throw
shooting contest; a softball league; a softball
hitting contest; a spring fun run; table tennis
tournaments and various runs. Class instruction
is also available in aerobics, fitness, swimming,
tennis and weight training.

Club sports include bowling, volleyball,
equestrian, judo, karate, modern dance, ulti-
mate frisbee, wiffleball and table tennis.

In women's intercollegiate athletics, St.
John's competes against other universities in
basketball, softball, fencing, tennis, cross coun-
try, indoor and outdoor track and field, soccer,
volleyball and golf.

Men's intercollegiate athletic teams com-
pete in baseball, basketball, fencing, lacrosse
(which begins during the 2004–05 academic
year), soccer, tennis and golf.

The University is a member of the
National Collegiate Athletic Association
(NCAA), Eastern College Athletic Conference
(ECAC), The Big East Conference,
Intercollegiate Association of Amateur Athletics
of America (IC4A), Metropolitan Intercollegiate
Track and Field Association (MIFTA), Inter-
collegiate Fencing Association (IFA) and the
National Intercollegiate Fencing Association
(NIFA).

On the Staten Island campus, intramural
tournaments for men and women are conduct-
ed in basketball, tennis, softball and volleyball.
There are men's intramural football, softball,
basketball, and volleyball programs and
women's softball and volleyball programs.
There is also a co-ed karate club which partici-
pates in Intercollegiate competitions. Full-time
undergraduates from the Staten Island campus
are eligible to participate on all intercollegiate
teams of the University. The Intercollegiate pro-
gram is supervised by the Director of Athletics.

Campus Ministry

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

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

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

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

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

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

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

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

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

The Campus Ministers are always avail-
able to help with any personal, moral or reli-
gious questions or concerns.

Student Support Services and Resources
Career Center
The Career Center, located in Marillac Hall, Room 132, Queens campus, and Lavelle Hall, Room 301, Staten Island campus, is the central career information and job placement office for students and alumni. The primary purpose of the Center is to assist students and alumni in planning their careers. The Centers sponsor a wide variety of programs and services including:

Career Advisement
One on one advisement is available to assist students and alumni with career choices and in developing career goals.

Career Awareness Programs
Special programs on various topics, including career alternatives, interview skills and employment advisement, assist students in understanding the marketplace and opportunities available.

Career Center Web Site
The Career Center's comprehensive Web site offers students and alumni up to date information on special events, career planning, resume writing, interviewing, the job search and more.

MonsterTRAK
Register with the Career Center to have access to information about career development programs, campus recruiting, full-time/part-time jobs, internship listings and more.

Career Resource Library
Career development and employment information is available to students and alumni. The library includes employer directories, career literature and annual reports.

Education Credential Folders
The Career Center maintains a complete Credential Service for students and alumni in Education.

Full-Time Employment Opportunities
The Center provides full-time job listings and referrals to students and alumni that are currently seeking employment.

Job Fairs
Several times per year, employers visit the campus to recruit for part-time, full-time and summer positions, as well as salaried internships.

Job Search Workshops
Students learn how to develop job search strategies to help them in the competitive marketplace.

C.O.A.C.H. Program
Count On Alumni for Career Help. This program allows you to connect with alumni by searching an online database through MonsterTRAK. Register through the Center Web site to develop networking contacts and gain valuable information about careers.

Mock Interview Sessions
Students and alumni are invited to sharpen their skills in a videotaped mock interview. This interview is then evaluated and suggestions are made on improving effectiveness.

Campus Interview Program
Campus corporate representatives from every field are invited to interview graduating students for professional positions.

Part-Time Employment Opportunities
A comprehensive listing of part-time vacancies and salaried internships is available to all St. John's students.

Dining Etiquette
These informative seminars, offered several evenings each year, help prepare you for interviews or meetings conducted during a meal. Topics include the proper use of utensils, how to eat certain food and appropriate dinner conversation.

Communications Facilities
Courses in the area of Communication Arts are supported by the Radio and Television Studio, located on the fourth floor of Marillac Hall, Queens Campus.

- The Radio and Television Center is a broadcast quality production and post-production facility which can accommodate both in-studio and on-location productions. The T.V. studio features three hi-quality three-chip color cameras, a computerized florescent lighting system, a 24-channel audio board, digital video effects, electronic character generator with graphics capability, teleprompter and a professional announcing booth for voice-over recordings. The facility can accommodate the recording of talk shows, interview or instructional programs to either Beta SP or DV. A dedicated laboratory is maintained for hi-quality digital non-linear editing.

- The radio studio is equipped to record music, news, interviews and commercial programs. The Center’s atmosphere and equipment afford an exposure to a broadcast-quality facility which prepares students for entry into the Communications industry. At the Staten Island campus, the radio facilities are used in the production of a wide range of program formats from news to dramatic performances. Production equipment in the radio control booth include turntables, compact discs, reel to reel and cassette recorders, editing and announcing facilities.

Counseling Centers
The Counseling Centers are staffed by professionally, trained personnel. The Queens Center in Marillac Hall 130 and the Staten Island Center in Spellman Hall B2 are open to the student body of the University. Voluntary, confidential, short-term counseling is available by contacting the Center for an appointment. In most cases, appointments can be scheduled within twenty-four hours. Crisis situations are handled immediately. Students at the Manhattan campus may be referred to nearby facilities or use the services of the Queens or Staten Island campus.

The Counseling Centers offer individual and group counseling on personal and educational matters. The Centers typically see students who are experiencing academic difficulties and students who want assistance in resolving difficulties concerning family, relationship, substance abuse, disordered eating patterns; in short, any personal issue which interferes with academic achievement. The Centers also provide referrals.

Food Service Facilities
St. John's catering department caters food and beverages to the University and is located in Marillac Hall, Room B6, (718) 990-6693 or 6694. The catering director can assist you in planning and organizing events from casual parties to formal affairs. The catering department offers extensive services to make your event successful.

When the University is in regular session, food service is available at various campus locations and times. Changes in food service hours will be posted. Vending beverage and snack machines are located in all the dining locations.

Health Services
Facilities for treatment of sudden illness and accidents are available to members of the University community. On the Queens campus, registered nurses are available from 8:30 a.m. to 5 p.m. Monday-Thursday and 8:30 a.m. to 3 p.m. on Friday in the Health Office, Room 129, Newman Hall, (718) 990-6360, on all school days.

On the Staten Island campus a nurse is available from 8:30 a.m. to 4:30 p.m. Thursday and 8:30 a.m. to 3 p.m. on Friday, in the Health Office, Room 817, Campus Center, (718) 390-4447.

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

Immunization Requirements
NYS law 2165 requires that all students born on or after January 1, 1957 provide proof of immunity to measles, mumps and rubella disease. Immunization compliance is issued through the Health Office and allows for course registration and class attendance. All

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new students (freshmen, transfer, undergraduate/graduate, matriculated/non-matriculated, full or part-time) must have on file proof of TWO doses of measles vaccine and ONE dose of mumps and rubella vaccine. Immunizations must have been received AFTER the student’s first birthday, and after 1968 unless the immunization record specifies the vaccine was a live virus vaccine. Failure to provide the completed medical forms 30 days from the beginning of class will result in exclusion from class.

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

Housing: Off-Campus
The Queens and Staten Island campuses maintain a listing of available local rentals. The University does not inspect these facilities. The evaluation of suitability of any facility is the responsibility of the potential renter. Persons listing facilities with the University certify they will accept any student registered at the University regardless of race, color or creed. On the Queens campus information is available in the Student Life Office, University Center, Room 20 and on the Staten Island campus in the Student Life Office, Campus Center, B-11.

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

Language Laboratories
The Queens campus language laboratory, located in St. Augustine Hall Room 848, has automated tape recording and playback facilities which, together with a monitoring system, provide individual assistance to students in perfecting language skills. It also has state-of-the-art visual equipment for individual viewing of educational videotapes.

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

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

Speech-Language Pathology Services include: evaluation and therapy for articulation, voice, language, stuttering, aphasia, learning disabilities and neurological disorders. Improvement of voice and diction for speakers with foreign accent/ESL or regional speech patterns. Consultation and referral sources as well as conference visits to schools/agencies are also available.

The Audiology Services include: audiological evaluations, such as pure tone and speech audiometry, impedance and site of lesion testing; brainstem evoked response testing; hearing aid evaluation and orientation; aural rehabilitation evaluation and training; early childhood testing; central auditory testing and otoacoustic emission testing.

Stormcard ID Cards
Stormcards must be carried at all times on the University premises. Lending a Stormcard to anyone or failure to present it when required by a University faculty or staff member is a violation of the Code of Conduct and subjects the holder to disciplinary action. Loss of a Stormcard should be reported to the Stormcard Office in the Department of Student Life, University Center (Queens); or the Office of Student Life, Campus Center, Room B11 (Staten Island) or the Office of Student Life (Manhattan) Room 465. There will be a fee for replacement.

Student Computing Facilities
St. John’s University is committed to preparing its students with the technological skills necessary to meet the challenges of the 21st century marketplace. Under the leadership of the Information Technology Division, the University is equipped to meet the instructional needs of students and faculty through state-of-the-art academic computing facilities. Students have access to facilities that consist of four microcomputer laboratories, over 100 multimedia classrooms, microcomputer classrooms, Library patron computers, and a Cyber Lounge for resident students. Deployment of desktop computers to these facilities now totals over 900 Intel-based workstations and over 125 high-end Macintosh computers.

The University’s state-of-the-art computer network enables each microcomputer to access a wide range of software, as well as electronic mail and the Internet through the World Wide Web. A variety of educational, business, statistical and other electronic information resources are accessible through the campus’s high-speed Gigabyte backbone with 100 Mbps Ethernet to each desktop computer. Internet connectivity is provided through a full T3 @ 45 MB link to FASTNET. Remote 56K dial-in-access for Internet connectivity is available as well. Wireless connectivity is available on the Queens, Staten Island and Manhattan campuses.

Microcomputer Laboratories
The microcomputer laboratories now contain more than 300 Intel workstations and over 30 high-end Macintosh computers. Three of these labs are located on the Queens campus, one being in the Queens campus residence village. Additionally, each of the following locations has one lab, Staten Island, Manhattan, Oakdale and Rome, Italy.

As a result of major hardware/software upgrades completed recently, we now have many Pentium 4 1+ GHz platforms with internal Zip drives and 128 megabytes of RAM matched by multimedia monitors, Windows 2000 operating system (OS), the MS Office XP Professional suite as well as many other
Windows-based applications. All the computers are connected to the SJU computer network, UNIX servers, and Windows NT file servers.

Microcomputer / Classroom Macintosh computing resources consist of primarily G4's, with internal Zip drives, 256 Megabytes of RAM, and running MAC 9.x OS. Printing facilities for both platforms consist of shared high speed B&W as well as HP color laser printers.

Multimedia Classrooms
Of the total 117-multimedia classrooms, 81 are located on the Queens campus, 29 more are at the Staten Island campus and 5 are on the Manhattan campus. Each multimedia classroom is equipped with a podium, faculty computer, and projection equipment that can be viewed by all the students. Faculty has the option of connecting and projecting the image from their laptop computers in all multimedia classrooms as well. The Rome campus has 2 classrooms in which computing equipment is available upon request.

Although students do not have individual workstations, each multimedia presentation environment allows faculty to incorporate technology as a teaching tool to enhance the learning experience for their students. The Queens campus has three multimedia equipped/farge capacity facilities. (Council Hall and the two St. Albert Amphitheaters). Additional classrooms will be equipped as multimedia classrooms in the future.

In addition, Distance Learning (E-Studio) can assist in streaming audio and video technology as well as Web-based course support tools (e.g., Web CT) is available for use at all three campuses.

Microcomputer Classrooms
The Queens campus has 10 microcomputer classrooms and Staten Island has five that house both Intel Pentium and Macintosh computers. The Oakdale location has two computer classrooms, the Manhattan campus has two combination computer labs/classrooms with the latest Intel-based hardware and the Rome campus has one. Each microcomputer classroom at all five locations provides students with individual computers through which they are able to participate in hands-on training and a faculty station which enables demonstration of software. Individual instruction for how to use the equipment in both multimedia and microcomputer classrooms can be obtained through Information Technology.

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

All incoming full-time first-time freshmen and transfer students receive a state-of-the-art laptop, software and accessories from the University. Students keep the laptops upon graduation. The current model is the IBM Thinkpad R40 with a 1.3 Ghz Intel Centrino Processor, 40 GByte disk drive, wireless communications, and a CD read/write DVD read drive. The laptops run Microsoft Windows XP Professional or Office XP Professional and are covered by a four-year warranty supported by repair centers on the Queens and Staten Island campuses.

The Queens, Staten Island and Manhattan campuses are also served by a new Cisco 802.11b wireless network. In 2004, the University will extend wireless to their other two locations – Oakdale, NY and Rome, Italy. The network is designed to cover all areas of the campuses including lounges, cafeterias, public spaces, libraries and academic buildings. All University-issued laptops can use the network. In addition, upperclassmen who have their own laptops or who purchased laptops through St. John’s are encouraged to register their machines on the network.

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

Microlab Hours*
Queens campus
SULLIVAN HALL MICROLAB
Sullivan Hall, First Floor
(718) 990-6672
Mon. – Thurs. ...............7 a.m. – 11 p.m.
Friday ................................7 a.m. – 6 p.m.
Saturday ..............................8 a.m. – 4 p.m.
Sunday ..................................Closed

MARILLAC HALL MICROLAB
Marillac Hall, Second Floor
(718) 990-6748
Mon. – Thurs ..........6:30 a.m. – 11 p.m.
Friday ............................6:30 a.m. – 6 p.m.
Saturday ........................8 a.m. – 4 p.m.
Sunday .............................Closed

*SPECIAL NOTE: Lab hours are subject to change during intercession.
For Staten Island Microcomputer Lab hours, please call (718) 390-4498.

University Libraries
The St. John’s University Libraries commit themselves to the teaching and learning processes by providing information resources, instructional services, and other support in the most effective formats for University programs and student and faculty research. The libraries are comprised of three major libraries on three campuses (Queens, Staten Island, Manhattan) and additional collections at the Rome and Oakdale locations. St. John’s University School of Law separately maintains the Rittenberg Law Library on the Queens Campus. Together these libraries contain the equivalent of over 1.5 million volumes of books, periodicals, microform and audiovisual materials which support the undergraduate and graduate programs of the University. Cultural and recreational materials are also available.

The Main Library, a selective depository for United States government documents, also houses such special collections as the Governor Hugh L. Carey Collection, the William M. Fischer Lawn Tennis Library, the Asian Collection, an Instructional Materials Center and a Media Center.

The Davis Library on the Manhattan campus maintains one of the finest collections of contemporary and historical insurance materials in the country.

An instructional program provides learning, in a variety of formats, for discipline-specific research appropriate to graduate study.

Both wired and wireless access is available throughout the libraries, connecting users to thousands of online journals (many in full text) and monographs, as well as to the library catalogs of St. John’s and other consortial libraries. All electronic resources are available off-campus to authenticated St. John’s users.

Cooperative arrangements with other libraries provide regional, national and international access to materials.

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

Objectives

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

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

Academic Status

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

Programs of Study

Degrees and Disciplines

Bold titles represent a discipline; italicized titles represent a concentration, and/or an area of study.

Master of Arts

Chinese Studies
Criminology and Justice
East Asian Studies
English
General-Experimental Psychology
Government and Politics
American Government
Public Administration
Political Theory
International Relations and Comparative Politics
History
American
Modern European Twentieth Century
Liberal Studies
Humanities
Social Science
Cultural Studies
Innovative Research
Mathematics
Algebra
Analysis
Applied Mathematics
Geometry-Topology
Logic and Foundations
Probability and Statistics
Philosophy
Sociology
Spanish
Speech-Language Pathology and Audiology
Speech-Language Pathology
Audiology
Theology
Biblical Studies
Historical Studies
Interfaith Studies
Moral Theology
Pastoral Theology
Catechetical Ministry
Leadership and Ministry Preparation
Systematic Theology

Master of Science

Biology
Biological and Pharmaceutical Biotechnology*
Chemistry
School Psychology
General Track
Bilingual Track

Master of Library Science

Library Science
Archives and Preservation
Children's/Young Adult Services
Information Organization
Information Retrieval
Digital Libraries
Library Automation and Information Technology
Management/Administration
Public, Academic, Special Librarianship
Reference and User Services
School Library Media

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

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

Pharmaceutical Science/Library Science – M.S./M.L.S.

Master of Divinity

Ministerial Studies

Doctor of Arts

English
Modern 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

*Pending New York State approval.
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 candidate.

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.

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.

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 Admission office:

- Chinese Language
- Asian and African Cultural Studies
- Public Administration in Government
- Advanced Interdisciplinary Certificate in Latin American and Caribbean Study

A certificate offered by the Committee on Latin American and Caribbean Studies (CLACS) in conjunction with the Graduate Division of Arts and Sciences and the Graduate Division of the College of Business. Students may enroll in the program itself or together with any other graduate program. They must earn a minimum of 15 credits in Latin American and Caribbean Studies by selecting courses from the CLACS Concentration Course List. Courses selected must be distributed among at least three departments or disciplines. One of those courses may be in the student’s discipline. Language proficiency in Spanish, Portuguese or French is required. For the CLACS course list, admission requirements and career opportunities, contact the Chair of CLACS, Dr. Alina Camacho-Gingerich, in St. John Hall, Room 434 Q & R, or call (718) 990-1932.

Post Masters’ Degree Certificates

Students interested in these certificates must possess at least a master’s degree and fill out an application form through the 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

Two-Year Postgraduate Certificate Offered in Marital and Family Therapy Training Program

The Center for Psychological Services in Clinical Studies offers a specialized course of studies in family and couple therapy. This specialized program is designed to provide additional postgraduate training opportunities to professionals in the community interested in increasing their skills in this area. Courses are taught and supervised by senior and recognized faculty in the field. Since the program is specifically geared to professionals, classes are scheduled at convenient times. For additional information about the program, please contact the Center at (718) 990-1900 or visit our website under academic center.

Combined Degree Programs

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

These students are given the opportunity to complete both the baccalaureate and masters degree in five years of full-time study by enrolling in a maximum of four (4) approved graduate courses while still an undergraduate student. After completion of the baccalaureate degree, students must enroll full-time on the graduate level for the fifth year. 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 fifth year. 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 or department chair.

For the combined degree program students must apply in their sophomore year.

Applicants must have completed a minimum of 12 credits in psychology to be considered for admission. Of the four courses, students must complete: Introduction to Psychology, Statistics, and Research Methods. Students take 18 graduate credits (15 in psychology and 3 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.A. History
- B.A./M.A. Mathematics
- B.A./M.A. Psychology/General
- B.S./M.A. Experimental Psychology
- B.A./M.A. Sociology
- B.A./M.A. Spanish
- B.A./M.A. Theology

College of Professional Studies:

- B.A./M.A. Communication Arts and Government and Politics
- B.A./M.A. Communication Arts and Sociology
- B.A./M.A. Criminal Justice and Government and Politics
- B.A./M.A. Criminal Justice and Sociology
- B.A./M.A. Health Services Administration and Government and Politics
- B.A./M.A. Health Services Administration and Sociology
- B.A./M.A. Journalism and Government and Politics
- B.A./M.A. Journalism and Sociology
- B.A./M.A. Legal Studies and Government and Politics
- B.A./M.A. Legal Studies and Sociology

Consult the relevant departmental listings of this bulletin 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 applications for admission:
   A) M.S. and Ph.D. in Biology: General and Subject Examinations are required.
   B) M.A. in English: General Examinations are required.
   C) D.A. in English: General and Subject Examinations are required.
   D) Ph.D. in Clinical Psychology: General and Subject Examinations are required.
   E) M.S. in School Psychology: General and Subject Examinations are required.
   F) Psy.D. in School Psychology: General and Subject Examinations are required. The NASP exam may substitute for the subject GRE for those students who hold a masters degree in school 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.
   All applicants to the Graduate Division of Arts and Sciences who are seeking financial aid (graduate assistantships, teaching fellowships, University Doctoral Fellowships, research assistantships, research fellowships, minority scholarships) must submit the GRE (General and Subject if offered). Note: GRE scores are valid for five years from original testing date.

3) Letters of Recommendation:
   Master's Programs: All applicants must submit at least two letters of recommendation, except the master's programs in General-Experimental Psychology, School Psychology and Speech-Language Pathology and Audiology, which require three letters.
   Doctoral Programs: All applicants must submit a minimum of three letters, at least one of which should attest to the research potential of the applicant.

4) Writing Samples/Personal Statements:
   Applicants to all Psychology programs must submit two papers from psychology courses— one a laboratory paper and the other a term paper, as well as a personal statement of educational or career goals.
   Applicants to the Doctor of Arts program in English and Modern World History must submit a recent sample of written work and a personal statement of professional experience and career goals.
   Applicants to the master's program in Library Science must submit a statement of professional purpose.
   Applicants to the master's program in Speech-Language Pathology and Audiology must submit a 300-word statement of career goals.
   Students must submit two papers from psychology courses— one a laboratory paper and the other a term paper, as well as a personal statement of educational or career goals.

5) See specific entrance requirements listed in each departmental entry.
   Applicants must have sufficient academic preparation to be eligible for matriculation.

Requirements for the Doctorate
1. Academic Credit Hours: Minimum of 32 beyond the master's degree.*
2. Residence: At least one year (two consecutive academic semesters) of full-time study for Doctor of Philosophy (Ph.D.) programs. Each student pursuing the Doctor of Arts (D.A.) degree must successfully complete 24 semester hours of academic credit during four consecutive academic semesters.
3. Research Tool: ETS Exam**, Foreign Language Reading Course or other appropriate research tool*** at the department's option. This requirement must be satisfied during the course of the program.
4. Quality point index: 3.0 or better (Good Academic Standing).
5. Colloquia: See departmental listing.
6. Comprehensive Examination: Written, oral or both. See departmental entry.
7. Continuous Enrollment: Required.
8. Thesis: THESIS PROGRAM—Procedures are available in the Graduate Dean's office.
   NON-THESIS PROGRAM—Not applicable.
8. Research tool:
   THESIS PROGRAM—ETS exam**, Foreign Language Reading Course, or other appropriate research tool*** at the department's option.
   NON-THESIS PROGRAM—See departmental entry. This requirement must be satisfied during the course of the program.
9. Defense:
   THESIS PROGRAM—Departmental option.
   NON-THESIS PROGRAM—Not applicable.

N.B. For specific requirements, see departmental entry.
*Each student pursuing the master's degree in Speech-Language Pathology and Audiology must satisfy a full-time residence requirement in one academic semester (10 credits in one semester.)
**Application for ETS examination may be made at the Counseling Center.
***Research Tool Substitution form available at the Graduate School office.
N.B. There is a five-year time limit in which the student must complete all of the requirements for the degree. Those who for serious reasons may require additional time must provide the reasons in writing to the department and the Associate Dean. Forms for requesting an extension of time are available in the Graduate Division office.

Advisement and Registration Procedure
Upon matriculation, students will receive from the department an Advisement Information Form which will identify their advisor. Students must consult with the department to determine when the advisement period is scheduled and then make an appointment to see their advisor during this period in order that appropriate programming may be arranged. At this time, with the counsel and approval of the advisor, the Graduate Registration Form will be completed.
The University calendar stipulates the periods for REGISTRATION. During this period, students must register for their courses in the following semester since courses with small enrollments may be cancelled or courses with large enrollments may be closed. When registering, the student must present a Graduate Registration Form to his/her advisor, in order to receive a registration code to be used with the REDPHONE or WEB registration systems. No registration priority codes will be issued without an approved Graduate Registration Form. The Dean’s office reserves the right to withhold priority codes.

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

Attendance Policy
Regular and prompt attendance is expected of all students.

Absence from class does not excuse a student from work missed.

Individual faculty members have discretionary power to determine whether a student who has missed an announced test is to be given a make-up examination. This policy does not apply to final examinations. For the policy on final examinations, see “Examinations” under "Academic Regulation,” above.

Non-Matriculated and Special Students
A student who has not met all the admissions requirements but has, on the evaluation of the Faculty and Dean, the potential to pursue graduate studies is considered a non-matriculated student. Non-matriculated students may, upon approval, take a maximum of 6 credits in a semester for a total of 12 credits, with a grade of "B" or better in each course. If a student, upon completion of 12 credits, is accepted into a degree program, the Committee on Admission will determine which credits will be applicable to the degree. In any case, no more than 12 credits completed as a non-matriculated student may be applied toward the degree. A non-matriculated student will not be evaluated for admission with any grade of Incomplete (IN) on his/her transcript.

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

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

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

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

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

3. In programs leading to the Master’s or Doctor of Philosophy degree, requiring the completion of 55 or more credits, a maximum of 12 credits may be transferred with the approval of the Chair and the Dean. In the Doctor of Arts in English program, however, a maximum of nine credits may be transferred with the approval of the Chair and the Associate Dean. In the Doctor of Arts in Modern World History program, a maximum of six credits may be transferred with the approval of the Academic Policy Committee, the Director 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 (cf. "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 ("IN") Grades
Students receiving an “IN” (Incomplete) grade must submit all required materials no later than the deadline indicated in the Academic Calendar in the front of this bulletin. All "IN" 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 dean’s office. Faculty hold the prerogative in establishing a date earlier than identified in this bulletin. All materials must be submitted to the dean’s 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: 12 credits each semester; 10 credits for M.A. students in the Department of Speech.
Residence
Each student pursuing the Doctor of Philosophy degree must satisfy at least a one year, full-time residence requirement during two consecutive academic semesters, that is, fall and spring.

In order to fulfill the residence requirement for the Doctor of Arts degree, each student must successfully complete 24 semester hours of academic credit during four consecutive academic semesters.

Each student pursuing the master’s degree must complete 12 semester hours of academic credit during two consecutive academic semesters.

Each student pursuing the master’s degree in Speech-Language Pathology and Audiology must complete a minimum of 10 semester hours of academic credit in one academic semester (excluding summer).

Comprehensive Examination
All doctoral and master’s students in all departments or divisions must pass a comprehensive examination and/or submit for English M.A. students, submit a portfolio. This examination may not be taken earlier than the last semester or session of course work and must be taken within one year of the completion of all course work, language, and residency requirements. Students must be in good academic standing (3.0 or better) and must have completed language and residency requirements before their applications to sit for comprehensive examinations will be approved.

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

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

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

Applications for these examinations should be made in the office of the Dean no later than the dates designated in the Calendar.

Candidacy
A doctoral student acquires the status of “candidate” after he or she has successfully completed: 1) all course work 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 “Academic Regulations” section of this bulletin for general University stipulations concerning the preparation and defense of dissertation 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, or 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 to the Treasurer’s Office evidence of other coverage. For example, “other coverage” may be through the student’s own health insurance plan or he/she may still be covered under a parent’s policy after the calendar year following the 19th birthday. Those who apply for coverage through the University will receive an insurance identification card which must be presented upon request. The University requires all students holding an F-1 or J-1 visa to have Sickness Insurance. See the Student Support Services and Resources section for more information.
Institute of Asian Studies

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 certificates in Chinese Language Studies, Strategic Asian Studies, East Asian Cultural Studies, or Asian American Studies.

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 18 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 36 semester hours of course work, 6 of which include master's thesis research and a written thesis. Prescribed courses include ASC 300 (Introduction to Source Materials on China) and ASC 303 (Japanese Bibliography and Historiography) and Master’s Research (ASC 900) in the East Asian field. The remainder of the program will be arranged in consultation with the student’s advisor.
   b. Non-Thesis option: 36 credits. The program of study requires a minimum of 36 hours of course work, including ASC 300 (Introduction to Source Materials on China) and ASC 303 (Japanese Bibliography and Historiography). The remainder of the program will be arranged in consultation with the student’s advisor.

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 course work and must be taken within one year of the completion of all course work, language and residence requirements.

Certificate Programs

Four different certificate programs are offered:

1. 18-credit certificate program in the Chinese language,
2. 15-credit certificate program in Asian Culture Studies,
3. Advanced 15-credit certificate program in Asian Cultural Studies for students who have a Master’s degree or its equivalent,
4. 15-credit certificate program in Asian and African Cultural Studies.

5. 15-credit certificate in teaching Asian and American Studies at High Schools (starting in 2005).
6. 15-credit certificate in Asian Strategic Studies (starting in 2005).

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 3.5 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 fourth in the existing B.A. and M.A. programs.

Courses

Required

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.

ASC 303 Japanese Bibliography and Historiography
A study of the bibliographical sources of Japanese history as well as selected problems in Japanese historiography. Credit: 3 semester hours.
Elective (I)

ASC 135; 136 Problems in East Asian History* (cf. HIS 135; 136)
European imperialism in East Asia since the middle of the 19th-century and the resultant conflicts with special emphasis on China, the origin and the consequence of Japanese militarism, and social changes in East Asia. Credit: 3 semester hours.

ASC 553; 554 Classical Chinese Civilization
An introduction to the historical development of Chinese civilization from prehistoric times to the early 19th-century with emphasis on political and intellectual trends. Credit: 3 semester hours.

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

Elective (II)

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 252; 253 The Cultural Transformation of Modern China
The crisis of confidence in traditional ethics and philosophy; the appropriation and rejection of Western tendencies; cultural revival and revolution and the interweaving of politics and culture under Communism. 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 discussions of the peculiar social and cultural milieu in modern Japan, with primary focus on the major writers. 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 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 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 901 Directed Readings
Supervised research on a single topic determined jointly by the student and a member of the faculty. Credit: 3 semester hours.

Elective (III)

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

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

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

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

Language

ASC 114 Chinese Calligraphy: Theory and Practice
The purpose of this course is to introduce students of the arts and cultures to the essential elements of this great art by describing and analyzing the theoretical structure and aesthetic values. In addition to classroom lectures, several professional and well-known calligraphers will give demonstrations of the uses of brushes and ink. Credit: 3 semester hours. One-semester course. No Prerequisite.

CHI 103; 104 Advanced Conversational Chinese* (cf. EDU 9040, 9041)
Prerequisite: CHI 101 or equivalent. CHI 103 is a prerequisite for CHI 104. Drill in the aural-lingual skills; the learning of speech patterns, sounds, intonation and basic vocabulary. Credit: 3 semester hours.

CHI 203; 204 Advanced Reading in Modern Chinese (cf. EDU 9044, 9045)
Prerequisite: CHI 201 or equivalent. CHI 203 is a prerequisite for CHI 204. Readings from modern Chinese texts, periodicals and newspapers. Credit: 3 semester hours.

JPN 103; 104 Conversational Japanese*
Prerequisite: JPN 2 or its equivalent. JPN 103 is the prerequisite of JPN 104. The aim of this course is to give the student basic training in Japanese conversation based on the Japanese grammar and vocabulary that he/she has learned. Credit: 3 semester hours.

Research

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.

Maintaining Matriculation

925 Maintaining Matriculation
Master’s students not registered for other courses must register for ASC 925 until all degree requirements are completed and the degree is granted. No credit. Fee: $50 per semester.

Associated Courses

ASC 254 Asian Political and Social Thoughts: The Classical and Recent Periods (cf. GOV 254)

ASC 255 Asian Political and Social Thoughts: The Contemporary Period (cf. GOV 255)

ASC 651 Buddhism and Christianity in Dialogue (cf. THE 651)

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

1. Courses: The M.S. Program requires a minimum of 33 credit hours of course work 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. Language: There is no specific language requirement for the Master’s Degree in Biology.

5. Comprehensive Examination: All students must pass a written comprehensive examination covering current theory, application and research in areas appropriate to their training and interests. Questions may be derived from but are not limited to specific courses or seminars. 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.

6. Residence: To satisfy the residence requirement for the M.S. degree the student must successfully complete 12 semester hours of credit in two consecutive academic sessions.

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’s Department of Biological Sciences to enable our students to take part in a revolutionary industry. 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, clinical and research laboratories and others. All of these companies are looking for skilled, self-motivated, proficient employees.
B.S./M.S. in Biology

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

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 the academic, medical or biotechnology setting. Students with very strong undergraduate academic credentials may be accepted directly into the doctoral program.

All applicants must present evidence of:

1. Successful completion of an undergraduate major in the biological sciences with an overall cumulative index of B including a B or better average in Biology and the cognate sciences (including Chemistry and Physics). The undergraduate program should include one year each of inorganic and organic chemistry, physics, and mathematics through introductory calculus. One semester of either genetics, molecular biology or biochemistry is required and a semester of each is highly recommended. Chemistry majors who meet these qualifications will be considered for admission into the program. Preferably applicants will also have one or more courses in an area of biology in which they hope to specialize.

2. Applicants from master's degree programs must have an overall cumulative index of B+ or better in their graduate work.

3. Satisfactory scores on the GRE, both general and subject tests.

4. Three satisfactory letters of recommendation from science faculty in the applicant's most recent program of study.

5. A one-page essay in which the candidate describes his or her interests, career goals, and special aptitudes.

6. Special Requirements. Foreign-born students who have not received a U.S. degree will also be required to present evidence of proficiency in English such as the TOEFL test.

Lack of preparation in any particular area may be made up during the first year of attendance with departmental approval. It is strongly recommended that prospective doctoral students consult with the Graduate Director for detailed information concerning the doctoral program.

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 two 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. A qualifying examination for the doctoral program is administered at the end of the first semester of the second year of study. This examination is a test of the ability to organize information learned in several disciplines. Successful completion of this examination constitutes 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 current 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. A written comprehensive examination which will cover the student's area of concentration and other subjects approved by the doctoral examination committee, will be taken after the student has completed all required courses (in the third year of study) and has obtained approval for a proposal of dissertation research. 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.

5. Research and Dissertation. All doctoral students are required to take a minimum of six credits of Doctoral Research (950) and to submit a dissertation. Not more than 15 credits of Doctoral Research (950) will be counted towards the completion of the degree. Upon recommendation of the student's advisor, Special Research (Biology 352 or 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 submitted for publication in a recognized scientific journal.

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 content.

The public defense of the doctoral dissertation is not scheduled until the candidate submits evidence to the Departmental Chair that a manuscript derived from the dissertation has been submitted to a peer reviewed journal for publication.

6. Seminars. Enrollment in and attendance at the Department Seminars (BIO 599) are required for credit during a total of three semesters and thereafter as a no-credit course (BIO 599A). Doctoral students will be asked to present the results of their research at these seminars.

7. Residence. To fulfill the residence requirements for the Ph.D. degree, a student must complete two consecutive academic semesters of full-time study; that is, fall and spring, including attendance at seminars.

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 course work 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 Dean of the Graduate Division of Arts and Sciences to do research elsewhere.

2. Lecture classes are usually scheduled from 9:10 a.m. to 8:30 p.m. or 6:10 p.m. to 9 p.m. on weekdays.

3. Students may enroll for special research in the summer session as well as in the regular academic year.
4. 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. 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. Other special fellowships such as the Initiative for Minority Student Development Program (MSTD) as well as Graduate Assistance in Areas of National Need Program (GAANN) may also be available to qualified master's and doctoral students.

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, 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.

165 Ecology
This course will deal with recent advances in ecological research in published papers, new books and journals. Credit: 3 semester hours.

207A Core A Biochemistry
Introduction to the organization and chemical economy of the cell; an overview of metabolism. Structure and function of biomolecules; enzymes; physical and chemical methods for studying cells. 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
A consideration of the application of information technology to biological questions, including DNA sequencing, proteomics and genomics. Credit: 3 semester hours.

210 Internship in Biotechnology

212 Core C Cell Biology
Prerequisite: 207. Structure and function of subcellular organelles. Transport; the endoplasmic reticulum, protein secretion and membrane biogenesis; the cytoskeleton; mitochondria, chloroplasts, and the generation of useful energy. 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 mode 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
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 Laboratory Techniques and Applications II
A continuation of BIO 248. Credit: 3 semester hours.

251 Endocrinology
Introduction to hormone regulation, synthesis and mechanism of action; principles of hormone assay; hormone-receptor interaction and signal transduction. Credit: 3 semester hours.

253 Laboratory Techniques and Applications II
Prerequisites: BIO 207. This is a project-based laboratory course with an emphasis on the acquisition of techniques currently used in molecular biology as well as the understanding of the molecular basis of these techniques. An important component is exposure to the use of Bioinformatics in the interpretation of data generated during the course. Credit: 3 semester hours.

261 Neurophysiology
Neuroanatomy; cell biology of neurons; synaptic transmission; mechanisms of transmitter release; coding and processing of the sensory information; Phototransduction. Credit: 3 semester hours.

273 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. PH5240. 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.

282 Radiobiology

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.
714 Topics in Genetics and Cytogenetics
Human genetics, extrachromosomal inheritance and selected topics in cytogenetics and eukaryotic genetics. 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.

730 Microbial Physiology
The emphasis of this course is on the organization of genetic networks in bacteria and their ability to respond to environmental fluxes. Signal transduction mechanisms in prokaryotic cells. Credit: 3 semester hours.

762 Topics in Neurobiology
Two to three topics in the field of Neurobiology will be selected for each course. Topics will be discussed in depth beginning with the historical background and ending with the most recent developments in the area. Credit: 3 semester hours.

763 Molecular Neurobiology
The impact of advances in molecular biology on the study of the nervous system will be investigated. 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 doctoral students. This course is given in the Spring semester and consists of sequential laboratory experiences in each of two separate research laboratories. Credit: 3 semester hours. Laboratory fee: $60 per semester.

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

552 Research Rotation III
This course is an optional fourth laboratory experience. The project chosen is to give the student experience in the handling of equipment and in the research goals associated with the laboratory. 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 per semester.

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: $50 per semester, $60 laboratory; Total $110 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 passed their comprehensive exam AND HAVE NOT registered for other courses, must register for BIO 940. May not be taken consecutively for more than two semesters. No credit. Fees: $50 per semester; $60 laboratory; Total: $110 per semester. (Students who do not use laboratory facilities may petition the Chair and the Dean to waive the laboratory fee.)

For a complete inventory of approved courses, please contact the Dean’s office.
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 course work 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. Thereafter, in general, students may submit evidence of undergraduate preparation that normally includes courses of 8 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 6 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 (6 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. All applicants for graduate assistantships must submit Graduate Record Examination scores (both general and subject area) with their applications.

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

To accommodate students employed in industry and education, all classes begin at or after 6 p.m. on weekday evenings.

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: $60.

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*

Descriptive chemistry of the representative elements and of some of the more common transition metals. 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 and intermolecular rearrangements, carbanions, carbenes, electrophilic aliphatic substitution, addition and elimination reactions, reactions of carbon compounds, 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 $60.

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: $60 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: $50 maintaining matriculation; $60 laboratory; total: $110 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.

*Also open to qualified undergraduates.

Department of English (ENG)

Programs of Study
The English Department offers a wide range of traditional and interdisciplinary courses in literature, theory, writing, and pedagogy. All of our graduate courses are small, seminar-style gatherings featuring close, one-on-one contact between faculty and students. The curriculum offers ample opportunities to engage in literary scholarship, critical theory, interdisciplinary reasearch, and cultural studies. The Department of English offers three graduate degree programs: the combined B.A./M.A. program, the Master of Arts, and the Doctor of Arts. The Department also sponsors a student-edited journal, The St. John’s Humanities Review.

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 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. One to 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. Students who choose the thesis option must complete three credits of ENG 900 Master’s Research. Students choosing the non-thesis option complete three credits of coursework in lieu of ENG 900. After completion of the baccalaureate degree, students must enroll full-time on the graduate level for the fifth year.
Master of Arts (M.A.)
The M.A. Program in English is designed for students who seek a broad yet intensive engagement with the study of literature, theory, and cultural studies. Our M.A. students receive fellowships for doctoral study at prestigious universities, go on to law school, establish careers in publishing and editing, and obtain tenure-track middle school and high school teaching positions.

The Master’s program offers seminars in the major periods (medieval, early modern, Restoration, Victorian, 19th-century American, modern, contemporary, and postcolonial), plus many interdisciplinary and cross-disciplinary courses. Instead of comprehensive exams, all students submit a portfolio in their final semester, containing representative essays and a critical synthesis of their work while in the program. Students have the option of writing a graduate thesis, or taking an additional three credits of coursework.

Entrance Requirements
Students entering the M.A. program must present at least 24 credit hours of undergraduate preparation in English with a GPA of 3.0 or better. All students must submit acceptable scores for the Graduate Record Examinations (GRE) General Test; the Subject Test is not required.

Assistantships
A limited number of Graduate Assistantships are available on a competitive basis to all qualified full-time applicants. Interested students should submit to the Chair two letters of recommendation from current English faculty. All applicants, with the exception of students already enrolled in the BA/M.A. program, apply for Graduate Assistantships through the Graduate Office.

Program Requirements
Students must take a minimum of 33 credit hours. (Students receiving Graduate Assistantships will be compensated up to but not beyond 33 credits.) Students can choose the thesis program or the non-thesis program. Those wishing to pursue the thesis program take a minimum of 30 credits, plus English 900 (Master’s Research) for 3 credits. Students choosing the non-thesis program take 33 credits of coursework.

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 takes the place of comprehensive exams, and it serves as the capstone project in the Master’s program. The portfolio consists of three representative papers from three different courses, each further revised 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 two or three members of the Department evaluates these portfolios.

Doctor of Arts (D.A.)
The D.A. Program in English is designed for students who desire more in-depth study in literature, theory, interdisciplinary and cultural studies, and pedagogy. Our D.A. students have obtained tenure-track jobs in four-year colleges and Universities, two-year colleges, and secondary schools. Students have also used the degree to secure positions in publishing, editing, public relations, and college-level administration.

The D.A. degree emerged in the 1960s and 1970s as a companion to the Ph.D. The intention of the degree was to combine opportunities for traditional scholarship with an added emphasis on pedagogical training and research to prepare candidates for teaching in four- and two-year colleges. Interest in our D.A. program continues to grow, particularly among full-time middle school, secondary school, and college faculty living and working in the tri-state metropolitan area, who are unable to pursue full-time doctoral study and seek an alternative to the Ed.D. degree. The program is designed to enhance the credentials of those who are or wish to become professional educators at the secondary and college level.

The Doctor of Arts program offers seminars in the major periods (medieval, early modern, restoration, Victorian, 19th-century American, modern, contemporary, and postcolonial), plus many interdisciplinary courses. After completion of all coursework, students, in consultation with Department faculty, design three individualized 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 or American Literature.
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 as well as the Subject “Literature in English” Test.
4. Applicants possessing a Master’s Degree with at least 15 graduate credits in English and an index of at least 3.5 in these courses will receive advanced standing, 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
The Department offers a limited number of Research Fellowships on a competitive basis to all qualified full-time applicants. Interested applicants must apply for a Fellowship through the Graduate Office.

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 have up to 12 credits waived. 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 110 Introduction to American, modern, contemporary, and postcolonial, plus many interdisciplinary courses.
3. All students must demonstrate proficiency in a foreign language by obtaining a grade of “B” or higher in an advanced college-level language course; by satisfactory scores in ETS or other University approved language exams; or by completing a two-semester reading course offered by the Department of Languages and Literatures.
4. A student will be evaluated at the completion of 24 credit hours of graduate work to determine whether or not she is qualified to continue in the program.
5. Doctoral students will satisfy the University Residency Requirement by completing 24 credits in two years.
Upon successful completion of coursework, students must pass the Comprehensive Examination. The student selects three graduate faculty to serve on her exam committee, who then work closely with the student to design three individualized exams centered around three areas of specialization determined by the student. The student, in consultation with her committee, assembles a reading list of approximately twenty-five books and critical essays for each of the three exam areas. In addition to serving as an opportunity for the student to demonstrate her mastery in these exam areas, the comprehensive exam serves as a means by which the student can begin preliminary research for the dissertation.

After successfully completing the Comprehensive Examination, the student will undertake the dissertation for a minimum of 6 credits (ENG 975) each semester until the dissertation is successfully defended. Students select a topic that will enable them to apply their learning to an original problem in contemporary scholarship, criticism, pedagogy or the profession in general. An academic mentor and a committee of readers are selected by the student to guide 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
An exploration of key developments in literary and cultural theory, with particular focus on developments in the 20th-century.

110 Introduction to the Profession
This course examines the history of higher education in the United States and the emergence of English studies as a specialized academic discipline.

120 Composition Theory and the Teaching of Writing
An examination of the major theories in the field of composition and their relevance for the teacher of writing.

130 Theories of Literacy
This course looks at the many different ways in which the term “literacy” has come to be defined, categorized, co-opted, and politicized.

150 Topics in English Education and Pedagogy
"American Canons." In this class, intended especially for future educators, we will read some of the required texts of the American high school curriculum, tracing when and how each one arrived at its canonized position.

Medieval

210 Medieval Literature in Historical Contexts
This course is designed to help students of medieval literature meet the challenge of history. We will learn how to research relevant historical information and construct historical contexts in which to study literary texts.

220 War and the Culture of Chivalry
In this course we will examine the discourse of war and chivalry for nobles, especially in the later Middle Ages.

230 Chaucer
A close reading of Chaucer’s Canterbury Tales and Troilus and Criseyde, the Hous of Fame, and minor poems.

250 Medieval Drama
The early roots of medieval drama, starting with the quen quaerits tradition, moving into mummings, mystery cycles, morality plays and perhaps a few early early modern plays.

260 Medieval Romance
While many think of medieval romance as a genre in which dashing knights rescue damsels in distress, this class examines the larger social and cultural contexts behind the production of these texts in the late 12th and 13th centuries.

Early Modern

300 Shakespeare and Early Modern Studies
This course teaches Shakespeare through the scholarly and intellectual trends that are currently shaping early modern studies, many of which began as responses to existing paradigms in the study of Shakespeare.

320 Spenser and the Elizabethan Renaissance
The course considers the literary construction of the “Golden Age” of Queen Elizabeth I through close attention to two of Elizabeth’s most devoted and influential literary courtiers: Edmund Spenser and Sir Philip Sidney.

395 Studies in Early Modern Literature and Culture
"Don Quijote and the Invention of Modern Reading”
This seminar covers significant issues in early modern literature and culture, including new and emerging fields of study and reconsiderations of existing paradigms.

Restoration and 18th-Century

400 The Novel to 1800
A representative sampling of early novels in both their high and low culture manifestations, including criminal biography, romances, travel narratives as well as traditionally canonical writers like Richardson, Fielding and Defoe.

495 Topics in 18th-Century Literature and Culture
A new kind of writing—political theory—emerged at the end of the century that recognized only the value of political associations and the importance of civic action.

19th-Century British

520 The 19th-Century Novel
Few cultural forms have achieved such a balance between mass popularity and aesthetic complexity as the novel of the nineteenth century; it is modernity’s most characteristic literary form.

540 Science, Poetry and Prose in Victorian England
This course explores a time when the disciplinary boundaries that separate literature and criticism from science had not solidified into their modern form.

570 The Condition of English Fiction in 1848
Through a method of inquiry that is both historical and formalist, this course will take the measure of the “condition of English fiction” in 1848—an extraordinary year that saw the publication of some of the most renowned fiction of the Victorian era.

American to 1900

610 Colonial Literature
A survey of the colonial literature of the eastern seaboard of the U.S. The course will discuss Native-American contact, missionary work and Puritan immigration, and the literature of geographical exploration.

625 Gender and 19th Century American Literature
The identification of men with the public sphere and women with the private sphere posed an artificial divide on American culture in the nineteenth century: polarizing men and women, male spaces and female spaces, romantic literature and domestic literature.

630 Transcendentalism: Art and Reform
A close examination of the Transcendentalist movement, focusing on Emerson, Fuller, Thoreau, and Whitman. Readings will also include Melville’s Pierre and Hawthorne’s Bithedale Romance.

640 19th-Century African-American Literature
A study investigating the role of the slave narrative as the ur-text of the African American literary tradition. Readings to include Olaudah Equiano’s transatlantic narrative of antislavery consciousness; narratives by Douglass and Jacobs; fiction by Brown, Delany, Harper, and Hopkins.

695 Topics in American Studies
This course examines the most controversial figure of the revolutionary era, Thomas Jefferson.
865 Writing Theory/Writing Practice
This seminar will focus on reading contemporary poetry and theories of its production. We will also explore forerunners who have offered suggestive models for contemporary writing practice.

875 Feminist Theory
This course will look at the shape of feminist literary theory from its early arrival in the 1970s, its subsequent interfaces with post-structuralism and psychoanalysis, through its current interactions with other approaches like post-colonialism and critical race theory.

880 Revolution and Romanticism
A study of word and image (literature and political writing, art and propaganda, and film) from the storming of the Bastille to the fall of the Third Reich.

885 Postmodernism
This course examines the notion of postmodernism as name, style, and period. Is there something distinctive about culture after World War II? Why? How does this relate to a mindset of the "postmodern."

890 Topics in Interdisciplinary Studies
This course will explore the diverse ways in which the body has been analyzed, viewed, exhibited, adjudicated, and objectified, in literature, law, psychology, medicine, photography, and politics in the U.S. in the late nineteenth and early twentieth centuries.

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

For more information, go to www.stjohns.edu/english

For the St. John’s Humanities Review, go to www.stjohns.edu/english/humanities

Twentieth Century

725 Modern Drama
A study of the major dramatists who broke with the traditions of the 19th Century to create a new drama which was innovative in form and subject matter.

730 Literary Modernism
Modernism in the arts is best approached as a series of responses to the intellectual, political, and scientific developments of modernity.

750 Drama in Our Time
A survey of the contribution of major playwrights whose work became known after W.W.II as well as those who influence currents in the theater of our time.

755 Topics in African American Literature
This course explores the representation of jazz in African American poetry, fiction, drama, and criticism, from the Harlem Renaissance to the present.

760 Postcolonial Literature
Novels, short stories and poems by women from Botswana, Egypt, India, Ireland, New Zealand and Nigeria, along with some important critical essays on feminism and postcolonialism by Trinh T. Minh-Ha, Gayatri C. Spivak, and others.

765 American Ethnic Literatures
We will explore some of the main themes and issues that are critical to the study of ethnic American literature: authenticity, representation, appropriation, etc.

770 The Theater and Society
An investigation into the ways in which the contemporary theater reflects the changing nature of current social constructs.

790 Studies in 20th-Century American Literature and Culture
This course explores 1920s New York City as a metropolitan site of cultural hybridity and emergent modernisms.

795 Topics in 20th-Century British Literature and Culture
We will read Joyce’s Ulysses. No single text comprehends as many themes and styles that define a period as this one does, and to read Ulysses well is to begin a serious study of modernism at its most intense and extensive.

Interdisciplinary and Cultural Studies

820 The Christian Imagination
The Christian imagination begins with meditations of these mysteries and their implications for human experience. Writers to be studied include Augustine, Dante, Rabelais, Swift, Dostoyevsky, and Joyce.

835 Modernism and the Fascist Aesthetic
This course will trace the growth of the fascist and Nazi aesthetic out of the fertile soil of Modernism and identify parallels and continuities between the aesthetics of Modernism and fascism.

855 Theory of the Novel
A theory course focusing on writers such as Bakhtin, Lukacs, and Robbe-Grillet. The course will look at hypotheses about the rise of the novel as a literary form prior to 1800, as well as questions of the role of the novel in age of film and computers.

880 Revolution and Romanticism
A study of word and image (literature and political writing, art and propaganda, and film) from the storming of the Bastille to the fall of the Third Reich.

885 Postmodernism
This course examines the notion of postmodernism as name, style, and period. Is there something distinctive about culture after World War II? Why? How does this relate to a mindset of the “postmodern.”

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

For more information, go to www.stjohns.edu/english

For the St. John’s Humanities Review, go to www.stjohns.edu/english/humanities

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 24 hours in the field. In lieu of this, subjects to departmental review, students may be accepted with Special Student status, provided that some of the above number of hours are in related fields.

Programs of Study
A Master’s program in Government and Politics with concentrations in:

1. American Government
2. International Relations and Comparative Government
3. Political Theory
4. Public Administration

Master of Arts
The department offers two options in the M.A. program:

NON-THESIS OPTION – requires a minimum of 33 semester hours in course work, including GOV 205 (which must be completed during the first year of matriculation). After the field of concentration has been chosen, the remainder of the program must be arranged with the student’s advisor. At least 12 semester hours in the field of concentration must be taken. Of the remaining 21 hours, students whose field of concentration is American Government or Public Administration must take at least 3 hours in International Relations and Comparative Government and 3 hours in Political Theory. Students whose field of concentration is International Relations and Comparative Government must take at least 3 hours in American Government and 3 hours in Political Theory. Students whose field of concentration is Political Theory must take at least 3 hours in International Relations and Comparative Government and 3 hours in either American Government or Public Administration. The student in the non-thesis program is not required to demonstrate competency in a foreign language.

THESIS OPTION – requires a minimum of 33 semester hours in course work, including GOV 205 (which must be completed during the first year of matriculation) and 2 semesters of Master’s Research (900). After the field of concentration has been chosen, the remainder of the program must be arranged with the student’s advisor. At least 12 hours in the field of concentration must be taken. Of the remaining 18 hours, students whose fields of concentra-
tion are American Government or Public Administration must take at least 3 hours in International Relations and Comparative Government and 3 hours in Political Theory. Students whose field of concentration is International Relations and Comparative Government must take at least 3 hours in American Government and 3 hours in Political Theory. Students whose field of concentration is Political Theory must take at least 3 hours in International Relations and Comparative Government and 3 hours in either American Government or Public Administration. In addition, students must present evidence of their knowledge of a foreign language (normally either French or German) by passing the ETS examination or a reading course in the appropriate language—for which no credit is given. Upon approval of the department and the Dean, a language other than French or German may be substituted if such substitution is deemed desirable because of the nature of the student’s special field. Under the guidance of the mentor, the student must prepare a satisfactory thesis on a subject in his/her field of concentration.

COMPREHENSIVE EXAMINATIONS — Students pursuing a degree under either option are required to complete comprehensive examinations which test the student’s knowledge in his/her field of concentration and in two minor fields. To register for the exam, students must complete the Graduate School application and meet with the Chair by the posted deadlines. Further information can be found under the section headed “Comprehensive Examination” in this bulletin.

M.A. in International Relations: Rome campus
The Department of Government and Politics offers students the opportunity to complete the M.A. degree with a focus on International Relations at the University’s Graduate Center in Rome. The program in Rome requires a minimum of 33 semester hours in course work, including GOV 205. International courses may be selected from the following categories: Comparative Politics, International Law and Diplomacy, International Political Economy, International Relations, and Research Methods and Political Theory. Students may complete the International Law and Diplomacy Certificate Program along with or in lieu of their M.A. degree.

Certificate Programs
The department offers one certificate program in Public Administration and another in International Law and Diplomacy. Students may find one or both of these certificates useful in establishing evidence of completion of such courses for employment or other purposes. The certificates can be obtained independently or as a complement to the M.A. Students who have already completed their M.A. degree in the department may continue to study for the certificates.

Public Administration
Matriculated and Special Students who have successfully completed 18 semester hours in Public Administration (including GOV 215) will be issued a Certificate in Public Administration upon application to the department. GOV 215 is required for all students applying for the Certificate in Public 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 6 of the 18 credit hours must be taken from International Law and Diplomacy courses (GOV 271, 341, 343, 344). 100-level courses taken for undergraduate credit may not be used for the Certificate in International Law and Diplomacy.

Combined Certificates
Students who desire to earn both the Certificate in Public Administration and the Certificate in International Law and Diplomacy may utilize 6 credits toward both certificates providing the courses are from among Government 188, 189 and 293. Thus, a total of 30 credits is the minimum needed to earn both certificates. Courses should be selected after consultation of bulletin and 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, normally during the senior year, 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 two-thirds of their time in 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 9 credits taken as part of the Law School curriculum toward the M.A. degree. Alternatively, 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 9 credits taken in the Department of Government and Politics toward credits required for the J.D. degree.

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 3 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 course work and within one year of the completion of all course work, language and residence requirements.

<table>
<thead>
<tr>
<th>J.D. Program</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>21</td>
</tr>
<tr>
<td>Credits toward both degrees</td>
<td>9 OR 9</td>
<td>9</td>
</tr>
<tr>
<td>Totals:</td>
<td>84</td>
<td>30</td>
</tr>
</tbody>
</table>

Students electing the thesis option matriculate for a minimum of 105 credits to satisfy degree requirements; those following the non-thesis program will complete at least 108 semester hours for their combined degree program.

M.A./M.L.S. Program in Government and Politics/Library Science
Under the administration of the Graduate Division of Arts and Sciences, the Department of Government and Politics and the Division of Library and Information Science offer a joint program of study leading to the Master of Arts in Government and Politics and Master of Library Science degrees. Depending upon the option chosen, students complete a total of 57 credits (non-thesis) or 54 credits (thesis) rather than the 69 credits (non-thesis) or 66 credits (thesis) required if both degrees are pursued separately.
The combination of the two M.A. 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 Library Science programs as set forth in their respective sections of this bulletin.

Program
All M.A./M.L.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
- 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 their sophomore year with a 3.0 cumulative index and a 3.5 index for 12 credits in their major and Government and Politics courses.

Students enrolled in the thesis program must complete a total of 150 credits (30 on the graduate level, including 6 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 the B.A. requirements, the student must enroll full time on the graduate level for the fifth year. For specific information, students may consult the Chair.

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

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

Students enrolled in the thesis program must complete a total of 150 credits (30 on the graduate level, including 6 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 the B.A. requirements, the student must enroll full time on the graduate level for the fifth year. For specific information, students may consult the Chair.

B.S. Criminal Justice/
M.A. 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 (with an 18 credit minor in Government and Politics) and the M.A. in Government and Politics within 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 approved Criminal Justice courses (ordinarily CRJ 1001, PSC 1001, and two CRJ electives).

Students enrolled in the thesis program must complete a total of 147 credits (30 on the graduate level, including 6 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 must enroll full time on the graduate level for the fifth year. For specific information, students may consult the Chair.

B.S. Health Services Administration/
M.A. 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 a 3.5 index for 12 credits in their major and Government and Politics courses.

Students enrolled in the thesis program must complete a total of 150 credits (30 on the graduate level, including 6 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 the B.A. requirements, the student must enroll full time on the graduate level for the fifth year. For specific information, students may consult the Chair.

B.S. Journalism/
M.A. 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 a 3.5 index for 12 credits in their major and Government and Politics courses.

Students enrolled in the thesis program must complete a total of 147 credits (30 on the graduate level, including 6 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 must enroll full time on the graduate level for the fifth year. For specific information, students may consult the Chair.

The Chair.
B.S. Legal Studies/M.A. 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 a 3.5 index for 12 credits in their major and Government and Politics courses.

Students enrolled in the thesis program must complete a total of 144 credits (30 on the graduate level, including 6 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 must 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.

The Alumni Council

In order to maintain a continuing relationship with the department, B.A. and M.A. graduates as well as certificate recipients have created an organization geared to servicing students and alumni. The Council, operating under an Executive Committee, is divided into four groups reflecting the career choice of the department’s graduates; education; legal studies; public service and the private sector. The Council provides student and alumni services, including career guidance, internship opportunities, networking and job placement.

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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>205</td>
<td>Modern Political Research</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

I. American Government

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>140</td>
<td>Federalist Papers</td>
<td>3 cr.</td>
</tr>
<tr>
<td>146</td>
<td>American Government Process: The Legislature*</td>
<td>3 cr.</td>
</tr>
<tr>
<td>148</td>
<td>Media and Politics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>157</td>
<td>American Foreign Policy</td>
<td>3 cr.</td>
</tr>
<tr>
<td>183</td>
<td>The Puerto Rican Contribution to American Society*</td>
<td>3 cr.</td>
</tr>
<tr>
<td>195</td>
<td>American Constitutional Development I*</td>
<td>3 cr.</td>
</tr>
<tr>
<td>196</td>
<td>American Constitutional Development II*</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

II. International Government Relations and Comparative Government

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>131</td>
<td>Politics of the Middle East</td>
<td>3 cr.</td>
</tr>
<tr>
<td>133</td>
<td>Contemporary Far Eastern Governments and Politics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>135</td>
<td>Contemporary European Governments and Politics*</td>
<td>3 cr.</td>
</tr>
<tr>
<td>137</td>
<td>Government and Politics of Latin America*</td>
<td>3 cr.</td>
</tr>
<tr>
<td>150</td>
<td>The Nation-State System and Resurgent Nationalism</td>
<td>3 cr.</td>
</tr>
<tr>
<td>152</td>
<td>International Organization</td>
<td>3 cr.</td>
</tr>
<tr>
<td>156</td>
<td>Global Environmental Politics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>157</td>
<td>American Foreign Policy</td>
<td>3 cr.</td>
</tr>
<tr>
<td>183</td>
<td>The Puerto Rican Contribution to American Society*</td>
<td>3 cr.</td>
</tr>
<tr>
<td>188</td>
<td>Comparative Public Administration*</td>
<td>3 cr.</td>
</tr>
<tr>
<td>189</td>
<td>Political and Administrative Problems of Developing Nations*</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

III. Political Theory

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>140</td>
<td>Federalist Papers</td>
<td>3 cr.</td>
</tr>
<tr>
<td>162</td>
<td>Modern Political Ideologies</td>
<td>3 cr.</td>
</tr>
<tr>
<td>174</td>
<td>Ancient Political Theory</td>
<td>3 cr.</td>
</tr>
<tr>
<td>175</td>
<td>Modern Political Theory</td>
<td>3 cr.</td>
</tr>
<tr>
<td>176</td>
<td>Politico-Religous Mass Movements</td>
<td>3 cr.</td>
</tr>
<tr>
<td>220</td>
<td>American Political Thought: The Formative Period</td>
<td>3 cr.</td>
</tr>
<tr>
<td>221</td>
<td>American Political Thought Since 1820</td>
<td>3 cr.</td>
</tr>
<tr>
<td>280</td>
<td>Marxism-Leninism</td>
<td>3 cr.</td>
</tr>
<tr>
<td>376</td>
<td>Seminar: Political Theory</td>
<td>3 cr.</td>
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</tbody>
</table>

IV. Public Administration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>163</td>
<td>Ethical Problems in Government and Public...</td>
<td>3 cr.</td>
</tr>
<tr>
<td>181</td>
<td>Principles of Public Administration*</td>
<td>3 cr.</td>
</tr>
<tr>
<td>182</td>
<td>Public Personnel Administration*</td>
<td>3 cr.</td>
</tr>
<tr>
<td>184</td>
<td>Introduction to Organization Development</td>
<td>3 cr.</td>
</tr>
<tr>
<td>188</td>
<td>Comparative Public Administration*</td>
<td>3 cr.</td>
</tr>
<tr>
<td>189</td>
<td>Political and Administrative Problems of Developing Nations*</td>
<td>3 cr.</td>
</tr>
<tr>
<td>190</td>
<td>Labor Relations and Collective Bargaining in Government*</td>
<td>3 cr.</td>
</tr>
<tr>
<td>192</td>
<td>Public Finance and Budget Administration*</td>
<td>3 cr.</td>
</tr>
<tr>
<td>210</td>
<td>Scope and Methods of Political Science and Public Administration</td>
<td>3 cr.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>215</td>
<td>Research Methods and Quantitative Analysis 3 cr.</td>
<td></td>
</tr>
<tr>
<td>218</td>
<td>Public Policy Analysis 3 cr.</td>
<td></td>
</tr>
<tr>
<td>235</td>
<td>Internship in Public Administration 3 cr.</td>
<td></td>
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<tr>
<td>236</td>
<td>Internship in Public Administration 3 cr.</td>
<td></td>
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<tr>
<td>239</td>
<td>Municipal Government and Administration 3 cr.</td>
<td></td>
</tr>
<tr>
<td>241</td>
<td>State and Local Government 3 cr.</td>
<td></td>
</tr>
<tr>
<td>245</td>
<td>Theories of Public Administration 3 cr.</td>
<td></td>
</tr>
<tr>
<td>285</td>
<td>Administrative Law and Government 3 cr.</td>
<td></td>
</tr>
<tr>
<td>290</td>
<td>Public Administration of Emerging States 3 cr.</td>
<td></td>
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<tr>
<td>293</td>
<td>Administration of International Organizations 3 cr.</td>
<td></td>
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<tr>
<td>325</td>
<td>Economic Analysis of Public Policy 3 cr.</td>
<td></td>
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<tr>
<td></td>
<td><strong>V. Courses at the Rome Graduate Center</strong></td>
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<tr>
<td></td>
<td><strong>Required Course</strong></td>
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<tr>
<td>205</td>
<td>Modern Political Research 3 cr.</td>
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<td></td>
<td><strong>Comparative Politics</strong></td>
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<td>133</td>
<td>Contemporary Far Eastern Government and Politics 3 cr.</td>
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<tr>
<td>135</td>
<td>Contemporary Eastern European Governments and Politics 3 cr.</td>
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<tr>
<td>189</td>
<td>Political and Administrative Problems of Developing Nations 3 cr.</td>
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<tr>
<td>225</td>
<td>Contemporary Western European Governments and Politics 3 cr.</td>
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<tr>
<td>230</td>
<td>Government and Politics of the Post Soviet Republics 3 cr.</td>
<td></td>
</tr>
<tr>
<td>291</td>
<td>Russia and Great Powers in World Politics 3 cr.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>International Law and Diplomacy</strong></td>
<td></td>
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<tr>
<td>271</td>
<td>Theory and Practice of Diplomacy 3 cr.</td>
<td></td>
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<tr>
<td>279</td>
<td>Comparative Law 3 cr.</td>
<td></td>
</tr>
<tr>
<td>341</td>
<td>International Law: Law of Peace 3 cr.</td>
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<tr>
<td></td>
<td><strong>International Political Economy</strong></td>
<td></td>
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<tr>
<td>277</td>
<td>International Political Economy I 3 cr.</td>
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<tr>
<td>278</td>
<td>International Political Economy II 3 cr.</td>
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<tr>
<td>343</td>
<td>International Law: Law of International Transactions 3 cr.</td>
<td></td>
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<tr>
<td></td>
<td><strong>International Relations</strong></td>
<td></td>
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<tr>
<td>153</td>
<td>International Organizations 3 cr.</td>
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<tr>
<td>156</td>
<td>Global Environmental Politics 3 cr.</td>
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<tr>
<td>264</td>
<td>International Politics 3 cr.</td>
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<tr>
<td></td>
<td><strong>Research Methods</strong></td>
<td></td>
</tr>
<tr>
<td>210</td>
<td>Scope and Method of Political Science 3 cr.</td>
<td></td>
</tr>
<tr>
<td>215</td>
<td>Research Methods and Quantitative Analysis 3 cr.</td>
<td></td>
</tr>
<tr>
<td>218</td>
<td>Public Policy Analysis 3 cr.</td>
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<td></td>
<td><strong>Political Theory</strong></td>
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</tr>
<tr>
<td>162</td>
<td>Major Political Ideologies 3 cr.</td>
<td></td>
</tr>
<tr>
<td>140</td>
<td>Federalist Papers 3 cr.</td>
<td></td>
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<tr>
<td>174</td>
<td>Great Political Thinkers: Ancient and Medieval 3 cr.</td>
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<td>175</td>
<td>Great Political Thinkers: Modern 3 cr.</td>
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<td>176</td>
<td>Politeo-Religious Mass Movements 3 cr.</td>
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<td><strong>VI. Courses common to all Concentrations</strong></td>
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<tr>
<td>357</td>
<td>Reading and Research 3 cr.</td>
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<tr>
<td>900</td>
<td>Master's Research 3 or 6 cr. each semester</td>
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<td><strong>VII. Additional Courses</strong></td>
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<tr>
<td>420</td>
<td>Colloquia 0 cr.</td>
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<td>925</td>
<td>Maintaining Matriculation 0 cr.</td>
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<td><strong>Courses</strong></td>
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<tr>
<td>205</td>
<td>Modern Political Research 3 cr.</td>
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<tr>
<td></td>
<td>A review of scope and methods in Government and Politics; an analysis of</td>
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<td>classical, behavioral and post-behavioral approaches to research; a</td>
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<td></td>
<td>presentation of major disciplinary research paradigms. Credit: 3 semester</td>
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<td>hours. Required for all M.A. students.</td>
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<tr>
<td>131</td>
<td>Politics of the Middle East 3 cr.</td>
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<tr>
<td></td>
<td>This course introduces students to the politics of the Middle East and</td>
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<td>North Africa. It focuses on important domestic, regional, and interna-</td>
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<td>tional developments since World War II. Credit: 3 semester hours.</td>
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<td>133</td>
<td>Contemporary Far Eastern Governments and Politics 3 cr.</td>
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<td></td>
<td>Modern political developments in the Far East; their constitutional systems;</td>
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<td>government organizations, and political problems; critical study of the</td>
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<td>factors contributing to the Communist occupation of China. Credit: 3</td>
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<td></td>
<td>semester hours.</td>
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<tr>
<td>135</td>
<td>Contemporary Eastern European Governments and Politics*</td>
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<td></td>
<td>Post-Communist governmental systems of Central and Eastern Europe and the</td>
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<td>Communist legacy of the post-World War II era; the evolution of political,</td>
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<td></td>
<td>economic, and cultural factors. Credit: 3 semester hours.</td>
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<td>137</td>
<td>Government and Politics of Latin America* 3 cr.</td>
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<td></td>
<td>A study of the government and politics of modern Latin America; analysis of</td>
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<td>the formal and informal political structure of the Latin American States;</td>
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<td>study of contemporary conditions and trends. Credit: 3 semester hours.</td>
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<td>140</td>
<td>The Federalist Papers 3 cr.</td>
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<td></td>
<td>This course examines the intellectual influences and historical setting</td>
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<td></td>
<td>surrounding the Philadelphia Constitutional Convention. Credit: 3 semester</td>
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<td>hours.</td>
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<td>145</td>
<td>American Governmental Process: The Presidency* 3 cr.</td>
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<td></td>
<td>An analysis of the power-vectors that impinge upon or emanate from the U.S.</td>
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<td>Presidency emphasizing the occupant of that office at once the strongest and</td>
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<td>the weakest link in the traditional American system of government. Credit:</td>
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<td></td>
<td>3 semester hours.</td>
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<td>146</td>
<td>American Governmental Process: The Legislature* 3 cr.</td>
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<td></td>
<td>A systems-analysis of the impact of group-interests on the legislative</td>
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<td>processes of the U.S. Congress, emphasizing the constitutional, statutory</td>
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<td>and political checks on factional domination. Credit: 3 semester hours.</td>
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<td>148</td>
<td>Politics and the Media 3 cr.</td>
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<td></td>
<td>The role of the mass media in American politics including theories of</td>
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<td>political communication, the construction of news, agenda setting, the</td>
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<td>evolution of the American news media in the electoral and governing process</td>
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<td>Credit: 3 semester hours.</td>
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<td>150</td>
<td>The Nation-State System and Resurgent Nationalism 3 cr.</td>
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<td></td>
<td>Ideological development of the nation-state system and nationalism following</td>
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<td>the French Revolution; the problem of self-determination of peoples;</td>
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<td>resurgent nationalism, ethno-nationalism; breaking up of states in the</td>
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<td>late 20th century. Credit: 3 semester hours.</td>
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<td>153</td>
<td>International Organization 3 cr.</td>
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<tr>
<td></td>
<td>Early ideas of international organization, the development of international</td>
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<td>organization in the 19th century, the League of Nations, the United Nations,</td>
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<td>and the prospect of World government. Credit: 3 semester hours.</td>
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<td>156</td>
<td>Global Environmental Politics 3 cr.</td>
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<td></td>
<td>The emergence of environment into the political arena and the consequent</td>
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<td>nature of international relations; sustainable development; the available</td>
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<td>avenues for cooperation within the international political system. Credit:</td>
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<td>3 semester hours.</td>
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<td>157</td>
<td>American Foreign Policy 3 cr.</td>
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<td>Concept of national interest; the nature, instruments and factors</td>
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<td>influencing American foreign power; institutional actors and examples of</td>
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<td></td>
<td>contemporary American foreign policy. Credit: 3 semester hours.</td>
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<td>162</td>
<td>Modern Political Ideologies 3 cr.</td>
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<td></td>
<td>An analysis of the Enlightenment, democracy, Marxism-Leninism, nationalism,</td>
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<td>socialism, fascism, Nazism, Zionism, Anarchism, the development of recent</td>
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<td>ideologies: resurgent nationalism, liberation &quot;theology,&quot; Islamic, radical</td>
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<td>feminism; the ideology of revolution, and elitist theory. Credit: 3</td>
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<td>semester hours.</td>
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<tr>
<td>163</td>
<td>Ethical Problems in Government and Public Administration 3 cr.</td>
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<td>Current and recurrent ethical problems and behavior in government; conflict</td>
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<td>of interest, bribery, invasion of privacy, right to public employment,</td>
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<td>campaign contributions and truth in campaigning. Credit: 3 semester hours.</td>
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|            | www.stjohns.edu/graduatebulletin 43
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.

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, examinations, promotion and position classifications, 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.

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 U.S. 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 U.S. 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.

210 Scope and Methods of Political Science and Public Administration
Classical, behavioralist, and post behavioralist 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.

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 of 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 in regard to Jeffersonian Republicanism, Jacksonian Democracy, Social Darwinism, the Progressive movement, and World War I. Credit: 3 semester hours.

225 Contemporary Western European Governments and Politics
Comparison of West European governments in transition from sovereign states and their political, economic and social problems to the member states of the European Union; Western European countries will be discussed. Credit: 3 semester hours.

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

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

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

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

*100-level graduate courses are open to qualified undergraduates.
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 Politics of 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
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.

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 Public Administration of Emerging States
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, and North Korea. Credit: 3 semester hours.

291 Russia and Great Powers in World Politics
Foreign policy of Russia in the post-cold war period is contrasted with the Chinese foreign policy dominated by communist dogma. Strategies of Russian and Chinese foreign policy vis-a-vis other great powers in world politics from the core of the course. 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.

295 American Political Parties and Interest Groups
The nature of the two-party system in the U.S.; historical and conceptional development of the American party system; structure and functions of American political parties; electoral politics: nominations, elections, and voting behavior. 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.

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. 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, 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.

369 Seminar: Constitutional Law
Credit: 3 semester hours.
Department of History (HIS)

Student 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.

Program 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 Master's Research (HIS 900, 6 credits) in the field of specialization for students who elect to write a master's thesis. 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 a minimum of 6 credits of coursework taken in any one field outside of the area of concentration.

2. Language: A knowledge of French, Spanish or German is required for students in the thesis program. This may be evidenced by passing either the ETS examination or the reading course (non-credit) in the appropriate language. 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 the Department Reading List 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: All students must attend HIS 970.

Areas of Concentration
1. American History
2. Modern European History
3. The Age of Globalization requires completion of: History 710 and 750—Seminars in Modernization and Globalizing Implications of Modernization
   History 401 Modern Historical Research
   History 812 Transnational and Interdisciplinary Approaches to Teaching Global History
   6 credits in Diplomatic History
   9 credits in Modern Latin American, Asian, and African History
   6 credits in Modern European and American History

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 6 credits of Master's Research. Students choosing the non-thesis option complete 6 credits in lieu of HIS 900. After completion of the B.A. requirements, students must enroll full time on the graduate level for the fifth year. For detailed information, consult the department Chair.
Courses

Required Courses

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. Required of all master's students in the first year of graduate studies. 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 staff, graduate students and distinguished guests. No credit. No fee.

Area Courses

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.

103 The Cold War*
The origins of the Cold War and the division between East and West; the U.S. and the USSR in conflict and coexistence; cold and hot wars in Asia and Middle East; détente and beyond. Credit: 3 semester hours.

113 American Intellectual History, 1786-1860*
Significant intellectual currents in politics, economic life, science, education, religion, and their inter-relationship to the changing pattern of American society and institutions. Credit: 3 semester hours.

123 Rise of Soviet Power, 1917-1945*
History of the Communist movement and the rise of the Soviet Union to world power in the years between the Russian Revolution and the end of World War II. 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.

131 History of Eastern Europe in the 20th Century*
The development of Nationalism in Eastern Europe through the upheaval of World War I. The politics and policies of the states of Eastern Europe in the interwar 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.

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.

181 Proletarian Pleasures: The Evolution of European Popular Culture*
Studies in European cultural history, emphasizing the changing patterns of popular art, entertainment, and diversions in relation to their social and political significance. Credit: 3 semester hours.

225 Women in American History
Survey of the role and contributions of women in American history from the colonial period to the present tracing the progress of American women in the social, economic, cultural, and political areas of American life. 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 British Imperial and Colonial Policy in Africa, 1778-1914
The British search for new areas of economic penetration and political influence after the American Revolution. Emphasis will be placed on British activity in Africa until the outbreak of World War I. Credit: 3 semester hours.

272 Colloquium on the Technological Transformation of the United States
Value systems and material conditions that led to the technological transformation of the United States, and effects of this transformation on American socio-cultural, economic and political institutions in the 19th and 20th centuries. Credit: 3 semester hours.

274 Crises in American Foreign Relations
Conflicting interpretations of major crises in American diplomatic history are subjected to the test of evidence and logic. Credit: 3 semester hours.

275 Makers of American Diplomacy
A biographical investigation of leading American statesmen in the 20th century. Credit: 3 semester hours.

417 The French Revolution
The Old Regime in France; the role of ideas in the Revolution; internal and foreign phases of the Revolution. Credit: 3 semester hours.

452 Spain and Portugal: From Dictatorship to Democracy
An examination of the evolution of modern Spain and Portugal, concentrating on the transition from the dictatorial regimes of Francisco Franco and Antonio Salazar to the democracies that have emerged since 1975. Credit: 3 semester hours.

456 International Relations Since the First World War
An analysis of WWI and WWII as a historical unit whose chief effect was the destruction of the pre-existing system of international relations; a study of the attempts to establish equilibrium among the powers since WWII. Credit: 3 semester hours.

462 Colonial America, 1492-1697
The foundation of British colonial civilization. The political, economic, social and cultural development of 16th and 17th century America. Colonial rivalries to the end of King William’s War. Credit: 3 semester hours.

464 The American Revolution
The structure of American society; British policy, growth of revolutionary movement; independence and political revolution; military and diplomatic phases; social consequences. Credit: 3 semester hours.

469 The Civil War
The causes, campaigns and political and economic developments of the American Civil War. Credit: 3 semester hours.

534 Studies in Central African History
Colonial historical developments in Central Africa as well as resultant political and social changes. Current concepts of political change, nationalism, and nation-building are also analyzed. Credit: 3 semester hours.

544 Race and Nationalism in the African Diaspora, 1900 to the Present
Interdisciplinary graduate course that incorporates the cultural, intellectual, political and social history of people of African descent in the United States, South America, the Caribbean and South Africa. Credit: 3 semester hours.

641 Seminar on Soviet Russia and the World, 1917-1953
A study of contacts between the USSR and the outside world via diplomatic channels, cultural relations and the international Communist movement. Credit: 3 semester hours.

*Also open to qualified undergraduates.
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. Applicants with a Master’s degree which includes at least 15 graduate credits in history are exempt from program requirement one (below), and begin their studies with the HIS 710 and HIS 750. 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 3 required interdisciplinary seminars (9 credits): HIS 710, HIS 750, and HIS 799. HIS 710 and 750 will be taken immediately following the 15 credits of 100-600 level courses; HIS 799 will be taken as the final academic course before the Comprehensive Exam.

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 6 credits of Teaching Internship (HIS 905; 906). The internship is a two-semester, 6 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 internship 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 6-credit internship, though they may elect to do so.

7. Demonstration of writing competency in English, either by examination or by completion of a course in advanced composition, not to count toward the degree. Students must also show competency in logic or statistics, by taking one of the following: 1) History 840, 2) an undergraduate course in logic or statistics or 3) an exam in basic logic or statistics, administered by the Dean. Students who have already taken a logic and/or statistics course in a previous undergraduate or graduate institution must present a copy of their transcript to the Chair and the Dean.

8. 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.

9. 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.
10. Completion of a minimum of 6 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 apply 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. To fulfill the residence requirement, a student must successfully complete 24 credit hours during four consecutive academic semesters, not including summer semesters.
2. 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.
3. 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 6 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.
4. Before sitting for the Comprehensive Exam, students not registered in course work or Doctoral Research must enroll in Maintaining Matriculation (HIS 930). Fee: $50 per semester.

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 and fees 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 at mcguirep@stjohns.edu.

Information concerning other types of financial aid and scholarships is contained in the portion of this bulletin entitled “Financial Aid.”

Courses
ACADEMIC CURRICULUM

Seminar I: The Patterns of Modernization in Historical Perspective

Seminar II: The International Implications of Modernization

Required Interdisciplinary Seminars (Team Taught)

710 Seminar I: The Patterns of Modernization in Historical Perspective
An examination of the dynamics of the process of modernization in different states and societies in the modern world, emphasizing its economic, political, cultural, religious and social dimensions. Credit: 3 semester hours.

750 Seminar II: The Globalizing Implications of Modernization
A study of the increased interaction and interdependence (diplomatic, cultural, economic, social and military) of peoples and states of the world, and their impact on urgent world problems. Credit: 3 semester hours.

799 Seminar III: Global Awareness and the Contemporary World
All students will complete their coursework in the principal academic area by taking this seminar which will integrate the earlier course work while relating the material to the professional skills work. Credit: 3 semester hours.

Courses in the Area of Seminar I

712 Patterns of Modernization in the Post-Confucian World
Comparative historical analysis of modernization in East Asia; varying rates of national economic growth and social change; societies that have experimented with radically demoting modernization to a lesser national priority are also be discussed. Credit: 3 semester hours.

714 Modernization and the Secular Alternative
Secularism is examined as an alternative world view to the Judeo-Christian tradition that has emerged with the process of modernization; the encounter of secularism, its theological critiques in the English speaking world. Credit: 3 semester hours.

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

720 Terrorism: Ireland and the Holy Land
An analysis of terrorism in the Middle East and Northern Ireland; 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 the people and institutions of the area. Credit: 3 semester hours.

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

728 Culture, Personality and Modernization
The study of the transformation of the value system and related psychocultural adaptations experienced by selected tribal and Third World societies during the modernization process. Credit: 3 semester hours.
730 Theorists of Political Modernization
A study of the contributions of outstanding political thinkers around the world (since the European 18th-century Enlightenment) to the development of the current ideals and rationales of political modernization. Credit: 3 semester hours.

732 The Development of Japan’s Political Economy
An in-depth analysis of Japan’s political economic development, including an examination of the governing triad model, industrial and trade policy and foreign relations. Credit: 3 semester hours.

990 Directed Reading and Research in the Area of Modernization
Credit: 3 semester hours.

Courses in the Area of Seminar II

752 Energy Ethics
The ethical issues in energy use management in the modernized pluralist world; the effect that modernization has had on the development of the philosophies of man. Credit: 3 semester hours.

753 World Regional Geography
A regional analysis of the principle 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.

754 The Emergence of Total War
An analysis of the impact of the modernization process upon warfare in the 20th century, with emphasis on the growing technological complexities of modern strategy and weaponry, and the increasing social disruption resulting from total war. Credit: 3 semester hours.

755 Modernization and American Foreign Policy in the 20th Century
The course will explore American conceptions of the modernization of international relations and their impact 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 conceptions of modernization and their application in foreign policy in Asia, Latin America and Europe in the 20th century. 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.

764/864 The Varieties of Historical Tradition and Issue in Inter-Cultural Communication
Contrasting value systems and the “inside” understanding of specific historical traditions as a prerequisite for inter-cultural and international understanding. 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; cybernetics and global communication networks as determinants of political and cultural ascendancy, struggles for acquisition, capitalization and control of knowledge in capitalist societies; processes leading to homogenization of culture, rising expectations, world images 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.

770 The Contemporary System of Global Politics
The global extension of the “Family of Nations” concept of world order, with emphasis on how internal stages of growth of various technologically advanced, rapidly modernizing, revolutionary, and underdeveloped states of the contemporary world affect their international relations. Credit: 3 semester hours.

772 Japan, China and South Korea: Contrasts in East Asian Political Economic Development
An in-depth comparative analysis of the political economic development of Japan, China and South Korea. 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.

991 Directed Reading and Research in the International Implications of Modernization
Credit: 3 semester hours.

Professional Skills Curriculum

812 The 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 following the Industrial Revolution; an examination of global history and the analytical methods used in academic disciplines. Credit: 3 semester hours.

820 Elements of Measurement and Evaluation
Elements of educational measurement and evaluation, including fundamentals of reliability, validity, test interpretation and program evaluation. 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. Can be used to satisfy logic requirement.

853 Counseling Techniques for Teachers (Cf. ENG 853)
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.

856 History, Culture and Language: Techniques of Intercultural Awareness and Communication
Practical training in in-depth and comparative study of culture(s), techniques of intercultural communication and the design of multicultural educational programs. Credit: 3 semester hours.

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The Practica

Depending on their current teaching position, need and interest, students in the program will enroll in either of the two practica that will be offered. The first practicum is designed for secondary school teachers, while the second is structured for college-level instructors.

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.

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, 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. The Department also offers the following graduate courses that meet the requirements of the bilingual/bicultural program in Spanish (in cooperation with The School of Education): Spanish: SPA 107 (EDU 9020), SPA 118 (EDU 9022), SPA 151 (EDU 9021), SPA 161 (EDU 9023) and SPA 171 (EDU 9024).

Entrance Requirements

At least 24 semester hours above the intermediate level of undergraduate work in languages with 18 of these hours in Spanish. Any existing deficiency will subsequently have to be removed. All students must demonstrate proficiency in speaking, reading, and writing Spanish. All classes are conducted in Spanish.

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 Coordinator. 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 course work 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 (3/6 credits)
2. Peninsular Literature before 1700 (3/6 credits)
3. Peninsular Literature of the 18th, 19th, and 20th Centuries (3/6 credits)
4. Spanish-American Literature from Pre-Colombian through the 19th Century (3/6 credits)
5. Spanish-American Literature from Modernismo to the Present (3/6 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 the baccalaureate degree, the student must enroll full time on the graduate level for the fifth year. For specific information, students may contact the Chairman Nicolás Toscano, Ph.D. at (718) 990-5250 or email toscanon@stjohns.edu or Marie-Lise Gazarian, Ph.D., Graduate Coordinator, Master’s Degree Program in Spanish at (718) 990-5209 or email gazarian@stjohns.edu.

* Some courses toward this degree may be offered on the Manhattan campus.

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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.

The Gabriela Mistral Scholarship/ Beca Gabriela Mistral will be granted once a year to graduate students enrolled in the Master of Arts Program in Spanish at St. John’s University and at the Universidad de Chile, Santiago, Chile. The scholarship entails the granting of complete tuition remission for one semester to one student selected from each of the two institutions.

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
Workshop in Creative Writing. Credit: 3 semester hours.

118 Contemporary Spanish America (Cf. EDU 9022)
A study of the place of Spanish America in modern art and science, letters, architecture and music, and of the political, social and economic problems confronting the Spanish American countries in our times, with a reflection on the past. Credit: 3 semester hours.

140 Masterpieces of 19th Century Spanish Literature
A study of the most important works of the period. Credit: 3 semester hours.

171 Contrastive Analysis of Spanish and English (Cf. EDU 9024)
A study of the major similarities and differences between the phonological, grammatical and lexical systems of Spanish and English. Credit: 3 semester hours.

200 Caribbean Literature in Spanish
A study of the most representative Spanish Afro-Caribbean writers, such as Luis Llorens Torres, Luis Pales Matos, Nicolas Guillén and Emilio Ballagas. Credit: 3 semester hours.

220 Medieval Literature I
The principal developments of the 11th, 12th and 13th centuries. Credit: 3 semester hours.

224 The Spanish Ballad, Yesterday and Today
A study of the ballad from its original medieval origins to its present manifestations in literature and folklore in the Hispanic world. Credit: 3 semester hours.

225 The Interview as a Literary Genre
A study of the art of interviewing through readings of first-rate literary figures from the Hispanic world. Credit: 3 semester hours.

229 Spanish-American Colonial Period
A study of the colonial literature of Spanish America from the first conquistas to the period of Independence. Credit: 3 semester hours.

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

235 The Spanish Theater from Benavente to the Present
Representative dramatists of the period will be studied. Credit: 3 semester hours.

236 The Spanish-American Theater
The most representative Latin American dramatists will be studied. Credit: 3 semester hours.

239 The 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.

248 Indian Themes in Spanish-American Literature
A study of the Indian theme in Spanish-American literature as reflected in representative authors and works. Credit: 3 semester hours.

249 The Spanish-American Novel from Fernández de Lizardi to the 1960s
A study of the most representative Latin American authors of that period. Credit: 3 semester hours.

250 The Spanish-American Novel from the 1960s Onward
A study of the most outstanding Spanish-American novelists from the 1960s to Elena Poniatowska. Credit: 3 semester hours.

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

260 The Picarosque Novel
A study of the major works of that period. Credit: 3 semester hours.

279 Federico García Lorca
A study of the major works of García Lorca, including his poetry and plays. Credit: 3 semester hours.

284 The Spanish Novel of the Generation of 1898
A study of the most representative writers of that period. Credit: 3 semester hours.

305 Seminar in Hispanic Literature I
A study of a particular period in Hispanic literature. Credit: 3 semester hours.

306 Seminar in Hispanic Literature II
A study of specific authors from the Hispanic world. Credit: 3 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 Chair and or Coordinator. Credit: 3 semester hours. Offered each semester.

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 and the Caribbean: diplomacy and international relations; banking; business; literature; education; health services and journalism.

Requirements
Students need 15 credits in three different disciplines or areas. The courses may be taken in any of the St. John’s campuses or in Latin America.

A student can enroll in the certificate program by itself or in conjunction with another graduate program (e.g., M.A. in Spanish, Government, History or M.B.A.).

Graduate Research Assistantship is available. For more information about the program please contact, Dr. Alina Camacho-Gingerich, Chair of CLACS, at camachoa@stjohns.edu; tel (718) 990-1932 or (718) 990-5829; or visit St. John Hall 434Q and R.
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 M.A.L.S. program:
1. Human Meaning and Value in the Western Tradition (Humanities)
2. The Intellectual Heritage of the Social Sciences (Social Science)
3. Multiculturalism and the Dawn of a New Century (Cultural Studies)
4. Interdisciplinary Innovations (Innovative Research)

The program is designed to provide a basis for a number of professional and vocational 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. The program is ideally suited for career development of secondary education teachers, but its primary objective is the intellectual enrichment and personal growth of its students.

Entrance Requirements
1. A B.A. 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. 6 credit hours in the area of concentration
4. For the Humanities track, a total of 18 credit hours from English, History, or Philosophy; for the Social Science track, a total of 18 credit hours from Anthropology, Economics, History, and Government, 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 Innovative Research, a sufficient number of credits in the relevant disciplines, as determined by the Director.

Program Requirements

The student selects the interdisciplinary course of study in the M.A.L.S. program—either the Humanities, Social Science, Cultural Studies or Innovative Research.

If Humanities is selected, the student chooses an area of concentration—either history, literature or philosophy. The student completes 5 courses in his or her area of concentration and two courses from each of 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 and anthropology. The student takes five courses in his or her area of concentration and two courses from any two cognate disciplines. The student also takes introductory and integrating seminars in the Social Sciences. A total of 11 courses is taken.

If Cultural Studies is selected, the student takes five courses from a list of courses dealing with 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 Innovative Research 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 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 research project in the M.A.L.S. track he/she has selected.

Attendance Policy

Regular and prompt attendance is expected of all students. There is no penalty for absence from class considered in itself. However, absence from class does not excuse a student from work missed. Students are thus responsible for all announced tests and for submitting all assignments at the proper time. Ignorance of such tests and assignments is no excuse for failure to do them and submit them at specified due dates.

Individual faculty members have discretionary power to determine whether a student who has missed an announced test is to be given a make-up examination. This policy does not apply to final examination. For the policy on final examinations, see "Examinations."

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 course work 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. 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 (cf: "Time Limit"). Students requesting transfer credit must have already completed at least 12 credits in their approved graduate program at St. John's University.

Incomplete ("INC") Grades

Students receiving an "INC" 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 become permanent on the transcript. In some cases, it may be necessary for the student to repeat the course involved.

Residence

Each student pursuing the master's degree must complete 12 semester hours of academic credit during two consecutive academic semesters.

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

This seminar is required of all students who have received approval of a final research project proposal on a multidisciplinary topic. This seminar is taught by a faculty member who is from one of the teaching faculties of the Liberal Studies tracks. Before starting his or her project, the student must have the topic approved by his or her research committee—that is, the student's research mentor, a faculty member from a discipline other than the student's area of concentration and the Program Director.
MLS 204 Independent Research in Liberal Arts
Under the supervision of an academic 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.

Humanities: “Human Meaning and Value in the Western Tradition”

Course Distribution for the Humanities

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<th>Course</th>
<th>Credits</th>
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<tr>
<td>MLS 100</td>
<td>3 cr.</td>
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<tr>
<td>MLS 200</td>
<td>3 cr.</td>
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Concentration (History, Literature or Philosophy) 15 cr.

- Cognate field one 6 cr.
- Cognate field two 6 cr.

33 cr.

Cognate Fields:

- Philosophy courses for concentration in History or Literature
  - One of the following:
    - PHI 110 Metaphysics
    - PHI 122 Ethics
    - PHI 132 Philosophical Anthropology
  - One of the following:
    - PHI 259 Philosophy of Law
    - PHI 267 Political Philosophy
    - PHI 270 Theories of Knowledge
    - PHI 352 Existentialism

- Literature courses for concentration in Philosophy or History
  - One of the following:
    - ENG 235 Shakespeare I: Elizabethan Period
    - ENG 236 Shakespeare II: Jacobean Period
  - One of the following:
    - ENG 502 Major American Authors of the 19th Century
    - ENG 560 American Novel to 1914
    - ENG 561 American Literature to 1865
    - ENG 562 American Literature 1865–1914

History courses for concentration in Literature or Philosophy

- Two of the following:
  - HIS 112 The Industrialization of Europe: Impact and Implications
  - HIS 113 American Intellectual History 1786–1860
  - HIS 134 Modern Counter Cultures: Visions from Left and Right
  - HIS 403 The Philosophy of History
  - HIS 413 The Renaissance
  - HIS 509 The Contemporary World

Concentration Areas

Students concentrating in Philosophy may choose any five from the following:

- PHI 101 Plato
- PHI 102 Aristotle
- PHI 110 Metaphysics
- PHI 113 Aquinas
- PHI 122 Ethics
- PHI 133 Kant
- PHI 135 Logic
- PHI 140 Philosophy of Science
- PHI 145 History of Science I
- PHI 146 History of Science II
- PHI 259 Philosophy of Law
- PHI 267 Political Philosophy
- PHI 270 Theories of Knowledge
- PHI 325 Marxism
- PHI 326 Descartes
- PHI 330 British Empiricism
- PHI 342 Hegel
- PHI 347 Heidegger
- PHI 350 Pragmatism
- PHI 352 Existentialism
- PHI 354 Phenomenology
- PHI 396 Analytical Philosophy

Students concentrating in Literature may choose one each from any five of the following six groups:

a) ENG 105 The Medieval Epic
   ENG 112 Readings in Medieval Literature
   ENG 113 Chaucer: Troilus and Criseyde and the Early Poetry
   ENG 114 Chaucer: The Canterbury Tales
   ENG 115 Arthuriand Romance
   ENG 116 Medieval English Literature Before 1500
   ENG 117 Medieval Drama

b) ENG 235 Shakespeare I: Elizabethan Period
   ENG 236 Shakespeare II: Jacobean Period
   ENG 239 Major Elizabethan Dramatists
   ENG 247 Milton
   ENG 248 17th-Century Poetry and Prose
   ENG 338 English Prose 1660–1800
   ENG 339 Developments in English Poetry 1660–1800
   ENG 353 Dryden, Swift and Pope
   ENG 355 Johnson and His Age
   ENG 356 The Novel to 1800

ENG 357 Restoration and 18th-Century Drama

- d) ENG 446 Women Writers of the 19th Century
- ENG 458 The 19th-Century English Novel
- ENG 471 British Romanticism
- ENG 477 Victorian Literature and Culture

- e) ENG 560 The American Novel to 1914
- ENG 561 American Literature to 1865
- ENG 562 American Literature: 1865–1914
- ENG 565 Colonial American Literature
- ENG 566 Writers of the American Romanticism Tradition

- f) ENG 650 Modern Poetry
- ENG 655 Contemporary Poetry
- ENG 665 The Modern Short Story
- ENG 670 The Modern American Novel
- ENG 675 Modern British Novel
- ENG 676 Contemporary British Novel
- ENG 680 Modern Drama: 1914–1945
- ENG 681 Modern Drama: 1945 to Present
- ENG 685 Literary Modernism

Students concentrating in History may choose from the following:

- HIS 112 The Industrialization of Europe
- HIS 401 Modern Historical Research
- HIS 509 The Contemporary World

Course descriptions for the courses listed above may be found in the departmental listings in Graduate Division of Arts and Sciences.

Social Science: “Intellectual Heritage of the Social Sciences in Modern Times”

Course Distribution for the Social Sciences

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLS 100</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MLS 200</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

Concentration (Economics, History, Government and Politics, Psychology or Sociology and Anthropology) 15 cr.

- Two courses in any of two other departments 12 cr.
- 33 cr.

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Five of the following for concentration in Psychology:
- PSY 606x Perception I
- PSY 616 Principles of Learning
- PSY 617 Cognitive Psychology
- PSY 622 Social Psychology
- PSY 623 Developmental Psychology
- PSY 625 Cross-Cultural Psychology
- PSY 630 Personality Theories
- PSY 648 Physiological Psychology
- PSY 650 History and Systems of Psychology

Five of the following for concentration in Economics:
- ECO 150 Economic Analysis (no previous background required; a prerequisite for any 200 level economic courses)
- ECO 201 Economic Analysis for Business Decisions
- ECO 205 International Trade and Investment
- ECO 221 National Income Analysis
- ECO 231 Fiscal and Monetary Problems and Policies
- ECO 237 Public Finance and Taxation
- ECO 300 Seminar in Economics and Finance

Sociology Courses: Preferably five of the following:
- SOC 115 Sociology of Gender
- SOC 121 Sociology of the Family
- SOC 150 Sociology of Illness and Health Care
- SOC 210 Sociological Theory: Classical
- SOC 212 Sociological Theory: Contemporary
- SOC 228 Sociology of Community
- SOC 230 Sociology of Organizations
- SOC 249 Sociological Perspectives on Education

For a concentration in Government and Politics:
Students are required, after consulting with their faculty advisor, to take one course in each of the three areas of Political Theory, American Government and Public Administration and two courses in the area of International Relations and Comparative Government—one course from each category.

Five of the following for concentration in History:
- HIS 379 American History and the Social Sciences (Required)
- HIS 401 Modern Historical Research (Required)
- HIS 136 Problems of East Asian History
- HIS 151 Problems of Contemporary Africa
- HIS 285 American Social and Cultural History, 1800–Present
- HIS 456 International Relations Since First World War
- HIS 509 The Contemporary World

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Division of Library and Information Science (LIS)

The Division of Library and Information Science offers programs of study leading to the Master of Library 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.L.S. degree is accredited by the American Library Association, and the curriculum has been registered and approved by the New York State Education Department.

Programs of Study

Master of Library Science

The M.L.S. degree program is suitable for students interested in many different types of libraries, including public, academic, school and special libraries and information centers. There are five core courses and other requirements which must be selected in consultation with the student's advisor. The student completes the program by taking 12 courses, including requirements, and successfully completing a comprehensive examination. Class size ranges from 6 to 25. Most classes have about 15 students.

Persons who have the M.L.S. degree and wish to update their professional education may pursue a 24 credit Advanced Certificate. The program is custom designed for each student's specific needs.

Entrance Requirements

Applicants seeking admission to the M.L.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. An applicant whose grade-point average is below 3.0 may submit an official copy of his/her (General) GRE score report to support his or her application. Baccalaureate preparation should include courses in the sciences, humanities, and social sciences, with a concentration in at least one of these areas.
2. Completion of all required courses: 203, 204, 205, 211 and 240. Students specializing in areas other than school media must also complete at least one of the following courses: LIS 224, 225, 228, 235, or 262.
3. Fulfillment of residence requirement by successfully completing 12 semester hours of academic credit during two consecutive academic semesters.
4. All students are required to choose a concentration. Available concentrations include: Information sources and services; information organization; school media services; youth services, and Public, Academic and Special librarianship (Law, Business, etc.). Students must select a concentration before the completion of 24 graduate credits in Library and Information Studies. The faculty advisor and the student will agree on a minimum of three courses which will constitute the concentration and will be recorded on the Student Advisement Checklist.

Applicants intending to meet New York State Education Department requirements for certification as School Library Media Specialist (K–12) 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 may be required.
4. A statement of professional goals must be submitted by applicant.
5. It is expected that the student will have basic computer skills in word-processing and use of electronic mail and Internet browser software upon entering the program. These competencies can be acquired prior to entering the M.L.S. program or by attending computer-training workshops either on or off campus.
6. 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.

Accreditation

The Division requires a combined score of at least 500 in the TEST OF ENGLISH AS A FOREIGN LANGUAGE (TOEFL) from applicants whose native language is not English.

Degree Requirements

The M.L.S. degree requires:
1. Completion of 36 credits with a minimum of a B (3.0) average.
2. Completion of all required courses: 203, 204, 205, 211 and 240. Students specializing in areas other than school media must also complete at least one of the following courses: LIS 224, 225, 228, 235, or 262.
3. Fulfillment of residence requirement by successfully completing 12 semester hours of academic credit during two consecutive academic semesters.
4. All students are required to choose a concentration. Available concentrations include: Information sources and services; information organization; school media services; youth services, and Public, Academic and Special librarianship (Law, Business, etc.). Students must select a concentration before the completion of 24 graduate credits in Library and Information Studies. The faculty advisor and the student will agree on a minimum of three courses which will constitute the concentration and will be recorded on the Student Advisement Checklist.

Interdisciplinary Innovations:

Innovative Research

MLS 100 Introductory Seminar in Liberal Studies
MLS 200 Integrating Seminar in Liberal Studies

A majority of the courses (27 credits) in an area of concentration/related areas, as approved by the Director.

For a complete listing of approved courses, please contact the Dean's office.
5. Continuous enrollment and completion of all requirements within a period not to exceed five years.
6. Successful completion of a written comprehensive examination. 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.
7. Up to six credits may be taken outside the division with the permission of the Director. (Not applicable to students seeking School Media Certification.)

School Media Requirements

The M.L.S. with a concentration in School Media is planned to prepare qualified professionals to teach, research, analyze, produce and supervise the teaching/learning process of a school’s library media program.

In order to qualify for New York State initial and professional certification as a Library Media Specialist, the student will complete the following:
1. The 36 credit School Media Specialist Program of the Division of Library and Information Science, approved by the New York State Department of Education;
2. Supervised field experience (LIS 999A; 999C);
3. Supervised internship (LIS 269A; 269C);
4. Successfully pass the state-mandated competency test;
5. Complete a two-hour course in each of the following areas: a) recognition and reporting of child abuse, and b) school violence intervention and prevention; and
6. Submit to fingerprinting and criminal history background check as required by the Safe Schools Against Violence in Education Act.

Course of Study

Core Courses
LIS 203 Introduction to Information Organization 3 cr.
LIS 204 Introduction to Library and Information Science 3 cr.
LIS 205 Introduction to Information Sources and Services 3 cr.
LIS 240 Management of Libraries and Information Centers 3 cr.
LIS 211 Collection Development and Management of Knowledge Resources 3 cr.

Sub Total 15 cr.

School Media Specialization
LIS 217 Design and Production of Media Resources 3 cr.
LIS 234 School Media Centers 3 cr.
LIS 121 Literature and Related Resources for Children 3 cr.
LIS 226 Literature and Related Resources for Young Adults 3 cr.
LIS 222 Materials and Services to Diverse Populations 3 cr.
LIS 269A School Media Center Internship: Adolescent 3 cr.
LIS 269C School Media Center Internship: Childhood 3 cr.

Sub Total 21 cr.

Students must also meet the B average, residence and continuous enrollment/time limit requirements specified for all M.L.S. degree candidates. The written comprehensive examination must also be completed.

Combined Degrees

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

Under the administration of 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 Library Science degrees. Depending upon the option chosen, students complete a total of 57 credits (thesis) rather than the 69 credits (non-thesis) or 66 credits (thesis) required if both degrees are pursued separately.

The combination of the two graduate programs 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 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 Library Science programs as set forth in their respective sections of this Bulletin.

Program Requirements
All M.A./M.L.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

M.S./M.L.S. Pharmaceutical Sciences/Library 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.L.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 Science/M.L.S. 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 the M.S. and M.L.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 Studies

The sixth year 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, telecommunications technology and policy, preservation technology and metadata for information professionals. The 24 credit program offers a multidisciplinary approach geared to the individual student by drawing upon related courses from other units of the University. A total of nine credits may be elected from within the Division but within the University in a related subject area.

Admission Requirements
Applicants must submit evidence of having completed the M.L.S. degree, 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.L.S. degree following the School 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 the M.L.S. degree either from St. John's or from another ALA-accredited institution but who have not completed the approved program should contact the Associate Director for information and credentials analysis.

Certification for Public Librarians in New York State

The Professional Certificate will be issued to St. John's graduates who provide proof of completion of the M.L.S. degree. There is a $5 fee for the certificate which must be included with application.

Experiential Learning

The MLS 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, service learning activities, field trips and individually arranged site visits are required components of many courses and are expected of all students.

Incoming students are expected to demonstrate proficiency in basic computer skills in order to satisfy the requirements for all courses. A self-assessment tool is administered during new student orientation; based upon the results, a student may be required to schedule a session with a lab supervisor in order to be prepared for introductory coursework in the program.

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 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. Students pursuing NYSED school library media specialist certification enroll in LIS 269A and 269C. Those completing concentrations in all other areas enroll in LIS 269B.

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.

Facilities

In addition to the University Libraries’ collections of over 1.3 million volumes and microforms, there is a Library and Information Science Library with a collection of over 20,000 volumes and over 350 subscriptions to print and electronic publications. The LIS Library is located on the fourth floor of the University Library, adjacent to the Division’s facilities.

The DLIS Information Access Laboratory is equipped with 16 computers and provides guided experience in cataloging, online database and internet use and media production. The Division has three modern well-equipped, attractively furnished classrooms and a spacious student lounge. One is an electronic classroom with 18 networked computers for students and one teacher workstation. Other equipment includes a projection system for computers, video and document cameras. Our second and third classrooms have teacher workstations and computer projection systems. The third room is also a seminar room.

The University’s Office of Information Technology provides a campus-wide client/server network (running under the latest version of Windows NT), an academic computing building (Sullivan Hall) with a state-of-the-art computing laboratory, and many electronic classrooms. The network provides a large-scale server for academic computing. Standard software includes MS Word, Access, Excel, PowerPoint and Internet Explorer. Other software is provided as needed. A second computing lab is provided in Marillac Hall.

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 several scholarships and financial awards to qualified students. In addition, Fellowships have been awarded by the Federal Government and scholarships are available from the New York State Education Department, the Catholic Library Association, the H.W. Wilson Company and other corporations.

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.

Placement

The Division regularly provides information on employment opportunities via the student listserv and postings in the department. A placement service is also available from the St. John’s University Placement and Career Development Center. Every possible effort is made to assist the student to find the kind of professional employment desired. Types of placement include:

- Information Industry
- Information Organization
- Legal Information Services
- Children’s Services
- Administration and Management
- College and University Librarianship
- Library Systems and Automation
- Community Information Services
- Library Technical Services
- Corporate Information Services
- Online Searching and Services
- Public Library Services
- Health Information Services
- Publishing
- Indexing and Abstracting
- Young Adult Services

Alumni Organizations

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

Beta Phi Mu

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

Courses

Detailed course descriptions are available on the Division of Library and Information Science website: www.stjohns.edu/libraryscience

Required Fundamentals Course

204 Introduction to Library and Information Science

A survey of the field including theory/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.
Required Core Courses

203 Introduction to Information Organization
Co-requisite: 203L. Theories, systems, and practices of information organization. Emphasis on understanding the basic functions of library catalogs, indexes, bibliographies, finding aids and Internet search engines. Credit: 3 semester hours.

205 Introduction to Information Sources and Services
Principles/practices of reference services and information retrieval. Scope, organization, and evaluation of print and electronic sources; information seeking behavior, access, information literacy. Credit: 3 semester hours.

211 Collection Development and Management of Knowledge Resources
Prerequisite: 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.

240 Management of Libraries and Information Centers
Administrative and management principles relating to the operation of libraries and other information enterprises. Organizing, planning, directing, budgeting, evaluating, staffing, organizational change. Credit: 3 semester hours.

Elective Courses

121 Literature and Related Resources for Children
A survey of books and other materials for children, with emphasis on applying selection criteria and developing evaluation skills. Credit: 3 semester hours.

125 Library Materials and Services for Young Children
Selection, analysis and presentation of books and other appropriate materials for children in their infant through preschool years. Credit: 3 semester hours.

127 Library Services for Children
Serving children in the public library; identifying user needs, developing storytelling skills, planning programs, providing services, designing policies and guidelines, and maintaining collections. Credit: 3 semester hours.

128 Library Services for Young Adults
Serving young adults in the public library; identifying user needs, developing booktalking skills, planning programs, providing services, designing policies and guidelines, and maintaining collections. 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 and indexes. Credit: 3 semester hours.

210 Government Information Sources
Prerequisite: 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.

216 Youth Literature: A Critical Approach
An examination of selected books for children and young adults, with emphasis on the study of literary elements and the application of critical analysis. Credit: 3 semester hours.

217 Design and Production of Media Resources
Students acquire the knowledge, skills, and attitudes to properly plan, produce, and use various forms of multimedia in the educational process and to enhance and promote library programs. Credit: 3 semester hours.

222 Materials and 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 and 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 and 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 and Information Architecture
The organization of information in the electronic environment. Classification schemes, 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: 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.

229 Computer Programming Applications for Library and Information Science
The fundamentals of designing ‘large’ computing applications. Topics include requirements analysis, business rules, design models, user interface design and programming concepts. 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 and 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 and Information Centers
The goals, organization, operation, environment, functions, and services of special libraries/information centers; collection issues, user services, management, and marketing. Credit: 3 semester hours.

233 Public Libraries and Community Information Centers
Objectives, organization, and services of the contemporary public library; equal/effective access to information, service to diverse communities, and reaching underserved populations. Credit: 3 semester hours.

234 School Media Centers
Management, organization and functions of school library media centers. The educational setting, school and community relationships, budgeting, staffing, services, and program planning. Credit: 3 semester hours.

235 Advanced Cataloging Metadata for Libraries
Prerequisite: 203. Special problems in the organization of print and non-print materials and electronic resources, with emphasis on authority control and metadata for resource description and retrieval. Credit: 3 semester hours.

236 Systems Analysis and Library Automation
Design, selection, implementation and management of automated library systems including integrated systems for acquisitions, cataloging, circulation, and management of information resources. Credit: 3 semester hours.

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.

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238 Web Design for Libraries and Information Centers
Theoretical and technical aspects of the web site development cycle, with emphasis on issues and unique to library web sites. Credit: 3 semester hours.

239 Research and Evaluation Methods
Methods applicable to research/evaluation in librarianship and information science; basic data analysis, planning, designing, evaluating, conducting and reporting research and evaluation. Credit: 3 semester hours.

245 History of Books and Printing
Evolution of the book, including the history of writing, print/presses, type design, and illustrations; characteristics of vellum, paper, ink; book composition, binding, materials and methods. Credit: 3 semester hours.

246 Practical Conservation and 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.

247 Networks in Library and Information Science
Introduction to the tools, resources, and information systems available through networks linked by the Internet. Network architecture, local area networks and bibliographical utilities are explored. Credit: 3 semester hours.

248 Database Management Systems
Data entry/editing; creating, modifying, sorting, searching, displaying files/records for textual database applications in librarianship, records /information management and electronic publishing. Credit: 3 semester hours.

249 Archives and Manuscripts: Basic Functions and 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 and 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 and 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 and Technology
Prerequisite: 205. The structure and literature of scientific and technical communication. A background in the sciences is not required or assumed. Credit: 3 semester hours.

254 Legal Research I
Prerequisite: 205. A foundation course in legal research. The law-making process, primary and secondary sources of the law in print and online, effective research strategies, and proper citation form. Credit: 3 semester hours.

255 Information Sources in Business and Economics
Prerequisite: 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.

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

262 Advanced Information Sources and Services
Prerequisite: 205. In-depth exploration of contemporary information services, with emphasis on digital reference sources and services. Information needs and uses in an electronic environment. 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.

264 International Librarianship
History, development, and current status of libraries worldwide. Poverty, literacy, information access, the impact of war and natural disasters, information policies, and intellectual and financial limitations. 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 Business Databases Online
Prerequisite: 265. Survey of business databases; search strategies and techniques suitable for the business environment; hands-on experience with selected databases. Credit: 3 semester hours.

268 Legal Research II
A second course (after LIS 254) in legal research. Students will be introduced to the lawmaking process, primary and secondary sources of the law in print and online, effective research strategies, and proper citation form. Credit: 3 semester hours.

269A School Media Center Internship: Adolescent

269C School Media Center Internship: Childhood
Prerequisites: All courses and field experience (LIS 999A, 999C). A supervised professional experience combining theory and practice in a school library media center. Regular meetings of internship participants are held and reports presented. Credit: 3 semester hours each.

269B 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. Regular meetings of internship participants are held and reports are presented. 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.

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

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

901 Special Research and Projects I

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

925 Maintaining Matriculation
Master's students who are not registered for other courses must register for 925 until degree requirements are completed and the degree is granted. Fall-Spring only. No credit. Fee: $50.
Department of Mathematics and Computer Science (MTH CS)

Programs of Study: Master’s Program

Entrance Requirements

The undergraduate preparation necessary for graduate work in this department is a major sequence in mathematics. Where there is a deficiency, the Educational Policy Committee of the department will determine the courses the applicant must take in order to matriculate for the master's degree. It is recommended that a prospective student complete a major comparable to that of the undergraduate program at the University. Students with foreign academic credentials may be required to submit GRE scores; all such students are strongly advised to do so. Specific information may be obtained by writing to the Coordinator of Graduate Advisement, Prof. Maurice Machover, c/o the Mathematics and Computer Science Department.

Undergraduate students exceptionally qualified may, with the approval of the appropriate Deans and the department, elect to take graduate courses for deferred credit towards the M.A.

Degree Requirements

The department offers two programs leading to the degree of Master of Arts. They are:

Thesis Program

This program consists of a minimum of 30 semester hours in courses including MTH 307; 308 and Master's Research (Mathematics 900—six credits). The remaining courses will be selected with the advice of the student's counselor.

A reading knowledge of French, German, Russian, or proficiency in a Computer Science language is required. The language requirement may be satisfied by passing the ETS examination or a reading course in the appropriate foreign language for which no credit is given. In the case of a computer language, the requirement is satisfied by passing an examination prepared by the department.

Non-Thesis Program

This program consists of a minimum of 33 semester hours in courses including MTH 307; 308. The remaining courses will be selected with the advice of the student's counselor.

For both programs, Thesis and Non-Thesis programs it is recommended that first year graduate students take Math 207; 208 (Complex Variables I; II), and that second year graduate students take Math 307; 308 (Real Variables I; II). In all cases, course selections must be discussed and approved by the student's advisor.

For both the Thesis and Non-Thesis programs, the areas for the written Master's Comprehensive Examination are: COMPLEX VARIABLES, LINEAR ALGEBRA, and an area of the student's choice.

For the Oral Comprehensive Examination, the student selects one other area.

Master of Science in Education

The Department cooperates with The School of Education in a secondary education degree program for those students who wish a minor in mathematics. It is recommended that students in this program consult with the Graduate Advisor in the Mathematics and Computer Science Department.

Program Options

Mathematics Option:

A traditional mathematics program which terminates in a master's degree or which can be continued toward a Ph.D. in Mathematics at another university.

Mathematics Teaching Option:

A program for the teacher who needs to strengthen his or her mathematics ability in order to teach at a high school or college.

Combined Degrees: B.A./M.A.

The Department of Mathematics and Computer Science offers an intensive, accelerated combined degree program leading to both the B.A., and M.A. degrees in Mathematics in five years of full-time study. Qualified undergraduates who have completed their sophomore year with a 3.0 cumulative index and a 3.5 index for 12 credits in Mathematics are encouraged to apply. For specific information, students should consult with the current members of the departmental B.A./M.A. Advisory Committee.
Courses

Algebra and Number Theory

209 Linear Algebra I
An advanced treatment of the basic concepts of linear algebra; vector spaces, linear transformations, matrices, inner-product spaces. Credit: 3 semester hours.

211;212 Modern Algebra I, II
The fundamentals of abstract algebraic structures, groups, rings, ideals, fields, field extensions and Galois Theory. Credit: 3 semester hours.

215: 216 Number Theory
Factorization, divisibility, congruence, arithmetic functions, distribution of primes, Diophantine equations and approximation, basic algebraic number theory. Credit: 3 semester hours per semester.

Analysis and Topology

103;104 Advanced Analysis
This course is intended to bridge the gap between Advanced Calculus and Real Variables; basic concepts of analysis are discussed. Credit: 3 semester hours per semester.

207;208 Theory of Functions of a Complex Variable
Prerequisite: Advanced Calculus or MTH 103;104 or permission of instructor. Fundamental ideas of complex analysis, analytic functions, elementary functions, Cauchy integral theorems, residue theory, conformal mapping, analytic continuation, representation of regular functions by series, mapping of polygonal domains, applications of the theory of residues, Mittag-Leffler's theorem, Weierstrass's theorem, Reimann mapping theorem. Credit: 3 semester hours per semester.

226;227 Point Set Topology
General notions of topological spaces and metric spaces including metrization theory and function spaces. Credit: 3 semester hours per semester.

307;308 Theory of Functions of a Real Variable
Prerequisite: MTH 103;104 or permission of instructor. Real number system; continuity and differentiable functions; metric and Hausdorff spaces; measure and integration; differentiation; introduction to functional analysis. Credit: 3 semester hours per semester.

325;326 Functional Analysis
Prerequisite for MTH 325 Linear Algebra and Advanced Calculus. MTH 325 is a prerequisite for MTH 326. Metric, Banach and Hilbert spaces, the principle of uniform boundedness, Hahn-Banach Theorem, topological vector spaces, convexity. Credit: 3 semester hours per semester.

Applied Mathematics

150 Introductory Combinatorics
Introduction to combinatorial mathematics and its applications with an emphasis on techniques of enumeration. Credit: 3 semester hours.

167 Mathematical Modeling I
The study of mathematical model building with application to the social and life sciences. Credit: 3 semester hours.

168 Mathematical Modeling II
Prerequisite: MTH 167 or permission of instructor. Further study of topics in Mathematical Modeling; provision for individual student projects. Credit: 3 semester hours.

172;173 Operations Research I, II
A survey of operations research methods for problem solving, with an emphasis on formulation, solution and decision analysis; linear programming; general mathematical programming techniques; scheduling and allocation problems; optimal decision-making in an uncertain environment, inventory theory, Markov chains, and queuing theory; application of optimization techniques. Credit: 3 semester hours per semester.

213 Applied Algebra
Groups, rings, finite fields and other topics selected from modern algebra for their applicability to the study of computer science. Credit: 3 semester hours.

217;218 Theory of Differential Equations I, II
Prerequisite: Advanced Calculus or MTH 103;104 or permission of instructor. Study of well-posed ordinary and partial differential equation problems; exact and approximate methods of solution; equations and functions of mathematical physics. Credit: 3 semester hours per semester.

235;236 Numerical Analysis
Weierstrass's polynomial approximation theorem, polynomial interpolation, Newton's divided differences, ordinary differences, cubic interpolation with modified differences, numerical differentiation, numerical integration, Gaussian quadrature, initial value problems in ordinary differential equations; Milne's method, Runge-Kutta method, Boundary value problems, systems of linear algebraic equations, matrix inversion, eigenvalue problems, zeros of functions. Credit: 3 semester hours per semester.

303;304 Seminar I, II
Topic to be arranged. Credit: 3 semester hours per semester.

Probability and Statistics

161 Introduction to Probability
Prerequisite: Integral Calculus. Probability spaces, elementary and general; random variables and their probability distributions; distribution functions; density functions. Credit: 3 semester hours.

162 Introduction to Mathematical Statistics and Statistical Inference
Prerequisite: MTH 161 or permission of instructor. Random sampling, the law of large numbers, estimation of parameters; statistical inference and decision procedures; applications. Credit: 3 semester hours.

231;232 Probability
Prerequisite: Advanced Calculus or MTH 103;104. A study of the mathematical theory of probability from the measure theoretical, frequency, and subjective points of view; special distributions, characteristic functions, limit theorems, stochastic processes. Credit: 3 semester hours per semester.

233;234 Mathematical Statistics
Prerequisite: Introductory Probability or Statistics, and Introductory Linear Algebra or consent of the instructor. An advanced treatment of the basic theory of statistics within a unified framework; the concept of statistical inference, sampling theory, parametric estimation, and hypothesis testing, correlation and regression, distribution-free methods and nonparametric problems. Credit: 3 semester hours per semester.

Set Theory and Logic

220 Foundations of Mathematics
Sets of axioms and their properties, mathematical systems. Introduction to various schools of mathematical thought. Credit: 3 semester hours.

121 Modern Geometries
Axiomatic systems. Study of Euclidean and non-Euclidean Geometries. Credit: 3 semester hours.

403;404 Seminar I, II
Topic to be arranged. Credit: 3 semester hours per semester.

900 Master's Research
Supervised research leading to the preparation and completion of a thesis in partial fulfillment of the master's degree requirements. Credit: 3 semester hours per semester.

925 Maintaining Matriculation
Master's students who are not registered for other courses must register for MTH 925 until all degree requirements are completed and the degree is granted. No Credit. Fee: $50 per semester.

For a complete inventory of approved courses, please contact the Dean's office.
Department of Philosophy (PHI)

Program of Study
Master of Arts (M.A.)

Entrance Requirements
Acceptance into the Master's program requires a minimum of 24 undergraduate credits in appropriate areas of philosophy. Deficiencies in this requirement may be corrected under departmental direction.

Degree Requirements
Two programs leading to the Master of Arts degree in philosophy are offered:

Thesis Program
A minimum of 24 credits in course work, 6 hours of Master's research and an acceptable Master's thesis are required.

Course Requirements
Philosophy 110, 122, 132, 135, 6 credits of Master's Research (900) and 12 Elective Credits in the History of Philosophy and/or thematic courses.

Language Requirement
A reading knowledge of French or German is required. This requirement may be corrected under departmental direction.

Comprehensive Examination
A written comprehensive examination is required. It may be taken no earlier than the semester in which course work will be completed. It consists of two three-hour examinations.
1. Historical. The student will have the option of being tested in overall knowledge of any area.
2. Systematic Areas. The student will have the option of being tested in two systematic areas selected from those listed in the general description of the program.

Master's Thesis
The thesis must indicate the student's ability to make use of philosophical research tools in writing an acceptable essay on a meaningful philosophical problem or its historical treatment.

Non-Thesis Program
A minimum of 33 credits in course work is required.

Course Requirements
Philosophy 110, 122, 132, 135 and 21 elective credits in the History of Philosophy and/or thematic courses.

Language Requirement
Same as for Thesis Program.

Comprehensive Examination
Same as for Thesis Program.

Master's Thesis
No thesis is required.

Colloquia
Research Colloquia are held regularly. All graduate students in course and all graduate faculty members are expected to attend these Colloquia.

Courses

101 Plato
An examination of the main influences on Plato's formation and an analysis of his principal dialogues. Credit: 3 semester hours.

102 Aristotle
A study of Aristotle's positions on the central philosophical issues. There will be an examination of Aristotle's understanding of philosophical method as well as his major treatises. Credit: 3 semester hours.

110 Metaphysics
An inquiry into some fundamental questions of metaphysics. Credit: 3 semester hours.

113 Aquinas
An analysis of the distinct philosophical contributions of Aquinas, his synthesis of Aristotle, Plato, and Augustine and his influence on later philosophers. Credit: 3 semester hours.

122 Ethics
An examination of the fundamental problems of ethics. Classical and contemporary ethical theories are evaluated. Credit: 3 semester hours.

132 Philosophical Anthropology
An examination, comparison, and evaluation of various conceptions of the human person that have been proposed in the history of philosophy. Credit: 3 semester hours.

135 Logic
Methodological investigations of classical and non-classical systems. Credit: 3 semester hours.

140 Philosophy of Science
A study of the central issues in contemporary theory of science such as the nature of scientific explanation, the criteria for verification and corroboration, and the role of falsification.

267 Political Philosophy
An examination of the question: Is there any standard, norm, or principle by which a society's governmental, legal, and other institutional arrangements can be ethically evaluated? Credit: 3 semester hours.

270 Theories of Knowledge
An examination of the central questions of epistemology. Classical, modern, and contemporary approaches to knowledge are evaluated. Special attention is given to the question: What is knowledge? Credit: 3 semester hours.

290 Philosophy of Religion
A study of the philosophy of religion as it has its foundation in an ontology of relatedness. The thought of Aquinas will be given special attention as well as that of Hume, Kant and Hegel. Credit: 3 semester hours.

350 Pragmatism
An investigation of some of the central theses of American Pragmatic thought in epistemology, philosophy of mind, and philosophy of science. Peirce, James, Dewey, Lewis, Quine and Rorty are studied. Credit: 3 semester hours.

352 Existentialism
The origin of contemporary existentialism; its development, various forms and main representatives. The leading ideas will be presented and evaluated from selected writings. Credit: 3 semester hours.

401 Aquinas and Kant
To understand how Immanuel Kant revolutionized philosophical thought, this course will concentrate on the three Critiques, as the constructions proposed therein may be contrasted with Thomism. Credit: 3 semester hours.

403 Alasdair MacIntyre: Moral Enquiry, Narrative History, and Tradition
This course will focus on MacIntyre's trilogy in order to show his gradual evolution and adherence to the Aristotelian-Thomistic tradition in ethics. 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.

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. The Ph.D. program in Clinical Psychology offers two tracks of study: a general course of study in clinical psychology (General track) and a subspecialty track which offers advanced training in clinical child psychology (Clinical Child track). The M.S. and Psy.D. programs in School Psychology also offer two tracks of study; a general course of study in School Psychology (General track) and a subspecialty track in bilingual school psychology (Bilingual track). The M.S. program is approved by the National Association of School Psychologists.

General Admission Requirements

Admissions to the Ph.D., Psy.D., and M.S. programs are for the Fall semester only. Applications for Fall admissions must be completed as follows:
- Ph.D., February 1
- Psy.D., February 1
- M.S., March 15

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. Applications to the M.A. program are accepted throughout the year.

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 also submit acceptable scores from the Graduate Record Examinations (General and Subject). In addition, one or more interviews by the departmental admissions committee may be requested of applicants to the Ph.D. and Psy.D. programs.

Those students currently matriculated for a master's degree at St. John's University who are interested in the University's doctoral programs must follow the procedure outlined for new applicants. Students accepted for admission to a doctoral program with any course deficiencies must remove these deficiencies prior to matriculation. Students accepted for admission to a master's program with any course deficiencies should attempt to make up these deficiencies prior to starting the program; however, it is possible to make up certain deficiencies within the first year of graduate work. Deficiencies may be completed during the summer preceding matriculation by enrolling in appropriate undergraduate or 100-level courses. Credit toward the degree will 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 over Levels I-IV. 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 Level III; 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 Levels I-II at our training clinic, the St. John's University Center for Psychological Services and Clinical Studies. During Levels III and IV there is further development of various clinical skills through concentrated work in clinical externship settings and related coursework, and continuation of clinical practice work at our training clinic. The Comprehensive Examination must be taken in the Summer preceding Level IV. 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 Level IV 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. Students in either track of study may take additional (elective) coursework from among the required courses offered in the other track.

Program Requirements

Courses are divided into five areas of specialization:

a. Foundations
b. Research and Methodology
c. Personality, Social Behavior and Abnormal Behavior
d. Assessment
e. Intervention Techniques
These areas are progressively developed over the five levels of the program. The following is a breakdown, by area of specialization, of the required courses in the program.

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

606 Perception I, OR 616 Principles of Learning, OR 617 Cognitive Psychology
648 Physiological Psychology
650 History and Systems of Psychology

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

608 Statistical Design in Research
609 Research in Clinical Psychology I
610 Research in Clinical Psychology II (General Track)
613 Research in Clinical Child Psychology II (Child Track)
614 Multivariate Design and Analysis for Psychological Research
659 Psychological Measurement and Scaling
900 Master’s Research

c) **Personality, Social Behavior and Abnormal Behavior.**

622 Social Psychology
623 Developmental Psychology I
624 Developmental Psychology II (Clinical Child Track)
627 Cultural Diversity in Psychological Services
724 Psychopathology
728 Advanced Psychopathology: Child (Clinical Child Track)
861 Psychopharmacology

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 Assessment, OR 835 Neuropsychological Assessment
660 Assessment I (Intelligence Testing)
663 Assessment II (Personality Assessment)
668 Assessment Lab I
670 Assessment Lab II

Level IV

742 Assessment and Intervention Practicum II, IV
750 Behavior Therapy
760 Marital and Family Therapy (Clinical Child Track)
843 Child and Adolescent Psychotherapy (Clinical Child Track)

**Clinical Psychology Tracks**

*General Track*

**Level I**

**Fall**
606 Perception I, (616) Principles of Learning or (617) Cognitive Psychology
608 Statistical Design in Research
660 Assessment I: Intelligence Testing
698 Clinic Practicum I
724 Psychopathology

**Spring**
614 Multivariate Statistics
623 Developmental Psychology I
663 Assessment II: Personality Assessment
699 Clinic Practicum II
750 Behavior Therapy

**Summer**
659 Psychological Measurement and Scaling Elective*

**Level II**

**Fall**
609 Research in Clinical Psychology I
622 Social Psychology
631 Psychoanalytic Psychotherapy I
668 Assessment Lab
701 Clinic Practicum III

**Spring**
610 Research in Clinical Psychology II
627 Cultural Diversity in Psychological Services
670 Assessment Lab II
702 Clinic Practicum IV
900 Master’s Research

**Summer**
705 Clinic Practicum V Elective*

**Level III**

**Fall**
648 Physiological Psychology
658 Professional and Ethical Issues
741 Assessment and Intervention Practicum I

**Spring**
742 Assessment and Intervention Practicum II
861 Psychopharmacology Elective*

**Summer**
706 Clinic Practicum VI

N.B. Two days per week must be spent in practicum work in a clinical facility at Level III.

**Level IV**

**Fall**
741 Assessment and Intervention Practicum III Elective*

**Spring**
650 History and Systems
742 Assessment and Intervention Practicum IV
950 Doctoral Research Elective*

N.B. At least one day a week must be spent in practicum work in a clinical facility at Level IV.

**Level V**

**Fall**
903 Clinical Psychology Internship I
950 Doctoral Research

**Spring**
904 Clinical Psychology Internship II
950 Doctoral Research

N.B. A student enters Level V of the program after the completion of all course work and successfully passing the Comprehensive Examination. While PSY 903 and 904 are taken for one year of internship only, the student remains at Level V and must continue to register for PSY 950 on a continuing basis until successful completion of the dissertation requirement.

TOTAL number of elective courses = 6 (At least two must be taken during any summer session before Level IV). Note: Students must take either Neuropsychological Assessment (835) or Objective Personality Assessment (635) as one of their elective courses.

*Clinical Child Track*

**Level I**

**Fall**
606 Perception I, (616) Principles of Learning or (617) Cognitive Psychology
608 Statistical Design in Research
660 Assessment I: Intelligence Testing
698 Clinic Practicum I
724 Psychopathology

**Spring**
614 Multivariate Statistics
623 Developmental Psychology I
663 Assessment II: Personality Assessment
699 Clinic Practicum II
750 Behavior Therapy

**Summer**
659 Psychological Measurement and Scaling Elective*

**Level II**

**Fall**
609 Research in Clinical Psychology I
622 Social Psychology
631 Psychoanalytic Psychotherapy I
668 Assessment Lab
701 Clinic Practicum III

**Spring**
610 Research in Clinical Psychology II
627 Cultural Diversity in Psychological Services
670 Assessment Lab II
702 Clinic Practicum IV
900 Master’s Research

**Summer**
705 Clinic Practicum V Elective*

**Level III**

**Fall**
648 Physiological Psychology
658 Professional and Ethical Issues
741 Assessment and Intervention Practicum I

**Spring**
742 Assessment and Intervention Practicum II
861 Psychopharmacology Elective*

**Summer**
706 Clinic Practicum VI

N.B. Two days per week must be spent in practicum work in a clinical facility at Level III.

N.B. At least one day a week must be spent in practicum work in a clinical facility at Level IV.
Level II
Fall
609 Research in Clinical Psychology
622 Social Psychology
631 Psychoanalytic Psychotherapy I
668 Assessment Lab I
701 Clinic Practicum III
Spring
613 Research in Clinical Child Psychology II
627 Cultural Diversity in Psychological Services
670 Assessment Lab II
702 Clinic Practicum IV
900 Master's Research
Summer
705 Clinic Practicum V
Elective*

Level III
Fall
648 Physiological Psychology
658 Professional and Ethical Issues
741 Assessment and Intervention Practicum I
Spring
742 Assessment and Intervention Practicum II
760 Marital and Family Therapy
861 Psychopharmacology
Summer
706 Clinical Practicum VI

Level IV
Fall
741 Assessment and Intervention Practicum III
843 Child and Adolescent Psychotherapy
Elective*
Spring
624 Developmental Psychology II
650 History and Systems of Psychology
742 Assessment and Intervention Practicum IV
950 Doctoral Research

Level V
Fall
903 Clinical Psychology Internship I
950 Doctoral Research
Spring
904 Clinical Psychology Internship II
950 Doctoral Research

School Psychology Doctoral Program

Admission Requirements
In addition to the general admission requirements for the Department's doctoral programs, the faculty seek applicants to the Psy.D. program who possess (a) excellent interpersonal skills and the ability to get along with others; (b) excellent ability to handle scientific and professional disagreements in a respectful manner; (c) interest in providing psychological services to children, adolescents, and their families; (d) intellectual curiosity and a commitment to lifelong learning; and (e) a commitment to building psychological practice on sound and empirically verified scientific principles.

The School Psychology Doctoral Program has two tracks: The General Track and The Bilingual Track. The Bilingual Track trains psychologists who are fluent in a language in addition to English to deliver psychological services to children of linguistically and culturally diverse groups.

Measurable Learning Outcomes:

Students may be admitted with a Master's degree in School Psychology at the end of Level III if they pass this examination to proceed to Level IV. Levels IV and V of the program are designed for students who have a Master's degree in School Psychology and a permanent or provisional certification in school psychology for advanced standing. These students will be required to take 50 credits. If the student's masters did not include courses that are required for licensure as a psychologist in New York State, the student will be required to substitute these courses for his or her electives. In addition, their elective courses may be used to take courses that the program director deems were deficient or absent in their School Certification education. They must take courses that exist in our program if they did not have equivalent courses in their masters/certification program. Courses required for licensure include: Social (Psy 622) or Cross-Cultural (Psy 625); Learning (Psy 616) or Cognition (Psy 617); Physiological (Psy 648) or Biological bases; Scaling and Measurement (Psy 659); and Research Methods (Psy 615). For further information about the Advanced Standing program and course sequence, please contact the Program Director.

Students must have completed 48 credits prior to externship (PSY 905/906), as per New York State Regulations.

Program Requirements and Tracks

*General (Monolingual) Track

Level I
Fall
608 Statistical Design in Research
665 Psychoeducational Assessment I
665 Introduction to School Psychology
695 Research Colloquium

Spring
614 Multivariate Analysis for Psychological Research
662 Psychoeducational Assessment II
666 Interviewing and Case Formulation
671 Child and Adolescent Personality Assessment
695 Research Colloquium

Level II
Fall
659 Psychological Measurement and Scaling
715 Assessment, Diagnosis and Remediation of Learning Disabilities
726 Psychopathology of Childhood and Adolescence I
761 Psychological Assessment Practicum I*

Elective

Spring
648 Physiological Psychology
716 Psychoeducational Consultation
727 Psychopathology of Childhood and Adolescence II
749 Behavior Therapy: Assessment, Treatment and Consultation
762 Psychological Assessment Practicum II*
695 Research Colloquium

Elective

Summer
763 School Psychology Intervention Services and Clinical Studies and St. John the Baptist School for this Practicum.

Level III
Fall
615 Research Methods in School Psychology
752 School Psychology Internship Seminar I:

Elective

Elective
695 Research Colloquium

Spring
623 Developmental Psychology I
627 Cultural Diversity in Psychological Services
753 School Psychology Internship Seminar II:

Elective

Summer
763 School Psychology Intervention Practicum I**

**Students will work in the Center for Psychological Services and Clinical Studies and St. John the Baptist School for this Practicum.

***Students will be required to spend three days per week in a school setting working under a Certified School Psychologist who is also a Licensed Psychologist.

N.B. Students will receive the Master of Science degree in School Psychology at the end of Level III if they pass the comprehensive exam. Students must pass this examination to proceed to Level IV.
**Level IV**

**Fall**
- 650 History and Systems
- 754 School Psychology Internship Seminar III: Nondiscriminatory Assessment and Field Placement****
- 764 School Psychology Intervention Practicum II**
- Elective
- 695 Research Colloquium

**Spring**
- 624 Developmental Psychology II
- 755 School Psychology Internship Seminar IV: Psychological Interventions and Field Placement****
- 765 School Psychology Intervention Practicum III**
- Elective
- 695 Research Colloquium
- 951 Doctoral Research

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**Level V**

**Fall**
- 905 Internship I
- 951 Doctoral Research
- 695 Research Colloquium

**Spring**
- 906 Internship II
- 951 Doctoral Research
- 695 Research Colloquium

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**Level III**

**Fall**
- 615 Research Methods in School Psychology
- 752B School Psychology Seminar I: Professional Issues Bilingual***
- Elective
- 695 Research Colloquium

**Spring**
- 623 Developmental Psychology I
- 627 Cultural Diversity in Psychological Services
- 753 School Psychology Internship Seminar II: Psychological Interventions***
- Elective
- 695 Research Colloquium

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**Level IV**

**Fall**
- 625 Cross-cultural Psychology
- 754 School Psychology Internship Seminar III: Nondiscriminatory Assessment and Field Placement****
- 764 School Psychology Intervention Practicum II**
- Elective
- 695 Research Colloquium

**Spring**
- 650 History and Systems
- 755 School Psychology Seminar IV: Psychological Interventions and Field Placement****
- 765 School Psychology Intervention Practicum III**
- Elective
- 695 Research Colloquium
- 951 Doctoral Research (3 credit)

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**Notes:**
- **Students will work in the Center for Psychological Services and Clinical Studies and St. John the Baptist School for this Practicum.**
- ****Students will be expected to spend three days per week in a school, facility, or clinic providing services primarily to exceptional children working under a Certified School Psychologist who is also a Licensed Psychologist.

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**Level II**

**Fall**
- 659 Psychological Measurement and Scaling
- 715 Assessment, Diagnosis and Remediation of Learning Disabilities
- 726 Psychopathology of Childhood and Adolescence I
- 729 Psycholinguistics and the Practice of School Psychology with Culturally and Linguistically Diverse Children
- 666 Interviewing and Case Formulation
- 671 Child and Adolescent Personality Assessment
- 695 Research Colloquium

**Spring**
- 658 Statistical Design in Research
- 661 Psychoeducational Assessment I
- 665 Introduction to School Psychology
- 618 Research Colloquium
- 614 Multivariate Analysis for Psychological Research
- 662B Psychoeducational Assessment of Culturally and Linguistically Diverse Children
- 666 Interviewing and Case Formulation
- 671 Child and Adolescent Personality Assessment
- 695 Research Colloquium

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**Bilingual Track**

**Level I**

**Fall**
- 608 Statistical Design in Research
- 661 Psychoeducational Assessment I
- 665 Introduction to School Psychology
- 618 Research Colloquium
- **Either Principles of Learning (616) or Cognitive Psychology (617)**
- 695 Research Colloquium

**Spring**
- 614 Multivariate Analysis for Psychological Research
- 662B Psychoeducational Assessment of Culturally and Linguistically Diverse Children
- 666 Interviewing and Case Formulation
- 671 Child and Adolescent Personality Assessment
- 695 Research Colloquium

**Level III**

**Fall**
- 615 Research Methods in School Psychology
- 752B School Psychology Seminar I: Professional Issues Bilingual***
- Elective
- 695 Research Colloquium

**Spring**
- 623 Developmental Psychology I
- 627 Cultural Diversity in Psychological Services
- 753 School Psychology Internship Seminar II: Psychological Interventions***
- Elective
- 695 Research Colloquium

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The Comprehensive Examination is taken during this semester.

**Summer**
- 763 School Psychology Intervention Practicum I**

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**Notes:**
- **Students will work in the Center for Psychological Services and Clinical Studies and St. John the Baptist School for this Practicum.**
- ***Students will be required to spend three days per week in a school setting working under a Certified School Psychologist who is also a Licensed Psychologist.

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**N.B. Students will receive the Master of Science degree in School Psychology at the end of Level III if they pass the comprehensive exam. Students must pass this examination to proceed to Level IV.**

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**Level IV**

**Fall**
- 625 Cross-cultural Psychology
- 754 School Psychology Seminar III: Nondiscriminatory Assessment and Field Placement****
- 764 School Psychology Intervention Practicum II**
- Elective
- 695 Research Colloquium

**Spring**
- 650 History and Systems
- 755 School Psychology Seminar IV: Psychological Interventions and Field Placement****
- 765 School Psychology Intervention Practicum III**
- Elective
- 695 Research Colloquium
- 951 Doctoral Research (3 credit)

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**Notes:**
- **Students will work in the Center for Psychological Services and Clinical Studies and St. John the Baptist School for this Practicum.**
- ****Students will be expected to spend three days per week in a school, facility, or clinic providing services primarily to exceptional children working under a Certified School Psychologist who is also a Licensed Psychologist.
Electives
Students can take up to three electives outside of the psychology department with the program director's approval. Courses outside of the Psychology Department that have been approved as electives include the following:

Department of Sociology and Anthropology
SOC 117 Family Violence
SOC 119 Juvenile Delinquency
SOC 131 Sociology of Youth
SOC 150 Sociology of Illness and Health Care
SOC 227 Criminology
SOC 248 Cross-Cultural and Ethnographic Perspectives on Education
SOC 249 Sociological Perspectives on Education

Department of Speech, Communication Science and Theater
SPE 108 Language Acquisition and Disorder
SPE 203 Models of Language Acquisition
SPE 318 Developmental Language Disorders
SPE 320 Language Based Learning Disabilities
SPE 321 Communication Assessment and Intervention of Infants and Toddlers
SPE 329 Neuroanatomy and Neuropathology of the Speech System

The School of Education
Division of Administrative and Instructional Leadership Courses in Educational Administration
EDU 5415 Introduction to Educational Administration
EDU 5418 Administrative Theory
EDU 5791 Legal Aspects in Management and Administration of Schools
EDU 5795 Student and Teacher Rights in Administration of Schools
EDU 5810 Administrative Principles and Practices in the Implementation of P.L. 94-142
EDU 5811 Administration and Supervisor of Special Education Services

Department of Human Services and Counseling Courses in 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 to the Language Different
EDU 3264 Using Literature to Teach Reading and Writing 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
EDU 5420 Politics of Education
EDU 5651 School Community Relations in Education
EDU 5741 Economics and Financing of Education
EDU 5781 Psychology of Language
EDU 5900 Internship

A) Psychotherapy and Counseling – Students who choose this concentration should select three courses from the following:
PSY 631 Psychoanalytic Psychotherapy I
PSY 632 Psychoanalytic Psychotherapy II
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 227 Criminology

C) Child Language Disorders – Students who choose this concentration should select three courses from the following:
SPE 203 Models of Language Acquisition
SPE 318 Developmental Language Disorders
SPE 320 Language Based Learning Disabilities
SPE 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 5791 Legal Aspects in Management and Administration of Schools
EDU 5795 Student and Teacher Rights in Administration of Schools
EDU 5810 Administrative Principles and Practices in the Implementation of P.L. 94-142
EDU 5811 Administration and Supervision of Special Education Services

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 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 3 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

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) Neuropsychology – Neuropsychology is the study of brain-behavior relationships. Students interested in this concentration should discuss with a faculty member of the requirements for diplomate certification from the ABPP in neuropsychology. Student can enroll in this concentration only with the approval of the Program Director. Students who choose this concentration must take the specific courses listed and have less choice than other concentrations. These courses help students meet the academic requirements set by the American Board of Professional Psychology for the Diplomate in Clinical Neuropsychology.

PHS 239 Functional Neuroanatomy and Neuropathology
Department of Pharmaceutical Sciences, This course has prerequisites of undergraduate courses in anatomy and physiology)
Chapter Two–Practice and Professional Implications.

Practical implications and applications to professional practice that follow from the literature review should be discussed in this chapter. Students must demonstrate that they can use the latest developments in theory and research to inform practice.

Chapter Three–Research Questions and Hypothesis.

This chapter should include the research questions and hypotheses. Students should include a rationale for their questions and hypotheses.

Chapter Four–Method.

The chapter should include a description of research, participants, measures used, procedures, research design, and data analyses.

Chapter Five–Results.

This chapter should provide a complete description of the results of the study.

Chapter Six–Discussion.

The chapter should discuss the significance of the research findings within the context of current research.
Chapter Seven–Implications of the Results for Practice.

This chapter should focus specifically on how the findings of the research will inform practice. Chapter seven may not be very long but it demonstrates the candidate’s ability to move between the world of research and practice. If there are negative or insignificant findings this section might just be a paragraph or two.

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 4-5 statistical tables and/or figures. Detailed commentaries on the results should be left for the discussion section.
- Discussion: As a general rule, the discussion includes at least (a) a presentation of the findings, (b) implications of the results for the theoretical issues raised in the introduction, (c) statistical, methodological and/or theoretical explanations for any unexpected findings, (d) an analysis of the methodological weaknesses of the study and how they should be addressed by future research, and (e) suggestions for future research.
- References: The reference section is done in APA style, except that the title Reference at the top of the page is treated as a chapter heading.

Ethnographic Research Dissertations

- A type of research that involves studying different groups of people or cultures and investigates social organization, group interactions, and behaviors.
- Typically, this type of study involves learning about small groups of people in their own environment through naturalistic observation over a long period of time.
- The study is descriptive in nature and the researcher is required to interpret events and their significance.
- An advantage to this type of study is that the research question is not easily identified by participants. A clear objective is necessary for the researcher to effectively observe and interpret the environment and social organization. Other research techniques include focus groups and interviews.

Clinical Case Study Dissertations

Case presentation of how interesting and challenging cases were assessed and conceptualized, and how treatment followed such conceptualization. A highly practical format should allow other school psychologists to replicate in their own practices.

Sections should include
- Theoretical and research basis for treatment
- Case study summary
- Presenting Problem (academic or behavioral)
- History
- Assessment (what tools you used; why?)
- Case Assessment (conceptualization of data)
- Course of treatment and assessment of progress
- Complicating factors
- Follow-up
- Treatment implications of the case
- Recommendations to school psychologists/clinicians
- References

Program Evaluation Dissertations

- Seeks to evaluate effectiveness or viability of existing programs or policies.
- Ultimately want to know whether the program/policy is working as intended and meeting stated goals and objective.
- Data can be from a variety of sources, but should be "outcome-based" in order to gauge success or failure of program.
- Data may be survey, numerical or archival, and may include pre- and post- data as appropriate.
- Format of a 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, floor/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 course work, 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 761 or 761B, 762 or 762B, 752 or 752B and 753.
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

Level I

Fall
608 Statistical Design in Research
616 Principles of Learning, OR 617 Cognitive Psychology
661 Psychoeducational Assessment I
665 Introduction to School Psychology
695 Research Colloquium

Spring
648 Physiological Psychology
666 Interviewing and Case Formulation
628B Psychological Assessment Practicum I: Bilingual
695 Research Colloquium

Level II

Fall
659 Psychological Measurement and Scaling
715 Assessment, Diagnosis and Remediation of Learning Disabilities
726 Psychopathology of Childhood and Adolescence I
761 Psychological Assessment Practicum I

One course in the social/cultural bases of behavior (either 622, 625, or 627)
695 Research Colloquium

Spring
623 Developmental Psychology I
716 Psychoeducational Consultation
727 Psychopathology of Childhood and Adolescence II
749 Behavior Therapy: Assessment, Treatment, and Consultation
762 Psychological Assessment Practicum II
695 Research Colloquium

Level III

Fall
615 Research Methods in School Psychology
752B Psychological Interventions Seminar I: Professional Issues Bilingual
695 Research Colloquium

Spring
753 School Psychology Internship Seminar II: Psychological Interventions Elective
695 Research Colloquium

N.B. Master’s Comprehensive Examination must be taken in the spring of Level II.

In order to satisfy the internship requirements (PSY 752B, 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.
Center for Psychological Services and Clinical Studies

The St. John's University Center for Psychological Services and Clinical Studies 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 on the St. John's campus, it provides students with opportunities to develop clinical and assessment skills under faculty supervision. The Center also offers training in psychoducational 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 PsyD students (PSY 763-764). Research and clinical externships are also available. The research component of the Center includes the routine collection of clinical data, faculty sponsored research projects, and doctoral dissertation research.

For information about the Postgraduate Certificate in Marital and Family Therapy Training Program, see page 25 or call (718) 990-1900.

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. Fee: $60. Credit: 3 semester hours. (No credit if used to remove deficiency.)

604 Psychology Laboratory
The student is required to conduct extensive literature searches, collect and analyze data, and generate a manuscript. Laboratory fee: $60. Credit: 3 semester hours.

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
An advanced course focusing upon the perception of radial direction, induced motion, autokinesis, phi, visual imagery, size perception, face recognition, visual and auditory affect recognition, affective aprosodia and speech. Credit: 3 semester hours.

608 Statistical Design in Research*
Concentrates on the use of advanced parametric techniques in the statistical design of experiments. Emphasis is placed on models of analysis of variance from one-way to split-plot designs. Credit: 3 semester hours.

609 Research in Clinical Psychology I
Principles and methods of research design as applied to clinical psychology.

610 Research in Clinical Psychology II
This course familiarizes the student with the methodology and instrumentation appropriate to the field. Research methods, including experimental, quasi-experimental and single-case designs are covered. Credit: 3 semester hours per semester.

613 Research in Clinical Child Psychology II
An examination of the interplay of research methodology, experimental and quasi-experimental design, and statistical techniques in the study of the behavior and development of normal and atypical children. Credit: 3 semester hours per semester.

614 Multivariate Analysis for Psychological Research*
Prerequisite PSY 608. This course presents students with a variety of multivariate research designs along with their appropriate statistical techniques which have application in experimental and clinical research. Credit: 3 semester hours.

*Also open to qualified undergraduates.
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 Psychology*
An examination of theories and research findings regarding attention, sensory and working, episodic, semantic long-term, implicit memory and autobiographical memory, unconscious episodic, semantic long-term, implicit memory and autobiographical memory, unconscious processing, schemata, language, and the roles of emotion in cognition. Credit: 3 semester hours.

618 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.

621 Developmental Psychology I*
An overview of the major issues of contemporary developmental psychology from a life-span perspective. Particular emphasis is placed on relevant historical antecedents, theory, core conceptual issues, and emerging methodology. Credit: 3 semester hours.

622 Developmental Psychology II*
Prerequisite: PSY 621 or permission of the instructor. An in-depth analysis of theories and research on cognitive and socio-emotional development. Credit: 3 semester hours.

623 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.

624 Psychology of Women
Recent research on role, personality, intellectual and career considerations relevant to women. Credit: 3 semester hours.

625 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.

626 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.

627 Psychoanalytic Psychotherapy I
An overview of psychoanalytic psychotherapies from Freud to the present Credit: 3 semester hours.

628 Psychoanalytic Psychotherapy II
Prerequisite: PSY 627. Contemporary psychoanalytic therapies including brief therapies, case presentations and integration of theory and practice. Credit: 3 semester hours.

629 Objective Personality Tests
Various measures designed for the appraisal of personality; instruments discussed include the Minnesota Multiphasic Personality Inventory and the Cattell 16 PF test. Test Fee: $10. Credit: 3 semester hours.

630 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.

631 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.

632 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.

633 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.

634 Assessment I: Intelligence Testing
A course on the assessment of intelligence, including administration, scoring, and interpretation of the WISC-III, WAIS-III, Stanford-Binet and other intelligence tests. Test fee: $100. Credit: 3 semester hours.

635 Assessment Laboratory I
Prerequisites: PSY 660 and 663. Students gain supervised experience at the St. John’s Center for Psychological Service and Clinical Studies in the development of their assessment skills. Credit: 3 semester hours.

636 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. Credit: 3 semester hours.

637 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: $50. Credit: 3 semester hours.

648 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.

649 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: $50. 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.

651 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.

652 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.

653 Assessment I: Intelligence Testing
A course on the assessment of intelligence, including administration, scoring, and interpretation of the WISC-III, WAIS-III, Stanford-Binet and other intelligence tests. Test fee: $100. Credit: 3 semester hours.

654 Assessment Laboratory I
Prerequisites: PSY 660 and 663. Students gain supervised experience at the St. John’s Center for Psychological Service and Clinical Studies in the development of their assessment skills. Credit: 3 semester hours.

655 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: $50. Credit: 3 semester hours.

656 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.

657 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: $50. Credit: 3 semester hours.

*Also open to qualified undergraduates.

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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 and Clinical Studies; students develop their clinical skills through receiving supervised training in techniques relating to psychodiagnostic evaluation and intervention. 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. 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.

724 Psychopathology
An overview of mental disorders, with consideration given to the origins, development and manifestations of psychopathology. Credit: 3 semester hours.

725 Advanced Psychopathology: General
Prerequisite: PSY 724. Detailed consideration of selected areas of psychopathology, particularly theoretical models and empirical research in etiology, development, prevention and treatment. Credit: 3 semester hours.

726 Psychopathology of Childhood and Adolescence I
An overview of the biological, developmental, sociocultural, psychodynamic and behavioral determinants of psychopathology in children. Credit: 3 semester hours.

727 Psychopathology of Childhood and Adolescence II
Prerequisite: PSY 726. The course discusses diagnostic categories not included in 726, such as developmental, communication and learning disorders, organic disorders with a large psychic component, psychosomatic and physical handicaps. Credit: 3 semester hours.

728 Advanced Psychopathology: Child
Prerequisite: PSY 724. Detailed consideration of selected areas of child psychopathology from a developmental perspective. Emphasis will be placed on major theoretical models, empirical research, prevention, treatment and multicultural issues. 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. Credit: 3 semester hours per semester.

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.

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 II: Psychological Assessment
Prerequisites: PSY 661, 662 or 662B, 663, 664, 665, 671. Students will be required to participate in psychological assessments at the Center for Psychological Services and Clinical Studies 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. Credit: 3 semester hours.

752B Psychological Assessment Practicum I; II Bilingual

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 are assigned to a public school or agency providing services for a minimum of three full days. 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. 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, sociocultural 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. 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.

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's, 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. Credit: 3 semester hours. Fee: $50 if in experimental research study.

903 Clinical Psychology Internship I
904 Clinical Psychology Internship 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 Internship I
Prerequisites: Completion of all coursework in the program
One year full-time internship in an approved setting. For doctoral students in School Psychology.

906 Internship II
Prerequisites: Completion of all coursework in the program
One year full-time internship in an approved setting.

900 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 in General-Experimental Psychology. Credit: 3 semester hours.

950 Doctoral Research
Original research leading to the doctoral degree. Doctoral students may register for 950 while completing degree requirements; however, upon successful completion of the comprehensive examination, doctoral candidates must register for 950 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 is worth 1 semester hour only.

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 1 semester hour only.

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: $50 per semester. Laboratory fee: $20. (Students who do not use laboratory facilities may petition the Chair and the Dean to waive the laboratory fee.) Offered each semester.

940 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.

960 School Psychology Maintaining Matriculation
Master's students in School Psychology not registered for other courses must register for PSY 960 until all degree requirements are completed and the degree is granted. Credit: 0 semester hours. Fee: $50 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.
American Institute for Cognitive Therapy
Robert Leahy, Ph.D.
Baldwin School District
Donna Guarton, Ph.D.
Joseph Teto, Ph.D.
Bellevue Hospital Center
Carol Golden-Scaduto, Psy.D.
Carmen Vasquez, Ph.D.
Beth Israel Medical Center
Elizabeth Ochao, Ph.D.
Bethpage School District
Maryann Hannon, M.S.
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.
Bronx VA Medical Center
Stephen Bacon, Ph.D.
Bronx Children's Psychiatric Center
Mark Adelsberg, Ph.D.
William Ansorge, Ph.D.
Brookdale University Hospital & Medical Center
Steven Klee, Ph.D.
Brooklyn VA Hospital
Gail Kelsey, Ph.D.
Center for Developmental Disabilities
Phyllis Mendell, Ph.D.
Coler Memorial Hospital
Patricia Bagby, Ph.D.
Jim Crawford, Ph.D.
Tom Gambacorta, Ph.D.
Commack School District
Wilma Colino, Ph.D.
Creedmoor Psychiatric Center
Constance Freeman, Ph.D.
Sascha Griffing, Ph.D.
Russell Hoffman, Psy.D.
Andrea Katz, Ph.D.
Jack Livingstone, Ph.D.
Dolores Nichole, Ph.D.
Center for Cognitive Behavioral Psychology
Steven Phillipson, Ph.D.
East Islip Terrace School District
Keri Chernuchin, Psy.D.
P. Cooperman, Ph.D.
East Meadow School District
William Beck, Ph.D.
Mary Boyle, Ph.D.
Joanne Ehre, Ph.D.
Roseanne Gottenbarn, Ph.D.
Susan Jacobson, Ph.D.
Margaret Leska, Ph.D.
Elwood School District
Anthony Pantalone, Ph.D.
Farmingdale School District
Debbie Dullahan, Ph.D.
Steven Karvey, Ph.D.
Ralph Lamagna, Ph.D.
Mindy Phillips, Ph.D.
William Sperduto, Ph.D.
Helen Stevens, Ph.D.
Joe Volpe, Ph.D.

Glen Cove School District
Rod Mardin, Ph.D.

Hampton Bays School District
Ken Grille, Ph.D.

Harborfields High School
Joseph Dono, Ph.D.

Harricks School District
Mary Kalisky, Ph.D.
Donna Lipton, Ph.D.
Roger Pierangelo, Ph.D.
Carl Weiner, Ph.D.

Hewlett School District
Marc Krauss, Ph.D.

Jamaica Hospital
Nadine Khowry, Psy.D.
Sue Carver, PhD.
Frances Charder, Ph.D.

Kings County Hospital Center
Cheryl Blondstein, Psy.D.
Mendie Cohn, Ph.D.
Marilyn Feldman, Ph.D.

Kings Park School District
Linda Chianese, Ph.D.
Sharon Donenfeld, Ph.D.
James Lynch, Ph.D.
Lorraine Schles-Esposito, Ph.D.

Kramer Learning and Diagnostic Treatment
Wendy Fischer, M.A., M.S.

LIJ / Hillside Geriatric Center
Amanda O’Brien, Ph.D.
Rita Ryan, Ph.D.
Greg Hinrichson, Ph.D.

LIJ / Hillside Medical Center
Donna Wiener Ph.D.
Barbara Zevin, Ph.D.

LIJ/Schneider Children’s Hospital
Katherine Hyland, Ph.D.
Dina Shackman, Ph.D.
Sharon Spitzer, Ph.D.

LIJ/Schneider Children’s Hospital; Adolescent Pavilion
Jennifer Ratas, Ph.D.
Miriam Schechner, Ph.D.
Robert Tringone, Ph.D.

Middle County School District
Carol Helmer, Ph.D.

Mt. Sinai Medical Center
Eric Brown, Ph.D.

Mt. Sinai/NYU Medical Center
Albert Faurost, Ph.D.
William Kline, Ph.D.
David Waxman, Ph.D.

New Hyde Park School District
Tom Cass, Ph.D.

New York City Board of Education
Stephen Albert, Ph.D.
Nancy Cowles, Ph.D.
Katie Devine, Ph.D.
David Dresser, Ph.D.
Andrea Einhorn, Ph.D.
P. Elizie, Ph.D.
Richard Gallagher, Ph.D.
Stephanie Hamburg, Ph.D.
Jan Harmon, Ph.D.
Donald Kaplan, Ph.D.
Robert Kassoff, Ph.D.
Lester Lehon, Ph.D.
Laurie Murchison, M.S.
L. Nadler, Ph.D.
Ron Nicoletta, Ph.D.
L. Rhone, Ph.D.
Robert Rosenberg, Ph.D.
Fred Schneider, Ph.D.
Mel Sheline, Ph.D.
Vivian Sherman, Ph.D.
Glen Stewart, Ph.D.
Manlyn Varadi, Ph.D.
Philip Zuckerbrod, Ph.D.

NY Presbyterian Hospital-White Plains
Child Day Hospital
Leslie Bogen, Ph.D.
John Clarkin, Ph.D.

North Merrick School District
Lynne Thies, Ph.D.

North Shore School District
Michael Lindaer, Ph.D.

North Shore University Hospital
Laurie Kramer, Ph.D.
David Pelcovitz, Ph.D.
Marie Ribarich, Ph.D.
Juliet Vogel, Ph.D.

North Shore University Hospital
Child and Adolescent Dept.
Juliet Vogel, Ph.D.

Northport Veteran’s Affairs Medical Center
Janet Eshen, Ph.D.

Patchogue-Medford School District
Richard Catullo, Ph.D.
Faith Barrentine, Ph.D.

Queens Children’s Psychiatric Center
Dora Gutekunz, Psy.D.
Gayle Kass, Ph.D.
Jonathan Kurfurst, Ph.D.
Andrea Muras, Ph.D.
Jennifer Tucker, Ph.D.
Marion Rosenbaum, Ph.D.

Queens Hospital Center
Ellen Palgi, Ph.D.
Oily Sofer, Psy.D.
Robyn Mendelson-Kline, Ph.D.
William Walker, Ph.D.
Gloria Rubin, Ph.D.

Riverdale Mental Health Association
Robert Muller, Ph.D.
Roosevelt School District
Erica Rosenberg, Ph.D.

St. Luke’s Roosevelt
Joseph Ruggiero, Ph.D.

St. Luke’s Women’s Health Project
Lisa Litt, Ph.D.

St. Mary’s Children and Family Services
Ann Kuru, Ph.D.
Samuel Landsman, Ph.D.
Stephen Migden, Ph.D.

St. Mary’s Hospital for Children—Queens
Paul Berger-Gross, Ph.D.
Daniel Coletti, Ph.D.

Scarsdale School District
Audrey Clarkin, Ph.D.

Sewanhaka School District
Larry DiFiori, Ph.D.
John Heverin, Ph.D.
Robert Rosenberg, Ph.D.
Stephen Russo, Ph.D.
Thomas Raab, Ph.D.

South Nassau Communities Hospital
Counseling Center
Rosemary O’Regan, Ph.D.

SUNY Downstate Medical Center
Steven Friedman, Ph.D.

Staten Island Mental Health Society
David Lauck, Ph.D.

Uniondale Free School District
Joseph Cesar, Ph.D.

Valley Stream, District 13
Gil Eisenberg, Ph.D.
Gaston Weisz, Ph.D.

Valley Stream School District
Gary Mandell, Ph.D.
Mark Perlman, Ph.D.
Mark Peterson, Ph.D.

Weak and Watts School
Fracis Egan, Ph.D.

Westchester Family Services
Rebecca Abramson, Ph.D.

Westchester School for Special Children
Vito Guarinacci, Ph.D.
Department of Sociology and Anthropology (SOC)

The Department offers graduate training leading to an M.A. degree in Sociology, an M.A. in Applied 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 small groups, organizations, and communities. These experiences lead to careers in Criminal Justice, Health Care, Non-Profits, Business, as well as provide exceptional preparation for further training at the doctoral level 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.

Courses by Area of Concentration in the Sociology M.A. Program
1. Globalization and Social Movements
   SOC 116 Technology and Social Relations
   SOC 118 Intercultural Communication in a Globalizing World
   SOC 129 The Information Revolution
   SOC 130 Globalization: Origin, Meaning and Consequences
   SOC 222 Sociology of the Global City
   SOC 223 Global Crime
   SOC 224 Global Poverty
   SOC 225 Global Inequality
   SOC 243 Social Movements and Social Change
   SOC 244 Social Movements and Globalization
   SOC 247 Global Education
   SOC 308 Special Topics in Globalization

2. Urban Sociology
   SOC 120 Race and Ethnicity
   SOC 223 Urban Sociology
   SOC 224 Women and the City
   SOC 228 Sociology of Community
   SOC 243 Social Movements and Social Change
   SOC 260 Stratification in American Society

Degree Requirements for Sociology

General
All students are required to take the following six courses (3 credits each):
SOC 103 Proseminar
SOC 127 Statistics for Social Sciences
SOC 210 Sociological Theory: Classical
SOC 212 Contemporary Sociological Theory
SOC 300 Strategies and Tactics of Social Research
SOC 301 Evaluation Research and Data Analysis

Specific
A. Thesis Option - 30 credits
   Designed for students who wish to prepare for entry into a Ph.D. program and a subsequent career in college teaching and/or academic research.
   a. Required courses: 103, 127, 210, 212, 300, 301; SOC 900 Master’s Research (see "d" below) – three credits each semester for a total of six credits.
   b. Electives
   The balance of courses, for a total of 30 graduate credits, will be chosen from departmental offerings, in consultation with the student’s advisor.
   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 course work and no later than one year after completion of course work. 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.
   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.

B. Non-Thesis Option - 33 credits
   Designed for students who seek a broad preparation for employment in which sociological knowledge is required or particularly valuable. This option is also sufficient for entry into a Ph.D. program.
   a. Required courses: SOC 103, 127, 210, 212, 300, 301
   b. Electives
   The balance of courses will be chosen from departmental offerings, in consultation with the student’s adviser. Two courses may be taken in the practicum and field placement.
   c. Comprehensive Examination - see above

Degree Requirements for Applied Sociology

Applied Sociology - 36 credits
All students are required to take the following nine courses (3 credits each)

General
SOC 103 Sociology Proseminar
SOC 127 Statistics
SOC 210 Classical Theory
SOC 223 Urban Sociology
SOC 300 Strategies of Sociological Research
SOC 301 Evaluation Research
SOC 305 Social Policy and Analysis
SOC 500 Practicum in Applied Sociology
SOC 501 Field Internship

Degree Requirements in Criminology and Justice

All students are required to take the following four courses (3 credits each):
SOC 127 Statistics
SOC 231 Evaluation of Criminal Justice Policies
SOC 232 Criminological Theory
SOC 300 Strategies and Tactics of Social Research

Specific
Non-Thesis Option – 33 credits
   a. Required courses: SOC 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 course work and no later than one year after completion of course work.

Thesis Option – 30 credits
   a. Required courses: SOC 127, 231, 232, 300
   b. Electives
   c. Research topic approved by adviser
   d. Comprehensive Examination (see above)
Accelerated Degree Programs

B.A./M.A. in Sociology

The Department of Sociology and Anthropology offers an intensive, accelerated, combined degree program leading to both the B.A. and M.A. degrees in Sociology 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 of Sociology 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 electing the non-thesis option must complete a total of 147 credits (33 on the graduate level). After the completion of the baccalaureate degree the student must enroll full time in graduate level courses for the fifth year. For specific information, students may consult with the Chair of the Department of Sociology and Anthropology. Applications are available at the offices of the Graduate Division of Arts and Sciences (St. John Hall - 135), or the Department of Sociology and Anthropology (St. John Hall 444D).

The College of Professional Studies and the Graduate Division of Arts and Sciences offer 6 intensive, accelerated, combined degree programs in the following academic disciplines:

B.S. Health Services Administration/M.A. Sociology

This program leads to the B.S. in Health Services Administration and the M.A. in Sociology in five years of full-time study. Qualified undergraduate students who have completed their sophomore year with a 3.0 cumulative index and a 3.5 index for 12 credits in the Health Services Administration major are encouraged to apply.

Students enrolled in the thesis program must complete a total of 144 credits (30 on the graduate level, including six credits of Master's Research). Students selecting the non-thesis option must complete a total of 147 credits (33 on the grade level). After completion of the baccalaureate degree, the student must enroll full time on the graduate level for the fifth year.

B.S. Communication Arts/ M.A. Sociology

This program leads to the B.S. in Communication Arts and the M.A. in Sociology in five years of full-time study. Qualified undergraduate students who have completed 60 credits with a 3.0 cumulative index and a 3.5 index for a minimum of 12 credits in the Communications major.

Students enrolled in the thesis program must complete a total of 144 credits (30 on the graduate level, including six credits of Master's Research). Students selecting the non-thesis option must complete a total of 147 credits (33 on the graduate level). After completion of the baccalaureate degree, the student must enroll full time on the graduate level for the fifth year.

B.S. Criminal Justice/ M.A. Sociology

This program leads to the B.S. in Criminal Justice and M.A. in Sociology in five years of full-time study. Qualified undergraduate students who have completed their sophomore year with a 3.0 cumulative index and a 3.5 average in a minimum of 12 credits in the Criminal Justice major.

Students enrolled in the thesis program must complete a total of 144 credits (30 on the graduate level, including six credits of Master's Research). Students selecting the non-thesis option must complete a total of 147 credits (33 on the graduate level). After completion of the baccalaureate degree, the student must enroll full time on the graduate level for the fifth year.

B.S. Journalism/M.A. 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 the baccalaureate degree, the student must enroll full time on the graduate level for the fifth year.

B.S. Legal Studies/ M.A. 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. Human Services/ M.A. 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 the completion of the baccalaureate degree, students must 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 Graduate Admissions Office.

Courses

102 Readings in Sociology

Intensive readings in the literature of classical and modern sociological theory selected by students and instructor. By permission of the Chair. Credit: 3 semester hours.

103 Sociology Proseminar

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.

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.
118 Intercultural Communication in a Globalizing World
Cultural differences in learning, perception and communication styles. The importance of cultural and subcultural differences in paralinguistic phenomenon such as body language, proxemic and silence. Selected issues in intercultural education. 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 life styles. 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.

130 Globalization: Origin, Meaning and Consequences
This course provides a critical discussion of the controversies surrounding the nature of globalization processes and their impact on American institutions as well as on the chances for socioeconomic development in developing countries. 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.

147 Personality, Society and Culture
Personality formation and change in cross-cultural perspective. Emphasis on psycho-social development as related to creativity, power and dominance, sex roles and sex role identity, educational processes and ethnic group membership. 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.

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, television. 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.

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 White Collar Crime
The study of white collar crime as an extensive institutional phenomena of modern society. Credit: 3 semester hours.

219 CRM-Corrections
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.

219 Sociology of Prisons
Historical and theoretical justification for punishment in Europe; penal practice in America; Federal and State correctional systems, impact of Federal and State courts on penal systems. 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 Women and the City
Examines the informal and formal activism of women in neighborhoods, community organizations and cities. Sociological theories on urban life and recent research which investigate women are explored. Credit: 3 semester hours.

227 Criminology
Legal understandings of crime, criminology, criminal law, patterns of crime, theories of criminal behavior, and society’s attempt to control criminal activity through the police, prosecution, courts and correctional institutions. 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.

230 Sociology of Organizations (Cf. EDU 5230)
Research and theory on complex organizations. Topics discussed include: social power and control, innovation, social mobility ladders, integrating new technology, workplace democracy, complexity and size and matrix organization. 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.

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.

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.

240 CRM Principles of Forensic Science
Criminalists 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.

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, post-modernism, and transnationalism. Credit: 3 semester hours.

249 Sociological Perspectives on 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 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: $50 per semester.

Courses Taken Outside Department
With the permission of the Department’s Graduate Educational Policy Committee, 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 Speech, Communication Sciences and Theatre (SPE)

Program of Study: Master of Arts
The 48-credit Master of Arts degree program is accredited by the Council on Academic Accreditation of the ASHA in Speech-Language Pathology and Audiology 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 or Audiology, selected in consultation with one’s advisor; and a research project or thesis. Each student must earn 42 course credits and complete a master’s thesis for six credits or 45 course credits and complete a three-credit research project. In addition, each student must demonstrate proficiency in at least one of three areas: instrumentation and microcomputers, statistics, or language (including manual communication). Proficiency may be demonstrated through acceptable performance in a specified course (for 3 credits) or through a language proficiency exam. Students must also complete a minimum of 375 hours of supervised clinical experience. It should be noted that, although the program requires a minimum of 48 credits for the degree, eligibility for the ASHA Certificate of Clinical Competence may require more credits or more Practicum hours, to meet the new requirements for certification in Speech-Language Pathology that will be in effect as of January 1, 2005, and will depend on the student’s undergraduate preparation and general preparedness. Students accepted to the M.A. program may not change their selected major area during the course of their master’s study. After completion of the master’s degree in the area originally chosen, the student may pursue course work and practica towards dual certification requirements.
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 course work in biological/physical sciences and three credits in mathematics, six credits of undergraduate course work in behavioral and/or social sciences, and 18-21 credits of undergraduate course work (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. In addition, courses in computer science and statistics are desired. An interview may be required. Provision is made through special courses for students deficient in course work entrance requirements.

Degree Requirements

A. Required Courses: All students must take a minimum of 15 credits of required course work distributed in three areas: in the research core (SPE 201); the basic communication processes core (SPE 202, 203 for all students, and 204 for speech-language pathology students or 205 for audiology students); and the clinical core (at least one course from among SPE 210, 211, 212, 214).

B. Major Concentration: When applying, students select a concentration area in either Speech-Language Pathology or Audiology, taking a minimum of 24 graduate credits in the major area of study, with the courses selected in consultation with the student’s advisor.

C. Residency: Each student must satisfy a full-time residence requirement (a minimum of 10 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 with children and adults. A student may apply up to six credits of practicum toward the 48 credits required for the degree.

E. Research: Students must complete a Research Project or a Master’s Thesis. Students in the non-thesis Research Project option select a Special Research Course (3 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 earn 6 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. Research Tools: Students must demonstrate proficiency in at least one of the following areas: statistics, language (including manual communication) or instrumentation and microcomputers. Proficiency may be demonstrated by completing designated courses or passing an examination in Spanish, French, German, Hebrew or Manual Communication. Credit will be given toward the degree for a course that fulfills the research tool requirement. Students who satisfy this requirement by the examination must take an additional 3 credit program course.

G. Comprehensive Examination: A written comprehensive examination taken during the last semester of course work is required of all students electing the Research Project 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 SPE 407 (two credits) in an educational setting with a minimum of 150 contact hours may be taken in lieu of undergraduate student teaching. A special selection of course work 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.

Facilities
Resources available to the student include the Computer Center and Microlabs, Television Center, and Health Education Resource Center, as well as the Speech and Hearing Center and the Speech Laboratory. The Speech and Hearing Center, located in the modern CCK building, 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 84 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

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

SPE 106 Introduction to Speech-Language Pathology
(Pre- or co-requisite SPE 1710, 1720, 1730 or equivalent). Principles of speech-language pathology, including classification, etiology, symptoms and physical and anatomical 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
Research practices in communicative disorders, with emphasis on principles of scientific reasoning and their relation to design, measurement considerations, and statistical inference. 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. Laboratory fee: $15.

203 Models of Language Behavior
Psycholinguistic theories of language and speech development, including syntax, semantics, phonology, 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.

205 Advanced Anatomy and Physiology of the Hearing Mechanism
An in-depth study of the anatomical structures and specific functions of the peripheral and central auditory mechanisms. For Audiology majors. Credit: 3 semester hours.

3. Clinical Core (3-12 credits)
210 Origins and 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. Recommended for students who have not taken a diagnostic course. Credit: 3 semester hours.

211 Origins and 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. Credit: 3 semester hours.

212 Pathologies of the Auditory System and Their Assessment
Overview of disorders affecting hearing, their symptomatology and audiologic signs. Concepts and underlying principles of advanced audiometric techniques, interpretation of audiological results. Credit: 3 semester hours.

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

Concentration Areas
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
Nature, classification, neurology and pathologies associated with motor speech disorders. Descriptions of dysarthrias, apraxias, dysphagia and other respiratory/phonatory and motor speech disorders across the life span. 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.

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
The disorders of language in children (e.g., childhood autism, developmental disabilities, delayed and disordered language, etc.) and its challenges in learning and in the classroom. Credit: 3 semester hours.

319 Psychoneurology of Learning Disabilities
Psychological, neurological and learning theories as they relate to learning disabilities. An interdisciplinary consideration of disturbed learning processes as they relate to theories in psychology and special education. 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.

326 Medical Speech-Language Pathology and Audiology
An overview of the medical aspects of speech pathology and audiology and the relationship existing in the medical center among speech pathologists, audiologists, physicians and other allied health professionals. Credit: 3 semester hours.

328 Dysphagia: Theory and Practice
Anatomy and neurophysiology of normal swallowing in the aero digestive tract. Pathophysiology of swallowing in children and adults; evaluation techniques and treatment procedures; identification of risks and precautions. Credit: 3 semester hours. May be taught off campus.

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

*Also open to qualified undergraduates.
330 Speech-Language Pathology Practice in Educational Settings
Implementation of speech-language services in schools. Methods of various service delivery models; education law; strategies for effective participation in services for speech- and language-impaired students. Available for students enrolled in the New York State License as Teacher of Students with Speech and Language Disabilities. Credit: 3 semester hours (30 hrs. and field experience).

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.

Clinical Practica in Speech-Language Pathology

405 Speech-Language Pathology Practicum
Clinical methods and practice in the evaluation and remediation of disorders of speech and language at on-campus and off-campus sites with children and adults. Minimum of 50 hours of direct clinical practice per credit. May be repeated for a maximum of 5 credits. Students must preregister with the clinical coordinator before advisement and have sufficient background in course work. Credit: 1-3 semester hours.

406 Practicum in Diagnostic Assessment
Prerequisite: At least one credit of SPE 405 and SPE 210 or SPE 211. Clinical methods and practice in evaluation and assessment of communication disorders in children and adults, including follow-up counseling. Usually provides a minimum of 50 hours direct clinical experience. May not be repeated. Limited enrollment. Credit: 1 semester hour.

407 Practicum in Speech-Language Pathology in Educational Settings
Practicum experience in a school-based setting equivalent to a student teaching experience. Minimum 150 hours of direct contact hours must be earned and verified by practicum coordinator. A signed authorization of Completion Letter must be filed with the New York State Department of Education, to use this experience to fulfill requirements for state teacher certification. Credit: 2 semester hours.

410 Clinical Practicum in Speech-Language Pathology for the Audiologist
Clinical methods and practice in the treatment of speech-language disorders, minimum of 35 hours in minor area appropriate to the scope of practice. Satisfies certification/licensure requirements in the minor field of study. Credit: 1 semester hour. Practicum.

415 Clinical Practicum in Conjunction with Coursework
Taken in conjunction with course work, clinical methods and practice in the evaluation and remediation of specific disorders. Supervision provided at on-campus and off-campus sites, where appropriate. May be taken for no more than 3 credits (50 hours per credit) and by permission only. Credit: 1-3 semester hours.

2. Audiology

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.

352 Pediatric Audiology
Review of normal and abnormal auditory development and embryology. Etiology, assessment from infancy through childhood, impact of hearing impairment on speech and language development in the pediatric population. Credit: 3 semester hours.

353 Electrophysiological Assessment of Hearing
Immittance procedures, otoacoustic emissions, vestibular testing. Current methods in immittance measurements (static and dynamic measurements, eustachian tube and other middle ear functions, and special applications). 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. Emphasis on current approaches to assessment, speech training, and the use of sensory aids including computer based devices. 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, speechreading. Credit: 3 semester hours.

356 Speech Perception and the Hearing Impaired
Studies in the acoustic and physiological processes underlying the perception of speech in the deaf and hearing impaired with comparisons to speech perception in individuals with normal hearing. Credit: 3 semester hours.

357 Amplification Systems
Electroacoustic characteristics of the hearing aids, clinical selection of analog and digital amplification, assistive devices, group auditory training systems, and patient management. Credit: 3 semester hours.

358 Dynamics of Hearing Aid Fitting and Dispensing
Principles and techniques for fitting hearing aids using a variety of procedures and acoustic modifiers. Repairing and dispensing hearing aids; economic and legal considerations of these aspects of the delivery system. Credit: 3 semester hours.

359 Psychological and Physiological Effects of Noise
Measurement, evaluation and control of environmental noise. Effects of acoustic trauma, development and impact of industrial audiometry programs, conservation of hearing, medical-legal criteria of hearing loss in forensic Audiology. Credit: 3 semester hours.

360 Counseling for Persons with Communication Disorders and for their Families
Introduction to procedures of professional counseling. Theories and techniques of counseling for the communicatively disordered and their families or caregivers across the life span. Open to graduate students in related fields. Credit: 3 semester hours.

361 Independent Study in Audiology
Emphasis on reading and evaluating the recent scientific and professional literature in audiology and hearing impairment. Exploration of a special problem or subject matter. Credit: 3 semester hours.

362 Instrumentation for the Audiologist
Laboratory experience with instrumentation for audiometry and noise measurement, Electroacoustic principles of instrument design, electrophysiological tests, require calibration equipment. Credit: 3 semester hours.

363 Special Topics in Audiology
The course is devoted to the in-depth study of areas in audiology to which no standard course is dedicated and whose study is felt to be warranted at particular intervals. Credit: 3 semester hours.

364 Central Auditory Processing
Anatomical and physiological processes and structures involved in processing acoustic information in the central auditory system. Relevance of processes to disorders/pathologies associated with central auditory dysfunction and CAPD. Credits: 3 semester hours.

365 Electrophysiological Assessment II
Theoretical concepts in electrophysiological assessment of the auditory system. Procedures, recording techniques, interpretation, clinical application, synthesis of results using electrophonocardiography, the ABR, and middle and late potentials. Credits: 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 35 hours in the minor area appropriate scope of practice. Credit: 1-3 semester hours.

425 Clinical Practicum in Diagnostic Audiology
Clinical methods and practice in the evaluation and diagnosis of hearing disorders across the life span; Clinical assignments at on-campus and off-campus sites. (1 credit = 50 hours of clinical experience. Maximum credits = 5) Credit: 1-3 semester hours.

430 Clinical Practicum in Aural Rehabilitation
Clinical methods and practice in aural rehabilitation across the life span, including lip reading, auditory training, counseling, case management, report writing, community resources, on-campus and off-campus sites. (1 credit = 50 hours of clinical experience. Maximum credits = 3) Credit: 1-2 semester hours.

435 Clinical Practicum in Conjunction with Coursework
Clinical methods and practice in specific remediation techniques for particular hearing impaired populations, and/or assessment of hearing disorders. Supervision provided at on-campus and off-campus sites where appropriate. May be taken for no more than 3 credits (50 hours per credit). Credit: 1-3 semester hours.

Professional Issues

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

381 Cultural Diversity in Speech-Language Pathology and Audiology
This course is intended to give the student/professional an understanding of multicultural, culturally diverse populations, processes and ESL strategies associated with the non-native speaker of English. Credit: 3 semester hours.

382 Principles of Private Practice Management
This course covers definitions and characteristics of practitioners, the types of practice, location and space considerations. Open to both speech-language pathology majors and audiology majors. Credit: 3 semester hours.

Research

Each student selects 451, 452 or 453 for special study in areas of interest leading to the completion of a research project, which is necessary to fulfill degree requirements for students electing the Research Project Option. Credit: 3 semester hours per semester. Laborotary fee. A course seminar is to be scheduled to guide the students through the process.

SPE 451 Special Research in Audiology

SPE 452 Special Research in Speech-Language Pathology

SPE 453 Special Research in Speech and Hearing Sciences

SPE 900 Master's Research
Open to students electing Master's Thesis option. Assigned readings, conferences and in-depth study of thesis topic resulting in the completion and presentation of a thesis to fulfill degree requirements. Credit: 3 semester hours for students continuing from Special Research; 6 semester hours for students beginning and completing a thesis in this course. Laborotary fee.

Research Clinical Tools
Proficiency in one of the following research tool areas must be demonstrated either by examination or by successfully completing approved, standardized examinations in Hebrew or American Sign Language; apply at the Graduate Division of the College of Liberal Arts and Sciences Office.

Statistics

491 Statistics for the Communication Sciences and Disorders
Descriptive and inferential statistics used in research and in evaluating treatment effectiveness in communication sciences and disorders; frequency distributions, measures of central tendency and variability; a variety of parametric and nonparametric techniques for correlation and for hypothesis testing; group and single subject designs. Three graduate tuition credits.

Related Courses From Allied Disciplines

PAS 214 Management in the Health Care Industries (formerly CSP 226)

PSY 623 Developmental Psychology I

PSY 715 Neuropsychology of Learning Disabilities

PSY 716 Psychoeducational Consultation in the Classroom

PSY 726 Child Psychopathology in the Schools I

PSY 727 Child Psychopathology in the Schools II

PSY 836 Behavioral Neuropsychology

For a complete listing of approved courses, please contact the Dean's office.
Programs of Study
In keeping with the objectives of the Second Vatican Council, the Graduate Program of the Department of Theology and Religious Studies seeks to examine the richness of the Catholic faith and its theological heritage in the light of modern human experience. This experience includes the values of other sciences, other religions and other cultures.

The program provides an environment of academic excellence flexible enough to fit the needs of those interested in pursuing further research degrees, professional ministry, or parish service, as well as those interested in this area for personal enrichment.

The program aims at encouraging high academic achievement and heightened sensitivity to the needs for social justice and peace in the world around us. In this spirit, the Department of Theology and Religious Studies offers the Richard Kugelman Scholarship to honor the memory of this prominent biblical scholar and former Chairperson, especially in his great love for biblical studies and for the poor. This award is made to enable a qualified student, who might not otherwise be able to afford it, to study theology, especially Sacred Scripture. Graduate assistantships are also available. Interested students should contact the Departmental Chairperson for further information.

In addition to Master of Arts and Master of Divinity programs, the Department of Theology and Religious Studies also offers an intensive, accelerated, combined degree program leading to both the B.A. and M.A. degrees in five years of full-time study.

Master of Arts in Theology

Entrance Requirements
The applicant for matriculation in the Department of Theology and Religious Studies must have a Bachelor's degree which normally includes 24 undergraduate credits in theology, philosophy and/or related subjects and an overall B average on the baccalaureate level.

Students who wish to concentrate in Catechetical Ministry must have sufficient background in undergraduate theology to pursue the graduate courses in this concentration.

Any deficiencies in undergraduate preparation may require some supplementary, non-credit work in the Department as a condition for admission. Appropriate undergraduate or 100-level courses may serve this purpose.

Program Requirements
M.A. students may choose to specialize in one of six areas of theology:
1) Biblical Studies
2) Historical Studies
3) Systematic Theology
4) Moral Theology
5) Interfaith Studies
6) Pastoral Theology

Students may select either a thesis or a non-thesis program in each of these areas, with the exception of the Catechetical Ministry concentration in Pastoral Theology (see below).

Course requirements for all M.A. students:
1) One course each from any five areas - 15 credits.
2) Three additional courses in their own specialization - 9 credits.
3) Thesis Option: Two elective courses and THE 900 - 9 credits.
   Non-Thesis Option: Three elective courses - 9 credits.

Catechetical Ministry students in the Pastoral Theology specialization are required to take two courses in the area of catechetics. The remaining courses will be selected in consultation with the program advisor (see below).

Thesis Option
Students who choose to write a thesis must complete 33 semester hours of graduate courses (including three credits of Master's research - THE 900), residence, language, and a comprehensive examination.* Students in Historical Studies, Systematic Theology, Moral Theology, or Interfaith Studies must fulfill their language requirement by showing competence in a language appropriate to their field of research: i.e., Latin, French, German, or Spanish. With the exception of the Biblical Studies specialization, courses taken to prepare for the language examination or to fulfill the language requirement do not count toward the degree.

For students specializing in Biblical Studies, six semester hours of graduate-level Hebrew for those in Old Testament (THE 111-112), or Greek for those in New Testament (THE 121-122), taken in the graduate program at St. John's to fulfill the language requirement, will count as one elective.

Non-Thesis Option
All students who choose a non-thesis program must complete 33 semester hours of graduate courses, residence and a comprehensive examination.* Students specializing in Biblical Studies who choose a non-thesis program are urged to take the appropriate biblical language.

Those who concentrate in Catechetical Ministry may submit a research paper or project to the committee on Catechetical Ministry which, in conjunction with an Independent Research course (THE 901, 902, 903), may be used to earn three credits toward the M.A. (see below for further details).

Catechetical Ministry Concentration
The graduate concentration in Catechetical Ministry within the Pastoral Theology specialization provides training for those working in the formation of the Christian community in any of its various aspects. The program utilizes the resources of both the graduate department and the University at large to offer students a comprehensive background in both theology and the communication of the Christian experience. Catechetical Ministry students are required to take two courses in the area of catechetics. The remaining courses are selected in consultation with the program advisor.

Equipped with this background, graduates can pursue catechetical ministry in a spirit of unity with other ministries of the Church. Courses, personal reading, and preparation for comprehensive examinations all help to integrate theology with catechetics. The concluding seminar (THE 706) enables degree candidates to summarize and correlate their studies. Along the way, consultation with a faculty advisor also helps students to orchestrate various aspects of the program.

Three model sequences have been designed to help students prepare for specific catechetical contexts and ministries: (1) Parish youth ministry, (2) Parish catechetical coordinator; (3) Teacher of religion in elementary or high school:

(1) Parish Youth Ministry
This sequence provides a solid background in the theory and practice of youth ministry at the levels of the local church/parish and diocese, stressing the knowledge and skills needed to deal with a variety of problems faced by contemporary youth. This sequence also emphasizes the traditional ministry of catechesis as well as emerging trends in youth ministry throughout the United States. Courses include THE 702, 706 (both required) and 901; one course each in the areas of Social Justice (THE 523, 529, or 410), Spirituality (THE 531 or 532), Pastoral Ministry (THE 802 or 804), Counseling (EDU 6208 or THE 815), Sociology (SOC 131) and three additional courses chosen in consultation with one's faculty advisor.

(2) Parish Catechetical Coordinator
This sequence prepares students for the key role of Parish Catechetical Coordinator (DRE) in urban and suburban parishes. It provides a strong grounding in catechetical history, theory and practice as well as an integrated grasp of theological foundations. Special attention is also given to management issues affecting the ministry of catechetical coordinator. Courses include THE 702, 706 (both required) and 901; THE 703 and 704, one course in Sociology (SOC 228), and five other courses chosen in consultation with one's faculty advisor.
Master of Divinity

Entrance Requirements

Applicants for admission must have completed the degree of Bachelor of Arts or its equivalent with a minimum grade average of B.

Program Requirements

The M.Div. program consists of a total of 99 hours of graduate courses, divided into three phases. Each semester will usually consist of 12 hours. With the previous approval of the Master of Divinity Program Committee, a student may take up to 21 semester hours in another department of the University, or at another accredited school or university.

Phase 1: Introductory Year

The introductory year fosters the student's commitment to the ministry, serves as an introduction to graduate study and pastoral field education, and provides the prerequisites for entrance into the Master of Arts Program. A typical first-year program includes: Introduction to the Old Testament, Introduction to the New Testament, an introductory course in Systematic Theology, Introduction to Church History, Pastoral Ministry and electives.

The courses in the Old and New Testaments, Systematic Theology and Church History serve as special prerequisites for the M.A. program. Students who have already met these prerequisites through previous academic work at another accredited institution will work out a suitable program with their faculty advisor.

Phase 2: Master's Program

After the introductory year the student follows the ordinary M.A. program (see above, under "Course Requirements for all M.A. Students"). Students completing this phase of the program with a minimum grade average of "B" will be awarded the degree of Master of Arts in Theology. Others will be considered to have met the prerequisites of the Master of Divinity program. Students concentrate in one of the following areas of study: Biblical Studies, Historical Studies, Systematic Theology, Moral Theology, Interfaith Studies, Pastoral Theology. Each course in Biblical Hebrew or Greek may count as an elective for the Master of Divinity.

Phase 3: Post-M.A. Work

These 24 additional hours insure that the entire program of studies is comprehensive and well-balanced and conforms with the guidelines of the U.S. Bishops.

Course Requirements:

The work in all three phases is correlated so that, after eight semesters, students will have completed the following courses (99 semester hours):

a. Biblical Studies: five courses (15 semester hours), including THE 160 and 161 in Phase 1, and at least one exegesis course in both the Old and New Testaments.

b. Historical Studies: four courses (12 semester hours), including THE 130, 352, and two other courses.

c. Systematic Theology: five courses (15 semester hours), including THE 400 in the introductory year.

d. Moral Theology: three courses (9 semester hours), including one course in Canon Law (THE 571).

e. Interfaith Studies: two courses (6 semester hours), including one on a Christian communion other than one's own, and one in a non-Christian religion.

f. Pastoral Training: seven courses (21 semester hours), normally including one unit of clinical pastoral education approved by the faculty and counted as six semester hours. Pastoral courses should be spread throughout the four years of the program, ordinarily one per semester.

g. Research and Thesis: (three semester hours).

h. Electives: (18 semester hours).

Combined B.A./M.A. Program

Entrance Requirements

Qualified undergraduate students who have completed their sophomore year with a 3.0 cumulative index and a 3.5 index for 12 credits 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 requirements for the M.A. program above). Those electing the thesis option must enroll in three credits of master's research. For specific information, students may consult the undergraduate bulletin and the graduate coordinator.

Certificate in Theology Program

This 18-credit certificate program is especially suitable for those students who already hold a master's degree in a non-theological discipline or for those who have completed a master's program in theology and wish to continue their personal enrichment with courses at the graduate level.

Entrance Requirements

A baccalaureate degree is required for admission to the program.

Program Requirements

To qualify for a Certificate in Theology, a student must successfully complete 6 graduate courses (18 credits) in theology. These courses may be chosen from any of the course offerings of the Department of Theology and Religious Studies, with the advice of the departmental advisor. It is recommended that these courses be from one of the six specializations offered by the department.

Courses

Biblical Studies

General

120 Methods in Modern Biblical Exegesis

Practical and theoretical introduction to critical methods of exegesis used in modern and contemporary Old and New Testament studies. Methods discussed, illustrated, and used by students in analytic exercises on biblical passages. 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 per semester.

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
Survey of the critical approaches to the books of the Pentateuch-Hexateuch. The literary “sources” which comprise the first books of the Old Testament are individually introduced, identified, and traced from Genesis into the Former Prophets. Credit: 3 semester hours.

241 Prophetism in Israel
Survey of critical approaches toward the prophetic books of the Hebrew Old Testament canon. Included are a discussion of prophecy in its ancient Near Eastern setting and an introduction to the message of Israel’s so-called “classical” prophets. Credit: 3 semester hours.

242 The Wisdom Literature
Survey of critical approaches toward wisdom in ancient Israel and Judaism. Included are a discussion of ancient Near Eastern “wisdom” and an introduction to the Wisdom books from the Greek Old Testament with special emphasis on the Psalms. Credit: 3 semester hours.

243 Apocalyptic Literature of Israel
An introduction to the esoteric and post-esoteric prophetic books of the Old Testament Hebrew canon as examples of so-called “proto-apocalyptic.” Credit: 3 semester hours.

244 The Intertestamental Literature
Survey of the development of both orthodox and sectarian Judaism from Ezra to the two Jewish Wars with Rome. Credit: 3 semester hours.

New Testament
121; 122 New Testament Greek I; II

161 Introduction to the New Testament
Surveys the most basic, authoritative Christian writings in their historical, cultural and religious context within the Greco-Roman world. Credit: 3 semester hours.

270 The Synoptic Gospels and Modern Study
Explores the primary theological views and basic literary structures reflected in the Gospels of Matthew, Mark and Luke. Examines major scholarly theories about their formulation. Credit: 3 semester hours.

271 The Lukan Writings

272 The Johannine Literature
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 and the influence of his Jewish and Hellenistic cultural and religious roots of his “gospel.” Credit: 3 semester hours.

280 Current Questions in Biblical Hermeneutics

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 beginning with 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.

Historical Studies
130 Introduction to Church History
This course introduces the history of the Western Christian Church through a study of particular periods in its history. Credit: 3 semester hours.

345 History of the Development of Christian Doctrine
The course traces the notion of tradition in Christian history and its relationship to traditions. Special attention will be given to the work of Cardinal Newman’s Development of Christian Doctrine. Credit: 3 semester hours.

350 The History of Christian Doctrine I: From the Beginnings to the Middle Ages
Development of the doctrine of the Christian church up to the maturation of the doctrinal tradition of the Christian West in the medieval universities, and the encounter of the Byzantine East with the Palamite controversy of the thirteenth century. Credit: 3 semester hours.

352 The History of Christian Doctrine II: From the Middle Ages to the 20th Century
(see Historical Studies)
Credit: 3 semester hours.

355 The First Three Centuries of Christianity
The course examines the history of Christian life and thought from the fall of Jerusalem (A.D. 70) to the toleration of Constantine (c. A.D. 313). Credit: 3 semester hours.

356 Gnosticism and Early Christianity
Gnosticism (Classical and Nag Hammadi) and its relationship to early Christianity. Credit: 3 semester hours.

359 Marriage in the Christian Tradition
This course will explore the development of Christian marriage from its pre-Christian roots through the post Vatican II period. It will focus on key points in the history of marriage and the changes which resulted from the Second Vatican Council. Credit: 3 semester hours.

Systematic Theology
140 Essentials of Catholic Doctrine
A one-semester survey course designed to provide an integrated exposition and overview of Roman Catholic doctrine. The major dogmatic pronouncements of the Church are systematically presented. Credit: 3 semester hours.

150 The Liturgy Today: Present Tensions—Future Trends
An analysis of some tensions in liturgical thought and celebration today in the light of the liturgy’s ancient and recent past. A study of possible future liturgical trends in the light of present theory and practice. Credit: 3 semester hours.

352 The History of Christian Doctrine II: From the Middle Ages to the 20th Century
Credit: 3 semester hours.

400 Christian Foundations
A critical examination of the foundations of Christian faith with special attention to the challenges of unbelief in today’s secular society. Credit: 3 semester hours.

401 The Mystery of God

402 Jesus the Christ

403 Theological Anthropology
A 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 The Community Called “Church” 
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 The New Face of Sacramental Theology 
New elements in the approach to sacramental theology. The sociological setting and anthropological dimension of the sacraments. The Christian context of the sacraments. Credit: 3 semester hours.

406 The Eucharist: Symbol and Reality 

407 The Healing Ministry of the Church 
The history, theology and pastoral practice of the sacrament of reconciliation including a comparison with psychological counseling and practical demonstrations. The history, theology and pastoral practice of the sacrament of the anointing of the sick. Credit: 3 semester hours.

408 The Sacraments of Initiation 
Anthropological dimensions of Initiation. Initiation in the early Church. The breakdown in the unity of the initiation sacraments. Credit: 3 semester hours.

410 The Challenge of Liberation Theology for North America 
Reflection on the liberating traditions of Christian faith in the light of the political-sociological world situation. (This course may be used for the specialization in Moral Theology.) Credit: 3 semester hours.

413 The Roots of Pluralism in Theology 
A critique and evaluation of some of the major schools of thought and conceptual frameworks that lie at the root of the principal theological approaches in contemporary Catholic theology. Credit: 3 semester hours.

430 Women and the Christian Tradition 
A reexamination of 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 
The doctrine of creation is explored in the context of its historical development (biblical roots/philosophical influences) and contemporary issues (science/theology; ecological crisis) as well as viewed through the work of contemporary 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 Christian eschatology are reexamined in the light of critical biblical and historical studies. Credit: 3 semester hours.

529 Moral Person: Moral Society; Ethics: Social and Personal 
This course addresses theoretical questions concerning the interrelationship between social and personal morality and also the major socio-moral issues of our time. Readings from black, feminist and other liberationist ethicists are included in the course. Credit: 3 semester hours.

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

571 Canon Law Principles 
The fundamentals of Church Law with particular attention to general norms and special issues in the 1983 Code of Canon Law. Credit: 3 semester hours.

599 McKeever Seminar in Moral Theology 
The course will examine in depth an issue in the field of moral theology led by the professor holding the McKeever chair in Moral Theology. Credit: 3 semester hours.

Interfaith Studies

110 Sacred Scriptures of the East 
An introduction to the Sacred Scriptures of the East through the reading of excerpts from major works which form the basis of Eastern (especially, Hindu, Chinese and Japanese) theology and philosophy. Credit: 3 semester hours.

601 Introduction to Protestantism 
A survey of the basic families of Protestantism. Special attention is given to their unity and diversity in the context of the historical development of Protestantism. 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; of the Buddhist monastic order, its asceticism and missionary zeal; and of the two Buddhist schools. Discusses 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 
Religious spirituality (mysticism) will be studied as a global phenomenon. Topics considered: human spiritual connection with the Transcendent, mystic consciousness and experience, introversion and extroversion are some of the topics to be considered. Credit: 3 semester hours.
660 Dialogue Among Christians
The history and structures of the ecumenical dialogue between Christians, with particular attention to concepts of the unity of the Christian church which have been advanced by several of the Christian communions. Credit: 3 semester hours.

Pastoral Theology
Catechetical Ministry
703 Ministry to Teens and Adults
A survey of current theory and practice of catechetical efforts to incorporate teens and adults. Emphasis will be on the developmental tasks of teens and adults and on practical questions of setting up programs to meet those needs. Credit: 3 semester hours.

704 Faith, Culture and the Worshiping Community
Examines catechetical questions in terms of the communal context. It examines the experience of the primitive Christian community to see that Christian faith is a response to a common unity forged through common understandings. Credit: 3 semester hours.

706 Coordinating Seminar
Students are required to take this concluding seminar which proposes to summarize and correlate their studies in catechetical ministry. Credit: 3 semester hours.

708 The Church and the Dilemma of Popular Culture
This course takes up the challenge of the new controversy between faith and culture. Credit: 3 semester hours.

Pastoral Ministry
801 Critical Thinking and Practical Theology
Lays groundwork for understanding the importance of critical thinking in theology in general, in pastoral ministry, and in the way one pursues one’s own theological education. Relevant literature will be explored and its impact on theological reflection. Credit: 3 semester hours.

802 The Church as a Community of Ministers
Biblical roots and historical evolution of structures of ministry explored. Present theological tensions. Issues and resources in specific areas of ministry. Horizons for personal and professional growth in and through ministry. 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.

804 Theological Reflection Seminar
A seminar geared to helping the student integrate theological reflections on “the living human documents” encountered in the pastoral field experience. (Requires permission of instructor.) Credit: 3 semester hours.

807 Homiletics
The theory, practice and criticism of public speaking and reading in the ministry of the Word. Credit: 3 semester hours.

811 The Church as a Community of Ministers
Biblical roots and historical evolution of structures of ministry explored. Present theological tensions. Issues and resources in specific areas of ministry. Horizons for personal and professional growth in and through ministry. Credit: 3 semester hours.

812 Psychosocial Development (EDU 6203)
(See course description, Counselor Education section.) Credit: 3 semester hours.

815 Counseling Theories and Techniques (EDU 6264)
(See course description, Counselor Education section.) Credit: 3 semester hours.

823 Liturgical Celebration: Theory and Practice
Discussion and practical exercises; the attitudes and style of a good celebrating community; the context, options and rites of the sacraments of initiation, Eucharist, reconciliation, matrimony, anointing of the sick and children’s liturgies. Credit: 3 semester hours.

831 Theological and Pastoral Perspectives on Marriage and the Family: Vatican II and Beyond
Focuses on an in-depth exploration of Vatican II and post-Vatican II theological treatments of marriage and family life and an evaluation of pastoral strategies for a variety of contemporary marriage and family issues. Credit: 3 semester hours.

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

903 Independent Research
Under the supervision of a faculty member. Area of research must be approved in advance by the Chair and in consultation with the supervising faculty member, and a research Credit: 3 semester hours.

925 Maintaining Matriculation
Master’s students who are not registered for other courses must register for 925 until all degree requirements are completed and the degree is granted. No Credit. Fee: $50 per semester.

Courses to be Offered in Subsequent Semesters.
245 Narrative Prose of the Old Testament
274 New Testament Apocalyptic
354 Seminar: Problems in the History of Christian Doctrine Since the Age of Reform
411 Theology after Freud and Jung
528 Moral Theology in an Ecumenical Age
705 The Psychological Bases of Religious Education and Catechesis
709 Directing Parish Catechetical Programs
806 (EDU 6463) Marital and Family Counseling
808 Homiletics Practicum
830 Ministry and the Law
Asian Studies

Jeffrey C. Kinkley, Professor, A.B., University of Chicago; M.A., Ph.D., Harvard University. 20th Century Chinese Intellectual History and Literary History; History Through Literature.

Bernadette Li, Professor and Director, B.A., National Taiwan Normal University; M.A., University of Washington (Seattle); Ph.D., Columbia University. Political and Intellectual History of Modern China; Chinese Women’s History and Literature; Asian American History and Literature.

William Nester, Professor, B.A., Miami University, Miami, Ohio; M.A., Ph.D., University of California at Santa Barbara. Japan’s Political, Economical and Industrial Development; International Law and Foreign Policy.

Johnson Tseng, Adjunct Assistant Professor, B.A., M.B.A., National Chengchi University; M.A., Ph.D., SUNY at Buffalo. Taiwan, China and Japan’s Economical Developments and Banking Systems.

Biological Sciences

Diana C. Bartel, Director, Institute for Biotechnology, Associate Professor, A.B., Hunter College of CUNY; Ph.D., CUNY. Calmodulin-regulated protein kinases; Calcium-dependent cellular signal transduction.

Christopher Bazinet, Assistant Chair and Associate Professor, B.A., University of Wisconsin; Ph.D., Massachusetts Institute of Technology. Genetics of biological assemblies; role of clathrin in development of Drosophila melanogaster.

Frank R. Cantelmo, Associate Professor, B.S. Fairleigh Dickinson University; Ph.D., The CUNY. Physiological ecology of estuarine invertebrates.

Timothy H. Carter, Professor, A.B., Harvard University; Ph.D., Princeton University. Regulation of mammalian gene expression and the role of nuclear protein kinases.

Anne M. Dranginis, Associate Professor, Clare Boothe Luce Professor of Biology; B.S., University of Massachusetts; Ph.D. University of Michigan. Regulation of gene transcription; Molecular control of development in Drosophila melanogaster.

Dipak Haldar, Director of Graduate Studies in Biological Sciences and Professor, B.Sc., Midnapur College; M.Sc., D.Phil., Calcutta University; Ph.D., University of London. Cell Biology and biochemistry; Mitochondria: structure, synthetic processes and biogenesis.

Jaya Haldar, Professor, B.Sc., (Hon.). M.Sc., University of Calcutta; Ph.D., University of London. Neurobiology; Regulation of synthesis and release of spinal cord oxytocin.

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.

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.

Richard A. Lockshin, Professor, A.B., A.M., Ph.D., Harvard University. Developmental cell physiology, gerontology; Mechanisms of cell death and homeostatic down-regulation; Mechanisms of proteolysis.

Laura Schramm, Assistant Professor, B.S., M.S., St. John’s University; Ph.D., SUNY Stony Brook. Regulation of the cell cycle.

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, Professor, M.S., Ph.D., Prague Institute of Chemical Technology. Cellular signal transduction by lipid and protein phosphorylation; phosphatidylinositol kinases; mechanisms of intracellular protein targeting and localization.

Jay A. Zimmerman, Chair and Associate Professor, A.B., Franklin and Marshall College; Ph.D., Rutgers University. Physiology of aging; Myocardial responses to anoxia and ischemia; Senescent lichen; Age-related susceptibility to chemical carcinogens and activation of oncogenes; Nutritional control of aging.

Chemistry

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 Anthracylene Analogues as Antibiotic Antineoplastic Agents.

Victo Cesare, Chairman, 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 a-lactams.

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.

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, Assistant 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. Kuchich, Professor Emeritus, Diploma in Chemistry, B.S., Rutgers University; Ph.D. Rutgers University. Organic Chemistry.

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.

Richard J. Rosso, Assistant Professor, B.S., SUNY at Albany; Ph.D., SUNY at Buffalo. Development of novel catalysts and 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., Ph.D., Columbia University. Interfacial energetics and structure for aqueous solution 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.

Enju Wang, Associate Professor, B.S., Shandong 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.

English

Dohra Ahmad, Assistant 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, Assistant 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.

Diane Cady, Assistant Professor; B.A., M.A., Portland State University; M.A., Ph.D., Cornell University. Chaucer; Medieval romance; early modern drama; gender studies; new economic criticism.
Robert Fanuzzi, Associate Professor, B.A., College of William and Mary; Ph.D., Northwestern University. Early 18th- and 19th-century American literature; New England abolition movement; 19th-century African American literature; antebellum black public culture; trans-Atlantic antislavery movement.

Granville Ganter, Assistant Professor, B.A., Boston University; M.A., Ph.D., Columbia University. 18th- and 19th-century U.S. literature; African American literature; Native American literature.

William Gingerich, Professor, B.A., SUNY Buffalo; Ph.D., University of Connecticut; Colonial, Native American and Hispanic literatures of North America, oral literatures, contemporary poetics.

Margaret Kim, Assistant Professor, B.A., University of Wisconsin-Madison; Ph.D., Harvard University. Medieval literature and culture; medieval and early modern travel writings; Piers Plowman; poverty, consumption, and hunger; the nation-state; political and intellectual history.

Amy King, Assistant Professor, B.A. Bates College; Ph.D., Harvard University. Nineteenth-century British literature and culture; 18th- and 19th-century history of science; history and theory of the novel; realism; narrative and the natural world.

John Lowney, Assistant Professor, B.A., M.A., University of Massachusetts; Ph.D., Brown University. American poetry; modernism; 20th-century African American literature.

Gregory Maertz, Associate 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, Assistant 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, Associate 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, Associate 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.

Stephen Sicari, Chair and Associate 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, Assistant Professor, B.A., Vassar College; M.A., Ph.D., Brandeis University. American literature and culture; women's literature; gender studies.

Government and Politics
Uma Balakrishnan, Associate Professor, B.A., M.A., University of Bombay; Ph.D., University of Notre Dame. International Relations and Environmental Politics.

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.

Timothy J. Duvall, Assistant Professor, B.A., College of William and Mary; M.A., Virginia Tech; Ph.D., University of Arizona. Political Theory; American Politics; Research Methods.

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, Associate Professor, B.A., Cornell University; A.M., Brown University; Ph.D., Brown University. American Politics; The Presidency; Public Opinion.

Barbara Koziak, Associate Professor, B.A., University of Texas at Austin; M.A., Ph.D., Yale University. Political Theory; Feminist Theory; American Politics.

Azzedine Layachi, Associate Professor, B.A., Algiers University; M.A., Ph.D., New York University. International Law; Nationalism.

Frank Paul LeVeness, Professor, B.S.C., 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 Law and 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 Foreign and Domestic Politics; East European Politics and Non-Governmental Institutions; Western European Integration; Ethics in Government.

History
Dolores L. Augustine, Associate Professor of History, B.S.F.S., Georgetown University; M.A., Ph.D., Free University of Berlin. Contemporary History, European Social and Cultural History.

Mauricio Borrero, Associate Professor of History, B.A., Georgetown University; M.A., Ph.D., Indiana University. Russian History; Sport and Popular Culture.

Raymond F. Bulman, Professor of Theology, B.A., Kilroe Seminary, Honesdale, PA; S.T.B., Pontifical Gregorian University; Ph.D., Columbia University. Theology of Culture; Religious Belief Systems and Cultural Change.

Joseph J. Califano, Professor of Philosophy, B.A., Fordham University; M.A., University of Toronto; Ph.D., St. John's University. Ethical Values and the Process of Modernization; Ethics of Energy Choices; Bio-Medical Ethics.

Elaine Carey, Assistant Professor of History, B.A., M.A., Florida State University; Ph.D., University of New Mexico; Ph.D. Latin American History, Gender History.

Frank J. Coppa, Professor of History, B.A., Brooklyn College; M.A., Ph.D., Catholic University of America. Papal, Church and Italian History; Modern European and Diplomatic History.

Thomas J. Curran, Associate Professor of History, B.A., Manhattan College; M.A., Ph.D., Columbia University. American Immigration; Ethnic History.

William D. Griffin, Professor of History, B.A., M.A., Ph.D., Fordham University. Irish History; Spanish and Portuguese History; Terrorism; Imperialism; Military History.

Richard P. Harmond, Associate Professor of History, B.A., Fordham University; M.A., Ph.D., Columbia University.

Jeffrey C. Kinkley, Professor of History, A.B., University of Chicago; M.A., Ph.D., Harvard University. History of Modern China; History of Modern East Asian Culture.

Francis A. Lees, Professor of Economics, Ph.D. Economics; Geography.

William Nester, Assistant Professor of Government and Politics, B.A., Miami University, Miami, Ohio; M.A., Ph.D., University of California at Santa Barbara. Japan's Political, Economic and Industrial Development; International Law and Foreign Policy.

Frank A. Ninkovich, Professor of History, B.A., M.A., Roosevelt University; Ph.D., University of Chicago. History of U.S. Foreign Relations.

Douglas B. Rasmussen, Professor of Philosophy, B.A., University of Iowa; Ph.D., Marquette University. Social and Political Philosophy.

Ino Rossi, Professor of Sociology and Anthropology, B.A., Gregorian University, Rome; M.A., University of Chicago; Ph.D., New school for Social Research. Culture and Education; Culture and Social Stratification in Italy: Technology Innovation.
Konrad Tuchserer, Assistant Professor of History, B.A., University of Wisconsin; Ph.D., University of London. African History.

Erika Wick, Professor of Psychology, B.A., Madchem Gymnasium, Basel; M.A., Ph.D., University of Basel, Switzerland; Postdoctoral Certificate in Hypnotherapy and Hypnoanalysis, Institute for Research in Hypnosis. Psychotherapy, Psychopathology (including Criminal Behavior); Psychopharmacology; Community Mental Health; Phenomenological and Existential Psychology; Hypnosis.

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.

Marie-Lise Gazarlan, Professor, B.A., Adelphi College; M.A., Ph.D., Columbia University. Latin American Literature and Civilization; Contemporary Spain.

Carmen F. Klohe, Assistant Professor, B.A., Montclair State University; M.A., Queens College CUNY; M.Phi., Ph.D., Graduate Center CUNY. 18th, 19th and 20th Century Spain.

Zoi Petropoulu, Associate Professor, B.A., University of Athens; M.A., Ph.D., Sorbonne, Paris. French Language and Literature.

Nicolas J. Toscano, Associate 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
Nancy J. Becker, Associate Professor, B.A., Seton Hall University; M.S., Ed.D., Columbia University. Information Access, Information Literacy; web Usability, Service Learning.

James Benson, Associate Professor, B.A., University of Kansas; M.L.S., Ph.D., Rutgers University. Reference and Information Science.

Marilyn Kaye, Associate Professor, B.A., M.Ln., Emory University; Ph.D., University of Chicago. Children's Literature; Young Adult Literature; Storytelling, Popular Culture; Library Services to Children.

James Vorbach, Associate Professor, B.S., SUNY, Stony Brook; M.S., Ph.D., University of Rhode Island; Information Technology

Bella Hass Weinberg, Professor, B.A., City College of New York; M.S., D.L.S., Columbia University. Information Organization; History of Indexing and Abstracting; Language and Information; Medical Librarianship; Religious Information Sources.

Mathematics and Computer Science
Theresa J. Barz, Associate Professor, B.S., M.A. St. John's University; M.S., New York Institute of Technology; Ed.D. Columbia University; Statistics, Computer Science

Edward Beckenstein, Professor, B.S.E.E., M.S.E.E., Ph.D., Brooklyn Polytechnic Institute; Functional Analysis

John A. Chiarmonte, Associate Professor, B.A., M.A. St. John's University; Ph.D., New York University; Analysis

Arnold Dikansky Associate Professor, B.A., M.A., St. John's University; University of Chicago; Applied Mathematics; Green's Function

Vincent J. Mancuso, Associate Professor, B.S., Fordham University; M.S., Ph.D., Rutgers University; Point Set Topology

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., Princonnecting University; Number Theory

Richard C. Morgan, Professor, B.E., Stevens Institute of Technology; M.S., Ph.D. New York University; Applied Mathematics, Diffraction Theory

Lawrence R. Narici, Professor, B.S., M.S., Ph.D., Polytechnic Institute of Brooklyn; Functional Analysis

Rehana Patel, Assistant Professor, B.A., Cambridge University; M.A., University of South Carolina, Ph.D., Wesleyan University; Model Theory

David B. Patterson, Associate Professor, A.B., Grinnell College; M.A., Ph.D., Columbia University; Computer Science

David Rosenthal, Assistant Professor, B.S., M.A., Ph.D., SUNY, Binghamton University; Algebraic K-Theory

Robert O. Stanton, Associate Professor, B.S., St. John's University; M.S., Tulane University; Ph.D., New Mexico State University; Abelian Group Theory

Charles R. Traina, Associate Professor, B.S., St Francis College; M.A., St. John's University; Ph.D., Polytechnic Institute of New York; Topological Measure Theory, Combinatorial Group Theory

Vladimir Tulovsky, Associate Professor, M.S., Ph.D., Moscow University; Applied Mathematics

William B. Watson, Associate Professor, A.B., Rutgers University; M.S., Ph.D., University of Oregon; Differential Geometry

Philosophy
Vadim Batitsky, Associate Professor, B.A. California State, Los Angeles, M.S., Ph.D., University of Pennsylvania. Philosophy of Science

Joseph J. Califano, Professor, B.S., Fordham University; M.A., University of Toronto, Ph.D., St. John's University; Social Justice

Lisa M. Dolling, Associate Professor, B.A., Manhattanville, M.A., Fordham University, Ph.D., CUNY. Hermeneutics, Aesthetics

Paul L. Gaffney, Associate Professor, B.A. Niagara University, M.A., Ph.D., The Catholic University of America, Modern Philosophy, Philosophy of Law, Philosophy of Language.

Marie I. George, Professor, B.A., Thomas Aquinas College, M.A., Ph.D. Laval University, Canada. Aristotle, Philosophical Anthropology, Philosophy of Biology

Arthur F. Gianelli, Associate Professor, B.S. Georgetown University, Ph.D., St. John's University, Philosophy of the Physical Sciences, History of Science

Richard Ingardia, Professor, B.A. St. John's University, M.A., Ph.D., University of Toronto, Ph.D., University of Colorado, Idealism, Aristotle

Kevin E. Kennedy, Associate Professor, B.A. LeMoyne College, M.A., Ph.D., The Catholic University of America, Pragmatism, Marxism, Metaphysics

Rev. Robert E. Lauder, Professor, B.A. Immaculate Conception Seminary, M.A., Catholic University of America, Ph.D. Marquette University, Existentialism, Personlism

James T. H. Martin, Associate Professor, B.A., Ramapo College, M.A., Ph.D., University of Toronto, Ancient Philosophy

Alice M. Ramos, Professor, B.A., Marymount Manhattan College, M.A., Ph.D., New York University, Ph.D., University of Navare, Philosophy of Religion, Metaphysics, Aquinas

Douglas B. Rasmussen, Professor, B.A. University of Iowa, Ph.D. Marquette University, Political Philosophy, Ethics, Epistemology, Ontology

Peter Redpath, Professor, B.A., Iona College, Ph.D., SUNY Buffalo, Ethics, Marxism

Augustin C. Riska, Associate Professor, M.A., Ph.D., Bratislava University, Logic, Philosophy of Science

Laura J. Snyder, Associate Professor, B.A., Brandeis University, M.A., Ph.D., Johns Hopkins University, Philosophy of Science

Glen N. Statile, Assistant Professor, B.A., Fordham University, M.Phil., Ph.D., CUNY, History and Philosophy of Science
Psychology
Andrea J Bergman, Associate Professor, B.A., Cornell University; M.A., Ph.D., Emory University. Phenomenology of personality disorders; Developmental psychopathology; Comorbidity of ADHD and substance use in adolescents and young adults.

R. Thomas Boone, Assistant Professor, B.S., Massachusetts Institute of Technology, M.S., Ph.D., Brandeis University. Inferential Statistics; the Development of the Encoding and Decoding of Emotions; Gender Studies.

Elizabeth Bronzolo, 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.

Leonard Brosgole, Professor, Coordinator, General-Experimental, Professor, B.A., City College of New York; M.A., New School for Social Research; Ph.D., Yeshiva University. Perception of motion; Visual illusions; mental imagery; Mood recognition.

Elissa Brown, Associate 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, Associate 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. Empirically supported treatments and Evidence based interventions.

Raymond A. DiGiuseppe, Chair, Professor, B.A., Villanova University; M.A., SUNY, College at Brockport; Ph.D., Hofstra University. Clinical anger problems, therapeutic alliance in adolescents; rational-emotive behavioral therapies.

Phillip Drucker, Associate Professor, Research Coordinator, Center for Psychological Services and Clinical Studies, Ph.D. Brooklyn College; CUNY. Assessment of client- therapist interaction and treatment outcome; emotional and cognitive aspects of children of substance abusers.

Jeffrey W. Fagen, Dean of Liberal Arts and Sciences, Professor, B.A., City College of New York; M.S., Ph.D., Rutgers University. Infancy; learning and memory; developmental psychobiology.

Jefferson Fish, Professor, B.A., City College of New York; Diploma in Medical Psychology, Langley Porter Neuropsychiatric Institute, University of California; M.S., Ph.D., Columbia University; Post-doctoral Diploma, SUNY at Stony Brook. Cross-cultural psychology, the concept of “race,” drug policy, therapy as a social influence process.

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.

Carolyne 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, Associate 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, Director, Center for Psychological Services and Clinical Studies, Clinical Professor, B.A., Herbert H. Lehman College; M.A., Ph.D., New York University. Psycholinguistics; bilingualism; psychotherapy; minority mental health.

Wilson H. McDermutt, Assistant Professor, B.A., Wesleyan University; Ph.D., American University. The diagnosis and treatment of depression and anxiety disorders; behavior therapy.


Jeffrey S. Nevid, Director, Professor, B.A., SUNY at Binghamton, Ph.D., SUNY at Albany. Research methodology; behavior therapy; health psychology; teaching of psychology.

Samuel O. Ortiz, Associate Professor, B.S., B.A., M.A., Ph.D., University of Southern California. School psychology; multicultural evaluation and nondiscriminatory assessment.

Richard J. Ozehosky, Associate Professor, B.A., Niagara University; M.S. in Ed., Ph.D., St. John’s University. Measurement of self-concept and its relation to other variables; eating disorders; personality testing; psychotherapy.

Frank Patalano, Associate Professor, B.A., M.S., City College of New York; Ph.D., Fordham University; Post-doctoral Certificate in Psychotherapy and Psychoanalysis, Postgraduate Center for Mental Health. Psychoanalytic theory and therapy; clinical child psychology; personality assessment; supervision of psychotherapy.

Alice W. Pope, Ph.D., Associate Professor, B.A., Ph.D. Pennsylvania State University. Developmental psychology, peer relations and self-perceptions of children and adolescents.

Alice Schade Powers, Professor, A.B., Ph.D., Bryn Mawr College. Evolution of the brain; physiological basis of learning and memory; brain mechanisms of startle and blink; habit genetics of taste.

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.

Rex Stanford, Professor, B.A., Ph.D., University of Texas, Austin. Social psychology; cognition; suggestibility; altered states; parapsychology.

Mark D. Terjesen, Director School Psychology Program and Assistant Professor, B.A., Boston University; M.A., Ph.D., Hofstra University. School psychology, cognitive-behavioral therapy with children and adolescents, preschool assessment and intervention.

Erika Wick, Professor, B.A., Madchen Gymnasium, Basel; M.A., Ph.D., University of Basel, Switzerland; Post-doctoral Certificate in Hypnotherapy and Hypnoanalysis, Institute for Research in Hypnosis. Psychotherapy; psychopathology (including Criminal Behavior); Psychopharmacology; community mental health; phenomenological and existential psychology; hypnosis.

Zheng Zhou, Associate Professor, B.A., Suzhou University; M.S., Tulane University; Ph.D., Columbia University. School psychology; cross-cultural comparisons on mathematical reasoning, basic relational concept acquisition and Chinese American children’s school adjustment.

Sociology/Anthropology
George Ansalone, Professor, B.A., St. Francis College; M.A., Brooklyn College; CUNY; Ph.D., New York University. Education; Deviant Behavior/Social Disorganization; Criminology/Delinquency.

Frank Biafore, Associate Dean and Associate Professor, B.A., M.A., University of Florida; Ph.D., University of Miami. Deviance; Health and Illness; Juvenile Delinquency; Quantitative Research Methods.

Barrett Brenton, Associate Professor, B.A., University of Nebraska, Lincoln; M.A., Ph.D., University of Massachusetts, Amherst. Anthropology; Human Ecology; Medical Anthropology.

Roderick D. Bush, Associate Professor, B.S., Howard University; Ph.D., SUNY at Binghamton. Race and Ethnicity; Poverty and Social Structure; Social Stratification.

Judith N. DeSena, Professor, B.A., Brooklyn College; Ph.D., The Graduate School, CUNY. Sociology of Community; Sociology of Gender; Urban Sociology; Research Methods.

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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, Associate Professor, B.A., Queens College, CUNY; Ph.D., The Graduate Center, CUNY. Social Theory; Cultural Studies; Gender; Family.

Michael Ingedaard, Associate 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.

Ino Rossi, Professor, B.A., Gregorian University, Rome; M.A., University of Chicago; Ph.D., New School for Social Research. Theory; Education and Culture; Organizations; Technological Innovation; Informal Economy.

Judith Ryder, Assistant Professor, B.A., Univ. of Michigan; M.A., University of California, Santa Barbara; Ph.D. John Jay College, CUNY. Criminology, Methods.

Robert H. Tillman, Associate Professor, B.A., M.A., University of Oklahoma; Ph.D., University of California, Davis. Criminology; Deviance; Methods.

Speech Communication Sciences and Theatre
Susan Antonellis, Clinical Supervisor (Audiology) and Adjunct Instructor, B.A., St. John's University; M.S. St. John's University. Hearing Aids; Child Testing

Fredericka Bell-Berti, Professor, B.S., The City College, CUNY; Ph.D., The Graduate School, CUNY. Experimental phonetics, especially speech motor control; relation between speech and reading; speech perception and production of bilingual speakers.

Susan Broderick, Clinical Supervisor (Speech-Language Pathology) and Adjunct Instructor, B.A., St. John's University; R.N., Queensborough Community College; M.A., C.W. Post. Child language; multiply handicapped.

José G. Centeno, Assistant Professor, B.A., Fordham University; M.A., University of Toronto; Ph.D., St. John's University. Bilingualism; language science and pathology in bilingual speakers; multicultural issues in speech-language pathology.

Nancy Colodny, Associate Professor, B.S., Emerson College; M.S., Ed.D., Teachers College, Columbia University. Dysphasia; adult neurogenics; geriatrics.

Nancy Eng, Associate Professor, B.A., St. John's University; M.A., Queens College; Ph.D., The Graduate School, CUNY. Aphasia; bilingualism.

Donna Geffner, Professor, B.A., Brooklyn College; M.A., Ph.D., New York University. Central Auditory Processing; Attention Deficit Disorder; Language skills of the deaf and hearing impaired; Professional Issues

Tina Jupiter, Associate Professor, B.A., Brooklyn College; M.A., Hunter College; Ph.D., Columbia University. Electrophysiological assessment; pediatric audiologic evaluation

John Lutolf, Assistant Professor, B.A., M.A., Seton Hall; Ph.D., Columbia University. Acoustic immittance and amplification.

Nancy McGarr, Associate Professor, B.A., M.A., Adelphi University; Ph.D., The Graduate School, CUNY. Speech and language skills and assessment of the deaf and hearing impaired; speech and hearing sciences; voice.

Maureen Pasinkoff, Clinical Supervisor (Speech-Language Pathology) and Adjunct Instructor, B.A., California State University; M.A., Hofstra University. Child phonology; phonological awareness.

Gloria Seminara, Associate Professor, B.A., M.A., Brooklyn College; M.Phil., Ph.D., Columbia University. Adult neurogenic disorders, specifically the semantic impairment in aphasia; stuttering; issues in higher education.

Arlene Wisan, Clinical Coordinator (Speech-Language Pathology), B.A., Speech-Language Pathology, Brooklyn College; M.A., Queens College. Speech-language disorders in children; fluency.

Theology and Religious Studies
Raymond F. Bulman, Professor, B.A., Kilroe Seminary, Honesdale, PA; S.T.B., Pontifical Gregorian University; Ph.D.; Columbia University. Systematic Theology; Foundational Theology.

Francis D. Connolly-Weinert, Associate Professor, B.S., St. John's University, Philadelphia; M.A., Maryknoll Seminary; Ph.D., Fordham University. NT Literature and Theology; Qurman Literature.

Rev. Richard J. Devine, C.M., Professor, B.A., Mary Immaculate Seminary and College; M.A., Niagara University; S.T.B., University of Fribourg, Switzerland. Moral Theology; Medical Ethics.

Loretta M. Devoy, O.P., Associate Professor, B.A., St. Francis College; M.S., St. John's University; M.A., Ph.D., Fordham University. History of Christianity (19th-20th Centuries); Spirituality.

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, and American Theology and Religion.

JoAnn Heaney-Hunter, Associate Professor, B.A., M.A., St. John's University; Ph.D., Fordham University. Patrices; Marriage; Women's Studies.

Sally A. Kenel, Associate Professor, B.A., Seat of Wisdom College; M.S., Rensselaer Polytechnic Institute; M.A., Ph.D., Fordham University. Interface of Theology and Ecology, Systematic Theology.

Mark Kiley, Associate Professor, B.A., Boston College; M.T.S., Harvard Divinity School; Ph.D., Harvard University. Biblical Studies.

Pamela J. Kirk Rappaport, Associate Professor, B.A., Rosary College; M.A., Indiana University; Dipl. Theol., Dr. Theol., Ludwig-Maximilians University, Munich. Systematic Theology; Latin American Theology, Women in the Christian Tradition.


Colleen Mary Mallon, OP, Assistant Professor, B.A., California State University, Hayward; M.A., University of San Francisco; Ph.D., Graduate Theological Union, Berkley. Systematic Theology; Ecclesiology, Contextual Theologies.

Marilyn A. Martone, Associate Professor, A.B., Immaculata College; M.A., St. John’s University; Ph.D., Fordham University. Moral Theology; Medical Ethics; Feminist Ethics.

Rev. John H. McKenna, C.M., Professor, B.A., M.Div., Mary Immaculate Seminary and College; S.T.L., S.T.D., University of Trier, Germany. Sacramental Theology; Liturgy; Pastoral Theology.

Rev. Patrick Primeaux, S.M., Chair, Associate Professor, B.A., University of Louisiana at Lafayette; M.B.A., Southern Methodist University; M.A., Ph.D., University of St. Michael's College, University of Toronto. Values in Business.

Habibeh Rahim, Associate Professor, B.A., (Hons.), University of Toronto; M.T.S., Harvard Divinity School; M.A., Ph.D., Harvard University. Islamic and Interfaith Studies; Spirituality; Aesthetics.


Julia A. Upton, R.S.M., University Provost, Professor, B.A., Ohio Dominican College; M.A., St. John's University; Ph.D., Fordham University. Liturgy; Sacramental Theology.

Christopher P. Vogt, Assistant 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; Hebrew.
The School of Education

Jerrold Ross, Ph.D., D. Hum. (Hon.)
Dean
Barbara J. Nelson, Ed.D.
Associate Dean for Academic Affairs
Colleen T. Fogarty, O.P., Ph.D.
Associate Dean for Graduate Studies
Steven S. Kunz, Ph.D.
Associate Dean (Staten Island)
Kelly K. Ronayne, M.A.
Assistant Dean
Charisse E. Willis, P.D.
Assistant Dean, Undergraduate Advisement
Joann Jacullo-Noto, Ed.D.
Director of Planning and Fiscal Affairs
Michele I. Nowosad, Ph.D.
Coordinator of NYC Teaching Fellows
Robert Brasco, Ed.D.
Coordinator of NYC Teaching Fellows
Judith Margolis, ACSW
Coordinator of Outreach
Susann Ragone, M.S.Ed.
Director of Distance Learning
Lydia Haluska, M.A.
Assistant Dean (Staten Island)
Paul Pedota, P.D.
Coordinator of NYC Teaching Fellows
Steven Rosenberg, P.D.
Director of Field Experiences and
Coordinator of NYC Teaching Fellows
Robert Brasco, Ed.D.
External Grants Coordinator–Public Sector
Judith Margolis, ACSW
External Grants Coordinator–Private Sector
Patrick J. Dunphy, B.S., M.B.A.
Director of Planning and Fiscal Affairs
Patricia Caramele
Coordinator of Certification and Title II
Charisse E. Willis, P.D.
Coordinator of Professional Activities

Objectives

The School of Education has three major goals consistent with the mission and distinctive purposes of the University: to prepare graduates who are competent in the subject matter they plan to teach; have acquired pedagogical knowledge, understanding, and skills necessary for competent, caring, and qualified professionals; and have acquired a basic professional knowledge of the rights and responsibilities of teachers and the implications for productive relationships with other professional staff, students, parents, and community members. Its objectives are:

1. To provide a vibrant learning environment for the intellectual, professional and moral development of students;
2. To provide programs for student and societal needs; and enable students to function effectively as professionals in a dynamic multicultural, multi-ethnic society;
3. To encourage students to develop a personal philosophy of education consistent with the University's mission;
4. To foster basic and applied research in education and human services involving students and faculty;
5. To serve as a resource center to the educational community by: providing leadership and supportive services for local, state and national associations; sponsoring professional meetings and seminars; and offering consultative services for schools and community agencies.

Organization and Administration

The School of Education consists of three departments. The Department of Administrative and Instructional Leadership offers programs in teacher education, curriculum and instruction and educational administration. The Department of Human Services and Counseling offers programs in bilingual/multicultural education, counseling, reading, and special education, and TESOL (Teaching English to Speakers of Other Languages).

The Department of Early Childhood, Childhood and Adolescent Education offers programs in teacher education covering all the developmental areas.

Affiliations

The School of Education is a member of the American Association of Colleges of Teacher Education (AACTE) and the University Council for Educational Administration (UCEA).

Student Responsibilities

In addition to the general policies of the University set forth in this bulletin, students are responsible for becoming knowledgeable about New York State Certification requirements and regulations, for adhering to the academic calendar and for meeting all of the requirements of their respective academic programs. In addition, each student must conform to the policies stated in the Student Handbook which may be obtained from the Dean’s Office and the Division of Student Life.

Classification of Students

Matriculated Students

A matriculated student is one who has been accepted for and is actively engaged in a degree or diploma program at St. John’s University’s School of Education.

Maintaining Matriculation

Master’s Degree and Professional Diploma

Continuous enrollment from date of matriculation until the degree is awarded is mandatory for students enrolled in degree programs. Students not enrolled in course work must maintain their active status each semester by enrolling in MAINTAINING MATRICULATION at the scheduled registration period. Those who have not satisfied the continuous enrollment requirement for two or more semesters must: 1) apply for readmission; 2) be readmitted; 3) meet the program requirements in effect at that time; 4) pay appropriate maintaining matriculation fees for two semesters. See program listings: Master’s level (EDU 5925, 6925, 7925, or 9925) Professional Diploma (EDU 5935, 6935, 7935, or 9935). Fee: $50 per semester.

Doctoral Degree

Before sitting for the comprehensive examination, students not registered for course work must enroll in appropriate MAINTAINING MATRICULATION during the scheduled registration period. See program listings: EDU 5940, EDU 7940. Fee: $50 per semester.

After successful completion of the comprehensive examination, students must enroll in Doctoral Research, either EDU 5990 or EDU 7990, or an approved supervised research alternative until the degree is awarded. Students who have not satisfied the continuous enrollment requirement for two or more semesters must: 1) apply for readmission; 2) be readmitted; 3) meet the program requirements in effect at that time; and 4) pay the appropriate fees for two semesters. Fee: $50 per semester.

Special Students

Only those students who meet all the school entrance requirements and who possess the necessary background are permitted to enroll in graduate courses. Special students must have the permission of the Divisional Chair and the Dean to register. Special students may only enroll for six credits of course work each semester for a maximum of 12 credits. If accepted for matriculation, the division determines which credits taken as a special student may apply toward the program. In any case, no more than 12 credits completed as a special student may be credited toward a degree program.

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Programs of Study

N.B. The campus at which a particular program is offered is indicated as follows: Staten Island (SI), Queens (Q). Programs for which courses are offered at the Oakdale Center are marked (O).

Master's Degree Programs (M.S. in Ed.)

Adolescent Education (Q)
- Biology 7–12
- English 7–12
- Mathematics 7–12
- Social Studies 7–12
- Spanish 7–12
Childhood Education (1–6) (Q, SI)
Childhood and Childhood Special Education (Internship) (Q, SI)
Childhood Education and T.E.S.O.L. (Q)
Early Childhood Education (B–2) (Q)
Educational Administration and Supervision (Q, SI, O)
Rehabilitation Counseling (Q, SI)
School Counselor (Q, SI)
School Counselor with Bilingual Extension (Q)
Teaching English to Speakers of Other Languages (T.E.S.O.L.) (Q)
Teaching Literacy 8–6* (Q, SI)
Teaching Literacy 5–12* (Q, SI)

Extension Programs

Bilingual Education (Q)

Professional Diploma Programs (P.D.)

Educational Administration and Supervision (Q, SI, O)
Instructional Leadership (Q)
Rehabilitation Counseling (Q)
School Counselor (Q)
School Counselor with Bilingual Extension (Q)

Doctoral Degree Programs (Ed.D.)

Educational Administration and Supervision (Q, SI, O)
Instructional Leadership (Q)
Area of Interest:
- Curriculum and Instruction
- Learning Styles
- Reading/Literacy
- Technology

Academic Information

Admission Requirements

Applications seeking admission to graduate degree programs should consult specific program descriptions for admission requirements.

Applications for admission for the Queens campus and for courses at Oakdale may be obtained from the Office of Graduate Admissions for The School of Education. All students who are interested in obtaining an application for the Staten Island campus should contact The School of Education.

Completed doctoral applications, together with supporting credentials, must be filed by April 15 for the subsequent year.

General Program Requirements

Students enrolled in classes which carry three semester credits but which meet only two hours per week are required to submit a research paper or some equivalent research project before credit may be given.

Requirements for the Master's Degree

1. Minimum of 33 to 36 semester hours in appropriate graduate course work as noted in each program description. This course work is planned under the direction of an assigned advisor. Completion of a minimum of 27 of 33 program credits or 30 of 36 program credits at St. John's University.
2. A minimum of a “B” (3.0) average in every course work.
3. Fulfillment of the residence requirement for which the student must complete 18 credits in a two-year period.
4. Continuous enrollment and completion of all requirements within a five-year period.
5. For information on advanced and/or transfer credit, please consult the “Academic Information” section.

Requirements for the Professional Diploma

1. A minimum of 30 to 33 credits beyond an appropriate master's degree. This course work is planned under the direction of an assigned advisor.
2. A minimum of a “B” (3.0) average in all course work.
3. Completion of a minimum of 24 program degree credits at St. John's University and fulfillment of the residence requirement for which the student must complete 18 credits in a two-year period.
4. Continuous enrollment and completion of all requirements within a five-year period.
5. For information on advanced and/or transfer credit, please consult the “Academic Information” section.

Requirements for the Doctoral Degree:

Programs of study for this degree require coursework distributed among areas of specialization related fields and research. The programs include a period of internship and/or supervised professional practice, as well as the successful completion of a comprehensive examination. The degree requirements also include the preparation and submission of an acceptable professional problem-oriented doctoral dissertation and its oral defense.

1. A minimum of 90 semester hours beyond the baccalaureate degree in approved graduate course work planned under the direction of an assigned advisor. Fulfillment of a full-time residency requirement as specified in the Academic Regulations of the University and the completion of a minimum of 45 degree credits at St. John's University.
2. A minimum of a “B” (3.0) average in every course.
3. Successful completion of a comprehensive written examination is required for all doctoral candidates. This examination covers intensively both the field of specialization and the general fields with which a doctoral candidate should be familiar. The student must make written application to take the comprehensive examination. Normally, this examination may not be taken earlier than the last semester of course work and must be taken within one year of the completion of all course work. Successful completion of this examination is a prerequisite for the submission of a topic for a doctoral dissertation. The division will review the student's application and records prior to the examination to determine eligibility to take the examination. In case of failure, one re-examination may be permitted upon the recommendation of the Division Chair and approval of the Dean.
4. Passage of Candidacy: A doctoral student acquires the status of "candidate" after he/she has successfully completed all course work, has taken and passed the doctoral comprehensive examination and has received approval of a dissertation proposal by the Faculty Committee and the Dean.
5. Continuous enrollment and completion of all requirements within eight years. All degree requirements must also be completed no later than three years after the successful completion of the comprehensive examination.
6. Enrollment in Doctoral Research is mandatory until the degree is awarded. Students who have passed the doctoral comprehensive examination and completed all course work requirements must register for Doctoral Research (EDU 5990 or 7990) for three credits for each semester until graduation.

*To be considered for this program, you must possess one of the following:
1) Bachelor's degree in education with appropriate certification or license
2) Two or more years full-time teaching experience
7. An approved dissertation presenting evidence of a substantial contribution to existing knowledge as a result of personal research and its oral defense.

   Each student selects a faculty mentor who serves as the student’s advisor throughout the dissertation process.

   The student and his/her mentor will request the appointment of a dissertation research committee. This committee, composed of the mentor and a minimum of two committee members, will have primary responsibility for guiding the student in the preparation of his/her dissertation.

   PLEASE NOTE: Due to changing requirements for New York State Teacher Certification and anticipated changes in program and course requirements, students must maintain consistent contact with their academic advisors.

Advisement and Statement of Degree Requirements

When an applicant has been accepted into a degree or diploma program, he/she is assigned an advisor. The student’s letter of acceptance will specify the advisor’s name. As soon as possible after receiving the letter of acceptance but no later than the end of the first semester of course work, the student must meet with his/her advisor and secure an approved program of study which meets the needs and interests of the student and satisfies the degree or diploma requirements of The School of Education.

Academic Standing

A student is in good academic standing if he or she is enrolled as a matriculated student in a program of study leading to a degree, diploma, or certificate and is making satisfactory progress toward the completion of the program of study. Satisfactory progress is divided into two categories:

A. Nonprobationary: All students who maintain at least a 3.0 cumulative quality point index.

   B. Probationary: All students whose cumulative quality point index is below 3.0, but who in the judgment of the Dean are considered to be making acceptable progress toward a 3.0 cumulative quality point index and are permitted to continue on a matriculated basis.

   Attendance Policy

   Regular and prompt attendance is expected of all students.

   There will be no penalty for absence from class considered in itself. However, absence from class does not excuse a student from work missed. Students are, therefore, responsible for all announced tests and for submitting all assignments at the proper times. Ignorance of such tests and assignments is no excuse for failure to satisfy requirements at specified due dates.

   Individual faculty members have discretionary power to determine whether a student who missed an announced test is to be given a makeup examination. This is not to include final examination.

Incomplete “IN” Grades

Students receiving an “IN” grade must adhere to the following deadline dates for removal of same:

   a) To remove “IN” grades received during a fall semester, the student must submit all required materials on or before April 1 of the following semester.

   b) To remove “IN” grades received during a spring semester or summer session, the student must submit all required materials on or before December 1 of the following semester.

   c) Students carrying “IN” grades in required courses who plan to graduate at the fall commencement must submit all required materials on or before August 14.

   Full-Time Study

   Full-time study shall mean enrollment for at least 12 credits (or the equivalent) each semester (cf. Admissions: Full-Time Study). In The School of Education, independent or individualized study, practice teaching, graduate assistantships or fellowships, dissertation research and language proficiency courses may all be considered as contributing appropriately toward full-time study on a credit hour equivalent basis, if required or approved by the Dean in a plan developed in conjunction with the advisor and prefilled by each student.

   Independent or individualized study may include such items as participation in internships, research projects, writing journal articles or other scholarly activities undertaken with the approval of the Chair and Dean, under the supervision of a member of the faculty.

   Residence

   Each student pursuing the master’s degree or Professional Diploma must complete 18 semester hours in a two-year period.

   Each student pursuing the Doctor of Education degree must complete 24 semester hours in a one-year period (in accordance with all approved residence plans) at St. John’s University as defined above. This residence requirement applies to work undertaken after the master’s degree.

   The residence requirement for the doctoral degree insures that students become immersed in the scholarly activity of their area of specialization. This immersion plays a vital role in the development of students as scholars, and although important in relation to the courses required for the degree, it is also quite distinct from them. Since degree course credit requirements are always expressed in terms of minimums, a student may at times, in order to fulfill the residence requirement, find it necessary to enroll in course work beyond the minimums listed for the degree.

   Doctoral students must submit a Statement of Residence in the first semester of study specifying the manner in which the full-time residence requirement will be fulfilled. This statement must be approved by the Advisor and Division Chair.

   Comprehensive Examinations

   Students in the Department of Early Childhood, Childhood and Adolescent Education are required to complete a thesis/project as part of their program. All other master’s students and all doctoral students must take and pass a comprehensive examination. Normally, this examination MAY NOT BE TAKEN EARLIER THAN the last semester of course work. For counseling and dual certification majors in 48 or 42 credit programs, the exam may be taken in the last semester of course work with the completion of at least 36 credits at time of application. This exam MUST BE TAKEN WITHIN ONE YEAR of the completion of all course work.

   Students must apply for and receive permission to take the comprehensive examination in accordance with the Graduate Academic Calendar.
New York State Certification and New York City Licensure of Teachers and Administrators

The School of Education offers professional preparation programs that meet the requirements for institutional endorsement for New York State certification in teaching, counseling and administration. Students are expected to assume responsibility for ascertaining their eligibility for certification and/or licensure, and are urged to confer with their advisors early in their programs to ascertain their status, since completion of the degree or diploma does not mean automatic fulfillment of New York State certification and New York City licensure requirements. Students who complete all program requirements and wish to secure institutional endorsement for certification must request such action by completing the appropriate application forms and submitting them to the Dean's Office.

Effective September 2, 1993, the New York State Education Department requires passing scores on the NYSTCE, Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills-Written (ATS-W) and Content Specialty Test (CST) for Elementary and Secondary initial certification; other areas of certification will be phased in at the discretion of the State Education Department. Additional testing is required for professional certification.

Further, students are advised that the existing New York State Certification requirements for teaching, counseling and administration mandate that applicants furnish evidence that they have completed the New York State approved module on the identification and reporting of child abuse and maltreatment and violence prevention.

Instructional Materials Center

The Instructional Materials Center (IMC) is a unique part of the University libraries that supports and enriches the programs of The School of Education. The IMC collects and disseminates specialized information for the students with the nationwide assemblage of curriculum guides, textbooks and accompanying materials, audio-visual teaching aids and hardware, three-dimensional learning tools, publisher and distributor catalogues, educational and psychological tests, computers and software.

The existence of the IMC should enable pre-service and in-service teachers to examine the latest curriculum materials available in order to develop competency and familiarity. It is located on the fourth floor of the Queens main library.

Distance Learning

Accredited by Middle States and the New York State Education Department, distance learning programs are equivalent with on-campus programs. Courses are taught by the same faculty that teach on-campus. Classes are small and actively engage students in asynchronous online collaboration with other students and communication with faculty members, so they are not isolated in their studies. They follow the same academic calendar as on-campus courses. The University's libraries include an extensive collection of online books, articles and other resources. Even materials from campus libraries are available through e-reserve, mail and other delivery systems. Many academic and student services are also available online, including student advising, counseling and career services. For more information about graduate online degree programs, go to www.stjohns.edu/distancelearning.

Department of Administrative and Instructional Leadership

(Queens, Staten Island, Oakdale)*

The programs of study for both the School Building Leader Masters as well as the School District Leader Professional Diploma are in the process of being approved by the State. Any revisions to the program in the Graduate Bulletin will be updated on the graduate bulletin online.

*Courses offered toward master's, DD, and Ed.D. degrees.

Administrative and Supervision Programs (EDU)

Objectives

Programs offered lead to the Master of Science in Education degree, the Professional Diploma and the Doctor of Education degree. The programs also prepare students for New York State certification as School Administrator and Supervisor (building-level certification) and for certification as a School District Administrator. For further information, students are advised to contact their academic advisor or the Chair.

Admission Requirements for Educational Administration and Supervision

School Building Leader Master of Science Program

Entry requirements for the new School Building Leader Master of Science Degree as well as the course requirements have been upgraded and revised in accordance with the new State School Building Leader Masters and consist of a Core of 18 graduate credits in School Administration, an Intensive 3 credit Internship and an additional 12 graduate credits in School Administration for a total of 33 graduate credits:

1. A baccalaureate degree from an accredited college or university.
2. Normally a "3.0 GPA" in the general average and in the major field.
3. A minimum of three years of successful teaching experience and/or pupil personnel services.
4. New York State Permanent Teaching Certification.
Option: Certification as a School Building Leader and Permanent Certification as a Teacher.

The student is required to complete a Core of 18 Graduate Credits in School Administration an Intensive 3 credit Internship and an additional 12 credits in graduate education courses in the content core of the initial certificate or in a related content area or in pedagogy courses as prescribed by New York State for a total of 33 graduate credits:

1. A baccalaureate degree from an accredited college or university.
2. Normally a “3.0 GPA” in the general average and in the major field.
3. A minimum of two years of successful teaching experience and/or pupil personnel services.
4. New York State Provisional Teaching Certification.
5. The Master’s Degree in School Administration and Supervision at St. John’s University, at least two months prior to the session in which the applicant plans to carry out his/her internship. Students must observe the following schedule and deadline dates for submitting internship proposals for approval: Spring Semester: last week of November; Fall Semester: last week of July. A 3-credit course only will be offered in the summer. See your advisor for specific information.

School District Leader Professional Diploma Program

Entry requirements include:

1. A baccalaureate degree from an accredited college or university.
2. Normally a “3.5 GPA” in the general average and in the major field.
3. A minimum of three years of successful teaching experience and/or pupil personnel services.
4. New York State Permanent Teaching Certification.
5. The Master’s Degree in School Administration.
6. Certification as a School Building Leader (SAS).

The Professional Diploma is the culmination of required work for the School District Administrator. Individual students must successfully complete 27 credits of course work. In addition the student must complete a 3 credit internship at the District Level. Upon completion of these 30 credits, students with a Master’s degree will meet the 60 credit requirement for District Level leadership. The credits earned in the P.D. Program may be applied toward the Ed.D. Degree.

Doctoral Program (Q, SI, O)

The doctoral program in Educational Administration and Supervision at St. John’s University is an advanced professional degree program open to carefully selected and highly qualified graduate students who have manifested professional maturity and demonstrated academic ability and who are seeking to upgrade their professional preparation and acquire specialized knowledge and skills necessary for assuming administrative positions and leadership roles in educational organizations.

*Q) indicates Queens, (SI) indicates Staten Island, and (O) indicates Oakdale where courses are offered for programs.

Programs of Study

Administration and Supervision Master’s Degree

School Building Leader Master of Science Program

Prerequisite: Please see admission requirements. Credit Hours: 33 credits

I. Administration Core: 18 Credits

EDU 5415: Introduction to Educational Administration
EDU 5418: Administrative Theory
EDU 5471: Leadership in Instructional Supervision
EDU 5571: Administrative Leadership
EDU 5701: Curriculum: Teaching and Learning
EDU 5791: Legal Aspects and Administration of Schools

II. Electives: 12 Credits

EDU 5650: School Based Data Management
EDU 5651: School Community Relations in Education
EDU 5761: School Based Business Administration for Administrators and Supervisors
EDU 5420: Politics of Education
EDU 5811: Administration and Supervision of Special Education Services and Compensatory Reading Programs and No Child Left Behind
EDU 5499: Summer Intensive: General Review and Exam Preparation
EDU 5632: Organization and Administration of Administrators and Supervisors

OR

12 Hours of Electives in master Level Courses in the Content Core of and Initial Certificate of Related Content Area

III. Internship: 3 credits

EDU 5950: Internship

The application form and the program proposal must be completed and must be signed by the school administrator and the superintendent. The application form and the proposed program must be submitted to the coordinator of the internship program, Department of Administrative and Instructional Leadership, St. John’s University, at least two months prior to the session in which the applicant plans to carry out his/her internship. Students must observe the following schedule and deadline dates for submitting internship proposals for www.stjohns.edu/graduatebulletin
approval: Spring Semester: last week of November; Fall Semester: last week of July. A 3-credit course only will be offered in the summer. See your advisor for specific information.

**Doctoral Program in Educational Administration and Supervision**

**Required Courses**

I. Fundamentals:

All of the following: 15 credits

- EDU 5415: Introduction to Educational Administration
- EDU 5418: Administrative Theory
- EDU 5419: Advanced Study in Organizational Theory
- EDU 5420: Politics of Education
- EDU 5791: Legal Aspects in Management and Administration of Schools

II. Specialization

(a) All of the following: 9 credits

- EDU 5471: Leadership in Instructional Supervision
- EDU 5571: Administrative Leadership in the Schools
- EDU 5632: Organization and Administration of the Elementary and Secondary School Curriculum

III. Internship

6 credits

- EDU 5950: Internship Seminar I in School Administration and Supervision (3 credits)
- EDU 5951: Internship Seminar II in School Administration and Supervision (3 credits)

or

- EDU 5952: Internship Seminar in School Administration and Supervision (6 credits)

The application form and program proposal must be submitted to the Coordinator of the Internship Program and receive approval of the Chair, Department of Administrative and Instructional Leadership, St. John's University at least two months prior to the session in which the applicant plans to carry out his/her internship. Students must observe the following schedule and deadline dates for submitting internship proposals for approval:

Spring semester—last week of November

Summer semester—second week of April

Fall semester—last week of July

IV. Electives in Administration and Supervision: 9 credits

- EDU 5475: Administrative and Supervisory Strategies for Implementing and Evaluating Learning Styles and Program
- EDU 5551: Organization and Administration of Higher Education
- EDU 5651: School Community Relations in Education
- EDU 5665: Computers: Programming and Applications in Management and Education
- EDU 5761: School Business Administration for Administrators and Supervisors
- EDU 5811: Administration and Supervision of Special Education Services and Compensatory Reading Programs

V. Research: 12 Credits

- EDU 5665: Educational Research and Data Analysis I
- EDU 7211: Educational Research and Data Analysis II (Prereq. EDU 5655)
- EDU 7800: Multivariate Data Analysis*
- EDU 7900: Qualitative Research Methods in Education*
- EDU 7901: Educational Research and Data Analysis III (Prereq. EDU 5655, 7211)

* See advisors for recommendation on the choice between EDU 7800 or EDU 7900.

VI. Social and Behavioral Sciences Component: 9 credits

Choices must be made by prior approval of the academic advisor and the Chair.

- A. Anthropology
- B. Sociology
- C. Economics
- D. Political Science
- E. Business and Accounting
- F. Humanities
- G. Literature

VII. Full-time Residency Verification

VIII. Doctoral Level Comprehensive Examination is Required.

IX. Doctoral Research Seminar

- EDU 5990: Doctoral Research Seminar must be taken each semester until dissertation and oral are approved.

**Instructional Leadership Programs: Professional Diploma and Doctoral (Q)**

The advanced degree programs in instructional leadership have been designed to provide students with an intellectual environment that enables them to refine existing knowledge and develop new knowledge and skills in the areas of curriculum, learning and instruction.

Students are expected not only to reflect upon and improve their own professional practices but also to develop leadership in facilitating the growth and development of other educators.

**Admission Requirements**

**Professional Diploma**

Applicants must submit the following evidence of their ability to pursue graduate study:

- A master's degree in education from an accredited college or university. Graduate scholastic achievement must be such as to give reasonable assurance of success in work for an advanced degree. Normally this will be a “B,” both in the general average and in the major field.

In addition:

1. Two letters of recommendation from college instructors or field supervisors;
2. A minimum of two years of successful teaching experience;
3. New York State Permanent Teaching Certification. This program does not qualify students for this certificate.

Students whose background and preparation manifest deficiencies in professional courses and teaching experience may be required to complete additional credit hours and are advised to consult with the Chair of the Department to secure approval of their programs and degree requirements.

**Doctoral Program**

Applicants seeking admission to the doctoral program (Ed.D.) must submit the following evidence of their ability to pursue advanced graduate study:

- A master's degree in education from an accredited college or university. Graduate scholastic achievement must be such as to give reasonable assurance of success in work for an advanced degree. Normally this will be a “B” in prior graduate work.

In addition:

1. Two letters of recommendation from college instructors and additional references from field supervisors;
2. Satisfactory scores on the GRE general test (the quantitative and verbal components);
3. A profile of professional accomplishments and leadership potential;
4. Successful performance in an individual or group interview with members of the department’s graduate education policy committee;
5. Evidence of scholarship, research and writing skills as manifested in samples of term papers or other scientific papers and performance in courses in research and statistics if available;

Programs of Study

Professional Diploma

I. Core Components 12 credits
Students must complete 12 credit hours from the following:

EDU 7004 Essential Readings in Curriculum in the 21st Century
EDU 7701 Research and Development in Innovative Instructional Strategies (K–Adult)
EDU 7708 Trends and Techniques in the Evaluation of Programs
EDU 7715 Issues in Curriculum: Theory and Development

II. Areas of Interest 15 credits
Minimum of 15 credits from the following

(A) Required Courses
EDU 7440 Designing, Implementing and Evaluating In-Service Programs
EDU 7579 Observational Analysis for Teachers
EDU 7712 Change Theory and the Curriculum

(B) Students must complete six credits from the following:

EDU 5471: Leadership in Instructional Supervision
EDU 5632: Organization and Administration of Elementary and Secondary School Curriculum
EDU 5655: Educational Research and Data Analysis I
EDU 7120: Individualization: Diagnosing Students’ Instructional Needs
EDU 7238: Designing Innovative Instructional Materials
EDU 7399: Computers: Applications in Management and Education
EDU 7703: Analysis of Alternative Innovative Strategies
EDU 7900: Qualitative Research Methods in Education
EDU 9711: Educational of Exceptional Individuals

The internship application form and the program proposal must be submitted to the Coordinator of the Internship Program and receive approval of the Chair, Department of Administrative and Instructional Leadership, St. John’s University at least two months prior to the session in which the applicant plans to carry out his/her internship. Students must observe the schedule and deadline dates for submitting internship proposals for approval:

Spring semester—last week of November
Summer semester—second week of April
Fall semester—last week of July

The program provides for three types of internship experiences in instructional leadership. Students are advised to discuss their career objectives and plans with their respective academic advisors before deciding on the appropriate internship experience. Credit: 3 semester hours. (Q)

Doctoral Program (Ed.D.) in Instructional Leadership

I. Core Components 12 credits

(A) Required Courses
EDU 7004 Essential Readings in Curriculum in the 21st Century
EDU 7579 Observational Analysis for Teachers
EDU 7701 Research and Development in Innovative Instructional Strategies (K–Adult)
EDU 7708 Trends and Techniques in the Evaluation of Programs
EDU 7715 Issues in Curriculum: Theory and Development

II. Areas of Interest 27 credits

(A), (B), (C) or (D)

Students must complete two of the sequences with a minimum of 12 credits in one and 15 credits in the other for a total of 27 credits of doctoral level coursework.

A. Learning Styles Sequence (12–15 cr.)
EDU 5701 Theories of Learning and Development
EDU 7120 Individualization: Diagnosing Students’ Instructional Needs
EDU 7238 Designing Innovative Instructional Materials—Optional
EDU 7399 Field Research in Reading and Learning
EDU 7440 Designing, Implementing and Evaluating In-Service Programs

B. Curriculum Sequence (12–15 cr.)
EDU 7001 Curriculum and Instruction
EDU 7003 Current Issues and Change Theory in Curriculum
EDU 7195 Interpreting and Learning in the Elementary Classroom

EDU 7555 Planning for Curriculum Development in Secondary Schools
EDU 7580 Analysis of Teaching and Educational Process
EDU 7590 Communications and Human Relations

C. Instructional Technology Sequence (12–15 cr.)
LIS 247 Networks in Library and Information Science
EDU 7217 (C.F. LIS 217) Design and Production of Media Resources
EDU 7266 Computer Technology and Applications for Teachers
or
EDU 7668 Computer Technology in Education
EDU 7666 Advanced Technology in Education
EDU 7890 Independent Study

D. Administration Sequence (12–15 cr.)
EDU 5415 Administrative Theory
EDU 5419 Advanced Theory
EDU 5791 Legal Aspects & Administration f School
EDU 5800 Case Studies in Educational Administration
EDU 5701 Theory of Learning and Teaching

III. Internship Component 3 credits

EDU 7550 Internship Seminar in Instructional Leadership
or
EDU 5950 Internship Seminar I in School Administration and Supervision

The internship application form and the program proposal must be submitted to the Coordinator of the Internship Program, and receive approval of the Chair, Department of Administrative and Instructional Leadership, St. John’s University at least two months prior to the session in which the applicant plans to carry out his/her internship. Students must observe the following schedule and deadline dates for submitting internship proposals for approval:

Spring semester—first week of November
Fall semester—first week of April

The program provides for three types of internship experiences in instructional leadership. Students are advised to discuss their career objectives and plans with their respective academic advisors before deciding on the appropriate internship experience. Credit: 3 semester hours. 2000-2001; 2001-2002 (Q)
IV. Required Research and Methodology: 12 credits

EDU 5655: Educational Research and Data Analysis I
EDU 7211: Educational Research and Data Analysis II (Prereq. 5655)
EDU 6800: Multivariate Data Analysis (Prereq 5655 & 7211)
EDU 7900: Qualitative Research Methods in Education (Prereq 5655)
EDU 7901: Educational Research and Data Analysis III (Prereq. 5655 & 7211)

V. Behavioral and Social Science Component 6 credits
Choices must be made with prior approval of the academic advisor and the Division Chair.
Matriculated doctoral students must register in the social and behavioral science courses under the course numbers and codes of the relevant department or academic units offering the particular course or courses.
A. Anthropology
B. Sociology
C. Economics
D. Political Science
E. Business and Accounting

VI. Full-time Residency Verification

VII. Doctoral Level Comprehensive Examination Required

VIII. Doctoral Research Seminar
EDU 7990 Doctoral Research Seminar each semester until dissertation and oral are approved.

Department of Early Childhood, Childhood and Adolescent Education

Early Childhood Program—Queens
Childhood Program—Queens, Staten Island
Adolescent Program—Queens

The programs in Early Childhood, Childhood and Adolescent Education lead to the Master of Science Degree in Education and provide opportunities for graduate students to prepare for a teaching career. In view of recent changes in the requirements for New York State professional teaching certification, students must consult with their academic advisor concerning eligibility for teaching certification.

Admission Requirements: Master's Degree Programs

Applicants seeking admission to graduate degree programs must submit the following evidence of their ability to pursue graduate study:
A baccalaureate degree from an accredited college or university. Undergraduate scholastic achievement must be such as to give reasonable assurance of success in work for an advanced degree. Normally this will be a "B," both in the general average and in the major field.

Students are expected to have received or to have qualified for the New York State provisional (initial) teaching certificate. Students who do not possess the certificate at the time they seek admission will be accepted with the understanding that they must receive this teaching certification to be eligible for institutional endorsement for the New York State permanent teaching certification.

Programs of Study
The Department of Early Childhood, Childhood and Adolescent Education (DECCAE) provides eight programs of study (Adolescent: Career Change, Field Change and Continuing; Childhood: Career Change, Field Change and Continuing; Early Childhood: Career Change and Field Change) that encompass a range of teaching and learning experiences through relevant pedagogical methods and a broad knowledge of strategies for devising, implementing, and assessing learning experiences for all learners. Each of these programs leads to a Master of Science degree.

*Students in Career Change Programs may be eligible for Internship Certification

Adolescent Education
Master's Degree Program

Career Change
The Career Change program is intended for students whose academic background is outside of the field of education
Semester hours: 42 credits

Required Courses:
EDU 3200 Language Acquisition and Literacy in the Content Areas*
EDU 3270 Strategies for Teaching Literacy in the Content Areas*
EDU 7000 Sociological/Psychological Foundations of Learning Methods and Strategies for Teaching "General" and Special Needs Middle School Students*
EDU 7117 Associate Teaching: Adolescence
EDU 7222 Historical Perspectives on Current Trends in Curriculum Development
EDU 7267 Technology for Literacy-Based Applications in Content Area in "General" and Special Education Settings
EDU 7290 Human Relations in Inclusive Settings
EDU 7295 Teaching and Learning: Adolescent*
EDU 7585 Assessment and Evaluation in the Teaching/Learning Process
EDU 7666 Advanced Technology in Education
EDU 7702 Innovative Strategies in Secondary Education Settings*
EDU 9704 Collaborative Partnerships, Strategic Instruction, and Material Adaptations in Inclusive Settings: Adolescent*
EDU 9711 Education of Individuals with Exceptionalities*

*Field Experience Courses

Field Change
The Field Change program is intended for students who have received or have qualified for an initial certification outside of Adolescent Education.
Semester hours: 33 credits
Required Courses:

EDU 3270 Strategies for Teaching Literacy in the Content Area
EDU 7000 Sociological/Psychological Foundations of Learning
EDU 7107 Methods and Strategies for Teaching Regular and Special Needs Middle School Students
EDU 7222 Historical Perspectives on Current Trends in Curriculum Development
EDU 7290 Human Relations in Inclusive Settings
EDU 7295 Teaching and Learning: Adolescent
EDU 7585 Assessment and Evaluation in the Teaching/Learning Process
EDU 7666 Advanced Technology in Education
EDU 9704 Collaborative Partnerships, Strategic Instruction and Material Adaptations in Inclusive Settings: Adolescent

One Course Elective
EDU 7120 Individualization: Diagnosing Students’ Instructional Needs
or
EDU 7410 Identification of the Gifted and Talented
or
EDU 9006 Human Development in Cross Cultural Perspective

12 Credits in Student's Liberal Arts Area (check one):
- Biology
- English
- Math
- Social Studies
- Spanish

Childhood Education Master's Degree Program

Career Change
The Career Change Program is intended for students whose academic background is outside of the field of education.
Semester hours: 42 Credits
EDU 7115 and EDU 7585 should be taken at the end of the program.

Field Change
The Field Change Program is intended for students who have received or have qualified for an initial certification outside of Childhood Education.
Semester hours: 33 Credits
EDU 7195 should be taken early in course work. EDU 7585 should be taken toward the end of the program.

Required Courses:

EDU 3200 Language Acquisition and Literacy Development
EDU 7000 Sociological/Psychological Foundations of Learning
EDU 7135 Current Trends and Research in the Teaching of Social Studies
EDU 7136 Current Trends and Research in the Teaching of Science
EDU 7137 Current Trends and Research in the Teaching of Mathematics
EDU 7195 Teaching and Learning: Childhood
EDU 7222 Historical Perspectives and Current Trends in Curriculum Development
EDU 7266 Technology for Teaching Literacy Applications in Regular and Special Education Settings
EDU 7290 Human Relations in Inclusive Settings
EDU 7585 Assessment and Evaluation in the Teaching/Learning Process
EDU 7666 Advanced Technology in Education

*Field Experience Courses

The Field Change Program is intended for students who have received or have qualified for an initial certification outside of Childhood Education.
Semester hours: 33 Credits
EDU 7195 should be taken early in course work. EDU 7585 should be taken toward the end of the program.

Required Courses:

EDU 3200 Language Acquisition and Literacy Development
EDU 7000 Sociological/Psychological Foundations of Learning
EDU 7135 Current Trends and Research in the Teaching of Social Studies
EDU 7136 Current Trends and Research in the Teaching of Science
EDU 7137 Current Trends and Research in the Teaching of Mathematics
EDU 7195 Teaching and Learning: Childhood
EDU 7222 Historical Perspectives and Current Trends in Curriculum Development
EDU 7266 Technology for Teaching Literacy Applications in Regular and Special Education Settings
EDU 7290 Human Relations in Inclusive Settings
EDU 7585 Assessment and Evaluation in the Teaching/Learning Process
EDU 7666 Advanced Technology in Education

*Field Experience Courses

The Field Change Program is intended for students who have received or have qualified for an initial certification outside of Childhood Education.
Semester hours: 33 Credits
EDU 7195 should be taken early in course work. EDU 7585 should be taken toward the end of the program.
EDU 7290 Human Relations in Inclusive Settings
EDU 7585 Assessment and Evaluation in the Teaching/Learning Process
EDU 9700 Collaborative Partnerships, Strategic Instruction and Material Adaptations in Inclusive Settings: Childhood
EDU 7129 Mathematics and Science in Early Childhood
EDU 7135 Current Trends and Research in the Teaching of Social Studies*
EDU 7136 Current Trends and Research in the Teaching of Science*
EDU 7137 Current Trends and Research in the Teaching of Mathematics*
EDU 7138 Current Trends and Research in the Teaching of Language Arts
EDU 7124 Literature in Early Childhood Education
EDU 7126 Observing and Recording the Behavior of Young Children in Early Childhood Settings*
EDU 7127 School, Family and Community Partnerships for Early Childhood Professionals
EDU 7128 Integrated Curriculum in Early Childhood*
EDU 7129 Mathematics and Science in Early Childhood
EDU 7131 Assessment and Evaluation in the Teaching Learning Process
EDU 7132 Advanced Technology in Education
EDU 9711 Education of Individuals with Exceptionalities
or
EDU 9732 Early Childhood Special Education

Field Change
The Field Change program is intended for students who have received or have qualified for an initial certification outside of Early Childhood Education.
Semester hours: 36 credits
EDU 7114 and EDU 7585 should be taken toward the end of the program.

Required Courses:
EDU 3200 Language Acquisition and Literacy Development*
EDU 7000 Social/Psychological Foundations of Learning
EDU 7114 Early Childhood Associate Teaching
EDU 7122 Play, Social Learnings and Early Childhood Environments*
EDU 7123 Creative Arts in Linguistically/Culturally Diverse and Inclusive Early Childhood Settings*
EDU 7124 Literature in Early Childhood Education
EDU 7126 Observing and Recording the Behavior of Young Children in Early Childhood Settings*
EDU 7127 School, Family and Community Partnerships for Early Childhood Professionals
EDU 7128 Integrated Curriculum in Early Childhood*
EDU 7129 Mathematics and Science in Early Childhood
EDU 7131 Assessment and Evaluation in the Teaching Learning Process
EDU 7132 Advanced Technology in Education
EDU 9711 Education of Individuals with Exceptionalities
or
EDU 9732 Early Childhood Special Education

*Field Experience Courses

3 CREDIT ELECTIVE FROM THE FOLLOWING:
EDU 7410 Identification of the Gifted and Talented
EDU 7411 Introduction to Designing Programs, Curriculum and Materials For Gifted and Talented Students
EDU 7232 Individualization: Prescribing for Student Learning/Styles
EDU 9006 Human Development In Cross Cultural Perspective

Early Childhood Education Master's Degree Program

Career Change
The Career Change program is intended for students whose academic background is outside the field of education.
Semester hours: 42 credits
EDU 7114 and EDU 7585 should be taken toward the end of the program.

Required Courses:
EDU 3200 Language Acquisition and Literacy Development*
EDU 7200 Approaches, Materials and Performance Evaluation In Literacy Development
EDU 7000 Social/Psychological Foundations of Learning
EDU 7114 Early Childhood Associate Teaching
EDU 7122 Play, Social Learnings and Early Childhood Environments*
EDU 7123 Creative Arts in Linguistically/Culturally Diverse and Inclusive Early Childhood Settings*
EDU 7124 Literature in Early Childhood Education
EDU 7126 Observing and Recording the Behavior of Young Children in Early Childhood Settings*
EDU 7127 School, Family and Community Partnerships for Early Childhood Professionals
EDU 7128 Integrated Curriculum in Early Childhood*
EDU 7129 Mathematics and Science in Early Childhood
EDU 7131 Assessment and Evaluation in the Teaching Learning Process
EDU 7132 Advanced Technology in Education
EDU 9711 Education of Individuals with Exceptionalities
or
EDU 9732 Early Childhood Special Education

*Field Experience Courses

Department of Human Services and Counseling

The Department of Human Services and Counseling offers graduate level programs in teaching literacy B–6, and in grades 5–12; TESOL, teaching students with disabilities (special education); rehabilitation counseling; school counseling, and bilingual school counseling. The literacy, teaching students with disabilities, rehabilitation counseling and school counseling programs are offered on both the Queens and Staten Island campuses. The TESOL and bilingual school counseling programs are offered on the Queens campus only.

A bilingual extension course sequence is offered at the Queens campus and the Oakdale Center. A literacy sequence of five courses is also offered in the Doctoral Degree Program in Instructional Leadership.

Counselor Education Program (Q, SI):
Master's

The programs in counselor education provide opportunities for graduate students to prepare themselves for counseling and leadership positions in counseling in a variety of settings. The programs provide an integrated approach to theory and practice and aim at meeting the professional educational needs of both full-time and part-time students in the urban and suburban environments that the University serves.

Counselor education programs of study are available at both the master’s degree and professional diploma levels in four different specialization areas: school counseling, bilingual school counseling, and rehabilitation counseling. The three programs have been designed to meet the national standards specified by the Council on Accreditation of Counseling and Related Educational Programs (CACREP) and the Council on Rehabilitation Education (CORE), as well as the requirements of the New York State Department of Education. The rehabilitation counseling program is fully accredited by CORE and the school counseling programs are fully accredited by CACREP accreditation standards.

All three programs require 48-credit hours for the master's level including courses in a core body of knowledge, in the unique area of specialization, and in appropriate field-based clinical experiences. The core courses focus on developing competencies in eight areas: human growth and development, social and cultural foundations, helping relationships, group methods, career development, appraisal, research and evaluation and professional orientation. The specialization and the field-based courses focus on integrating theoretical and practical knowledge and learning how to deliver counseling services effectively in a variety of settings.
settings.

Master’s level programs in school counseling and rehabilitation counseling are offered on both the Queens and Staten Island campuses. Master’s level programs in bilingual school counseling and professional diploma level counseling programs are offered on the Queens campus only.

Admission Requirements for Master’s Counseling Programs

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

2. A minimum of 18 credits in the behavioral and social sciences and/or professional education courses. Students who do not fully meet this requirement will need to make up deficit credits by completing course work in those areas, in addition to the usual program requirements.

3. Two letters of recommendation from college instructors or field supervisors.

4. An interview with counseling faculty.

5. A spontaneous writing sample in response to a topic assigned by the faculty interviewer done during the interview.

6. The interest, ability and personality to function successfully in the field of counseling.

7. In addition to the above, applicants to the bilingual school counseling program must demonstrate language proficiency in both English and the target language as a prerequisite for admission into the program. Assessment of language proficiency will be conducted in the same manner in which such assessment is conducted for applicants to the bilingual/multicultural education program. Further, applicants to the bilingual school counseling program must possess prerequisite knowledge of the culture of the target language ethnic group. Normally such knowledge may be evidenced by a minimum of three credits of college-level study of social/cultural perspectives of the group or its equivalent as evidenced in documented work and/or life experiences which indicate knowledge of and ongoing contact and affiliation with the target cultural group. Applicants who do not demonstrate adequate language fluency in either English or the target language and/or whose transcripts or backgrounds do not evidence knowledge of the culture of the target group will be required to complete appropriate course work in addition to program requirements.

School Counseling and Bilingual School Counseling Programs

Fully accredited by CACREP

The program in school counseling is designed to prepare students to counsel children and youth in traditional and alternative programs in public and private elementary and secondary schools. The program in bilingual school counseling is intended for students fluent in English and a second language who want to counsel culturally and linguistically different youth in a variety of multilingual/multicultural school settings.

The school counseling and the bilingual school counseling programs meet the academic requirements in New York State for permanent certification for school counselor and for school counselor with bilingual extension, respectively. In both cases, permanent certification also requires two years of full-time paid employment as a School Counselor or as a Bilingual School Counselor, as appropriate. However, both programs allow students to obtain provisional certification upon the completion of 30 credits of specified course work, including the practicum in school counseling or bilingual school counseling. The master’s in school counseling requires the completion of 21 credits of core counseling courses, 21 credits of specialization courses and six credits in counseling or related area electives. The master’s in bilingual school counseling requires the completion of 21 credits of core courses and 27 credits of specialization courses. Students seeking School Counselor certification in states other than New York State should become informed regarding certification requirements in those states and meet with their advisors to plan accordingly. Students in New York State must attend two seminars: child abuse and violence prevention as well as be fingerprinted before applying for provisional or permanent certification in New York.

Rehabilitation Counseling Program

The program in rehabilitation counseling is designed to prepare students to counsel individuals with disabilities in rehabilitation settings and other community-based agencies. The rehabilitation counseling program is fully accredited by the Council on Rehabilitation Education (CORE), and prepares students to meet the certification standards of the Commission on Rehabilitation Counselor Certification (CRCC). The master’s program in rehabilitation counseling includes 21 credits of core courses, 21 credits of specialization courses, and six credits of electives.

Mental Health Counselor License—A mental health counselor licensure law has been passed in New York State. Once the license requirements are clarified the counselor education program will offer courses needed to make our students eligible for mental health counseling licensure.

Program of Study

All master’s degree programs require the completion of a two year, 48 credit hour program; and the successful completion of the required comprehensive examination. Since programs of study are designed to meet the unique needs of every student, students in all programs must meet with their assigned program advisor before beginning course work to identify program requirements and complete program advisement forms. Counseling students should expect to participate in a 10 week group experience which is provided free of charge at the University Counseling Center. The School and Rehabilitation students must participate in Individual Counseling. Liability Insurance is also required. Typical 48 semester hour programs are indicated below:

Core Courses (21 credits)

EDU 6205 Group Dynamics
EDU 6208 Counseling and Personality Theories
EDU 6262 Psychological Testing
EDU 6264 Counseling Skills and Techniques
EDU 6301 Career Development
EDU 6307 Research in Counseling
EDU 6424 Case Studies and Community Resources in Counseling

School Counselor Specialization (21 credits)

EDU 6203 Psychosocial Development, OR
EDU 6206 Psychosocial Development: A Multicultural Perspective
EDU 6122 Orientation to Multicultural School Counseling
EDU 6305 Practicum in School Counseling
or EDU 6306 Practicum in School Counseling with Bilingual Students

EDU 6595 Organization and Administration of Personnel Services
EDU 6650 Consultation and Evaluation
EDU 6590 Internship in School Counseling I
EDU 6591 Internship in School Counseling II

Bilingual School Counselor Specialization (27 credits)

EDU 6206 Psychosocial Development: A Multicultural Perspective
EDU 6122 Orientation to Multicultural School Counseling
EDU 6306 Practicum in School Counseling with Bilingual Students
EDU 6530 Counseling in Multicultural Settings
EDU 9001 Foundations of Bilingual and Second Language Education
EDU 6595 Organization and Administration of Personnel Services
EDU 6650 Consultation and Evaluation
EDU 6592 Internship in Bilingual School Counseling I
EDU 6593 Internship in Bilingual Counseling II

Rehabilitation Counseling Specialization (21 credits)
EDU 6204 Adjustment to Disabling Conditions
EDU 6425 Rehabilitation Counseling
EDU 6435 Medical and Psychosocial Aspects of Disability
EDU 6465 Vocational Development and Job Placement
EDU 6302 Practicum in Rehabilitation Counseling
EDU 6501 Internship in Rehabilitation Counseling I
EDU 6502 Internship in Rehabilitation Counseling II

Electives (6 credits)
Students in school counseling and rehabilitation counseling may select six credits in elective courses related to the student’s needs, interests and career goals and approved by the program coordinator.

Counselor Education Programs—Professional Diploma

Admission Requirements: Counseling Professional Diploma Program
In order to be eligible for the professional diploma program in counseling, applicants must have successfully completed a master’s program in counseling or its equivalent and have adequate experience in the field.
Applicants should have a minimum of a 3.0 index in graduate course work and must submit two letters of recommendation with their application. An interview with the counseling faculty is also required.

Counseling Professional Diploma Programs
Students who have completed a master’s degree in counseling and have relevant experience in the field have the opportunity to earn a professional diploma in counseling. The program is designed to provide additional professional preparation for advanced graduate students. Specialists trained at this level are prepared to assume leadership roles in counseling.
The specific courses required depend upon a student’s area of specialization and must be approved by the individual’s faculty advisor. The program requires 24 credits beyond the master’s degree in counseling.

Literacy Programs
The department offers two Master’s level graduate programs with specialization in the teaching of literacy. These graduate programs lead to initial or professional certification in,
Teaching Literacy, Birth through Grade 6 or Teaching Literacy, Grades 5 through 12.
Completion of either program qualifies students for New York State initial or professional certification in one of the literacy certifying areas, provided they have met prerequisite requirements; they have successfully completed all State mandated external tests, training modules and field experiences; and they have met citizenship requirements.
The division offers a five-course sequence of literacy coursework in the Instructional Leadership Doctoral Program. Please refer to the specialization sequences in the Doctoral Degree Program in Instructional Leadership.

Admission Requirements for Degree Programs
1. A baccalaureate degree from an accredited college or university. Undergraduate scholastic achievement must be such as to give reasonable assurance of success in work for an advanced degree, normally, a “B,” both in general average and in the major field.
2. The teaching literacy programs service students who already hold initial certification in either childhood education, early childhood education, adolescence education, teaching students with disabilities, teaching students who are deaf or hard of hearing, teaching students who are blind or visually impaired, teaching students with speech and language disabilities, teaching English to speakers of other languages and library media specialists. Candidates seeking admission shall normally have achieved a B average or a 3.0 or better cumulative grade point average in the program leading to the degree of their existing initial certificate.
3. Applications of those individuals who meet the program requirements but whose GPAs fall below 3.0 in their initial certified area, will be reviewed by a committee of designated faculty members to assess applicants’ potential to successfully complete the program. In such cases the committee may also request an interview with the candidate. Upon committee recommendation, those applicants will be accepted conditionally with the proviso that they achieve at least a 3.0 in each of the first four courses in the program.

Programs of Study
Teaching Literacy, Birth–Grade 6 (Q, SI)
The Master of Science in Education program with a specialization in the Teaching of Literacy, B-6 is a 33-credit program. This program enhances the initially certified teacher’s ability to teach reading and the related language arts to students at the early childhood, elementary and middle school levels. In addition, the program enables prospective and practicing teachers to acquire and develop the skills they will need to become reading specialists capable of diagnosing and assisting children to overcome their special literacy problems. A written comprehensive examination is required and is normally taken during the last term of coursework or when all core coursework is in progress or complete.
The following courses comprise the master’s program in literacy leading to initial or professional certification in Teaching Literacy, B-6:

I. Literacy Core (21 credits)
EDU 3200 Language Acquisition and Literacy Development
EDU 3220 Approaches, Materials and Performance Evaluation in Literacy Development
EDU 3230 Diagnosis and Recommendations for Literacy Performance (pre. 3220; and 3200 or 3270)
EDU 3240 Literacy and Assessment Strategies for Diverse Learners (pre. req. Edu 3230; and 3270 or 3264)
EDU 3250 Practicum and Seminar in Literacy Instruction (pre req. 3230 and 3240) (50 hour practicum)
EDU 3270 Strategies for Teaching Literacy in the Content Areas
EDU 9700 Collaborative Partnerships, Strategic Instruction and Material Adaptations in Inclusive Settings—(Childhood)

II a. Choose 12 credits—(4 courses) in Literacy or Related Education Elective Coursework
EDU 7266 Technology for Teaching Literacy Applications in Regular and Special Education Settings
EDU 3210 Theories and Practice of Teaching Writing in General Education and Inclusive Classrooms
EDU 3278/9716 Curriculum and Instructional Design for Teaching Literacy to Individuals with Exceptionalities—Childhood
EDU 3260 Emergent Literacy within a Constructivist, Social Context
EDU 3264 Teaching Literacy through Literature, B–6
EDU 7124 Literature in Early Childhood Education
EDU 3241 Multisensory Approach to Language Learning and Phonics Instruction—Part I (Fall)*
EDU 3242 Multisensory Approach to Language Learning and Phonics Instruction—Part II (Spring)*

*For Associate Level Orton-Gillingham Practitioner-Students will need 200 additional hours of Practicum.

II.b. Or may substitute for electives above under faculty advisement.
EDU 9004 Content Area Instruction for Linguistically/Culturally Diverse Learners
or
EDU 9013 Research in Language, Culture and Communication
Choose One
EDU 3223 (LIS 121) Literature and Related Resources for Children
or
EDU 3224 (LIS 222) Materials and Services to Special Populations
Choose One Elective (Check to see if Human Relations course is needed in your district)

Teaching Literacy, Grades 5–12 (Q, SI)
The Master of Science in Education program with a specialization in the Teaching of Literacy—Grades 5 through 12—is a 33-credit program. This program allows the initially certified teacher to teach reading, writing, and the related language arts to students at the middle school, junior high and high school levels. In addition, the program enables prospective and practicing teachers to acquire and develop the skills they need to become reading specialists, capable of diagnosing and assisting youngsters and youth in overcoming their literacy-related problems.

A written comprehensive examination is required and is normally taken during the last term of coursework or when all core coursework is in progress or complete.

The following courses comprise the master's program in literacy leading to initial or professional certification in Teaching Literacy, 5–12:

I. Literacy Core (21 credits)
EDU 3200 Language Acquisition and Literacy Development
EDU 3220 Approaches, Materials, and Performance Evaluation in Literacy Development
EDU 3230 Diagnosis and Recommendations for Literacy Performance (pre. 3220; and 3200 or 3270)
EDU 3240 Literacy and Assessment Strategies for Diverse Learners (pre. req. EDU 3230; and 3270 or 3264)
EDU 3250 Practicum and Seminar in Literacy Instruction (pre req. 3230 and 3240)
EDU 3270 Strategies for Teaching Literacy in the Content Areas
EDU 9704 Collaborative Partnerships, Strategic Instruction and Material Adaptations in Inclusive Settings—(Adolescent)

IIa. Choose 12 credits – (4 courses) in Literacy or Related Education Elective Coursework
EDU 7267 Technology for Literacy-Based Applications in Content Area Learning in Regular and Special Education Settings (pre req. EDU 3230 in the Fall, EDU 3240 in the Spring, or EDU 3250 in the summer to satisfactorily complete the program. These students take the comprehensive examination offered during the next regular semester term.

III. Admission and Program Requirements For Literacy-Field Change
**Students with teaching certificates in other licensing areas may apply for one of the literacy field change programs.
1. A master's degree in education or a functionally related area, with scholastic achievement at a level to give reasonable assurance of success in work for an advanced degree. Normally, this will be a "B" average.
2. New York State initial teaching certification as specified in Admission Requirements for Degree Programs (2).
3. Thirty three credit hours of coursework as outlined in the 8–6 or 5–12 degree programs are required. If some literacy coursework was completed in a MS degree program, electives may be substituted in consultation with the student's program advisor.
4. Comprehensive examination or an advanced level course required.

Special Education Program–Master’s
The division offers two special education programs; Teaching Students with Disabilities in Childhood (33 credits) and Childhood Special Education (Internship) (42 credits). The Teaching Students with Disabilities in Childhood program leads to an initial state certification valid for teaching students with disabilities at the childhood level. The Childhood and Childhood Special Education (Internship) Program is intended for students who have not received initial certification in childhood or elementary education and who wish to obtain additional certification in teaching students with disabilities at the childhood level. Although the majority of courses are offered on the Queens campus, some courses are available on Staten Island and online through distance education.

The special education programs for teaching students with disabilities at the childhood level range from 33 to 42 credits. These programs are designed to foster the development skills, attitudes and abilities needed to identify and remediate major learning and behavior

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disorders and to instruct individuals at the childhood level who manifest learning and behavioral problems ranging from mild to profound, regardless of etiology. Attention is paid to diagnosis, intervention, program planning and program evaluation. Completion of the special education master's program qualifies students for New York State initial or permanent certification as a teacher of students with disabilities at the childhood level, provided students have successfully completed all State mandated external tests, training modules and teaching experiences.

Admission Requirements Special Education Master's

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

2. The special education program serves students who have received or who have qualified for the New York State initial teaching certificate. Students who do not possess the certificate at the time they seek admission will be accepted into the 42 credit program with the understanding that they must receive this teaching certification to be eligible for institutional endorsement for the New York State permanent teaching certification.

3. Applications of those individuals who meet program requirements but whose GPAs fall below 3.00 in their initial certification area will be reviewed by a committee of designated faculty members to assess applicants' potential to successfully complete the program. In such cases the committee may also request an interview with the candidate. Upon committee recommendation, those applicants will be accepted conditionally with the provison that they achieve at least a 3.00 in each of the first four courses in the program.

Program of Study

The program leading to state certification valid for teaching students with disabilities at the childhood level consists of three segments as follows:

I. Core Special Education Courses (24 credits)

EDU 9700 Collaborative Partnerships, Strategic Instruction and Material Adaptations In Inclusive Settings—Childhood

EDU 9711 Education of Individuals with Exceptionalities

EDU 9712 Educational Assessment of Individuals with Exceptionalities

EDU 9716/3278  Design for Teaching Literacy to Individuals with Exceptionalities: Childhood

EDU 9718 Exceptionalities: Childhood Curriculum and Instructional Design for Individuals with Exceptionalities: Math, Science, Social Studies

EDU 9719 Principles of Applied Behavior Analysis and Positive Behavioral Supports

EDU 9720 Practicum in Special Education—Childhood

EDU 3200 Language Acquisition and Literacy Development

or

EDU 3241 Multisensory Approach to Language Learning and Phonics Instruction, Part I*

II. Special Education – Concentration

EDU 9707 Planning and Managing Teaching and Learning Environments

EDU 9720 Applications of Behavior Management Techniques

EDU 9730 Effective and Reflective Instruction and Research in Special Education (Case Study Method) or Choose One

EDU 9718 Curriculum and Instructional Design for Teaching Literacy to Individuals with Exceptionalities: Childhood

EDU 9719 Principles of Applied Behavioral Analysis and Positive Behavioral Supports

EDU 9716 Curriculum and Instructional Design for Individuals with Exceptionalities: Math, Science

III. Electives—Choose One or the Other

EDU 7290 Human Relations in Inclusive Settings

EDU 9700 Collaborative Partnerships, Strategic Instruction and Material Adaptations in Inclusive Settings

TESOL Programs

The division offers two advanced degree programs in TESOL, Teaching English to Speakers of Other Languages. These programs prepare qualified individuals to meet the educational needs of limited English proficient children, adolescents and youth. The master's degree program is designed for students who possess an initial certificate in education (see entry #2 under admission requirements) and who seek to meet requirements for New York State initial or professional certification in TESOL (33 credit program). Students who do not possess an initial certificate to be eligible for TESOL may apply to the joint Childhood Education and TESOL Program (42 credit program).

A written comprehensive examination is required and is normally taken during the last term of coursework or when all core coursework is in progress or has been successfully completed.

Childhood and Childhood Special Education (Internship) (42 credits)

I. Childhood Core

EDU 3200 Language Acquisition and Literacy Development

EDU 7115 Childhood Associate Teaching of Mathematics in Inclusive Settings

EDU 7195 Teaching and Learning: Childhood

EDU 7222 Historical Perspectives and Current Trends in Curriculum Development

EDU 7266 Technology for Literacy-Based Application in Content Area Learning in Regular and Special Education Settings

*For Associate Level Orton-Gillingham Practitioner: Students will need 200 additional hours of Practicum.

A written comprehensive examination is required and is normally taken during the last term of coursework or when all core coursework is in progress or has been satisfactorily completed.

EDU 9702 Practicum in Special Education: Childhood

EDU 9707 Planning and Managing Teaching and Learning Environments

EDU 9711 Education of Exceptional Individuals

EDU 9712 Educational Assessment of Individuals with Exceptionalities

EDU 9716 Curriculum and Instructional Design for Teaching Literacy to Individuals with Exceptionalities: Childhood

EDU 9719 Principles of Applied Behavioral Analysis and Positive Behavioral Supports

EDU 9716 Curriculum and Instructional Design for Individuals with Exceptionalities: Math, Science
New York State offers, contingent upon funding, the New York State Intensive Teacher Institute (ITI) in TESOL and Bilingual Education at St. John’s University. This program is designed for regular classroom teachers of English Language Learners (ELLs) K–12. For further information, please contact the Program Coordinator at 718-990-6407.

**Admission Requirements: TESOL Programs**

1. A baccalaureate degree from an accredited college or university, which includes a concentration or major in one of the liberal arts and sciences and no fewer than six semester hours in each of the following academic areas: English, mathematics, science, social studies and a language other than English. Undergraduate scholastic achievement must be such as to give reasonable assurance of success in work for an advanced degree. Normally, this will be a “B,” both in the general average and in the major field.

2. New York State initial teacher certification or eligibility for teaching certification. Entry into the TESOL program is open to those students who hold initial certification in early childhood, elementary or childhood, middle childhood, or secondary or adolescent education. Students who do not hold initial certification should apply to the joint Childhood Education and TESOL Program. See program requirements below.

3. Proficiency in English. Students who have foreign academic credentials must demonstrate proficiency in English at the start of the program by passing oral language and written reading and writing proficiency tests in English-administered by the University’s ESL Department. Students who do not demonstrate adequate English language proficiency will be required to take sufficient ESL course work to bring their English language proficiency up to the required level, as recommended by the ESL Director in written reports of the test results. Since such course work will be used to meet a program prerequisite, it will not count towards meeting the credits required for the TESOL degree.

4. A stated interest in and commitment to working with limited English proficient children and youth.

**Program of Study**

The master’s program in TESOL (K–12) is a 33 credit program which includes course work in three areas: foundations, TESOL professional core and related electives. A written comprehensive examination is required of all master’s program students after completion of 24 credits of the foundation and professional core coursework. Students should consult with their advisor regarding comprehensive examination eligibility.

**Master’s Degree in TESOL (K–12) (33 credits)**

**Foundations (9 credits)**

- EDU 9001 Foundations of Bilingual, Multicultural and Second Language Education
- EDU 9002 Psychology and Sociology of Language and Bilingualism
- EDU 9006 Human Development in Cross-cultural Perspective

**TESOL Professional Core (21 credits)**

- EDU 9003 Literacy Development for First and Second Language Learners
- EDU 9010 Linguistics for Teachers of English Language (ELL) and Exceptional Learners
- EDU 9012 Methods of Language and Academic Assessment of ELLs and Exceptional Learners
- EDU 9015 Structure of the English Language
- EDU 9014 Practicum and Seminar in TESOL
- EDU 9017 Literacy Development Methods for Dialect and Other English Speakers

**Electives (3 credits) selected under advisement from among:**

- EDU 9013 Research in Language, Culture, and Communication
- EDU 9711 Education of Exceptional Individuals
- EDU 3220 Approaches, Strategies and Materials for Literacy Development
- EDU 3264 Using Literature to Teach Reading and Writing
- Or another approved teacher preparation course

Students admitted to the joint Childhood Education and TESOL master’s program must complete 42 credits of coursework as follows:

**TESOL Foundations: EDU 9001 and EDU 9006 (only): 6 credits**

**TESOL Professional Core as listed above: 21 credits**

**Childhood Education: 15 credits comprised of the following:**

- EDU 7195 Teaching and Learning: Childhood
- EDU 7222 Historical Perspective and Current Trends in Curriculum Development
- EDU 7266 Technology for Teaching Literacy Applications in Regular and Special Ed Settings
- EDU 7115 Childhood Associate Teaching
- EDU 9711 Education of Exceptional Individuals

Students in this program must also successfully complete a written comprehensive examination.

**Bilingual Education Extension Certificate Program**

The division offers a 15 credit course sequence leading to a bilingual extension certificate. Coursework will provide students with the theory, multicultural perspectives, and practical background to work in bilingual and/or dual-language classroom settings. The five course sequence will allow the initially certified teacher to obtain the knowledge and skills of: (1) the theories of bilingual education and bilingualism, (2) the multicultural viewpoints of education, (3) the social, psychological, and psycho-linguistic aspects of bilingualism, (4) the methods of teaching English language arts and native language arts to bilingual English language learners, and (5) methods of teaching content area instruction to bilingual English language learners, using both the native language and English.

This course sequence does not require a practicum although fieldwork is a requirement of most coursework.

**Admission Requirements: Bilingual Extension**

Candidates wishing to obtain the bilingual extension can add the 15 credit course work to their initial or professional certificate programs in early childhood education; childhood education; career and technical education; students with disabilities in early childhood, or childhood, or middle childhood, or adolescence; students who are blind or visually impaired; students who are deaf or hard of hearing; students with speech and language disabilities, and literacy education B–6, 5–12.

**Course Requirements**

- EDU 9001 Foundations of Bilingual, Multicultural and Second Language Education
- EDU 9002 Psychology and Sociology of Language and Bilingualism
- EDU 9003 Literacy Development for First and Second Language Learners
- EDU 9011 Content Area Instruction for Linguistically/Culturally Diverse Learners
- EDU 9006 Human Development in Cross-cultural Perspective
- EDU 9007/9008 are subsumed by EDU 9003. EDU 9009/9019 are subsumed by EDU 9004.

Total: 15 credits
Courses

3200 Language Acquisition and Literacy Development
Examines theories of literacy development including construct of emergent literacy, early oral language development, and relationship of oral to written language. (Field work required). Credit: 3 semester hours. (Q, SI)

3210 Theories and Practice of Teaching Writing in General Education and Inclusive Classrooms
Shows teachers how to develop effective writing and literacy strategies to include reading to writing connections and models of effective writing in regular and inclusive settings. Credit: 3 semester hours. (Q, SI)

3220 Approaches, Materials and Performance Evaluation in Literacy Development
Study and analysis of approaches and materials for literacy instruction focusing on word identification, vocabulary development, comprehension, writing instruction, and motivational aspects. (Field work at the childhood or adolescent level). Credit: 3 semester hours. (Q, SI)

3222(LIS 216) Youth Literature: A Critical Approach
An examination of selected books for children and young adults, with emphasis on the study of literacy elements and the application of critical analysis. Credit: 3 semester hours. (Q)

3223(LIS 121) Literature and Related Resources for Children
A survey of books and other materials for children, with emphasis on applying selection criteria and developing evaluation skills. Credit: 3 semester hours. (Q)

3224(LIS 222) Materials and Services to Special Populations
A study of materials and services for disabled library users with disabilities, (including development, physical and sensory disabilities) and other special user groups. Credit: 3 semester hours. (Q)

3225(LIS 128) Library Services for Young Adults
Serving young adults in the public library, with emphasis on identifying user needs, developing book talking skills, planning programs, providing information services and designing policies. Credit: 3 semester hours. (Q)

3226(LIS 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. (Q)

3228 Curriculum and Instructional Design for Teaching Literacy to Individuals with Exceptionalities – Adolescent
Examines theories and models of how adolescents with exceptionalities process and learn from the oral and written languages. (Field work required). Credit: 3 semester hours. (Q, SI)

3230 Diagnosis and Recommendations for Literacy Performance
(Prerequisite or co-requisite: Two reading core courses. Open only to students matriculated in MS Literacy Programs) Principles and practices of assessing and correcting literacy performance; use of reading, writing, and perceptual tests to establish reading levels and behaviors for students in either grades K through 6 or 5 through 12. (Field work required) diagnostic instruments must be purchased). Credit: 3 semester hours. (Q, SI)

3240 Literacy and Assessment Strategies for Diverse Learners
(Prerequisite Edu 3230) Study and analysis of literacy development, individual differences, and language difficulties experienced by the diverse learner. As a continuation of Edu 3230, students learn specialized procedures for learning/language disabilities. (Field work required) Diagnostic instruments need to be purchased. Credit: 3 semester hours. (Q, SI)

3241 Multisensory Approach to Language Learning and Phonics Instruction–Part I
Study of the underlying principles of the Orton-Gillingham Approach with an emphasis on the structure of language. Part I also includes the study of the dyslexic learner. Course requires specialized manuals and diagnostic instruments–Cost approximately $300.00.
*Note: If you wish to receive certification from the Orton Academy you must take both Edu 3241 and Edu 3242 and a 100-hour practicum over the course of both semesters. Credit: 3 semester hours. (Q)

3242 Multisensory Approach to Language Learning and Phonics Instruction–Part II
(Prerequisite 3241) Study of various diagnostic instruments, administration of relevant academic and diagnostic tests, and designing specific therapeutic interventions incorporating the principles of the Orton-Gillingham Approach Course requires specialized manuals and diagnostic instruments–cost approximately $300.00.
*Note: If you wish to receive certification from the Orton Academy you must take both Edu 3241 and Edu 3242 and a 100-hour practicum over the course of both semesters. Credit: 3 semester hours. (Q)

3250 Practicum and Seminar in Literacy Instruction
(Prerequisites Edu 3230 and Edu 3240) Students complete a supervised case study as a practicum component. Fifty hours of practicum experience of assessment procedures and teaching literacy to a student at the childhood level, (Grades 1–5) or at the middle childhood/adolescent levels (Grades 5–12). Credit: 3 semester hours. (Q, SI)

3260 Emergent Literacy Within a Constructivist, Social Context
Review of theory, research, and related models of emergent literacy; examination of literacy behaviors and instructional procedures for young children. Credit: 3 semester hours. (Q)

EDU 3262 Individualizing Reading Instruction through Literature, Media and the Arts
Selection, evaluation and organization of alternative approaches to implement a program stressing individual needs; theories and techniques of individualization and classroom management procedures; emphasis on examination and critical analysis of materials and modes of utilization. Credit: 3 semester hours. (Q, SI)

3264 Teaching Literacy through Literature (Birth through Grade 6)
Explores reading-writing connections, techniques and strategies that promote children’s active construction of meaning through the use of quality literature. Credit: 3 semester hours. (Q, SI)

3265 Teaching Literacy through Literature (grades 5–12)
Emphasizes reading and writing relationships, student cooperation, classroom management, literature discussion groups and circles and the writing process approach in responding actively to literature. Credit: 3 semester hours. (Q, SI)

3270 Strategies for Teaching Literacy in the Content Areas
Presents teaching strategies for student literacy acquisition and development for both native English speakers and English language learners through the expository writing style. Credit: 3 semester hours. (Q, SI)

3274 Innovative Approaches to Thinking and Literacy Development for the Gifted Learner
Study of theories and models for developing and extending reading and writing for gifted and talented students through literature, poetry and content materials. Credit: 3 semester hours. (Q, SI)

3278/9716 Curriculum and Instructional Design for Teaching Literacy to Individuals with Exceptionalities – Childhood
Examines theories and models of how children with exceptionalities process and learn from the oral and written languages (Field work required). Credit: 3 semester hours. (Q, SI)
3282 Models and Processes of Reading and Writing Acquisition and Competency
Open to students in advanced or doctoral programs. Course designed to help students explore in-depth the theoretical models of reading and writing processes. Credit: 3 semester hours. (Q)

3285 Research Perspectives in Literacy
Open to student in advanced or doctoral programs. Helps students explore the classical and current research in the field of reading/literacy education. Credit: 3 semester hours. (Q)

3290 Analysis of Current Topics of Literacy
Open to students in advanced or doctoral programs. Course analyzes current issues in literacy theory and practice. Credit: 3 semester hours. (Q)

3925 Maintaining Matriculation
Master’s students not registered for other courses must register for 3925 until all degree requirements are completed and the degree is granted. No credit. Fee: $50 per semester. Offered each semester.

3935 Maintaining Matriculation
Professional Diploma students who have not registered for other courses must register for 3935 until all diploma requirements are completed and the diploma is granted. No credit. Fee: $50 per semester. Offered each semester. (Q, SI)

5102 Planned Change in Education
Change theory in its applications to educational improvement; considers multidimensional assessment and other antecedents to change, change processes, and consequences to structures and functions of educational institutions. Credit: 3 semester hours.

5103 Educational Governance and Policy Issues
An analysis of the school community context in considering board policies and the development of working relationships with community members setting considering standards, accountability, pressure groups, and political ideologies; the interaction of the school system and its political environment in the development of policy. Credit: 3 semester hours.

5104 School Personnel Administration
Issues in the recruitment, training, supervision, evaluation, and effective deployment of professional and non-professional school employees. Credit: 3 semester hours.

5105 Multicultural Social Organizations
Considers the collaboration of school student, family, and community resources in the development of diverse views on schooling. Credit: 3 semester hours.

5106 Leadership Values and Decision Making
Development of decisional strategies that accommodate differences in questions of school operations, curriculum, instruction, staffing, and related school-performance questions. Credit: 3 semester hours.

5401 Theories of Learning
The basic course in curriculum form an administrative perspective focuses on school support of diverse approaches to teaching and student learning, program evaluation, analysis of current practices, and prescriptive responses to teaching and learning questions. Credit: 3 semester hours.

5415 Introduction to Educational Administration
The introductory course in school administration encompasses school operations, community relations, negotiations, and interorganizational relationships. Credit: 3 semester hours.

5418 Administrative Theory in Education
The first course in administrative theory analyzes the school context as organizational behavior including structural, motivational, cultural, leadership, and decisional aspects. Credit: 3 semester hours.

5419 Advanced Theory in Education
The second course in theoretical perspectives closely considers a small number of theories to give practitioners access to the research literature of the field and to frame problems as researchable questions. Requires EDU 5418 as a prerequisite. Credit: 3 semester hours.

5420 Politics of Education
Analysis of political powers and authority that influence the structure and function of schools. The first course in politics focuses on the micropolitics of the school and its immediate social and political environment. Credit: 3 semester hours.

5471 Administrative Leadership
The general course in supervision considers structural and professional coordination of instruction, formative and summative evaluation, staff development, instructional technology, and general theories of supervision, instruction, and curriculum form the perspective of administration. Credit: 3 semester hours.

5475 Administrative and Supervisory Strategies for Implementing and Evaluating Learning Styles Programs
This course is designed to develop administrative and supervisory skills for implementing and evaluating learning styles programs. It focuses directly on research concerning the diversity of styles among students and teachers and the results of learning-styles-based instruction, and suggests practical supervisory approaches. Credit: 3 semester hours.

5499 Summer Intensive: General Review and Exam Preparations
A thorough review of administrative principles and practices emphasized on the State licensing examination. Credit: 3 semester hours.

5511 Organization and Administration of Higher Education
An examination of the basic aspects of college and university organization including the background, development, goals and functions of public and private colleges and universities; the legal status, boards of control, state and local controls, professional associations and accreditations. Credit: 3 semester hours.

5522 Issues and Problems in the Administration of Higher Education
This course provides a unique opportunity to examine and discuss selected current and pertinent issues and significant problems in the administration of higher education through a study of relevant topics including the following: governance and control of higher education. Credit: 3 semester hours.

5571 Administrative Leadership
The course focuses on the administrative role of building principal in developing a successful context for the improvement of instructional performance in cognitive and affective dimensions as well as effective day-to-day operational practices of the school. Credit: 3 semester hours.

5599 Summer Intensive: General Review and Exam Preparation
A thorough review of administrative principles and practices emphasized on the State licensing examination. Credit: 3 semester hours.

5632 Organization and Administration of the Elementary and Secondary School Curriculum
Emphasizes the connection of organizational structures and administrative practices to the presentation of curriculum and instructional performance. Credit: 3 semester hours.

5650 School-Based Data Management
The operations course uses SPSS and EXCEL to develop databases and inform organizational and professional decisions in the school. Credit: 3 semester hours.

5651 School Community Relations in Education
This course will investigate the complexities of dealing with many levels of community as it relates to schools. Students will examine selected methods of community analysis and focuses on strategies and techniques designed to improve the relationships with the school community as well as between systems and their respective communities. Credit: 3 semester hours.
5655 Educational Research and Data Analysis I
This course provides an introduction to the principles of statistical inquiry and their application to educational problems. Students will formulate research questions and hypotheses and use descriptive and inferential statistics to investigate the research questions. Students will learn to write research reports summarizing and interpreting results of the analyses. Credit: 3 semester hours.

5721 Collective Negotiations
Collaborative decision making and bargaining to provide an effective instructional and working environment. Credit: 3 semester hours.

5741 Finance in Education
Establishment and management of district budget and finances to support achievement of educational goals and facilities development. Credit: 3 semester hours.

5761 School-Based Business Administration for Administrators and Supervisors
At the school-site level, considers human, financial, and general resource allocation and application to instructional processes. Credit: 3 semester hours.

5791 Legal Aspects and Administration of Schools
This course considers the general legal context of local school administration as informed by federal and state law and precedent, policy decisions, and conflicts arising from competing school interests. Credit: 3 semester hours.

5795 Student and Teacher Rights in Administration of Schools
Analysis is made of appropriate provisions of state and federal constitutions, statues, case law and administrative rulings concerning student and teacher rights. Legal issues of professional relevance to classroom teachers and supervisors are studies. Credit: 3 semester hours.

5800 Case Studies
This capstone course in case studies considers a variety of approaches to decision making in schools with special attention given to administrative decision making and models of shared decision making; students analyze cases, write, and present cases; school data will help develop case analyzes. Credit: 3 semester hours.

5811 Administration and Supervision of Special Education Services and Compensatory Reading Programs and No Child Left Behind
Reviews specific goals, policies, procedures, and responsibilities to meet student needs and statutory requirements dealing with programs serving special populations and reading services. Credit: 3 semester hours.

5925 Maintaining Matriculation
Master's degree students not registered for other courses must register for 5925 until all degree requirements are completed and the degree is granted. No credit. Fee $50 per semester. Offered each semester.

5935 Maintaining Matriculation
Professional Diploma students not registered for other courses must register for 5935 until all degree requirements are completed and the degree is granted. No credit. Fee $50 per semester. Offered each semester.

5940 Maintaining Matriculation
Doctoral students who have NOT passed their comprehensive examinations and are NOT registered for other courses must register for 5940 until all degree requirements are completed and the degree is granted. No credit. Fee $50 per semester. Offered each semester.

5950 Internship
Practice at the building level in resolving questions of coordination, mediations, and resource allocation dealing with individual schools and their settings. Credit: 3 semester hours.

5951 District Internship
Practice at the district level in resolving questions of community involvement, staffing problems, instructional applications and monitoring, staff and program development, and financial issues. Credit: 3 semester hours.

6100 Psychology of Women: Implications for Counseling and Career Development
This course encompasses the psychology of women including special concerns for counseling women in educational, personal, marital, vocational and sex equity areas. Credit: 3 semester hours. (Q)

6120 Counseling Issues for Effective Parenting
This course is designed to help counselors work cooperatively with parents and/or guardians to develop effective home-school or agency partnerships on critical parenting issues in diverse cultures. Credit: 3 semester hours. (Q)

6122 Orientation to Multicultural School Counseling
This course is designed for beginning school counseling students and provides an orientation to the profession, addresses ethical and legal standards and practices, technology, and current research. Credit: 3 semester hours. (Q, SI)

6204 Adjustment to Disabling Conditions
This course examines the sociological and psychological impact of disability upon persons with disabilities and their families. Credit: 3 semester hours. (Q, SI)

6205 Group Dynamics
This course focuses on the small group, including goal setting, group pressure, leadership factors and member roles. Group process is learned as students participate in a personal growth group as a part of the course. Credit: 3 semester hours. (Q, SI)

6206 Psychosocial Development: A Multicultural Perspective
This course focuses on psychosocial factors involved in understanding individuals across the lifespan in various subcultures. Credit: 3 semester hours. (Q, SI)

6208 Counseling and Personality Theories
This course reviews the major theories of personality, analyzes their similarities and differences, and relates these theories to counseling techniques. Credit: 3 semester hours. (Q, SI)

6240 The American College Student and College Environment
This course addresses the characteristics of and issues related to the changing populations within American colleges including multicultural students, foreign, and nontraditional students. Credit: 3 semester hours. (Q, SI)

6241 Student Development Services in Higher Education
This course addresses the history and philosophy of higher education including philosophical foundations, student development functions, organizational patterns, and student service delivery systems. Credit: 3 semester hours. (Q)

6242 Administration of Student Development Programs in Higher Education
This course examines basic concepts of administration of student development programs in colleges and universities, including the roles of trustees, administrators and faculty. Credit: 3 semester hours. (Q)

6243 Legal Issues in Higher Education
The law, including legislative enactments and court decisions related to counseling and student personnel services and administrative policy in higher education, are the major focus of this course. Credit: 3 semester hours. (Q)

6262 Psychological Testing
This course involves the study of psychological testing with emphasis on reliability, validity and use of various psychometric instruments. Credit: 3 semester hours. (Q, SI)

6264 Counseling Skills and Techniques
This is the introductory course in the essential process of counseling through the use of counseling transcripts, tapes, micro counseling and role-playing techniques. Credit: 3 semester hours. (Q, SI)
6267 Practicum in Group Counseling
Prerequisites: Completion of core courses and 6305. Students must file application with program advisor the semester prior to enrollment in the practicum. This course provides experience in theories, procedures, and research in-group counseling. Credit: 3 semester hours. (Q, SI)

6268 Practicum in Group Counseling with Bilingual Students
The prerequisites and course description are the same as 6267, except that candidates meet regularly with small groups of bilingual/bicultural students. (Q)

6301 Career Development
Prerequisites: 6203 or 6204; 6262. Career development focuses on the tools and techniques that counselors utilize in order to assist individuals in developing educational and vocational plans. Credit: 3 semester hours. (Q, SI)

6302 Practicum in Rehabilitation Counseling
Prerequisites: Completion of core and specialization courses. Student must file application with program advisor the semester prior to enrollment in practicum. This course is designed to provide the advanced master's level student with a practical laboratory experience in rehabilitation counseling, including vocational adjustment and placement of individuals with disabling conditions. Credit: 3 semester hours. (Q, SI)

6303 Practicum in College Student Development
Prerequisites: Completion of core and specialization courses. Students must file application with program advisor the semester prior to enrollment in practicum. This course is designed to provide the advanced master's level student with practical experience in college student development. Credit: 3 semester hours. (Q, SI)

6305 Practicum in School Counseling
Prerequisites: Completion of core courses. Student must file application with program advisor the semester prior to enrollment in practicum. This course is designed to provide advanced students with clinical experiences in school counseling. Credit: 3 semester hours. (Q, SI)

6306 Practicum in School Counseling with Bilingual Students
The prerequisites and course description are the same as 6305, except that candidates meet regularly with individual bilingual/bicultural students in a multicultural school setting. Credit: 3 semester hours. (Q)

6307 Research in Counseling
This introductory course in counseling research focuses on the major types of research and the critical issues in the professional literature. Credit: 3 semester hours. (Q, SI)

6364 Counseling the Substance Abuser
This course addresses the biological, psychological and sociological factors related to use of alcohol and drugs. Credit: 3 semester hours. (Q)

6421 Psychology of Vocational Adjustment
Prerequisites: 6301. Study of human behavior in the social milieu from psychological, sociological, anthropological, economic and political resources relative to vocational development and adjustment. Credit: 3 semester hours. (Q, SI)

6424 Case Studies and Community Resources in Counseling
Prerequisites: 6203 or 6204, and 6208, 6264, 6262, 6301. This course addresses the dynamics of counseling clients with a variety of developmental and crises type problems and looks at the community resources available to address these problems. Credit: 3 semester hours. (Q, SI)

6425 Rehabilitation Counseling
An introductory course designed to study the historical antecedents, philosophy of rehabilitation, the psychological implications of disabilities, and the reactions of individuals to their disability status. Credit: 3 semester hours. (Q, SI)

6435 Medical and Psychosocial Aspects of Disability
This course covers the effects of chronic diseases and debilitating conditions, the psychosocial impact of these conditions, and appropriate counseling interventions for facilitating adjustment. Credit: 3 semester hours. (Q, SI)

6455 Directed Study in Counselor Education
Prerequisite: Permission of the Advisor and the Program Coordinator. Directed study in an area of competence relevant to the student's counseling program. Student works with an advisor to develop an appropriate study plan. Credit: 3 semester hours. (Q)

6463 Marital and Family Counseling
This course provides an introduction to the field of marriage and family counseling with major emphasis given to systems approaches. Credit: 3 semester hours. (Q, SI)

6563 Marriage and Family Counseling, Advanced
Prerequisite: 6463. A didactic-experiential course for advanced students to examine major approaches used in marriage and family counseling. Credit: 3 semester hours. (Q)

6590; 6591 Internship in School Counseling
Prerequisite: Permission of the Program Coordinator. Students must consult with an advisor and file an application the semester prior to enrollment in the internship. Internship candidates are placed in appropriate supervised sites at cooperating colleges and universities. 300 hours are required for every three hours of course credit. (Q)

6592; 6593 Internship in Bilingual School Counseling
The prerequisites and course description are the same as 6590 and 6591, except that the field site is a multicultural school and the candidate works primarily with bilingual/bicultural students. Credit 3–6 semester hours. (Q)

6595 Organization and Administration of Personnel Services
This course focuses on techniques, problems, and duties of each member of the personnel team. Credit: 3 semester hours. (Q, SI)
6606 and 6607 Supervision of Counseling I, II
Prerequisites: Completion of master's program in counseling. Adequate experience as a practitioner. Permission of the Program Coordinator.
This course involves the evaluation and critique of counseling procedures through actual supervision of counselor trainees. Credit: 3–6 semester hours. (Q)

6650 Consultation and Evaluation
Prerequisite: Completion of 36-credit program in counseling. This course is designed to provide theory and practice in consultation with counselors who are employed in a variety of counseling related settings. Credit: 3 semester hours. (Q, SI)

6925 Maintaining Matriculation
Master's students not registered for other courses must register for 6925 until all degree requirements are completed and the degree is granted. No credit. Fee: $50. Offered each semester. (Q, SI)

6935 Maintaining Matriculation
Professional Diploma students who have not registered for other courses must register for 6935 until all diploma requirements are completed and the diploma is granted. No credit. Fee: $50. Offered each semester. (Q, SI)

7000 Sociological/Psychological Foundations of Learning
This course provides a comprehensive and balanced coverage of the theories and basic concepts of human growth and development from birth through adolescence. Sociocultural, critical ecological, multicultural feminist analyses are provided. Credit: 3 semester hours. (Q, SI)

7001 Curriculum and Instruction
Basic theories and principles of curriculum and instruction; emphasis on developing and designing a curriculum plan, as well as historical, philosophical, and social foundations of curriculum.

7003 Current Issues and Change Theory in Curriculum
Controversial issues related to teaching, learning supervision and curriculum change; essential of knowledge that shapes a person's philosophy of curriculum.

7004 Essential Readings in Curriculum in the 20th-Century
Important books of the 20th century, which have shaped curriculum. Includes the primary works authored by liberal and conservative thinkers including Dewey and Counts on the Left and Adler and Hirsch on the Right. Ideal for the reflective student.

7114 Early Childhood Education Associate Teaching
Prerequisite: Completion of pedagogical coursework (36 cr.) and permission of the Graduate Committee on Associate Teaching. Observation and participation in teaching in an early childhood school under University supervision at both the Pre-K and the grades 1-2 levels, 4-1/2 days per week. Attendance at weekly seminars is required. Credit: 3 semester hours. (Q, SI)

7115 Childhood Associate Teaching
Prerequisite: Completion of pedagogical coursework (39 cr.) and permission of the Graduate Committee on Associate Teaching. Observation and participation in teaching in an approved elementary school under University supervision at both the primary (1-3) and elementary levels, 4-1/2 days per week. Attendance at weekly seminars required. Credit: 3 semester hours. (Q, SI)

7117 Adolescent Education Associate Teaching
Prerequisite: Completion of pedagogical coursework and permission of the Graduate Committee on Associate Teaching. Observation and participation in teaching in an approved secondary school under University supervision at both the grades 7-9 and the grades 10-12 levels, 4-1/2 days per week. Attendance at weekly seminars required. Credit: 3 semester hours. (Q)

7120 Individualization: Diagnosing Students' Instructional Needs
The development of diagnostic skills to analyze individual learning styles and to then develop instructional prescriptions on the basis of that data. Credit: 3 semester hours. (Q, SI)

7122 Programs in Early Childhood Education
This course examines historical and current perspectives on the role of play in children's development and learning in all domains: cognitive, linguistic, physical, emotional, social, and aesthetic. (Fieldwork required.) Credit: 3 semester hours. (Q)

7123 Creative Arts in Linguistically/ Culturally Diverse and Inclusive Early Childhood Settings
Through workshop experiences, readings, and reflection, students become familiar with process-oriented approaches to young children's creativity in the arts and with rationales for infusing creative arts into curriculum. (Fieldwork required.) Credit: 3 semester hours. (Q)

7124 Literature in Early Childhood Education
This course explores the important role of literature in developing young children's oral language and literacy in relation to current early childhood performance standards in the language arts. Credit: 3 semester hours. (Q)

7126 Observing and Recording the Behavior of Young Children in Early Childhood Settings
This course explores the reasons for and methods of observing young children and teacher-child interaction in diverse early educational settings. (Fieldwork required.) Credit: 3 semester hours. (Q)

7127 School, Family and Community Partnerships for Early Childhood Professionals
This course takes an ecological perspective on supporting children's learning and development through strengthening positive links between school, family, and community. Credit: 3 semester hours. (Q)

7128 Integrated Curriculum in Early Childhood
Students learn to design and implement curriculum that builds on children's prior knowledge to address state learning standards in social studies, language arts, science and mathematics. (Fieldwork required.) Credit: 3 semester hours. (Q)

7129 Mathematics and Science in Early Childhood
In this course, students explore the teaching and learning of scientific and mathematical concepts and processes through content of relevance and interest to children, Pre-K through second grade. Credit: 3 semester hours. (Q)

7135 Current Trends and Research in the Teaching of Social Studies
Current practices and trends; an examination of selected innovative programs and the development of skills and techniques for social studies instructions. (Fieldwork required.) Credit: 3 semester hours. (Q, SI)

7136 Current Trends and Research in the Teaching of Science
Current practices, trends and examination of selected innovative programs and the development of skills and techniques for instruction in science. (Fieldwork required.) Credit: 3 semester hours. (Q, SI)

7137 Current Trends and Research in the Teaching of Mathematics
An examination of the present-day curriculum in elementary school mathematics in addition to current practices and trends with emphasis on the content of modern mathematics. Fieldwork required. Credit: 3 semester hours. (Q, SI)

7138 Current Trends and Research in the Teaching of Language Arts
Current practices and trends; examination of selected innovative programs and the development of skills and techniques for language arts instruction. Credit: 3 semester hours. (Q, SI)
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7195 Teaching and Learning: Childhood
This course is designed to provide prospective teachers of elementary school students with focused knowledge of learning and development as they relate to teaching strategies and techniques. (Fieldwork required.) Credit: 3 semester hours. (Q, S)

7211 Educational Research and Data Analysis II
This course extends the study of statistical inquiry begun in EDU 5655. It will address more advanced univariate statistical methods, principles of measurement, power analysis and effect size. Students will learn to use techniques such as multiple correlation/regression and the analysis of variance and covariance to analyze and interpret the results of experimental and on-experimental studies. Prerequisite: 5655. Credit: 3 semester hours.

7217 Creating Basic Audiovisual Media (CFLIS 217)
Creation and evaluation of multi-media programs for all libraries. Independent projects will require additional laboratory time. Credit: 3 semester hours. Field trip may be required. Library Science fee: $25.

7222 Historical Perspectives and Current Trends in Curriculum Development
This course focuses upon current issues and problems within the field of curriculum. The course examines conceptions of curriculum as well as historical, philosophical, social, and intellectual foundations of those conceptions. Credit: 3 semester hours. (Q, S)

7232 Individualization: Prescribing for Student Learning Styles
The development of process skills for individualizing instruction and prescriptive skills for designing and implementing Contract Activity Packages and small group instructional techniques. Credit: 3 semester hours. (Q, S)

7238 Designing Innovative Instructional Materials
Prerequisite: 7232. The design and development of innovative instructional materials for individualizing instruction. Included are the creation of and research with tactical and kinesthetic instructional materials, contract activity packages, programmed learning sequences and multisensory instructional packages. The similarities and differences are examined and field-tested in school-related instructional situations. Credit: 3 semester hours.

7266 Technology for Teaching Literacy Applications in Regular and Special Education Settings
Technology utilization for literacy-based instruction. Emphasis is placed on the ways that technology can be used in the classroom to acquire information, communicate, and enhance learning in grades Pre K–5. Credit: 3 semester hours. (Q, S)

7267 Technology for Literary-Based Applications in Content Area Learning in Regular and Special Education Settings
Technology utilization for literary-based instruction in the content areas. Emphasis is placed on the ways that technology can be used to acquire information, communicate, and enhance learning in grades 6–12. Credit: 3 semester hours. (Q)

7290 Human Relations in Inclusive Settings
The course will focus on improving communication skills and relationships with parents, students, administrators, and members of the community in a multicultural society. Credit: 3 semester hours. (Q, S)

7295 Teaching and Learning Adolescent
This course involves planning for instruction with a view toward differentiated instructional strategies for all students in the several content areas, paying special attention to current standards. Credit: 3 semester hours. (Q)

7319 Approaches, Strategies and Materials for Literacy Development
Study of various approaches to reading instruction; analysis of strengths and weaknesses of each mode; classroom grouping and management procedures for reading instruction. Credit: 3 semester hours. (Q, S)

7334 School Media Centers (CFLIS 234)
Introduction to the organization and functions of school media centers. Discussion of the educational setting, program relationships within the school and the community, finances and budgeting, staffing, services and program planning. Emphasized are operations of the building level media program. Credit: 3 semester hours. Field trip required.

7399 Field Research in Reading and Learning
This course serves as a combined seminar and practicum in which a variety of approaches to teaching students to read are explored and field-tested. Students are required to use previous research as the basis for the development of experimental study focuses on the application of varied reading ideologies for students with diverse learning styles and to submit their findings in a manuscript for publication. Credit: 3 semester hours.

7410 Identification of the Gifted and Talented
This course includes multiple instruments, interviews, observational procedures and performance tests to identify the gifted and talented. Credit: 3 semester hours. (Q, S)

7412 Teaching Creative Thinking and Problem Solving to Gifted and Talented Students
This course responds to immediate and long-range needs of gifted students by promoting the achievement of basic skills and experience in creative thinking and problem solving. Credit: 3 semester hours. (Q, S)

7440 Designing, Implementing and Evaluating In-Service Programs
This course examines, though reading and discussion of current research and literature, characteristics as well as theoretical frameworks of effective in-service design processes. Models of effective in-service programs are analyzed and adapted to address students' educational needs and settings. Credit: 3 semester hours.

7500 Internship Seminar in Instructional Leadership
The internship application form and proposed program must be submitted to the Coordinator of the Internship Program, Division of Administrative and Instructional Leadership, St. John's University at least two month prior to the session in which the applicant plans to carry out his/her internship. Credit: 3 semester hours.

7550 Planning for Curriculum Development in Secondary Schools
Theories of learning and relevant research; study of the curriculum decision-making process; research evaluation and practice concerning operational aspect of educational objectives; behavioral analysis of educational tasks. Credit: 3 semester hours.

7579 Observational Analysis for Teachers
Macro-and micro-analysis of teaching through the use of affective, cognitive, verbal and non-verbal observational systems. Credit: 3 semester hours.

7580 Analysis of Teaching and Educational Process
The relationships that exist between instructional objectives and teaching behavior; applications of human development and learning concepts as they relate to specialized teaching methods and materials. Research results and selected generic theories of teaching behavior are used to extend the teacher's concept of the teaching-learning process. Credit: 3 semester hours.

7585 Assessment and Evaluation (formerly 7297,7298)
This course focuses on formal and informal means of assessing students' learning and the teacher's analysis and improvement of his/her own practice through connecting this process with the relevant research. Credit: 3 semester hours. (Q, S)

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7590 Communications and Human Relations
The educational implications of prejudice and sexism are examined as well as the development of skills necessary to identify needs of adolescents; training for group facilitating related to the classroom and the development of communication skills are also discussed. Credit: 3 semester hours.

7665 Computers: Programming and Applications in Management and Education
An overview of administrative and instructional uses of the computer in educational settings. This course is designed to help school personnel (teachers, administrators, curriculum specialists and school board members) make decisions about the future use of computers in education. The course provides a systematic way of mapping curriculum usage in technology: selecting software, selecting hardware, developing materials and then implementing the chosen material. Credit: 3 semester hours.

7666 Advanced Technology in Education
(Prerequisite: permission of instructor.) Recent advances in technology are examined in terms of research implications and classroom applications. Included are the study and creation of interactive multimedia reports. Credit: 3 semester hours. (Q, SI)

7668 Computer Technology in Education
This course considers the three ways in which computers can be used in instruction: as tutors, tools, or tutees. Examples of each of these uses are examined in terms of the theories of learning and curriculum implicit in each. Authoring systems, which allow teachers to design computer-assisted instruction, are used. Credit: 3 semester hours.

7701 Research and Development in Innovative Instructional Strategies (K-adult)
Research in and development of diagnostic skills to analyze individual learning styles and the subsequent designing of instructional prescriptions based on each student's unique characteristics. Credit: 3 semester hours.

7702 Innovative Strategies in Secondary Settings
This course provides an overview to traditional structures, strategies and styles and examines these in the light of current research concerning key trends and practices today. Fieldwork required. Credit: 3 semester hours. (Q)

7703 Analysis of Alternative Innovative Strategies
The purpose of this course is to examine educational alternatives through historical, sociological and philosophical analyses of schools and education. Study of the origin, the characteristics and the current directions of educational alternatives provide the framework for this course. Credit: 3 semester hours. (Q)

7708 Trends and Techniques in the Evaluation of Programs
(Prerequisites EDU 5655 and 7211) This course examines current major approaches to formative and summative. It considers the establishment of evaluation criteria and standards, data gathering and analysis techniques, maximizing use of evaluation data, criteria for assessing effective evaluations, and ethical issues. Credit: 3 semester hours.

7712 Change Theory and the Curriculum
The purpose of this module is to help the students enrolled to better understand the organization of schools and systems and to suggest ways curriculum specialists can bring about educational change in a systematic and planned way. Curriculum change strategies and tactics based upon recently developed scientific knowledge, concepts, and theory are considered. Credit: 3 semester hours.

7715 Issues in Curriculum: Theory and Development
This course reviews the historical evolution of curriculum as a field as well as the works of those who have contributed to this evolution. Traditional as well as contemporary conceptions of curriculum theory, design, and development are compared. Credit: 3 semester hours.

7800 Multivariate Data Analysis
Prerequisite: EDU 5655 and 7211. This course examines advanced research and statistical design approaches, including multivariate analysis, multiple regression, causal modeling, factor analysis, multiple regression, causal modeling, factor analysis, instrument validity and reliability analysis and meta-analysis. Credit: 3 semester.

7890 Independent Study
Prerequisite: Permission and approval of Chairperson is required. Open to only qualified students who wish to pursue and advanced research project in a curriculum or teaching area under staff supervision. This course may be repeated for credit with the permission of the Chair. Credit: 3 semester hours. (Q, SI)

7900 Qualitative Research: Methodology and Analysis
This course focuses on a variety of qualitative approaches to discipline and inquiry that can be brought to bear on the problems in education and also examines underlying theoretical frameworks of these approaches. The course provides opportunities for students to develop knowledge and skills in the various qualitative techniques and methods. Credit: 3 semester hours.

7901 Educational Research and Data Analysis Ill
Prerequisites: 5655 and 7211. This course advances the principles and concepts developed in EDU 5655 and EDU 7211. The course will include instrument development, data collection strategies, and advanced data analysis techniques using statistical software.

7925 Maintaining Matriculation
Master's degree students not registered for other courses must register for 7925 until all degree requirements are completed and the degree is granted. No credit. Fee: $50 per semester. Offered each semester. Credit: 3 semester hours. (Q, SI)

7935 Maintaining Matriculation
Professional Diploma students not registered for other courses must register for 7935 until all degree requirements are completed and the degree is granted. No credit. Fee: $50 per semester. Offered each semester.

7940 Maintaining Matriculation
Doctoral students not registered for other courses must register for 7940 until all degree requirements are completed and the degree is granted. No credit. Fee: $50 per semester. Offered each semester.

7990 Doctoral Research Seminar
Original research leading to the doctoral degree. Students who have passed the doctoral comprehensive examination and completed all course work requirement register for Research Seminar for three credits for each semester until the dissertation is completed and the degree is awarded. Credit: 3 Semester hours.

9001 Foundations of Bilingual and Second Language Education
History, and legal/political underpinnings of American education with an emphasis on programs for linguistically diverse learners; examination of exemplary principles, policies, educational models, research, assessment and technology. Credit: 3 semester hours. (Q, O)

9002 Psychology and Sociology of Language and Bilingualism
Social and psychological aspects of bilingualism in the context of current theory and research on first and second language acquisition and use from birth through adolescence. (Five hours of field experience.) Credit: 3 semester hours. (Q, O)

9003 Literacy Development for First and Second Language Learners
Provides students with theory and practice and necessary knowledge and skills for teaching literacy and language arts to monolingual and linguistically/culturally diverse learners. (Field work of 15 hours required.) Credit: 3 semester hours. (Q, O)
9004 Content Area Instruction for Linguistically/Culturally Diverse Learners
Prepares students with the necessary skills for teaching science, mathematics, and social studies through English as a second language and, as a means for improving English language skills. (Field work of 15 hours required.) Credit: 3 semester hours. (Q, O)

9005 Teaching English to Speakers of Other Languages: Theory and Practice
Survey of the theoretical and the practical aspects of teaching English to speakers of other languages for all age groups and language proficiency levels. Credit: 3 semester hours. (Q, O)

9006 Human Development in Cross-Cultural Perspective
Presents a cross-cultural framework for the study of birth through adolescent development. Emphasis is placed on the effects of cultural, heritage characteristics, and socioeconomic levels. Credit: 3 semester hours. (Q, O)

9007 Teaching Strategies in the Bilingual Classroom: Reading and Language Arts
Provides students with the necessary knowledge and skills for teaching reading and the language arts in the native language of the pupils. Credit: 3 semester hours. (Q, O)

9010 (cf. EDU 9710) Linguistics for Teachers of English Language (ELL) and Exceptional Learners
An introduction to the fundamental principles of descriptive and theoretical linguistics and the application of linguistic analyses to the teaching of language. (Field work of five hours required.) Credit: 3 semester hours. (Q, O)

9012 Methods of Language and Academic Assessment for ELLs and Exceptional Learners
Methods for adapting and utilizing instruments to assess language proficiency and cultural learning in TESOL, bilingual education and exceptional learners with second language competencies. (Field work of ten hours required.) Credit: 3 semester hours. (Q, O)

9013 Research in Language, Culture and Communication
Exploration of human communication in its cultural context, focusing on contemporary theory and issues in sociolinguistics and ethnography of communication. (Includes field experience.) Credit: 3 semester hours. (Q, O, SI)

9014 Practicum and Seminar in TESOL
Open only to TESOL majors and prerequisite core courses needed. Observation and field-based teaching in elementary and secondary level TESOL classrooms, under University supervision. Attendance at a weekly on-campus seminar is required. Credit: 3 semester hours. (Q, O)

9015 Structure of the English Language
Linguistic description and analysis of the major subsystems of present-day American English; phonology, morphology, and syntax. Analysis of major challenges in English grammar for ELLs. Credit: 3 semester hours. (Q)

9017 Literacy Development Methods for Dialect and Other English Speakers
This course examines the increasing number of speakers of diverse dialects of English and various World Englishes that teachers encounter in their classrooms, and their impact on language teaching and learning. Credit: 3 semester hours. (Q)

9070 Collaborative Partnerships, Strategic Instruction and Material Adaptations in Inclusive Settings: Childhood
Consultation, collaboration and teaming will be investigated as well as supporting families of students with disabilities and achieving partnerships between general and special educators. (Field work required, 15 hours.) Credit: 3 semester hours. (Q, SI)

9071 Practicum in Mildly/Moderately Handicapping Conditions
Prerequisites: A minimum of 24 semester hours in approved special education courses and permission of the instructor. This course is open only to special education majors who have selected a concentration in mildly/moderately handicapping conditions. Students enrolled in the course are required to complete at least 150 documented contact hours with mildly/moderately handicapped children or youth in public or private school settings, clinics and hospitals. The course also includes a weekly seminar. Credit: 3 semester hours.

9072 Practicum in Special Education: Childhood
Prerequisites: Core Special Education Courses and permission of instructor. In this combined practicum seminar course, participants will apply instructional strategies in educational settings. A minimum of 100 field hours is required. Credit: 3 semester hours. (Q)

9074 Collaborative Partnerships, Strategic Instruction and Material Adaptations in Inclusive Settings: Adolescent
Consultation, collaboration and teaming are investigated as well as supporting families of students with disabilities and achieving partnerships between general and special educators. (Field work required, 15 hours) Credit: 3 semester hours. (Q, SI)

9077 Planning and Managing Teaching and Learning Environments
Theories and practice for creating and managing environments that foster learning, acceptance, positive behaviors, and developing techniques for differentiated instruction (Field work required, 15 hours.) Credit: 3 semester hours. (Q)

9078 Practicum in Special Education: Adolescent
Prerequisites: Core Special Education Courses and permission of instructor. In this combined practicum seminar course, participants will apply instructional strategies in educational settings. A minimum of 100 field hours is required. Credit: 3 semester hours. (Q, SI)

9170 (CF 9010) Linguistics for Teachers of English Language (ELL) and Exceptional Learners
An introduction to the fundamental principles of descriptive and theoretical linguistics and the application of linguistic analyses to the teaching of language are presented in this course. Credit: 3 semester hours. (Q)

9171 Education of Individuals with Exceptionalities
Presents an overview of issues, theory, and practice that impact exceptional learners, students with diagnosed disabilities, gifted/talented pupils, English Language Learners, and children at risk for school failure. (Q, SI, D) “D” indicates that course is offered through distance learning or on-line.

9172 Educational Assessment of Individuals with Exceptionalities
Centers on the diagnosis and evaluation of individuals with exceptionalities. Field experience of 30 hours with interviews, observations, and assessment procedures in school, clinic and/or community settings. Credit: 3 semester hours. (Q, SI)

9173 Cognitive Theories Applied to Special Populations
This course examines theoretical perspectives that have influenced regular and special education practices and how each theory has been applied in special education settings. Credit: 3 semester hours. (Q, SI)

9176/(CF EDU 3278) Curriculum and Instructional Design for Teaching Literacy to Individuals with Exceptionalities: Childhood
Examines theories of effective ways in which children with exceptionalities process and learn from the oral and written languages. (Field work required.) Credit: 3 semester hours. (Q, SI)

9177 (CF EDU 3228) Curriculum and Instructional Design for Teaching Literacy to Individuals with Exceptionalities: Adolescent
Examines theories of effective ways in which adolescents with exceptionalities process the oral and written language:discusses approaches, methods and materials that would assist such learners in developing and enhancing literacy skills: shows how to plan and implement specific techniques that focus on teaching reading and writing in the English language arts and content area subjects:include curriculum adaptation and design and monitoring techniques (field work required). Credit: 3 semester hours. (Q, SI)

9178 Curriculum and Instructional Design for Individuals with Exceptionalities: Math, Science and Social Studies
Focuses on planning and implementing programs in mathematics, social studies and science with 20 hours of field experience required. Credit: 3 semester hours. (Q)
9719 Principles of Applied Behavior Analysis and Positive Behavioral Supports
This course familiarizes special education teachers with appropriate behavioral approaches and methods for the instruction and management of individuals with disabilities. Credit: 3 semester hours. (Q, D) "D" indicates that course is offered through distance learning or on-line.

9720 Applications of Behavior Management Techniques
This course follows EDU 9719. Participants will learn practical applications of ABA techniques and will develop behavior management plans to apply in simulated and actual settings. (Field experience of 15 hours.) Credit: 3 semester hours. (Q)

9727 Teaching Culturally and Linguistically Different Exceptional Individuals: Reading and Language Arts
An overview of teaching Culturally and Linguistically Different Exceptional (CLDE) individuals: that is, limited English proficient students with handicapping conditions. Credit: 3 semester hours.

9728 Methods/Materials for Teaching Culturally and Linguistically Different Exceptional Individuals: Mathematics, Science and Social Studies
This course is an overview of teaching the "content area"—mathematics, science, and social studies—to Culturally and Linguistically Different Exceptional (CLDE) Individuals. Credit 3 semester hours. (Q)

9729 Practicum in Bilingual Special Education
This course is designed to provide the student with a field experience in the teaching of exceptional individuals whose English proficiency is limited. Its focus is on the teacher's ability to apply appropriate educational methods and to select appropriate materials to meet the individual and group needs of the particular individuals he or she is teaching in various settings. A minimum of 150 field hours is required. A weekly seminar is conducted. Credit: 3 semester hours. (Q)

9730 Effective and Reflective Instruction through the Case Study Method
Class members reflect, problem-solve and apply knowledge of learning theories and effective teaching practices through case studies of students with special needs and enhance decision-making skills through the analysis of problems portrayed in case studies. Credit: 3 semester hours. (Q)

9732 Educational Diagnosis of Bilingual Exceptional Individuals
This course is designed to acquaint the student with tools and procedures used to assess school-age individuals' functioning in the processes underlying learning and in the skills acquired in school. Credit 3 semester hours. (Q)

9737 Early Childhood Special Education
Provides an understanding of child development for young children with exceptional needs. Identification, assessment, and intervention strategies are presented. Credit: 3 semester hours. (Q, SI)

9741 Reviewing Research In Special Education and Reading
This course presents an overview of research methods used in special education and reading and applies findings to practice with students with special needs. Credit: 3 semester hours.

9925 Maintaining Matriculation
Master's students not registered for other courses must register for 9925 until all degree requirements are completed and the degree is granted. No credit. Fee: $50 per semester. Offered each semester. (Q, SI)

For a complete listing of approved courses, please contact the Dean's office.
Counselor Education; Working with Mental and Learning Styles. 

Rebekah Z. Fassler, Assistant Professor, B.A., State University of New York; M.S., Queens College, CUNY; Ph.D., New York University; D. Hum. (HON). Education, Arts Education, Administration and Assessment.

Zarif F. Baciulous, Professor, B.S., Cairo University; M.A., P.D., Teachers College, Columbia University; Ph.D., New York University. Educational Administration, Organizational Theory, Instructional Supervision and Instructional Leadership, Research Design, Economic Development Through Education.

John D. Beach, Associate Professor, B.A., State University of New York; M.A., Binghamton University, State University of NY; M.S., C.W. Post Center; Ph.D., University at Albany, State University of New York. Literacy Education; Guided Reasoning For Higher Order Comprehension; Children’s Literature and Literacy Development.

James S. Bethea, Assistant Professor, B.S., Mount Olive College; M.S., Boston University; Ph.D., The University of Iowa. Spirituality in Counseling; Students with Disabilities, Substance Abuse, and International Rehabilitation in Poor and Developing Countries.

Brett Elizabeth Blake, Associate Professor, B.A., State University of New York, Stony Brook; M.A., Northwestern University; Ph.D., University of Illinois. Socio-cultural dimensions of adolescent language and literacy development among urban and English-language learners; language acquisition; gender equity; curriculum reform in middle schools.

Karen Burke, Associate Professor, B.A., St. Joseph’s College; M.S., College of New Rochelle; Ed.D., St. John’s University. Individualization Instruction; Teaching and Learning Styles.

James R. Campbell, Professor, B.S., Fordham University; M.S., Syracuse University; Ph.D., New York University. Instructional Process and Analysis; Gifted Education.

Rita Stafford Dunn, Professor, B.A., City College of New York; M.A., Hunter College; Ed.D., New York University. Instructional Process and Analysis; Gifted Education.

Rebekah Z. Fassler, Associate Professor of Education; B.A., McGill University; M.A., Columbia University; M.S., Bank St. College; Ed.D., Teachers College, Columbia University. Enhancing teachers’ responsiveness to linguistically diverse student populations; teachers’ concepts of Developmentally Appropriate Practices; integrated curriculum for young students at-risk; use of arts in enhancing literacy development.

Andrew D. Ferrandini, Assistant Professor, B.S., M.S., P.D., Ed.D., St. John’s University. Counseling Education; Working with Mental Illness and Dual Diagnosis Individuals; Assisting Troubled Teens with Substance Abuse and Truancy.

Grace Friedman, Assistant Professor, B.A., City College of New York; M.S., Bank Street College; Ed.D., Rutgers University. Teacher Development; Early Childhood and Elementary Education; Cross-Cultural and linguistic barriers to achievement, and Action Research.

Gene A. Geisert, Associate Professor, B.A., M.A., University of Toledo; Ph.D., University of Michigan. Educational Administration; Collective Negotiations; Computer Technology and Applications; Administrative Leadership.

James F. Gregory, Associate Professor, B.A., LaSalle College; M.Ed., University of Pittsburgh; Ed.D., Harvard University. Special Education; Demographics and Language/Reading Acquisition in Special Education.

Francine E. Guastello, Assistant Professor, B.S., Sacred Heart University, Connecticut; M.S., E.D., St. John’s University. Literacy; Exploring multi-sensory techniques for teaching dyslexic children and adults; Parental involvement in student academic success; Teaching the diverse learner in an inclusion setting.

Smita Guha, Assistant Professor, B.A., M.A. University of Calcutta; M.Ed., Ph.D. State University of NY at Buffalo. Assessment for Early Childhood Programs. Effective use of technology in classroom instruction.

Aliya E. Holmes, Assistant Professor, B.S., M.S., Ph.D., University of Albany. Teacher mentoring related to technology integration in the classroom; on line learning, professional development.

Jonathan Hughes, Professor, B.A., Ithaca College, M.A.T. Harvard University, Ed.M., Columbia University-Columbia College, M.Phil., Ph.D., Professor of Education; School Business and Finance; Administrative Technology; Educational Governance; Data Analysis.

Ming-hui Li, Assistant Professor, B.A., Soochow University, Taipei, Taiwan; M.A., University of Colorado; Ed.D., Texas Tech University. Counselor Education; Stress and Self-Efficacy as Predictors of Coping; Counseling Socially Troubled Children and parent-Child Relationships.

Mary Ann Maslak, Assistant Professor, B.M.T., B.M.E., Shenandoah University; M.Ed., Ph.D., Pennsylvania State University. Gender Equity in Education; Social Mobility and Education; International and Comparative Education.

Patrick McCabe, Associate Professor, A.A.S., Bronx Community College; B.A., Hunter College, M.S.Ed., Herbert H. Lehman College, Ph.D., Hofstra University. Associate Professor of Literacy; Self-Efficacy in Literacy Learning.

Kevin McGuire, Professor, B.A. Long Island University; M.A. Long Island University; P.D., St. John’s University; Ph.D. New York University. Educational Administration, Education School Business and Finance; Administrative Technology; Educational Governance Data Analysis.

Paul Miller, Associate Professor, B.A., Ohio State University; M.S., Idaho State University; Ph.D., University of Utah. Educational Measurement, Measurement and Statistics Computer Technology, Instructional Design Decision-Making.

Regina Mistretta, Assistant Professor, B.S., St. John’s University; M.S., Brooklyn College; Ed.D., Teachers College at Columbia University. Mathematics Education in Elementary, Middle and Secondary School Levels, Professional Development 1-8, Technology Education in Mathematics.

Deidre Mithaug, Associate Professor, B.A., University of Washington; M.A., M.Phil., Ph.D., Teachers College at Columbia University. Special Education; Self-Determination, Teacher Education, Research in Special Education.

Nancy Montgomery, Associate Professor, B.S., M.S., Indiana University; PhD., New York University. Adolescent Education; English/Literacy Education; especially the teaching of writing, writing with computers and cooperative learning; Arts Education.

Shondel J. Nero, Associate Professor, B.A., Concordia University, Canada; M.A., Ed.M., Ed.D., Teachers College at Columbia University. Bilingual Education and TESOL; English as a Second Language; Standard English as a second dialect; 504, IDEA; Multilingual/Linguistics; Caribbean Language and Culture.

Jeffery Olson, Associate Professor, B.A., University of Utah; J.D., University of Utah, College of Law; Ph.D., Stanford University. Educational Administration School Law, Economics and Finance in Schools and Higher Educational Institutions.

Allan Orinstein, Professor, B.A., City College of New York; M.A., Brooklyn College; M.A.; Ed.D., New York University. Education Curriculum, Instruction and Teaching.

Reene S. Parmar, Professor, B.A., University of Jabalpur (India); M.Ed., Vanderbilt University; Ph.D., University of North Texas. Educational Evaluation, Mathematics for Students with Learning Disabilities, Educational Assessment, Evaluation.

Barbara Peltzman, Associate Professor, B.S., Mills College; M.S., St. John’s University; Ed.D., Columbia University School General Studies.

Yvonne K. Pratt-Johnson, Professor, B.A., State University of New York at Stony Brook; M.S., Georgetown University; M.A., M.Ed., Ed.D., Teachers College at Columbia University. Bilingual Education and TESOL; Literacy Development Among Second Language Learners; Jamaican Creole/Educating Creole-Speaking Students in American Schools.
Peter Quinn, Associate Professor, B.A., Boston College; M.Ed., Salem State College; Ed.D., University of Massachusetts.

Joanne Robertson, Assistant Professor, B.S., St. John's University; M.S., Long Island University; C.W. Post; Ed.D., Hofstra University. Early Literacy Education; Emergent literacy, language acquisition and literacy learning styles of young children.

Deborah Saldana, Associate Professor, B.P.S., Pace University; M.S., Ed.D., University of Texas. Elementary Education; Bilingual and ESL Education.

Richard T. Scarpaci, Assistant of Middle Level Education, B.A., St. Francis College; M.A., Brooklyn College; Ed.D., Fordham University. Systemic Change, Governance, Innovative Funding.

Barbara Signer, Professor, B.A., Hunter College; M.A., University of Michigan; Ph.D., University of South Florida. Mathematics Education; Instructional Technology and Distance Learning.

Richard Sinatra, Professor, B.A., Lafayette College; M.S., Ph.D., Hofstra University. Literacy Education: The Reading and Writing Process; Cognitive Mapping, Classroom Applications, Out-of-school time programs for at-risk students.

Jessica Singer, Assistant Professor, B.A., William Smith College; M.A., M.S. Ed., M.Phil, Ph.D., Columbia University-Columbia College. Special Education; Applied Behavior Analysis/Research in Verbal Behavior.

John Spiridakis, Professor, B.A., State University of New York at Stony Brook; M.S., Ph.D., Florida State University. Bilingual/Multicultural Education and TESOL, Bilingual Education.

C. John Tarter, Professor, B.A., California State College; M.A., University of California, Riverside; Ed.D., Rutgers University. Organizational Theory, School Climate, Models of Shared Decision Making, Research Methodology.

O. Paul Wielan, Associate Professor, B.A., Colby College; M.Ed., Ph.D., University of Georgia.

Caroline K. Wilde, Associate Professor, B.S., University of South Carolina; M.H.D.L., University of North Carolina at Charlotte; Ph.D., Florida State University. Education; Student Recruitment; Career Development; Legislative Advocacy Learning Disabilities.
The Peter J. Tobin College of Business

Richard A. Highfield, B.A., M.B.A., Ph.D.
Dean
Susan V. Bradley, B.A., M.B.A.
Assistant to the Dean, Staten Island campus
Nicole Bryan, B.S., M.B.A.
Assistant Dean, Queens Campus
Nejdet Delener, B.S., M.B.A, Ph.D.
Associate Dean for Academic Affairs
Mary Ellen Guthenberg, B.A., M.A., M.B.A.
Senior Assistant Dean
Niall C. Hegarty, B.S., M.B.A.
Assistant Dean, Queens campus
Susan L. McCall, B.B.A., M.B.A.
Assistant Dean and Director of Planning
Kevin L. Shea, B.A., M.B.A.
Assistant Dean, Staten Island campus
Massimiliano Tomassini, B.A., M.B.A.
Assistant Dean and Director, Graduate Center, Rome campus

Objectives
The Peter J. Tobin College of Business prepares graduates for rewarding managerial and professional careers.

Its educational programs combined with progressive technology provide the practical experience, solid knowledge base, strong ethical foundation and global perspective graduates need to make immediate and valuable contributions as business professionals.

The Tobin College of Business faculty carries out its responsibility for this preparation through excellence in teaching, supported by a commitment to applied business research.

Professional Accreditation
This College is a professional school concerned with education in the theory and practice of business administration. It is accredited by the AACSB International—The Association To Advance Collegiate Schools of Business. AACSB International is recognized by the Council on Postsecondary Accreditation and by the U.S. Department of Education as the sole accrediting agency for bachelor’s and master’s degree programs in business administration.

The Tobin College of Business is one of the fewer than 20% of business programs in the world that have attained this prestigious accreditation. The accounting programs at the Tobin College of Business hold specialized accounting accreditation by AACSB International.

Accreditation standards have evolved to meet the contemporary needs of business, the professions, government, and graduate and professional schools. By meeting and maintaining the required level of quality for accreditation in professional education for accounting, business and management, the Masters of Business Administration program of the Tobin College of Business constitutes a sound choice for both the prospective student and for those persons responsible for recruiting students with professional preparation in business administration.

AACSB International standards include an evaluation of faculty adequacy and competence, admissions standards and caliber of the student body, library facilities, computer equipment, financial support of the institution, and the content and breadth of both the professional and non-professional curricular requirements. The professional curriculum in an AACSB International accredited school stresses a working knowledge of the major areas of business activity, proficiencies in the use of analytical techniques in arriving at logical solutions to management problems, and an appreciation for and dedication to the social and ethical responsibilities of the business manager.

Honor Societies and Programs

M.B.A. HONORS
An M.B.A. with honors is awarded to students who have an overall cumulative grade index of B+ (3.5 or better), and in addition write an acceptable research-oriented thesis.

Beta Alpha Psi
The national honor society for financial information students and professionals. The primary objective of Beta Alpha Psi is to encourage and give recognition to scholastic and professional excellence in the business information field. This includes promoting the study and practice of accounting, finance and information systems providing opportunities for self development, service and association among members and practicing professionals and encouraging a sense of ethical, social, and public responsibility.

Beta Gamma Sigma
The Tobin College of Business hosts the Iota chapter of Beta Gamma Sigma, the officially designated honor society of AACSB International. This chapter has been in existence since 1968. To be considered for membership, a student must have graduated or be a candidate for graduation in the current academic year. The election to membership during the spring semester is from the upper 20 percent of the group described above but in no instance will the overall cumulative index be allowed to fall below a 3.75 on the 4.0 scale.

Omicron Delta Epsilon
The Theta Chapter of Omicron Delta Epsilon, the national honor society in economics, was established at St. John’s in 1958. The Theta Chapter is an active honor society, striving to broaden the student’s professional interest in economics. Several times each year, Omicron invites working specialists from the business and financial community to speak on topical problems in their fields of interest. Twice yearly, the Society publishes Business Views, a magazine devoted to economic matters of current interest. New members are formally inducted in the fall semester of each academic year.

Sigma Iota Epsilon
Sigma Iota Epsilon is the national scholastic honor society in management. Its general purpose is two-fold: to encourage and recognize scholarly excellence and to promote cooperation between the academic and practical aspects of management. Membership is open to students interested in management who have an overall GPA of 3.25 and have completed at least 12 graduate credits which must include at least two management courses.

Graduate Executive-in-Residence Program

Henry O. Ruhmke, M.B.A.,
Associate Professor and Director

The Executive-in-Residence Program substitutes for Management 224 which is required of all M.B.A. students. Admission to the program is by invitation only. Students who wish to participate in the program must meet the following criteria:

1. The requirements for enrollment in Management 224.
2. A minimum grade point index of 3.5.
3. Successfully complete an interview with the Program Director.

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The Executive-in-Residence Program is designed to provide a forum for interaction between practicing executives and the business student in order to:

- Improve student analytical skills
- Improve student written and oral communication skills
- Provide additional practical insights into the issues which were examined in previous coursework
- Provide students with the ability to develop effective strategic and business plans

Students, after meeting with organizational executives, work in teams to develop strategic and/or business plans which are then presented to company executives. Participating organizations have included PriceWaterhouseCoopers, The Thompson Corporation (a large British conglomerate), KPMG Consulting, Deloitte and Touche LLP, KeySpan Energy and ADP, Inc. Participating executives have included the chief executive officers, chief financial officers, senior partners, marketing vice presidents, etc.

The Executive-in-Residence Program (EIRP) offers the challenge of independent and cooperative research and analysis as well as providing for the development of individual initiative. Further details may be obtained at the website http://www.sju.stjohns.edu/eirp.

Asset Management Program

Thomas Liaw, Chair,
Economics and Finance

This Student Managed Investment Fund was established as part of the graduate curriculum in Fall 2002. In this program funds are invested by students in companies of their choosing under the supervision of faculty and advisory alumni. This program provides students with practical experience in asset and portfolio management, equipping them to become immediate contributors to trading or portfolio management, and students have the ability to become immediate contributors to trading or portfolio management, equipping them to become immediate contributors to trading or portfolio management.

Students interested in taking this course should contact the Chair of the Economics and Finance department to schedule an interview.

Research Programs

Graduate Research Courses

All M.B.A. candidates are required to take at least one of the following research courses depending on major:

Accounting Majors:
- ACC 232 Critique of Accounting Theory

Taxation Majors:
- TAX 231 Corporate Distributions, Liquidations and Reorganizations

Economics and Finance Majors:
- ECO 231 Fiscal and Monetary Problems and Policies
- ECO 205 International Trade and Investment

Executive Management Majors:
- MGT 221 Decision Support Systems
- MGT 222 Management Information Systems
- MGT 223 Human Resource Management
- MGT 232 Innovations in Organizational Behavior
- MGT 252 Seminar in International Management

Marketing Majors:
- MKT 223 Management of Marketing

Computer Information Systems and Decision Sciences Majors:
- CIS 250 Seminar in Quantitative Analysis

Thesis Alternative

The master's thesis integrates academic knowledge and technical skills by employing them in a research task. It aims to widen and deepen the student's understanding of the broad problems of business by systematic investigation and explanation. The thesis itself takes the form of a written report on a faculty-supervised research undertaking. It provides an opportunity to plan and execute a research study while responding creatively to an intellectual challenge determined by the student's own interests.

The six-credit thesis option (BA 901/902) is strongly recommended by the Tobin College of Business for students with a cumulative grade index of 3.5 or better who seek to explore subject matter of their specialization in great length. The student choosing the thesis option should contact the chairperson of his/her major department to develop academic program specific criteria once he/she has gained a commitment from a faculty member to act as his/her mentor.

Academic Information

Application

In order for an application to be considered, the applicant should submit the following to the Office of Graduate Admissions at the campus he/she plans to attend:

- A completed application
- Official transcripts from all colleges and universities previously attended (foreign documents must be accompanied by a certified English translation)
- Results of the Graduate Management Admission Test (GMAT)
- Two letters of recommendation
- A written statement outlining the applicant's objectives for seeking admission and future plans in relation to graduate business study
- An official score report of the TOEFL examination is required of all applicants with degrees from foreign colleges and universities. 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.
- Resume

Graduate Management Admission Test (GMAT)

As part of the admission requirements, all applicants for the M.B.A. program are required to take the Graduate Management Admission Test (GMAT). The score on this test must be reported to The Tobin College of Business Office of Admissions. Information regarding the GMAT may be obtained from the Educational Testing Service, Box 6103, Princeton, New Jersey 08541-6103 or from the GMAC website www.gmac.com or from the Office of Graduate Admissions at the Tobin College of Business.

English Language Requirements

Foreign students entering The Peter J. Tobin College of Business with an F-1 or J-1 Visa must take the English Language Placement Test. If they are found to be deficient in the above, they must successfully complete the ESL (written and speech) program prior to beginning the second year of their graduate program. The exam is administered by the English Language Program.

Proficiency Requirements

Proficiency in linear algebra, elementary calculus and statistics is required for effective performance in a variety of advanced M.B.A. courses. Moreover, proficiency in these areas permits an integration of analytical techniques which are directly useful for business and financial decisions.

All students entering the M.B.A. program must demonstrate proficiency in the funda-
ments of linear algebra and calculus. Failure to demonstrate such proficiency will make it necessary for the student to complete a three credit preliminary skills course in the subject matter (DS 100).

Time Limitation
In general, courses are on a cycle of two years for the master's degree. Students who are unable to devote their full time to graduate study may extend the time for completing the degree beyond this two year span. However, all requirements for the degree must be completed within five years. In the Tobin College of Business, there are a maximum of 27 credits in core courses (36 credits for Taxation majors, 39 credits for Accounting majors) which students may be required to take, if they have had a minimal undergraduate business background. The five-year time limit will not begin for these students until they enroll in their first 200-level course.

Maintaining Matriculation
Master of Business Administration students not registered for courses during a semester must maintain matriculation in order to return to the program for their remaining courses. A fee of $50 per semester is required to maintain matriculation. A student may only maintain matriculation for two consecutive semesters. Thereafter, a student must reapply to the program.

Academic Warning and Probation
A student in the Tobin College of Business is expected to achieve an index of at least 3.0 (“B”) grade point average for all work carried each semester and to maintain a 3.0 cumulative grade point average for all work carried in the College of Business. A student may take each course only once. A student may take the proper course prerequisites. A student is expected to complete all 100-level course requirements before entering 200-level courses. All material submitted for waiver of 100-level courses must be received for consideration during the student’s first semester of study. No consideration is given to material submitted after the completion of the student’s first semester of study. A student may satisfy core course requirements by passing proficiency examinations administered by the Tobin College of Business. A student may take each proficiency examination only once which must be the next scheduled offering of the examina-

Programs of Study:
Master of Business Administration

The Master of Business Administration degree requires the completion of a minimum of 36 credits either in full-time residence or on a part-time basis. These credits are divided into two parts, the M.B.A. curriculum and the field of specialization. The M.B.A. curriculum has a total of 21 credit hours. The specialization consists of 9 credits in the field of study selected by the M.B.A. candidate. An additional six credits must be completed in business courses outside the student’s major. The thesis alternative, BA 901/902, is available upon consultation with an academic advisor.

Students whose undergraduate degree was not in business may be required to complete certain core courses to fulfill the core courses requirement. Core courses at the graduate level provide a foundation of business knowledge for students whose undergraduate concentration was outside the business area. The number of credits required in the core area is determined on an individual basis depending on the applicant’s undergraduate background. The total degree requirements consist of the M.B.A. curriculum, the field of specialization, courses outside of the specialization, and core courses (where required). It is required that the student request an appointment with a graduate advisor to outline course requirements as soon as possible after admission.

In order to qualify for the M.B.A. degree, a student must complete all courses with a B average (3.0/4.0). Each student’s progress is regularly monitored according to the procedures and criteria established by the Graduate Committee on Academic Standing. Students may request consideration for a maximum of six transfer credits, with a grade of B or higher, from an AACSB accredited college or school, provided the courses have equivalent course offerings at St. John’s and have been completed within a five-year period from the date of conferal for the M.B.A. degree. Once matriculated, students cannot take courses at other institutions for transfer credit except under unusual circumstances and for not more than six credit hours.

No student may enroll in a course without the proper course prerequisites. A student is expected to complete all 100-level course requirements before entering 200-level courses. All material submitted for waiver of 100-level courses must be received for consideration during the student’s first semester of study. No consideration is given to material submitted after the completion of the student’s first semester of study. A student may satisfy core course requirements by passing proficiency examinations administered by the Tobin College of Business. A student may take each proficiency examination once only which must be the next scheduled offering of the examina-

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M.B.A. Programs

Accounting

The goal of the accounting concentration is to supplement the M.B.A. with a level of technical competence that permits entry into the profession of public accountancy or to enter corporate management in the accounting area. At the same time, the basic philosophy of the Tobin College of Business is preserved by utilizing the M.B.A. curriculum to give the student a deeper understanding of management problems and the business firm's position in the dynamic environment of society.

The course of study for Certified Public Accountants is governed by New York State laws and regulations issued by the New York State Education Department. In addition to stipulating the number of credits in Accounting (33), the State Education Department requires candidates to have sufficient credits in general business (36) and liberal Arts and Sciences (60) and specifies the area that those credits must be taken. The accounting program presented below specifies the courses which the C.P.A. candidate must take to meet the standards for New York State certification. Therefore, students interested in obtaining the C.P.A. license should consult with an Accounting Advisor to have a course of study arranged which meets the standards for New York State certification.

Students who have majored at the undergraduate level in fields other than accounting may be required to take certain core courses in accounting and/or other fields of business specialization. Such students should consult their accounting advisor for an approved course of study.

Accounting Scholarships

Accounting and Tax students who have completed all prerequisite courses may be considered for the following scholarships:

- Bridie and Charles Fitzsimons Endowed and Expendable Scholarship
- Deloitte and Touch Expendable Scholarship
- Ernst and Young Expendable Scholarship
- Pricewaterhousecoopers Endowed and Expendable Scholarship
- Stanley Shirk Endowed Scholarship

Recommended Courses and Prerequisites for M.B.A.-Public Accounting

I. Core in Public Accounting

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>ACC 162*</td>
<td>Accounting Principles</td>
</tr>
<tr>
<td>ACC 163*</td>
<td>Advanced Accounting Principles</td>
</tr>
<tr>
<td>ACC 164</td>
<td>Cost Administration</td>
</tr>
<tr>
<td>TAX 160</td>
<td>Individual Tax Planning</td>
</tr>
</tbody>
</table>

* Requires a one hour workshop

II. Core in General Business

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 150</td>
<td>Business Information Technology</td>
</tr>
<tr>
<td>DS 100</td>
<td>Mathematical Models for Business</td>
</tr>
</tbody>
</table>

III. Curriculum in General Business

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DS 209</td>
<td>Advanced Managerial Statistics</td>
</tr>
<tr>
<td>ECO 200</td>
<td>Managerial Economics and Forecasting</td>
</tr>
<tr>
<td>FIN 233</td>
<td>Corporate Financial Management</td>
</tr>
<tr>
<td>MGT 224</td>
<td>Seminar in Business Policy Formulation</td>
</tr>
</tbody>
</table>

IV. Curriculum in Public Accounting

A. Required

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 222</td>
<td>Advanced Managerial Accounting</td>
</tr>
<tr>
<td>ACC 224</td>
<td>Information Technology Auditing</td>
</tr>
<tr>
<td>ACC 232</td>
<td>Critique of Accounting Theory</td>
</tr>
<tr>
<td>TAX 235</td>
<td>Business Tax Planning</td>
</tr>
</tbody>
</table>

Select the following three courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 238**</td>
<td>Advanced Accounting</td>
</tr>
<tr>
<td>ACC 239**</td>
<td>Government and Non-Profit Accounting</td>
</tr>
<tr>
<td>ACC 223**</td>
<td>Auditing Problems</td>
</tr>
</tbody>
</table>

**If a student successfully completed an undergraduate course that is substantially equivalent to ACC 223, ACC 238, or ACC 239, then that student must select instead an alternative course from the elective curriculum courses (see below).

B. Elective

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 205</td>
<td>Internship in Assurance and Attest Services</td>
</tr>
<tr>
<td>ACC 221</td>
<td>Controllship</td>
</tr>
<tr>
<td>ACC 235</td>
<td>Accounting for Financial Instruments and Derivative Products</td>
</tr>
<tr>
<td>ACC 236</td>
<td>Accounting for Financial Institutions</td>
</tr>
<tr>
<td>ACC 240</td>
<td>SEC Accounting Practice</td>
</tr>
<tr>
<td>ACC 244</td>
<td>Accounting Information Systems</td>
</tr>
<tr>
<td>ACC 246</td>
<td>Analysis of Foreign Financial Statements and International Accounting Standards</td>
</tr>
</tbody>
</table>

V. Outside Specialization

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 251</td>
<td>Legal Environment of Business</td>
</tr>
<tr>
<td>MKT 200</td>
<td>Marketing Seminar</td>
</tr>
<tr>
<td>MKT 150</td>
<td>Principles of Marketing</td>
</tr>
</tbody>
</table>

Please note that all required courses must be completed during last semester.

Admission Requirements:

M.B.A. Program

Admission to the M.B.A. program is open only to applicants holding a bachelor's degree from accredited institutions who show promise of success in graduate business studies. Among the criteria used for admission are (1) undergraduate grade point average; (2) performance on the Graduate Management Admission Test (GMAT); (3) junior-senior grade point average; (4) rank in collegiate graduating class; (5) letters of recommendation; (6) statement of professional goals; and (7) resume.

M.B.A. Curriculum

All M.B.A. candidates (except accounting and taxation) must meet M.B.A. curriculum requirements of 21 credit hours as follows:

Required 21 cr.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 200</td>
<td>Financial Statement Analysis</td>
</tr>
<tr>
<td>DS 209</td>
<td>Advanced Managerial Statistics</td>
</tr>
<tr>
<td>ECO 200</td>
<td>Managerial Economics and Forecasting</td>
</tr>
<tr>
<td>FIN 233</td>
<td>Contemporary Issues in Management</td>
</tr>
<tr>
<td>MGT 200</td>
<td>Marketing Seminar</td>
</tr>
<tr>
<td>MGT 224*</td>
<td>Seminar in Business Policy Formulation</td>
</tr>
</tbody>
</table>

* To be taken during last semester

The time demands are substantial to succeed in graduate business studies. Among the criteria used for admission are (1) undergraduate grade point average; (2) performance on the Graduate Management Admission Test (GMAT); (3) junior-senior grade point average; (4) rank in collegiate graduating class; (5) letters of recommendation; (6) statement of professional goals; and (7) resume.

Student are obligated to make themselves familiar with the rules of the Tobin College of Business contained in this bulletin.

The Dean's Office reserves the right to require students to withdraw from a class if there is an overload.

The course of study for Certified Public Accountants is governed by New York State laws and regulations issued by the New York State Education Department. In addition to stipulating the number of credits in Accounting (33), the State Education Department requires candidates to have sufficient credits in general business (36) and liberal Arts and Sciences (60) and specifies the area that those credits must be taken. The accounting program presented below specifies the courses which the C.P.A. candidate must take to meet the standards for New York State certification. Therefore, students interested in obtaining the C.P.A. license should consult with an Accounting Advisor to have a course of study arranged which meets the standards for New York State certification.

Students who have majored at the undergraduate level in fields other than accounting may be required to take certain core courses in accounting and/or other fields of business specialization. Such students should consult their accounting advisor for an approved course of study.

Accounting Scholarships

Accounting and Tax students who have completed all prerequisite courses may be considered for the following scholarships:

- Bridie and Charles Fitzsimons Endowed and Expendable Scholarship
- Deloitte and Touch Expendable Scholarship
- Ernst and Young Expendable Scholarship
- Pricewaterhousecoopers Endowed and Expendable Scholarship
- Stanley Shirk Endowed Scholarship

Recommended Courses and Prerequisites for M.B.A.-Public Accounting

I. Core in Public Accounting

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ACC 162*</td>
<td>Accounting Principles</td>
</tr>
<tr>
<td>ACC 163*</td>
<td>Advanced Accounting Principles</td>
</tr>
<tr>
<td>ACC 164</td>
<td>Cost Administration</td>
</tr>
<tr>
<td>TAX 160</td>
<td>Individual Tax Planning</td>
</tr>
</tbody>
</table>

* Requires a one hour workshop

II. Core in General Business

<table>
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<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>CIS 150</td>
<td>Business Information Technology</td>
</tr>
<tr>
<td>DS 100</td>
<td>Mathematical Models for Business</td>
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</tbody>
</table>

DS 153 | Introductory Managerial Statistics |
ECO 150 | Economic Analysis |
FIN 151 | Banking and Finance |
MGT 111 | Operations Management |
MGT 112 | Organizational Behavior |

III. Curriculum in General Business

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<tr>
<td>DS 209</td>
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IV. Curriculum in Public Accounting

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<td>Critique of Accounting Theory</td>
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<tr>
<td>TAX 235</td>
<td>Business Tax Planning</td>
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<tbody>
<tr>
<td>ACC 238**</td>
<td>Advanced Accounting</td>
</tr>
<tr>
<td>ACC 239**</td>
<td>Government and Non-Profit Accounting</td>
</tr>
<tr>
<td>ACC 223**</td>
<td>Auditing Problems</td>
</tr>
</tbody>
</table>

**If a student successfully completed an undergraduate course that is substantially equivalent to ACC 223, ACC 238, or ACC 239, then that student must select instead an alternative course from the elective curriculum courses (see below).

B. Elective

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<tr>
<td>ACC 240</td>
<td>SEC Accounting Practice</td>
</tr>
<tr>
<td>ACC 244</td>
<td>Accounting Information Systems</td>
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<td>ACC 246</td>
<td>Analysis of Foreign Financial Statements and International Accounting Standards</td>
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V. Outside Specialization

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<tr>
<td>LAW 251</td>
<td>Legal Environment of Business</td>
</tr>
<tr>
<td>MKT 200</td>
<td>Marketing Seminar</td>
</tr>
<tr>
<td>MKT 150</td>
<td>Principles of Marketing</td>
</tr>
</tbody>
</table>
Controllership
The goal of the controllership concentration is to supplement the M.B.A. with a level of technical competence that will enable the student to enter and advance in corporate management in the accounting area.

Recommended courses for M.B.A.-Controllership (Non-CPA program):

I. Core in Accountancy
ACC 162* Accounting Principles
ACC 163* Advanced Accounting Principles
ACC 164 Cost Administration
TAX 160 Individual Tax Planning

* Requires a one hour workshop

II. Core in General Business
CIS 150 Business Information Technology
DS 100 Mathematical Models for Business
DS 153 Introductory Managerial Statistics
ECO 150 Economic Analysis
FIN 151 Banking and Finance
MGT 111 Operations Management
MGT 112 Organizational Behavior

III. Curriculum in Controllership
A. Required
ACC 221 Controllership

B. Elective (Select three)
ACC 222 Advanced Managerial Accounting
ACC 223 Auditing Problems
ACC 224 Information Technology Auditing
ACC 232 Critique of Accounting Theory
ACC 235 Accounting for Financial Instruments and Derivative Products
ACC 239 Accounting for Financial Institutions
ACC 238 Advanced Accounting
ACC 240 SEC Accounting Practice
ACC 244 Accounting Information Systems
ACC 246 Analysis of Foreign Financial Statements and International Accounting Standards
TAX 235 Business Tax Planning

V. Outside Specialization
LAW 251 Legal Environment of Business
MKT 200 Marketing Seminar
or
MKT 150 Principles of Marketing

Taxation
The goal of the taxation program is to provide a course of study which enables the student to either enter the profession of public accountancy as a tax specialist or enter corporate management in the tax area.

Accounting and business decisions must be evaluated in terms of possible tax implications and consequences. Tax specialization has developed in both the accounting and legal professions to facilitate this assessment. Public accounting firms have organized separate tax departments staffed by accountants with special training in the understanding and application of the Internal Revenue Code. Major business corporations have adopted a similar approach by attaching increasing importance to the function of the internal tax manager. The taxation concentration is designed to qualify students seeking advancement in the area of tax specialization.

The taxation curriculum is open to students who have majored in accounting at the undergraduate level and for law school students or graduates seeking an M.B.A. with a taxation concentration. Other students wishing to enroll in the program are required to complete necessary courses in accounting as a prerequisite for registration in the taxation program. Such students should consult their M.B.A. advisor for an approved course of study.

Recommended Courses and Prerequisites for M.B.A.-Taxation (Non-CPA Program)

I. Core
ACC 150 Fundamentals of Accounting
TAX 160 Individual Tax Planning
CIS 150 Business Information Technology
DS 100 Mathematical Models for Business
DS 153 Introductory Managerial Statistics
ECO 150 Economic Analysis
FIN 151 Banking and Finance
MGT 111 Operations Management
MGT 112 Organizational Behavior

II. Curriculum
ACC 200 Financial Statement Analysis
ACC 209 Advanced Managerial Statistics
ACC 240 SEC Accounting Practice
ACC 244 Accounting Information Systems
ACC 246 Analysis of Foreign Financial Statements and International Accounting Standards
TAX 200 Tax Research and Writing
TAX 203 Corporate Taxation
TAX 231 Corporate Distributions, Liquidations and Reorganizations
TAX 232 Consolidated Federal Income Tax Returns
TAX 241 Interstate Commerce
TAX 251 Foreign Operations
TAX 283 Practice and Procedure

IV. Outside Specialization
LAW 251 Legal Environment of Business
MKT 200 Marketing Seminar
or
MKT 150 Principles of Marketing

Computer Information Systems/Decision Sciences
The objectives of this curriculum are threefold: formulating logical models which depict causal relationships among factors; measuring the magnitudes of the factors involved; and establishing orderly procedures for collecting, processing and analyzing data. In recent years, the demonstrated effectiveness of operations research, statistics and computer information systems as aids to business decision making has made this an area of great interest to everyone in executive and managerial positions.

Option I: Decision Sciences
The primary objective of the decision sciences program is to prepare students for positions in private and governmental employment as administrators, managers, staff specialists, consultants or research associates. The structure of the curriculum offers the student a wide latitude of course selection with respect to electives depending upon his or her interest. Hence, the student has the choice of either concentrating in one particular area or selecting courses from several different functional areas of business.

Decision Sciences Program

I. Specialization Courses 9 credits
A. Required
DS 231 Operations Research for Business Decision Making
CIS 250 Seminar in CIS/DS

B. Electives
One course from:
CIS 246 Computer Simulation Methods
DS 232 Bayesian Statistics for Business Decision Making

www.stjohns.edu/graduatebulletin
I. Specialization Courses 9 credits

A. Required
- CIS 245 Database Management Systems
- CIS 225 Computer Information Systems
- CIS 244 Systems Analysis

B. Electives
- One course from:
  - CIS 201 Advanced Computer Applications
  - CIS 205 Applied Computer Languages
  - CIS 244 Systems Analysis

II. Courses Outside Field of Specialization 6 credits

Two 200+ level courses outside of Computer Information Systems/Decision Sciences

Financial Services Program
I. Specialization Courses 9 credits

A. Two courses from:
- FIN 234 Investment Analysis
- FIN 235 Capital and Money Markets
- ECO 231 Monetary and Fiscal Policies

B. Elective
- One course from:
  - FIN 234 Financial Economics
  - FIN 254 Advanced Corporate Finance
  - FIN 264 Advanced Investment Analysis
  - FIN 280 Seminar in Finance
  - FIN 284 Asset Management

II. Courses Outside Field of Specialization 6 credits

Two 200+ level non-finance courses.

International Business
This new interdisciplinary program is for students interested in a general approach to international business education. Those wishing to supplement their education with an international dimension or seeking to add a business education to a background in language, liberal arts, government and politics, law or international studies could benefit from this degree. Students whose career goals include working abroad or with a global firm may choose this learning experience. This degree program provides a unique combination of knowledge and skills for those who wish to meet the demands of today’s global marketplace.

International Business (Business Undergraduate Major)

A. Select three courses from: (No more than one course in each area) 9 credits
- ACC 245 Selected Topics in International Accounting
- TAX 251 Taxation of Foreign Operations
- ECO 255 International Trade and Investment
- FIN 254 International Corporate Finance
- MGT 254 Global Information Systems
- MGT 259 International Business Policy
- MKT 226 International Marketing
- MKT 228 Comparative Marketing Systems and Research
- MKT 301 Seminar in Current International Marketing Topics

B. Select two courses from: 6 cr.
- ACC 246 Analysis of Foreign Financial Statements
- ECO/230 Seminar in Finance
- LAW 252 International Business Law and Negotiation
- MGT 233 Marketing in East Asia
- MKT 302 International Marketing Seminar Abroad
International Business (Non-Business Undergraduate Major)

A. Select three courses from: (No more than one course in each area) 9 credits

- ACC 245 Selected Topics in International Accounting
- TAX 251 Taxation of Foreign Operations
- ECO 205 International Trade and Investment
- FIN 243 International Corporate Finance
- LAW 252 International Business Law and Negotiation
- MGT 225 Seminar in International Management
- MKT 226 International Marketing
- MKT 301 Seminar in Current International Marketing Topics
- MKT 302 International Marketing Seminar Abroad

B. Select two courses from: 6 credits

- ACC 246 Analysis of Foreign Financial Statements
- FIN 300 Seminar in Finance
- FIN 234 Investment Analysis
- MGT 254 Global Information Systems
- MKT 259 International Business Policy
- MKT 223 Management of Marketing
- MKT 228 Comparative Marketing Systems and Research

Total credits in international business program 15 credits

Management: Executive Management

This program takes an integrated approach to business management and is aimed at those students interested in the general management of the enterprise. The program is designed to provide students with the flexibility to meet their individual needs. Specifically, by choosing an appropriate course from each of the three groups of courses listed below, students can acquire expertise in such specialized areas as:

- E-Business Management
- Entrepreneurship
- Human Resource Management
- International Management
- Management Information Systems
- Operations Management

Or, students can choose a general approach to executive management by selecting any one course from each of the three groups of courses.

This program synthesizes the following general and specific aspects of modern management: strategic management, global management, managerial problem-solving and decision-making, management information systems, entrepreneurial management, organizational behavior, human relations, corporate social responsibility, and management of change. The goal of this program is to expand the learning experience of our students beyond traditional problem-solving and decision-making methods, to include the examination of the impact of the global business environment, information technology, and the social system on the operations of the business firm.

The Department of Management gives our students the opportunity to participate in internships and in student organizations such as the Society for the Advancement of Management, the Sigma Iota Epsilon Management Honor Society and The Integrated Resource Management Society.

This program also offers the Colman Mockler International Responsible Corporate Leadership Program. This program brings distinguished business leaders to give talks and workshops for students and faculty and to visit classes. Recent speakers were Warren Buffett, Al Zeien, Chairman and CEO of Gillette, and Patrick Purcell, President, Publisher and Owner of The Boston Herald and Jobfind.com.

Executive Management Program

I. Specialization Courses 9 credits

Select three courses from the following:

- MGT 204 Integrated Supply Management
- MGT 223 Human Resource Management
- MGT 228 Management of Business Systems Integration in Operations
- MGT 231 Ethics, Business and Society: Managing in the 21st Century
- MGT 250 Management and Administrative Processes of the Web-Based Entrepreneurial Business
- MGT 254 Global Information Systems and International Management
- MGT 205 Global Sourcing
- MGT 225 Materials Resource Management
- MGT 227 Management of Information/Knowledge Systems Development
- MGT 240 Entrepreneurship
- MGT 252 Seminar in International Management
- 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
- MGT 207 Logistics and Transportation Management
- MGT 221 Advanced Managerial Decision Support Systems

MGT 222 Enterprise Information Systems Management
MGT 232 Innovations in Organizational Behavior
MGT 251 Seminar in Planning and Management of E-Business Operations
MGT 259 International Business Policy
MGT 280 Organizational Development: Managing for Change

II. Courses outside field of specialization 6 credits

Two 200+ level graduate courses outside specialization.

Marketing:

Marketing Management

The objective of the graduate marketing program is to develop professional marketing executives by equipping current and prospective practitioners with a broad, integrated understanding of the role of marketing within a business firm, the economy, society and the world. Emphasis is placed on creating sensitivity to the rapidly changing demands of a marketing manager's environment. The role of marketing in the strategic interpretation and management of demand has become more crucial to the profitable operation and growth of business firms. A broad offering of courses, covering in depth a substantial range of marketing functions and activities, provides the student with a number of alternatives in this specialization.

The Department of Marketing recommends that students majoring in marketing join the American Marketing Association and subscribe to its professional publications.

The curriculum shown below focuses on the role of the marketing executive. This curriculum emphasizes organization, planning, evaluation and control of all aspects of the firm's marketing activities. The student is exposed to new product development, management of advertising, distribution and sales administration. In addition, the student is expected to become familiar with the assembly of marketing data, analysis and quantitative marketing models. The student, in assuming the role of the marketing manager, is subjected to typical marketing problems that require solutions.

Marketing Management Program

I. Specialization Courses 9 credits

A. Required

- MKT 223 Management of Marketing
B. Electives
One course from:
MKT 201 Marketing Research
MKT 206 Advertising Management
MKT 208 Sales Administration and Strategy
MKT 210 Product Management
MKT 228 Comparative Marketing Systems and Research
MKT 231 Business to Business Marketing

C. One course from:
MKT 203 Dynamics of Consumer Motivation and Behavior
MKT 211 Data Analysis in Marketing Research
MKT 226 International Marketing
MKT 230 Marketing of Services
MKT 232 Marketing Control
MKT 233 Marketing in East Asia
MKT 300 Marketing Seminar in Special Interest Topics
MKT 301 Seminar in Current International Marketing Topics

II. Courses Outside Field of Specialization
6 credits
Two 200+ level courses outside marketing.

M.B.A. Programs: School of Risk Management, Insurance and Actuarial Science

The School of Risk Management, Insurance, and Actuarial Science (SRM) is an academic department within The Peter J. Tobin College of Business. In 2001 the School of Risk Management was formed from the consolidation of St. John’s University and the College of Insurance. Thus the Tobin College of Business is able to expand its historically strong business related offerings to the critical area of risk management and insurance.

The School of Risk Management programs enable students to gain a thorough understanding of the theory and practice of risk management and insurance. The School of Risk Management programs expose students to the actuarial, financial, legal and economic principles underlying corporate risk management, with specific applications to individual, business and social issues. In addition, the programs explore in depth the functional areas of insurance company management (such as investments, financing marketing, pricing and underwriting). Risk management and insurance theory, functions and strategies are all investigated against a background of accelerating change in the legal, regulatory and economic environment.

Risk Management
M.B.A. in Risk Management
I. Specialization Courses 9 credits
RMI 200 Risk and Insurance Economics
RMI 201 Risk Management
RMI 206 Insurance and Advanced Risk Strategies

II. Courses outside field of Specialization
Two 200+ level non-Risk Management courses 6 credits

Insurance Financial Management
M.B.A. in Insurance Financial Management
I. Specialization Courses 9 credits
RMI 200 Risk and Insurance Economics
RMI 205 Strategic Financial Policy for Insurers
RMI 207 Operational Finance for Insurers

II. Courses outside field of Specialization
Two 200+ level non-Risk Management courses 6 credits

Programs of Study:
Master of Science

Admission Requirements
To be admitted into the M.S.-Accounting or Taxation Programs, candidates must satisfy the following requirements:
- Possess an undergraduate or graduate degree in accounting or a related business field. Students must have completed core business courses or must take such courses before completing the degree.
- Successful completion of the GMAT (or an appropriate alternative examination). The successful completion of the uniform certified public accountants examination (C.P.A.), the certified management accountants examination (C.M.A.) or an equivalent examination could be used in lieu of the GMAT examination.
- Interview with a faculty member involved in the program. Students with degrees in accounting, that were obtained from foreign universities, would be required to have their course work reviewed by a faculty member involved in the program and/or specified external reviewer to ensure that the contents covered in such course work is appropriate.
- Professional experience in business, government, or not-for-profit is recommended but not required.

M.S. Programs

M.S.-Accountancy (CPA program)
The Master of Science degree program in Accountancy is intended to provide students with the specialized technical knowledge in accounting, tax and auditing that will enable them to enter or advance their careers in the profession of public accountancy or in managerial positions in industry, government and not for profit organizations. Students in the M.S.-Accountancy program are expected to have an undergraduate or graduate degree in accounting or a related business field and thus they must have already completed the core business courses. Completion of the GMAT is required.

If a student intends to sit for the Certified Public Accountancy examination and become licensed in the state of New York in public accountancy, he or she will be required to satisfy further education requirements which should be discussed with his or her accounting advisor.

Recommended Courses and Prerequisites for M.S.-Accountancy.
I. Core
ACC 162* Accounting Principles
ACC 163* Advanced Accounting Principles
ACC 164 Cost Administration
TAX 160 Individual Tax Planning
* Requires a one hour workshop
II. Curriculum

A. Required
ACC 222  Advanced Managerial Accounting
ACC 224  Information Technology Auditing
ACC 232  Critique of Accounting Theory
TAX 235  Business Tax Planning

Select the following three courses:
ACC 223**  Auditing Problems
ACC 238**  Advanced Accounting
ACC 239**  Government and Non-Profit Accounting

B. Elective
ACC 205  Internship in Assurance and Attest Services
ACC 221  Controversial Issues
ACC 235  Accounting for Financial Instruments and Derivative Products
ACC 236  Accounting for Financial Institutions
ACC 240  SEC Accounting Practice
ACC 244  Accounting Information Systems
ACC 246  Analysis of Foreign Financial Statements and International Accounting Standards

** If a student successfully completed an undergraduate course that is substantially equivalent to ACC 223, ACC 238, or ACC 239, then that student must select instead an alternative course from the elective curriculum courses.

III. General Electives

Three Graduate Elective Courses
The student will be able to select three 200 level courses (i.e., nine credits). The three graduate electives can be used to advance a student's studies by exploring specialized accounting, tax or other business area(s) or to complete deficiencies in the liberal arts and sciences and general business requirements (see New York State Department of Education requirements (Section 52.13(b) Accountancy) for licensure as a CPA.

M.S. Taxation (Non-CPA program)
A Master of Science degree program in taxation is intended to provide our students with the technical knowledge necessary for career advancement in the field of taxation. The program provides our students with a comprehensive and in-depth knowledge of the Internal Revenue Code, tax regulations, judicial decisions and Treasury rulings. It equips students to conduct tax research, to facilitate tax compliance and to develop tax-planning strategies.

Recommended Curriculum for M.S.-Taxation
Presented below are the complete course requirements and elective course offerings for the M.S.-Taxation:

I. Core
TAX 160  Individual Tax Planning

II. Curriculum
A. Required
TAX 200  Tax Research and Writing
TAX 203  Corporate Taxation
TAX 212  Partnerships and Partners
TAX 221  Estates and Gifts
TAX 283  Practice and Procedure
TAX 291  Research Project

B. Elective (Select two)
TAX 205  Internship in Taxation
TAX 211  Tax Planning for High Net-Worth Individuals
TAX 231  Corporate Distributions, Liquidations and Reorganizations
TAX 232  Consolidated Federal Income Tax Returns
TAX 241  Interstate Commerce
TAX 251  Foreign Operations
TAX 261  Compensations, Benefits and Retirement Plans
TAX 262  Real Estate
TAX 263  Financial Products
TAX 271  Tax-Exempt Institutions
TAX 272  Specialized Industries
TAX 281  Tax Accounting
TAX 282  Special Topics in Taxation

III. General Electives

Three Graduate Elective Courses
The student will be able to select three 200 level courses (i.e., nine credits). The three graduate electives could be used to allow the student to advance their studies and explore specialized accounting, tax or other business area(s).

M.S. Programs: School of Risk Management, Insurance and Actuarial Science

Management of Risk
The objective of this full-time, 30-credit cohort M.S. degree program is to develop the ability to solve challenges and resolve dilemmas faced by the risk and insurance industry, and effectively communicate recommendations. The M.S. degree program may be completed in one year full time or two years part time. During candidacy for the M.S. degree students will develop and integrate knowledge and skills through a variety of learning tools. As a graduate of the M.S. program students will be able to work effectively as financial economists in the risk and insurance industry.

I. Core
ECO 150  Economic Analysis
FIN 151  Foundations in Finance
DS 153  Introductory Managerial Statistics

II. Management of Risk Curriculum
RMI 201  Management of Risk
RMI 202  Risk Analysis Methods
RMI 204  Risk Pricing Methods
RMI 211  Cases on Risk, Insurance and Banking
RMI 214  Risk Funding Tools

III. Electives
Three 200+ level courses from the offerings of the Tobin College of Business

IV. Thesis

Programs of Study: Combined Programs

The Department of Accounting and Taxation in conjunction with the School of Law offers combined degree (J.D./M.B.A. and J.D./M.S.) programs in the following: Public Accounting, Controllship and Taxation.

J.D./M.B.A. Program

The J.D./M.B.A. program is a dual degree program for exceptional students in business and law leading to the Master of Business Administration (M.B.A.) and Juris Doctor (J.D.) degrees offered by the Tobin College of Business and the School of Law, respectively. Its purpose is to prepare students for careers in the areas of business and law, which require both legal expertise and a knowledge of the theory and practice of business.

Applicants for admission to this joint degree program must meet criteria for admission to the School of Law and the College of Business–Graduate Division.

For the first year, students pursue the curriculum in the School of Law exclusively. During each of the semesters of the second and third years in the School of Law, students complete a minimum of three credits toward the M.B.A. degree. Also, during each of the summers following the first and second years of enrollment in the School of Law, students complete 9 credits toward the M.B.A. degree.

For further information on this program, an appointment should be made to meet with an academic advisor.

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Programs of Study: Advanced Professional Certificate

After having completed the M.B.A. degree, the professional business person may find that their career pattern has been altered to the extent that knowledge is now required in a totally new field requiring an expertise in more than one discipline. For example, a graduate of the M.B.A. program whose specialization was marketing and who had successfully performed in a sales administrative position may be assigned to the area of finance. Such a student might very well apply for the Advanced Professional Certificate Program in Finance.

The admission requirements for the Advanced Professional Certificate require the satisfactory completion and awarding of the M.B.A. degree or its equivalent. Specifically, the student must have completed the required core level courses, the required courses in the M.B.A. curriculum and the initial major specialization.

The requirement for awarding the Advanced Professional Certificate is the satisfactory completion of at least 18 credits with an index of B (3.0) in all courses. In some majors, a certificate candidate may be required to take core courses to qualify for a new concentration, particularly in accounting. The number of additional courses depends upon the applicant’s academic background.

Courses

Department of Accounting and Taxation (ACC, TAX)

ACC 150 Fundamentals of Accounting
Accounting is introduced as an information development and communication function. Financial accounting concepts and their significance in managerial communication and analysis are emphasized. Credit: 3 semester hours.

ACC 162 Introductory and Intermediate Accounting Principles*
An intensive study of accounting principles underlying financial statements and planning. Credit: 3 semester hours.

ACC 163 Advanced Accounting Principles*
Prerequisite: ACC 162. Specialized accounting areas including a study of the rules promulgated by the F.A.S.B. and other standard setting bodies. Credit: 3 semester hours.

ACC 164 Cost Administration
Prerequisite: ACC 150 or 162 or equivalent course. A comprehensive study of cost accounting as a technique for planning and control. Credit: 3 semester hours.

ACC 200 Financial Statement Analysis
Prerequisites: FIN 151 and ACC 150 or equivalent courses. An in-depth coverage of contemporary tools and techniques available for analyzing the financial statements and other data in order to derive measurements and relationships that are useful in decision making. Credit: 3 semester hours. Every semester.

ACC 203 Analytical Tools For Purchasing
This course provides purchasing managers with analytical tools for supplier negotiations and decision making. Credit: 3 semester hours.

ACC 205 Internships in Assurance and Advisory Services
Prerequisite: ACC 223 and ACC 163 or equivalent courses. This course provides students with the opportunity to develop assurance and advisory services skills in an actual work setting outside the classroom.

ACC 211 Controllership
Prerequisite: ACC 150 or 164 or equivalent course. A case study approach to major corporate decision areas such as special purpose statements, loan agreement provisions, product additions and deletions, make or buy decisions, capital budgeting and compliance with Security and Exchange regulations. Credit: 3 semester hours.

ACC 222 Advanced Management Accounting
Prerequisite: ACC 164 or equivalent course. A comprehensive case study approach to management accounting. Emphasis is on planning and control, inventory valuation, analysis of variances, responsibility accounting and budgeting. Credit: 3 semester hours.

ACC 223 Auditing Problems
Prerequisites: ACC 163 or equivalent courses. This course provides a study of current auditing theory and techniques including audit planning and procedures, role of internal control, uses of statistical sampling and the various reports rendered by independent auditors. Credit: 3 semester hours.

ACC 244 Accounting Information Systems
Prerequisite: ACC 163 or equivalent. This course provides an intensive study of various accounting information and communication systems. Credit: 3 semester hours.

ACC 224 Information Technology Auditing
Prerequisite: ACC 223 or equivalent auditing course. This course provides an overview of controls relating to database structures, networks, client servers, and distributed systems Credit: 3 semester hours. Every fall. Offered on Queens campus only.

ACC 232 Critique of Accounting Theory
Prerequisites: ACC 223 and 238 or equivalent courses. This course provides an intensive study of the relationship of accounting and economic theory, the difficulties of preparing precise and universally acceptable definitions of theory and principles, a review of current professional studies and selected areas of research. A written report on a selected research project is a major requirement in this course. Credit: 3 semester hours.

ACC 233 Specialized Accounting Practice
Prerequisite: ACC 163 or an equivalent course. This course provides an intensive study of the examination and solution of specialized problems encountered in accounting practice. Credit: 3 semester hours.

ACC 235 Accounting for Financial Instruments and Derivative Products
Prerequisite: ACC 200 or ACC 163. This course provides an intensive study of the accounting, reporting, and disclosure requirements related to financial instruments and derivatives from both an investing and financing perspective. Credit: 3 semester hours.

ACC 236 Accounting for Financial Institutions
Prerequisite: ACC 200 or ACC 163. A study of the unique accounting, regulatory, auditing, financial presentation and disclosure requirements of financial institutions. Credit: 3 semester hours.

ACC 238 Advanced Accounting I
Prerequisite: ACC 3442 or ACC 163. Advanced theory applied to accounting for mergers and acquisitions by corporations including the preparation of consolidated financial statements, accounting for foreign currency transactions, hedging activities, and the translation of foreign currency statements. Credit: 3 semester hours.

ACC 239 Government and Non-Profit
Prerequisite: ACC 163. This course provides an intensive study of the special accounting procedures and problems with respect to governmental and not-for-profit entities and the reporting requirements of FASB and GASB. Credit: 3 semester hours.

ACC 240 SEC Practice
Prerequisite: ACC 200 or ACC 163 or equivalent courses. This course provides an intensive study of registration and reporting requirements revealed in various SEC rules such as Regulations S-K, S-X and S-B along with exemptions provided under Regulations A and D. Credit: 3 semester hours.

ACC 245 Selected Topics in International Accounting
Prerequisite: ACC 150 or 162 or equivalent courses. This course provides an intensive study of external and internal reporting problems associated with multinational business entities. Credit: 3 semester hours. This course not open to accounting majors.

*Includes one hour non-credit workshop.
ACC 246 Analysis of Foreign Financial Statements
This course examines various financial accounting topics required to analyze the reporting of non-U.S. entities and the harmonization of international accounting standards.

TAX 160 Individual Tax Planning
This course examines determination of taxable income and allowable deductions; pensions and deferred compensation; provisions of the Internal Revenue Code that offer tax incentives. Credit: 3 semester hours.

TAX 200 Tax Research and Writing
Prerequisite: TAX 160 or equivalent. This course concentrates on the skills needed to research tax questions and considers the sources of the federal tax law and of its legislative, administrative and judicial explanations and interpretations. Credit: 1 semester hour.

TAX 201 Tax Concepts and Strategies
This course provides an intensive study of the uses, limitations and administrative procedures which create and interpret the income tax code and regulations. Credit: 3 semester hours. Not open to accounting or taxation majors.

TAX 203 Corporate Taxation
Prerequisite: TAX 160 or equivalent. This course provides an intensive study of the choice of business organizations; corporate stockholder transactions; tax accounting; and special types of corporations. Credit: 3 semester hours.

TAX 205 Internship in Taxation
Prerequisite: TAX 203 or equivalent. This course provides students with the opportunity to develop tax skills in an actual work setting outside the classroom.

TAX 211 Tax Planning for High Net-Worth Individuals
Prerequisites: TAX 160 or equivalent. This course provides an intensive study of general income and estate tax planning for wealthy individuals, dealing with passive activities (tax shelters), the use and limitations of qualified plans, investment planning (asset allocation) life, disability and liability insurance exposures, retirement planning, and estate planning. Credit: 3 semester hours.

TAX 212 Taxation of Partnerships and Partners
Prerequisites: TAX 160 or equivalent. This course provides an intensive study of the uses, formation, operation and termination of partnerships, including family partnerships. Credit: 3 semester hours.

TAX 221 Taxation of Estates and Gifts
Prerequisites: TAX 160 or equivalent. This course provides an intensive study of the objectives, procedures and techniques relating to estate tax, and introduces basic elements of estate planning such as trusts, annuities, joint interests and life insurance. Credit: 3 semester hours.

TAX 222 Income Taxation of Trusts and Estates
Prerequisites: TAX 221 or an equivalent course. This course provides an intensive study of the planning and the preparation of trust and estate income tax returns; computation of taxable net income and distributable net income; operation of the “throwback” rule. Credit: 3 semester hours.

TAX 231 Corporate Distributions, Liquidations and Reorganizations
Prerequisites: TAX 203 or TAX 235 or an equivalent course. This course provides an intensive study of the tax aspects of corporate-stockholder relationships; tax-free reorganizations, liquidations, parent-subsidiary transactions, and corporate distributions. Credit: 3 semester hours.

TAX 232 Consolidated Federal Income Tax Returns
Prerequisite: TAX 203 or an equivalent course. This course provides an intensive study of corporations with subsidiaries that may elect to file consolidated tax returns, the regulations concerning such returns (emphasizing the concepts, rules and methods for computing consolidated taxable income). Credit: 3 semester hours.

TAX 235 Business Tax Planning
Prerequisite: TAX 160 or TAX 201. This course provides an intensive study of corporate stockholder transactions; problems in tax accounting; special types of corporations. Credit: 3 semester hours.

TAX 241 Taxation of Interstate Commerce
This course provides an intensive study of the constitutional basis of taxation of interstate commerce and tax problems of conflicting jurisdictions; qualification to do business in foreign states, sales and use taxes, franchise and income taxes, apportionment formulae, real and personal property taxation. Credit: 3 semester hours.

TAX 251 Taxation of Foreign Operations
Prerequisite: TAX 160 or equivalent. This course provides an intensive study of the tax consequences as well as various strategies and opportunities relating to the design and implementation of: (a) executive compensation programs and (b) compensating executives. Credit: 3 semester hours.

TAX 261 Taxation of Compensation, Benefit and Retirement Plans
Prerequisite: TAX 160 or equivalent. This course provides an intensive study of tax issues relating to financial products including debt and equity securities, mortgage-backed securities, derivative swaps and foreign exchange contracts. Credit: 3 semester hours.

TAX 263 Taxation of Financial Products
This course provides an intensive study of tax issues relating to financial products including debt and equity securities, mortgage-backed securities, derivative swaps and foreign exchange contracts. Credit: 3 semester hours.

TAX 271 Taxation-Related Issues for Tax-Exempt Institutions
Prerequisite: TAX 160 and TAX 203 or equivalent. This course provides an intensive study of the tax aspects of tax exempt organizations, including those of charitable and educational organizations, civic leagues, labor unions and health and welfare funds. Credit: 3 semester hours.

TAX 272 Taxation of Specialized Industries
This course provides an intensive study of the tax treatments of specific industries such as banking, insurance, securities, health care and entertainment and capitalizes on the availability of industry experts and government officials to analyze issues in depth from a particular industry perspective. Credit: 3 semester hours.

TAX 278 Tax Accounting
Prerequisite: TAX 160 and TAX 203 or equivalent. This course provides an intensive study of situations where government rules required to compute tax liability differ from those permitted by the accounting profession to reflect the financial condition of a business. Credit: 3 semester hours.

TAX 282 Special Topics in Taxation
Prerequisite: TAX 160 and TAX 203 or equivalent. This course provides an intensive study of current developments in federal income, estate and gift taxation, including recent decisions, legislation, regulations and rulings. Credit: 3 semester hours.

TAX 283 Practice and Procedure
Prerequisite: TAX 160 or equivalent. This course provides an intensive study of procedures to resolve disagreements—both pre- and post-audit—with the Internal Revenue Service. Credit: 3 semester hours.

TAX 291 Research Project
Prerequisite: TAX 200 and TAX 203, taken in last semester. This course offers an opportunity to research and write about any subject agreed upon between the student and a faculty member. An article of publishable quality is required to complete the course. Credit: 3 semester hours.

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Thesis Option

BA 901; 902 Methodology of Business Research
Prerequisites: (1) The student must have completed at least nine credits (200 level) in a major area. (2) The student is expected to have explored possible thesis subjects with the department Chair well in advance of taking the course. (3) The student must bring to the first class a Thesis Proposal Form, filled-in, defining the thesis project. (These forms may be obtained from the Graduate Dean’s office)

The purpose of this course is to:
• Give the student an appreciation and understanding of research and scholarship;
• Develop skills in research, and in analysis and evaluation of problems important to the business profession; and
• Give experience in writing clearly and convincingly on subjects in the business field.

In BA 901, the student is required to develop a thesis subject, obtain approval of the subject from the department Chair, and submit an outline of the thesis, complete a major portion of the research and write the introduction and first chapter of the thesis.

In BA 902, the student is required to complete the master’s thesis. Hours to be arranged by professor. Credit: 3 semester hours.

Maintaining Matriculation

ACC 925 Maintaining Matriculation
MBA and MS students not registered for courses during a semester must register for ACC 925 in order to maintain matriculation and return to the program for the remaining courses. No credit. Fee $50 per semester.

Department of Computer Information Systems/Decision Sciences (CIS/DS)

DS 100 Mathematical Models for Business
A review of algebraic and graphical methods for the study of business models. Included are mathematical models of linear inequalities, graphical solution to linear programming problems, introductory differential and integral calculus. Credit: 3 semester hours. Every semester.

CIS 150 Business Software and Computer Technology
An introductory course in the most important computer applications software. Currently this includes word processing, spreadsheets, data base and a presentation package. In addition Internet use is integrated with other software applications. Credit: 3 semester hours. Every semester.

DS 153 Introductory Managerial Statistics
Prerequisite: DS 100 or equivalent. An introduction to the techniques of collection, analysis and interpretation of data useful for managerial decision making. Topics covered include: data presentation; measures of central location; dispersion and skewness; probability theory; discrete and continuous probability distributions; the theory and techniques of sampling; estimation and testing hypotheses. Students learn to use standard statistical programs. Credit: 3 semester hours. Every semester.

CIS 201 Advanced Computer Applications
Prerequisite: CIS 150 or the equivalent. This is a more advanced course in computer software. This course changes each semester, but currently includes sophisticated applications of word processing, spreadsheets, data base, presentations and the Internet. Credit: 3 semester hours. Every semester.

CIS 205 Applied Computer Languages
Prerequisite: CIS 150 or the equivalent. This is an intensive examination of computer languages as needed for business applications. At the instructor’s discretion this course has selected a particular language for examination. Some of the languages taught have been JAVA, C++, Visual Basic, and VBA. Speak to the instructor to find the subject for any particular semester. Credit: 3 semester hours. Every Spring.

DS 209 Advanced Managerial Statistics
Prerequisite: DS 100 and 153 or equivalent. Applications of statistical theory to managerial problems. Topics include: analysis of variance; testing of hypotheses; correlation and regression (simple and multiple); analysis of economic time series and problems of forecasting: non-parametric methods of index numbers. Students use standard statistical programs. Credit: 3 semester hours. Every semester.

DS 231 Operations Research for Business Decision Making
Prerequisite: DS 209. This is a survey course in the most commonly used decision making techniques for planning and analysis of managerial problems. Available computer software is utilized for problem solving. (May be taken concurrently with DS 209). Credit: 3 semester hours. Every fall.

DS 232 Bayesian Statistics for Business Decision Making
Prerequisite: DS 209. This course is an intermediate introduction to Bayesian inferential and decision procedures as applied to managerial problems. Real cases in inventory control, development and introduction of new product, demand forecasts and evaluation of business research projects are used to demonstrate the application of Bayesian statistical principles. This course is especially recommended to management and marketing majors. Credit: 3 semester hours.

DS 233 Applied Regression and Forecasting Models
Prerequisite: DS 209. This course covers the application of accepted regression and forecasting techniques to various phases of business decision making. Actual models in use will be reviewed and evaluated. Credit: 3 semester hours.

DS 234 Control of Industrial Processes for Business
Prerequisite: DS 209. This course covers the application of statistical quality control techniques to industrial processes. Topics covered are sampling techniques; the design and use of single, double and sequential acceptance sampling plans; control charts and the design of industrial experiments. Credit: 3 semester hours.

DS 240 Mathematical Programming for Business
Prerequisite: DS 231. Intensive study of the fundamental concepts of mathematical programming including the simplex algorithm; postoptimality analysis; the dual; transportation and assignment problems; integer and nonlinear programming and game theory. Both static and dynamic models are applied to a wide variety of real business problems. Credit: 3 semester hours.

CIS 244 Systems Analysis
Prerequisite: CIS 150 or equivalent programming exposure. The course deals with the analysis, design, and implementation of computer information systems. There is an in-depth exposure to the theory, application, and procedures of systems analysis. Case studies in the areas of finance, personnel, production and marketing systems are examined. Credit: 3 semester hours. Every spring.

CIS 254 Database Management Systems
Prerequisite: CIS 150. An intensive presentation and appraisal of the fundamental technology and practice of database management systems design, implementation and application. This course examines the organization and management of data and databases. Credit: 3 semester hours.

CIS 246 Computer Simulation Methods
Prerequisite: CIS 231. This course covers the application of simulation techniques as a method for planning and system evaluation in business and government; emphasis is on discrete systems. System and modelling concepts are examined and related to the construction of simulation models to solve complex problems. Major simulation languages are discussed. Credit: 3 semester hours.
CIS 250 Seminar in CIS/DS  
**Prerequisites:** DS 209 and DS 231 or CIS 245. This is a research and case study course in the application of information technology and quantitative techniques to business problems. Students are expected to carry out independent research and prepare written and oral reports of their findings as a major requirement of the course. Credit: 3 semester hours. Every semester.

BA 901/902 Methodology of Business Research  
**Prerequisites:** (1) The student must have completed at least nine credits (200 level) in a major area. (2) The student is expected to have explored possible thesis subjects with the department Chair well in advance of taking the course. (3) The student must bring to the first class a Thesis Proposal Form, filled-in, defining the thesis project. (These forms may be obtained from the Graduate Dean's office).

The purpose of this course is three-fold: (1) to give the student an appreciation and understanding of research and scholarship; (2) to develop skills in research and in analysis and evaluation of problems important to the business profession; and (3) to give experience in writing clearly and convincingly on subjects in the business field.

In 901 the student is required to develop a thesis subject, obtain approval of the subject from the department Chair, draw up an outline of the thesis, complete a major portion of the research and write the introduction and first chapter of the thesis.

In 902 the student is required to complete the master's thesis. Hours to be arranged by professor. Credit: 3 semester hours per semester.

DS 925 Maintaining Matriculation  
Master of Business Administration students not registered for courses during a semester must register for DS 925 in order to maintain matriculation and return to the program for the remaining courses. No Credit. Fee: $50 per semester.

Department of Economics and Finance (ECO, FIN)  

ECO 150 Economic Analysis  
The course introduces students to a basic understanding of the structure and functioning of a market economy. It will give an introduction to methods of evaluating economic problems and policies at both macroeconomic and microeconomic levels. Credit: 3 semester hours.

FIN 151 Foundations of Finance  
**Prerequisite:** ECO 150. This course is designed to provide an overview of the corporate financial management decision-making process as well as the general financial services environment. The objective is to provide an understanding of the basics of all finance subjects. Credit: 3 semester hours.

FIN 235 Capital and Money Markets  
**Prerequisite:** FIN 151. The course focuses on structure, operation, and instruments and players of the capital markets in the United States, Japan, Europe, and emerging markets. The course also discusses impact of government policy on interest rates, exchange rates, market practices, development of securities design, financial risk management, and international monetary policies. Credit: 3 semester hours.

FIN 236 Financial Economics  
**Prerequisite:** FIN 151. This course explores the question of market efficiency versus market inefficiency. The course explores a number of topics: the creation of corporate value, corporate governance, restructuring and mergers, the microstructure of markets, and the financial economics of markets, and the financial economics of multinational firms. Credit: 3 semester hours.

ECO 200 Managerial Economics and Forecasting  
**Prerequisite:** ECO 150 and DS 153. This course focuses on applied microeconomics. It addresses practical business problems, including analysis of industries within national and international contexts. The course also analyzes the problem of forecasting as an integral part of decision-making. Credit: 3 semester hours.

ECO 205 International Trade and Investment  
**Prerequisite:** ECO 150. Analysis of how the international monetary system operates, balance of payments analysis, basis of international trade, current problems and issues in commercial policy, foreign business investment and from the United States, the EU and other economic blocks. Credit: 3 semester hours.

ECO 213 Business Fluctuations and Forecasting  
**Prerequisite:** ECO 150 and DS 153. The course examines the role and importance of business conditions in corporate planning and control. The purpose is to train students to be able to analyze data and use statistical and regression analysis to make better decisions. Credit: 3 semester hours.

ECO 231 Monetary and Fiscal Policies  
**Prerequisite:** ECO 150. The course looks at how the government and the central bank use macroeconomic stability. Topics include the structure and operation of the banking system; money supply and demand; the tools of monetary, fiscal, and debt management policies and their application over a typical business cycle. Credit: 3 semester hours.

FIN 233 Corporate Financial Management  
**Prerequisites:** FIN 151; ACC 150/162. This course examines the theory of business finance and the financial techniques and tools employed by modern corporate managers. The student will be introduced to financial modeling, financial forecasting and other microcomputer applications that pertain to finance. Credit: 3 semester hours.

FIN 234 Investment Analysis  
**Prerequisites:** FIN 151; ACC 160/162. This course covers the microstructure of the securities markets, trading mechanism, investment process, investment objectives, risk analysis, and security valuation. The course examines the applicability of fundamental analysis, efficient market theory, and technical analysis. Hedging and alternative investments are also covered. Credit: 3 semester hours.
FIN 254 Advanced Corporate Finance
Prerequisites: FIN 233. Students are expected to apply financial theories and skills acquired in previous coursework in real-life cases. Instead of lecturing to students, the instructor will serve merely as a “facilitator” in class. Students are expected to commit at additional efforts every week outside of class to analyze and discuss cases in study groups. Credit: 3 semester hours.

FIN 255 Financial Risk Management
Prerequisite: FIN 233. Topics include risk identification, risk measurement, risk monitoring and risk management/control. The primary objective is to expose students to primary areas of risk management and enable them to understand risk reports and data and their implications to the institution. Credit: 3 semester hours.

FIN 264 Advanced Investment Analysis
Prerequisites: FIN 233, FIN 234, DS 209. This course deals with advanced topics in investment analysis and portfolio management. The course involves an in-depth examination of the tools of modern portfolio theory and investment analysis together with specific hands-on applications of these tools. Credit: 3 semester hours.

FIN 274 Investment Banking and Brokerage
Prerequisite: FIN 151. This course examines the business of investment banking and securities brokerage. The course studies the areas of business activities where investment banks derive their revenues. These activities include venture capital, mergers and acquisitions, underwriting, primarily dealership operations, money management, prime brokerage, proprietary trading, market making, financial engineering, and financing. Credit: 3 semester hours.

FIN 284 Asset Management
Prerequisite: FIN 233. The course provides an introduction to asset management. Hours.

FIN 291 Seminar in Finance
Prerequisite: Permission of the Department. A research course designed to cover special topics of interest. Course work includes research into specialized areas, class lectures, discussions, guest lecturers, field trips, and written reports. Credit: 3 semester hours.

BA 901; 902 Methodology of Business Research
Prerequisites: (1) The student must have completed at least nine credits (200 level) in a major area; (2) The student is expected to have explored possible thesis subjects with the department Chair well in advance of taking the course; (3) The student must bring to the first class a Thesis Proposal Form, filled in, defining the thesis project. These forms may be obtained from the Graduate Dean’s office.

The purpose of this course is three-fold: (1) to give the student an appreciation and understanding of research and scholarship; (2) to develop skills in research and in analysis and evaluation of problems important to the business profession; and (3) to give experience in writing clearly and convincingly on subjects in the business field.

In 901 the student is required to develop a thesis subject, obtain approval of the subject from the department Chair, draw up an outline of the thesis, complete a major portion of the research and write the introduction and first chapter of the thesis. In 902 the student is required to complete the master’s thesis. Hours to be arranged by professor. Credit: 3 semester hours per semester. Every semester.

ECO 925 Maintaining Matriculation
Master of Business Administration students not registered for courses during a semester must register for ECO 925 in order to maintain matriculation and return to the program for the remaining courses. No Credit. Fee: $50 per semester.

Department of Law (LAW)

LAW 150 Law for Business Managers
A study of the legal, political, social, regulatory and ethical issues faced by business managers in today’s global business environment. The course covers international methods of business regulation and enterprise, intellectual property law, the WTO, import/export regulation, foreign investment, nationalization, privatization, expropriation, international trade agreements and free trade areas. Credit: 3 semester hours. Every semester.

LAW 250 Government Regulation of Business
A study of the relationship between governments and business, with an emphasis on legal issues. The course first examines the varying political, social and economic goals of governments and the legal and regulatory schemes they use to meet these goals. It then explores government regulation in the U.S. and throughout the world, emphasizing regulations affecting securities markets, acquisitions, marketing, antitrust, labor and e-commerce. Credit: 3 semester hours. Every semester.

LAW 251 Legal Environment of Business
This course familiarizes students with the U.S. legal environment of business and its interrelationship with ethics and foreign legal environments. The course first familiarizes students with the interdependence of ethics, culture and law in society, and with the legal, political, social and regulatory issues facing business today. The student then studies U.S. laws related to contracts, agency, business organizations, bankruptcy, property, secured transactions and the Uniform Commercial Code. The course concludes with an analysis of the purposes and methods of government regulation. Credit: 4 semester hours. Every semester-(Q); Every third semester-(S). Required for accounting majors.

LAW 252 International Business Law and Negotiation
Prerequisite: LAW 150 or equivalent. A study of the legal issues confronting multinational business organizations in the global business environment. Emphases are on the anticipation, identification and resolution of problems in a practical, “can-do” and profitable manner which is ethical and conforms to local social and political realities. The course examines the WTO, the EU, NAFTA and various nations’ business laws, and evaluates strategies to overcome legal problems, to minimize risks, to recognize and seize opportunities, and to accommodate cultural differences. Credit: 3 semester hours.

LAW 253 The Uniform Commercial Code and Property Transactions
Prerequisite: LAW 2311 and LAW 2312. This course familiarizes students with the law related to property concepts, transactions and financing. Students are taught the nature of property and legal concepts related to the transfer of property possession and ownership. Students then learn the legal aspects of contracts for the sale or lease of personal property in the U.S. and internationally. Students then learn the legal issues related to payment and financing through negotiable instruments and secured transactions. Credit: 3 semester hours.

Department of Management (MGT)

MGT 111 Operations Management
Prerequisite: DS 153. This course examines the application of systems concepts and theory to production/operations management. Problems are presented in an integrated framework including the systems environment, the management process, computer systems used in operations, resource conversion and model building procedures. Credit: 3 semester hours.

MGT 112 Organizational Behavior
Prerequisite: None. This course provides a theoretical and empirical examination of human attitudes and behavioral responses in organizational contexts. Credit: 3 semester hours.

MGT 200 Contemporary Issues in Management
Prerequisite: MGT 111, MGT 112. An advanced seminar course designed to identify and explore contemporary forces of major significance in managing enterprises as they develop and compete within increasingly global and turbulent markets. Credit: 3 semester hours.

MGT 204 Integrated Supply Management
Prerequisite: MGT 111. Students are taught a broad coverage of supply chain management issues and related topics concerning the management of materials inflow. Credit: 3 semester hours.
MGT 205 Global Sourcing
Prerequisite: MGT 111. This course is designed to broaden the students’ perspective to identify and seize the sourcing opportunities around the globe to improve the organization’s competitiveness. Credit: 3 semester hours.

MGT 207 Logistics and Transportation Management
Prerequisite: MGT 111. This course offers a comprehensive overview of inbound and outbound logistics and transportation issues and related topics concerning the management of the materials flow. Credit: 3 semester hours.

MGT 221 Decision Support Systems
Prerequisite: DS 153. Students are taught conceptualization and model building tools to increase their management problem solving and decision making. Credit: 3 semester hours.

MGT 222 Management Information Systems
Prerequisite: CIS 150. Students learn how to use procedures and techniques essential for the design, measurement, and evaluation of key business processes and the function of related complex information systems, which comprise the information network of the modern business firm. Credit: 3 semester hours.

MGT 223 Human Resource Management
Prerequisite: MGT 112. This course teaches the students how to effectively manage human resources. The course includes an analysis of the principles and practices of effective manpower administration and how their implementation can contribute to the attainment of organizational goals and objectives. Credit: 3 semester hours.

MGT 224 Seminar in Business Policy Formulation
Prerequisite: MGT 111, 112. Taken in last 12 credits. The course concerns enterprise wide strategic management. In this course students learn how to develop business strategies, how to implement these strategies through translating them into operational policies and action, and how to exercise strategic control. Credit: 3 semester hours.

MGT 225 Materials Resource Management
Prerequisite: MGT 111. This course teaches the students how to efficiently manage the materials flow. It provides a conceptualization of the business entity as an operational system that transforms inputs into outputs. This course concentrates on the design, operations and controls of the process. Credit: 3 semester hours.

MGT 227 Knowledge Management Systems
Prerequisites: MGT 111, MGT 112, CIS 150, or equivalent. A comprehensive review of knowledge management and the systems used to successfully do it. The course first focuses on the nature of knowledge—both tacit and explicit—and information and the ways they impact on managing and carrying out business activities.

MGT 228 Operations Management Systems (formerly Management of Business Systems Integration in Operations)
Prerequisite: CIS 150. In this course, students learn how to apply management information systems integration concepts and theory to operations management in both service and manufacturing areas. The applications are presented within an integrated business process and information flow framework. Credit: 3 semester hours.

MGT 231 Ethics, Business and Society: Managing in the 21st Century
Prerequisites: None. In this course, students examine the major ethical, philosophic, political, social and economic concepts that underlie the corporate system and how these concepts are used to manage the enterprise in a way that meets the needs of the changing environment and its social matrix. Credit: 3 semester hours.

MGT 232 Innovations in Organizational Behavior
Prerequisite: MGT 112. In this course students examine the contributions of behavioral science to the management process. Credit: 3 semester hours.

MGT 240 Entrepreneurship
Prerequisites: MGT 111, MGT 112. Students learn how to plan and implement a new venture. Entrepreneurial processes are examined in the context of organizing a planning team, isolating key planning premises, and establishing objectives, strategies and policies to achieve planning and operational success. Planning and control are examined and practiced from the perspective of entrepreneurs who develop ideas for new ventures, then marshal and manage the resources to bring their ideas to reality. The course uses case studies, application projects and oral and written reports. Credit: 3 semester hours.

MGT 250 E-Commerce Planning and Management
Prerequisite: None. In this course students learn how to develop and manage a cyber space entrepreneurial business. The course examines case studies and existing companies on the web, both successful and unsuccessful ones. Credit: 3 semester hours.

MGT 251 Creating an E-Commerce Business
Prerequisite: CIS 150. An integrated review of the impact of the Internet on business, especially in the areas of business-to-consumer and business-to-business e-commerce. In this course students learn how to carry out the basic steps involved in developing and managing an e-commerce venture, whether as an independent venture or in conjunction with an established business. Credit: 3 semester hours.

MGT 252 Seminar in International Management
Prerequisites: MGT 111, MGT 112. This course enables the student to learn how to organize and manage an international enterprise. Credit: 3 semester hours

MGT 254 Global Information Systems
Prerequisite: CIS 150. This course enables the students to develop and manage the integrated information systems needed to manage multinational organizations. Credit: 3 semester hours.

MGT 259 International Business Policy
Prerequisites: MGT 111, MGT 112, MGT 200. This course enables the students to learn how to formulate business policies for international enterprises, both existing and new ones. The course focuses on management problems and functions—enterprise-wide and operational—of international companies. Credit: 3 semester hours.

MGT 280 Organizational Development: Managing for Change
Prerequisite: MGT 112. This course enables students to acquire skills in improving the performance of individuals, groups, and organizations, especially in situations involving major change. Credit: 3 semester hours.

MGT 285 Managing and Staffing Virtual Organizations
Prerequisite: MGT 223. As a result of increasing global competition, rapid change and other pressures, organizations are engaging in many new forms of business organization utilizing outsourcing, strategic alliances, etc. Credit: 3 semester hours.

MGT 290 E-Commerce Impacts on Organizations
Prerequisites: MGT 112, MGT 111. The course provides a foundation for effectively developing and applying electronic commerce (EC) within an existing organization by utilizing among others training and development of its existing work force. Credit: 3 semester hours.

MGT 295 Seminar in Human Factors in MIS Management
Prerequisite: MGT 112. This course provides an overview of the procedures and practices used in effectively developing, using and disseminating management information from the human psychological and physical perspective. Credit: 3 semester hours.
BA 901; 902 Methodology of Business Research
Prerequisites: (1) The student must have completed at least nine credits (200 level) in a major area. (2) The student is expected to have explored possible thesis subjects with the department Chair well in advance of taking the course. (3) The student must bring to the first class a Thesis Proposal Form, filled in, defining the thesis project. (These forms may be obtained from the Graduate Dean’s office).

The purpose of this course is three-fold: (1) to give the student an appreciation and understanding of research and scholarship; (2) to develop skills in research, and in analysis and evaluation of problems important to the business profession; and (3) to give experience in writing clearly and convincingly on subjects in the business field.

In 901 the student is required to develop a thesis subject, obtain approval of the subject from the department Chair, draw up an outline of the thesis, complete a major portion of the research, and write the introduction and first chapter of the thesis. In 902 the student is required to complete the master's thesis. Hours to be arranged by professor. Credit: 3 semester hours per semester.

MGT 925 Maintaining Matriculation
Master of Business Administration students not registered for courses during a semester must register for MGT 925 in order to maintain matriculation and return to the program for the remaining courses. No Credit. Fee: $50. per semester.

Department of Marketing (MKT)

MKT 150 Principles of Marketing
The role of marketing is examined: (1) as a system designed to achieve the firm’s objective; (2) for its influence on the creation and delivery of a standard of living within the limits of the economic and social environment. Credit: 3 semester hours. Every semester.

MKT 200 Marketing Seminar
Prerequisite: MKT 150. Seminar focusing on current marketing issues such as strategy development, environmental marketing, ethics and social responsibility in marketing and the role of government regulation. Credit: 3 semester hours.

MKT 201 Marketing Research
Prerequisite: MKT 150. Marketing research is treated as a tool utilized by management in exploration, examination and evaluation of marketing problems and opportunities and the role of marketing research in the firm’s Marketing Information System (MIS). Credit: 3 semester hours.

MKT 202 Fundamentals of Purchasing and Supply Leadership
This course presents a broad-based state-of-the-art overview of the role, responsibilities and tools of purchasing and supply leadership. It provides a solid foundation for the other courses in the professional purchasing curriculum.

MKT 203 Dynamics of Consumer Motivation and Behavior
Prerequisite: MKT 150. This course acquaints the student with the basic factors affecting the behavior of consumers—a key element of the business environment. The subject matter draws primarily upon contributions from economics, psychology and social psychology. Credit: 3 semester hours.

MKT 206 Advertising Management
Prerequisite: MKT 150. Management of the advertising process is portrayed as the coordination of the firm, the advertising agency, and the media forms in the activities required to develop creative strategies and to execute the advertising campaign. Credit: 3 semester hours.

MKT 208 Sales Administration and Strategy
Prerequisite: MKT 150. The course focuses on the varying nature of the problems which confront the sales manager and the type of approaches which may be useful in resolving them. The course also aims at enhancing understanding of sales management functions among all marketing managers. Credit: 3 semester hours.

MKT 209 World Class Purchasing and Supply Leadership
To take its rightful place within a world class organization and participate in and contribute to its success, the purchasing function must continually reinvent itself, streamline its processes and upgrade its tools.

MKT 210 Product Management
Prerequisite: MKT 150. Product development is studied as a continuous and planned activity within the firm requiring permanent organizational status. Credit: 3 semester hours.

MKT 211 Data Analysis in Marketing Research
Prerequisites: MKT 150, DS 209. The objective of this course is to familiarize the marketing student with various multi-variate statistical procedures that are being used in analysis of marketing data. Credit: 3 semester hours.

MKT 223 Marketing Management
Prerequisites: MKT 150 and six additional 200 level marketing credits. The student is placed in the role of the principal marketing manager and decision making skills are sharpened via the liberal use of business cases and computer simulation marketing games. Credit: 3 semester hours.

MKT 226 International Marketing
Prerequisite: MKT 150. This course focuses on the growing importance of the international marketing operations of multi-national firms. The student’s perception of marketing management’s domain is expanded from the domestic environment to the global market place. Credit: 3 semester hours.

MKT 228 Comparative Marketing Systems and Research
Prerequisite: MKT 150. A comparative analysis of the similarities and differences in foreign marketing systems, with special emphasis upon structures, functions, institutions, productivity and environment. Credit: 3 semester hours.

MKT 230 Marketing of Services
Prerequisite: MKT 150 or equivalent. Explores the unique characteristics and techniques of service marketing management. Consumer behavior, marketing mix and future developments in the marketing of services are examined thoroughly. Credit: 3 semester hours.

MKT 231 Business to Business (E-Commerce) Marketing
Prerequisite: MKT 150. The distinctive nature of the marketing function with the industrial goods/service firm is isolated for study. Credit: 3 semester hours.

MKT 233 Marketing in East Asia
Prerequisite: MKT 150. An analysis of the economic, political, social and cultural factors affecting marketing and consumer behavior in East Asian countries. Research concerning their marketing structures, strategies, problems, institutions, patterns, promotions and opportunities. Credit: 3 semester hours.

MKT 234 Marketing of Financial Services
Prerequisite: Any one of the following: MKT 200; MGT 200; FIN 233 or DS 209. This course is divided into three main modules. The first module explores the strategic situation, which characterizes financial services and provides an overview of financial services businesses. Credit: 3 semester hours.

MKT 300 Marketing Seminar on Special Interest Topics
Prerequisite: MKT 150. A research course designed to cover special topics of interest. Course work includes research into specialized areas, class lectures, discussions, guest lecturers, field trips and written reports. Credit: 3 semester hours.

MKT 301 Seminar in Current International Marketing Topics
Prerequisite: MKT 150. Critical analysis of current problems, issues, and developments; the relationship between international marketing functions, processes and institutions and changes in the general social, cultural, economic and political environment. Topics reflect the frontiers of research and current state of the art. Credit: 3 semester hours.

MKT 302 International Marketing Seminar Abroad
Prerequisite: MKT 150. The student examines the economic, political, legal, cultural and social forces affecting the international marketing position of the United States and other selected countries; development of global marketing policies, trade with developed and developing countries. Credit: 3 semester hours.
A 901:902 Methodology of Business Research
Prerequisites: (1) The student must have completed at least nine credits (200 level) in a major area. (2) The student is expected to have explored possible thesis subjects with the department Chair well in advance of taking the course. (3) The student must bring to the first class a Thesis Proposal Form, filled-in, defining the thesis project. (These forms may be obtained from the Graduate Dean’s office).

The purpose of this course is three-fold: (1) to give the student an appreciation and understanding of research and scholarship; (2) to develop skills in research, and in analysis and evaluation of problems important to the business profession; and (3) to give experience in writing clearly and convincingly on subjects in the business field.

In 901 the student is required to develop a thesis subject, obtain approval of the subject from the department Chair, draw up an outline of the thesis, complete a major portion of the research and write the introduction and first chapter of the thesis.

In 902 the student is required to complete the master's thesis. Hours to be arranged by professor. Credit: 3 semester hours per semester.

MKT 925 Maintaining Matriculation
Master of Business Administration students not registered for courses during a semester must register for MKT 925 in order to maintain matriculation and return to the program for the remaining courses. No Credit. Fee: $50 per semester.

School of Risk Management, Insurance and Actuarial Science (RMI)

RMI 200 Risk and Insurance Economics
Prerequisite: ECO 150
The course provides a broad, descriptive survey of the risk management and insurance field. It covers topics such as legal and regulatory aspects, life, health, property and liability insurance. The course balances a strong business risk management component with a consumer orientation by providing analysis and discussion of business risk management and policy issues. Credit: 3 semester hours per semester.

RMI 201 Management of Risk
Financial objectives of corporate risk management process, empirical evidence of how and why firms manage risk, institutional environment and regulations of risk management. Results in students able to jointly manage pure and financial risk. Credit: 3 semester hours per semester.

RMI 202 Risk Analysis Methods
Research tools, data sources for risk evaluation. Emphasis on computer aided application. Results in students able to produce credible analysis reports on risk and its consequences. Credit: 3 semester hours per semester.

RMI 204 Risk Pricing Methods
Pricing contingent claims and future uncertain cash flows. Impact of pure and financial risk on the cost of equity capital. Emphasis on computer aided application. Results in students able to model the risk tolerance level of firms. Credit: 3 semester hours per semester.

RMI 205 Strategic Policy for Insurers
The course investigates how insurance firms can create economic value for their shareholders subject to regulatory constraints. The course limits the scope of its examination to the insurance entities required to file their annual statements with the Securities and Exchange Commission. Students’ investigation is consistent with the perspectives of mainstream economic and finance concepts and practice. Students investigate in-depth insurer capital structure, corporate governance and internal control issues, risk-return drivers and growth options. Students’ are encouraged to develop best practices solutions to challenges facing insurance firms in the areas of the students’ investigation. Credit: 3 semester hours per semester.

RMI 206 Insurance and Advanced Risk Strategies
Combine best insurance and financial practices into innovative solutions for managing exposure to risk. Results in students able to design comprehensive solutions to corporate risk. Credit: 3 semester hours per semester.

RMI 207 Operational Finance for Insurers
Ratingmaking, reserving, investing, allocating capital and asset liability management. Results in students able to arrange the finances of (re)insurers to meet policyholder obligations and create economic value for owners. Credit: 3 semester hours per semester.

RMI 209 Property and Liability (Re)Insurance
Underwriting, claims administration, financial reporting and rate making for insurable property and liability risks. Results in students able to structure (re) insurance programs to finance risk. Credit: 3 semester hours per semester.

RMI 210 Life-Health Insurance and Employee Benefits
Funding premature death, medical care costs, unexpected loss of income and retirement. Results in students able to identify, measure and fund the consequences of personal loss. Credit: 3 semester hours per semester.

RMI 211 Cases on Risk, Insurance and Banking
Students collaborate to critically analyze, innovate, investigate, and form solutions to risk-related, managerial challenges. Published cases, business simulations, accident investigation reports or primary data frame the challenges. Credit: 3 semester hours per semester.

RMI 214 Risk Funding Tools
Derivatives, swaps, hybrid securities, indexed debt, contingent financing and insurance. Results in students able to hedge pure and financial risk singularly and jointly. (Coordinated calendar with RMI 204). Credit: 3 semester hours per semester.

BA 901:902 Methodology of Business Research
Prerequisites: (1) The student must have completed at least nine credits (200 level) in a major area. (2) The student is expected to have explored possible thesis subjects with the department Chair well in advance of taking the course. (3) The student must bring to the first class a Thesis Proposal Form, filled-in, defining the thesis project. (These forms may be obtained from the Graduate Dean’s office).

The purpose of this course is three-fold: (1) to give the student an appreciation and understanding of research and scholarship; (2) to develop skills in research, and in analysis and evaluation of problems important to the business profession; and (3) to give experience in writing clearly and convincingly on subjects in the business field.

In 901 the student is required to develop a thesis subject, obtain approval of the subject from the department Chair, draw up an outline of the thesis, complete a major portion of the research and write the introduction and first chapter of the thesis.

In 902 the student is required to complete the master's thesis. Hours to be arranged by professor. Credit: 3 semester hours per semester.

RMI 925 Maintaining Matriculation
Master of Business Administration students not registered for courses during a semester must register for RMI 925 in order to maintain matriculation and return to the program for the remaining courses. No Credit. Fee: $50 per semester.

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

Richard A. Highfield, Dean and Professor of Economics and Finance, Peter J. Tobin College of Business, B.A., Stanford University; M.B.A., Santa Clara University; Ph.D., University of Chicago

Ivan Abel, Assistant Professor of Marketing, B.B.E., The City College, The City University of New York; M.B.A., Baruch College; Ph.D., The City University of New York

John Angelidis, Chair and Professor of Management, B.S., M.S., Ph.D., Georgia State University

Mark Aquillo, CPA, Associate Professor of Accounting and Taxation, B.S., J.D., Fordham University; LL.M., New York University

Deosaran Bachoo, Assistant Professor, Baruch College; M.S., Florida International University

Ibrahim Badawi, CPA, Associate Professor of Accounting and Taxation, B.S., J.D., Fordham University; M.B.A., New School for Social Research

Patrick A. Casabona, University of Virginia

Economics, A.B., Lawrence University; Ph.D., M.B.A., Ph.D., New York University

Glenn Baigent, Accounting and Taxation, B.Comm., Cairo University; M.S., Florida International University

Ankara University; M.B.A., University of New York; M.A., Ph.D., The City University of New York

Ivan Abel, Associate Dean for Academic Affairs and Professor of Marketing, B.S., M.B.A., University of New York; Ph.D., Baruch College

Vipul K. Bansal, Canada; Ph.D., Kent State University

Maximo Eng, CPA, Associate Professor of Accounting and Taxation, B.Com., Cairo University; M.B.A., University of New York; LL.M., New York University

Robert B. Fireworker, Professor of Computer Information Systems and Decision Sciences, B.S., Brooklyn College; M.S., Ph.D., New York University

Richard Bennett, Chair, B.S., Ph.D., Rutgers University

Economics, B.A., Fordham University; M.A., Ph.D., New School for Social Research

Sylvia Clark, Associate Professor of Marketing, B.B.A., Baruch College, M.A., B.A., New York University; Ph.D., Baruch College

Patrick R. Colabella, CPA, Associate Professor of Accounting and Taxation, B.S., St. John's University; M.B.A., Pace University

Richard J. Coppinger, CPA, Associate Professor of Accounting and Taxation, B.B.A., St. John's University; M.B.A., New York University

Gerald P. Cusack, Associate Professor of Management, B.A., M.B.A., St. John's University; M.A., New School for Social Research; Ph.D., New York University

Teresa M. Danile, CPA, C.M.A., Associate Professor of Accounting and Taxation, B.B.A., M.B.A., Pace University

E. Lawrence Deckinger, Distinguished Professor of Marketing, B.S., M.S., Ph.D., New York University

Nejdet Delener, Associate Dean for Academic Affairs and Professor of Marketing, B.S., University of Uludag, Turkey; M.B.A., A.P.C., New York University; Ph.D., City University of New York

A. Noel Doherty, Professor of Marketing, B.S., Fordham University; Ph.D., Tulane University

Raza Eftekharzadeh, Associate Professor of Computer Information Systems and Decision Sciences, B.S., Tehran, Iran; M.B.A., St. John's University; M.B.A., M.Phil., Ph.D., Baruch College

John W. Dobkins, Jr., Associate Professor of Marketing, B.B.A., Manhattan College; M.B.A., Baruch College; Ph.D., New York University

A. Noel Doherty, Professor of Marketing, B.S., Fordham University; Ph.D., Tulane University

Reza Eftekharzadeh, Associate Professor of Computer Information Systems and Decision Sciences, B.S., Tehran, Iran; M.B.A., St. John's University; M.B.A., M.Phil., Ph.D., Baruch College

I. Hilmi Elifoglu, C.I.S.A., C.I.S.M., Associate Professor of Accounting and Taxation, B.S., Ankara University; M.B.A., University of Minnesota; M.S., Ph.D., New School for Social Research

M. E. Ellis, Associate Professor of Economics and Finance, B.S., M.B.A., Ph.D., University of South Carolina

Maximo Eng, Distinguished Professor of Finance, B.A., Chu Hai University, Hong Kong; M.B.A., Ph.D., New York University

Valerie Engländer, Associate Professor of Economics and Finance, B.A., Upsala College; M.A., Ph.D., Rutgers University

Sami B. Fahmy, Adjunct Professor of Accounting and Taxation, B.Com., Cairo University, Egypt; M.B.A., Ph.D., University of Texas

Robert B. Fireworker, Professor of Computer Information Systems and Decision Sciences, B.S., Brooklyn College; M.S., Ph.D., New York University

Adrian P. Fitzsimons, CPA, C.M.A., C.F.A., Chair and Professor of Accounting and Taxation, B.S., M.B.A., St. John's University; Ph.D., New School for Social Research

Edward B. Flowers, Professor of Economics and Finance, A.B., J.D., Emory University; M.B.A., Ph.D., Georgia State University

Arthur J. Furfaro, Associate Professor of Economics and Finance, B.A., M.A., Pace College; J.D., Pace University; Ph.D., Rutgers University

Leonora Fuxman, Associate Professor of Management, B.S., Kiev State University, Ukraine; M.A., Ph.D., Wharton School, University of Pennsylvania

Joseph A. Giacalone, Professor of Economics, Henry George Chair, B.A., Ph.D., Columbia University; M.B.A., St. John's University

S. Sadik Gokturk, Professor of Economics, B.S., New York University; Ph.D., Columbia University

Sara Lee Gordon, Professor of Economics, B.S., University of California at Berkeley; M.A., Ph.D., Stanford University

Sylwia Gornik-Tomaszewski, C.M.A., C.F.M., Assistant Professor of Accounting and Taxation, M.S., Academy of Economics, Katowice, Poland; M.S., Kent State University; D.B.A., Cleveland State University

Michael J. Grego, CPA., Associate Professor of Accounting and Taxation, B.B.A., Baruch College; M.B.A., St. John's University

Iris Mohr, Associate Professor of Marketing, B.S., SUNY at Albany; M.A., Hebrew University; M.B.A., Ph.D., Baruch College

Charman Lal Jain, Professor of Economics, B.A., M.A., Punjab University, India; M.A., Vanderbilt University; Ph.D., American University

Shreekant G. Joag, Associate Professor of Marketing, B. Tech. Mech., Indian Institute of Technology; B.A., Indian Institute of Management; Ph.D., Oklahoma State University

Sreedhar Kavil, Chair and Associate Professor of Marketing, B.A., Madras University; B.Com., LL.B., M.B.A., Calcutta University; M.B.A., Long Island University; D.P.S., Pace University

Gerard M. Kelly, Assistant Professor of Risk Management and Insurance, M.B.A., The College of Insurance; B.B.A., The College of Insurance
Richard Klein, Instructor of Business and Director of Advertising Competition, B.S., John Hopkins Univ.; M.B.A., Wharton School, University of Pennsylvania

Deborah Kleiner, Associate Professor of Law, B.A., Brooklyn College; J.D., New York University School of Law

Engin Kucukkaya, Assistant Professor of Economics and Finance, B.A., M.S., Middle East Technical University (Turkey); Ph.D., University of South Florida

W. Jean Kwon, C.P.U., Associate Professor, Ph.D., Georgia State University; M.B.A., The College of Insurance; B.B.A., University of Maryland

Michael J. Maran, Associate Professor of Accounting and Taxation, B.S., Fairfield University

Laura Lee Mannino, B.A., J.D., St. John's University

John S. Manna, University Management, B.S., M.S., Ph.D., Fordham University

K. Thomas Liaw, University; Ph.D., New York University

Stanley J. Lawson, CPA, Associate Professor of Accounting and Taxation, B.S., Hunter College; M.B.A., Kutztown University, Ph.D., Columbia University

Craig Latshaw, CPA, Associate Professor of Accounting and Taxation, B.S., New York University; M.S., Hunter-Lehman College; Ph.D., St. John's University

Mary D. Maury, CPA, Associate Professor of Accounting and Finance, B.S., New York University; M.S., Hunter-Lehman College; M.B.A., St. John's University

Irène N. McCarthy, CPA, Professor of Accounting and Taxation, B.B.A., Baruch College; M.S., City College of New York; Ph.D., New York University

Robert J. Mockler, Professor of Management, Ph.D., New York University

Gary Mongioli, Associate Professor of Economics and Finance, B.S., St. John's University; M.A., New York University; Ph.D., New School for Social Research

Mary E. Moran, Assistant Professor of Management, B.A., Rhode Island College; M.A., M.Ed., Columbia University; Ph.D., New School University

Ronald L. Moy, Associate Professor of Economics and Finance, B.A., M.A., A.A., Rutgers University

Harry L. Nagel, Professor of Computer Information Systems and Decision Sciences, B.S., CUNY Brooklyn College; M.S., Ph.D., New York University

Jay Nathan, Professor of Management, M.E., University of Florida; M.B.A., Ph.D., University of Cincinnati

John J. Neumann, Associate Professor of Economics and Finance, B.S., University of Pennsylvania; Ph.D., Boston University

Albert C. Ovedovitz, Associate Professor of Computer Information Systems and Decision Sciences, B.A., M.A., Queens College; Ph.D., City University of New York

Teresa Pachta, Assistant Professor of Finance and Economics, M.S., Drexel University; Ph.D., Florida International University

Mark Marpet, Professor of Computer Information Systems and Decision Sciences, B.E., Cooper Union School of Engineering; M.S., Stevens Institute of Technology; Ph.D., New York University

Brenda L. Massetti, Associate Professor of Management, B.A., University of South Florida; M.B.A., University of Alabama in Birmingham; Ph.D., Florida State University

Laurence J. Mauer, Professor of Economics and Finance, B.A., Grinnell College, Ph.D., University of Tennessee

Steven D. Papamarcos, Associate Professor of Management, B.A., Stony Brook; M.B.A., The College of William and Mary; M.Phil., Ph.D., The City University of New York

Anthony Pappas, Associate Professor of Economics and Finance, B.S., Massachusetts Institute of Technology; M.A., Ph.D., Yale University

Simcha Pollack, Professor of Decision Sciences, B.S., CUNY Brooklyn College; M.S., Ph.D., New York University

Ronnie Rong Qi, Assistant Professor of Economics and Finance, B.S., Renmin University, China; M.A., Ohio State University; Ph.D., Columbia University

Jack Raisner, Professor of Law, Boston University, J.D. Cardozo School of Law, Yeshiva University

Srinivasa Ramanujam, A.S.A., E.A, Associate Professor of Risk Management and Insurance, Ph.D., Brown University; Masters, Madras University (India)

William Reisel, Assistant Professor of Management, M.A., M.B.A., Ph.D., The City University of New York

Christine Rider, Professor of Economics and Finance, B.Sc., London School of Economics; M.A., CUNY Queens College; Ph.D.; New School for Social Research

Henry O. Ruhnke, Director, Executive-in-Residence Program and Associate Professor of Management, B.B.A., M.B.A., City College of New York

Andrew Russakoff, Associate Professor of Computer Information Systems in Decision Sciences, B.A., Columbia University; B.A., M.A., St. John's College (Oxford); M.A., CUNY Queens College; Ph.D., City University of New York

Manuel G. Russin, Associate Professor of Decision Sciences, B.A., University of Pittsburgh; M.A., Ph.D., University of Mississippi

Anthony Sabino, Associate Professor of Law, B.S., J.D., St. John's University

Eberhard E. Scheuing, Professor Emeritus, M.B.A., Ph.D., University of Munich, Germany; CPA, APP, NAPM, Professor of Purchasing and Supply Leadership

Leon G. Schiffman, Professor of Marketing, J. Donald Kennedy Endowed Chair in E-Commerce, B.B.A., Pace University; M.B.A., City College of New York; Ph.D., City University of New York
Nicos A. Scordis, Ph.D., Associate Professor of Risk Management and Insurance, John R. Cox/ACE Ltd.; Chair of Risk and Insurance, Ph.D., University of South Carolina, M.B.A., University of Georgia; B.S., Florida State University

Victoria Shoaf, CPA, Associate Professor of Accounting and Taxation, B.A., California State College; M.B.A., Pace University; Ph.D., Baruch College, City University of New York

Eugene J. Sullivan, University Professor for Strategic Planning, Executive-in-Residence Program; Chairman Emeritus, Executive Committee, Borden, Inc., B.S., St. John's University; M.B.A., New York University; D.C.S., (Hon.) St. John's University

Ralph A. Terregrossa, Associate Professor of Economics, B.A., SUNY Cortland; M.A., Ph.D., SUNY Binghamton

James W. Thompson, CPA, Professor of Accounting and Taxation, B.S., M.B.A., Fordham University; Ed.D., Columbia University

Igor Tomic, Associate Professor of Economics and Finance, B.S., M.A., CUNY Queens College; Ph.D., City University of New York

Farok Vakil, Associate Professor of Computer Information Systems and Decision Sciences, B.S., National University, Tehran, Iran; M.B.A., LaSalle University; M.S., Ph.D., Temple University

Athanasios Vasilopoulos, Associate Professor of Computer Information Systems and Decision Sciences, B.E.E., M.E.E., Ph.D., New York University

Raja Vatti, Associate Professor of Computer Information Systems and Decision Sciences, B.A., Andhra University, India; M.S., Emory University; M.B.A., Iona College; Ph.D., New York University

Lawrence A. Wander, Associate Professor of Law, B.A., Notre Dame College; J.D., Seton Hall University

Charles Wankel, Associate Professor of Management, B.B.A., Iona College; M.B.A., Ph.D., New York University

Itzhak Wirth, Professor of Management, B.Sc., Technion-Israel Institute of Technology; M.B.A., INSEAD, Fontainebleau, France; M.S., Ph.D., University of California at Berkeley

Kwok-Fai Matthew Wong, Associate Professor of Economics and Finance, B.A., Acadia University, Canada; M.B.A., University of Manitoba, Canada; J.D., Fordham University; Ph.D., University of Mississippi

Raymond Zollo, CPA, Associate Professor of Accounting and Taxation, B.B.A., Baruch College; M.B.A., St. John's University
Objectives
The Graduate Division of the College of Pharmacy and Allied Health Professions, in harmony with the mission of the University, prepares students for positions in industry, health care facilities, pharmacy practice, governmental agencies and education. The College provides an opportunity for students to develop and maintain scholarly growth in the pharmaceutical, industrial, biomedical and allied health sciences. In order to meet these objectives, the College offers programs at the master's level in pharmaceutical sciences, toxicology and pharmacy administration. Thesis and non-thesis options are available in all programs leading to the Master of Science degree. The College of Pharmacy and Allied Health Professions also offers a program of study in pharmaceutical sciences leading to the Doctor of Philosophy degree and a program of study in pharmacy leading to the Doctor of Pharmacy degree.

Master of Science Degrees

Programs of Study

The programs leading to the Master of Science degree are designed to enable individuals to be skilled in the areas of pharmaceutical sciences, toxicology and pharmacy administration. Thesis and non-thesis options are available in all programs leading to the Master of Science degree. The College of Pharmacy and Allied Health Professions also offers a program of study in pharmaceutical sciences leading to the Doctor of Philosophy degree and a program of study in pharmacy leading to the Doctor of Pharmacy degree.

Pharmaceutical Sciences
Specialization in: Biopharmaceutical Technology; Industrial Pharmacy; Medicinal Chemistry; Pharmacology; Phamacotherapeutics

Pharmacy Administration
Specialization in: Pharmaceutical Marketing; Regulatory Affairs/Quality Assurance

Toxicology
Double Master's Degree Program
leading to an M.S. in pharmaceutical sciences and an M.S. in library science. This dual master's program is offered in conjunction with the Division of Library and Information Sciences of the St. John's College Graduate Division of Liberal Arts and Science.

Entrance and Degree Requirements
Applicants with strong credentials in the sciences are considered for admission to the master's programs. All applicants to the master's programs must submit scores from the Graduate Record Examination, letters of recommendation and a statement of goals in support of their application. Other specific requirements depend on the particular degree program chosen by the student. Graduate students who have certain deficiencies in their undergraduate curriculum may be required to enroll in graduate or undergraduate courses to remedy these deficiencies. These remedial courses provide no credit towards the master's degree. Students are notified of the specific requirements upon acceptance into the program.

Program Requirements

Pharmaceutical Sciences
Students who plan to undertake graduate work in the master's programs in pharmaceutical sciences must hold an appropriate baccalaureate degree with a specialization in pharmacotherapeutics, a baccalaureate degree with a major in pharmacy or in one of the physical, chemical or biological sciences.

For graduate study in pharmaceutical sciences with a specialization in pharmacotherapeutics, a baccalaureate degree with a major in pharmacy, nursing, or physician's assistant is required.

Pharmacy Administration
For graduate study in pharmacy administration with a specialization in pharmaceutical marketing, applicants should possess a baccalaureate degree in pharmacy; however, those possessing a bachelor's degree in business administration are considered. The latter may be required to take certain undergraduate pharmacy administration courses in order to rectify any deficiencies.

The Regulatory Affairs/Quality Assurance Program provides comprehensive knowledge for Regulatory Affairs (RA) and Quality Assurance (QA) professionals seeking employment or career advancement in pharmaceutical companies, hospitals, governmental agencies, health care organizations and academia.

Toxicology
Students who plan to undertake graduate work in the master's programs in toxicology must hold an acceptable baccalaureate degree with a major in pharmacy or in one of the physical, chemical or biological sciences.

Double Master's Degree Program in Pharmaceutical Sciences and Library Science
Students with an appropriate bioscience background may apply for admission to the double master's program. The M.S. in pharmaceutical sciences is awarded with a specialization in pharmacology.

Degree Options
Two options are offered within each program leading to the Master of Science degree. The thesis option (Plan A) requires 24 semester hours of course work (exclusive of prerequisites) and a thesis project for which a minimum of six semester hours of credit are required. Students that are accepted under the thesis option are permitted to take more than 24 semester hours of course work subject to approval of their mentor. The non-thesis option (Plan B) requires additional course work in lieu of the thesis (a minimum total of 33-36 semester hours of course work, exclusive of prerequisites). Students are typically required to complete the degree program option (thesis or non-thesis) for which they have been accepted.

Degree Requirements

Master of Science Programs
Residency* One Year
Time Limit on Credit Five Years
Minimum Credit in Semester Hours: 30 (24 Course work; 6 Thesis Research)
Thesis Option
Minimum Credit in Semester Hours: 33 to 36 (Course work)
Non-Thesis Option
Comprehensive Examination Required
Graduate Record Examination Required

* Residency for the Master of Science degree requires completing six credits per semester for two consecutive semesters.

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Double Master's Degree Program

Library Science 24 semester hours of credit
Pharmaceutical Sciences (Pharmacology) 21 semester hours
Exchange of credits applied toward the completion of both degrees 12 semester hours

TOTAL 57 semester hours

Doctor of Pharmacy Degree: Practitioner Option

Entrance Requirements
- The candidate must be a graduate of an ACPE accredited Pharmacy program or have a B.S. degree in pharmacy with a license to practice pharmacy in the U.S. and have documented clinical experience equivalent to a community externship, hospital externship, inpatient clerkship and an elective rotation.
- The candidate must submit a University application, transcripts of all college coursework, three letters of recommendation and a personal statement of goals.
- Candidates must also supply a comprehensive curriculum vitae for evaluation.
- Selected applicants must successfully complete a personal interview.

Degree Requirements

Residency* One Year
Time Limit Five Years
Minimum Credit in Semester Hours: 37 credits
Comprehensive Examination: Required
Graduate Record Examination: Not Required

*Residency for the Doctor of Pharmacy degree requires completing six credits per semester for two consecutive semesters.

Curriculum

The curriculum consists of 37 credits. A total of 22 credits are didactic and 15 credits are experiential (rotations).

I. Didactic Course Work Credits
CPP 301 Advanced Therapeutics I 3
CPP 302 Advanced Therapeutics II 3
CPP 303 Physical Assessment 1
CPP 304 Advanced Pathophysiology 3
CPP 308 Drug Information and Drug Literature Evaluation 3
CPP 322 Applied Clinical Pharmacokinetics 3
Elective 3
Elective 3
Total Credits 22

II. Clinical Experience Credits
Inpatient Care 3
Ambulatory Care 3
Elective Rotation 3
Elective Rotation 3
Elective Rotation 3
Total Credits 15

Total program credits 37

Credit for learning derived from experience
Credits are granted for life experience. Such credits are awarded based on review of the student’s portfolio and evaluation by the clinical faculty. Life experience credits are awarded only in selected areas of clinical experiential training. The student may apply for a waiver of a maximum of one rotation.

Doctor of Philosophy Degree

The program in pharmaceutical sciences leading to the Doctor of Philosophy degree prepares graduates for leadership roles in meeting the evolving needs in pharmaceutical and biomedical education, research and industry. The Doctor of Philosophy degree program is offered with areas of specialization in:
- Industrial Pharmacy
- Pharmacology
- Toxicology
- Medicinal Chemistry

Entrance Requirements

An applicant seeking acceptance in the Doctor of Philosophy program must have completed an appropriate baccalaureate or master’s degree program. This degree must be in the natural or physical sciences and may include degrees in the pharmaceutical sciences, toxicology, biology or chemistry. Other degree areas are considered on a case by case basis by the Admissions Committee.
- Basic minimum requirements for a student with an undergraduate degree include:
  a) An undergraduate grade point average of 3.5 or better
  b) Suitable Graduate Record Examination (General Exam) scores
  c) Two letters of recommendation
- Basic minimum requirements for a student with a suitable master’s degree include:
  a) A graduate grade point average of 3.0 or better
  b) Suitable Graduate Record Examination (General Exam) scores
  c) Two letters of recommendation

Prior to registration, the student must receive written confirmation from the Office of Admission as to the approval of matriculation in the doctoral program. Post M.S. courses completed prior to acceptance in the Ph.D. program may not be applied toward the Ph.D. degree requirements. The admissions committee may require that certain deficiencies be remedied during the first year of the Ph.D. program. Admission to the doctoral program does not imply advancement to candidacy for the degree. Additional requirements, including satisfactory completion of the core curriculum, passing the qualifying examination, passing the oral presentation of the research proposal and the establishment of the Ph.D. research committee must be fulfilled before a graduate student may be considered a candidate for a degree. The Ph.D. research committee is responsible for assisting the candidate in his/her research, but the primary responsibility for successfully completing the research and dissertation rests with the candidate.

Students must take PAS 265 Scientific Inquiry: Regulation and Ethical Challenges on a Pass/Fail basis.

Program of Study

The program of study consists of a minimum of 60 semester hours beyond the bachelor’s degree or a minimum of 30 semester hours beyond the master’s degree, exclusive of prerequisites and dissertation research. The course work for each student consists of a core curriculum and a specialization curriculum which is determined in consultation with the faculty mentor. In some cases, students may be required to complete more than the minimum number of credits in their area of specialization or a minor field of study in order to make up any deficiencies which may exist.

Curriculum

Core Curriculum:
PHS 212 Applied Biopharmaceutical Chemistry 3 cr.
or
PAS 241 Advanced Biopharmaceutics 3 cr.
PAS 252 Biostatistics 3 cr.
PHS 251 Seminar in the Pharmaceutical Sciences 0 cr.
PHS 253 Seminar in the Pharmaceutical Sciences 0 cr.
PHS 254 Seminar in the Pharmaceutical Sciences 1 cr.
PHS 256 Pharmaceutical Analysis Laboratory 3 cr.

Total 10 cr.

All core requirements must be completed within the first two years of study. The specific curriculum for a specialization area will be determined in consultation with the doctoral student’s faculty mentor.
Degree Requirements

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<thead>
<tr>
<th>Requirement</th>
<th>Requirement Details</th>
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<tbody>
<tr>
<td>Residency</td>
<td>24 credits or equivalent in a 24 month period (including summer)</td>
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<tr>
<td>Time Limit on Credit</td>
<td>Up to 7 years</td>
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<tr>
<td>Minimum Credit in Semester Hours</td>
<td>15 credits of course work beyond the MS. Degree plus basic requirements in area of Specialty subject to the Doctoral Committee; 45 credits of course work beyond the baccalaureate degree.</td>
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<tr>
<td>Qualifying/Comprehensive Examination Required</td>
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<tr>
<td>Graduate Record Examination Required</td>
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<tr>
<td>Dissertation Research Minimum of 15 credits of Dissertation Research (PAS 950, PHS 950)</td>
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Thesis and Dissertation Research

All master's students electing the thesis option and all candidates for the Ph.D. degree, must conduct an original laboratory, administrative or clinical investigation. The results are reported in the form of a written dissertation which must be presented and defended at an oral examination. All thesis and dissertation candidates must take the appropriate 900 level research course each semester from completion of comprehensive examination requirements up to and including the semester in which the thesis or dissertation is defended. All laboratory research must be conducted at the University, unless explicitly authorized by the Ph.D. or master’s committee.

The Research Tool consists of:

- FRE 0101, 0102
- GER 0101, 0102
- MTH 165, 166
- PAS 265.

Examinations and Grading

Graduate degree requirements for all programs include a required number of course credits with satisfactory grades indicative of scholarship. All master’s and Pharm.D. students must take and pass a Comprehensive Examination. Master’s students that are enrolled in the thesis option (Plan A) must satisfy the Comprehensive Examination requirement by completing a research project and submitting and orally defending the written thesis.* Ph.D. students are required to take and pass a Qualifying Examination and a Comprehensive Examination. Ph.D. students must also complete a research project and submit and orally defend a written dissertation. (Ph.D. students should consult the College Doctoral Handbook for details concerning degree requirements.)

Students in the graduate programs are required to receive at least a B grade in all courses. If a student receives a grade of less than a B, or their G.P.A. falls below 3.0, the student's program will automatically become subject to review. Such a review may result in academic dismissal. Master’s and Pharm.D. students who receive more than two grades less than B are typically considered for academic dismissal. Ph.D. students who receive more than one grade less than B are typically considered for academic dismissal. Ph.D. students should consult the College Doctoral Handbook for details concerning academic status review and dismissal.

*(M.S. students should consult the M.S. Candidate Handbook for further details.)

Department of Clinical Pharmacy Practice (CPP)

Program of Study

The objective of the Department of Clinical Pharmacy Practice is to prepare doctor of pharmacy students and practitioner option students for leadership roles in clinical pharmacy practice. The individual programs are designed to provide the student with the requisite knowledge, skills and attitudes to be an effective practitioner in the patient care setting.

Courses

CPP 205 Controversies in Therapeutics
This course is oriented to an overview of new issues in selected major disease classifications including infectious diseases, rheumatology, hematology, psychotherapeutics, and neuropathology. Credit: 3 semester hours.

CPP 215 Cancer Chemotherapy
A review of the representative neoplastic disease states and modalities of treatment; the general principles of cancer chemotherapy and the essentials of monitoring and counseling cancer patients. Credit: 3 semester hours.

CPP 216 Psychotherapeutics
Psychotherapeutics covers the basic principles of psychiatric pharmacy practice. Emphasis is placed on the major psychiatric disorders including: psychosis, mood and anxiety disorders, substance abuse and dementia. Credit: 3 semester hours.

CPP 217 Antimicrobial Therapy
This course is intended to outline an approach to the management of bacterial infections through an understanding of pathophysiology, epidemiology and basic principles of infectious diseases. Credit: 3 semester hours.

CPP 221 Human Nutrition
Studied are the inherent properties of carbohydrates and proteins as basic nutrients, as are human needs in the catabolic process of sustaining bodily functions in homeostasis. Credit: 3 semester hours.

CPP 225 Pediatric Pharmacotherapeutics
Prerequisites: CPP 301, 304. Provides an overall background of Pediatric Pharmacotherapy encompassing developmental differences between various pediatric age groups and their effects on drug disposition. Credit: 3 semester hours.
CPP 301:302 Advanced Therapeutics I; II
These courses focus on the therapeutic management of select disease states. Emphasis is placed on rational drug therapy, drug-induced diseases, therapeutic drug monitoring, and the modification of drug therapy as dictated by changes in the patient's characteristics and/or physical condition. Credit: 3 semester hours.

CPP 303 Physical Assessment
This course is designed to provide the student with general concepts of physical examination of patients. Credit: 1 credit hour.

CPP 304 Pathophysiology
This course is designed to provide the student with a detailed understanding of the pathophysiology of the most common disease states. Credit: 3 semester hours.

CPP 308 Drug Information and Literature Analysis
The philosophy and fundamentals of drug information practice and the application of drug information skills in the delivery of pharmaceutical care are discussed. Credit: 3 semester hours.

CPP 309 Critical Care Therapeutics
This course focuses on the therapeutic management of patients in the critical care setting. Emphasis is placed on the pathophysiology of acute illnesses as well as on rational treatment modalities and therapeutic drug monitoring of critically ill patients. Credits: 3 semester hours.

CPP 310 Topics in Women's Health
Prerequisite/Corequisite: CPP 301. Various women's conditions and disease states are discussed with an emphasis on pathophysiology and pharmacotherapeutics. Credit: 3 semester hours.

CPP 322 Applied Clinical Pharmacokinetics
This course examines basic pharmacokinetic principles as they relate to design of optimum dosage regimens in the clinical environment. Credit: 3 semester hours.

CPP 323 Clinical Poison Management
Provides the student who has a strong background in clinical pharmacy with a detailed didactic course in clinical toxicology. Credit: 3 semester hours.

CPP 349 Life Experience Credit
Credits are allowed for life experience. Such credits are awarded based on review of the student's portfolio and evaluation by the clinical faculty. These credits are awarded only for selected areas. Credit: 3 semester hours. Application should be submitted in last semester.

CPP 350 Drug Information Rotation
Prerequisites: CPP 301 or 302; CPP 303, 304. The rotation orientates the student to the methods and techniques of drug literature review, abstracting, indexing, retrieval and provision for the primary purpose of answering drug information questions. Credit: 3 semester hours.

CPP 351 Cardiovascular Therapeutics Rotation
Prerequisites: CPP 303, 304. The focus of this rotation is to gain a basic understanding of the role of the cardiovascular clinical pharmacist and to provide pharmaceutical care to patients with underlying cardiac disease. Credit: 3 semester hours.

CPP 352 Endocrine Rotation
Prerequisites: CPP 301, 302, 303, 304, 308. The diagnosis, treatment and management of various endocrine disorders is explored during this rotation, in both the acute care and ambulatory patient settings. Credit: 3 semester hours.

CPP 353 Infectious Diseases Rotation
Prerequisites: CPP 303, 304. The role of the pharmacist as an epidemiologist is emerging. This experience involves students with hospital patients in whom a broad spectrum of infectious diseases, including viral, rickettsial, bacterial, spirochetal, mycotic and protozoan, is visible. Credit: 3 semester hours.

CPP 354 Psychiatric Therapeutics Rotation
Prerequisites: CPP 303, 304. Behavioral problems, neurogenic and psychogenic in nature, as well as organic and functional neurological disorders are the focus of this experience. Credit: 3 semester hours.

CPP 355 Geriatric/Long-Term Care Rotation
Prerequisites: CPP 301 or 302; CPP 303, 304, 322. The focus of this elective rotation is the provision of pharmaceutical care to the elderly patient, particularly residents of long-term care facilities. Credit: 3 semester hours.

CPP 356 Emergency Medicine Rotation
Prerequisites: CPP 303, 304. The emergency medicine rotation enables the student to practice clinical pharmacy in a large metropolitan emergency room setting. Credit: 3 semester hours.

CPP 357 Oncology/Hematology Rotation
Prerequisites: CPP 303, 304 and one other CPP course. The rotation is designed to introduce the student to the pharmaceutical care of the adult inpatient oncology/hematology population. Students integrate and interact with a multi-disciplinary team on daily rounds. Credit: 3 semester hours.

CPP 358 Pediatric Pharmacotherapy Rotation
Prerequisites: CPP 301, 303, 304. The student gains an understanding and appreciation of the different challenges involved in the management of pediatric disease states. Credit: 3 semester hours.

CPP 359 Poison Control Rotation
Prerequisites: CPP 303, 304. The student spends the rotational time in the New York City Poison Control Center. Emphasis is on a history-taking, first aid, basic poison management, problem solving and involvement in ongoing research projects. Credit: 3 semester hours.

CPP 360 Education Rotation
This rotation exposes the student to the role of the practitioner in the academic setting. Each student participates in student instruction in this program's practice laboratories. Credit: 3 semester hours.

CPP 361 Family Medicine Rotation
Prerequisites: CPP 301, 303, 304, 308. The rotation focuses on the pharmacotherapy of adults on an inpatient, family medicine service. Credit: 3 semester hours.

CPP 362 Renal Pharmacotherapy Rotation
Prerequisites: CPP 301 or 302; CPP 303, 304, 308. This rotation is designed to develop clinical experience and skills in the area of renal pharmacotherapy. Credit: 3 semester hours.

CPP 363 Critical Care Rotation
Prerequisites: CPP 303, 304. The focus of this elective rotation is the provision of pharmaceutical care in the surgical intensive care unit. Credit: 3 semester hours.

CPP 364 Pharmacokinetics Rotation
Prerequisites: CPP 303, 304, 322. The focus of this elective rotation is the provision of pharmacokinetic and pharmacodynamic monitoring in various types of patients. Credit: 3 semester hours.

CPP 365 Community Practice Rotation
Prerequisites: CPP 303, 304. The student gains an understanding of the role of the community pharmacist in providing patient care. Credit: 3 semester hours.

CPP 366, CPP 367, CPP 368—Clinical Elective Rotation I; II; III
Prerequisites: CPP 303, 304. Corequisites or Prerequisite: CPP 301, 308. This rotation is an individualized clinical experience to meet the student's particular learning needs or learning interests. Course objectives, activities and assessment methods are developed between student and faculty. Credit: 3 semester hours.

CPP 369 Internal Medicine Rotation
Prerequisites: CPP 303, 304, 308. Corequisites or Prerequisite: CPP 303, 308. This rotation includes a general study of drug therapy considerations for the adult patient population. The student is involved in rounds, patient care assessment and monitoring patients admitted to the medical service. Credit: 3 semester hours.

CPP 370 Ambulatory Care Rotation
Prerequisites: CPP 301 or 302; CPP 303, 304, 308. Corequisite or Prerequisite: CPP 308. The special skills required for ambulatory care, such as interviewing techniques, adequate drug histories, counsel and advisement on use of drugs are further developed in this experience. Credit: 3 semester hours.

**Experiential Rotations are restricted to Pharm.D. students.
Department of Pharmacy and Administrative Sciences (PAS)

Program of Study
The objectives of the department of Pharmacy and Administrative Sciences are to prepare students interested in pharmacy administration for positions in pharmaceutical marketing and to prepare students interested in the pharmaceutical sciences for careers in industry, particularly in the area of industrial pharmacy. The programs are designed to provide students with the necessary knowledge, attitudes and skills that enable them to assume a leadership role in an industrial setting.

Courses

PAS 101 Special Problems
Prerequisite: Completion of 12 course credits. Laboratory and/or fieldwork in area of specialization in institutional, hospital, cosmetic or industrial pharmacy. Credit: 3 semester hours. Laboratory fee: $120. Every semester.

PAS 204 Public and Private Health Care Systems
This course provides a working knowledge of those factors implicated in affecting the efficiency, access and quality of the U.S. health care delivery system. Lecture. Credit: 3 semester hours.

PAS 211 Introduction to Pharmaceutical Marketing
This course covers topics including the modern pharmaceutical industry; the nature of pharmaceutical products; factors affecting marketing of pharmaceutical products. The U.S. pharmaceutical market is the focus for studying the above aspects. Lecture. Credit: 3 semester hours.

PAS 212 Pharmaceutical Promotion
This course deals with the theoretical, practical and unique aspects and issues in pharmaceutical promotion. Lecture. Credit: 3 semester hours.

PAS 213 Research Methods in Health Care Marketing
Prerequisite: PAS 252 or equivalent. This required course allows the student to understand the fundamental nature of the scientific approach to conducting research. Lecture. Credit: 3 semester hours.

PAS 214 Management in the Health Care Industries
Management policies and procedures of those institutions organized to deliver health care services and related products to the consumer. Credit: 3 semester hours.

PAS 215 Foundations of Regulatory Affairs
This course provides the student with an understanding of the laws, regulations and procedures of federal and state guidelines that affect drugs and medical devices during their development, production and distribution stages. Lecture. Credit: 3 semester hours.

PAS 216 Consumer Behavior in Purchasing Drug Products
Sociological, psychological and anthropological factors affecting consumer buying tendencies. Credit: 3 semester hours.

PAS 217 Retail Pharmacy Management
This course deals with the theoretical and practical aspects of the activities involved in the retailing of pharmaceutical goods and services—specifically with respect to the places, times, prices and quantities that enable a retailer to reach its goals. Lecture. Credit: 3 semester hours.

PAS 218 Contemporary Administrative Principles
The evaluation of contemporary administrative concepts; the essentials of the planning, organizing, coordinating and controlling processes; and the techniques of interviewing, communicating, motivating and establishing performance criteria are explored in this course. Lecture. Credit: 3 semester hours.

PAS 219 Health Outcomes Assessment
The course is designed to provide a comprehensive review of health technology evaluation and health status assessment in the appraisal of health outcomes and therapeutic effectiveness in patient care. Lecture. Credit: 3 semester hours.

PAS 220 Global Pharmaceutical Marketing
Prerequisite: PAS 211 or equivalent. This course covers the global pharmaceutical market and the economic, legal, cultural, political and competitive environment in which the global pharmaceutical market operates. Credit: 3 semester hours.

PAS 224 Microbiological Aspects of Pharmaceuticals and Cosmetics
The course starts with a review of the classification of micro-organisms including structure, physiology, variability and immunological phenomena. Lecture. Credit: 3 semester hours.

PAS 225 Formulation of Aerosol Products
A consideration of the principles in the formulation and development of all types of aerosol products. Solution, dispersion, emulsion, semi-solid and powder systems are studied in conjunction with their application to pressurized packaging. Lecture. Credit: 3 semester hours.

PAS 231 Principles of Manufacturing Pharmacy I
Prerequisites: PAS 3101 and PAS 3103 or equivalent. A study of the formulation and stability testing of dosage forms. Lecture and laboratory. Credit: 4 semester hours. Laboratory fee: $120.

PAS 231L Laboratory for Principles of Manufacturing Pharmacy I
3 semester hours; 1 credit hour. Laboratory fee $120.

PAS 232 Pharmaceutical Engineering
Considerations of the working mechanisms of manufacturing equipment used in the production of pharmaceutical drug products. Particular emphasis is placed on what quality assurance personnel should check during pharmaceutical manufacturing. Lecture. Credit: 3 semester hours.

PAS 233 Pharmaceutical Materials
A study of the raw materials employed in the preparation of dosage forms. Credit: 3 semester hours.

PAS 235,235L Product Formulation
Prerequisite: PAS 3101 and PAS 3103 or equivalent. A study of the formulation and stability testing of dosage forms. Lecture and laboratory. Credit: 4 semester hours. Laboratory fee: $120.

PAS 236 Evaluation of Pharmaceutical Dosage Forms
Prerequisite: PAS 3101 and PAS 3103 or equivalent. The basics of pharmaceutical processing and unit operations including both theoretical and practical aspects of the activities involved in the preparation of dosage forms are discussed. Factors affecting drug release from pharmaceutical products are covered along with in vitro and in vivo procedures for assessing drug absorption efficiency. Lecture. Credit: 3 semester hours.

PAS 237 Industrial Pharmacy
Prerequisites: PAS 3101 and PAS 3103 or equivalent. The basics of pharmaceutical processing and unit operations including both theoretical and practical aspects of the activities involved in the preparation of dosage forms are discussed. Factors affecting drug release from pharmaceutical products are covered along with in vitro and in vivo procedures for assessing drug absorption efficiency. Lecture. Credit: 3 semester hours.

PAS 239 Homogeneous Pharmaceutical Systems
Prerequisite: PAS 3101 or equivalent. Application of selected physicochemical principles to homogeneous pharmaceutical systems. Credit: 3 semester hours.

PAS 240 Heterogeneous Pharmaceutical Systems
Prerequisite: PAS 3103 or equivalent. Application of selected physicochemical properties to heterogeneous pharmaceutical systems. Credit: 3 semester hours.

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PAS 241/242 Advanced Biopharmaceutics I/II
Prerequisite: PAS 5201 or PAS 4304; PAS 241 is a prerequisite for PAS 242. A study is made of optimized drug delivery systems for various routes of administration based on biopharmaceutical and pharmacokinetic considerations. Credit: 3 semester hours.

PAS 243 Advanced Biopharmaceutics III
Prerequisites: PAS 241; 242. This course presents derivation of various pharmacokinetic equations representing common single and multi-compartment models. Credit: 3 semester hours.

PAS 244 Preparation and Evaluation of Colloidal Dispersions
The classification of colloidal systems, surfactants used in their preparation and various techniques for measuring contact angle, adsorption isotherm and rheological measurements are covered. Credit: 4 semester hours. Laboratory fee: $120.

PAS 245 Evaluation of Solid and Semi-Solid Dosage Forms and Processes
Physical and physiochemical procedures used in the evaluation of powders, tablets, lozenges, capsules, ointments, pastes, creams, gels and suppositories are covered along with in vivo and in vitro procedures for assessing drug absorption efficacy. Lecture. Credit: 3 semester hours.

PAS 246 Evaluation of Liquid Dosage Forms and Processes
Physical and physiochemical procedures used in the evaluation of sterile products, emulsions, suspensions, solutions and aerosols are covered. Principles of good manufacturing practices are discussed. Lecture. Credit: 3 semester hours.

PAS 247 Special Drug Delivery Systems
Prerequisites: PAS 3101 and PAS 3103 or equivalent. Considerations involved in the development and formulation of sustained and controlled release drug delivery systems are discussed. Lecture. Credit: 3 semester hours.

PAS 248 Principles of Manufacturing Pharmacy II
Prerequisite: PAS 231 or equivalent. A study of the process and equipment employed in the manufacture of liquid pharmaceuticals. Operations on a pilot plant scale are utilized to demonstrate the common types of industrial equipment. Lecture and Laboratory. Credit: 4 semester hours. Laboratory Fee: $120.

PAS 250 Targeted Drug Delivery Systems
Prerequisites: PAS 3101, 3103 and 5201 or equivalent. This elective is designed to focus on different concepts and strategies involved in the design and development of targeted drug delivery systems to different organs and/or sites. Credit: 3 semester hours.

PAS 251 Ocular Drug Delivery
Prerequisites: PAS 3101, 3103 and 5201 or equivalent. This elective is designed to introduce the student to anatomy and physiology of the eye with a review of the current status of ophthalmic drugs followed by the considerations involved in the design, development, formulation and evaluation of ophthalmic drug delivery systems. Credit: 3 semester hours.

PAS 252 Biostatistics
Prerequisites: Undergraduate chemistry or biology and mathematics. Statistical methods used in drug evaluation. While principal emphasis is placed on animal studies, evaluation of techniques applicable to chemistry and pharmacy are also covered. Credit: 3 semester hours.

PAS 255 Biotechnological Drug Delivery Systems
Prerequisite: Undergraduate course in biological and chemical sciences. This course is designed to focus on various physicochemical, biological and pharmaceutical concepts and strategies involved in the design and development of invasive (parenteral) and noninvasive drug delivery systems for biotechnological drug molecules such as proteins and peptides. Lecture. Credit: 3 semester hours.

PAS 256 Principles of Experimental Design
Prerequisite: Undergraduate courses in biological and chemical sciences. This course is designed to develop competencies necessary to solve complex biological problems with efficient experiments using small sample size. Lecture. Credit: 3 semester hours.

PAS 260 Basic Concepts of Drug Development
This course is designed to study the modern drug development process in the pharmaceutical industry from drug discovery up to the submission of NDA for FDA approval. Credit: 3 semester hours.

PAS 261 Foundations of GXP
This course introduces the fundamental concepts of GLP, GCEO and GMP. It explores basic regulatory and quality assurance issues pertinent to pre-clinical safety research. Credit: 3 semester hours.

PAS 262 Regulatory Submissions and the Drug Approval Process
This course covers the development of IND and NDA submissions or FDA review. In addition, the most recently revised regulations governing IND, NDA, SNDA and ANDA are discussed as they relate to facilitation of the review process. Credit: 3 semester hours.

PAS 263 Generic Drug Regulation
Prerequisite: PAS 215. This course studies the FDA’s regulations on generic drug manufacturing, clinical trial, application preparation and submission and marketing. It covers related guidance documents, policies, requirements and general procedures. Credit: 3 semester hours.

PAS 264 Advanced Food and Drug Law Regulation
Prerequisite: PAS 215. This course develops an in-depth understanding of the laws governing food and drugs. This course focuses on the laws and regulations promulgated by the federal government, especially the Food and Drug Administration, related to drug development, manufacturing marketing and distribution. Credit: 3 semester hours.

PAS 265 Scientific Inquiry: Regulation and Ethical Challenges
This course considers the nature of the scientific enterprise and both the legal and ethical restrictions placed on its methods and products by the government through imposition of regulation and society at large through moral suasion. Credit: 3 semester hours.

PAS 266 Bio-Pharmaceutical Statistics-II
Prerequisites: PAS 262 or equivalent. This course will provide the student with explanation of the approaches and solutions to commonly encountered statistical problems, with examples that are relevant to scientists involved in pharmaceutical and related research. Credit: 3 semester hours.

PAS 267 Post Approval Affairs
This course reviews FDA guidelines for Scale Up Post Approval changes (SUPAC) developed by the center for Drug Evaluation and Research (CDER). The FDA guidelines, published workshop reports and applicable scientific literature will be discussed. Credit: 3 semester hours.

PAS 268 Good Manufacturing Practices
This course will provide the students with a comprehensive understanding of the requirements described in the Food and Drug Administration’s (FDA) regulations on GMPS as they pertain to pharmaceutical drugs and medical devices. Credit: 3 semester hours.

PAS 270 Industrial Pharmacy Colloquium
Prerequisites: PAS 3101, PAS 3103 and PAS 4304 or equivalent. This course is composed of research seminars for graduate students pursuing a M.S./Ph.D. degree in Industrial Pharmacy in which discussion will focus on interpretation, analysis and critical evaluation of research data in published research articles and unpublished research data generated by the graduate students during their dissertation research. Credit: 0 credit for the first semester, thereafter 1 credit at the end of second semester.
PAS 271 Degradation and Stability of Pharmaceutical Systems
Prerequisites: PAS 3101 and PAS 3103 or equivalent. This course involves study of physical and chemical factors affecting stability of drugs in pharmaceutical dosage forms, and approaches to enhance their stability and shelf-life. Credit: 3 semester hours.

PAS 272 Process Validation
This course will provide the students with an understanding of the scientific principles and regulatory requirements for pharmaceutical companies that are legally mandated to validate their manufacturing processes. Credit: 3 semester hours.

PAS 273 Pharmacokinetic and Pharmacodynamic Data Analysis
Prerequisites: PAS 241 or equivalent. This course is designed to develop a basic understanding of the pharmacokinetic and pharmacodynamic concepts and their model applications governing the time course of drug absorption, distribution, and elimination as well as drug action. Credit: 3 semester hours.

PAS 274 Career Experience in Industrial Pharmacy
Prerequisites: PAS 3101, 3103, 4304, and PHR 4108 or equivalent plus a minimum of two semesters of graduate studies in Industrial Pharmacy. This course is comprised of rotations through a pharmaceutical company’s various departments, specifically the areas of formulation, product development, production, analytical testing, and quality control. Credit: 3 semester hours.

PAS 900 Master’s Research
Supervised research leading to the preparation and completion of a thesis in partial fulfillment of the master’s degree requirements. All master’s candidates must register for this course until research is completed in order to satisfy research requirements. Although students may register for more than six hours, no more than six credits may be applied towards the degree. Credit: 3–6 hours per semester. Laboratory fee: $120 per semester.

PAS 925 Maintaining Matriculation – Master’s
All master's students who are not registered for any other courses must maintain enrollment in the University by registering for this course.Credit: 3 hours per semester. (No credit applied toward graduate degree.) Cf. PHS 4301

PAS 940 Maintaining Matriculation – Ph.D.
Ph.D. students must maintain matriculation if they have NOT passed comprehensives and are NOT taking courses. Credit: 3 semester hours. No credit. Fee: $50 per semester.

PAS 950 Doctoral Research
Original research leading to the doctoral degree. All doctoral candidates must register for this course in order to satisfy research requirements until research is completed and degree is granted. No more than 24 credits may be earned in doctoral research and applied toward the degree. Credit: 3 hours per semester. Laboratory fee: $120 per semester.

PAS 950 until degree is granted. No credit. Fee $50 per semester.

Program of Study
The Department of Pharmaceutical Sciences is committed to providing a solid background in the biomedical sciences to allow students in Pharmacy and Allied Health programs to acquire critical learning skills and to develop successful careers rendering health service to the public in industrial, academic and clinical settings. The department provides students with the fundamental knowledge base that enables them to interpret and remain current with the scientific literature in clinical and basic research. Students are prepared to explain the action of drugs in current use and to understand the manner in which these drugs are employed in clinical and basic science settings. Students are expected to acquire the necessary critical skills and background in chemistry, physiology, toxicology and pharmacology that are essential to understanding the nature, composition, standardization and evaluation of natural and synthetic substances used in the diagnosis, prevention and treatment of disease.

Courses

PHS 101 Special Problems
Prerequisites: At least 12 credits of graduate courses. Conferences on specialized topics accompanied by laboratory work in pharmacology, medicinal chemistry. Credit: 3 semester hours. Laboratory fee: $120.

PHS 102; 103 Principles of Pharmacology I; II
Prerequisites: Undergraduate biological and/or chemical sciences. PHS 102 is prerequisite for 103. Introduction to the science of pharmacology with emphasis on the basic principles. There is in-depth consideration of the factors modifying drug responses and dose-response relationships. Credit: 3 semester hours per semester. (No credit applied toward graduate degree.) Cf. PHS 4301 and 4303.

PHS 201 Pharmacology of the Autonomic Nervous System
Prerequisites: PHS 102; 103 or equivalent. An overview of the established pharmacology of the autonomic nervous system is presented as well as a comparison with the pharmacology of the somatic nervous system. Credit: 3 semester hours.
PHS 202 Advanced Pharmacology
Prerequisites: PHS 102, 103 or equivalent. A detailed discussion of therapeutic uses and drug mechanisms in pharmacology therapeutics, excluding the nervous system. Emphasis is placed on the clinical use of selected classes of drugs. Credit: 3 semester hours.

PHS 203 Research Methods in Pharmacology
Prerequisites: PHS 102, 103 or equivalent. This course intends to introduce the student to select in vivo and in vitro techniques used in quantitative evaluation of pharmacological agents. Credit: 3 semester hours. Laboratory fee: $120.

PHS 205 Amino Acids, Peptides and Proteins
Prerequisites: Strong background in chemistry or biochemistry. Synthesis of biologically active peptides, molecular modification and biologically active relationship of peptide hormones. Secondary structure of proteins and modes of substrate binding. Credit: 3 semester hours.

PHS 206 Antibiotics and Steroidal Drugs
Prerequisites: Undergraduate biological and chemical sciences. Structurally active relationships and biogenetic origins of important categories of antibiotics are considered. Nomenclature, biosynthesis, partial synthesis and structurally active relationships of cholesterol, glucocorticoids, sex hormones, oral antifertility agents and cardiac glycosides are considered. Credit: 3 semester hours.

PHS 211 Biochemical Neuropharmacology
Prerequisites: PHS 102, 103 or equivalent. The biochemical bases of the action of drugs in the nervous system are examined. The molecular and biochemical pharmacology of the acute and chronic effects of a wide range of pharmacologic agents are examined and new techniques and findings are discussed. Credit: 3 semester hours.

PHS 212/213 Applied Biochemistry I/II
Prerequisite: Undergraduate biochemistry. PHS 212 is prerequisite for PHS 213. A course dealing with those aspects of biochemistry of special relevance to students of the health sciences. Emphasis is placed on fundamental metabolic cycles and processes and on biochemical concepts needed to understand drug action and metabolism, biogenetic pathways and various disease states. Credit: 3 hours per semester.

PHS 216 Applied Psychopharmacology
Prerequisite: PHS 102; 103 or equivalent. This course provides an introduction to the neuropsychopharmacological bases of behavior and drugs used to treat behavior disorders. The role that specific neurochemical systems play in regulating behavior is considered and discussed. The molecular, biochemical and behavioral mechanism of action of many psychotropic drugs is covered. Credit: 3 semester hours.

PHS 221 Clinical Pharmacology
Prerequisites: PHS 102; 103 or equivalent. Discussion and demonstration of the clinical basis for the therapeutic application of drugs. Toxicity and adverse reactions are considered. Case material from actual patient populations is used to illustrate and support this information. Credit: 3 semester hours.

PHS 223 Design of Nucleoside Analogues
Prerequisite: Undergraduate medicinal chemistry or equivalent. The chemistry of nucleic acids, nucleotides, nucleosides, purine and pyrimidines is discussed with respect to their structures, syntheses and properties. Credit: 3 semester hours.

PHS 224 Design of Enzyme Inhibitors
Prerequisite: Undergraduate medicinal chemistry or equivalent. The modification of proteins or protein activity by irreversible binding of drugs and other small chemical molecules is discussed. Credit: 3 semester hours.

PHS 230 Journal Club
Prerequisite: PHS 102; 103 or TOX 102; 103 or equivalent. Seminar for graduate students in pharmaceutical sciences in which discussions focus on published experimental results with a view toward evaluation of methodology and presentation of data. Participation by graduate faculty and students. Credit: 2 semester hours.

PHS 239 Functional Neuroanatomy and Neuropathology
Prerequisites: Undergraduate anatomy and physiology. This course instructs the student in the anatomy and physiology of the central and peripheral nervous systems and describes the processes by which these systems undergo pathological change. Credits: 3 semester hours.

PHS 240 Principles of Electron Microscopy
Prerequisites: Undergraduate biological and/or biochemical sciences. Corequisite: PHS 240L. This course is intended to instruct the student in the basic techniques of electron microscopy. It also describes the analytical methods used to identify various biological systems. Credit: 3 semester hours.

PHS 240L Electron Microscopy Laboratory
Corequisite: PHS 240. This course instructs the student in the preparation of tissue for electron microscopy and the interpretation and analysis of electron micrographs. Laboratory fee: $120. Credit: 3 semester hours; 1 credit hour.

PHS 245 Laboratory Use of Radiotracers
Prerequisite: Undergraduate biological and chemical sciences. A course designed to present the fundamentals of the use of radiotracers in the modern laboratory. Emphasis is placed on safety, experimental design and the variety of special techniques in use today in pharmaceutical research. Credit: 3 semester hours.

PHS 246 Pharmacology of Drug Abuse
Prerequisite: PHS 102; 103 or equivalent. A study of the various chemical agents of dependence with in-depth consideration of the mechanisms and nature of the chemical agents involved in this phenomenon. Credit: 3 semester hours.

PHS 247 Reproductive Pharmacology
Prerequisites: PHS 102; 103 or equivalent. A consideration of the effect of drugs on the reproductive system during the periods of development, maturation and aging. Credit: 3 semester hours.

PHS 248 Receptors and Mechanism of Drug Action
Prerequisites: Undergraduate biological and chemical sciences. Discussion is focused on the concept and theories of receptors as an explanation for drug action and design of new therapeutic agents. Special emphasis is placed on the mechanism of action and drug interaction with important categories of drugs. Credit: 3 semester hours.

PHS 249 Cardiovascular Pharmacology
Prerequisites: PHS 102; 103 or equivalent. The course considers the mechanism of action of myocardiut stimulants and depressants as well as anti-arrhythmic drugs. Credit: 3 semester hours.

PHS 250 Tissue and Cell Culture
Student is acquainted with cell culture technology as well as biochemical and biophysical characteristics and capabilities of mammalian cells in culture. Credit: 3 semester hours.

PHS 251 Doctoral Seminar in the Pharmaceutical Sciences I
A monthly seminar of two hours for all students pursuing the Ph.D. The seminar consists of scheduled presentations given by scholars in the pharmaceutical sciences. 8 hours per semester. Credit: No credit.

PHS 252 Doctoral Seminar in the Pharmaceutical Sciences II
A monthly seminar of two hours for all students pursuing the Ph.D. The seminar consists of scheduled presentations given by scholars in the pharmaceutical sciences. 8 hours per semester. Credit: No credit.

PHS 253 Doctoral Seminar in the Pharmaceutical Sciences III
A monthly seminar of two hours for all students pursuing the Ph.D. The seminar consists of scheduled presentations given by scholars in the pharmaceutical sciences. 8 hours per semester. Credit: No credit.

PHS 254 Doctoral Seminar in the Pharmaceutical Sciences IV
Prerequisites: PHS 251, 252, 253. A monthly seminar of two hours for all students pursuing the Ph.D. The seminar consists of scheduled presentations given by scholars in the pharmaceutical sciences. 8 hours per semester. Credit: 1 credit will be given upon submission of an acceptable paper to the seminar Chair.
PHS 255 Chemical Aspects of Drug Metabolism
Prerequisite: Undergraduate Medicinal Chemistry or equivalent. A detailed discussion of drug metabolizing enzyme systems and reactions. The relationship between chemical structure and drug metabolism is particularly emphasized. Drug metabolism related toxicity is also considered. Credit: 3 semester hours.

PHS 256 Pharmaceutical Analysis Laboratory
Prerequisite: A course or experience in chemical analysis. A detailed discussion of the basic principles of pharmaceutical analysis. Special emphasis is placed on the selection and development of qualitative and quantitative methodology for the analysis of drug molecules in a variety of sample environments. Credit: 3 semester hours.

PHS 257 Gene Technology in the Pharmaceutical and Health Sciences
Prerequisite: Undergraduate biochemistry or the equivalent. Course presents the basic mechanism underlying the expression of the information encoded in the DNA: transcription, translation, replication. Credit: 3 semester hours.

PHS 259 Signals and Regulatory Systems
A course covering the elements of regulation at the level of the cell. The intracellular events of signaling, i.e. post-receptor events, are the focus. Credit: 3 semester hours.

PHS 260 Clinical Immunology
A detailed discussion of the basic concepts of immunology, immunity and immuno-pathology. Special emphasis is placed on the aspects of clinical immunology with reference to the theory which underlies laboratory tests and methods of procedure. Credit: 3 semester hours.

PHS 261 Laboratory in Gene Technology for the Pharmaceutical and Allied Health Professions
The use of modern databases to mine known information and synthesize new conclusions from combined resources is used as a starting point. The class is divided into groups, each working with a different protein, or a mutant of the target protein. Credit: 3 semester hours.

PHS 263 Laboratory in Analysis of Biomacromolecules
A course designed to present the fundamentals of the use of modern analytical techniques for the identification and isolation of biomacromolecules. Emphasis is placed on protein purification methods. Credit: 3 semester hours.

PHS 264 Analysis of Cell Structure and Function
A study of cell structure and function including discussions of membrane transport, respiration, cell division, and cell motility. Additional topics include enzyme function. DNA, RNA, and protein synthesis and their control. Discussion of methods of cell study will be incorporated in specific lecture topics, i.e. membranes and in laboratory sessions. Credit: 3 semester hours.

PHS 264L Analysis of Cell Structure and Function Laboratory
Laboratory component of PHS 264. 3 semester hours. Credit: 1 credit hour. Laboratory fee $120.

PHS 265; 266 Principles of Drug Design I; II
Prerequisite: Undergraduate medicinal chemistry or equivalent. Required course designed to present an overview of the basic principles involved in medicinal chemistry. Credit: 3 semester hours.

PHS 270 Introduction to Biotechnology
This course discusses the basic mechanisms underlying the expression of information encoded in the DNA, i.e. transcription, translation and replication. Credit: 3 semester hours.

PHS 271 Oxidants, Antioxidants and Free Radicals
The involvement of free radicals/reactive oxygen species (ROS) in the pathogenesis of a wide variety of human diseases has been increasingly recognized over the last two decades. Credit: 3 semester hours.

PHS 900 Master's Research
Supervised research leading to the preparation and completion of a thesis in partial fulfillment of the master's degree requirements. All master's candidates must register for this course until research is completed in order to satisfy research requirements. Although students may register for more than six hours, no more than six credits may be applied toward the degree. Credit: 3–6 hours per semester. Laboratory fee: $120 per semester.

PHS 925 Maintaining Matriculation—Master's
All master's students who are not registered for any other courses must maintain enrollment in the University by registering for this course. Eligibility for thesis option students is typically limited to students who have satisfied all research and degree requirements but have not completed the written and oral components of the thesis. Thesis option students must have written approval from their advisor, department chairman and permission from the graduate dean to register for this course. No credit. Fee: $50 per semester.

PHS 940 Maintaining Matriculation—Ph.D.
Ph.D. students must maintain matriculation if they are not registered for courses or have not yet passed their comprehensives. Limit: 2 semesters. No credit. Fee: $50.

PHS 950 Doctoral Research
Original research leading to the doctoral degree. Doctoral students may register for 950 while completing degree requirements; however, upon the successful completion of formal courses, language requirement and comprehensive examination, doctoral candidates must register for 950 until the dissertation is completed and the degree is awarded. Credit: 3 semester hours. Laboratory fee: $120 per semester.

TOX 101 Special Problems
Prerequisite: At least 12 credits of graduate courses. Conferences on specialized topics accompanied by laboratory work in toxicology. Credit: 3 semester hours. Laboratory fee: $120.

TOX 102; 103 Toxicology I; II
Prerequisite: Undergraduate chemical or biological sciences. TOX 102 is a prerequisite for 103. The source, chemical composition action, tests and antidotes of toxic substances. First semester consideration is given to materials of inorganic origin; second semester is devoted to substances of organic nature, both natural and synthetic in origin. Lecture. Credit: 3 semester hours. No credits applied toward graduate degree. Cf. PHS 2401; 2402.

TOX 201 Methods in Toxicologic Evaluation
Prerequisite: TOX 102, 103 or equivalent. Experimental toxicology and pathology deals with the variety of experimental methods utilized to determine the safety and toxicity of materials administered by mouth, applied topically to the skin or mucous membranes, or administered by inhalation of gases or aerosols. Credit: 3 semester hours.

TOX 205 Neurotoxicology
Prerequisite: TOX 102 and 103 or equivalent. This course examines the various classes of neurotoxins, their mechanism of toxicity and experimental models used to assess neurotoxic mechanisms. Credit: 3 semester hours.

TOX 207 Recent Advances in Forensic Toxicology
Prerequisites: TOX 102 and 103 or equivalent. A survey emphasizing recent developments in the field of forensic toxicology. Emphasis is placed on documentation and interpretation of analytical results. Credit: 3 semester hours.

TOX 209 Recent Advances in Clinical Toxicology
Prerequisites: TOX 102;103 or equivalent. A survey of current literature, emphasizing recent advances in clinical toxicology. Credit: 3 semester hours.

TOX 210 Biochemical Toxicology
Prerequisites: TOX 102, 103 or PHS 102, 103 or equivalent and undergraduate biochemistry or equivalent. An advanced study of the biochemical principles and mechanisms underlying the toxicity of xenobiotics at the cellular level. Biotransformation pathways and the subcellular toxicity of selected toxicants are examined in depth. Credit: 3 semester hours.

TOX 215 Analytical Methods in Toxicology
Prerequisites: TOX 102, 103 or equivalent. This course considers methods of specimen and sample preparations and extraction and analytical chemical techniques used to solve problems confronting the analytical toxicologist. Credit: 3 semester hours.
TOX 216 Environmental and Occupational Toxicology
Prerequisites: TOX 102; 103 or equivalent. The chemical and regulatory aspects of environmental and occupational hazards are presented, with an overview of methods in epidemiology and risk assessment. Credit: 3 semester hours.

TOX 217 Toxicology of the Hematopoietic and Immune System
Prerequisites: TOX 102; 103 or equivalent. Focuses upon the effects of toxic substances on hematologic and immunologic function. Credit: 3 semester hours.

TOX 218 Pathophysiology of Organ Systems (CPP 304)
Prerequisite: Undergraduate Anatomy and Physiology. This course is designed to explain the abnormal physiological processes which result when normal metabolic functions are disturbed. Mechanisms of normal function are described as well as the resulting effect of altered homeostasis. Credit: 3 semester hours.

TOX 219 Molecular Toxicology
Prerequisites: TOX 102, 103; PHS 102, 103 or equivalent. This is an advanced study of the specific molecular, biochemical and cellular mechanisms of toxic injury. Credit: 3 semester hours.

TOX 221 Hematologic Pathology
Prerequisite: General Physiology. A study of the hematopoietic system. Topics covered include anemias, leukemias, coagulation defects with consideration of etiology, physiologic and cellular manifestations and therapeutic modalities. Credit: 3 semester hours.

TOX 222 Cellular Pathophysiology
Prerequisite: Undergraduate Anatomy and Physiology. This course is designed to explain the cellular response to injury. Molecular, biochemical and organelle pathology is discussed in relation to normal cell function. Credit: 3 semester hours.

TOX 225 Maintaining Matriculation
All master's students who are not registered for any other courses must maintain enrollment in the University by registering for this course. Eligibility for thesis option students is typically limited to students who have satisfied all research and degree requirements but have not completed the written and oral components of the thesis. Thesis option students must have written approval from their advisor, department chairman and permission from the graduate dean to register for this course. No credit. Fee: $50 per semester.

For complete listing of approved courses, please contact your Dean's office.
Faculty

Madhu Agrawal, Associate Professor of Pharmacy and Administrative Sciences, B.S., Phm., Bombay University; M.S., Ohio State University; Ph.D., Michigan State University; Global competition in pharmaceutical industry; developing pharmaceutical services; pharmaceutical marketing.

Emily M. Ambizas, Assistant Clinical Professor of Clinical Pharmacy Practice, B.S., Phm., Pharm.D., St. John’s University; Ambulatory care.

Charles R. Ashby, Professor of Pharmaceutical Sciences, B.A., Ph.D., University of Louisville; Neurophysiology and neurochemical studies of 5-HT and DA interaction; genetic vulnerability to drug abuse in rats; mechanism of action of antipsychotic drugs.

Ebrahim Balbisi, Assistant Clinical Professor of Clinical Pharmacy Practice, B.S., Phm., St. John’s University; Pharm.D., Nova Southeastern University; Clinical Pharmacy Practice, B.S., Phm., St. John’s University; Internal medicine.

Frank Barile, Associate Professor of Pharmaceutical Sciences, B.S., M.S., Ph.D., St. John’s University; In vitro toxicology.

Michael Barletta, Professor of Pharmaceutical Sciences, B.S., Phm., M.S., St. John’s University; Ph.D., New York Medical College; Cardiovascular pharmacology using animal models for myocardial infarction, cardiac arrhythmias, ischemic heart disease and thrombosis.

Andrew J. Bartilucci, Dean Emeritus and Executive Vice President Emeritus, B.S., Phm., St. John’s University; M.S., Rutgers University; Ph.D., University of Maryland.

Nesrine Z. Baturay, Associate Professor of Pharmaceutical Sciences, B.A., Douglass College; M.S., Seton Hall University; Ph.D., New York University; Investigation of environmental influences on cancer potentiation and the relationship of subcellular components to tumor promotion.

Judith L. Beizer, Clinical Professor of Clinical Pharmacy Practice, B.S. Phm., St. Louis College of Pharmacy; Pharm.D., University of Tennessee; Geriatric therapeutics.

Blase C. Billack, Assistant Professor of Pharmaceutical Sciences, B.S., University of Richmond; Ph.D., Rutgers University; Role of BRCA1 in DNA damage repair and transcription.

Joseph M. Brocavich, Associate Dean and Associate Clinical Professor of Clinical Pharmacy Practice, B.S. Phm., Philadelphia College of Pharmacy and Science; Pharm.D. Duquesne University; HIV pharmacotherapy; infectious diseases; pharmacoeconomics.

Jerome Cantor, Associate Professor of Pharmaceutical Science, B.A., Columbia University; M.D., University of Pennsylvania; Experimental lung pathology.

Joanne M. Carroll, Associate Professor of Pharmaceutical Sciences, B.S. Molloy College; M.A., CUNY, Hunter College; Ph.D. CUNY; Molecular mechanisms regulating gene expression in neural and endocrine cells.

Damary Castanheira, Assistant Clinical Professor of Clinical Pharmacy Practice, B.S. Phm., Pharm.D., St. John’s University; Internal medicine.

Joseph M. Cerreta, Associate Professor of Pharmaceutical Sciences, B.S., M.S., Ph.D., Fordham University; Molecular biology of connective tissue alterations in the lung.

Lisa Charneski, Assistant Clinical Professor of Clinical Pharmacy Practice, Pharm.D., Nesbitt School of Pharmacy; Internal medicine.

Zhe-Sheng Chen, Assistant Professor of Pharmaceutical Sciences, M.S., Sun Yat-Sen University of Medical Sciences, P.R. China; M.D., Guangdong Medical & Pharmaceutical College, Guangdong Province, China; Ph.D., Institute for Cancer Research, Kagoshima University, Japan; Cancer pharmacology and experimental therapeutics, especially cellular mechanisms of multi-drug resistance and its reversal.

Kenneth R. Cohen, RPh, Adjunct Associate Professor of Pharmacy and Administrative Sciences, B.S., Arnold and Marie Schwartz College of Pharmacy, M.S., St. John’s University; Ph.D. California Coast University; Management in the health care industries.

Peter Colanino, Adjunct Assistant Professor of Allied Health, B.S. M.T., M.S., St. John’s University.

John Conry, Assistant Clinical Professor of Clinical Pharmacy Practice, B.S. Phm., Pharm.D., St. John’s University; Ambulatory care.

Karen Costa, Adjunct Assistant Professor, B.S., Caldwell College; M.S., Ph.D., St. John’s University; Dermal toxicology.

Candis Edwards, Adjunct Professor of Pharmacy and Administrative Sciences, B.S., Wagner College; M.S. St. John’s University; RA, R&D, project management, QA and cGMP compliance.

Henry Eisen, Professor Emeritus, B.S., Phm., St. John’s University; M.S., Rutgers University; Ph.D., University of Connecticut.

Gladys M. El-Chaar, Associate Clinical Professor of Clinical Pharmacy Practice, B.A., East Stroudsburg University; B.S. Phm., St. John’s University; Pharm.D., Medical University of South Carolina; Pediatric therapeutics.

Joseph V. Etzel, Assistant Dean, Associate Clinical Professor of Clinical Pharmacy Practice, B.S. Phm., Pharm.D., St. John’s University; Infectious disease pharmacotherapy.

Danielle C. Ezzo, Assistant Clinical Professor of Clinical Pharmacy Practice, B.S. Phm., Pharm.D., St. John’s University; Ambulatory care.

Sue M. Ford, Associate Professor of Pharmaceutical Sciences, B.S., Cornell University; M.S., Ph.D., Michigan State University; Use of cell culture to study responses of kidney to toxicants; nutrition.

Gerard Frunzi, Adjunct Associate Professor of Pharmacy and Administrative Sciences, B.S., M.S., Ph.D., St. John’s University.

Corinne L. Gamper, Adjunct Assistant Professor of Pharmacy and Administrative Sciences, B.A., St. Joseph’s College; M.S., The University of Connecticut; M.B.A., St. John’s University; Regulatory Affairs/Quality Assurance.

Laura M. Gianni Augusto, Assistant Clinical Professor of Clinical Pharmacy Practice, B.S., Phm., Pharm.D., St. John’s University; Drug information.

Marc Gillespie, Assistant Professor of Pharmaceutical Sciences, B.A., University of Vermont, Ph.D., University of Utah; The development of a simple biochemical system that allows us to evaluate the function assembly and disassembly of neuronal SNARE complex.

Regina Ginzburg, Assistant Clinical Professor of Clinical Pharmacy Practice, B.S. Phm., Pharm.D., St. John’s University; Ambulatory care.

Karen Costa, Adjunct Assistant Professor, B.A., Queens College; M.S., Ph.D., St. John’s University; The use of antioxidants in the treatment of neurotoxicity, and stress proteins as biomarkers.

Olga Hilas, Assistant Clinical Professor of Pharmaceutical Sciences, B.S. Phm., Pharm.D., St. John’s University; Internal medicine.

MaryAnn Howland, Clinical Professor of Clinical Pharmacy Practice, B.S., Wake Forest University; B.S. Phm., Rutgers University; Pharm.D., Philadelphia College of Pharmacy and Science; Clinical toxicology; poison control expertise; clinical toxicological management.

Amrit Lal Kapoor, Professor of Pharmaceutical Sciences, B.S. Phm., M.S., Punjab University, India; Dr.Sc.Nat., Eidgenossische Technische Hochscule, Zurich, Switzerland; Binding and displacement studies in vivo and in vitro to evaluate drug interactions.

Kwon H. Kim, Associate Professor of Pharmacy and Administrative Sciences, B.S. Phm., Chung-Ang University; M.S., Ph.D., St. John’s University; Transdermal and transmucosal drug delivery, controlled release and targeted delivery systems.

Vijaya L. Korlipara, Associate Professor of Pharmaceutical Sciences, B.S. Phm., Banaras Hindu University; Ph.D., University of Minnesota; Design and synthesis of receptor selective probes for opioid and neurokinin receptors.

Chul-Hoon Kwon, Professor of Pharmaceutical Sciences, B.S., Phm., Howard University; Ph.D., University of Minnesota; Design, synthesis and evaluation of pro-drugs, especially in anti-tumor agents and anticonvulsants; chemical aspects of drug metabolism and toxicology.

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Sum Lam, Assistant Clinical Professor of Clinical Pharmacy Practice, B.S. Phm., Pharm.D., University of Connecticut; Geriatric Therapeutics.

Cesar A. Lau-Cam, Professor of Pharmaceutical Sciences, B.S. Phm., University of San Marcos, Peru; M.S., Ph.D., University of Rhode Island; Effect of natural product (amino acids, carbohydrates, vitamins, plant constituents) on the biochemistry, pharmacology, and toxicology of ethanol.

Yunbo Li, Associate Professor of Pharmaceutical Sciences, B.S., Shandong Academy of Medical Sciences, M.D., Shandong Medical University; Ph.D., Johns Hopkins University School of Hygiene and Public Health; Biochemical and molecular toxicology; cell signaling transduction.

Shenshang Lin, Associate Professor of Pharmacy and Administrative Sciences, B.S. Phm., Taipei Medical College, Ph.D., Temple University; Pharmacokinetic, pharmacodynamic, transmucosal drug delivery.

Martha L. Mackey, Associate Professor of Pharmacy and Administrative Sciences, B.A., M.A., J.D., St. John's University; Pharmacy law; pharmacy education.

Parshotam L. Madan, Professor of Pharmacy and Administrative Sciences, B.S. Phm., Birla College, India; M.S., Ph.D., University of Georgia; Controlled and targeted drug delivery systems; bio-erodible polymers as drug delivery systems.

Nicole M. Maisch, Assistant Clinical Professor of Clinical Pharmacy Practice, B.S. Phm., Pharm.D., Albany College of Pharmacy; Internal medicine.

Bimal K. Malhotra, Adjunct Associate Professor of Pharmacy and Administrative Sciences, B.S. Birla Institute of Technology & Science; Ph.D., University of Minnesota; Clinical Pharmacokinetics/Biopharmaceutics in drug development.

Robert A. Mangione, Dean and Clinical Professor of Clinical Pharmacy Practice, B.S. Phm., M.S., P.D., Ed.D., St. John's University; Pharmacy education; organizational theory, pharmaceutical care for disadvantaged patients.

Rajesh Nayak, Assistant Professor of Pharmacy and Administrative Sciences, B.S. Phm., M.S. Phm., Mangalore University; Ph.D. University of Florida; Pharmaceutical outcomes research; evaluation of health care policies and programs; pharmacoeconomics.

Judith A. O'Brien, Adjunct Associate Professor of Pharmaceutical Sciences, B.S., Lemoyne College; M.S., St. John's University; Medical technology.

Raymond S. Ochs, Professor of Pharmaceutical Sciences, B.S., Purdue University; Ph.D., Indiana University; The control of metabolic pathways by hormones and energy supply; muscle cell culture line and computer modeling.

Sang-ki Park, Assistant Professor of Pharmaceutical Sciences, B.S., M.S., Seoul National University; Ph.D., University of Rochester; Environmental stress-regulated transcription factors and gene expression in molecular toxicology.

Somnath Pal, Professor of Pharmacy and Administrative Sciences, B.S. Phm., M.S., Jadavpur University; M.B.A., Calcutta University; Ph.D., University of Iowa; Drug utilization studies.

Priti N. Patel, Assistant Clinical Professor of Clinical Pharmacy Practice, Pharm.D., Philadelphia College of Pharmacy; Drug information.

Nicholas Pantaleo, Adjunct Associate Professor of Pharmacy and Administrative Sciences, B.S., Phm., M.S., St. John's University.

Mohammed A. Rahman, Assistant Professor of Pharmacy and Administrative Sciences, B.S. Phm. Kakatiya University, M.B.A. Northeast Louisiana University, Ph.D. University of Louisiana; Pharmacoeconomics and management.

Sandra E. Reznik, Associate Professor of Pharmaceutical Sciences, A.B., Harvard University; M.S., Mount Sinai School of Medicine; Developmental and placental pathology, specifically the role of several placental peptides and proteinases in peripheral pathology.

Bhagwan D. Rohera, Professor of Pharmacy and Administrative Sciences, B.S., M.S. Long Island University Arnold and Marie Schwartz College of Pharmacy; Ph.D., St. John's University; Synthesis and pharmacological evaluation of new anticonvulsants and anxiolytics.

Francis A.X. Schanne, Associate Professor of Pharmaceutical Sciences, B.A., La Sale College; Ph.D., Temple University; Molecular mechanisms of cellular injury and protection.

Niels Schmidt, Adjunct Assistant Professor, B.S., NY Institute of Technology, M.B.A., St. John's University.

Sharon See, Associate Clinical Professor of Clinical Pharmacy Practice, B.S. Phm., Pharm.D., Rutgers University; Family medicine.

Jun Shao, Associate Professor of Pharmacy and Administrative Sciences, B.S. Phm., Zhejiang University; M.S., China Pharmaceutical University, Ph.D. West Virginia University; Biotechnology and drug delivery; traditional Chinese medicine for cancer.

J. Andrew Skirvin, Associate Clinical Professor of Clinical Pharmacy Practice, B.S. Phm., Oregon State University; Pharm.D., University of Texas; Oncology.

Candace J. Smith, Associate Clinical Professor of Clinical Pharmacy Practice, B.S., San Jose State University; B.S. Phm., Pharm.D., St. John's University; Pharmacokinetics.

Emilio Squillante, Associate Professor of Pharmacy and Administrative Sciences, B.S. Phm., M.S., Ph.D., University of Rhode Island; Supercritical fluids; dissolution, pharmacokinetic and bioavailability to studies; drug analysis; transdermal absorption studies.

Ralph A. Stephani, Professor of Pharmaceutical Sciences, B.S., Holy Cross College; Ph.D., SUNY, Buffalo; Synthesis and evaluation of new analgesic agents; synthesis and evaluation of new anti-bacterial agents; development of new oral hypoglycemic agents.

Maria Sulli, Assistant Clinical Professor of Clinical Pharmacy Practice, B.S. Phm., Pharm.D., St. John's University; Community pharmacy practice; patient education.

Michael S. Torre, Clinical Professor of Clinical Pharmacy Practice, B.S. Phm., M.S. St. John's University; Endocrine disorders; diabetes.

Louis Trombetta, Professor of Pharmaceutical Sciences, B.S., M.S., Ph.D., Fordham University; Metal neurotoxicology and oxidative stress.

Heidi Wehring, Assistant Clinical Professor of Clinical Pharmacy Practice, B.S., Pharm.D., University of Iowa; Psychiatric care.

Karl Williams, Assistant Professor of Pharmacy and Administrative Sciences, B.S. Phm., SUNY Buffalo; M.S., University of Rochester; J.D., University of Kentucky; Hospital pharmacy and consultant pharmacy practice, medical and pharmacy malpractice, negligence, criminal and administrative issues relating to the professional standard of care for pharmacy.

Kenneth Wu, Associate Professor of Pharmacy and Administrative Sciences, B.S., Taipei Medical College; M.B.A., Ph.D., University of Minnesota; Pharmacoeconomics; computer applications in pharmacy; pharmacy management.

John N.D. Wurpel, Associate Professor of Pharmaceutical Sciences, B.S., Belmont Abbey College; M.S. Fairleigh Dickinson University; Ph.D., Pennsylvania State University; Effects of neuropeptides on CNS; neurophysiology of seizures.

Byron C. Yoburn, Professor of Pharmaceutical Sciences, B.A. Boston University; M.A., Hollins College; Ph.D., Northeastern University; Molecular aspects of opioid receptor regulation, drug tolerance and dependence.

S. William Zito, Professor of Pharmaceutical Sciences, B.S. Phm., St. John's University; Ph.D., University of Connecticut; Biosynthesis of pyrethrins; tissue culture as a method to study drug metabolism.

George L. Zitterell, Adjunct Assistant Clinical Professor of Clinical Pharmacy Practice, B.S. Phm., M.S. Pharmacology, M.B.A., St. John's University.
College of Professional Studies

Kathleen Vouté MacDonald
B.S., M.A., M.B.A., Ed.D.
Dean
Angelo Pisani, Ph.D.
Chair, Division of Criminal Justice and Legal Studies
James O’Keefe, Ph.D.
Director, Graduate Program in Criminal Justice Leadership

Objective
The Graduate Division of the College of Professional Studies is a uniquely structured unit within the University offering academic degree programs in professional fields. The College is committed to offering each student an education that prepares them to make significant contributions to society, to the local community and to his/her chosen profession. The mission is accomplished by providing an education which is value-oriented and consistent with the historical relationship of St. John’s University to the Catholic community. The uniqueness of the College comes from its blend of a strong liberal arts model of education combined with a highly respected professionally oriented curriculum. Throughout each of the College’s programs, an enriched intellectual and academic environment is provided, enabling the student to explore and develop an appreciation for truth and within which the value and dignity of the human person is understood and respected.

Master of Professional Studies (M.P.S.) in Criminal Justice Leadership

Program of Study
The Graduate Division of the College of Professional Studies offers the Master of Professional Studies in Criminal Justice Leadership which prepares students for management and executive positions by examining critical leadership issues confronting the criminal justice system. The program employs an integrative approach linking theory with professional practice. As a result, criminal justice practitioners gain the advanced knowledge and leadership skills that are essential for executive positions in policing, courts and correctional services. Students benefit from the superb resources and faculty of St. John's University, one of the largest Catholic universities in the U.S. St. John’s has a long record of excellence in educating criminal justice professionals. This distinguished record—and the University’s close ties to the criminal justice community—add lustre to this outstanding learning experience. The master’s degree in Criminal Justice Leadership is a 36-credit program of study.

Comprehensive Examination
A comprehensive examination is administered at the completion of the following courses: CJL 101, CJL 102, CJL 103, CJL 201, CJL 202 and CJL 203. These courses are considered core requirements for a graduate degree in criminal justice. Therefore, students must demonstrate advanced knowledge of the components of the criminal justice system: the police service, the courts and the correctional service. Students must pass the comprehensive exam in order to continue in the program. Candidates are offered two opportunities to pass this examination.

Applied Research Project: The Capstone
The Capstone project is a comprehensive analysis of a significant incident, case problem or policy dilemma related to an agency with which the criminal justice practitioner is familiar. Students are required to develop a proposal identifying the problem they will address, the data to be collected and analyzed, a list of viable alternatives and a set of evaluation criteria to be used in selecting the best course of action to resolve the problem. The objective of The Capstone project is to produce a comprehensive analytical report that could be used in solving an actual organizational or policy-related problem in the agency considered.

Distinguished Lecturer Series
At various times throughout the academic year, distinguished academicians and criminal justice leaders deliver lectures at St. John’s University. All students enrolled in the program are invited to these lectures. Students enrolled in a “Selected Topics in Criminal Justice” course are required to attend the series. In most instances, the lecture topic corresponds to the subject being covered in the “Selected Topics” course during that particular semester.

Completion Requirements
All candidates admitted to the Master of Professional Studies in Criminal Justice Leadership must complete the degree requirements within five years of commencing studies. Students must complete the 36-credit program with an average of B (3.0 GPA).

Admission Requirements
Applicants must submit the following evidence of their ability to pursue graduate study:
1. A baccalaureate degree from a regionally accredited college or university
2. A record of scholarly achievement at the undergraduate level. In general, applicants are expected to have an overall undergraduate average of B (3.0/4.0).
3. Two letters of recommendation from individuals who can comment on the candidate’s academic abilities and potential to succeed in an academically rigorous graduate program. An academician who has taught and evaluated the candidate at the undergraduate level should submit one of these references. A supervisor or manager at the agency where an applicant is employed should submit a letter that addresses the applicant’s leadership potential.
4. An essay of approximately 300 words describing the candidate’s reason for pursuing graduate study and his or her leadership objectives must be included with the admission application.

Program Requirements
The M.P.S. in Criminal Justice Leadership is a 36-credit program that offers a comprehensive program of study to ensure that students meet specific learning objectives. Students may choose two courses from the “Selected Topics” offerings, which feature different topics on a number of pressing issues facing the criminal justice system. All courses in the M.P.S. Program are three-credit offerings.
Courses

Required Courses from the College of Professional Studies

CJL 101 Police Administration in the 21st Century
This course traces the history of American policing and examines organizational models used to deliver police services to communities. Students review the literature and research on policing in a democratic society. Credit: 3 semester hours.

CJL 102 Critical Issues in Correctional Administration
This course addresses the most pressing issues facing correctional managers and executives and traces the history of correctional theories, with particular emphasis placed on care, custody and control issues. Credit: 3 semester hours.

CJL 103 The U.S. Constitution and Criminal Justice Administration
Students analyze landmark decisions of the U.S. Supreme Court to explore the tension between the goals of public safety and individual liberty in a democratic society, and how these competing interests currently have been balanced in the U.S. Credit: 3 semester hours.

CJL 201 Criminal Justice Policy Formation and Analysis
This course provides an advanced examination of the development, implementation, and evaluation of criminal justice policy in the United States and elsewhere. Credit: 3 semester hours.

CJL 202 Public Administration and the Criminal Justice Agency
This course examines the field of public administration with specific emphasis placed on the executive and leadership responsibilities of the criminal justice administrator. Credit: 3 semester hours.

CJL 203 Ethical Issues in Criminal Justice Administration
This course analyzes the most pressing ethical issues facing the criminal justice executive. Case studies are reviewed to determine more effective integrity control policies and procedures. Credit: 3 semester hours.

CJL 301 Selected Topics in Criminal Justice I and II
This course features an in-depth analysis of a selected topic in criminal justice. A different topic will be examined each semester, enabling students to explore a pressing contemporary issue in criminal justice. Credit: 6 semester hours.

CJL 401 Methods of Research in Criminal Justice
Students will be exposed to major research studies in policing, the courts and corrections, and encouraged to identify their relative strengths and weaknesses based on accepted research concepts and techniques. Credit: 3 semester hours.

CJL 501 Applied Research Project: The Capstone
The Capstone project is a comprehensive analysis of a significant incident, case problem, or policy dilemma related to an agency with which the criminal justice practitioner is familiar. Credit: 3 semester hours.

Required management courses from The Peter J. Tobin College of Business

MGT 232 Organizational Behavior
Prerequisite: CJL 202. This course examines the contributions of behavioral science to the management process and the organization as a social-political system. Credit: 3 semester hours.

MGT 280 Organizational Development
Prerequisite: MGT 232. This course examines planned change for improving the performance of individuals, groups and organizations emphasizing the structure and behavioral factors that interact to influence organizational effectiveness and productivity. Credit: 3 semester hours.

For a complete listing of approved courses, please contact your Dean's office.
University Libraries

Administration

James A. Benson, B.A., University of Kansas; M.L.S., Ph.D., Rutgers University, Dean, Chief Information Officer

Dermot Cooper, B.A., City University of New York; M.L.S., St. John’s University, Records Manager

Shilpa Karnik, B.S., Bombay University; M.S., M.L.S., St. John’s University

Theresa M. Maylone, B.A., Syracuse University, M.S., Pratt Institute, Executive Director of Libraries

Brian L. Mikesell, B.A., B.F.A., Indiana University; M.A., New York University; M.L.S., Long Island University, Director, Systems & e-Services

Ismael Rivera-Sierra, A. B., University of Puerto Rico; M.L.S., Florida State University, Director, Davis Library

Blythe E. Roveland-Brenton, B.A., Binghamton University; M.L.S., St. John’s University; M.A., Ph.D., University of Massachusetts, Director of Archives and Special Collections

Galina Spiceland, BA/MA, Leningrad State Institute of Theater, Music & Cinema; M.L.S., Pratt Institute, Reference Librarian, Davis Library

Richard Waller, B.S., Virginia Commonwealth University, M.S.L.S., Columbia University, Systems and Web Librarian, Davis Library

Faculty

Barbara B. Appleby, B.S. Boston University; M.Ed., Temple University; M.L.S., CUNY, Queens College, Associate Professor and Director of Library Services, Queens

Muhammed Billah, B.S., Diploma in LIS, M.A., University of Dhaka; M.L.S., St. John’s University; M.A., CUNY, Queens College, Associate Professor

Cynthia D. Chambers, B.A., Capital University; M.L.S., Kent State University; M.T.S., Trinity Lutheran Seminary, Associate Professor and Head of Information Management

Lois Choreon, B.A., Rutgers College; M.L.S., Rutgers University; M.A., SUNY, Binghamton, Associate Professor, Staten Island

Joan D’Andrea, B.A., M.L.S., St. John’s University; M.A., C.W. Post Center of Long Island University, Associate Professor and Development Officer

Ross Dealy, B.A., Southern Methodist University; M.A., University of Washington; M.L.S., University of Oregon; Ph.D., Indiana University, Associate Professor

Anna M. Donnelly, B.A., St. John’s University; M.S. Columbia University; M.A., New York University, Associate Professor

Lucy Heckman, B.A., M.L.S., St. John’s University; M.B.A., Adelphi University, Associate Professor and Head of Reference

Ann M. Jusino, B.A., Villanova University; M.L.S., Rutgers University; M.A., CUNY, Staten Island, Associate Professor

William Keogan, B.A., M.A., CUNY, Queens College; M.L.S., St. John’s University, Associate Professor

P. Charles Livermore, B.A., College of Wooster; M.L.S., St. John’s University; M.B.A., Rutgers University, Associate Professor

Andrea C. McElrath, B.S., Western Connecticut State University; M.L.S., Southern Connecticut State University; M.A., CUNY, Staten Island, Associate Professor

Mark Meng, B.A., Chongquing Architectural Engineering Institute; M.L.S., Ph.D., Rutgers University, Associate Professor and Director, Collections and Information Management

Arthur Sherman, B.A., Manhattan College; M.L.S., M.A., CUNY, Queens College, Associate Professor

Victoria Tamborrino, B.S., M.S., M.L.S., St. John’s University, Associate Professor

Connie Kuntz-Thorsen, B.A., University of Iowa; M.L.S., St. John’s University; M.S., CUNY, Queens College, Associate Professor

Anthony Todman, B.S. Boston University; M.L.S., Pratt Institute; M.S., CUNY, Queens College, Associate Professor

Benjamin G. Turner, B.A., Concordia University; M.L.S., University of British Columbia, Instructor

Tian Xiao Zhang, B.A., Hunan Normal University; M.A., Fordham University; M.S., St. John’s University, Associate Professor

Amanda Xu, B.A., Shanghai International Studies University; M.S., University of Illinois, Assistant Professor

Law Library

Administration

Linda M. Ryan, B.S., Rutgers University; M.L.S., St. John’s University; J.D., New York Law School. Assistant Dean for Library and Information Resources and Director of the Rittenberg Law Library.


Professional Staff

Stanley R. Conrad, B.A., U.C.L.A.; M.A., Dalhouse University; M.A., Fuller Graduate School of Psychology; M.L.I.S., Long Island University; J.D., University of California, Hastings College of Law. Special Collections and Reference Librarian.

William H. Manz, A.B., College of the Holy Cross; M.A., Northwestern University; M.L.S, Long Island University; J.D., St. John’s University. Senior Research Librarian.

Allan Ryan, B.A., Providence College; M.L.S., Queens College. Cataloger.

Arundhati A. Satkalmi, B.S., University of Poona; M.S., University of Poona; M.L.S., St. John’s University. Reference and Documents Research Librarian


Academic Service-Learning Education

As an added means of fulfilling its Mission Statement, the University inaugurated its Academic Service-Learning Project in 1995. This program facilitates the implementation of the Mission Statement by members of the University community and calls on them to be mindful of its Vincentian character and tradition as many of the service projects focus on the poor, the marginalized, immigrants and groups and individuals with special needs. The Mission Statement commits the University to community service programs, which combine with reflective learning to enlarge the classroom experience.

In Academic Service-Learning, faculty specialists in the professions or in the humanities link service to the community with academic and career goals. A variety of assignments challenge students to achieve carefully crafted teaching objectives in an experiential hands-on setting, through reflection and analysis while experiencing the value of service. Since its inception, the program has been adopted as a teaching method by faculty in every department from fine arts to pharmacy, marketing to modern languages. Their support clearly shows that students learn better when exposed to the real-life context of the classroom issues—when challenged by community needs and called to offer their best to the people they encounter.
There are many opportunities for a St. John’s education to include a Academic Service-Learning component as the program has expanded and is available on four campuses—Queens, Staten Island, Manhattan and Rome. For further information about the program, you may contact Fr. Stephen C. Bicsko, C.M., Director of Academic Service-Learning, UC, Room 24G, (718) 990-1364 or email bicskos@stjohns.edu.

Guidelines Determining Eligibility for Students with Disabilities

• St. John’s University students requesting accommodations for a disability must present documentation of the disability to the Student Life administrator on the appropriate campus for verification of eligibility.

• The evaluation must have been completed by a qualified, certified and/or licensed professional (physician, health care provider, Psychologist/Psychiatrist) who has experience with an adolescent and adult population. The professional’s credentials must appear on the documentation and the documentation must be dated within three years of the request for accommodation.

• The Evaluator must include in the test report evidence that instruments selected are reliable and valid for use with an adolescent or adult. Documentation of an impairment alone may not be sufficient to require that the student be provided a reasonable accommodation. It must be demonstrated that the impairment rises to the level of a disability according to the Americans with Disabilities Act. For example, the impairment must substantially limit or restrict a major life activity as compared to the average person in the general population.

• The Student Life administrator will review the documentation and the request for accommodation will be determined. When necessary, specific academic units will be consulted regarding the accommodation requested. If the presented documentation is sufficient the student will meet with the Student Life administrator regarding appropriate accommodations at St. John’s University.

• A student, having dissatisfaction with the decision for accommodation granted, has the right to appeal the decision in accordance with the University’s “Policy Against Discrimination and Sexual Harassment and Related Grievance Procedures.”

• The Student Life administrator may be contacted regarding specific documentation required or for explanation of this policy.

All documentation will be kept confidential in accordance with legal requirements and should be submitted directly to:

Q eens Campus
Jackie Lochrie—Director of Student Services
St. John’s University
Office of Student Life
8000 Utopia Parkway
Queens, NY 11439
Tel (718) 990-6568
Fax (718) 990-1853
lochrie@stjohns.edu

Staten Island Campus
Michael Hutmaker, Ed.D.—Associate Dean of Student Life and Director of Residence Life
St. John’s University
300 Howard Avenue
Staten Island, NY 10301
Tel (718) 390-4504
Fax (718) 390-4531

Manhattan Campus
Anisa Nunez
Director of Student Life
St. John’s University
101 Murray Street
New York, NY 10007
Tel (212) 277-5173

Students
The University’s retention and graduation rates exceed national averages of institutions, which participate in the Consortium for Student Retention Data Exchange (CSRDE). Eighty-two percent of first-time, full-time baccalaureate degree seeking freshmen that entered in Fall 2002 returned in Fall 2003. Sixty-four percent of first-time, full-time baccalaureate freshmen that entered in Fall 1997 graduated within six years.

Our teacher preparation program is approved by the New York State Education Department. Eighty-nine percent of students who graduated from a teacher preparation program at St. John’s University during the 2002-2003 academic year took and passed the New York State Teacher Certification exams, compared to 95% statewide. As Fall 2003, there were over 1,800 students in teacher preparation programs. A student spends 35-40 hours a week student teaching depending on the program.

Officers of Administration

Donald J. Harrington, C.M., B.A., M.Div., Th.M., Mary Immaculate Seminary College; L.L.D. (Hon.), St. John’s University; Ph.D. (Hon.), Fu Jen University; D.Hum. (Hon.), American University of Rome; Italy; D.Hum. (Hon.), Dowling College; Pd.D. (Hon.), St. Thomas Aquinas College; S.T.D. (Hon.), Niagara University; Litt.D. (Hon.) Kokushikan University; President

Michael J. Carroll, C.M., B.A., Niagara University; M.Div., Th.M., Mary Immaculate Seminary College; M.A., Loyola University; Executive Vice President for Mission and Branch Campuses

James P. Fallow, B.B.A., M.B.A., Niagara University; Executive Vice President and Treasurer

Julia A. Upton, R.S.M., B.A., Ohio Dominican College; M.A., English, M.A., Theology, St. John’s University; Ph.D., Fordham University; Provost

Cecilia S. Chang, B.A., Tamkang University; M.S., M.B.A., St. John’s University; Ed.D., Columbia University; Vice President for International Relations

John P. Connolly, Jr., B.S., M.B.A., St. John’s University; Vice President, Oakdale Campus

Joseph V. Daly, C.M., B.A., Mary Immaculate Seminary College; M.A., M.S., St. John’s University; LL.D. (Hon.), Niagara University; Assistant to the President and Assistant Secretary

Dorothy E. Habben, B.A., Adelphi University; M.A., St. John’s University; Ph.D., New York University; Vice President and Secretary of the University

Clover Hall, B.Sc., University of the West Indies; M.B.A., Columbia University; Ed.D., Fordham University; Vice President for Institutional Research and Academic Planning

Mary T. Harper, B.A., Trinity College; Senior Vice President for Human Resources and Planning

Allan H. Hoehl, B.S., John Jay College of Criminal Justice; Vice President for Public Safety and Risk Management

James J. Maher, C.M., B.A., St. John’s University; M.Div., Th.M., Mary Immaculate Seminary College; D.Min., Seminary of the Immaculate Conception; Vice President for University Ministry and Interim Vice President for Student Life

Brenda Majeski, B.B.A., Marshall University; M.B.A., University of Virginia; Vice President for Marketing and Communications

André McKenzie, B.S., M.S., Illinois State University; M.Ed., Ed.D., Columbia University; Vice President for Academic Support Services
Queens Campus Facilities

Queens Campus, housing the principal administrative offices of the University, is located on a 95.5 acre tract in the Hillcrest section of the borough.

St. Albert the Great Hall houses the College of Pharmacy and Allied Health Professions and the science departments, Environmental Health and Safety, Facilities and Construction and Public Safety. In addition to classrooms, science laboratories and faculty offices, the building also contains an auditorium and an animal care facility.

Alumni Hall, the athletic center, houses the main gymnasium seating over 6,000, an auxiliary gymnasium, various athletic activities rooms, coaches office, the Little Theatre, classrooms for hygiene and physical education and the Faculty Club. The Belson Soccer Stadium and varsity baseball field are also located on the Queens campus.

St. Augustine Hall, the center of the University library system, has a capacity exceeding 1,000,000 volumes. The building includes among its special facilities seminar rooms, carrels, exhibition areas, Health Education Resource Center, the Language Laboratory and the University Freshman Center.

St. John the Baptist Hall houses St. John’s College, the Graduate Division of Arts and Sciences and the Division of Special and Opportunity Programs and the Chaplain. It contains fine arts studios, photography darkrooms, classrooms and faculty offices.

St. John’s University Annex houses the Office of Alumni Relations, the Office of Human Resources, Compliance Office, Call Center, Institutional Research, Payroll and the Vincentian Service Corps.

St. Louise de Marillac Hall houses The School of Education, Campus Ministry and the closed circuit Television Center. Additional facilities include classrooms, faculty offices, the Counseling Center, the Placement and Career Centers, Office of University Events, an auditorium and a food court. Marillac Terrace is a glass fronted extension of Marillac food court with seating for over 300. An information desk is located in this area at which newspapers and candy are sold. The lower level of this extension houses the University Bookstore, Barnes and Noble.

Our Lady of Lourdes Chapel is located between Newman Hall and St. Augustine Hall.

Residence Village is the on-campus housing environment that contains the six residence buildings, Montgomery Dining Hall, and the women’s softball field.

Newman Hall houses the central University executive and administrative offices. It also houses the University Computer Center, Health Offices, Offices of Student Life, Enrollment Management, International and Graduate Admission, Marketing and Communication, the Offices of Admission and Registrar and Financial Aid.

University Center, the hub of campus extracurricular activities, houses the Commons, Nibbler’s Nook (a candy shop and information desk), the Fitness Center, Storm Card Office, Office of Student Life (U.C.), Lounge, Student Organization offices, meeting rooms, mailboxes and offices for student organizations, ticket sales and locker rental services. The C.A.U.S.E. trailer is located directly behind the University Center.

St. Vincent de Paul Hall, the priests’ faculty residence, provides living accommodations for the Vincentian Fathers. The first floor of this building houses the Office of Undergraduate Admission and the Vincentian Center for Church and Society. Other facilities include a dining room, a library, a chapel, a recreation room and conference rooms.

The Second Lt. Thomas J. McDonald Reserve Training Center is named for a distinguished alumnus of St. John’s College who was killed in World War II. It was erected by the federal government on a portion of the campus leased from the University. Students of St. John’s are eligible to join the reserve units from the surrounding community which train in this building. The ROTC facilities are also housed here.

Belson Hall and Finley Hall house the administrative offices, the Law Library, Law Admission, Law Career Services, Elder Law, moot Court Room, classrooms, faculty offices, student lounges and a cafeteria and other areas to support the School of Law.

Sun Yat Sen Hall houses the Center of Asian Studies and Chung-Cheng Art Gallery.

Bent Hall houses The Peter J. Tobin College of Business, College of Professional Studies, Center for Teaching and Learning, Committee on Latin American and Caribbean Studies, ESL Program, Office of Study Abroad Program, Professional Development and Training Center, the Printing and Distribution Services, University Mail Services and the Center for Psychological Services and Clinical Studies. It also contains faculty offices, an auditorium and an art gallery.

Sullivan Hall houses the offices of Institutional Advancement, as well as the Academic Technology Center, classrooms, lecture rooms and special purpose teaching facilities.

Chiang Ching-Kuo Hall houses the Office of Speech and Hearing.
Staten Island Campus
Facilities

Staten Island Campus is located on 16.5 acres on Grymes Hill in the borough of Richmond.

Flynn Hall, the Administration building, houses various services for faculty and students and the following offices: Senior Vice President, the Office of the Registrar and the Bursar. Also in this building is Academic Computing, Counseling and Testing, the Microcomputer Lab, the Computer Training Center and the Boardroom.

Spellman Hall houses the following offices: Peter J. Tobin College of Business, Graduate and Undergraduate Divisions, the office of the Graduate Division of The School of Education, the Counseling Center; Security, the campus newspaper and faculty offices for the College of Business. A large conference room is located in the west end of Spellman Hall.

Lavelle Hall contains classrooms, the St. Vincent de Paul Chapel, the College of Professional Studies office, an office for Campus Ministry and the Career Center.

Mahoney Hall provides classrooms, the Office of Special and Opportunity Programs and the psychology laboratory. The Rathskeller/Student Lounge, located on the lower level, offers a variety of hot meals and sandwiches and is equipped with vending machines offering cookies, candy and snack items.

The Loretto Memorial Library is committed to the teaching and learning processes by providing information resources and instructional services. It contains over 134,000 volumes of books, periodicals, microfilm and microfiche which support the undergraduate and graduate programs of the University. An instructional program provides training in the use of library materials through class lectures, orientation programs and individual instruction. Computer terminals located throughout the library provide access to numerous databases, including the catalogs of three St. John’s libraries and other consortium libraries, journal citation databases and full-text document service. Cooperative arrangements with other libraries provide regional, national and international access to materials.

Directions to
Queens Campus

By Automobile
From Long Island: Northern State Parkway onto Grand Central Parkway, exit at 188th Street. Left at light and sharp right onto service road; continue to campus; or exit at 168th Street, right turn onto service road and continue to campus.

From Southern State Parkway onto Cross Island Parkway (North) onto Grand Central Parkway (West); proceed as above.

From Long Island Expressway, exit at Utopia Parkway (exit 25), left on Utopia to Union Turnpike.

From the Bronx: Triboro Bridge to Grand Central Parkway (East), exit at Utopia Parkway. Left at light to campus.

Throgs Neck Bridge to Clearview Expressway (South) to Union Turnpike (West) exit. Right on Union Turnpike to Gate 4 (175th Street).

From Westchester, Rockland and Connecticut: Proceed as from the Bronx.

From Brooklyn: Jackie Robinson (Interboro) Parkway onto Grand Central Parkway, exit at Utopia Parkway (exit 25). Left at light to campus.

Belt Parkway to the Van Wyck Expressway, exit at Main Street, continue to Union Turnpike, right to campus.

From Manhattan: Queens Midtown Tunnel onto Long Island Expressway, exit at Utopia Parkway (exit 25), right on Utopia to Union Turnpike.

From New Jersey: George Washington Bridge onto Cross Bronx Expressway to Throgs Neck Bridge to Clearview Expressway (South). Proceed as under Bronx above. Verrazano-Narrows Bridge to Belt Parkway to Van Wyck Expressway. Proceed as under Brooklyn.

By Public Transportation
I.N.D.: “E” or “F” train to Union Turnpike - Kew Gardens station. Q-46 bus to Utopia Parkway and Union Turnpike.

“F” train to 169th St. station. Q-30 bus or Q-31 bus to St. John’s University.

I.R.T.: Flushing subway to Main St., Flushing; Q-17 bus to Utopia Parkway and Long Island Expressway. Transfer to Q-30 or Q-31 bus for St. John’s University.

L.I.R.R.: Jamaica Station. Q-30 or Q-31 bus to 169th St. and Hillside Ave. Flushing station. Q-17 bus to Utopia Parkway and Long Island Expressway. Transfer to Q-30 or Q-31 bus for St. John’s University.

BUS: Express bus from Manhattan to Queens campus via Union Turnpike. Additional bus lines serve the immediate vicinity from Nassau, Queens, Brooklyn, Manhattan and the Bronx.

Directions to
Staten Island Campus

By Automobile
From Manhattan: West Side Highway or F.D.R. Drive to Brooklyn-Battery Tunnel. Follow signs “Staten Island” and/or “Verrazano-Narrows Bridge” to Staten Island. Take Staten Island Expressway (Interstate 278) West to the Richmond Road/Clove Road exit. Proceed on service road past two traffic signals and turn right at the third (Clove Road). Turn right at the next traffic light (Howard Avenue) and proceed approximately one mile on Howard (eight minutes from bridge).

Take the Staten Island Ferry from South Ferry, Manhattan to St. George, S.I. and proceed as from St. George.

From St. George: Proceed straight into Bay Street. Turn right at Victory Boulevard. At Eddy Street (opposite Silver Lake), turn left. At the end of Eddy Street turn right on Howard Avenue to Greta Place which leads to the campus.

From Brooklyn: Belt Parkway or Brooklyn-Queens Expressway to Verrazano-Narrows Bridge; proceed as from Manhattan.

From New Jersey: Via Bayonne or Goethals Bridge, stay on Staten Island Expressway (Interstate 278 East) to the Richmond Road/Clove Road exit. Follow service road to first traffic light. Turn left onto Clove Road. Turn right at Howard Avenue (second light) and proceed approximately one mile on Howard. Campus is on the left. Via Outerbridge Crossing—follow West Shore Expressway (Rte 440N) to Staten Island Expressway (278 East) and proceed as above.

By Public Transportation
From Manhattan: Staten Island Ferry from South Ferry, Manhattan to St. George, S.I., and follow directions from St. George to the campus.

From St. George, S.I.: Buses marked S61, 62, 66, or 67. Get off at Clove Road and Victory Boulevard and transfer to the Richmond Road/Clove Road shuttle bus direct to Arlo Road, adjacent to the campus.

From Brooklyn: Take the S53 bus (at 86th St. and Fourth Avenue) across Verrazano-Narrows Bridge to Clove Road and Howard Avenue. Transfer to Grymes Hill Shuttle bus direct to Arlo Road, adjacent to the campus.
Direction to Manhattan Campus

By Automobile

From Western Upstate New York: New York State Thruway to Route 81 south, to Route 17 East, to New York State Thruway at Harriman, New York. Proceed to Palisades Parkway, to George Washington Bridge, to Henry Hudson Parkway, which becomes the West Side Highway South. Proceed past Canal Street, past Borough of Manhattan Community College, and turn left on Murray Street.

From Eastern Upstate New York: Take the Major Deegan Expressway (Route 87) to the Triboro Bridge, cross the bridge to Manhattan and onto the FDR Drive South. Exit at 23rd Street. Proceed west on 23rd Street across town to the West Side Highway (West Street). Turn left and go past Canal Street, past the Borough of Manhattan Community College, and turn left on Murray Street.

From New Jersey: Proceed through the Holland Tunnel to Canal Street; go past Hudson Street and turn right on Varick Street, which feeds into West Broadway. Stay on West Broadway to Murray Street, turn right on Murray Street, and proceed two blocks to the campus.

From Long Island: Take the Long Island Expressway to the Midtown Tunnel. Proceed west to the West Side Highway (West Street). Make a left turn and go past Canal Street, past the Borough of Manhattan Community College, and turn left on Murray Street.

Pay parking is available at Park Right Corp. at the corner of West Street and Murray Street, near the Embassy Suites.

By Public Transportation

I.N.T. Trains
A, C, E Trains: Take subway to Chambers Street station. Walk south on Church Street. Walk west on Murray Street to campus.

N, R Trains: Take subway to City Hall station. Walk south on Broadway. Walk west on Murray Street to campus.

I.R.T. Trains
1,2,3,9 Trains: Take subway to Chambers Street station. Walk south on West Broadway. Walk west on Murray Street to campus.

4,5,6 Trains: Take subway to Brooklyn Bridge/City Hall station. Walk south on Park Row. Walk north on Broadway. Walk west on Murray Street to campus.

NJ Path Trains

From New Jersey: Take 33rd Street train to Christopher Street station. Take 1,9 trains to Chambers Street station. Walk south on West Broadway. Walk west on Murray Street to campus.

From 33rd Street/Herald Square: Take Hoboken train to Christopher Street station. Take 1,9 trains to Chambers Street station. Walk south on West Broadway. Walk west on Murray Street to campus.

NY Waterway Ferries

Hoboken South, NJ - World Financial Center: Walk north on North End Avenue. Walk east on Murray Street to campus.

Colgate, Jersey City, NJ - World Financial Center: Walk north on North End Avenue. Walk east on Murray Street to campus.

Port Imperial, Weehawken, NJ - World Financial Center: Walk north on North End Avenue. Walk east on Murray Street to campus.

Directions to Oakdale Location

By Automobile

From the Long Island Expressway (L.I.E.)

Eastbound: Take L.I.E. (I-495) eastbound to Exit 53S, south to Sagtikos State Parkway to Exit 54/Southern State Parkway eastbound. Then, follow directions from Southern State Parkway.

From the Southern State Parkway

Eastbound: Use Exit 44 East (Montauk), and get on Sunrise Highway (27) eastbound. Follow directions from Sunrise Highway west of Oakdale.

From Sunrise Highway west of Oakdale:

Take Sunrise Highway (27) eastbound until you see a sign for Oakdale–Montauk Highway (Rte. 85). Exit Sunrise Highway on your right, and at the light, make a left turn. Bear right going over a small bridge. From here, follow directions "From Oakdale" (below).

From Oakdale:

Drive through Oakdale passing 5 traffic lights. (The Oakdale shopping plaza is on your left after the 5th light.) After this light, you should see the west entrance of the campus on your right. Enter the campus and proceed until you come to a gate. Turn left. "The Mansion" (Administrative Offices) is approximately 100 feet on your right.

From Sunrise Highway east of Oakdale:

Take Sunrise Highway (27) westbound to Exit 48, Locust Avenue / Oakdale - Bohemia. At the light, make a left onto Locust Avenue south. Proceed southbound on Locust for 2 miles until you reach the end, which is Montauk Highway (27A). Make a right onto Montauk Highway, and take your immediate left onto the west entrance of the campus. Proceed until you come to a gate. Turn left. "The Mansion" (Administrative Offices) is approximately 100 feet on the right side.

By Public Transportation

From New York City: Take L.I.R.R. to the Oakdale Station. Take the Suffolk County Transit Bus 540 bus east on Montauk Highway to Oakdale’s main entrance on Montauk Highway.

From Eastern Long Island: Take L.I.R.R. to the Sayville Station. Take the Suffolk County Transit Bus 540 bus west on Montauk Highway to Oakdale’s main entrance on Montauk Highway.

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