Graduate Programs

Iona College offers graduate programs through the School of Arts and Science and the Hagan School of Business. Programs in all schools are available for full or part-time study.

Graduate programs in the School of Arts and Science meet the academic needs of career-oriented adults. Programs are focused in Education and the Humanities, Human Services, Communication, and Information Sciences.

Programs in Education and the Humanities - the MS in Teaching, the MS in Education degrees, Literacy Education, Educational Leadership, Educational Technology, and the MA degrees in English, History, Italian, and Spanish are designed to provide students with an appreciation of their responsibilities as guardians of a rich moral and cultural heritage within an ethnically diverse world.

Programs in Human Services include Criminal Justice, Marriage and Family Therapy, Psychology and Mental Health Counseling. These degree programs embody Iona’s goal as an institution to develop the talents of those who, devoted to creating a community of concern, will foster the potential of people from every tradition and background.

Programs in Public Relations and Computer Science develop informed and responsible professionals who can meet the challenges of an ever-changing, global information society.

Graduate programs in Iona’s Hagan School of Business provide state-of-the-art education in Business and Management. The school aims to produce graduates and future leaders who understand business and its social responsibilities, are skilled to work productively in a high-technology society, demonstrate sensitivity to the global and multicultural character of business, and subscribe to high ethical standards in the discharge of their responsibilities.

Programs in the School of Arts and Science are not offered in Rockland. Programs in the Hagan School of Business that are offered in Rockland are identified with an “R”.

SCHOOL OF ARTS AND SCIENCE
(New Rochelle only)

<table>
<thead>
<tr>
<th>Hegis Code</th>
<th>Curriculum</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0604</td>
<td>Public Relations</td>
<td>MA</td>
</tr>
<tr>
<td>0604</td>
<td>Nonprofit Public Relations</td>
<td>Certificate</td>
</tr>
</tbody>
</table>

Computer Technology Programs:

<table>
<thead>
<tr>
<th>Hegis Code</th>
<th>Curriculum</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0701</td>
<td>Computer Science</td>
<td>MS</td>
</tr>
</tbody>
</table>

Counseling Programs:

<table>
<thead>
<tr>
<th>Hegis Code</th>
<th>Curriculum</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2104.10</td>
<td>Marriage and Family Therapy</td>
<td>MS</td>
</tr>
</tbody>
</table>

Criminal Justice Program:

<table>
<thead>
<tr>
<th>Hegis Code</th>
<th>Curriculum</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2105</td>
<td>Criminal Justice</td>
<td>MS</td>
</tr>
<tr>
<td>0701</td>
<td>Advanced Certificate in Cybercrime and Security</td>
<td>Certificate</td>
</tr>
<tr>
<td>1999.20</td>
<td>Advanced Certificate in Forensic Criminology</td>
<td>Certificate</td>
</tr>
</tbody>
</table>

English Program:

<table>
<thead>
<tr>
<th>Hegis Code</th>
<th>Curriculum</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1501</td>
<td>English</td>
<td>MA</td>
</tr>
</tbody>
</table>

Foreign Language Programs:

<table>
<thead>
<tr>
<th>Hegis Code</th>
<th>Curriculum</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1104</td>
<td>Italian</td>
<td>MA</td>
</tr>
<tr>
<td>1105</td>
<td>Spanish</td>
<td>MA</td>
</tr>
</tbody>
</table>

( Program not accepting new students)

History Program:

<table>
<thead>
<tr>
<th>Hegis Code</th>
<th>Curriculum</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2205</td>
<td>History</td>
<td>MA</td>
</tr>
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</table>

Psychology Programs:

<table>
<thead>
<tr>
<th>Hegis Code</th>
<th>Curriculum</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>Psychology</td>
<td>MA</td>
</tr>
<tr>
<td></td>
<td>Experimental</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Industrial/Organizational</td>
<td></td>
</tr>
<tr>
<td>2104.10</td>
<td>Mental Health Counseling</td>
<td>MA</td>
</tr>
<tr>
<td>0826.02</td>
<td>School Psychology</td>
<td>MA</td>
</tr>
<tr>
<td>2199</td>
<td>Advanced Certificate in Human Resources</td>
<td>Certificate</td>
</tr>
<tr>
<td>2005</td>
<td>Advanced Certificate in Organizational Behavior</td>
<td>Certificate</td>
</tr>
</tbody>
</table>
Teacher Education Programs:
Adolescence Education..........................MSEd
0830.01 Special Education/Literacy
0808 Special Education/Literacy ..........MST
0401.10 Specialization in Biology
1501.01 Specialization in English
1701.01 Specialization in Mathematics
2201.01 Specialization in Social Studies
1105.01 Specialization in Spanish
0802 Early Childhood Education/
Childhood Education..................MST
0830 Literacy Education ...............MSEd
0808 Literacy Birth-Grade 6/Special Education
1-6...............................................MSEd
0830 Literacy Education...............MSEd
(Accelerated) (Rockland only)
0802 Teaching in Childhood Education
..................................................MST
0808 Childhood 1-6/Special Education 1-6
..................................................MST
0803 Teaching in Adolescence
Education.....................................MST
Specialization in:
• Biology
• English
• Mathematics
• Social Studies
• Spanish

Speech/Language Pathology/Audiology Programs:
1220 Communication Sciences and
Disorders ...............MA
1220 Clinical Communication ........ Certificate

HAGAN SCHOOL OF BUSINESS

The Hagan School of Business offers the MBA in the following areas:

<table>
<thead>
<tr>
<th>Hegis Code</th>
<th>Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>0502</td>
<td>Accounting (General and Public)</td>
</tr>
<tr>
<td>0505</td>
<td>Financial Management (R)</td>
</tr>
<tr>
<td>1202</td>
<td>Health Care Management</td>
</tr>
<tr>
<td>0515</td>
<td>Human Resource Management (R)</td>
</tr>
<tr>
<td>1201</td>
<td>Information Systems (R)</td>
</tr>
<tr>
<td>0506</td>
<td>Management (R)</td>
</tr>
<tr>
<td>0509</td>
<td>Marketing (R)</td>
</tr>
</tbody>
</table>

The Hagan School of Business offers Advanced Certificates in the following areas:

<table>
<thead>
<tr>
<th>Hegis Code</th>
<th>Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>0502</td>
<td>Accounting (General and Public)</td>
</tr>
<tr>
<td>0506</td>
<td>Business Continuity &amp; Risk Management (R)</td>
</tr>
<tr>
<td>0599</td>
<td>Business Fundamentals (R)</td>
</tr>
<tr>
<td>0599</td>
<td>Electronic Commerce (R)</td>
</tr>
<tr>
<td>1202</td>
<td>Health Care Information Systems</td>
</tr>
<tr>
<td>1202</td>
<td>Health Care Management</td>
</tr>
<tr>
<td>0599</td>
<td>Infrastructure Management (Not Accepting New Students)</td>
</tr>
<tr>
<td>0513</td>
<td>International Business</td>
</tr>
<tr>
<td>1202</td>
<td>Long-Term Care Services Management</td>
</tr>
<tr>
<td>1202</td>
<td>Medical Practice Management</td>
</tr>
<tr>
<td>0599</td>
<td>Project Management</td>
</tr>
<tr>
<td>0599</td>
<td>Sports and Entertainment Studies</td>
</tr>
</tbody>
</table>

The Hagan School of Business offers the Master of Science Degree in the following areas: (New Rochelle Only)

<table>
<thead>
<tr>
<th>Hegis Code</th>
<th>Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>0502</td>
<td>Accounting</td>
</tr>
<tr>
<td>0504</td>
<td>Finance</td>
</tr>
<tr>
<td>0504</td>
<td>Financial Services</td>
</tr>
<tr>
<td>0504</td>
<td>International Finance</td>
</tr>
</tbody>
</table>

Post-Master's Certificate
The Post-Master's Certificate (PMC) is available in the same concentrations as the MBA. The following certificate programs are offered in Rockland.

• Financial Management
• Human Resources Management
• Information Systems
• Management
• Marketing

Iona College reserves the right to advance and alter requirements regarding admission, the arrangement of courses, the curriculum, requirements for graduation and degrees, and other regulations affecting the student body. Such regulations will govern both incoming and matriculating students and will be effective as determined by Iona College.
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International Business Certificate ............................................... 65  
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**TRIMESTER ACADEMIC CALENDAR**

**MASTER OF BUSINESS ADMINISTRATION**

**FALL TRIMESTER 2014**
- **August 19**: New Rochelle registration (in person-Arrigoni Center)
- **August 20**: New Rochelle registration (in person-McSpedon Hall)
- **August 25**: Classes begin
- **Aug. 25 - Sept. 2**: Late registration (in person)
- **September 1**: Labor Day (no classes)
- **September 2**: Web registration ends (tentative)
- **November 17**: Last day of fall trimester

**WINTER TRIMESTER 2014-2015**
- **November 19**: New Rochelle registration (in person)
- **November 19**: Classes begin
- **November 19 - 25**: Late registration (in person)
- **November 25**: Web registration ends (tentative)
- **November 26 - 28**: Thanksgiving recess (classes in session)
- **Dec. 22 - Jan. 1**: Christmas recess (no classes)
- **January 2**: Classes resume
- **February 26**: Last day of winter trimester

**SPRING TRIMESTER 2015**
- **February 9**: Web registration ends (tentative)
- **March 2**: New Rochelle registration (in person)
- **March 2**: Classes begin
- **March 2-9**: Late registration (in person)
- **April 2-5**: Easter recess (no classes)
- **April 6**: Easter Monday (classes in session)
- **May 22**: Last day of spring trimester

**SEMESTER ACADEMIC CALENDAR**

**2014-2015**

**MASTER OF ARTS**

**MASTER OF SCIENCE**

**FALL SEMESTER 2014**
- **August 19**: New Rochelle registration (in person-Arrigoni Center)
- **August 20**: New Rochelle registration (in person-McSpedon Hall)
- **August 26**: Classes begin
- **Aug. 27 - Sept. 2**: Late registration (in person)
- **September 1**: Labor Day (no classes)
- **September 2**: Web registration ends (tentative)
- **November 26 - 28**: Thanksgiving recess (no classes)
- **December 15**: Last day of fall semester

**SPRING SEMESTER 2015**
- **January 12**: New Rochelle registration (in person-Arrigoni Center)
- **January 13**: New Rochelle registration (in person-McSpedon Hall)
- **January 20**: Classes begin
- **January 21 - 26**: Late registration (in person-Arrigoni Center)
- **January 21 - 26**: Late registration (in person-McSpedon Hall)
- **January 26**: Web registration ends (tentative)
- **April 2 - 5**: Easter recess (no classes)
- **April 6**: Easter Monday (classes in session)
- **May 14**: Last day of spring semester

Note: Make-up classes may be required for holidays.

*All dates in the academic calendar may be subject to change.*
WEEKEND ACADEMIC CALENDAR
2014-2015

FALL SEMESTER 2014
August 19  New Rochelle registration (in person-Arrigoni Center)
August 20  New Rochelle registration (in person-McSpedon Hall)
Aug. 27 - Sept. 2 Late registration (in person)
September 2  Web registration ends
September 6  Classes begin
September 6, 7  Class meetings
September 20, 21
October 4, 5
October 25, 26
November 15, 16 & December 6, 7
December 7  Last day of fall semester

SPRING SEMESTER 2015
January 12  New Rochelle registration (in person-Arrigoni Center)
January 13  New Rochelle registration (in person-McSpedon Hall)
January 26  Web registration ends (tentative)
January 31  Classes begin
Jan. 31 - Feb. 1  Class meetings
February 14, 15
Feb. 28 - March 1
March 28, 29
April 11, 12 - May 2, 3
May 3  Last day of spring semester

SUMMER SESSIONS II AND III 2015
Graduate Arts and Science
Hagan School of Business

Tentative Summer Schedule
Summer II  June 1 to July 2
Summer III  July 6 to August 6

Consult the website (www.iona.edu/registrar) for all schedules, including final summer schedule and dates of special summer institutes not listed here.

Note: All dates in the academic calendar may be subject to change.
Iona College – A Place And A Purpose

Iona College takes its name from the island of Iona located in the Inner Hebrides just off the west coast of Scotland. It was on this tiny island that the Irish monk, Columba, established an abbey from which missionaries went forth to teach and evangelize. The island of Iona became a center of faith and learning that contributed significantly to the civilization and cultural development of Western Europe. It was in the spirit of this heritage that the religious order of educators, the Congregation of Christian Brothers, founded Iona College in New Rochelle, New York, in 1940.

The original campus is situated in the gracious Beechmont section of New Rochelle. A city of 72,500 people located on the Long Island Sound in Westchester County, New Rochelle offers the sophistication of an established suburb, as well as easy access to New York City by automobile or public transportation. Rich in history and tradition, the ‘Queen City of the Sound’ has been the home of the French Huguenots, American poet-essayist Thomas Paine, and artist Norman Rockwell, as well as numerous leaders in commerce, industry and entertainment. The College also has a branch campus in Rockland County – the Rockland Graduate Center in Pearl River, NY.

Iona College has as its purpose the education of students through intellectual discipline and a developing awareness of self, structured upon a more complete understanding of their cultural, religious and social heritage. Iona College endeavors to develop informed, critical and responsible individuals equipped to participate actively in culture and society. Experience has shown that the Christian Brothers’ origins and traditions are valuable aspects of Iona’s distinct character and strength. The academic study of religion is an important element in each student’s course of study; religious ideas, perspectives and values hold an important place in the College’s curriculum.

In the spirit of the liberal arts, Iona engages students to search those disciplines that provide them with skills and knowledge that help them to understand and live in the modern world.
Mission Statement

Iona College is a caring academic community, inspired by the legacy of Blessed Edmund Rice and the Christian Brothers, which embodies opportunity, justice, and the liberating power of education. Iona College's purpose is to foster intellectual inquiry, community engagement, and an appreciation for diversity. In the tradition of American Catholic Higher Education, Iona College commits its energies and resources to the development of graduates recognized for their ethics, creativity, and problem solving abilities; their independent and adaptable thinking; their joy in lifelong learning; and their enduring integration of mind, body, and spirit.

(Adopted May 2, 2012)
Facilities and Services

NEW ROCHELLE CAMPUS
Iona College’s main campus is located in New Rochelle, New York. Iona’s major administrative offices, physical facilities, and specialized services are provided at this location to support all academic and student services programs. All facilities are open during the College’s regular schedule of operations. A brief overview of these facilities and services is provided below.

ADMINISTRATIVE OFFICES
The offices of the President, the Provost, Admissions, and Student Financial Services are located in McSpedon Hall. The Office of Student Development is located in Robert V. LaPenta Student Union. The Advancement Office is located at 91 Beechmont Drive. The offices of the Dean of Arts and Science are located in the Murphy Science and Technology Center. The offices of the Dean of the Hagan School of Business are in Hagan Hall.

ACADEMIC RESOURCE CENTER
The Samuel Rudin Academic Resource Center (ARC), located in Amend Hall, is available to graduate students who wish to improve their learning skills or who need help with their studies. Working on a one-to-one basis or in small groups, professional staff and peer tutors assist students in acquiring, improving or refreshing skills related to their course of studies.

ARTS CENTER
The Iona College Arts Center houses the department of Fine and Performing Arts, its faculty offices, classrooms and studios dedicated to visual art, sculpture, music and dance. The Brother Kenneth Chapman Gallery is host to a variety of faculty, student, invitational and juried art exhibitions sponsored by the Iona Council on the Arts. The Council, with an endowment from the Baron Lambert Fund for the Arts, established through the generosity of JoAnn and Joseph M. Murphy ’59, sponsors artistic and cultural programs for the enrichment of the Iona College community.

BOOKSTORE
The College bookstore is located in the Robert V. LaPenta Student Union on the New Rochelle campus, students may purchase textbooks and other supplies. Additional evening hours are posted during the beginning of each semester or trimester. Call the bookstore for hours at (914) 633-2356. Students may purchase books online by going to the Iona College website, clicking on Current Students and proceed to the bookstore website.

CAMPUS SAFETY AND SECURITY
The Department of Campus Safety and Security is responsible for the safety and security of all members of the Iona community. Upon request, Campus Safety will provide all campus crime statistics as reported to the United States Department of Education. This information is available on the website of the US Department of Education at www.ope.ed.gov/security/, and on the Iona College website at www.iona.edu/student life/safety/safety.pdf, or you may obtain a printed copy from the Department of Campus Safety and Security.

CAREER DEVELOPMENT
The Gerri Ripp Center for Career Development, located in Spellman Hall, provides students with career counseling and job search assistance.

Program highlights include: career counseling, career information library, career panels, internships, job postings, mock interviews, resume referral, special interest programs and workshops.

COMPUTING FACILITIES
Information Technology supports both academic and administrative computing activities throughout the campus. Seven hundred forty-four workstations are available on campus for student use. These systems are in the libraries, classrooms, public and departmental facilities. Each workstation supports various academic and administrative software, provides Internet access, and access to Iona College’s Library databases. Laser printers and multimedia capability are located in most laboratories. State-of-the-art interactive projection systems are located in many classrooms. All classrooms are equipped with access to the campus network and the Internet. Network connectivity is provided via wireless, category 5 and category 6 wiring, fiber optic cable, a 10/40 Gigabit Ethernet Backbone, a high speed 100 Mbit connection to the Rockland Graduate Center and a 500 Mbit connection to the Internet.
The student computers on the New Rochelle campus are housed in 38 computing facilities and two campus libraries. Two of these facilities are open 24 hours per day, seven days per week. Other facilities are open for approximately 16 hours a day during the week and 12 hours a day on the weekends. Departmental labs are open at the discretion of each individual academic department. The Rockland campus has two labs available six days per week. Wireless connectivity is available throughout the campus to all students. All student dormitories are fully connected to the wireless network. Students need to purchase their laptops and wireless cards to connect to the wireless network. Up to date details are available on the college’s website or by contacting the Help Desk on the New Rochelle campus. The Help Desk can be reached by calling (914) 633-2635.

**COMPUTING SOFTWARE AND SERVICES**

A variety of software packages are currently available in the computing lab facilities including Microsoft Office Professional, statistical analysis, graphics, programming languages and compilers, communications and discipline-related software. Electronic mail is available to all currently registered students, faculty, administrators and staff at Iona College. Microsoft Office 365 is the student email system. Students can download Microsoft Office Professional for home use on up to five personal devices. Employees may purchase Microsoft Office Professional for $9.95 for home use on up to two personal devices. A full range of Internet services may be accessed from the computing laboratories and all networked campus locations. Computer users can visit Iona’s web site at www.iona.edu for additional information. Students can view their financial aid package, schedules, grades, and transcripts through the web using PeopleSoft administrative software. They can also register for future terms and pay their bills on-line. Detailed instructions on accessing the above services are available on the College website.

**COMPUTING ACCOUNTS**

Computing accounts are available to all students, faculty, administrators and staff at Iona College. The accounts provide access to the College’s e-mail, network, administrative systems, the Internet, the Library’s electronic databases and to a variety of application software packages. Computing accounts are created for students at the time of their first registration and remain active while they are registered at the College.

**PC ACQUISITIONS**

The IT department publishes recommended laptop specifications for students and provides virus protection software for all systems connecting to the College network. These specifications are published on the IT website. Students must install the virus protection software provided by the IT department to ensure the security of the College network. Computer systems and equipment for faculty and staff for departmental use must be purchased through PC Acquisitions: (914) 633-2651.

**COUNCIL ON THE ARTS**

The Iona College Council on the Arts is dedicated to sponsoring artistic and cultural programs for the enrichment of the Iona College community, particularly the student body. With an endowment from the Baron Lambert Fund for the Arts established by Mr. and Mrs. Joseph M. Murphy, the Council exists to make the arts more present and visible—providing the unique awareness, inspiration and participation that the arts promote. Consisting of Iona College faculty, administrators, students and alumni, the Council on the Arts seeks to expand and deepen the cultural life of the student body. The Council produces and coordinates events whereby students, faculty, administrators and community members may experience the arts communally. The Council sponsors performing arts events and exhibitions in the Brother Kenneth Chapman Gallery.

**COUNSELING CENTER**

Graduate students at Iona are encouraged to take advantage of the psychological support offered through the Counseling Center. Therapists are available for individual and group counseling concerning personal issues that may be interfering with academic success. Examples include: stress management, depression, anxiety disorders, relationship problems, family concerns, eating disorders and academic concerns. The Counseling Center is located on the second floor of Spellman Hall. All counseling sessions are confidential within the guidelines of legal and ethical standards.
Hynes Athletics Center
The Hynes Athletics Center, with its multi-purpose courts, aerobics/dance center, free weight center, cardiovascular center, lockers, and other facilities, is available to graduate students who have a validated ID card.

ID Cards
A student who wishes to borrow from the library, use the Hynes Athletics Center, receive a student discount, or utilize other services must have a valid ID card with a bar code label. The card is recognized as long as the student is in good standing at Iona. The ID card may be obtained from the Campus Safety and Security Office located in the Robert V. LaPenta Student Union.

Library Facilities
The two campus libraries, Ryan Library and the Helen T. Arrigoni Library/Technology Center, house extensive collections and offer computer access to collections worldwide. The on-site collections, including more than 250,000 volumes, 700 periodical subscriptions, audiovisual materials and microforms, have been developed to support Iona’s curriculum and special interests. With more than 80 electronic databases, students have online access to millions of articles from over 15,000 full-text journals. These are readily available from on-or off-campus.

In addition, the libraries have approximately 130 networked state-of-the-art workstations, as well as a wireless environment. There are more than 400 seats for group and private study, audiovisual viewing spaces, three multimedia classroom, and a 200-seat lecture hall. In addition, Ryan Library has a seminar room and six group study/work rooms with technology-equipped hardware. Ryan Library is open approximately 99 hours a week and is staffed by library professionals who are experienced in providing individual and group research instruction. The Information Technology Help Desk is located in Ryan Library at the main desk where staff can assist students with software and hardware problems.

The library at the Rockland Graduate Center houses over 4,000 volumes and 40 periodical subscriptions. It is also a wireless environment, and the electronic databases are readily accessible. Students also have access to all the resources at the main campus.

Reciprocal agreements with other libraries expand the libraries’ resources. Iona students are welcome at the New Rochelle Public Library, as well as at many other academic and public libraries in the region. Furthermore, the libraries’ Document Delivery/Interlibrary Loan Service enable students to borrow materials from collections around the world.

Family Therapy Center
The Family Therapy Center is operated by the Department of Marriage and Family Therapy. Individual, couple, and family therapy are available to members of the Iona College community and local neighborhoods. Appointments are available Monday through Friday from 9:00 am until 8:00 pm. Limited times available on Saturday. The Center is located in Egan Hall, 45 St. Paul’s Place, New Rochelle, NY. There is no fee for members of the Iona community. For more information or an appointment, please call (914) 633-2074 or (914) 633-2418.

Office for Off-Campus Housing
The Office for Off-Campus Housing is located on the second floor of the Robert V. LaPenta Student Union. Students are strongly encouraged to work closely with this office in planning their transition from on-campus residents to off-campus students and New Rochelle community members. The office teaches students how to locate off-campus housing, educates students about off-campus needs and concerns, and establishes relationships with students, neighbors, and city officials to enhance the quality of life in our surrounding neighborhoods. The office acts in an advisory capacity and conducts educational seminars related to important issues for off-campus living. This office also serves as a resource for traditional commuter students.

School Closings
Class cancellations due to inclement weather will be announced after 3:00 pm on the following stations and on the Iona website at www.iona.edu.

<table>
<thead>
<tr>
<th>Westchester</th>
<th>New York</th>
<th>Rockland</th>
</tr>
</thead>
<tbody>
<tr>
<td>WVOX - 1460-AM</td>
<td>WOR - 710-AM</td>
<td>WCR - 1300-AM</td>
</tr>
<tr>
<td>WFAS - 1230-AM</td>
<td>WINS - 1010-AM</td>
<td></td>
</tr>
<tr>
<td>News Channel 12 - Cablevision TV</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Science Laboratories
Science laboratories are housed in Cornelia Hall. The biology laboratories are equipped with teaching and research microscopes, a photo-micrography and photo time-lapse apparatus, physiographs, UV and IR spectrophotometers, a distillation apparatus, incubators, microbiology prep room with hospital-type sterilizers, ecology sampling equipment and student research facilities.
Among the instruments utilized in the chemistry laboratories are a Varian 360L nuclear magnetic resonance spectrometer, a Dupont 900 differential thermal analyzer, a model 1242 Parr bomb calorimeter, PAR and IBM polographic analyzers, a Nicolet FT-IR spectrophotometer, a variety of specific ion and pH meters, and a number of gas chromatographs and visible and ultraviolet spectrophotometers. The laboratories are equipped with advanced microcomputing facilities.

The Physics Department maintains two laboratories for physics and a computer electronics laboratory. A small shop area is used for apparatus repair and fabrication. Available instruments include a four-inch electromagnet, a neutron source for sample activation, a Bausch & Lomb grating spectrograph, a Tel-X-OMeter x-ray spectrometer and a variety of lasers. A GCA McPherson 0.3 meter grating monochrometer and a Stanford Research Systems lock-in amplifier are used for research on optical properties of materials. The electronics lab contains stations fully equipped with Tektronic and Keithley instruments and a large assortment of microcomputers for interfacing studies. The department also has a Sun workstation and a number of other microcomputers equipped with hardware and software for data logging and analysis, CAD and desktop publishing.

**Blessed Edmund Rice Chapel**

Blessed Edmund Rice Chapel (formerly St. Mary’s Chapel) is the house of prayer for the Christian Brothers who live and work at Iona College. The chapel is open to the College community through the offering of daily Mass (noon, Monday - Friday) and other prayer services. Members of the College community are welcome to visit the chapel at any time during the day for quiet prayer. The chapel is located on the north side of the campus, behind the Columba parking lot (adjacent to the Social Work House on Beechmont Drive).

**Rockland Graduate Center**

Iona College’s Rockland Graduate Center is a full-service branch campus offering graduate programs in business administration, computer science, educational leadership, educational technology, English, history, public relations, teacher education and Italian.

Located in Rockland County, the campus can be reached conveniently from Westchester, Orange and Bergen counties and all areas of Rockland County by major New York roadways.
Financial Information 2014-2015

TUITION AND FEES

This schedule of tuition and fees is applicable only to the 2013-14 academic year. Iona College reserves the right to alter its schedule of tuition and fees after due notice as determined by the Board of Trustees.

Tuition rate per credit hour ......................... $985
Course Audit fee ..................... cost of one credit hour
Program/Student Services fee per term ......$245
Special Sessions fee per session ................. $85

OTHER CHARGES (NON-REFUNDABLE)

Late payment charge .............................. $100
Returned check charge ......................... $50
(per returned item)
Company Deferment Fee ................. $50/term

TUITION PAYMENT POLICY

A student incurs a legal obligation to pay tuition at the time of registration. The student may only be released from this payment obligation if he/she notifies the College in writing of his/her intention not to attend the registered courses prior to the first day of the term in which the course is offered.

All tuition and fees are payable in full by the stated due date. For all graduate and for returning adult students in the trimester programs, this is at the time web registration closes for the term. In addition to immediate payment via credit card or e-check, payment can take the form of financial aid, enrollment in the College’s automatic payment plan and/or participation in a company deferment program.

Personal checks are welcome and should be made payable to Iona College indicating the student’s ID number. Visa, Mastercard, Discover and American Express credit cards are accepted, and payment may be made online 24 hours a day through the student’s Peoplesoft account.

EMPLOYER TUITION REIMBURSEMENT POLICY

Iona College will allow a student to defer payment of tuition until 30 days after the grades are due for that term if the student is taking advantage of a tuition-reimbursement program offered by his or her employer. To be eligible for this tuition deferral, the student must comply with the following conditions by the time of course registration:

1. Provide a letter from the student’s employer clearly stating: (a) the terms of the employer’s tuition reimbursement program, and (b) the student’s eligibility for the program.
2. Complete and return (to the Office of Student Financial Services) Iona College’s employer tuition-reimbursement form.
3. Pay a $50 company deferment fee.
4. Pay any tuition, fees or other charges not covered by the employer’s reimbursement policy (e.g., if the employer pays 80 percent of tuition, the remaining 20 percent is due at registration).
5. Not have a student account balance outstanding from a prior term.

Regardless of participation in this program, the responsibility for tuition payment remains that of the student. Iona College reserves the right to deny participation in this program to any student who has been delinquent in his or her tuition payments in the past. Students who participate in the employer tuition-reimbursement program and do not make payment by the deadline (i.e., 30 days after the grades are due for that term), will not be allowed to participate in the program in future terms. For more information please visit our website at http://www.iona.edu/admin/sfs/sa/deferred.cfm.

The Student must renew all Employee Deferment paperwork for each term in which he/she enrolls.

BILLING

All billing is accomplished electronically with e-bills delivered to the student’s Iona College e-mail address when charges are initiated or revised. Students are responsible for monitoring their student account in Peoplesoft for charge activity between billing cycles, and to make timely payments as necessary.
Refund Policy (Tuition Only)

Regular Session (Fall and Spring Semester, Fall, Winter and Spring Trimester)

<table>
<thead>
<tr>
<th>Receipt of Notification in writing by the College Dean’s Office</th>
<th>Percentage of Tuition Credit</th>
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</thead>
<tbody>
<tr>
<td>Up until the first day of term</td>
<td>100%</td>
</tr>
<tr>
<td>1-7 - From the first day of the term to the 7th day of the term</td>
<td>75%</td>
</tr>
<tr>
<td>8-14 - From the 8th day of the term to the 14th day of the term</td>
<td>50%</td>
</tr>
<tr>
<td>15-21 - From the 15th day of the term to the 21st day of the term</td>
<td>25%</td>
</tr>
</tbody>
</table>

Summer Session

<table>
<thead>
<tr>
<th>Receipt of Notification in writing by the College Dean’s Office</th>
<th>Percentage of Tuition Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up until the first day of session</td>
<td>100%</td>
</tr>
<tr>
<td>1-7 - From the first day to the 7th day of the session</td>
<td>50%</td>
</tr>
<tr>
<td>8-14 - From the 8th day to the 14th day of the session</td>
<td>25%</td>
</tr>
</tbody>
</table>

Weekend Intersession and Weekend Intensive Sessions

<table>
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<tr>
<th>Receipt of Notification in writing by the College Dean’s Office</th>
<th>Percentage of Tuition Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up until the first day of course</td>
<td>100%</td>
</tr>
</tbody>
</table>

* Students withdrawing from a course(s) will receive a grade of “W” for the respective course(s). The course(s) will be part of the student’s official record of transcript, but will not be considered in the student’s overall cumulative average. Students receiving a “W” for a grade will still be liable for the tuition charges associated with that course.
TUITION INSURANCE PLAN

Iona College is pleased to offer an optional Tuition Insurance Plan as an option for Graduate students. We recommend that you avoid the risk of losing the college funds you worked so hard to secure. If you withdraw from classes due to medical or mental health reasons, this plan will return:

90% of your insured term tuition or tuition, room and board charges.

Please visit www.iona.edu/tuitionInsurance for complete details.

FINANCIAL AID

The financial aid program at Iona College assists students who would be unable to pursue an education without some economic assistance. Matriculated students either accepted for admission or in attendance who demonstrate financial need and academic potential are eligible to be considered for financial aid. Financial need is the difference between the total cost of attendance (which includes tuition, fees, books, supplies, room, board, transportation and a minimal amount for personal expenses) and the resources that the student can be expected to provide. This need is computed by filing the Free Application for Federal Student Aid (FAFSA).

APPLICATION PROCEDURES

Iona attempts to assist the largest possible number of qualified students with its limited resources.

Students seeking financial aid consideration are required to complete and submit the Free Application for Federal Student Aid (FAFSA) within 30 days of their acceptance to Iona. An official FAFSA must be filed by the required deadline. Please note that a “rejected” FAFSA is not considered an “official” FAFSA.

Ongoing an “official” FAFSA must be filed by April 15 for all continuing students. **Students who do not have an official FAFSA on file by the required deadline will not receive their Iona academic awards.**

Students enrolled at least half-time as matriculated students in an approved degree program may qualify for federal aid. Students wishing to defer payments of tuition based on anticipated financial aid are encouraged to file the necessary forms as early as possible, but no later than six to eight weeks prior to registration.

Since eligibility criteria change annually and because processing may take a few weeks, applicants are encouraged to file all applications as early as possible, and are urged not to determine that they are ineligible for a program without applying and receiving official notification from the administering agency or from Iona College.

Awarded on a yearly basis, financial aid is not automatically renewed. Annual reapplication is required by the deadlines established and published each year by Student Financial Services.

Financial Aid is awarded in two forms: “gift” aid (scholarship and grants) and loans. Students who are citizens or permanent residents of the United States and who are enrolled for at least six credits in a degree program are eligible to apply for consideration.

VERIFICATION

Some financial aid applicants are selected by the US Department of Education to verify the accuracy of information provided on the FAFSA. If you have been selected for verification, your offer of assistance is tentative, pending the completion of the verification process. If you are a returning student, you will not receive a financial aid award email notification until the verification process is complete.

This year there is a link between the Internal Revenue Service (IRS) and your FAFSA information. Many students will be able to utilize a new IRS Data Retrieval Tool to allow the IRS to send your tax return data directly to the FAFSA. Not all students will have this option and there is no way to predetermine if you will be able to do this. However, based on answers you complete during the submission of your FASFA, you may be given this option and we recommend you use it if provided the opportunity. You will want to file your taxes early in the season and **before submitting the FAFSA in order to use this option.**

If you are not able to use the IRS Data Retrieval Tool or choose not to, your application will be selected by the Department of Education for verification of your FAFSA data. You will be required to obtain an official Tax Transcript of your 2013 tax return. Since Iona College does not yet know who will be selected for verification, we are recommending you wait to request the IRS Tax Transcript until Iona College notifies you that it will be required. You will receive a notice via your Iona email account. **Please note: photocopies of tax returns (1040s) no longer meet the Federal verification requirement, however, additional documents such as tax schedules and w2’s will still be required.**
Upon receipt of the required materials, we will finalize the review of your application for financial aid. **If the required documentation is not received by August 1, your Iona funds will not be renewed.**

Should the verified financial information differ from the original information provided on the FAFSA, your aid may be adjusted. Please be sure to respond to requests for follow-up documentation in a timely manner to avoid delays in applying your financial aid as a credit to your student account.

To determine if you are selected for verification and are required to submit this documentation, please review your Student Aid Report (SAR). In the upper right hand corner, you will see your EFC. If there is an asterisk (*) next to the EFC number, then you have been selected for verification by the Federal Government. For any student selected for verification, there is also a paragraph in the SAR that explains you have been selected for verification. The SAR will be sent to you after you have completed your FAFSA.

**IONA COLLEGE SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY FOR GRADUATE STUDENTS**

Federal regulations (Sections 668.16(e), 668.32(f) and 668.34) require that schools monitor the academic progress of each applicant for federal financial assistance and that the school certify that the applicant is making satisfactory academic progress toward earning his/her degree. This determination of progress must be made at least once a year and before the financial aid office disburses any federal aid funds for the subsequent semester.

To be eligible for financial aid at Iona College, students must maintain SATISFACTORY ACADEMIC PROGRESS, based on federal and institutional requirements. This consists of three parts:

- An annual number of credits completed by the end of spring semester.
- Degree programs must be completed within a maximum time frame, 150% of the average credits to complete the degree program.
- A minimum grade point average (GPA) as established by the College.

In order to begin to or continue to be eligible for financial aid, students must meet ALL three requirements. After reviewing the full policy below, students should contact a financial aid counselor if unsure of the credits required for maintaining or reinstating eligibility.

**ANNUAL CREDIT REQUIREMENT**

Graduate students must successfully complete 67% of the credits attempted in summer, fall, winter and spring semesters. To determine if you have met the annual requirement, total all of your attempted credits for the summer, fall, winter and spring quarters. Then add up your completed credits for the same time period, and divide by the attempted credits. Your percentage of completion needs to meet or exceed 67%.

Here is an example: If you attempted 30 credits in fall-spring quarters and completed 21 credits, then you would meet the 67% required completion for spring quarter.

**MAXIMUM TIME FRAME FOR DEGREE COMPLETION**

All graduate and professional students are expected to complete their degree program within a maximum time frame, which cannot exceed 150% of the average credits needed to complete the degree program. Students who have reached or exceeded the maximum time frame may petition, through the regular appeal process described below, for an extension based on extenuating circumstances which prevented the completion of the degree program within the credit limits above.

**MINIMUM GRADE POINT AVERAGE**

Students must maintain a minimum grade point average (GPA) as established by the College. In general, graduate students must maintain a 3.0 cumulative GPA.

**ATTEMPTED CREDITS**

Your attempted credit total is the number of credits that show as attempted on your transcript. Repeated credits count in the attempted credit total as well. Transfer credits accepted at the UW are counted in the completed and attempted credit totals.

**PASSING GRADES FOR SUCCESSFUL COMPLETION**

For financial aid purposes, satisfactory grades are defined as: A, B+, B, C+, C, D, P, HP. Repeated credits count only one time in the completed credit total. Repeated courses always count in attempted credits.

** GRADES THAT DO NOT COUNT IN SUCCESSFUL COMPLETION**

Other grades, such as F (failure), FA (Failure for excessive absences) I (incomplete); and W (withdrawal); and Audit credits are not considered in the successfully completed credit totals. However, all of these grades are considered in the attempted credit total.
credits and negatively impact your ability to reach the required credits for the annual measurements.

You should let the financial aid counselors know if you convert an Incomplete grade to a passing grade in case that may reinstate your eligibility for the quarter.

**HOW TO RE-ESTABLISH ELIGIBILITY**
If you did not meet the progress requirements because you had special circumstances you may file an appeal with the Student Financial Services Office. The form is available online at [http://www.iona.edu/admin/sfs/finaid/forms/doc/SAPRequestReviewForm.pdf](http://www.iona.edu/admin/sfs/finaid/forms/doc/SAPRequestReviewForm.pdf). You will need to demonstrate unusual circumstances beyond your control that are not likely to recur in the immediate future. You will need to explain what has changed in your situation so that you will now be able to make academic progress. If approved, you will need to meet the requirements of an individual academic plan to continue to receive financial aid.

Depending upon the time of the semester, it can take approximately four weeks to receive a decision on your appeal. If you are waiting to hear about your appeal and tuition is due, you need to make sure you pay your own tuition.

**FEDERAL DIRECT UNSUBSIDIZED STUDENT LOANS**
Federal Direct Unsubsidized Loans are processed through the U.S. Government. You can receive an unsubsidized loan for the same enrollment period as long as you are enrolled as a matriculated student for at least 6 credits per term. Repayment begins six months after graduation or six months after your enrollment status is less than half time (five or fewer credits).

An unsubsidized loan is non-need based. You will be charged interest from the time the loan is disbursed until it is paid off. If you allow the interest to accrue while you are in school or during other periods of non-payment, it will be capitalized. The interest will be added to the principal amount of your loan and additional interest will be based on that higher amount. A student may borrow up to $20,500 per academic year.

**FEDERAL GRAD (PLUS) LOANS**
The Federal Direct Grad PLUS Loan allows students enrolled in a graduate program to cover their entire education costs minus financial aid already awarded or supplement their Unsubsidized Loan funding. It's an affordable alternative to using savings, income, or private loans for education costs. Students must complete a FAFSA to determine eligibility, must be a U.S. citizen or resident non-citizen, and have satisfactory credit history.

**VETERANS BENEFITS**
Iona College is fully accredited for the receipt of benefits by veterans or their eligible dependents under the terms of Title 38, US Code. All eligible students are required to submit to the certifying official a claim form for GI Bill benefits. This form must be submitted every term. Whenever such a student withdraws from a course, he or she must report such to the certifying official in order that the Veterans Administration can make the required adjustment in benefits. If the cumulative index falls below the standards established in the paragraph on scholastic standing, students must also inform the certifying official of their unsatisfactory progress in order to stop benefits. Counseling may be required before benefits can be resumed.

**NEW YORK STATE GRANTS AND SCHOLARSHIPS**

**Vietnam Veterans Tuition Awards**
Vietnam Veterans Tuition Awards (WTA) provide awards for full-time study or part-time study to Vietnam veterans matriculated at an undergraduate or graduate degree-granting institution or in an approved vocational training program in New York State. Students must have served in the US Armed Forces in Indochina between December 22, 1961 and May 7, 1975. Students must be New York State residents and be matriculated full-or part-time at an undergraduate or graduate degree-granting institution in New York State. Complete a Free Application for Federal Student Aid (FAFSA) and an Express TAP Application (ETA).

**ASSISTANTSHIPS AND SCHOLARSHIPS**

**GRADUATE ASSISTANTSHIPS**
A limited number of graduate assistantships are available on a competitive basis. Graduate students may work as general assistants in the various administrative offices and academic departments of the College. Assistantships generally provide tuition scholarships and require an average of 20 hours of work per week for which the assistant is generally paid on an hourly basis. Applications may be obtained from the office of the appropriate dean.

**RESIDENT HALL CAMPUS MINISTERS**
Residential positions are available for graduate students who work for the Center for Campus Ministries. They work part-time in residence hall
outreach and promotion of Campus Ministries programs and volunteer opportunities. Residence hall campus ministers receive room and board.

**Scholarships**

Iona Scholarships and/or grants will not be combined. The higher scholarship for which a student is eligible will be awarded. Descriptions are provided below.

**Archdiocesan Scholarship**

Individuals who are currently employed full-time as teachers or administrators in Catholic elementary or secondary schools in the New York Archdiocese or neighboring dioceses are eligible to participate in this program. Recipients must be admitted to and enrolled as a matriculated student in a graduate degree program at Iona. Visiting students and those enrolled in Certificate programs are not eligible. A new form must be filed for each term of enrollment.

The scholarship provides a waiver of one-third (33%) of graduate tuition (not fees) for a maximum of six credits per semester or trimester. Although there are two summer sessions, the summer is considered one study period, and thus one-third of tuition for a maximum of six credits will be waived for the summer. Scholarships are not available for intersession courses, and cannot be combined with any other scholarship, assistantship, or waiver from Iona.

To have the Archdiocesan Scholarship credited to your account at Iona, complete the following steps:

- Be admitted as a matriculated student to a degree program within the School of Arts & Science.
- Be in good academic standing within the degree program and satisfy all registration requirements.
- Be in good financial standing with the College.
- Complete a FAFSA (www.fafsa.ed.gov) for the current financial aid year. The deadline for continuing students is April 15 of every year and the deadline for newly admitted students is 30 days after the date of admission to the College.
- Complete the IONA COLLEGE ARCHDIOCESAN SCHOLARSHIP FOR GRADUATE STUDIES application form for semester or trimester of enrollment. Secure the signature of the school principal and have an official school seal affixed to the above form. The form is available on our website at http://www.iona.edu/admin/sfs/finaid/forms/doc/ArchdiocesanScholarship.pdf. THIS FORM MUST BE RECEIVED AT IONA COLLEGE BEFORE THE 2ND WEEK OF EACH TERM OR YOUR ARCHDIOCESAN AWARD WILL NOT BE AWARDED FOR THAT TERM.
- Return the completed form to the Office of Student Financial Services. If you have additional questions, please contact our office at (914) 633-2497 or email sfs@iona.edu.

**The James B. Lloyd CSP Scholarship Fund**

This scholarship is awarded to a student who is registered in the graduate division of Marriage and Family Therapy, a member priest of a Catholic diocese or a brother, sister or priest of a religious congregation. In the event there is no religious candidate, consideration will be given to a person in the laity who is fully employed in the church. The recipient must have a minimum grade-point-average of 3.0. The Free Application for Federal Student Aid (FAFSA) must be filed annually by our required deadline of April 15.

**Edmund Rice Scholarship**

The Edmund Rice Scholarship, named for Blessed Edmund Ignatius Rice, founder of the Congregation of Christian Brothers, is available to entering graduate students who have earned outstanding GRE or GMAT scores, or who have achieved high undergraduate cumulative grade point averages. Recipients must maintain a cumulative grade point average of at least 3.5. The Free Application for Federal Student Aid (FASFA) must be filed annually by our required deadline of April 15 for continuing students and within 30 days of the date of acceptance for new students.

**Iona Alumni Scholarship**

Awarded to students who completed an undergraduate degree at Iona College and are accepted into a graduate program. The scholarship is 10% of graduate tuition. The Free Application for Federal Student Aid (FAFSA) must be filed annually by our required deadline of April 15 for continuing students and within 30 days of the date of acceptance for new students.

The above scholarships will apply to tuition amounts that are not reimbursed by the students’ employers, are to be applied to tuition only, and will not be combined with any other scholarship, award and/or reimbursement. The Free Application for Federal Student Aid (FASFA) must be filed annually by our required deadline of April 15 for continuing students and within 30 days of the date of acceptance for new students.

It is the student’s responsibility to ensure that scholarships for which they are eligible are credited to their student account in a timely manner each term. Graduate awards are recalculated each term based on enrollment, and the College can not be held responsible for scholarships that are either omitted, or are credited at a lower rate than enrollment would allow. Scholarships will not be awarded retroactively.
Students should check their student account and financial aid awards carefully for each term and notify Mary Grant, Director of Financial Aid at mgrant@iona.edu if any scholarship award needs adjustment. This notice needs to be received by the end of the second week of each term for the award to be adjusted/reinstated.

Additional Scholarships
From time to time other forms of scholarship aid become available. Students should inquire at the Office of Graduate Studies, the School of Arts and Science, or the Hagan School of Business for information on scholarships not listed here.
Students will be responsible for program requirements and policies in force as published in the Graduate Catalog at the time of admission. The following procedures apply to both the School of Arts and Science and the Hagan School of Business unless otherwise specified.

**GRADUATE ADMISSIONS**

The admissions offices for the School of Arts and Science and the Hagan School of Business are available to provide information about the programs offered by the respective schools, and to assist students who wish to apply for study in any of the graduate programs at Iona College. Prospective students are invited to contact or visit the appropriate office at either the New Rochelle or the Rockland Graduate Center campuses. Applications and other information may be obtained at the addresses listed below. All application materials, including the application, transcripts, test scores, recommendations and other required documents should be sent to the appropriate office for processing.

For programs in the School of Arts and Science at the New Rochelle campus contact:

**Office of Graduate Admissions**
Iona College  
School of Arts and Science  
715 North Avenue  
New Rochelle, NY 10801  
(914) 633-2502  
E-mail: admissions@iona.edu  
www.iona.edu/ionagrad

For programs in the Hagan School of Business at the New Rochelle campus contact:

**Office of MBA Admissions**
Iona College  
Hagan School of Business  
715 North Avenue  
New Rochelle, NY 10801  
(914) 633-2288  
E-mail: hagan@iona.edu  
www.iona.edu/hagan/pages/admission

For information on graduate programs offered at the Rockland Graduate Center in Rockland County, contact:

**Office of Graduate Admissions**
Iona College  
Rockland Graduate Center  
2 Blue Hill Plaza - Concourse Level  
PO Box 1522  
Pearl River, NY 10965-8522  
(845) 620-1350  
E-mail: rockland@iona.edu  
www.iona.edu/rockland

**APPLICATION PROCESS**

**SCHOOL OF ARTS AND SCIENCE**

Students wishing to study in the School of Arts and Science may be admitted in one of the following ways:

**Matriculated Status**

All students will be admitted as matriculated unless a student is ineligible. Students who are ineligible may be admitted as non-matriculated (see below). Matriculation is understood to mean full admission, without limitation, to a specific program at the point of entry to the College. Admission and matriculation are granted when a student meets all departmental entry requirements and has a complete graduate file, with no missing documents or course work. The School of Arts and Science and the graduate departments and programs of the School reserve the right to withhold matriculation under circumstances or conditions which may be noted by either the Dean's Office or the department of proposed major.* A complete graduate file for the purpose of matriculation will include:

- a completed application for admission;
- final official transcript(s) from all colleges attended, including evidence of an awarded or pending bachelor degree from an accredited college;
- minimum undergraduate cumulative grade point average of 3.0;
- two letters of professional or academic reference from prior faculty or supervisors when requested;
- specific materials, prerequisites or interviews as required by some departments/majors; and
- a current resumé.

**Non-Matriculated Status**

Students will be admitted as non-matriculated when one or more criteria required for matriculation have not been met. Non-matriculated is understood to mean that a student is admitted with specific conditions or criteria outstanding and that these issues must be
addressed prior to a student's full matriculation into a degree program in the School of Arts and Science. A non-matriculated student may take or complete no more than 12 credits. Non-matriculated students must matriculate at the conclusion of their first term of enrollment or before the completion of 12 graduate credits. Students who, for whatever reason, are not matriculated and reach the conclusion of their first term or the completion of 12 credits, will be dismissed from the program or held from continuing to take classes until matriculation is made possible.* The minimum materials necessary for a person to be considered for non-matriculated status are:

- a completed application for admission; and
- copies of original transcripts from all colleges attended, including evidence of an awarded or pending bachelor degree from an accredited college.

* Specific criteria for matriculation to individual graduate departments and programs are noted under the department's information in this catalog.

Visiting Students

Students who wish to take selected courses but not apply for a degree or certificate program may take classes as visiting students. Credits taken in this status may be applied toward a degree or certificate program only at the discretion of the faculty, if the student is admitted to such a program at a later date. A maximum of twelve (12) graduate credits may be taken as a visiting student. Application is made through the Admissions Office.

HAGAN SCHOOL OF BUSINESS

Qualified holders of a bachelor's degree or the equivalent in any discipline from accredited undergraduate institutions may apply for admission. The admission decision is based on evaluation of a completed application file which must include:

- the completed application form with $50 fee;
- an official transcript from each undergraduate and graduate institution attended;
- satisfactory completion of Graduate Management Admission Test (GMAT) taken within five years;
- two letters of professional or academic reference from prior faculty or supervisors;
- a current résumé; and
- Any other requirements specified by the Admissions Committee.

Applicants may request an interview prior to acceptance, but an interview is not required.

The GMAT will be waived for applicants who hold a previous master’s or doctoral degree, and for accountants who hold the CPA or CMA certification, and for applicants who complete their undergraduate degrees with a cumulative GPA of at least 3.25.

The GMAT may also be waived for applicants with significant management experience, which ordinarily includes at least seven years of professional employment after completing a bachelor’s degree.

Applicants seeking the GMAT waiver must do the following:

- Include a current resume with the MBA application to identify the career history of the applicant, current job position, and responsibilities;
- An interview with a member of the Hagan School of Business Admissions Staff to discuss career goals and assess qualifications that would indicate success in the MBA program;
- Direct supervisor must also submit a GMAT waiver recommendation letter detailing the applicant’s management level responsibility.

Applications are processed on a continuing basis and decisions on admission are made when the application file is complete. Applications are valid for one year from the day they are received. Students who do not register in the term for which they are accepted may apply in writing for admission to a subsequent term within a one-year limit. Applicants who have previously taken the GMAT may request official copies of their test scores from:

Graduate Management Admission Test
Educational Testing Service
Box 6101
Princeton, New Jersey 08541-6101
(609) 771-7330

Matriculated Status

Candidates who meet the program admission requirements are accepted with matriculated status and are considered to be matriculating toward the degree. They are expected to maintain an index of 3.0 or be subject to academic probation and/or dismissal.

Non-Matriculated Status

A limited number of students may be accepted on a provisional basis and are designated as non-matriculated. These students are evaluated for matriculation after the completion of their first term. They must take the GMAT and attain an index of at least 3.0 for matriculation and continuation in the program.

Visiting Student Status

Qualified students may take graduate courses for transfer credit with the approval of the appropriate department chair and dean. They must have a cumulative index of at least 3.0 and an index of 3.0 or higher in their major.
A maximum of six credits may be applied toward a graduate degree with the approval of the dean.

Course Waiver

Core courses may be waived on the basis of a student’s undergraduate and/or graduate record. The appropriate undergraduate courses must have been taken within seven years and have been awarded a grade of ‘B’ or better. In certain instances, a waiver of a core course may be obtained by sitting for a proficiency examination during the first three academic periods (trimesters and Summer Sessions) in a program. A student’s plan of study will reflect eligibility to sit for a proficiency exam. Requests to take proficiency examinations must be submitted no later than two weeks prior to the examination accompanied by the proficiency examination fee per test. Forms to file for the examination are available from the Dean’s Office or at the Rockland Graduate Center. Proficiency exams must be completed within the first three academic periods of study and may be attempted only once.

INTERNATIONAL STUDENTS

An international student is neither a US citizen nor permanent resident ("green card holder") of the United States. The deadline for applications from international students is June 15 for the fall semester, October 1 for the winter trimester, and November 1 for the spring semester. In matters concerning non-immigrant status, credential evaluations, financial issues or other concerns, international students should contact the International Student Advisor in the Admissions Office at (914) 633-2502 or admissions@iona.edu.

The following documents must be submitted in addition to specific program application requirements:

1. Results of an English proficiency examination. Students whose secondary studies were conducted in a language other than English must provide the results of either the Test of English as a Foreign Language (TOEFL) (www.ets.org/toefl), or the International English Language Testing System (IELTS). Students who take the TOEFL must achieve a score of 80 on the internet-based test IBT; a score of 213 on the computer-based test; or a score of 550 on the paper-based test. Students who take the IELTS must achieve a score of at least 6.5.
2. Official transcripts, marksheets, examination results (such as “O” or “A” levels), leaving certificates, degree certificates or other academic documents for all colleges attended in the original language and in English translation performed by an official translator or by the institution issuing the document.
3. Graduate students must have college or university level documents evaluated on a course-by-course basis by a NACES-Accredited evaluation service.
4. Results of Advanced Placement (AP), International Baccalaureate (IB), College-Level Examination Program (CLEP), or other external examinations, if applicable
5. Completed "Iona College Application for Form I-20" if the student will apply for an F-1 visa. Documentation that demonstrates that the student and/or family/sponsor has the financial resources to support the student’s cost of education (including tuition, fees, books, living expenses, health insurance) while enrolled must be provided. Bank statements must show equivalencies in US dollars.

NOTE: Official documents must be in the original language and be accompanied by a translation into English done by a professional language translation service or the institution originating the document.

IMMUNIZATION REQUIREMENTS

New York State Public Health Law, Section 2164, requires certain immunizations for all college and other post-secondary students born after January 1, 1957. In order to attend classes, all students must provide proof of immunity against measles, mumps and rubella. Proof may be from physician records, previous school records, or serological testing.

New York State recently passed a law requiring ALL students attending college to (1) receive the Menoumune (Meningitis) vaccine, (2) provide prior proof of vaccination (must be from health care practitioner), OR (3) sign a waiver to decline the meningitis vaccine. ALL Iona College students must comply with this law.

If students have any questions regarding these requirements, they should contact Health Services at (914) 633-2548.

TRANSFER CREDIT

Upon admission, a student in the School of Arts and Science may request evaluation of up to six hours of graduate credit for possible transfer into the Iona graduate program. The credit must have been awarded at an accredited institution within five years of the date the request was initiated, and have a grade of “B” or better. The evaluation will be completed by the department chair or program director with approval of the dean. Pass/Fail courses are not eligible for such evaluation. Transfer credit will be granted if the course content is comparable to an appropriate course in the
Iona degree program, and the course has not been used to meet the requirements of another degree or certificate. An official transcript and course syllabus must be submitted. Grades of transfer courses will not be included in the computation of the grade point average (GPA) at Iona and will not be listed on the Iona transcript.

After enrollment in the program, permission to take a course in another program at Iona or at an accredited institution must be approved in writing by the department chair or dean of the School of Arts and Science before the course is taken. A limit of six (6) transfer credits are permitted in a program in the School of Arts and Science, inclusive of credits taken before entering the Iona program and while in the Iona program.

For students enrolled in the Hagan School of Business, transfer credit is ordinarily awarded only for courses in the core. In exceptional cases, limited credit may be awarded for advanced courses. In the case of required advanced courses, permission may be given to substitute another course in that major.

A student who wishes to transfer to another graduate program at Iona must notify both graduate programs in writing and file an official application form with the appropriate dean's office to which the transfer is made. The number of courses to be transferred into the new program will be determined by the department chair and approved by the appropriate dean. Grades from inter-school transfers will be computed in the cumulative grade point average.

CREDIT HOURS

**Graduate Semester:**

In any semester, 15 periods of instruction of 120 minutes each normally constitutes three credit hours. Variations from this standard are indicated in the descriptions for affected courses. Examinations and quizzes are included within the 15 periods. In addition to the periods of instruction, at least 60 hours of supplementary assignments are also required per credit. 120 minutes per week * 15 weeks = 1800 minutes (30 hours). Additional hours of supplementary work required.

**Graduate Trimester:**

In any semester, 12 periods of instruction of 180 minutes each normally constitutes three credit hours. Variations from this standard are indicated in the descriptions for affected courses. Examinations and quizzes are included within the 12 periods. In addition to the periods of instruction, at least 72 hours of supplementary assignments are also required per credit. 180 minutes per week * 12 weeks = 2160 minutes (36 hours). Additional hours of supplementary work required.

Information about credit hours in graduate programs is available on the college website: [http://www.iona.edu/admin/sfs/register/catalogs](http://www.iona.edu/admin/sfs/register/catalogs).

**ACADEMIC COUNSELING AND ADVISEMENT**

The School of Arts and Science places strong emphasis on student advisement. Advisement is available for new and continuing students throughout the academic year from the chair or a full-time faculty member who is assigned to the student as academic advisor. Advisement sessions are devoted to assessing students’ progress in the program and providing support and guidance for their professional growth and career goals. However, it is the responsibility of the individual student to seek out such counseling and to be familiar with the course of study and policies and procedures governing his/her progress toward the degree.

The Hagan School of Business provides academic counseling for all graduate business students. However, in the area of program and long-range career planning and certification advice, it is the responsibility of individual students to seek out such counseling and to be familiar with the policies and procedures governing their progress toward the degree. It is imperative that students consult their approved plan of study prior to each registration period. Personal and telephone advisement is available in the Associate Dean’s Office. All faculty members provide conference hours for students upon request.

Students may call the department of their major in the School of Arts and Science or Hagan School of Business for information about arranging advisement appointments.

**READMISSION**

Students who have been inactive for one year (two semesters) or more in the School of Arts and Science, or for three trimesters or more in the Hagan School of Business must file an application for readmission and remit a reapplication fee. Students should note that requests for readmission will be reviewed under the admission requirements in place at the time that the request is submitted. Admission criteria may change over time due to accreditation or program requirements.
REGISTRATION

Continuing students have the option of registering on the web. Please check the registrar’s web page for course information, web registration and dates (www.iona.edu/registrar).

Updated course schedules for the School of Arts and Science and the Hagan School of Business can be found at www.iona.edu.

Students who are interested in maintaining financial aid eligibility should consult Student Financial Services for enrollment/registration requirements. A student who is registered for 9 credits in a semester or trimester will be considered as having full-time status.

Iona College reserves the right to cancel any course for which there is insufficient registration.

School of Arts and Science

New students in the School of Arts and Science must register in person at the New Rochelle campus, or in the Office of Graduate Admissions at the Rockland campus, during the time specified in the academic calendar.

Several departments require students to secure the signature of a departmental advisor on the program card at each registration. Consult registration materials for program applicability. Mailed registrations for these programs must include a signed program card or registration form.

Hagan School of Business

New students receive complete registration packets and are invited to attend an orientation/advisement registration session prior to the onset of classes. Students may register for classes without an advisor’s signature. Advisement with an associate dean, however, is strongly recommended to ensure that concentration and certificate objectives can be met.

AUDITING

Students holding a bachelor’s degree and wishing to audit a course must receive approval from the department chair and the Dean’s Office before registering. Permission to audit depends in part on the space available in a class. Auditors are not required to satisfy the requirements for credit or participate in class discussion. Students may transfer from credit to audit before the mid-point of the semester with the written approval of the instructor and the dean. Students may not transfer from audit to credit after the first meeting of the course. Audit students receive grade reports to indicate they have completed the course. A student seeking to audit an MBA course must be an acceptable candidate for the program.

SPECIAL SESSIONS

Graduate students may take courses during two five-week summer sessions (Summer Sessions II and III), and during the two-week January Intersession. Courses completed during these special sessions will be credited toward the degree in the same manner as courses completed during the academic year. Some programs may restrict the total number of summer session credits applicable to a degree program. See the academic calendar for the dates of registration.

Due to the brevity and intensity of the sessions, some special policies prevail and are noted in the catalogs announcing the special session courses. Students may enroll for a maximum of six credits in each summer session.

ACADEMIC STANDING

Students must maintain a cumulative grade point average of 3.0. The grade point average is calculated by dividing the number of credit hours attempted into the number of quality points earned. Students who fail to meet this standard will be placed on probation automatically. The Dean’s Office will make every effort to inform the student of his/her probationary status. However, it is the responsibility of the student to adhere to the requirements for good academic standing.

A student on probation will meet with the appropriate department advisor to discuss the conditions of probation. Ordinarily, students will be limited to three credits in two consecutive semesters in which to raise their grade point average to a 3.0. If a student’s GPA can not be raised to a 3.0 with six credits of work, the student will be dismissed.

A student who is dismissed for academic reasons may appeal. Procedures governing the appeal process are available in the office of the appropriate dean.

The following quality points are awarded for each credit hour of the corresponding grade: A, 4; B+, 3.5; B, 3; C+, 2.5; C, 2; D, 1 (Hagan only); F, 0.
FRESH START POLICY

Graduate students in the School of Arts and Science or the Hagan School of Business with a cumulative index below 3.0 who leave Iona, either voluntarily or as a result of academic dismissal, may seek reinstatement in a different program through the “fresh start” policy after a lapse of one calendar year. A petition, addressed to the dean, must be accompanied by a readmission application and indicate the circumstances leading to the insufficient cumulative index, with relevant supporting material, and demonstrate why the original choice of degree program was not in the student’s best interest. The dean will forward the petition to the department for review.

If the department and the dean approve the request, the registrar will inscribe a double line on the student’s official transcript. Credits above the line will be treated as transfer credits subject to a request by the student and approval of the department. A maximum of six credits may be considered for transfer by the department at the time of matriculation. Credits below the double line will be calculated in the regular manner. The Fresh Start Rule may be applied only once.

GRADING

Letter Grades

The following symbols are used in rating academic performance:
A  Excellent
B+  Very Good
B   Good
C+  Passing
C   Minimum Passing
D   Unsatisfactory (Hagan School of Business Only)
F   Failure
FA  Failure for Excessive Absences (i.e., more than 20 percent of scheduled class sessions)
W   Withdrawal
I   Incomplete (see Policy below)
H   Audit
P   Pass*
HP  High Pass*
U   Unsatisfactory*

Note: Students should understand that grades below B do not constitute satisfactory progress toward graduation.

* Pass (P), High Pass (HP), or Unsatisfactory (U) grades will be granted in supervised clinical field experiences and some seminars and workshops. Students in these courses will be advised of this grading plan at the first class meeting. No course will be offered for both letter grades and Pass/ Unsatisfactory.

INCOMPLETE GRADE POLICY

In the Hagan School of Business, an incomplete grade of I converts to “F” if the deficiency is not remedied within two terms. The course must then be repeated if the student wishes to receive credit for it. In the School of Arts and Science, a grade of “I” converts to “F” if conditions are not satisfied by the end of the next term.

GRADE APPEALS

A student who believes that an error has been made in assigning a grade should discuss the basis upon which the grade was determined with the instructor and should put his/her concern in writing. If the student is not satisfied with the assigned grade after this review of the grading criteria for the course and his/her performance in it, an appeal may be made to the department chair. This appeal should be made in writing, stating the basis upon which the grade is questioned. Following the review, if the student is not satisfied with the chairperson’s decision, an appeal may be made, in writing, to the associate dean, and if not satisfied, to the dean. In the School of Arts and Science, an appeal of the chairperson’s decision may be made, in writing, to the dean. All appeals must be filed in writing with the instructor no later than 30 days after the start of the next term excluding the summer sessions.

ATTENDANCE POLICY

Attendance at class and laboratory sessions is recorded from the first day of the semester/trimester. Students are expected to accept personal responsibility for absences, and are responsible for fulfilling all requirements and completing all assignments made in each course. They will likewise be held responsible for the entire content of each course. Instructors are not required to provide a substitute test or quiz if students are absent from the class session during which the test or quiz is given. If students are absent from laboratory periods, field trips and similar class sessions, they cannot expect that any special arrangements (e.g., setting up laboratory apparatuses) will be made for them to complete work that was missed.

Unless the reasons for absences or the quality of the student’s work justifies an exemption from the rule, a student who has been absent from 20 percent or more of the scheduled class sessions (including examinations) may be assigned the failing grade of ‘FA.’ Any absence from class as a matter of principle is undesirable and may preclude the meeting of requirements in certain courses as delineated in individual course syllabi.
DISTANCE LEARNING

Student Verification for Distance Learning Courses

- The IT Department is responsible for assuring the security of student account on the IT systems as well as ensuring that student computer IDs are passed directly to the student.
- The Office of Campus Safety and Security is responsible for validating student’s identification prior to issuing the students ID and prior to populating the student’s photo into the college’s administrative systems. This photo is used for validating the student’s identity.
- All users of the college’s Blackboard system and any other learning management systems are responsible to comply with the college’s computer use policy. This policy specifically prohibits unauthorized use of an ID belonging to another user, unauthorized reading, use of, or deletion of private files or email belonging to another user, sharing user IDs and passwords with other users or any other person and any attempt to circumvent system protection and security features. Users are responsible for maintaining the security of usernames, passwords and any other access credentials assigned. Access credentials may not be shared or given to anyone other than the user to whom they were assigned to for any reason. Users are responsible for any and all uses of their account. Users are responsible for knowledge of the information contained within the most recent college catalog as well as the student handbook. Failure to read college guidelines, requirements and regulations will not exempt users from responsibility.
- Faculty teaching courses through distance education methods hold primary responsibility for verifying the student identity and to support academic integrity. CELTIC is available to train faculty on technology available to assist with this process.
- Deans are responsible for ensuring that faculty are aware of the identity verification process as part of academic integrity. Deans are also responsible for ensuring that degree programs within their units comply with these provisions.
- The Office of the Provost is responsible for ensuring that there is college-wide compliance with the identity verification and academic integrity. The Office of the Provost working with the CELTIC is responsible for publishing college-wide information on how identity verification processes protect student privacy. The Office of the Provost is also responsible for coordinating and ensuring that university level processes (e.g., admissions or registration) also remain in compliance with policy.

Compliance

- The Registrar’s office is responsible for notifying students who do not have a valid photo ID on file. Students who do not comply will not be permitted to register in DL courses.
- The Deans are expected to ensure that all faculty within their units remain in compliance with this policy. If necessary, the Provost may address non-compliance through performance reviews or other measures as appropriate.

WITHDRAWAL FROM CLASS

Students who find it necessary to withdraw from a course shall complete a withdrawal form and submit it to the appropriate dean’s office in New Rochelle, or the Office of Graduate Admissions in Rockland. Withdrawals may also be effected by an email to the appropriate dean’s office.

Withdrawal from all classes in a term is tantamount to a College withdrawal, and will be subject to federal regulations regarding the return of federal aid and/or loan money received. Please consult the College website for more information by navigating as follows: Quick Link to Student Financial Services, then select Student Accounts and then Withdrawals, Drops and Refunds.

DEFERRED FINAL EXAMINATIONS

(Hagan School of Business)

If illness or other unavoidable circumstances make it necessary for a student to miss a final examination, the student must report this to the Dean’s Office or the graduate advisor at the Rockland campus in person or by phone within 24 hours after the scheduled examination. Make-up examinations for those deferred are arranged by the Dean’s Office and are offered within the first three weeks of the following trimester. There is a $25.00 fee for each deferred examination. The date is determined by the Dean’s Office.

Faculty may not give private deferred examinations without the approval of the dean or associate dean of the Hagan School of Business, except during the week prior to the submission of the grades for the trimester in which the course was taken.

CHEATING AND PLAGIARISM

Every effort will be made to insure justice in any allegation of intellectual dishonesty. In all cases, educational assistance rather than adversarial proceedings will be sought. Sanctions may include receiving a failing grade in the course, and in the case of a second instance, dismissal from the College.
At the start of each term, professors will state their policy on intellectual dishonesty on the syllabus that they distribute.

Students who have been guilty of plagiarism or academic dishonesty at any point in their Iona academic career do not qualify for degrees with honor.

CHANGE OF STUDENT DATA

All students who require a change of name, address or telephone number must file with the office of Student Financial Services.

LEAVE OF ABSENCE

A leave of absence may be requested when a student must interrupt study for at least a year in the Hagan School of Business or two semesters for the School of Arts and Science. Students shall be eligible for leaves of absence under conditions and with privileges as follows:

- the leave shall be granted for one year and an extension of one year may be requested;
- the time limit for completion of degree shall be extended for one year, and a second year if an extension is granted; and
- students in the Hagan School of Business shall apply for readmission when the leave expires; students in the School of Arts and Science shall apply for reinstatement.

TIME LIMIT

Students are not required to register for consecutive semesters. However, all graduate Arts and Science programs must be completed within five years of the date of admission; MBA programs must be completed within six years and PMC programs within two years. MBA students are not required to register or maintain matriculation for consecutive trimesters during their course of study.

Under extraordinary circumstances, a student may petition the department chairperson and the appropriate dean, in writing, for an extension.

THESIS

(School of Arts and Science)

The following policies incorporate minimum requirements for those programs that culminate in a thesis. Individual degree programs may have policies that involve further requirements.

Thesis Enrollment

1. Students electing the thesis option must register for the number of hours of thesis prescribed by the program in which they are enrolled. The signature of the department chair or the program coordinator is required for registration in thesis courses. The student should file the “Thesis Topic Approval” form at that time.
2. Thesis credits are not transferable to a non-thesis program.

Thesis Preparation

1. Students shall elect their thesis director from among the regular graduate faculty members of their program. The thesis director must be approved by the department chair. An adjunct faculty member may serve as a thesis director only with the approval of the department chair or the program coordinator.
2. Final approval of the thesis topic rests with the thesis director and the department chair. Students are responsible for filing a signed thesis topic approval form in the department of their major.
3. The thesis must represent a significant contribution to the body of knowledge in a selected field. The scope of the thesis must reflect an accomplishment on the part of the student beyond that normally expected in a graduate course or seminar paper.
4. Thesis format requirements will be developed by individual programs. Each thesis must meet the standards outlined by the department.
5. Students must submit two copies of the thesis to the department after completion of the thesis presentation. The copies must be signed by the student, the adviser, and the department chair or program coordinator. The department will submit one copy to Ryan Library. Acceptance of the thesis is required before clearance for graduation.

Thesis Presentation

1. Students will schedule their thesis presentations through the department and file the appropriate forms. Format of the thesis presentation will be left to individual departments.
2. Thesis presentations will be publicly announced by the individual departments. These will be graded on a Pass/Fail basis.

HONORS

Students graduating with a cumulative index of 3.85 in the School of Arts and Science, or a 3.75 index in the Hagan School of Business, will be recommended for graduation with honors. In addition, each program reserves the right to award special honors to the outstanding graduate of a particular school year.
Students who have been guilty of plagiarism or academic dishonesty at any point in their Iona academic career do not qualify for degrees with honor.

GRADUATION

To be eligible for degree conferral, a student must have completed successfully all of the requirements prescribed in the program by the last day of the final semester and must have attained a cumulative index of at least 3.0. Students receiving the grade of “I” (Incomplete) in any course in the final semester will automatically have their degree conferral date postponed.

A student bears the responsibility of informing the College of his/her intention to graduate. A student must complete and submit a degree candidate card to the Office of Student Financial Servises at least one semester before registering for the final semester. Failure to submit this form prior to the time of final registration may result in the postponement of degree conferral.

Degrees are awarded in February, June, and August for semester students; and in January, February, April, June, and August for Trimester students. A formal graduation ceremony is conducted only once each year, in May. All questions relating to graduation should be directed to your advisor.

TRANSCRIPTS

Transcripts are no longer processed on campus. To request transcripts, please visit our online ordering system with the National Student Clearinghouse at www.nationalstudentclearinghouse.com.

PHI DELTA KAPPA

The Phi Delta Kappa Club of Iona College is an official chapter of the Phi Delta Kappa International education honorary society. The organization, which includes recognized leaders in education, inducts graduate students selected for academic excellence and service. The society seeks to stimulate the professional growth of members and deals with current problems and issues through its programs, publications, research centers and special projects. Meetings are held six times each year. For information, contact the Education Department, School of Arts and Science, (914) 633-2080.

BETA GAMMA SIGMA

Beta Gamma Sigma is the honor society for students enrolled in business and management programs accredited by AACSB-The Association to Advance Collegiate Schools of Business. Election to lifetime membership in Beta Gamma Sigma is the highest honor a business student can receive in an undergraduate or master’s program at a school accredited by AACSB. Only students with high academic achievement and tenured business school faculty members are eligible for membership in the Society. The Society’s mission is to encourage and honor academic achievement in the study of business, and personal and professional excellence in the practice of business.
MISSION STATEMENT

The School of Arts and Science supports the mission of Iona College through its commitment to academic excellence and education in the liberal arts tradition. A community of teacher-scholars devoted to academic excellence, the School of Arts and Science seeks, through the departments that comprise it, to provide all students with an educational foundation that is both traditional and contemporary. Through its major programs at the undergraduate and graduate levels, the School offers courses of study in the traditional liberal arts disciplines and appropriate pre-professional and professional programs that provide academic challenge and intellectual depth, and are rooted in liberal learning. Beyond its own inherent values, such broadly-based education serves especially well the needs of students who will be employed in a rapidly evolving work environment and may change careers several times.

Career-oriented students in the pre-professional and professional programs of the School profit from the liberal arts environment within which these programs thrive. Also, they benefit by taking, along with their career programs, elective and required liberal arts courses that present diverse values, stimulate reflection, and enrich the intellectual life of those students.

In furtherance of these commitments, the School of Arts and Science strives to:

- provide an education that is current, student-centered, outcome-based and involves an appropriate mix of classroom-based instruction, independent research, and internship or practical experience;
- equip students with the skills necessary for success in a rapidly changing environment: critical thinking, effective oral and written communication, analysis, problem solving, ethical decision making, computer competency, and scientific and technological literacy;
- instill in students the habits of mind enabling them to possess our most precious human heritage: those ideas, beliefs and writings that are the basis of intellectual, cultural and moral development;
- deepen student self-awareness, reflectiveness and commitment to a core of values that will illuminate both their personal relationships and their relationship to a diverse society with the qualities of intelligence, tolerance, decency and compassion; and
- recruit, retain and support the development of a faculty of exceptional teacher-scholars whose pedagogy is informed by research, experience and scholarship.
Degree Programs and Requirements

COMPUTER SCIENCE*

- MS IN COMPUTER SCIENCE

Faculty: Chair: R. Schiaffino; Program Coordinator: F. Bailie; Professors: A. Halaris; Associate Professors: F. Bailie, L. Ivanov, R. Schiaffino; Assistant Professors: S. D’Alessio, S. Petrovic, C. Tsai; Visiting Assistant Professor: K. Bailie.

Mission: To provide students with the knowledge, skills and experiences to become successful practitioners and leaders in the field of computer science.

The purpose of this program is to prepare students for careers as computer science professionals. It is designed both for students with a prior background in computing and for those who lack a degree in computer science. The latter must complete a sequence of transition courses to prepare them for the regular program. The program is organized to enhance students’ understanding of the theories, concepts and practices of computer science and to enable them to develop new competencies. Students who earn this degree will be qualified to assume responsible positions in industry and government at the research, planning and development levels. They will also be prepared to pursue additional formal education in computer science.

Student Learning Outcomes

At the end of the program, students should be able to
1. Work independently to analyze the requirements of problems of appropriate complexity and then design and implement solutions.
2. Communicate clearly and effectively on technical issues in both oral and written form.
3. Work collaboratively on problems of appropriate complexity
4. Adapt readily to new technologies and/or disciplines

REQUIREMENTS FOR THE MS IN COMPUTER SCIENCE

Transition Courses

Students who lack a background in computer science are required to take transition courses.

These course credits may not be applied toward the 36 credits required for the degree.

| Transition Courses (Not counted towards graduation) |
| CS 510 Foundations of Computer Science (3 credits) |
| CS 520 Introduction to Computer Science (3 credits) |

MS in Computer Science (33 Credits)

Core Courses (12 credits):

| CS 600 Data Structures and Algorithms (3 credits) |
| CS 610 Computer Architecture & Organization (3 credits) |
| CS 620 Database Design (3 credits) |
| CS 650 Design of Operating Systems (3 credits) |

Electives (15 credits):

Five electives numbered 600 or higher, chosen in consultation with an adviser (3 credits each).

Thesis/Final Project (6 credits):

Option A:

| CS 980 Thesis Preparation Seminar** (3 credits) |
| CS 981 Thesis** (3 credits) |

or

Option B:

| CS 780 Software Project Development: Design (3 credits) |
| CS 784 Software Project Development: Implementation (3 credits) |

** Students opting to write a thesis will be required to register for the thesis and work under the guidance of a selected professor.

MS in Computer Science with a Concentration in Cyber Security (33 Credits)

Core Courses (15 credits):

| CS 600 Data Structures and Algorithms (3 credits) |
| CS 610 Computer Architecture & Organization (3 credits) |
| CS 615 Introduction to Software Security (3 credits) |
| CS 620 Database Design (3 credits) |
| CS 650 Design of Operating Systems (3 credits) |
Security Electives (6 credits):

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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>CS 709</td>
<td>Cryptography (3 credits)</td>
</tr>
<tr>
<td>CS 722</td>
<td>Database Security (3 credits)</td>
</tr>
<tr>
<td>CS 771</td>
<td>Web Application Security (3 credits)</td>
</tr>
<tr>
<td>CS 775</td>
<td>Mobile Application Security (3 credits)</td>
</tr>
<tr>
<td>CS 779</td>
<td>Network Security (3 credits)</td>
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Electives (6 credits)

Two Computer Science electives numbered 600 or higher, chosen in consultation with an adviser (3 credits each).

Thesis/Final Project (6 credits)

Option A:

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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>CS 980</td>
<td>Thesis Preparation seminar** (3 credits)</td>
</tr>
<tr>
<td>CS 981</td>
<td>Thesis** (3 credits)</td>
</tr>
</tbody>
</table>

or

Option B:

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<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 780</td>
<td>Software Project Development: Design (3 credits)</td>
</tr>
<tr>
<td>CS 784</td>
<td>Software Project Development: Implementation (3 credits)</td>
</tr>
</tbody>
</table>

** Students opting to write a thesis will be required to register for the thesis and work under the guidance of a selected professor.

ADMISSIONS

Non-Matriculated Status

Students may be admitted to the program with non-matriculated status after consultation with an advisor. The applicant must present the following:

1. Completed application.
2. Evidence of completion of a bachelor’s degree with a cumulative 2.5 GPA.
3. Payment of the application fee.

NOTE: The GRE is not required in the Computer Science program. A maximum of 12 credits numbered above 600 will be permitted as a non-matriculated student. The department will not accept additional credits taken without matriculation. Credits earned in transition courses in computer science will not be counted toward the 12 credit limit.

Matriculated Status

Students will be considered for admission to the program with matriculated status if they provide the following:

1. Evidence of completion of a bachelor’s degree with official transcripts from all undergraduate and graduate schools previously attended. Student copies are not accepted. A minimum 3.0 undergraduate or graduate GPA is required.
2. For those who are taking the transition courses, each course must be completed with a grade of ‘B’ or better before applying for matriculation.
3. Three completed recommendation forms must be submitted directly to the Dean’s Office of the School of Arts and Science or the Admissions office at the Rockland campus. These forms must be submitted by supervisors or college faculty who have direct knowledge of the student’s academic aptitude and potential for success in the program. If possible, at least one letter of recommendation must be from a recent faculty member. Recommendations from friends, relatives or colleagues are not acceptable.
4. A program plan approved by the program director.

COMPETENCY EQUIVALENCIES

Students who can demonstrate course competencies in core courses may request that the specific course(s) be waived. The student will make a substitution of an appropriate elective course, with the approval of the program director. A copy of this approval will be presented to the Dean’s Office in the School of Arts and Science for placement in the student’s folder.

GRADUATION REQUIREMENTS

1. Completion of 36 credits including the appropriate distribution of credits.
2. A minimum GPA of 3.0.
3. Acceptance of a thesis or completion of CS 780 and CS 784.
4. All requirements must be completed within five years from the date of admission.

CRIMINAL JUSTICE

- MS IN CRIMINAL JUSTICE
- CERTIFICATE IN CYBER-CRIME AND SECURITY
- CERTIFICATE IN FORENSIC CRIMINOLOGY AND CRIMINAL JUSTICE

Faculty: Chair: C. Lavery; Graduate Coordinator: R. Mealia; Professor Emeritus: J. DeSanto; Professor: P. O’Connell; Associate Professors: C. Lavery, R. Mealia; Assistant Professors: J. Klein.

The increasing number, variety and complexity of programs in the criminal justice system demand professionals who possess not only a greater understanding of social, political and economic issues...
related to criminal justice, but also an increased sophistication in the application of computer technologies to the field.

Iona’s graduate program in criminal justice meets these needs. It is designed for criminal justice professionals who wish to increase their knowledge and skills for promotion or a post-retirement career; for professionals in allied fields who wish to change careers or enhance their current status with a comprehensive knowledge of criminal justice; and for college graduates who seek entry-level careers within the criminal justice system.

**REQUIREMENTS FOR THE MS IN CRIMINAL JUSTICE**

**Core Courses** (3 credits each):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 505</td>
<td>Criminal Justice and the Constitution</td>
</tr>
<tr>
<td>CRJ 510</td>
<td>History of the Criminal Justice System</td>
</tr>
<tr>
<td>CRJ 515</td>
<td>Computers and Criminal Justice</td>
</tr>
<tr>
<td>CRJ 620</td>
<td>Professional Standards &amp; Ethics in Criminal Justice</td>
</tr>
<tr>
<td>CRJ 850</td>
<td>Database Systems for Criminal Justice</td>
</tr>
<tr>
<td>Total</td>
<td>15 Credits</td>
</tr>
</tbody>
</table>

**Electives** (3 credits each):

Select five courses from the following three areas:

- **Deviance**
  - CRJ 650 Advanced Psychology of Criminal Behavior
  - CRJ 655 Advanced Deviant Behavior
  - CRJ 660 Advanced Criminology
  - CRJ 665 Corrections
  - CRJ 997 Profiling Violent Crimes & Offenders

- **Criminal Justice System**
  - CRJ 630 Victimology
  - CRJ 750 Critical Issues in Criminal Justice
  - CRJ 755 Criminal Justice and the Community
  - CRJ 760 Administration and Organizational Behavior in Criminal Justice
  - CRJ 765 Criminal Law, Evidence and Ethics
  - CRJ 820 Forensic Health Issues, The Law & The Criminal Justice System

- **Computer Applications**
  - CRJ 855 Systems Analysis for Criminal Justice
  - CRJ 860 Computer-Based Statistical Methods in Criminal Justice
  - Total 15 Credits

**Thesis or Computer-Based Project:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 950</td>
<td>Thesis/Computer Based Research</td>
</tr>
<tr>
<td>CRJ 860</td>
<td>Computer-based Statistical Methods in Criminal Justice</td>
</tr>
<tr>
<td>Total</td>
<td>3 Credits</td>
</tr>
</tbody>
</table>

**TOTAL: 33 Credits**

**ADMISSIONS**

**Non-Matriculated Status**

See “Academic Information - Non-Matriculated” in this catalog for requirements to be met.

**Matriculated Status**

See “Academic Information - Matriculated” in this catalog for requirements to be met, in addition to the following:

1. A meeting with the chair of the Criminal Justice Department.
2. An undergraduate minimum GPA of 2.75.
3. All requirements must be completed within five years from the date of admission.

**GRADUATION REQUIREMENTS**

1. Completion of 33 credits.
2. A minimum 3.0 GPA.
3. All requirements must be completed within five years from the date of admission.

**REQUIREMENTS FOR THE CERTIFICATE IN CYBER-CRIME AND SECURITY**

This certificate is designed for those students interested in researching Cyber-crime & Security monitoring. It is also for professionals who wish to advance their career path, particularly job-specific in the criminal justice system, business, finance, or banking. This certificate is appropriate for the fields of law enforcement, private firms involved with cyber-crime & security, financial institutions or government and private contractors focused on preventing and detecting cyber-espionage and criminal investigations.

**Requirements for the Certificate in Cyber-Crime & Security** (3 credits each):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 515</td>
<td>Computers and Criminal Justice</td>
</tr>
<tr>
<td>CRJ 620</td>
<td>Professional Standards and Ethics in Criminal Justice</td>
</tr>
<tr>
<td>CRJ 670</td>
<td>Cyber-Security Policy &amp; the Law</td>
</tr>
<tr>
<td>CRJ 675</td>
<td>Cyber-Crime Investigations</td>
</tr>
<tr>
<td>Total</td>
<td>12 Credits for Certificate</td>
</tr>
</tbody>
</table>

**TOTAL: 12 Credits for Certificate**
REQUIREMENTS FOR THE CERTIFICATE IN FORENSIC CRIMINOLOGY & CRIMINAL JUSTICE

The certificate is designed for students with current or potential careers in the fields of criminal justice, public health, law and paralegal studies, and correctional law enforcement, counseling and administration who wish to expand their expertise. This certificate is appropriate for the fields of criminal justice, nursing/public health, law and paralegal studies, forensic psychology, and social work.

Requirements for the Certificate in Forensic Criminology and Criminal Justice Systems
(3 credits each):

| CRJ 630 | Victimology |
| CRJ 640 | Profiling Violent Crimes |
| CRJ 655 | Advanced Deviant Behavior |
| CRJ 660 | Advanced Criminology |
| CRJ 820 | Forensic Health Issues, the Law & the Criminal Justice System |

TOTAL: 15 Credits for Certificate

EDUCATION

MASTER OF SCIENCE IN TEACHING DEGREES:
- Childhood Education
- Childhood 1-6/Special Education 1-6
- Early Childhood/Childhood
- Adolescence Education: Biology
- Adolescence Education: English
- Adolescence Education: Mathematics
- Adolescence Education: Social Studies
- Adolescence Education: Spanish
- Adolescence Special Education 5-12

MASTER OF SCIENCE IN EDUCATION DEGREES:
- Adolescence Education: Biology
- Adolescence Education: English
- Adolescence Education: Mathematics
- Adolescence Education: Social Studies
- Adolescence Education: Spanish
- Adolescence Special Education/Literacy 5-12
- Literacy Birth-Grade 6/Special Education 1-6
- Literacy Education: Birth to Grade 6


The Education Department aims to prepare teacher candidates to work with diverse populations through the development of a strong professional commitment and a disposition that all students can learn. We believe that becoming a teacher is a lifelong journey of learning and caring.

Goals for all teacher candidates in education:

The competent teacher candidate is:
- knowledgeable of the content that is being taught;
- an instructional guide;
- a mediator of learning;
- a critical thinker and problem solver;
- a reflective practitioner;
- an effective communicator;
- committed to the teaching profession; and
- committed to diversity.

The Education Department at Iona College is accredited by the National Council for Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation (NCATE/CAEP). This accreditation applies to initial teacher preparation programs and advanced education preparation programs. NCATE/CAEP is recognized by the US Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other professional school personnel.

Graduate programs in education at Iona College prepare individuals for professional service in schools by offering a variety of degree options. Programs are available for those interested in changing careers or embarking on a career in education, as well as for teachers and school administrators who desire career advancement through provisional or permanent certification. Because of the complex nature of teacher education and state certification, students are required to sign a program plan early in their course of studies; a plan must be developed and approved prior to matriculation. Consultation for program planning is available from the graduate coordinator of the Education Department and the specialization chairperson.

All programs are approved by the New York State Education Department and satisfy the academic requirements for the New York State Teaching Certificate for specific areas.

ADMISSION NON-MATRICULATED STATUS:

See “Academic Information - Non Matriculated” in this catalog for requirements to be met in addition to the following:
All programs:

- Applicants with a GPA of 2.6 to 2.9 may be admitted provided they present a satisfactory score on the Graduate Record Examination (GRE). An official copy of all college transcripts must be submitted.

For Master of Science in Teaching Programs:

- Achievement of a grade of B or better in an undergraduate course in English composition, and one mathematics course. Those completing an advanced mathematics course must achieve a grade of C or better. An official copy of the transcript must be submitted. A satisfactory score on the verbal section of Praxis I or the GRE may be substituted for the required grade in English composition. A satisfactory score on the mathematics or quantitative section of Praxis I or the GRE may be substituted for the required grade in mathematics. Use of appropriate speech in the admission interview may be substituted for the required grade in Speech Communication.

For Master of Science in Education programs:

- Possession of a New York State Provisional or Initial Teaching certificate.
- Evidence of a minimum of three years of full-time, paid, approved teaching and/or supervisory and/or administrative and/or pupil personnel service. Substitute positions will not be credited.

For Master of Science in Educational Leadership program:

- Possession of a New York State Provisional or Initial Teaching certificate.
- Evidence of a minimum of three years of full-time, paid, approved teaching and/or supervisory and/or administrative and/or pupil personnel service. Substitute positions will not be credited.

MATRICULATED STATUS:

See “Academic Information - Matriculated” in this catalog for requirements to be met, in addition to the following:

All programs:

- A brief, typewritten autobiography, speaking to the candidate’s family background, educational background, work experiences and the reasons for choosing teaching as a profession.
- An interview with a member of the education department.

- A program plan of study signed by the adviser, and, in the case of adolescence or secondary education programs, also signed by the chair of the subject area department.
- Sign a Dispositional Commitment Form.

For Master of Science in Teaching programs:

Courses in:

- Art (3 credits in Art, Music, Drama or Dance-either performance or history/appreciation)
- Communication (3 credits in writing)
- History and Social Studies (6 credits)
- Humanities (6 credits)
- Foreign Language (6 credits)(May be met through CLEP or other examination programs)
- Scientific and Mathematical processes (6 credits in Mathematics, 6 credits in Science or Science and Technology)

For Master of Science in Teaching, Childhood Education:

- A concentration of 30 credits (including credits in the college core) in one of the liberal arts or sciences, or an interdisciplinary set of courses (to be determined).

For Master of Science in Teaching, Adolescence Education:

- Completion of 21 undergraduate or graduate credits in the subject area in which certification is sought. These 21 credits are in addition to the subject area credits earned in the MST, Adolescence Education program. Based on transcript examination, evaluation of currency in the field, and other measures deemed appropriate by the subject area department, the adviser may require the student to take additional subject area courses, at the undergraduate or graduate level, which will not be credited toward the MST requirements. For biology, applicants must have 24 credits in biology and a passing grade in the following courses: General Chemistry, Organic Chemistry and Physics. For Social Studies, these credits must include Economics, Political Science, and at least 21 credits of United States and World History and Geography.

For Master of Science in Education programs:

- Possession of the New York State Provisional or Initial Teaching Certificate

Note: The English Department usually requires up to six (6) credits of English in non-matriculated status before considering an application for matriculation in the MST program, and up to nine (9) credits for matriculation in the MS in Education program.
Continuation in the Program
Any education course, including student teaching, in which a student earns less than a ‘C’ grade must be repeated. Students enrolled in the Adolescent Education programs must earn a grade of ‘C’ or higher in their content major courses.

Throughout the program, teacher candidates are required to demonstrate the dispositions for effective teachers that are stated in the department’s Conceptual Framework. Candidates are also required to meet the ethical and professional standards expected of all educators that are found in the Code of Ethics and in the department’s statement on Plagiarism. Any failure to uphold the dispositions for effective teaching and the ethical standards for educators in the profession will result in dismissal from the program.

New York State Teacher Certification Examinations (NYSTCE)
Iona College Pass Rates:
Program Year: 2011-2012
LAST (Liberal Arts and Science Test): 100%
ATS-W (Assessment of Teaching Skills-Written): 100%

Statewide: 2011-2012
LAST (Liberal Arts and Science Test): 99%
ATS-W (Assessment of Teaching Skills-Written): 99%

The New York State Education Department is in the process of changing regulations and certification exams for teacher certification. Education students are required to meet regularly with their advisor to receive updates on certification requirements.

INITIAL TEACHING EDUCATION PROGRAMS

MS IN TEACHING:
- Childhood Education
- Dual Early Childhood/Childhood Education
- Childhood 1-6/Special Education 1-6
- Adolescent Education
- Adolescent Education/Special Education

REQUIREMENTS FOR THE MS IN TEACHING, CHILDHOOD EDUCATION (1-6)

<table>
<thead>
<tr>
<th>EDU</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>655</td>
<td>Language and Literacy Development in Young Readers and Writers (3 credits)</td>
</tr>
<tr>
<td>656</td>
<td>Instruction and Assessment Strategies for Learning Mathematics for All Children (3 credits)</td>
</tr>
<tr>
<td>657</td>
<td>Instruction and Assessment Strategies for Teaching Social Studies to All Children (3 credits)</td>
</tr>
<tr>
<td>658</td>
<td>Assessment of Language and Literacy Development in Young Children (3 credits)</td>
</tr>
</tbody>
</table>

TOTAL: 39 Credits

REQUIREMENTS FOR THE MS IN TEACHING, DUAL: EARLY CHILDHOOD/CHILDHOOD (BIRTH TO GRADE 6)

<table>
<thead>
<tr>
<th>EDU</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>502</td>
<td>The Foundations of Educating All Young Children in Inclusive Settings, Birth through Grade 2 (3 credits)</td>
</tr>
<tr>
<td>652</td>
<td>Curriculum, Learning, and Assessment for All Young Children in Inclusive Settings, Birth through Grade 2 (3 credits)</td>
</tr>
<tr>
<td>655</td>
<td>Language and Literacy Development in Young Readers and Writers (3 credits)</td>
</tr>
<tr>
<td>656</td>
<td>Instruction and Assessment Strategies for Learning Mathematics for All Children (3 credits)</td>
</tr>
<tr>
<td>657</td>
<td>Instruction and Assessment Strategies for Teaching Social Studies to All Children (3 credits)</td>
</tr>
<tr>
<td>658</td>
<td>Assessment of Language and Literacy Development in Young Children (3 credits)</td>
</tr>
<tr>
<td>660</td>
<td>Special Education Foundations of Special Education (3 credits)</td>
</tr>
<tr>
<td>721</td>
<td>Modern Educational Philosophies and Values (3 credits)</td>
</tr>
<tr>
<td>743</td>
<td>Language and Literacy Across the Curriculum (3 credits)</td>
</tr>
<tr>
<td>783</td>
<td>Multimedia in Teaching (3 credits)</td>
</tr>
<tr>
<td>862</td>
<td>Instruction and Assessment Strategies for Learning Science by All Children (3 credits)</td>
</tr>
<tr>
<td>922</td>
<td>Multicultural Education (3 credits)</td>
</tr>
<tr>
<td>950</td>
<td>Special Project in Curriculum Research (3 credits)</td>
</tr>
<tr>
<td>974</td>
<td>Observation and Student Teaching at the Childhood Levels (Grade 1-6) (6 credits)</td>
</tr>
</tbody>
</table>

TOTAL: 45 Credits
MST - Education: Childhood (Birth to Grade 6/ Special Education)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 655</td>
<td>Language and Literacy Development in Young Readers and Writers (3 credits)</td>
</tr>
<tr>
<td>EDU 656</td>
<td>Instruction and Assessment Strategies for Learning Mathematics for All Children (3 credits)</td>
</tr>
<tr>
<td>EDU 657</td>
<td>Instruction and Assessment Strategies for Teaching Social Studies to All Children (3 credits)</td>
</tr>
<tr>
<td>EDU 658</td>
<td>Assessment of Literacy Development in Young Children (3 credits)</td>
</tr>
<tr>
<td>EDU 721</td>
<td>Modern Educational Philosophies and Values (3 credits)</td>
</tr>
<tr>
<td>EDU 743</td>
<td>Language and Literacy Across the Curriculum (3 credits)</td>
</tr>
<tr>
<td>EDU 660</td>
<td>Special Education Foundations of Special Education (3 credits)</td>
</tr>
<tr>
<td>EDU 661</td>
<td>Special Education Teaching Diverse Learners with Exceptionalities (3 credits)</td>
</tr>
<tr>
<td>EDU 667</td>
<td>Special Education Responsive Teaching and Multiple Interventions within Inclusive Classrooms (3 credits)</td>
</tr>
<tr>
<td>EDU 783</td>
<td>Multimedia in Teaching (3 credits)</td>
</tr>
<tr>
<td>EDU 862</td>
<td>Instruction and Assessment Strategies for Learning Science by All Children (3 credits)</td>
</tr>
<tr>
<td>EDU 922</td>
<td>Multicultural Education (3 credits)</td>
</tr>
<tr>
<td>EDU 950</td>
<td>Special Project in Curriculum Research (3 credits)</td>
</tr>
<tr>
<td>EDU 977</td>
<td>Student Teaching for Childhood/Special Education (3 credits)</td>
</tr>
</tbody>
</table>

**TOTAL:** 45 Credits

**REQUIREMENTS FOR THE MS IN TEACHING, ADOLESCENCE EDUCATION (7-12): BIOLOGY, ENGLISH, MATHEMATICS, SOCIAL STUDIES, SPANISH.**

**CORE COURSES FOR ALL MS IN TEACHING, ADOLESCENCE PROGRAMS:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 640</td>
<td>Literacy and Learning in the Content Area for Adolescent Learners (3 credits)</td>
</tr>
<tr>
<td>EDU 653</td>
<td>Instruction and Assessment Strategies in the Secondary School (3 credits)</td>
</tr>
<tr>
<td>EDU 660</td>
<td>Special Education Foundations of Special Education (3 credits)</td>
</tr>
<tr>
<td>EDU 712</td>
<td>Extending Literacy and Learning in the Content Area for Adolescent Learners (3 credits)</td>
</tr>
<tr>
<td>EDU 721</td>
<td>Modern Educational Philosophies and Values (3 credits)</td>
</tr>
<tr>
<td>EDU 783</td>
<td>Multimedia in Teaching (3 credits)</td>
</tr>
</tbody>
</table>

**SUBJECT AREA COURSES:**

**MST - Adolescence Education - BIOLOGY**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 510</td>
<td>The Living Environment (3 credits)</td>
</tr>
<tr>
<td>BIO 515</td>
<td>Genetics and Cellular Biology (3 credits)</td>
</tr>
<tr>
<td>BIO 520</td>
<td>Ecology and Population Biology (3 credits)</td>
</tr>
<tr>
<td>BIO 525</td>
<td>Biological Chemistry and Cell Physiology (3 credits)</td>
</tr>
<tr>
<td>BIO 530</td>
<td>Laboratory Techniques in Modern Biology (1 credit)</td>
</tr>
<tr>
<td>BIO 957</td>
<td>Special Project in Biology Education (2 credits)</td>
</tr>
</tbody>
</table>

**Total:** 18 Credits

**MST - Adolescence Education - ENGLISH**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 600-729</td>
<td>One Course in Foundations (3 credits)</td>
</tr>
<tr>
<td>ENG 730-769</td>
<td>One Course in Classics (3 credits)</td>
</tr>
<tr>
<td>ENG 770-896</td>
<td>One Course in American and/or Modern (3 credits)</td>
</tr>
<tr>
<td>ENG Electives</td>
<td>Two Courses (6 credits)</td>
</tr>
<tr>
<td>EDU 954</td>
<td>Special Project in English Education (3 credits)</td>
</tr>
</tbody>
</table>

**Total:** 18 Credits

**MST - Adolescence Education - MATHEMATICS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 620</td>
<td>Analysis I (3 credits)</td>
</tr>
<tr>
<td>MTH 650</td>
<td>Linear Algebra (3 credits)</td>
</tr>
<tr>
<td>MTH 651</td>
<td>Abstract Algebra (3 credits)</td>
</tr>
<tr>
<td>MTH 705</td>
<td>Topics in Modern Geometry (3 credits)</td>
</tr>
<tr>
<td>MTH 708</td>
<td>History of Mathematics (3 credits)</td>
</tr>
<tr>
<td>EDU 951</td>
<td>Special Project in Mathematics Education (3 credits)</td>
</tr>
</tbody>
</table>

**Total:** 18 Credits
**MST - Adolescence Education - SOCIAL STUDIES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HST 703</td>
<td>Topics in Non-Western History: A Comparative Review</td>
<td>3</td>
</tr>
<tr>
<td>EDU 952</td>
<td>Special Project in Social Studies Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total: 18 Credits**

**MST - Adolescence Education - SPANISH**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 750-799</td>
<td>One course in Literature or Culture of Spain</td>
<td>3</td>
</tr>
<tr>
<td>SPA 800-850</td>
<td>One course in Literature or Culture of Spanish America</td>
<td>3</td>
</tr>
<tr>
<td>SPA Electives</td>
<td>Three courses in any elective area</td>
<td>9</td>
</tr>
<tr>
<td>EDU 953</td>
<td>Special project in Spanish Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total: 18 Credits**

**Phase One: Completion of MST Requirements in Adolescent Education.**

**Degree conferral and Initial Certification in Adolescent Education (Biology, English, Mathematics, Social Studies, and Spanish)**

**Phase Two: Certificate Extension (Students with Disabilities 5-12)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 667</td>
<td>Special Education Responsive Teaching and Multiple Interventions within Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EDU 668</td>
<td>Special Education Practicum in Teaching Adolescent Students with Disabilities</td>
<td>6</td>
</tr>
<tr>
<td>EDU 669</td>
<td>Special Education Learners with Multiple, Low-Incidence, and Severe Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDU 916</td>
<td>Special Education Action Research in Teaching Students with Exceptionalities</td>
<td>3</td>
</tr>
</tbody>
</table>

**ADVANCED PROFESSIONAL PROGRAMS**

The revised New York State Standards for Teacher Education Programs include a change in the title of teacher certification from provisional certificate to Initial certificate. Those holding a provisional certificate must meet the requirements indicated for that certification, and those holding an Initial certificate, issued by the revised standards, must meet the program requirements for that certification.

**Requirements for the MS in Education, Literacy Education (Birth-Grade 6)**

(For candidates with provisional/initial certification.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 665</td>
<td>Language and Literacy Development in Young Readers and Writers</td>
<td>3</td>
</tr>
<tr>
<td>EDU 667</td>
<td>Responsive Teaching and Multiple Interventions within Inclusive Classrooms</td>
<td>6</td>
</tr>
<tr>
<td>EDU 741</td>
<td>Writing and the Writing Process</td>
<td>3</td>
</tr>
<tr>
<td>EDU 744</td>
<td>Theory and Practice in Bilingual Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 803</td>
<td>Language Development</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total: 36 Credits**
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 804</td>
<td>Cognitive and Sociocultural Dimensions of Literacy Learning and Development</td>
<td></td>
</tr>
<tr>
<td>EDU 922</td>
<td>Multicultural Education</td>
<td></td>
</tr>
<tr>
<td>EDU 958</td>
<td>Action Research in Literacy Education</td>
<td></td>
</tr>
</tbody>
</table>

Total 45 Credits

**REQUIREMENTS FOR THE MS IN EDUCATION, ADOLESCENCE EDUCATION (7-12) IN BIOLOGY, ENGLISH, MATHEMATICS, SOCIAL STUDIES, SPANISH, AND SPECIAL EDUCATION LITERACY**

(For candidates with provisional/initial certification.)

**Core Courses for All Programs:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 653</td>
<td>Instructional and Assessment Strategies in the Secondary School</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 721</td>
<td>Modern Educational Philosophies</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 922</td>
<td>Multicultural Education</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Total 9 Credits

**SUBJECT AREA COURSES:**

**MS in Education, Adolescence Education (7-12): Biology**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 510</td>
<td>Living Environment</td>
<td>3 credits</td>
</tr>
<tr>
<td>BIO 515</td>
<td>Genetics and Cell Biology</td>
<td>3 credits</td>
</tr>
<tr>
<td>BIO 520</td>
<td>Ecology and Population Ecology</td>
<td>3 credits</td>
</tr>
<tr>
<td>BIO 525</td>
<td>Biological Chemistry and Cell Physiology</td>
<td>3 credits</td>
</tr>
<tr>
<td>BIO 530</td>
<td>Laboratory Techniques in Modern Biology</td>
<td>1 credit</td>
</tr>
<tr>
<td>BIO Electives</td>
<td>Three (3) Three-Credit Graduate Electives</td>
<td>9 credits</td>
</tr>
<tr>
<td>BIO 800</td>
<td>Research Seminar</td>
<td>1 credit</td>
</tr>
</tbody>
</table>

Total 23 Credits

**MS in Education, Adolescence Education (7-12): Mathematics**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 620</td>
<td>Analysis I</td>
<td>3 credits</td>
</tr>
<tr>
<td>MTH 705</td>
<td>Topics in Modern Geometry</td>
<td>3 credits</td>
</tr>
<tr>
<td>MTH 708</td>
<td>History of Mathematics</td>
<td>3 credits</td>
</tr>
<tr>
<td>MTH 710</td>
<td>Probability and Statistics</td>
<td>3 credits</td>
</tr>
<tr>
<td>MTH 650, 651, or 702</td>
<td>One (1) Course in Algebra</td>
<td>3 credits</td>
</tr>
<tr>
<td>MTH 621, 701, or 707</td>
<td>One (1) Course in Analysis</td>
<td>3 credits</td>
</tr>
<tr>
<td>MTH 704 or 709</td>
<td>One (1) Course in Logic</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 951</td>
<td>Special Project in Mathematics Education</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Total 24 Credits

**MS in Education, Adolescence Education (7-12): Social Studies**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 620</td>
<td>Geographic Interpretation of World Affairs</td>
<td>3 credits</td>
</tr>
<tr>
<td>GEO 612</td>
<td>Human Geography</td>
<td>3 credits</td>
</tr>
<tr>
<td>HST 703</td>
<td>Topics in Non-Western History: A Comparative Review</td>
<td>3 credits</td>
</tr>
<tr>
<td>HST 710</td>
<td>Historical Geography</td>
<td>3 credits</td>
</tr>
<tr>
<td>HST 797</td>
<td>Contemporary Problems in Global Civilization</td>
<td>3 credits</td>
</tr>
<tr>
<td>HST 898</td>
<td>Culminating Experience</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Total 21 Credits

**MS in Education, Adolescence Education (7-12): Spanish**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO Electives</td>
<td>Three (3) Three-Credit Graduate Electives</td>
<td>9 credits</td>
</tr>
<tr>
<td>BIO 800</td>
<td>Research Seminar</td>
<td>1 credit</td>
</tr>
</tbody>
</table>

Total 23 Credits

**MS in Education, Adolescence Education (7-12): English**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG</td>
<td>Seven (7) Three-Credit Graduate English Courses</td>
<td>21 credits</td>
</tr>
<tr>
<td>EDU 954</td>
<td>Special Project in English Education</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Total 24 Credits

**MSED - Adolescence Special Education (Grades 5-12)/Literacy Specialist**

*Leads to student with disabilities grades 5-12 Generalist Certificate (initial)
*Literacy Specialist (Grades 7-12)
CONTINUATION IN A PROGRAM

All programs:
1. Students must maintain a minimum GPA of 3.0.
2. Any education course in which a student earns less than a "B" grade, including student teaching, must be repeated.

GRADUATION

All programs:
1. Completion of all program requirements.
2. A minimum GPA of 3.0.
3. All requirements must be completed within five years from the date of admission.

New York State Teacher Certification

1. Passing of the Following New York State Certification Exams:
   - edTeached Performance Assessment (edTPa)
   - Academic Literacy Skills Test (ALST)
   - Educating All Students Test (EAS)
   - Content Specialty Test

2. Completion of Child Abuse Workshop and the SAFE Workshop
3. Fingerprinting

The New York State Education Department is in the process of changing regulations for teacher certification. Education majors are required to meet with their advisors regularly to receive updates regarding certification requirements.

ENGLISH

- MA IN ENGLISH

Faculty: Chair: L. Shea; Professors: L. Shea, Professors Emeriti: H. Bauer, J. Brophy, J. Mahon, E. Panetta, B. Soloman, S. Soloman; Associate Professors: M. Beckwith, C. Carlson, S. Cleary, D. DeFino, A. Rosenfeld, H. Short, A. Stackhouse; Assistant Professors: A. Clark, N. Mitra, T. Moretti, I. Stabell.

The program in English is designed for students who seek a master’s degree to assist them in professional and personal development, and for students who wish to pursue a doctorate in English. The program provides scholarly depth and scope through a wide range of courses in language and literature.
REQUIREMENTS FOR THE MA IN ENGLISH

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations of Language and Literature</td>
<td>ENG 600-ENG 729. Also ENG 892, 893, 894 and 990-996, dependent on course content (Two courses, 3 credits each)</td>
<td>6</td>
</tr>
<tr>
<td>Classic Periods</td>
<td>ENG 730-ENG 769. Also ENG 892, 893, 894 and 990-996, dependent on course content (Two courses, 3 credits each)</td>
<td>6</td>
</tr>
<tr>
<td>American and Modern Literature</td>
<td>ENG 770-ENG 896. Also ENG 892, 893, 894 and 990-996, dependent on course content (Two courses, 3 credits each)</td>
<td>6</td>
</tr>
<tr>
<td>Electives in English</td>
<td>ENG 600-ENG 999 (Four courses, 3 credits each)</td>
<td>12</td>
</tr>
<tr>
<td>Option A: Culminating Experience</td>
<td>ENG 981 Thesis (may be taken more then once) *</td>
<td>3 or 6</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Option B: Two additional courses and a special research project included in one of the final courses taken in the program. **</td>
<td>6</td>
</tr>
</tbody>
</table>

TOTAL: 33 or 36 credits.

* Students opting to write a thesis will be required to register for ENG 981 and work under the guidance of a thesis director.

** Students should consult in advance the professor with whom they wish to complete the project.

NOTE:
1. Ordinarily the maximum number of summer session credits applicable to the degree program is 12.
2. A student must also satisfy the foreign language requirement before completing the degree.

ADMISSIONS

Non-Matriculated Status

See “Academic Information - Non-Matriculated” in this catalog for requirements to be met, in addition to the following:
- Evidence of completion of a bachelor’s degree with a major in English or a closely related major such as Classics or American Studies.

Matriculated Status

See “Academic Information - Matriculated” in this catalog for requirements to be met, in addition to the following:
1. Evidence of completion of a bachelor’s degree with a major in English or a closely related major such as Classics or American Studies.
2. An interview with the department chair is required.

FOREIGN LANGUAGE REQUIREMENT

Proficiency in a foreign language may be satisfied in one of the following ways:
1. Successful completion of an examination in reading competency administered by the department. Dictionaries are allowed.
2. Successful completion, during the period of graduate study, of at least three credit hours of approved undergraduate upper-division language coursework with a minimum grade of “B,” or the equivalent at the graduate level.

GRADUATION REQUIREMENTS

1. Completion of 33 or 36 credits, including the appropriate distribution of credits.
2. A minimum GPA of 3.0.
3. Acceptance of a thesis or two courses and a special research project.
4. Fulfillment of the foreign language requirement.
5. Completion of all requirements within five years from the date of admission.

HISTORY

- MA IN HISTORY
  (WITH A FOCUS IN GLOBAL HISTORY)

Faculty: Chair: D. Thiery; Professors: G. Bournoutian, J. Carroll, C. Stratton; Professors Emeriti: H. Dunkak, E. Menze, D. O’Connell; Associate Professors: M. Hughes, Y. Makimura, J. Morgan, D. Thiery.

The MA in History with a focus in global history has been designed to enable students to move beyond an understanding of the role of Western Europe in shaping our values and institutions to an appreciation of the ideas, values and historical traditions of the cultures of Africa, Asia, the Middle East and the Americas. Selected courses from other disciplines will give students an opportunity to study relevant political, economic and social change within a historical context.

The 33-36 credit program is geared toward secondary-level social studies teachers who wish to add to their knowledge and skills, toward students with a baccalaureate major or concentration in history who wish to prepare themselves for doctoral study, and toward those who seek personal and intellectual growth.
REQUIREMENTS FOR THE MA IN HISTORY WITH A FOCUS IN GLOBAL HISTORY

Core Courses Foundations (9 credits):
Three of the four following courses (3 credits each)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HST 700</td>
<td>The Heritage and Challenges of Historical Research</td>
<td>3</td>
</tr>
<tr>
<td>HST 703</td>
<td>Topics in Non-Western History: A Comparative Review</td>
<td>3</td>
</tr>
<tr>
<td>HST 710</td>
<td>Historical Geography</td>
<td>3</td>
</tr>
<tr>
<td>HST 797</td>
<td>Contemporary Problems in Global Civilization</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>9 Credits</strong></td>
</tr>
</tbody>
</table>

Specialization Courses:
Each student will be required to select five courses from one of the following two areas–major area– and two courses from the second area–minor area.

**Area I - Asia and Africa (3 credits each)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HST 780</td>
<td>The Ancient Near East and the Mediterranean</td>
<td>3</td>
</tr>
<tr>
<td>HST 782</td>
<td>The Middle East from the Ottoman Empire to European Hegemony</td>
<td>3</td>
</tr>
<tr>
<td>HST 784</td>
<td>Indian Civilization</td>
<td>3</td>
</tr>
<tr>
<td>HST 785</td>
<td>Chinese Civilization</td>
<td>3</td>
</tr>
<tr>
<td>HST 786</td>
<td>Japanese Civilization</td>
<td>3</td>
</tr>
<tr>
<td>HST 787</td>
<td>Asian Thought and Society</td>
<td>3</td>
</tr>
<tr>
<td>HST 788</td>
<td>Africa to the Era of the Slave Trade</td>
<td>3</td>
</tr>
<tr>
<td>HST 789</td>
<td>Africa in the Modern World</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Area I</strong></td>
<td></td>
<td><strong>15 Credits</strong></td>
</tr>
</tbody>
</table>

**Area II - Europe and the Americas (3 credits each)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HST 765</td>
<td>Europe in the Middle Ages</td>
<td>3</td>
</tr>
<tr>
<td>HST 770</td>
<td>The Shaping of Modern Europe: 1789-1914</td>
<td>3</td>
</tr>
<tr>
<td>HST 771</td>
<td>The Shaping of Contempoary Europe: 1914 to present</td>
<td>3</td>
</tr>
<tr>
<td>HST 780</td>
<td>The Ancient Near East and Mediterranean</td>
<td>3</td>
</tr>
<tr>
<td>HST 790</td>
<td>Russian Communism and Culture in the Soviet Age</td>
<td>3</td>
</tr>
<tr>
<td>HST 793</td>
<td>Modern Latin America</td>
<td>3</td>
</tr>
<tr>
<td>HST 796</td>
<td>Colloquium in History</td>
<td>3</td>
</tr>
<tr>
<td>HST 860</td>
<td>Prelude to Nationhood: America to 1787</td>
<td>3</td>
</tr>
<tr>
<td>HST 861</td>
<td>Nationalism and Sectionalism: 1787-1877</td>
<td>3</td>
</tr>
<tr>
<td>HST 862</td>
<td>Industrialism and Reform: 1877-1914</td>
<td>3</td>
</tr>
<tr>
<td>HST 863</td>
<td>War and Peace: America Since 1914</td>
<td>3</td>
</tr>
<tr>
<td>HST 872</td>
<td>Makers of American History</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Area I and Area II</strong></td>
<td></td>
<td><strong>21 Credits</strong></td>
</tr>
</tbody>
</table>

In addition, there are a number of topical courses, which, depending upon their focus, can be applied to either Area I or Area II. Students should consult with the chair or graduate adviser to determine the area of specialization before registering. Courses in this category are: HST 701, HST 990-999.

Culminating Experience:

**Option A**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HST 981</td>
<td>Thesis (3 credits)</td>
<td>3</td>
</tr>
<tr>
<td>HST 982</td>
<td>Thesis (3 credits)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>6 Credits</strong></td>
</tr>
</tbody>
</table>

Students selecting the thesis option may utilize HST 982 as one of the courses in their chosen major area.

**Option B**

Two additional courses approved by the chair of the department or graduate adviser; one of these two courses must be either HST 796 or HST 999.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>6 Credits</strong></td>
</tr>
</tbody>
</table>

Comprehensive Examination:
Students must complete all foundation course requirements and a total of 15 credits in the major and minor areas before taking the comprehensive exam. The exam will be scheduled in the spring semester each year.

**TOTAL: 33-36 Credits**

**Foreign Language Requirement**

Students may satisfy the requirement for proficiency in a foreign language in one of the following ways:

1. Successful completion of an examination administered by an appropriate faculty member from the department of foreign languages. The exam will consist of the translation of a passage in the chosen language, with the candidate being allowed to use a dictionary. The examination is limited to one hour in length.

2. Successful completion, during the period of graduate study, of at least three credit hours of approved undergraduate, upper-division language coursework with a minimum grade of “B.”

**MA IN HISTORY**

The MA program in History is designed to benefit those seeking professional advancement and personal fulfillment. The Program’s uncomplicated, 30-credit, course requirement will allow for both the development of mature understanding of history and the completion of one’s degree in one to one and a half years.
REQUIREMENTS FOR THE MA IN HISTORY

Degree Requirements: 30 Credits of Graduate-Level History Courses.

The standard path for completion shall be 27 credits of Open History electives (HST 700-999) and, in the final semester of study, HST 898, "Culminating Experience".

Student may, at the suggestion of their graduate advisor, choose to complete their degree by completing 24 credits of Open Electives as well as 6 credit MA Thesis (HST 981 and HST 982, Thesis).

At the request of the student and the consent of the department chairperson, credit form graduate-level Geography courses may be counted toward degree completion.

ADMISSION TO HISTORY PROGRAMS

Non-Matriculated Status

See “Academic Information - Non-Matriculated” in this catalog for requirements to be met, in addition to the following:
- Evidence of completion of a bachelor’s degree with a concentration in history or a related field.

Matriculated Status

See “Academic Information - Matriculated” in this catalog for requirements to be met, in addition to the following:
1. Evidence of completion of a bachelor’s degree with a concentration in history or a related field.
2. An interview with the department chair or designee.

NOTE: Matriculation for students who lack a baccalaureate degree in history will be considered on an individual basis; matriculation under special circumstances will be based on an interview, departmental examination or other method of departmental evaluation of special knowledge and skills of the applicant.

GRADUATION REQUIREMENTS (GLOBAL)
1. Completion of 33 credits (for students using the thesis option) or 36 credits (for students using the non-thesis option) in both cases, the appropriate distribution of credit requirement must be met.
2. A minimum GPA of 3.0.
3. Successful defense of the thesis or, in the case of the students using the 36 credit option, the acceptance by the chair of a major research paper.
4. Successful completion of the comprehensive exam.
5. Fulfillment of the foreign language requirement.
6. All requirements must be completed within five years from the date of admission.

GRADUATION REQUIREMENTS (HISTORY)
1. Completion of 30 graduate credits in History.
   a. including a 3-credit, Culminating Experience course (HST 898), or
   b. including a 6-credit Master’s thesis (HST 981 and HST 982).
2. A minimum GPA of 3.0.
3. Successful defense of the thesis or, in the case of the students using the 36 credit option, the acceptance by the chair of a major research paper.
4. Successful completion of the comprehensive exam.
5. Fulfillment of the foreign language requirement.
6. All requirements must be completed within five years from the date of admission.

ITALIAN

- MA IN ITALIAN
(Not accepting new students)

Foreign Languages Faculty: Chair: V. Ketz; Professor Emeritus: E. Gomez-Quintero; Associate Professors: E. Buonanno, V. Ketz, D. Malanga, T. Mussio; Assistant Professors: J. Cussen; J.M. Gomez-Fernandez; Instructor: J. Sullo, Assistant Professor Emeritus: G. van den Bossche.

This program is offered for persons interested in the opportunity of advancing their knowledge in the field of Italian literature, history and language. The program aims to serve students with various career goals, including those who desire a purely academic preparation for the purposes of teaching at the college level and as preliminary work for doctoral-level study, as well as those who intend to teach Italian at the secondary school level. Emphasis is placed on the study of the great literary works of the Medieval, Renaissance and Modern eras, as well as Italian linguistics and the history of the Italian language. While literature and language is the focus of the program, students will also acquire specialized knowledge of Italian history, art history, sociology, and current politics through the interdisciplinary approach adopted in the teaching of many of the courses. Opportunities will be available to students interested in engaging in supervised study abroad to enhance their language skills and to deepen their understanding of Italian culture.
REQUIREMENTS FOR THE MA IN ITALIAN

Area I - Italian Literature before 1800 (3 credits each)
(Choose any 4 courses):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITA 700</td>
<td>Early Italian Theater: 1250-1800</td>
</tr>
<tr>
<td>ITA 701</td>
<td>Medieval and Renaissance Short Story</td>
</tr>
<tr>
<td>ITA 702</td>
<td>Italian Lyric Poetry from the 13th Century to the 17th Century</td>
</tr>
<tr>
<td>ITA 703</td>
<td>Autobiography</td>
</tr>
<tr>
<td>ITA 710</td>
<td>Dante I</td>
</tr>
<tr>
<td>ITA 711</td>
<td>Dante II</td>
</tr>
<tr>
<td>ITA 750</td>
<td>The Art and Politics of Renaissance Italy</td>
</tr>
<tr>
<td>ITA 760</td>
<td>Renaissance Epic Poetry</td>
</tr>
<tr>
<td>ITA 780</td>
<td>The Italian Baroque and Enlightenment</td>
</tr>
<tr>
<td>Total</td>
<td>12 Credits</td>
</tr>
</tbody>
</table>

Area II - Italian Literature post 1800 (3 credits each)
(Choose any 4 courses):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITA 800</td>
<td>Modern Italian Theater</td>
</tr>
<tr>
<td>ITA 810</td>
<td>Foscolo, Manzoni, and Leopardi</td>
</tr>
<tr>
<td>ITA 850</td>
<td>Italian Civilization from the Risorgimento to World War I</td>
</tr>
<tr>
<td>ITA 860</td>
<td>Modern Italian Narrative</td>
</tr>
<tr>
<td>ITA 880</td>
<td>Modern Italian Poetry</td>
</tr>
<tr>
<td>ITA 900</td>
<td>Italian Cinema</td>
</tr>
<tr>
<td>ITA 910</td>
<td>Italy and Fascism</td>
</tr>
<tr>
<td>ITA 920</td>
<td>The History of the Italian Language</td>
</tr>
<tr>
<td>ITA 930</td>
<td>Women Writers of the 20th Century</td>
</tr>
<tr>
<td>ITA 950</td>
<td>Fantastic Literature</td>
</tr>
<tr>
<td>ITA 990</td>
<td>Special Topics (may apply to either requirement 1 or 2, depending on the topic)</td>
</tr>
<tr>
<td>Total</td>
<td>12 Credits</td>
</tr>
</tbody>
</table>

Electives (3 credits each):
Two courses chosen from any of those listed above.
Total: 6 credits.

Thesis/Exam
To finish the program of study, students may opt for one of two options, either of which will fulfill the requirements for the MA degree.

Option A: MA Thesis

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITA 981</td>
<td>Thesis (after a student has completed the required coursework the student may enroll in ITA 981 and write a thesis under the direction of a member of the graduate faculty in the Department of Foreign Languages. Successful completion of the thesis would result in the completion of the MA degree.)</td>
</tr>
</tbody>
</table>

Total: 3 Credits

Option B: Comprehensive Exam
Instead of the thesis course, ITA 981, students may opt to take a comprehensive exam, based on a reading list, after completing 10 of the courses listed above (No credit).
TOTAL: 30-33 Credits

ADMISSION

Non-Matriculated Status
See “Academic Information - Non-Matriculated” in this catalog for requirements to be met, in addition to the following:
1. Evidence of completion of a bachelor’s degree with a major in Italian, or the equivalent.
2. A successful interview with the department chair.

Matriculated Status
See “Academic Information - Matriculated” in this catalog for requirements to be met, in addition to the following:
1. Evidence of completion of a bachelor’s degree with a concentration in history or a related field.
2. An interview with the department chair or designee.

MARRIAGE AND FAMILY THERAPY

- MS IN MARRIAGE AND FAMILY THERAPY

Faculty: Program Coordinator: R. Burns; Professor Emeritus: E. Stern; Associate Professor: R. Burns; Associate Professors Emeriti: J. Lloyd, L. Feinberg; Senior Clinical Lecturer: J. Rubino; Clinical Director: F. Granby.

The Department of Marriage and Family Therapy offers unique and comprehensive MS degree in marriage and family therapy and post-master’s certificates. All courses in the department are oriented toward studying human behavior from an intrapsychic, interpersonal,
intergenerational and spiritual perspective. Graduates of the program are also afforded a firm grounding in theory and technique.

The department looks to the American Association of Marriage and Family Therapy (AAMFT), the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), and the New York State License Laws and Regulations for Marriage and Family Therapy in planning its curriculum.

The program in Marriage and Family Therapy has been registered and approved by the New York State Department of Higher Education and has been given the designation “Licensure Qualifying” by New York State for licensure as a Marriage and Family Therapist.

The Marriage and Family Therapy Program has been awarded initial accreditation status by Commission on the Accreditation for Marriage and Family Therapy Education. The program has completed a voluntary peer review process including a self study and an on-site verification by the Commission in order to receive accreditation. Iona’s accreditation runs from 1/31/09 to 7/31/15.

The department contributes its services to the surrounding communities. The Family Therapy Center, conducted by the department, offers individual, couple and family therapy. The department also publishes the Journal of Pastoral Counseling and Family Therapy. The department offers seminars for various professional groups and sponsors an annual colloquium on marriage and family therapy. The department has also established a Speaker’s Bureau.

The MS in Marriage and Family Therapy is geared towards those individuals who desire to work from a systemic/relational perspective. Students are required to become student members of the American Association for Marriage and Family Therapy. Completion of the MS in Marriage and Family Therapy leads to eligibility for associate membership in AAMFT. By completing additional appropriate clinical experience and supervision after graduation, holders of the MS in Marriage and Family Therapy may qualify for clinical membership in AAMFT.

PERSONAL GROWTH

Students enrolled in the programs are encouraged to participate in their own growth experience. This recommendation is based on the departmental philosophy that recognizes the value of such an experience to the continuous development of self-awareness and personal identity. It is also based on the belief that firsthand experience as a client bridges the often existing gap between the intellectual and the emotional understanding of the client experience.

REQUIREMENTS FOR THE MS IN MARRIAGE AND FAMILY THERAPY

Courses (3 credits each):

<table>
<thead>
<tr>
<th>MFT</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>509</td>
<td>Introduction to Marriage and Family Therapy</td>
</tr>
<tr>
<td>510</td>
<td>Lifespan Personality Development</td>
</tr>
<tr>
<td>531</td>
<td>Group Dynamics in the Family</td>
</tr>
<tr>
<td>540</td>
<td>Fundamentals of Psychiatry</td>
</tr>
<tr>
<td>551</td>
<td>Pre-Practicum Seminar</td>
</tr>
<tr>
<td>630</td>
<td>Relational Psychopathology</td>
</tr>
<tr>
<td>6510</td>
<td>Case Seminar I (1½ credits)</td>
</tr>
<tr>
<td>6520</td>
<td>Case Seminar I (con’t) (1½ credits)</td>
</tr>
<tr>
<td>6710</td>
<td>Practicum I (1½ credits)</td>
</tr>
<tr>
<td>6720</td>
<td>Practicum I (con’t) (1½ credits)</td>
</tr>
<tr>
<td>740</td>
<td>Marital Therapy</td>
</tr>
<tr>
<td>741</td>
<td>Parenting</td>
</tr>
<tr>
<td>743</td>
<td>Human Sexuality</td>
</tr>
<tr>
<td>7510</td>
<td>Case Seminar II (1½ credits)</td>
</tr>
<tr>
<td>7520</td>
<td>Case Seminar II (con’t) (1½ credits)</td>
</tr>
<tr>
<td>7710</td>
<td>Practicum II (1½ credits)</td>
</tr>
<tr>
<td>7720</td>
<td>Practicum II (con’t) (1½ credits)</td>
</tr>
<tr>
<td>794</td>
<td>Family Approaches to Therapy</td>
</tr>
<tr>
<td>795</td>
<td>Marriage, Family and Friendship Therapy</td>
</tr>
<tr>
<td>796</td>
<td>Symposium in Family Therapy</td>
</tr>
<tr>
<td>880</td>
<td>Ethics in Marriage and Family Therapy</td>
</tr>
<tr>
<td>895</td>
<td>Research in Marriage and Family Therapy</td>
</tr>
</tbody>
</table>

TOTAL: 54 Credits

CLINICAL EXPERIENCE AND SUPERVISION

Students enrolled in the Marriage and Family Therapy program are being trained as clinical mental health practitioners who will apply family systems theories and techniques in the delivery of professional services to individuals, couples and families in a variety of settings.

Students enrolled in the program will engage in two years of clinical practica during the second and third years of training. During this clinical experience it is virtually impossible to work full time. Students are strongly urged to seek two field placement sites in order to accumulate the hours required for graduation in a timely manner.

Students are expected to complete a minimum of 500 supervised, direct client contact hours with individuals, couples and families. Up to 400 of these hours must be face-to-face contact with individuals, couples and families. Additionally, at least 250 of these required client contact hours must be with couples or families. One hundred of the required 500 hours can be designated alternate/equivalent hours with permission of the department.
Students must be supervised while they are doing their clinical work. Students are required to receive at least 100 hours of face-to-face supervision with an AAMFT approved supervisor. At least 50 of the supervision hours will be based on direct observation, videotape or audiotape. Furthermore, at least 25 of those 50 hours will be based on direct observation or videotape.

Upon completion of the appropriate supervised clinical experience after graduation and passing the American Marriage and Family Therapy Regulatory Board examination in Marriage and Family Therapy graduates are granted a license as a Licensed Marriage and Family Therapist in New York. Similar licensing is available in other states. However, graduates who desire to be licensed in another state/jurisdiction are advised to check with local licensing boards for the requisite state requirements.

**Capstone Project and Substitute**

A Capstone Project is required of all students for graduation. This project involves a written Case Study that documents the graduate’s ability to integrate theoretical knowledge with clinical skills and apply it to a real clinical situation.

**Matriculated Status**

See “Academic Information - Matriculated” in this catalog for requirements to be met, in addition to the following:

- Students must meet the professional and clinical criteria established by the department.

**Conducting Private Practice While Enrolled in the Program**

While enrolled in the program, students may not independently offer mental health diagnosis, counseling, therapy, individual or organizational assessment, consultation services or other professional services for which they are being trained, either gratis or for remuneration.

**Professional Conduct**

Students in the department are being trained in the most sensitive areas of human interaction. Those who gain from their Iona training and who in turn become capable of helping their clients are those whose emotional health, ethical standards and behaviors signal their ability to develop and maintain the highest of professional attitudes and personal growth.

In view of this fact, Iona reserves the right to place on probation, suspend or dismiss from the program any student who falls short of the required clinical or professional standards of competence and integrity established by the department.

The decision of the department chair or his/her delegate with regard to a student's status in the program shall be supported by written faculty assessments and recommendations. These shall be guided by the precepts of the latest edition of the Ethical Principles of the American Association for Marriage and Family Therapy.

Department procedures afford the student the opportunity to address concerns raised by the faculty and to take advantage of the appeals process.

Grievance procedures can be found in the Student Handbook.

**Graduation Requirements**

1. Completion of 54 credits including the appropriate distribution of credits.
2. A minimum 3.0 GPA.
3. Acceptance of the written master's project.
4. All professional and clinical criteria established by the department.
5. The department’s expectation is that all requirements will be completed within three years from the date of admission. The maximum time allowed for completion is five years.

**Psychology**

- **MA in Psychology (General-Experimental Specialization)**
- **MA in Psychology (Industrial-Organizational Specialization)**
- **MA in Mental Health Counseling**
- **MA in School Psychology**
- **Advanced Certificate in Human Resources**
- **Advanced Certificate in Organizational Behavior**

**Faculty:** Chair: P. Oswald; Professors: P. Greene, M. Kiselica, P. Oswald; Associate Professors: T. Grimes, K. Kim, O.J. Sizemore, K. Zaromaditis; Assistant Professors: S. Asgari, C. Jacobson, V. Mishra, J. Theodore.

The MA in Psychology has been designed for persons who are considering a career in psychology, are already employed in the field, or see themselves en route to doctoral study in psychology.

The program provides a balance of theoretical, methodological and practical expertise, as well as extensive training in written and oral expression. The program is designed to provide pertinent new experiences, to enhance knowledge in substantive areas, and to facilitate maximum development of essential professional competencies and attitudes.
The department also offers the MA in School Psychology and the MA in Mental Health Counseling. The School Psychology program is accredited by the National Association for School Psychology (NASP), and is designed to prepare students to apply for New York State certification as School Psychologists. The Mental Health Counseling program is approved by New York State to fulfill the educational requirements that enables graduates to take the examination for licensure as a Mental Health Counselor. Licensed Mental Health Counselors are permitted to present themselves to the public as private practitioners and providers of counseling, psychotherapy, and assessment for counseling purposes.

Goals
The master’s program in psychology has several goals for its students. The competent master’s level psychology candidate:

- is knowledgeable about research and program evaluation and successfully uses information technology to make data-based decisions that meet general accountability standards;
- is knowledgeable about the development and assessment of cognitive skills, social skills and mental health;
- has the knowledge and skills needed to work with diverse individuals;
- demonstrates knowledge of behavioral and mental health models of collaboration and consultation, and is able to use these models to collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels;
- is knowledgeable about the history and foundations of the profession and ethical, professional and legal standards; and
- is an effective communicator.

**Requirements for the MA in Psychology**

**MA in Psychology (General-Experimental Specialization)**

<table>
<thead>
<tr>
<th>Required Core Courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 602</td>
</tr>
<tr>
<td>PSY 603</td>
</tr>
<tr>
<td>PSY 605</td>
</tr>
<tr>
<td>PSY 607</td>
</tr>
<tr>
<td>PSY 622</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

**Required Thesis:**

A minimum of 30 credits must be completed before departmental permission is granted for the following:

| PSY 681 | Thesis Supervision (3 credits) |
| **Total** | **3 Credits** |

**Required Experimental Psychology Courses:**

| PSY 610 | Psychological Applications of Multivariate Statistics (3 credits) |
| PSY 611 | Physiological Bases of Behavior (3 credits) |
| PSY 634 | Cognition and Learning (3 credits) |
| **Total** | **9 Credits** |

**Experimental Specialization Elective Courses:**

3 courses (9 credits) from the following are required:

| PSY 608 | Quasi Experimental Design and Non Experimental Research Designs |
| PSY 612 | Advanced Experimental Research Methods: Sensation and Perception |
| PSY 613 | Psychopathology (3 credits) |
| PSY 616 | The Psychology of Experimental Individuals (3 credits) |
| PSY 617 | Health Psychology (3 Credits) |
| PSY 618 | Understanding and Treatment of Addictive Behaviors |
| PSY 620 | Dynamics of Group Processes |
| PSY 623 | Stress: Affective, Cognitive and Behavioral Components (3 credits) |
| PSY 629 | Conflict Resolution: Theory and Practice (3 credits) |
| PSY 649 | Personal Psychology (3 credits) |
| **Total** | **9 Credits** |

Total credits for the MA in Psychology - Experimental Psychology: 36 Credits.

**MA in Psychology - Industrial-Organizational Specialization**

<table>
<thead>
<tr>
<th>Required Core Courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 602</td>
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<tr>
<td>PSY 605</td>
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<tr>
<td>PSY 607</td>
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<tr>
<td>PSY 620</td>
</tr>
<tr>
<td>PSY 672</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>
**Required Industrial-Organizational Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 638</td>
<td>Personality Assessment (3 credits)</td>
</tr>
<tr>
<td>PSY 649</td>
<td>Personnel Psychology (3 credits)</td>
</tr>
<tr>
<td>PSY 651</td>
<td>Work Performance Prediction and Assessment (3 credits)</td>
</tr>
<tr>
<td>PSY 675</td>
<td>Work Motivation (3 credits)</td>
</tr>
<tr>
<td>PSY 676</td>
<td>Training and Development in Industrial-Organizational Psychology (3 credits)</td>
</tr>
</tbody>
</table>

Total 15 credits

**Elective Courses:**

Choose any two courses from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 617</td>
<td>Health Psychology (3 credits)</td>
</tr>
<tr>
<td>PSY 618</td>
<td>Understanding and Treatment of Addictive Behaviors (3 credits)</td>
</tr>
<tr>
<td>PSY 623</td>
<td>Stress: Affective, Cognitive and Behavioral Components (3 credits)</td>
</tr>
<tr>
<td>PSY 629</td>
<td>Conflict Resolution (3 credits)</td>
</tr>
<tr>
<td>PSY 653</td>
<td>Compensation Management (3 credits)</td>
</tr>
<tr>
<td>PSY 678</td>
<td>Consulting and Organizational Change (3 credits)</td>
</tr>
</tbody>
</table>

Total 6 credits

**Required Culminating Courses:**

A minimum of 21 credits must be completed before departmental permission is granted to enroll in the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 660</td>
<td>Practicum in Industrial-Organizational Psychology (3 credits)</td>
</tr>
<tr>
<td>PSY 681</td>
<td>Thesis Supervision (3 credits)</td>
</tr>
</tbody>
</table>

Total 6 credits

Total credits for the MA in Psychology - Industrial-Organizational Specialization: 42 Credits

**MA IN MENTAL HEALTH COUNSELING**

**Required Core Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 613</td>
<td>Psychopathology (3 credits)</td>
</tr>
<tr>
<td>PSY 614</td>
<td>Counseling Theory and Practice (3 credits)</td>
</tr>
<tr>
<td>PSY 615</td>
<td>Basic Interviewing and Counseling Practices (3 credits)</td>
</tr>
<tr>
<td>PSY 620</td>
<td>Dynamics of Group Processes (3 credits)</td>
</tr>
<tr>
<td>PSY 637</td>
<td>Intellectual and Educational Assessment (3 credits)</td>
</tr>
<tr>
<td>PSY 638</td>
<td>Personality Assessment (3 credits)</td>
</tr>
</tbody>
</table>

Total 18 credits

**Required Mental Health Counseling Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 602</td>
<td>Pro-Seminar in Personality and Social Psychology (3 credits)</td>
</tr>
<tr>
<td>PSY 603</td>
<td>Experimental Research Methods in Cognition (3 credits)</td>
</tr>
<tr>
<td>PSY 605</td>
<td>Advanced Quantitative Research Methods in Psychology (3 credits)</td>
</tr>
<tr>
<td>PSY 607</td>
<td>Professional Issues and Ethics in Psychology (3 credits)</td>
</tr>
<tr>
<td>PSY 622</td>
<td>Advanced Life-Span Development (3 credits)</td>
</tr>
</tbody>
</table>

Total 15 credits

**Required Thesis or Literature Review Seminar:**

A minimum of 30 credits must be completed before departmental permission is granted to choose one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 681</td>
<td>Thesis Supervision (3 credits)</td>
</tr>
<tr>
<td>PSY 683</td>
<td>Literature Review Paper Seminar (3 credits)</td>
</tr>
</tbody>
</table>

Total 3 credits

**Required Placement (3-6 credits):**

Ordinarily the student must complete 30 credits before departmental permission is granted to choose one or two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 640</td>
<td>Practicum in Community/Health Psychology (3 credits)</td>
</tr>
<tr>
<td>PSY 642</td>
<td>Internship in Mental Health: Community Clinical (3 credits)</td>
</tr>
<tr>
<td>PSY 643</td>
<td>Internship in Mental Health: Community Clinical (3 credits)</td>
</tr>
</tbody>
</table>

Total 3-6 credits

**Required Mental Health Counseling Elective Courses:**

Choose six or seven courses (depending on internship credits completed) from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 611</td>
<td>Psychological Bases of Behavior (3 credits)</td>
</tr>
<tr>
<td>PSY 612</td>
<td>Advanced Experimental Research Methods in Sensation and Perception (3 credits)</td>
</tr>
<tr>
<td>PSY 616</td>
<td>The Psychology of Exceptional Individuals (3 credits)</td>
</tr>
<tr>
<td>PSY 617</td>
<td>Health Psychology (3 credits)</td>
</tr>
<tr>
<td>PSY 618</td>
<td>Understanding and Treatment of Addictive Behaviors (3 credits)</td>
</tr>
<tr>
<td>PSY 623</td>
<td>Stress: Affective, Cognitive and Behavioral Components (3 credits)</td>
</tr>
<tr>
<td>PSY 626</td>
<td>Community Psychology and Traumatology (3 credits)</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>PSY 627</td>
<td>Behavioral Assessment and Intervention</td>
</tr>
<tr>
<td>PSY 629</td>
<td>Conflict Resolution: Theory and Practice</td>
</tr>
<tr>
<td>PSY 631</td>
<td>Psychological Aspects of Sexual Health</td>
</tr>
<tr>
<td>PSY 632</td>
<td>Sports Psychology</td>
</tr>
<tr>
<td>PSY 636</td>
<td>Intellectual Assessment</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
</tr>
</tbody>
</table>

Total credits for the MA in Mental Health Counseling: 60 Credits

### MA IN SCHOOL PSYCHOLOGY

#### Required Core Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 602</td>
<td>Pro-Seminar in Personality and Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 603</td>
<td>Experimental Research Methods in Cognition</td>
<td>3</td>
</tr>
<tr>
<td>PSY 605</td>
<td>Advanced Quantitative Research Methods in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 607</td>
<td>Professional Issues and Ethics in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 622</td>
<td>Advanced Life-Span Development</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

#### Required School Psychology Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 611</td>
<td>Physiological Bases of Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PSY 613</td>
<td>Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 614</td>
<td>Counseling Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>PSY 615</td>
<td>Basic Interviewing and Counseling Practices</td>
<td>3</td>
</tr>
<tr>
<td>PSY 616</td>
<td>The Psychology of Exceptional Individuals</td>
<td>3</td>
</tr>
<tr>
<td>PSY 620</td>
<td>Dynamics of Group Processes</td>
<td>3</td>
</tr>
<tr>
<td>PSY 627</td>
<td>Behavioral Assessment and Intervention</td>
<td>3</td>
</tr>
<tr>
<td>PSY 634</td>
<td>Cognition and Learning</td>
<td>3</td>
</tr>
<tr>
<td>PSY 636</td>
<td>Intellectual Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PSY 637</td>
<td>Intellectual and Educational Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PSY 638</td>
<td>Personality Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PSY 650</td>
<td>Practicum in School Psychology</td>
<td>1</td>
</tr>
<tr>
<td>PSY 652</td>
<td>School Consultation</td>
<td>3</td>
</tr>
<tr>
<td>PSY 665</td>
<td>Contemporary Issues in School Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 667</td>
<td>Internship in School Psychology I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>46</strong></td>
</tr>
</tbody>
</table>

Total credits for the MA in School Psychology: 64 Credits

### Additional Graduation Requirements:

- Workshop in Child Abuse Identification (No credit).
- SAVE Workshop (No credit).
- Praxis II Exam (No Credit)

Notes: Courses taken as part of an undergraduate degree cannot be credited toward the School Psychology program. Permanent School Psychologist Certification requires two years of experience in a pupil personnel service position.

### ADVANCED CERTIFICATE PROGRAMS

#### ADVANCED CERTIFICATE IN HUMAN RESOURCES

The Advanced Certificate in Human Resources is a 15-credit program designed to provide continuing education and training for human resources (HR) professionals, or for those who wish to enter the HR field. Courses cover relevant content knowledge and best practices in the following domains: personnel recruitment and selection; work motivation; work performance and assessment; legal, ethical, and professional standards; and group and leadership dynamics.

#### ADVANCED CERTIFICATE IN ORGANIZATIONAL BEHAVIOR

The Advanced Certificate in Organizational Behavior is a 15-credit program designed to provide continuing education and training for organizational behavior (OB) professionals, or for those who wish to enter...
the OB field. Courses cover relevant content knowledge and best practices in the following domains: understanding organizational behavior; personality assessment; training and development; consulting and organizational change; legal, ethical, and professional standards; group and leadership dynamics; and conflict resolution.

The Advanced Certificates in Organizational Behavior and Human Resources are stand-alone certificates; however, all 15 credits earned in completing one of these certificates may be applied to relevant degree requirements of the MA in Psychology — I-O Specialization. Requirements for admission into the Advanced Certificate programs are the same as for the master’s degree programs.

ADVANCED CERTIFICATE IN HUMAN RESOURCES

Required Industrial-Organizational Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY</td>
<td>607</td>
<td>Professional Issues and Ethics in Psychology (3 credits)</td>
</tr>
<tr>
<td>PSY</td>
<td>620</td>
<td>Dynamics of Group Processes (3 credits)</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>6 Credits</td>
</tr>
</tbody>
</table>

Elective Certificate Courses:

Choose any three courses from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY</td>
<td>629</td>
<td>Conflict Resolution (3 credits)</td>
</tr>
<tr>
<td>PSY</td>
<td>649</td>
<td>Personnel Psychology (3 credits)</td>
</tr>
<tr>
<td>PSY</td>
<td>651</td>
<td>Work Performance Prediction and Assessment (3 credits)</td>
</tr>
<tr>
<td>PSY</td>
<td>675</td>
<td>Work Motivation (3 credits)</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>9 Credits</td>
</tr>
</tbody>
</table>

Total credits for Advanced Certificate in Human Resources: 15 credits.

Note: 15 credits completed for the certificate can be applied to the MA in Psychology - Industrial-Organizational Specialization degree requirements.

ADVANCED CERTIFICATE IN ORGANIZATIONAL BEHAVIOR

Required Industrial-Organizational Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY</td>
<td>607</td>
<td>Professional Issues and Ethics in Psychology (3 credits)</td>
</tr>
<tr>
<td>PSY</td>
<td>620</td>
<td>Dynamics of Group Processes (3 credits)</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>6 Credits</td>
</tr>
</tbody>
</table>

Elective Certificate Courses

Select any three courses from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY</td>
<td>629</td>
<td>Conflict Resolution (3 credits)</td>
</tr>
<tr>
<td>PSY</td>
<td>638</td>
<td>Personality Assessment (3 credits)</td>
</tr>
<tr>
<td>PSY</td>
<td>676</td>
<td>Training and Development in Industrial-Organizational Psychology (3 credits)</td>
</tr>
<tr>
<td>PSY</td>
<td>678</td>
<td>Consulting and Organizational Change (3 credits)</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>9 credits</td>
</tr>
</tbody>
</table>

Total credits for Advanced Certificate in Organizational Behavior: 15 credits

Note: 15 credits completed for the certificate can be applied to the MA in Psychology - Industrial-Organizational Specialization degree requirements.

ADMISSION

Non-Matriculated Status

The department does not accept non-matriculated students.

Matriculated Status

See “Academic Information - Matriculated” in this catalog for requirements to be met, in addition to the following:

1. A BA or BS in psychology.
2. Completion of experimental research methods in psychology and quantitative research methods in psychology.

Alternatively, a student may demonstrate proficiency in psychology as evidenced by completion of nine credits of undergraduate work in psychology, including experimental research methods in psychology, quantitative research methods in psychology, and one other upper level psychology course. These courses are available at Iona.

Academic Standing

Students are required to earn no grade less than “B” in their graduate courses and to maintain a 3.0 cumulative grade point average. If a student receives a course grade lower than “B” (i.e., C+ or lower), the student must discuss this grade with his/her advisor. A student who earns more than two course grades of less than “B” will be placed on probation. As part of the probation, students will be required to repeat the courses chosen by the advisor. The number of courses repeated will determined by the number of below “B” grades the student has earned and by the advisor. If the student’s cumulative GPA falls below 3.0, they will be dismissed from the program. Discussions on academic standing are made by the program director and the transition committee. Students have a right to appeal any decisions made (please refer to the Iona College grade bulletin for said procedures).
GRADUATION REQUIREMENTS
1. Completion of the required credits for each program, including the appropriate distribution of credits.
2. A minimum GPA of 3.0.
3. All requirements must be completed within five years from the date of admission.
4. Students may not graduate if they have received two or more grades of less than “B”.

PUBLIC RELATIONS

MA IN PUBLIC RELATIONS
ADVANCED CERTIFICATE IN NON-PROFIT PUBLIC RELATIONS (online)

Faculty: Chair: R. Petrausch; Program Director: J. Eggensperger; Professor Emeritus: J. Darretta; Associate Professors: J. Breslin, J. Eggensperger, N. Johnson, A. Kelso, R. Petrausch, O. Shachar; Assistant Professors: M. Bard, N. Redcross; Clinical Lecturers: N. Barnett Crosby, D. Cundy

The convergence of mass media, facilitated by digitized information and accelerated by 24-hour news cycles, has intensified the focus on communications in organizations of all sizes and types. At the same time, the demand for professional communicators in all segments of modern society has expanded in kind. More than ever, business and service organizations are employing trained communication specialists with advanced skills in written and oral communication, as well as proficiency in communication management and the use of new technologies for research, competitive intelligence, information distribution, community building, and developing company and brand images. Iona’s graduate programs in Public Relations train such professionals, as attested by accreditation from the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC), the leading body in higher education for the discipline.

The Iona curriculum in public relations is designed to both meet the communication needs of modern organizations as they interact with their many constituencies and to provide the foundation for professionals to grow and develop new skills. Seven core courses (21 credits) provide both theoretical underpinnings of public relations and practical applications at levels designed to demonstrate accomplishments comparable to those in agencies and corporate communication departments. Specialization courses and opportunities for individualized study and internships emphasize professional experience and networking opportunities.

REQUIREMENTS FOR THE MA IN PUBLIC RELATIONS

Core Courses (3 credits each):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PR 604</td>
<td>Applied Communications Research</td>
</tr>
<tr>
<td>PR 605</td>
<td>Media Law and Ethics</td>
</tr>
<tr>
<td>PR 609</td>
<td>Writing for the Media</td>
</tr>
<tr>
<td>PR 615</td>
<td>Principles of Public Relations</td>
</tr>
<tr>
<td>PR 616</td>
<td>Public Relations Campaigns</td>
</tr>
<tr>
<td>PR 617</td>
<td>Media Relations</td>
</tr>
<tr>
<td>PR 629</td>
<td>Converged Technologies</td>
</tr>
<tr>
<td>Total</td>
<td>21 Credits</td>
</tr>
</tbody>
</table>

Elective Courses (3 credits each):

Three courses from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PR 601</td>
<td>Theories of Communication</td>
</tr>
<tr>
<td>PR 611</td>
<td>Corporate Communication</td>
</tr>
<tr>
<td>PR 613</td>
<td>Organizational Communication</td>
</tr>
<tr>
<td>PR 618</td>
<td>Public Relations for Nonprofit</td>
</tr>
<tr>
<td></td>
<td>Organizations</td>
</tr>
<tr>
<td>PR 621</td>
<td>Writing for Organizations</td>
</tr>
<tr>
<td>PR 622</td>
<td>Electronic Graphics and Publication Design</td>
</tr>
<tr>
<td>PR 623</td>
<td>Fund Raising for Institutional</td>
</tr>
<tr>
<td></td>
<td>Development</td>
</tr>
<tr>
<td>PR 624</td>
<td>Business and Professional</td>
</tr>
<tr>
<td></td>
<td>Presentations</td>
</tr>
<tr>
<td>PR 625</td>
<td>International Communication</td>
</tr>
<tr>
<td>PR 628</td>
<td>Public Relations for Entertainment</td>
</tr>
<tr>
<td></td>
<td>and Sports</td>
</tr>
<tr>
<td>PR 631</td>
<td>Integrated Marketing Communication</td>
</tr>
<tr>
<td>PR 638</td>
<td>Investor Relations</td>
</tr>
<tr>
<td>PR 639</td>
<td>Community and Government Relations</td>
</tr>
<tr>
<td>PR 691-695</td>
<td>Special Topics In Public Relations</td>
</tr>
<tr>
<td>PR 699</td>
<td>Internship in Public Relations</td>
</tr>
<tr>
<td>PR 799</td>
<td>Independent Study in Public Relations</td>
</tr>
<tr>
<td>Total</td>
<td>9 Credits</td>
</tr>
</tbody>
</table>

Thesis/Final Project Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PR 980</td>
<td>Thesis/Project Preparation</td>
</tr>
<tr>
<td>PR 981</td>
<td>Thesis/Project Writing</td>
</tr>
<tr>
<td>Total</td>
<td>6 Credits</td>
</tr>
</tbody>
</table>

TOTAL: 36 Credits
Students may choose to focus in three areas by taking specific courses in addition to core courses:

- Corporate communications: take PR 611 and PR 613 and PR 638.
- Nonprofit communications: take PR 613, PR 618 and PR 623.
- Entertainment and sports: take PR 628 and PR 629.

Degree completion options:

A. Thesis/Project Track

Complete seven core courses, three electives and PR 980 Thesis/Project Seminar and PR 981 Thesis/Project.

Additional information on the master’s thesis is available from the program director. Also see section of this catalog on general thesis requirements.

B. Comprehensive Exam/Final Paper

Students may elect a culminating experience in place of the Thesis/Professional project. The culminating experience consists of two parts:

1. Written Major Exam - Students synthesize learning from their course work in response to situations and cases provided.

2. Focus Paper - Students produce a paper on a major topic in Public Relations, the subject of which will be agreed upon by the student and the graduate program director.

<table>
<thead>
<tr>
<th>Course Descriptions</th>
<th>Number of Courses (3 credits each)</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core courses</td>
<td>7</td>
<td>21 credits</td>
</tr>
<tr>
<td>Elective courses</td>
<td>3</td>
<td>9 credits</td>
</tr>
<tr>
<td>Thesis/Project Prep and Writing</td>
<td>2</td>
<td>6 credits</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>36 credits</td>
</tr>
</tbody>
</table>

ADMISSION

Non-Matriculated Status

See “Academic Information - Non-Matriculated” in this catalog for requirements to be met, in addition to the following:

1. Applicants who lack an undergraduate GPA of 3.0 may qualify for admission by attaining a score of 450 on the verbal exam of the GRE. Alternatively, applicants who have significant professional experience may be admitted based on evidence of their achievements.

2. Writing samples which demonstrate clarity of analysis and advanced use of language.

3. An interview with the program director.

Matriculated Status

See “Academic Information - Matriculated” in this catalog for requirements to be met, in addition to the following:

1. Writing samples which demonstrate clarity of analysis and advanced use of language.

2. An interview with the program director.

GRADUATION REQUIREMENTS

1. Completion of 36 credits including the appropriate distribution of credits;

2. A minimum GPA of 3.0;

3. Acceptance of the written master’s thesis/project or completion of the culminating experience;

4. All requirements must be completed within five years from the date of admission to the program.

THE ADVANCED CERTIFICATE IN NON-PROFIT PUBLIC RELATIONS (online)

The nine-credit online Advanced Certificate in Nonprofit Public Relations program is designed for individuals with an academic background in communications, business or management who work and wish to enhance their knowledge of current public relations theories and practices.

Courses in the certificate are existing courses taught within the Master of Arts in Public Relations program that have been revised as online format. Students who are enrolled in the master’s degree program may complete the certificate if they request to do so and are approved by the department advisor.

For students who are not enrolled in the Master of Arts in Public Relations degree program, credits earned in the online certificate program may be applied toward the master’s degree program, provided the student applies and is fully admitted to the graduate program prior to completing the academic requirements of the certificate.
Requirements for the Advanced Certificate in Nonprofit Public Relations (3 credits each):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PR 618</td>
<td>Public Relations for Nonprofit Organizations</td>
</tr>
</tbody>
</table>

and two courses chosen from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PR 616</td>
<td>Public Relations Campaigns</td>
</tr>
<tr>
<td>PR 617</td>
<td>Media Relations</td>
</tr>
<tr>
<td>PR 621</td>
<td>Writing for Organizations</td>
</tr>
<tr>
<td>PR 631</td>
<td>Integrated Marketing Communications</td>
</tr>
<tr>
<td>PR 691</td>
<td>Special Topics In Communication:</td>
</tr>
<tr>
<td></td>
<td>International Communication for Nonprofit Organizations</td>
</tr>
</tbody>
</table>

Total: 9 credits

SPANISH

- MA IN SPANISH

Foreign Languages Faculty: Chair: V. Ketz; Professor Emeritus: E. Gomez-Quintero; Associate Professors: E. Buonanno, V. Ketz, D. Malanga, T. Mussio; Assistant Professors: J. Cussen, JM Gomez-Fernandez; Assistant Professor Emeritus: G. van den Bossche; Instructor: J. Sullo.

This program is offered for persons interested in formal study in Spanish for personal and professional development and for preparation for doctoral-level study. Emphasis is placed on both Spanish and Spanish-American literature and culture. The program’s goals are to guide students toward linguistic and cultural fluency and to provide an excellent foundation for understanding contemporary Hispanic society. Such understanding is invaluable in occupations ranging from education to business, from social service to government work. Study abroad opportunities are available, and the graduate faculty actively aids students in finding appropriate accredited programs abroad that complement their regular work.

REQUIREMENTS FOR THE MA IN SPANISH

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish-American Literature or Culture</td>
<td>Two courses, 3 credits each</td>
<td>6</td>
</tr>
<tr>
<td>Spanish Literature or Culture</td>
<td>Two courses, 3 credits each</td>
<td>6</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>Six courses, 3 credits each</td>
<td>18</td>
</tr>
<tr>
<td>Option A: Culminating</td>
<td>SPA 981 Thesis (may be Experience taken more than once) *</td>
<td>3</td>
</tr>
</tbody>
</table>

or

Option B: Comprehensive examination**

TOTAL: 30-33 Credits

* Students choosing to write a thesis will be required to register for SPA 981 and work under the guidance of a thesis director.

**Students choosing the comprehensive examination will inform the chair of the Department of Foreign Languages.

Thesis/Exam

To finish the program of study, students may opt for one of two options, either of which will fulfill the requirements for the MA degree.

Option A: MA Thesis

SPA 981 Thesis (after a student has completed the required coursework the student may enroll in SPA 981 and write a thesis under the direction of a member of the graduate faculty in the Department of Foreign Languages. Successful completion of the theses would result in the completion of the MA degree.)

Total: 3 credits

Option B: Comprehensive Exam

Instead of the thesis course, SPA 981, students may opt to take a comprehensive exam, based on a reading list, after completing 10 of the courses listed above (No credit).

TOTAL: 30-33 credits

ADMISSION

Non-Matriculated Status

See “Academic Information - Non-Matriculated” in this catalog for requirements to be met, in addition to the following:

1. Evidence of completion of a bachelor’s degree with a major in Spanish, or the equivalent.
2. A successful interview with the department chair.

Matriculated Status

See “Academic Information - Matriculated” in this catalog for requirements to be met, in addition to the following:

1. Evidence of completion of a bachelor’s degree in Spanish, or the equivalent.
2. A successful interview with the department chair.
GRADUATION REQUIREMENTS
1. Completion of 30-33 credits, including the appropriate distribution of credits.
2. A minimum GPA of 3.0.
3. Acceptance of a thesis or satisfactory completion of a comprehensive exam.
4. All requirements must be completed within five years from the date of admission.

SPEECH LANGUAGE PATHOLOGY AND AUDIOLOGY

Faculty: Chair: D. Ferrero-Paluzzi; Program Coordinator: D. Leone; Associate Professors: D. Ferrero-Paluzzi; Assistant Professors: J. Gerometta, M. J. Kim, D. Leone, M. Monereau-Merry; Clinical Faculty: M. Armiento-DeMaria, P. Constante.

MA IN COMMUNICATION SCIENCES AND DISORDERS
The MA in CSD has been designed for persons who are considering a career such as speech language pathology. The program provides aspiring professionals with a firm understanding of the normal processes of speech, language, and hearing; the competence to diagnose and treat the full range of communicative disorders in all age groups; and the opportunity to practice in a wide variety of clinical settings, including schools, hospitals, clinics, special treatment centers, and private practice. The MA in CSD is a professional program that emphasizes the knowledge and skills requisite to practice speech-language pathology in an effective, ethical, and inclusive manner.

REQUIREMENTS FOR THE MA IN COMMUNICATION SCIENCES AND DISORDERS

Required Core Courses to be taken in the sequence listed below:

<table>
<thead>
<tr>
<th>Fall 1</th>
<th>CSD 515 Language Disorders in Children (3 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD 501 Voice Disorders (3 credits)</td>
<td></td>
</tr>
<tr>
<td>CSD 505 Neuroanatomy and Physiology (3 credits)</td>
<td></td>
</tr>
<tr>
<td>CSD 610 Practicum 1 (3 credits)</td>
<td></td>
</tr>
</tbody>
</table>

Spring 1

| CSD 500 Language Disorders in Adults (3 credits) |
| CSD 615 Evaluation Procedures for Diagnostic Purposes in Speech-Language Pathology (3 credits) |
| CSD 603 Advanced Phonological Development (3 credits) |
| CSD 611 Practicum 2 (3 credits) |

Summer 1

| CSD 519 Language Development and Disorders in School-Age Children (3 credits) |
| CSD 612 Practicum 3 (3 credits) |

Summer 2

| CSD 570 Current Issues in Audiology (3 credits) |
| CSD 580 Clinical Communication (3 credits) |

Fall 2

| CSD 524 Dysphagia in Adults and Children (3 credits) |
| CSD 517 Research Methods in Speech and Hearing (3 credits) |
| CSD Elective (3 credits) |
| CSD 613 Practicum 4 (3 credits) |

Spring 2

| CSD 575 Fluency Disorders (3 credits) |
| CSD 521 Augmentative and Alternative Communication (3 credits) |
| CSD Elective (3 credits) |
| CSD 614 Practicum 5 (1 credit) |

Elective Courses:
Choose any two from the following:
**Please note: Electives will be offered on an as needed and rotational basis based on the expertise of the faculty**

| CSD 520 Traumatic Brain Injury |
| CSD 522 Cranial Facial Anomalies |
| CSD 523 Childhood Motor Speech Disorders |
| CSD 525 Special Topics in Speech Language Pathology and Audiology |
| CSD 581 Communication and Aging |
| CSD 583 Multiculturalism and Communication |
| CSD 585 Nonverbal Communication and Listening in the Clinical Setting |
ADVANCED CERTIFICATE IN CLINICAL COMMUNICATION

The Advanced Certificate in Clinical Communication is a 12 credit, post-professional certificate program designed to increase patient centeredness, humanism in medicine, and to promote effective communication consistent with the current changes in the United States health care system.

ADMISSION STANDARDS

Applicants must have an MA, MS, MD, PhD, NP, MBA, PSYD, AUD in a healthcare-related field (e.g., Psychology, Social Work, Physical Therapy, Occupational Therapy, Speech Language Pathology, Audiology, Nursing)

Or

Admission into Communication Sciences Disorder program or related graduate program at Iona College AND 3.0 Minimum GPA.

Who should consider this program?

- MA students in Communication Sciences and Disorders
- Physicians
- Nurses
- Physical and Occupational Therapists
- Anyone Transitioning to a Career in Healthcare
- Nurse Practitioners
- Speech Language Pathologists
- Audiologists
- Social Workers
- Complementary and Holistic Providers
- Wellness and Life Coaches
- Psychologists, Mental Health Counselors
- Medical Staff
- Massage, Music, and/or Art, Therapists
- Health Administrators and Patient Advocates

Required Clinical Communication Certificate Courses

| CSD | 580 | Clinical Communication (3 credits) |

TOTAL: 3 Credits

Elective Certificate Courses:

Choose any three courses from the following

| CSD | 581 | Communication and Aging (3 credits) |
| CSD | 583 | Multiculturalism and Communication (3 credits) |
| CSD | 585 | Nonverbal Communication and Listening in the Clinical Setting (3 credits) |
| CSD | 587 | Communicating with Families in the Clinical Setting (3 credits) |
| CSD | 588 | Case Studies in Communication (3 credits) |
| CSD | 589 | Healthcare Interviewing (3 credits) |
| CSD | 590 | Barriers to Clinical Communication (3 credits) |
| CSD | 599 | Special Topics in Clinical Communication (3 credits) |

TOTAL: 9 Credits

Total credits for Advanced Certificate in Clinical Communication: 12 credits
Hagan School of Business

MISSION STATEMENT

In support of the Iona College mission, the Hagan School of Business is committed to continuous improvement in serving the needs of its stakeholders through teaching excellence, scholarship and service.

For students,
the goal is to provide a high quality undergraduate and graduate business education for traditional and non-traditional students that is pursued in a challenging academic environment and is grounded in business practice and theory. The School produces graduates and future leaders who understand business and its social responsibilities, work productively in a high-technology and culturally diverse society, demonstrate awareness of the global character of business, and subscribe to high ethical standards.

For the faculty,
the School fosters a collegial environment that promotes and nurtures teaching excellence. Our faculty are dedicated teachers and scholars with depth and breadth of education and background, open to change and innovation, committed to continuing professional education, and responsive to student needs. Teaching and intellectual contributions are viewed as complementary activities. Faculty pursue instructional and applied contributions, as well as basic scholarships.

For alumni,
the Hagan School strives to build an ongoing partnership with its graduates through periodic publications, opportunities for alumni feedback to the School, offering lifelong learning opportunities, and special alumni events.

For the community,
in particular the corporations in the New York metropolitan area, not-for-profit organizations, and local government, the goal is to use the resources of the School to fulfill our commitment to community service – through student internships in local organizations, service learning, locally and regionally oriented faculty research, and lectures and special activities that are open to the public.
Degree Programs and Requirements

The Hagan School of Business offers the Masters of Business Administration degree (MBA), Post Masters Certificates in disciplines (PMC), Advanced Certificates in interdisciplinary subjects and Master of Science degrees (MS) in Accounting and three selected financial areas. The Hagan School of Business section of the Graduate Programs Catalog is organized as follows: 1) MBA, 2) PMC and Advanced Certificates, and 3) MS degrees.

MBA Program Educational Objectives

In designing the MBA program, the Hagan School of Business established the following goals for the program:

- Provide a broad-based graduate business degree that integrates current business theory and application to real world business situations.
- Offer more integrated core business courses that are continually improved to reduce overlap or redundancy and emphasize active learning techniques such as team projects, case studies, computer simulation and presentations, along with traditional lectures.
- Ensure that the MBA program adheres to the mission of the Hagan School and addresses the goals for students, faculty, the business community and alumni.
- Provide MBA students with functional knowledge of business areas, and offer opportunity for concentrated study in one of seven areas (accounting, financial management, human resource management, management, information systems, health care management, and marketing).
- Offer students the opportunity to study and partner with other working professionals in their classes.
- Provide a program convenient for working professionals with courses offered on weekday evenings and scheduled on a convenient 12-week trimester system plus two summer sessions.
- Provide dedicated faculty who have a personal approach to teaching, and relatively small class sizes.
- Continually evaluate the courses, programs and outcomes for continuous improvement using student course evaluations as an element of input.
- Offer Post Masters Certificates and Advanced Certificates, as opportunities for specialized interdisciplinary study with a topical and professional focus.

Specific Learning Objectives of the MBA Program

- Develop an understanding of business theory in the core functional areas of business.
- Learn to apply analytical and quantitative tools in the core functional areas.
- Develop useful interpersonal and communication skills needed by businesses, such as teamwork, oral and written communication, presentation and decision making.
- Develop a knowledge of international issues, ethics and cultural diversity.
- Develop an appreciation for lifelong learning.
- Develop skills in using information technology.
- Demonstrate the ability to analyze business situations, collect data and make appropriate decisions.

PROGRAM OVERVIEW

The program is designed for candidates who wish to pursue the MBA degree on either a full or part-time basis. The complete program is 57 credits, and may be less for students who receive waiver and/ or transfer credits. Appropriate coursework at the undergraduate and graduate level may be applied against curriculum requirements, decreasing the number of credits required. There is a six-year limit for the completion of the MBA degree. A typical MBA student will take 48 credits and complete the program in three years on a part-time basis or two years or less full time.

The Fast Track MBA degree option enables a student to finish the degree in as little as 11 to 15 months, depending on the individual’s waivers.

Courses are offered on a trimester basis, with classes starting in late August, November, March, and in summer sessions, starting in late May and early July, respectively. Each trimester course meets one evening per week for three hours 6:30 - 9:30 pm. Saturday and Sunday courses, when offered, meet 9:30 am -12:30 pm. Courses conducted during the summer meet twice a week in late May and June for the first session and early July through early August for the second session.

Further procedures and policies relating to programs of the Hagan School of Business can be found in the section, "Academic Information." In addition, updates to information in this bulletin can be found on the Iona Web site at www.iona.edu/hagan.
MBA Core Courses

The MBA curriculum is designed to provide a broad, integrative approach to business. The core areas include: business perspectives, financial reporting, analysis and markets, domestic and global economic environment, creation and distribution of goods and services, and human behavior in organizations. The core courses lay the groundwork for courses in the field of concentration and related advanced courses. Business perspectives include ethical and global issues; the influence of political, social, legal and regulatory, environmental and technological issues; and the impact of demographic diversity on organizations. These perspectives form the context for business. A student may have from 12 to 18 credits of core courses waived, though in cases of exceptional undergraduate preparation and previous graduate work, as many as 24 credits may be waived.

MBA Core Courses (3 credits each)
Total of nine courses before waivers:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 500</td>
<td>Business Perspectives (required within the first 9 credits) The Cornerstone</td>
</tr>
<tr>
<td>MBA 510</td>
<td>Quantitative Tools for Management</td>
</tr>
<tr>
<td>MBA 520</td>
<td>Financial Accounting and Reporting</td>
</tr>
<tr>
<td>MBA 530</td>
<td>Economics for Management</td>
</tr>
<tr>
<td>MBA 540</td>
<td>Operations Management</td>
</tr>
<tr>
<td>MBA 550</td>
<td>Finance for Managers</td>
</tr>
<tr>
<td>MBA 560</td>
<td>Marketing Management</td>
</tr>
<tr>
<td>MBA 570</td>
<td>Management and Organizational Behavior</td>
</tr>
<tr>
<td>MBA 580</td>
<td>Information Systems</td>
</tr>
<tr>
<td>Total</td>
<td>27 Credits</td>
</tr>
</tbody>
</table>

ADVANCED COURSES

All students choose a major from the fields of concentration available at each campus. The major consists of 12 credits in advanced courses chosen according to the specifications of the department. In addition, students are required to take 18 credits of advanced courses outside the field of concentration such that no more than six credits are in any one other area except where otherwise required in the case of certain Advanced Certificates. The required capstone course, MBA 710, three (3) credits, will be applied toward the 18 credits of advanced courses. The requirements of each concentration are listed under the sponsoring department.

MBA students may choose 600-level Accounting and Business Law electives as part of their 18 credit breadth requirement.

TOTAL ADVANCED COURSES: 30 Credits

TOTAL REQUIREMENTS FOR MBA DEGREE: 57 credits

Certificate Cash Manager Associate Program

The Hagan School of Business is approved by the Treasury Management Association as a Certified Cash Manager (CCM) Associate Program school. The Treasury Management Association (TMA) offers the only credential in cash management, the Certified Cash Manager. The CCM Associate Program allows colleges to teach the fundamentals of working capital management while simultaneously preparing students to sit for the 200 question, multiple-choice exam administered each June. The Hagan School of Business offers a relevant course in the MBA program: FIN 644 - Cash Management. This course is available for the financial management concentration or an elective in the MBA program and for the MBA Post Master’s Certificate in Financial Management. FIN 644 has the regular MBA core course prerequisite and admission requirements. Those who complete the course and pass the CCM exam are designated CCM Associates and have five years in which to acquire the necessary two years of professional experience.

ACCOUNTING

FIELDS OF CONCENTRATION

The Department of Accounting offers major concentrations in General Accounting and Public Accounting within the MBA program.

ACCOUNTING FACULTY

Chair: H. Ryan; Professors Emeriti: D. Kast, R. Strittmatter; Professors: W. Bottiglieri, J. Haber, H. Ryan; Associate Professor: L. Mitchell; Assistant Professors: A. Griffith, K. Kinkela; Senior Clinical Professors: S. Franciosa, K. Wallace.

MBA IN GENERAL ACCOUNTING

The MBA in General Accounting provides a comprehensive study of accounting and business for students who have completed either non-accounting business, liberal arts or science undergraduate programs. The study of various disciplines combined with an emphasis in accounting is appropriate for opportunities in a wide variety of administrative, managerial, financial and operational positions in many different kinds of organizations. Students may be currently employed or anticipate starting a career in a small or large business, a unit of federal, state or local government or a nonprofit organization.
GENERAL ACCOUNTING PLAN OF STUDY

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Course/Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA Core Courses</td>
<td></td>
<td>27</td>
</tr>
<tr>
<td>Required ACC Courses</td>
<td>ACC 615 Managerial Accounting Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ACC 620 Accounting Standards and Controls</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ACC 625 Accounting for Non-Business Organizations</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ACC 630 Federal Income Taxation</td>
<td>3</td>
</tr>
<tr>
<td>Breadth Courses</td>
<td>Must include MBA 710 Strategic Management</td>
<td>18</td>
</tr>
<tr>
<td>Total MBA Credits</td>
<td></td>
<td>57</td>
</tr>
</tbody>
</table>

MBA IN PUBLIC ACCOUNTING

The MBA in Public Accounting is the graduate component of Iona’s 150-credit CPA licensure-qualifying accounting program. The objectives of the program in public accounting include the following:

1. Qualify Iona’s accounting undergraduates for licensure as a CPA in New York State in accordance with the 150-credit requirement;
2. Provide graduates with the broad academic exposure and preparation necessary to function as independent auditors;
3. Develop in graduates the ethical and behavioral awareness appropriate for practice as a professional accountant;
4. Provide graduates with the competencies and knowledge needed for success on the CPA Exam.

PUBLIC ACCOUNTING PLAN OF STUDY

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Course/Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA Core courses</td>
<td></td>
<td>27</td>
</tr>
<tr>
<td>Required ACC Courses</td>
<td>ACC 650 Special Topics in Accounting</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ACC 655 Research in Accounting</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ACC 660 Advanced Auditing Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ACC 665 Accounting Systems and Fraud Examination</td>
<td>3</td>
</tr>
<tr>
<td>Breadth Courses</td>
<td>Must include MBA 710 Strategic Management</td>
<td>18</td>
</tr>
<tr>
<td>Total MBA Credits</td>
<td></td>
<td>57</td>
</tr>
</tbody>
</table>

FINANCIAL MANAGEMENT

FIELD OF CONCENTRATION

The Department of Finance, Business Economics and Legal Studies offers a major program in financial management within the MBA degree.

FINANCE, BUSINESS ECONOMICS AND LEGAL STUDIES FACULTY


The program in financial management is centered in two main areas: corporate financial management and the operation and functioning of financial markets. The objective of the program is threefold: to acquaint students with the process of financial decision-making; to provide a theoretical base from which students may examine real-world situations; to present for solution cases and problems in financial decision making under conditions of risk and uncertainty. Majors in the financial management program may choose their finance electives from a diverse list of specialized courses such as E-Finance (FIN 619), International Financial Management (FIN 620), Financial Futures, Options, and Swaps (FIN 625), Infrastructure Finance (FIN 627), Financial Models (FIN 630), Managerial Finance (FIN 635), Investment Analysis (FIN 640), Short-term Financial Management (FIN 644), Portfolio Management (FIN 650), Sports and Entertainment Finance (FIN 651), Commodity Markets (FIN 661), and Global Financial Markets and Institutions (FIN 670). In the breadth area, the department strongly recommends International Economics (ECO 610) as an elective.

FINANCIAL MANAGEMENT PLAN OF STUDY

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Course/Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA Core courses</td>
<td></td>
<td>27</td>
</tr>
<tr>
<td>Required FIN Courses</td>
<td>FIN 610 Operation of the Financial System</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>FIN 675 Corporate Financial Strategy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Two other advanced FIN courses</td>
<td>6</td>
</tr>
<tr>
<td>Breadth Courses</td>
<td>Must include MBA 710 Strategic Management</td>
<td>18</td>
</tr>
<tr>
<td>Total MBA Credits</td>
<td></td>
<td>57</td>
</tr>
</tbody>
</table>
INFORMATION SYSTEMS

FIELD OF CONCENTRATION
The Department of Information Systems offers a major program in information systems.

INFORMATION SYSTEMS FACULTY
Chair: R. Richardson; Professors: W. Adis, V. Calluzzo, C. Cante, K. Engemann, D. Moscato, R. Richardson, R. Yager; Associate Professors: S. Altschuller, O. Soluade; Assistant Professor: H. Shin.

The program in information systems recognizes information as a valuable resource which, when properly managed by organizations, can provide a definite competitive advantage. Accordingly, the principal objective of the information systems program is to develop the skills necessary to analyze, design and evaluate an organization’s information and decision systems. To this end, courses in the program present the triad of technical, economic and behavioral dimensions of computer-centric information and decision systems.

INFORMATION SYSTEMS PLAN OF STUDY

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Course/Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA Core courses</td>
<td></td>
<td>27</td>
</tr>
<tr>
<td>Required IS Courses</td>
<td>Choose four courses</td>
<td>12</td>
</tr>
<tr>
<td>Breadth Courses</td>
<td>Must include MBA 710 Strategic Management</td>
<td>18</td>
</tr>
<tr>
<td>Total MBA Credits</td>
<td></td>
<td>57</td>
</tr>
</tbody>
</table>

MANAGEMENT

FIELDS OF CONCENTRATION
The Department of Management offers three major programs within the MBA degree: Management, Health Care Management, and Human Resource Management.

MANAGEMENT AND BUSINESS ADMINISTRATION FACULTY
Chair: H. McCabe; Professors: N. Beutell; D. Grunewald, P. Loubeau, D. Schwartz (visiting); T. Schwartz; Associate Professors: J. Alstete, D. Halpern, J. Meyer, F. Rudell; Special Lecturer: H. McCabe; Assistant Professor: J. Kang; Clinical Faculty: P. Savage.

The objective of these programs is to prepare students for careers in management, by providing intensive training in executive skills needed to meet the challenges of business management in today’s global environment.

The program in management is designed to provide the conceptual, analytical and creative skills needed in the management of private and public organizations across business resources, functions, units, environments and cultures. The development of executive skills will be emphasized in the areas of organizational design, development, innovations and entrepreneurship.

MANAGEMENT PLAN OF STUDY

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Course/Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA Core Courses</td>
<td></td>
<td>27</td>
</tr>
<tr>
<td>Required MNG Courses</td>
<td>MNG 625 Organization Theory and Design</td>
<td>3</td>
</tr>
<tr>
<td>Three other MNG courses</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Breadth Courses</td>
<td>Must include MBA 710 Strategic Management</td>
<td>18</td>
</tr>
<tr>
<td>TOTAL MBA Credits</td>
<td></td>
<td>57</td>
</tr>
</tbody>
</table>

HEALTH CARE MANAGEMENT PLAN OF STUDY

MBA with Health Care Management Concentration Program Content and Requirement (57 credits)

<table>
<thead>
<tr>
<th>Required HCM Course (2 Courses)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>Course Title</td>
</tr>
<tr>
<td>MBA 500-580</td>
<td>MBA Core Courses</td>
</tr>
<tr>
<td>HCM 651</td>
<td>Health Industry Analysis</td>
</tr>
<tr>
<td>HCM 653</td>
<td>Leadership and Management of Health Care Organizations</td>
</tr>
</tbody>
</table>

Required HCM Electives (2 of 4 Courses) 6 Credits

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCM 654</td>
<td>The Continuum of Long-Term Care Services</td>
</tr>
<tr>
<td>HCM 655</td>
<td>Management of Long-Term Care Services</td>
</tr>
<tr>
<td>HCM 656</td>
<td>Ambulatory Care Management</td>
</tr>
<tr>
<td>HCM 657</td>
<td>Public Health Administration</td>
</tr>
</tbody>
</table>

Breadth Electives (5 OF 7 Courses) 18 Credits

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLW 618</td>
<td>Health Care Law</td>
</tr>
<tr>
<td>FIN 671</td>
<td>Health Care Finance</td>
</tr>
</tbody>
</table>
The task of any business is to deliver value to the market at a profit. The job of marketing is to analyze the market, discern opportunities, formulate marketing strategies, and develop specific tactics and actions. Because marketing is the interface between business and society, the department views graduate marketing education as an experience through which students may acquire an understanding of the roles marketing plays in business and the effects marketing decisions have on business, individuals and society.

The department has identified the following as its primary objectives: to expose students to the current state of marketing, including its global dimension; to relate marketing theory and practice, and to evaluate the societal consequences of marketing practice; to encourage students to think conceptually, critically, analytically, ethically and creatively; to develop students’ proficiency in effective marketing decision making; and to integrate information technology into marketing decision making.

Accordingly, the objective of the marketing curriculum is to make students marketing-literate by offering courses that represent the current state-of-the-art. These courses are intended to challenge and stimulate students’ thought and decision-making processes, and to contribute to their becoming successful marketing decision makers and business executives.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA core courses</td>
<td></td>
<td>27</td>
</tr>
<tr>
<td>Required HRM Courses</td>
<td>HRM 615 Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Three other advanced HRM courses</td>
<td>9</td>
</tr>
<tr>
<td>Breadth Courses</td>
<td>Must include MBA 710 Strategic Management</td>
<td>18</td>
</tr>
<tr>
<td>Total MBA Credits</td>
<td></td>
<td>57</td>
</tr>
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</table>

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**Marketing Plan of Study**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Course/Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA core courses</td>
<td></td>
<td>27</td>
</tr>
<tr>
<td>Required MKT Courses</td>
<td>MKT 610 Marketing Research*</td>
<td>3</td>
</tr>
<tr>
<td>Required MKT Courses</td>
<td>MKT 615 Consumer Behavior*</td>
<td>3</td>
</tr>
<tr>
<td>Required MKT Courses</td>
<td>Two other advanced MKT courses</td>
<td>6</td>
</tr>
<tr>
<td>Breadth Courses</td>
<td>Must include MBA 710 Strategic Management</td>
<td>18</td>
</tr>
<tr>
<td>Total MBA Credits</td>
<td></td>
<td>57</td>
</tr>
</tbody>
</table>

* Required for all non-marketing undergraduates and marketing graduates who do not meet the following criteria of at least a grade of B+, attained within the last seven years, from an accredited school in the undergraduate versions of these courses. Students who meet the criteria may request a waiver to allow substitution of another Marketing elective for the required course.

**Human Resource Management**

The program in human resource management is designed to specifically address the challenges faced in the management of human resources in private corporations and public institutions. The development of decision making and problem solving skills will be emphasized in the areas of human resource planning, development, training, recruitment, selection and retention, and global human resource management.

**Human Resource Management Plan of Study**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Course/Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA Core courses</td>
<td></td>
<td>27</td>
</tr>
<tr>
<td>Required HRM Courses</td>
<td>HRM 615 Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>Required HRM Courses</td>
<td>Three other advanced HRM courses</td>
<td>9</td>
</tr>
<tr>
<td>Breadth Courses</td>
<td>Must include MBA 710 Strategic Management</td>
<td>18</td>
</tr>
<tr>
<td>Total MBA Credits</td>
<td></td>
<td>57</td>
</tr>
</tbody>
</table>

**Marketing**

**Field of Concentration**

The Department of Marketing and International Business offers a major program in marketing within the MBA program.

**Marketing and International Business Faculty**

Chair: F. Rudell; Professors: P. Loubeau, S. Rozensher; Associate Professors: G. Priovolos, F. Rudell; Assistant Professor: C. Martins.
THE POST-MASTER’S CERTIFICATE AND ADVANCED CERTIFICATE PROGRAMS

The Post-Master’s Certificate Program (PMC) provides the opportunity for graduate studies in a single field (Concentration) at the post-master’s level of education. The fields of concentration that are available are the same fields of concentration as the MBA program, namely, Management, Marketing, Human Resource Management, Financial Management and Information Systems.

The Advanced Certificate Programs provide for the opportunity for graduate studies in a multidisciplinary area at the post-baccalaureate level or as part of an MBA degree program. The available Advanced Certificates are International Business, Electronic Commerce, Business Continuity and Risk Management, Sports and Entertainment Business, Infrastructure Management, Health Care Management, Long-Term Care Management, General Accounting and Public Accounting, Project Management, Business Fundamentals, and Medical Practice Management.

ADMISSION

The Post-Masters Certificate Program is open to holders of the MBA degree from regionally-accredited schools of business administration and management. In addition to the application form and $50 application fee, a completed application for the PMC program will include the following:

- an official transcript from each undergraduate and graduate institution attended;
- scores on a Graduate Management Admission Test (GMAT);
- current resume; and
- reports of performance and estimation of potential from professional and/or academic references.

The Advanced Certificate Programs are open to all holders of the Baccalaureate degree from regionally-accredited institutions who meet the acceptance criteria for the MBA degree program and the criteria for the chosen Certificate. A completed application file for Advanced Certificate candidate includes, in addition to the application form and $50 application fee:

- an official transcript from each undergraduate and graduate institution attended;
- scores on a Graduate Management Admission Test (GMAT);
- current resume; and
- reports of performance and estimation of potential from professional and/or academic references.

Upon successful completion of the program of study, a certificate will be awarded to the student. In lieu of accepting the chosen Certificate at that time, the student may roll over their Certificate courses into the MBA Program and receive the Certificate with the MBA degree. An awarded Certificate may not be rolled over into the MBA Program.

ADVANCED CERTIFICATES IN ACCOUNTING

The Advanced Certificates in Accounting include the General Accounting Certificate and the Public Accounting Certificate.

GENERAL ACCOUNTING CERTIFICATE

For executives and managers with a non-accounting MBA who need additional accounting knowledge and credibility to accommodate current or new accounting responsibilities. Applicants must have either successfully completed or must complete during the program the following prerequisites: MBA 520, Financial Accounting and Reporting; MBA 550, Finance for Managers and MBA 580, Information Systems; or the undergraduate equivalents.

<table>
<thead>
<tr>
<th>Required Courses for the Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 615</td>
</tr>
<tr>
<td>ACC 620</td>
</tr>
<tr>
<td>ACC 625</td>
</tr>
<tr>
<td>ACC 630</td>
</tr>
<tr>
<td>Elective - One of the following</td>
</tr>
<tr>
<td>FIN 620</td>
</tr>
<tr>
<td>IS 610</td>
</tr>
<tr>
<td>IS 626</td>
</tr>
</tbody>
</table>

As many as two of the accounting courses listed above may be taken as breadth electives by non-accounting MBA students.
BUSINESS FUNDAMENTALS CERTIFICATE

The Advanced Certificate in Business Fundamentals is designed to provide the non-business undergraduate degree holder with a business background. The courses of the Certificate may be applied to the MBA degree program should the student wish to continue for that degree.

The Certificate is also applicable to those business undergraduate degree holders who need a refresher in business fundamentals either because they have been out of college for some significant length of time and wish to enter the MBA Program in the near future or who did not perform well enough in the undergraduate counterpart courses to earn waivers for these courses in the MBA Program.

Business Fundamentals program is comprised of 6 courses (18 credits) as shown in the table below.

**Required Course (1) (3 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 500</td>
<td>Business Perspectives</td>
</tr>
</tbody>
</table>

**Elective Courses (5) 15 credits (3 credits each)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 520</td>
<td>Financial Accounting and Reporting</td>
</tr>
<tr>
<td>MBA 550</td>
<td>Finance for Managers</td>
</tr>
<tr>
<td>MBA 560</td>
<td>Marketing Management</td>
</tr>
<tr>
<td>MBA 570</td>
<td>Management and Organizational Behavior</td>
</tr>
<tr>
<td>MBA 580</td>
<td>Information Systems</td>
</tr>
</tbody>
</table>

**Substitution Courses**

To be used if a student has taken one of the above at the graduate level or received a grade of at least B in the undergraduate counterpart.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 510</td>
<td>Quantitative Tools for Managers</td>
</tr>
<tr>
<td>MBA 530</td>
<td>Economics for Managers</td>
</tr>
<tr>
<td>MBA 540</td>
<td>Operations Management</td>
</tr>
</tbody>
</table>

NOTES: All 8 Elective Courses are required for the MBA degree. The Certificate courses may be applied to the MBA degree.
ELECTRONIC COMMERCE CERTIFICATE

The goal of the E-Commerce Certificate is to provide graduates with the following: ability to manage the process of developing and implementing an e-commerce system; capability to identify business opportunities and direct organizational change; awareness of the security, privacy and legal issues in conducting electronic commerce; understanding of the marketing issues in e-commerce; and familiarity with technical skills in the development of e-commerce websites.

The courses may be completed on-campus at the New Rochelle or Rockland campuses, or via distance learning on the Internet. Students are required to have access to a computer connected to the Internet, with e-mail and web browser software. Other software such as MS Office may also be needed. Students who wish to simultaneously complete the certificate program within the MBA program can do so by integrating 12 credits of E-Commerce courses within their concentration and the breadth area.

Required E-Commerce Courses for the Certificate
Any four of the following advanced courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 619</td>
<td>E-Finance</td>
</tr>
<tr>
<td>MNG 631</td>
<td>E-Commerce Strategy</td>
</tr>
<tr>
<td>BLW 640</td>
<td>Legal Issues in E-Commerce</td>
</tr>
<tr>
<td>MKT 671</td>
<td>Internet Marketing</td>
</tr>
<tr>
<td>IS 611</td>
<td>Virtual Teams and Virtual Organizations</td>
</tr>
<tr>
<td>IS 681</td>
<td>Security and Privacy on the Internet</td>
</tr>
<tr>
<td>IS 684</td>
<td>Internet Based Applications Development</td>
</tr>
<tr>
<td>BUS 691</td>
<td>Special Topics in E-Commerce</td>
</tr>
<tr>
<td>BUS 692</td>
<td>Planning, Implementing, and Evaluating E-Learning Programs</td>
</tr>
</tbody>
</table>

May combine concentration and breadth courses for 12 credits total or 15 credits for Post-Master’s Certificate.

ADVANCED CERTIFICATE IN HEALTH INFORMATION SYSTEMS

PROGRAM CONTENT AND REQUIREMENTS (18 CREDITS) (6 COURSES) All courses are 3 credits unless otherwise noted.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS 629</td>
<td>Health Care Information Systems</td>
</tr>
<tr>
<td>HCM 651</td>
<td>Health Care Industry Analysis</td>
</tr>
<tr>
<td>IS 610</td>
<td>Analysis and Design of Information Systems</td>
</tr>
<tr>
<td>IS 620</td>
<td>Database Management</td>
</tr>
<tr>
<td>HMC 654</td>
<td>The Continuum of Long-Term Care Services</td>
</tr>
<tr>
<td>HMC 656</td>
<td>Ambulatory Care Management</td>
</tr>
</tbody>
</table>

HEALTH CARE MANAGEMENT CERTIFICATE

The goal of the Health Care Management Certificate program is to prepare students for careers in Health Care, a very important US-wide business segment. Students who wish to simultaneously complete the Certificate program within the MBA program can do so by integrating 15 credits (five courses) of Health Care and allied courses within their concentration and the breadth area.

ADVANCED CERTIFICATE IN HEALTH CARE MANAGEMENT

PROGRAM CONTENT AND REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRM 638</td>
<td>Human Resource Management in Health Care Organizations</td>
</tr>
<tr>
<td>HCM 651</td>
<td>Health Industry Analysis</td>
</tr>
<tr>
<td>HCM 653</td>
<td>Leadership and Management of Health Care Organizations</td>
</tr>
<tr>
<td>HRM 654</td>
<td>The Continuum of Long Term Care Services</td>
</tr>
<tr>
<td>HCM 656</td>
<td>Ambulatory Care Management</td>
</tr>
</tbody>
</table>
INFRASTRUCTURE MANAGEMENT CERTIFICATE
(Not Accepting New Students)

The goal of the Infrastructure Management Certificate is to prepare students for participation and careers in the various aspects of infrastructure development, maintenance and improvement in both the public and private sectors. Students who wish to simultaneously complete the Certificate program within the MBA program can do so by integrating 15 credits (five courses) of Infrastructure Management courses within their concentration and the breadth area.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 627</td>
<td>American Public Policy Process: Critical National Issues</td>
</tr>
<tr>
<td>BUS 605</td>
<td>Project Management</td>
</tr>
<tr>
<td>BUS 688</td>
<td>Special Topics in Infrastructure Development, Maintenance and Improvement</td>
</tr>
<tr>
<td>FIN 627</td>
<td>Project Finance</td>
</tr>
<tr>
<td>IS 627</td>
<td>Information Technology in Infrastructure</td>
</tr>
<tr>
<td>MNG 627</td>
<td>Management Considerations in Infrastructure Development, Maintenance and Improvement</td>
</tr>
</tbody>
</table>

SUGGESTED INTERNATIONAL BUSINESS COURSES FOR THE CERTIFICATE

Any four of the following advanced courses or future courses with the description “international” may combine concentration and breadth international courses for 12 credits total, or 15 credits for Post-Master’s Certificate.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLW 635</td>
<td>International Law</td>
</tr>
<tr>
<td>BUS 689</td>
<td>Global Benchmarking for World Class Performance</td>
</tr>
<tr>
<td>ECO 601</td>
<td>International Economic Systems and Trade</td>
</tr>
<tr>
<td>ECO 610</td>
<td>International Economics</td>
</tr>
<tr>
<td>ECO 646</td>
<td>International Business in Central and Eastern Europe</td>
</tr>
<tr>
<td>ECO 647</td>
<td>International Business in Southeast Asia</td>
</tr>
<tr>
<td>ECO 648</td>
<td>International Business in Africa</td>
</tr>
<tr>
<td>ECO 649</td>
<td>International Business in South and Central America</td>
</tr>
<tr>
<td>ECO 650</td>
<td>International Business in The Middle East</td>
</tr>
<tr>
<td>ECO 651</td>
<td>International Business in the Caribbean</td>
</tr>
<tr>
<td>ECO 991</td>
<td>Special Topics in International Business and Economics</td>
</tr>
<tr>
<td>FIN 620</td>
<td>International Financial Management</td>
</tr>
<tr>
<td>FIN 670</td>
<td>Global Financial Markets and Institutions</td>
</tr>
<tr>
<td>HRM 675</td>
<td>International Human Resource</td>
</tr>
<tr>
<td>MKT 630</td>
<td>International Marketing</td>
</tr>
<tr>
<td>MKT 651</td>
<td>Global Entertainment Marketing</td>
</tr>
<tr>
<td>MKT 655</td>
<td>International Advertising and Sponsorship</td>
</tr>
<tr>
<td>MKT 994</td>
<td>Global Fashion Marketing</td>
</tr>
<tr>
<td>MNG 615</td>
<td>International Business Management</td>
</tr>
</tbody>
</table>

INTERNATIONAL BUSINESS CERTIFICATE

The goal of the International Business Certificate program is to prepare students for management and leadership positions in a global business environment. Students who wish to simultaneously complete the certificate program within the MBA program can do so by integrating 12 credits of international courses within their concentration and the breadth area.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLW 635</td>
<td>International Law</td>
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<tr>
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<td>ECO 646</td>
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<tr>
<td>ECO 647</td>
<td>International Business in Southeast Asia</td>
</tr>
<tr>
<td>ECO 648</td>
<td>International Business in Africa</td>
</tr>
<tr>
<td>ECO 649</td>
<td>International Business in South and Central America</td>
</tr>
<tr>
<td>ECO 650</td>
<td>International Business in The Middle East</td>
</tr>
<tr>
<td>ECO 651</td>
<td>International Business in the Caribbean</td>
</tr>
<tr>
<td>ECO 991</td>
<td>Special Topics in International Business and Economics</td>
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<tr>
<td>FIN 620</td>
<td>International Financial Management</td>
</tr>
<tr>
<td>FIN 670</td>
<td>Global Financial Markets and Institutions</td>
</tr>
<tr>
<td>HRM 675</td>
<td>International Human Resource</td>
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<tr>
<td>MKT 630</td>
<td>International Marketing</td>
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<tr>
<td>MKT 651</td>
<td>Global Entertainment Marketing</td>
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<td>MKT 655</td>
<td>International Advertising and Sponsorship</td>
</tr>
<tr>
<td>MKT 994</td>
<td>Global Fashion Marketing</td>
</tr>
<tr>
<td>MNG 615</td>
<td>International Business Management</td>
</tr>
</tbody>
</table>

LONG TERM CARE SERVICES MANAGEMENT CERTIFICATE

The goal of the Long Term Care Management Certificate program is to prepare students for careers in this important US-wide business segment that is increasing with the aging of the population. Students who wish to simultaneously complete the Certificate program within the MBA program can do so by integrating 15 credits (five courses) of Health Care and allied courses within their concentration and the breadth area.
### ADVANCED CERTIFICATE IN LONG-TERM CARE MANAGEMENT

#### PROGRAM CONTENT AND REQUIREMENTS

<table>
<thead>
<tr>
<th>Required (3 Courses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 671* Health Care Finance</td>
</tr>
<tr>
<td>HCM 654* The Continuum of Long-Term Care Services</td>
</tr>
<tr>
<td>HCM 655* Management of Long-Term Care Services</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective (2 of 5 Courses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLW 618* Health Care Law</td>
</tr>
<tr>
<td>HCM 651 Health Industry Analysis</td>
</tr>
<tr>
<td>HRM 638* Human Resources Management in Health Care Organizations</td>
</tr>
<tr>
<td>IS 628 Total Quality Management</td>
</tr>
<tr>
<td>MKT 638 Health Care Marketing and Planning</td>
</tr>
</tbody>
</table>

* = required by NY State for Nursing Home Administrator licensure

### MEDICAL PRACTICE MANAGEMENT CERTIFICATE

The goal of the Medical Practice Management Advanced Certificate is to provide the sole or small group practitioner (MD, OD, DMD, DDS, PA) or the health care professional who wants to be an executive in a large medical or dental group with a business background with which to perform in a non-patient role. The Certificate is comprised of 5 courses (15 credits) which may be applied towards the MBA degree.

### ADVANCED CERTIFICATE IN MEDICAL PRACTICE MANAGEMENT PROGRAM CONTENTS AND REQUIREMENTS

<table>
<thead>
<tr>
<th>Required (1 course)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCM 653 Leadership and Management of Health Care Organizations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives (choose 4 of the courses listed below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLW 618 Health Care Law and Ethics</td>
</tr>
<tr>
<td>FIN 671 Health Care Finance</td>
</tr>
<tr>
<td>HCM 621 Population Health</td>
</tr>
<tr>
<td>HCM 651 Health Care Industry Analysis (high recommended)</td>
</tr>
<tr>
<td>IS 628 Total Quality Management</td>
</tr>
<tr>
<td>IS 629 Health Care Information Systems</td>
</tr>
</tbody>
</table>

### PROJECT MANAGEMENT CERTIFICATE

The goal of the Project Management Certification is to prepare students to manage projects in all fields and disciplines. Students who wish to simultaneously complete the Certificate program within the MBA program can do so by integrating 15 credits (five courses) of Project Management within their concentration and breadth electives area.

<table>
<thead>
<tr>
<th>Advanced Certificate in Project Management Program Content and Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>All courses are 3 credits unless otherwise noted.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required (4 Courses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 605 Project Management</td>
</tr>
<tr>
<td>BUS 606 Advanced Project Management</td>
</tr>
<tr>
<td>FIN 627 Project Finance</td>
</tr>
<tr>
<td>IS 622 Risk Management Decision Technology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives (Choose one of the four listed below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLW 650 Contract Law</td>
</tr>
<tr>
<td>IS 610 Analysis and Design of Information Systems</td>
</tr>
<tr>
<td>MNG 627 Management Considerations in Infrastructure Development, Maintenance and Improvement</td>
</tr>
<tr>
<td>IS 628 Total Quality Management</td>
</tr>
<tr>
<td>HRM 637 Unions and Collective Bargaining</td>
</tr>
</tbody>
</table>

### SPORTS AND ENTERTAINMENT STUDIES CERTIFICATE

The goal of the Sports and Entertainment Studies Certificate program is to prepare students for careers in this important global business segment. Students who wish to simultaneously complete the Certificate program within the MBA program can do so by integrating 15 credits (five courses) of Sports and Entertainment courses within their concentration and the breadth area.

<table>
<thead>
<tr>
<th>Suggested Sports and Entertainment Studies Courses for the Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLW 625 Sports Law</td>
</tr>
<tr>
<td>BLW 630 Entertainment Law: The Regulation of Electronic Media</td>
</tr>
<tr>
<td>BUS 604 Corporate Marketing and Event Management</td>
</tr>
<tr>
<td>BUS 617 Sports Digital Media and Marketing</td>
</tr>
<tr>
<td>BUS 618 Seminar in Sports and Entertainment Business</td>
</tr>
</tbody>
</table>
BUS 619 Business Communication Strategies of Sports and Entertainment
FIN 651 Sports and Entertainment Finance
IS 650 Information and Decision Technology in Sports, Gaming and Entertainment
MKT 650 Sports Marketing
MKT 651 Global Entertainment Marketing
MNG 638 Entertainment Management
MNG 697 Managing Sports and Entertainment Facilities and Events
MNG 698 Managing Sport Organizations

MASTERS OF SCIENCE DEGREES

The Masters of Science programs are available for Accounting, Finance, Financial Services and International Finance. These programs have been designed for those individuals who want to focus on a specific financial area rather than the broader course of study available in the MBA program in Financial Management. All courses are 3 credits.

ACCOUNTING

The Accounting Program is comprised of 14 courses (42 credits) as shown in the table below. Depending on individual circumstances, the course labeled MBA may be waived.

Core Courses (1) (3 credits):
- MBA 520 Financial Accounting and Reporting

Required Courses (13) (39 credits):
- ACC 505 Intermediate Accounting I
- ACC 510 Intermediate Accounting II
- ACC 608 Cost Accounting Concepts and Applications
- ACC 606 Auditing Principals and Procedures
- ACC 613 Advanced Financial Accounting
- ACC 615 Managerial Accounting
- ACC 625 Government and Non-Profit Accounting
- ACC 630 Federal Income Taxation
- ACC 650 Special Topics in Accounting
- ACC 655 Research in Financial Accounting
- ACC 660 Advanced Auditing Theory and Practice
- ACC 665 Professional Ethics and Fraud Examination
- IDS 600 Business Communications for Accountants

FINANCE

The Financial Services Program is comprised of 17 courses (51 credits) as shown in the table below. Depending upon individual circumstances, the courses labeled MBA may be waived.

Core Courses (4) (12 credits):
- MBA 510 Quantitative Tools for Managers
- MBA 520 Financial Accounting and Reporting
- MBA 530 Economics for Managers
- MBA 550 Finance for Managers

Required Courses (9) (27 credits):
- ECO 605 Econometrics
- ECO 606 Macroeconomics
- FIN 611 Quantitative tools for Finance
- FIN 675 Corporate Financial Strategy
- FIN 641 Fixed Income Securities
- FIN 694 Numerical Methods in Finance
- FIN 640 Investment Analysis
- FIN 625 Financial Futures, Options and Swaps
- FIN 630 Financial Models

Electives (4) (12 credits):

Choose One
- FIN 610 Operation of the Financial System
  or
- FIN 635 Managerial Finance

Choose One
- FIN 670 Global Financial Markets and Institutions
  or
- FIN 990 Seminar: Current Topics in Finance

Choose One
- FIN 676 Advanced Corporate Finance: International Mergers and Acquisitions
  or
- FIN 678 Financial Engineering

Choose One
- FIN 650 Portfolio Management
  or
- FIN 670 Global Financial Markets and Institutions
FINANCIAL SERVICES

The Financial Services Program is comprised of 16 courses (48 credits) as shown in the table below. Depending upon individual circumstances, the courses labeled MBA may be waived.

Core Courses (4) (12 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 510</td>
<td>Quantitative Tools for Managers</td>
</tr>
<tr>
<td>MBA 520</td>
<td>Financial Accounting and Reporting</td>
</tr>
<tr>
<td>MBA 530</td>
<td>Economics for Managers</td>
</tr>
<tr>
<td>MBA 550</td>
<td>Finance for Managers</td>
</tr>
</tbody>
</table>

Required Courses (8) (24 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 610</td>
<td>Operation of the Financial System</td>
</tr>
<tr>
<td>FIN 625</td>
<td>Financial Futures, Options and Swaps</td>
</tr>
<tr>
<td>FIN 661</td>
<td>Commodity Markets</td>
</tr>
<tr>
<td>FIN 670</td>
<td>Global Financial Markets and Institutions</td>
</tr>
<tr>
<td>FIN 638</td>
<td>Management Issues in the Financial Services Industry</td>
</tr>
<tr>
<td>FIN 646</td>
<td>Hedge Funds Management</td>
</tr>
</tbody>
</table>

Electives (4) Choose 2 from the first set of four and 2 from the second set of three. (12 credits):

Choose Two

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 619</td>
<td>E-Finance</td>
</tr>
<tr>
<td>FIN 620</td>
<td>International Financial Management</td>
</tr>
<tr>
<td>FIN 635</td>
<td>Managerial Finance</td>
</tr>
<tr>
<td>FIN 675</td>
<td>Corporate Financial Strategy</td>
</tr>
</tbody>
</table>

Choose Two

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 644</td>
<td>Short-Term Financial Management</td>
</tr>
<tr>
<td>FIN 650</td>
<td>Portfolio Management</td>
</tr>
<tr>
<td>FIN 990</td>
<td>Seminar: Current Topics in Finance</td>
</tr>
</tbody>
</table>

INTERNATIONAL FINANCE

The International Finance Program is comprised of 18 courses (54 credits) as shown in the table below. Depending upon individual circumstances, the courses labeled MBA may be waived.

Core Courses (4) (12 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 510</td>
<td>Quantitative Tools for Managers</td>
</tr>
<tr>
<td>MBA 520</td>
<td>Financial Accounting and Reporting</td>
</tr>
<tr>
<td>MBA 530</td>
<td>Economics for Managers</td>
</tr>
<tr>
<td>MBA 550</td>
<td>Finance for Managers</td>
</tr>
</tbody>
</table>

Required Courses (9) (27 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 605</td>
<td>Econometrics</td>
</tr>
<tr>
<td>ECO 606</td>
<td>Macroeconomics</td>
</tr>
<tr>
<td>ECO 610</td>
<td>International Economics</td>
</tr>
<tr>
<td>FIN 611</td>
<td>Quantitative tools for Finance</td>
</tr>
<tr>
<td>FIN 670</td>
<td>Global Financial Markets and Institutions</td>
</tr>
<tr>
<td>FIN 620</td>
<td>International Financial Management</td>
</tr>
<tr>
<td>FIN 682</td>
<td>Exchange Rates and International Finance</td>
</tr>
<tr>
<td>FIN 625</td>
<td>Financial Futures, Options and Swaps</td>
</tr>
<tr>
<td>FIN 640</td>
<td>Investment Analysis</td>
</tr>
</tbody>
</table>

Electives (5) (15 credits):

Choose One

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 630</td>
<td>Financial Models</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>FIN 650</td>
<td>Portfolio Management</td>
</tr>
</tbody>
</table>

Choose One

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 610</td>
<td>Operation of the Financial System</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>FIN 635</td>
<td>Managerial Finance</td>
</tr>
</tbody>
</table>

Choose One

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 650</td>
<td>International Financial Reporting and Analysis</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>FIN 675</td>
<td>Corporate Financial Strategy</td>
</tr>
</tbody>
</table>

Choose One

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 678</td>
<td>Financial Engineering</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>FIN 676</td>
<td>Advanced Corporate Finance: International Mergers and Acquisitions</td>
</tr>
</tbody>
</table>

Choose One

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 641</td>
<td>Fixed Income Securities</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>FIN 694</td>
<td>Numerical Methods in Finance</td>
</tr>
</tbody>
</table>

Choose One

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 642</td>
<td>Trades and Exchanges</td>
</tr>
</tbody>
</table>

For additional information on any of the foregoing Programs of the Hagan School of Business, please contact the Associate Dean and Director of Graduate Business Programs at (914) 633-2558.
Course Descriptions
School of Arts and Science

Please note: Schedules are subject to change; consult the Office of the Dean prior to registration.

ADMINISTRATION (EDUCATIONAL LEADERSHIP)

All courses in the Education Department incorporate and apply New York State Learning Standards for K-12 in the implementation of instructional strategies and require field experiences, as well as an electronic portfolio.

ADM 601 Professional School Administrator and Supervisor
An introduction to the field of school administration and supervision. Theories and processes will be critically examined. The role of the educational leader as well as organizational behavior will be explored in relation to urban and inclusive settings. Field visits are required.
Credits: 3.00
Offered in the Summer
Offered in Fall & Spring

ADM 603 School Finance
Federal, state, and local support of education will be analyzed. The influence of economic, political, and demographic factors on the financing of education will be explored. Principles and practices of sound school business management will be emphasized in relation to basic accounting and budget procedures. Candidates will construct and present school budgets and analyze their relationships to district budgets. Field visits are required.
Credits: 3.00
Offered in the Summer
Offered in the Spring Semester

ADM 604 The Dynamics of Interpersonal Behavior in School Administration
The dynamics of working with school personnel, parents and community groups will be considered. Special attention will be given to problem solving, conflict resolution and collaborative decision making. Techniques for developing and maintaining positive school community relations will be presented. Candidates will be required to submit a written critical incident analysis from the field for review. Field visits are required.
Credits: 3.00
Offered in Fall & Spring

ADM 605 School Law
An analysis of the laws governing education on federal, state and local levels will be conducted. The legal rights and obligations of school personnel, parents and children will be explored. Landmark decisions and relevant court cases will be presented. Field visits are required.
Credits: 3.00
Offered in Fall & Spring

ADM 635 The Administration of Educational Computing
The goal of this course is to prepare current and prospective K-12 administrators to use information technologies effectively and efficiently to support classroom instruction, enhance student learning and increase their own productivity. This is a hands-on course designed to move participants from theory to practice and to assist them in the application of technology skills and knowledge into their current school communities and future leadership settings. The underlying theme of the course is communication. Participants are expected to develop and use communication skills in a variety of ways. This will include presentations to the group, e-mail exchange and Web 2.0 tools. Each participant will also be expected to create a personal blog and show implementation of its use throughout the course. Wikis and podcasts will be introduced, discussed and illustrated. There will also be a "how-to" component to the course that will involve instruction in the use of the MS Office (particularly Excel and Access) as it pertains to administrative pursuits. The "how-to" component will also include the use of the SmartBoard and its Notebook software. Each participant will have the opportunity to observe and evaluate interactive lessons as part of a simulated classroom environment. Field visits are required.
Credits: 3.00
Equivalency: ADM/EDC 635
Offered When Needed

ADM 665 Computer Competencies for Educational Administrators
This course has been designed to provide administrators and supervisors with skills necessary to maximize computer usage in such areas as attendance, registration, scheduling, grading, guidance, financial applications, library, resource management and word processing.
Credits: 3.00
Offered When Needed
ADM 710 The Supervision of Reading Programs
The criteria used in establishing school and district wide reading programs will be considered. Problems in staff development, the mobilization of resources, and program evaluation will be explored.
Credits: 3.00
Offered in the Spring Semester

ADM 726 The Leader as Communicator
This course focuses on the essential skills of communication needed for leadership. Participants will develop a comprehensive approach to career planning and selection of an administrative position, improve speaking skills as both interviewer and interviewee in simulated sessions, improve writing skills for the constructive discipline of staff and resume preparation, and develop public relations skills with specific reference to press and media. Collaborative models for decision making will also be considered.
Field visits are required.
Credits: 3.00
Offered When Needed

ADM 741 The Administrative Role in Curriculum Development and Evaluation
Theories and processes of curriculum development in inclusive schools will be analyzed. The role of administrators, teachers, and the community in curriculum development will be examined. Models of curriculum evaluation and outcomes based assessment will be considered. Students will also participate in a field centered curriculum development activity.
Field visits are required.
Credits: 3.00
Offered in the Fall Semester

ADM 743 Supervision in Inclusive Education
The process of recruiting and selecting personnel as well as educational experiences for inclusive settings will be examined in terms of specific educational and community needs. Evaluation systems, career development, and in-service education will be examined. A written field work analysis of staff supervision is required. Field visits are required.
Credits: 3.00
Offered in the Spring Semester

ADM 752 The Principalship
Analysis of school organization, including curriculum development and principles of effective school supervision. Candidates will shadow effective administrators for a semester and write in-depth analysis of administrator’s role and vision. Field visits are required.
Credits: 3.00
Offered in the Summer

ADM 754 Issues and Problems in School Administration
An analysis of current issues and problems in school administration and supervision will be explored. Candidates will review literature for in-depth analysis of field-based issues. Field visits are required.
Credits: 3.00
Offered When Needed

ADM 812 The Change Agent in Education
The role of the change agent in facilitating change will be explored. Techniques for change will be discussed in depth. Limitations and obstacles will be investigated. Case studies of change management will be reviewed.
Credits: 3.00
Offered When Needed

ADM 941 Internship I in School Leadership
The internship period provides field experience and in-depth analysis of the demands, realities and expectations of practicing administrators. During the first internship period, the intern completes an action research project on the school organization and needs. The action research project concludes with the intern’s recommendations for organizational changes as defined by assessment data. Through weekly seminar sessions, current issues and problems in the field are addressed. The intern completes 200 hours in the field. Students must apply in advance for participation in the internship. Deadlines are: November 15 for Spring; May 1 for Summer or Fall internships. A minimum of 15 credits of completed academic work and matriculated status are required before applying for the internship.
Credits: 3.00 Department Consent Required

ADM 942 Internship II in School Leadership
In the second Internship period, the intern continues to act as a full time administrator under the supervision of an on-site administrator. The intern completes their portfolio of administrative work and demonstrates competencies through a presentation at the end of the internship period. The intern completes 200 hours in the field. Students must apply in advance for participation in the internship. Deadlines are: November 15 for Spring; May 1 for Summer or Fall internships. A minimum of 15 credits of completed academic work and matriculated status are required before applying for the internship.
Credits: 3.00 Department Consent Required

Note for ADM 941 and ADM 942: Students must apply in advance for participation in the internship. Deadlines are: November 15 for spring; May 1 for summer or fall internships. A minimum of 15 credits of completed academic work and matriculated status are required before applying for the internship.
BIOLOGY

Biology courses are classified as follows:

Core Courses (required of all students): BIO 510, BIO 515, BIO 520, BIO 525, BIO 530.

Laboratory Course: BIO 530.

Elective Courses: BIO 610, BIO 620, BIO 630, BIO 635, BIO 650, BIO 651, BIO 670, BIO 705, BIO 710, BIO 740, BIO 742, BIO 744, BIO 760, BIO 762, BIO 770, BIO 810, BIO 820, BIO 830, BIO 840, BIO 999.

BIO 510 The Living Environment
This course is designed to provide an overview of the major areas in the Biological Sciences. Topics include the chemistry of life, the cell, genetics, the mechanisms of evolution, plant form and function, animal form and function, and exology. Upon completion of this course, students will be prepared for the remainder of the biology core requirements. This also includes inquiry-based assignments and a pedagogical component to meet NCATE and New York State Learning Standards.
Credits: 3.00
Offered in the Fall Semester

BIO 515 Genetics and Cell Biology
This course is a survey of the cellular and molecular basis of biological traits and their transmission during reproduction. Beginning with the structure of the cell and its constituents, the course will then cover the chromosomal basis of inheritance and the behavior of chromosomes during mitosis. Mendel’s rules of inheritance, linkage, another non-Mendelian patterns of inheritance will be covered. A preliminary introduction to the molecular basis of genes will include DNA structure, its replication, the genetic code, and the control of gene expression. Students will be required to demonstrate how their knowledge of genetics and cell biology can be taught within the learning standards set forth by the National Science Education Standards (NSES), National Science Teachers Association (NSTA) and New York State. Teacher candidates will articulate the content they know, develop hypotheses and design experiments in compliance with the National Science Education Standards (NSES), National Science Teachers Association.
Credits: 3.00
Prerequisite: 510
Offered in the Summer

BIO 520 Ecology and Population Biology
A detailed examination of ecology and population biology. Major areas to be covered include ecosystems, community structure, energy flow, population genetics, conservation genetics and restoration ecology. Students seeking professional teacher certification (Biology 7-12) will be prepared to teach the Living Environment Curriculum as required by New York State Education Department. The course will examine the foundational concepts of ecology (e.g. competition) through classical and current examples in primary literature. Examples using molecular and genetic approaches will be emphasized along with studies that illustrate the impact of environmental degradation on human populations. Students will be required to articulate their knowledge of ecology and prepare lectures, projects and assignments that are in accordance with the educational standards set forth by the National Science Education Standards (NSES), National Science Teachers Association (NSTA) and New York State. Students will also become familiar with the techniques used in modern biolochemistry research.
Credits: 3.00
Prerequisite: 510
Offered in the Spring Semester

BIO 525 Biochemistry and Cellular Physiology
Biochemistry is the discipline which investigates life at the molecular level. The objective of this course is to study and gain insight into the nature of the organic molecules that comprise living organisms. The structure of these molecules will be studied along with their functional significance to the living organism. The reaction pathways in which these molecules participate to make available and utilize energy and to rearrange old and synthesize new molecules will also be studied. The ultimate goal of these studies is to provide a picture of the cell as a functioning chemical system able to interact with other such chemical systems to form an autonomous organism. Students will be required to articulate their knowledge of biochemistry and cellular physiology and develop lesson plans and assignments applying the learning standards set forth by the National Science Education Standards (NSES), National Science Teachers Association (NSTA). Students will also become familiar with the techniques used in modern biochemistry research.
Credits: 3.00
Prerequisite: 510

BIO 530 Laboratory Techniques in Modern Biology
A laboratory experience for students seeking professional teacher certification (Biology 7-12). The laboratory course is designed to prepare students to teach science as an active learning process and clearly illustrate that students learn science by “doing” science not by having it done to them. Teacher candidates will apply the science content of the core curriculum to new questions and learn to engage students in problem solving, decision making and group discussions through hands-on exercises and experiments. Teacher candidates will be required to articulate the content they know, develop hypotheses and design experiments in compliance with the National Science Education Standards (NSES), National Science Teachers Association.
(NSTA) and New York State Education Department's Living Environment Curriculum. In addition, teacher candidates will be prepared to be career-long learners by finding sources of information and organizations for professional development.

Credits: 1.00
Prerequisite, BIO 510

BIO 650 Current Studies in Cell Biology I
A review and study of the recent and current literature on the structure, ultrastructure, and functioning of eucaryotic cells. Reprints and original copies of papers from Nature, Science, Proc Am. Acad. Sci., J. Cell Biol., J. Cell Physiol., and other scholarly journals, are studied and discussed as extensions, modifications or refutations of current theory in cell biology. The course concentrates on the plasma membrane and the cytoplasmic vacuolar system, including endoplasmic reticulum, Golgi apparatus, lysosomes, and peroxisomes.

Credits: 3.00
Offered in the Summer

BIO 670 Biological Evolution
An investigation of the history, theories and processes of the origin and evolution of life. Emphasis will be placed on evidence provided by paleontology, biogeography, embryology, comparative anatomy, biochemistry, physiology and genetics. Mechanisms involving mutation, hybridization, natural selection and populations will be discussed.

Credits: 3.00
Equivalency: MBA550/GBC545
Offered in the Spring Semester

BIO 744 Human Genetics
Human Genetics will present the basic principles of classical and molecular genetics with a focus on the biomedical application of genetics. The biological and biochemical basis of human genetic traits, both normal and pathological, will be discussed. In addition, selected issues will be covered, such as genetic engineering, the genetics of cancer and the human genome project. Although the necessary classical background material will be thoroughly reviewed, topics of experimental interest but with no direct application to humans will not be covered: therefore this course is not intended to substitute for a general introduction to genetics.

Credits: 3.00
Offered When Needed

BIO 760 Microbial Physiology
A in-depth study will be conducted of the nutrition, physiology and products of microorganisms. This includes a treatment of bacteria, algae and fungi of both the aquatic and terrestrial environments.

Credits: 3.00
Offered When Needed

BIO 770 Marine Biology
A comprehensive survey will be made of the plants and invertebrates present in the marine environment. This includes a study of the taxonomy and ecology of marine algae inclusive of the phytoplankton. The course also includes a systematic survey of the invertebrate phyla of marine organisms with a study of their natural habitat, behavior, anatomy and physiology.

Credits: 3.00
Corequisite: Bio 771
Offered When Needed

COMMUNICATION
See Public Relations.

COMPUTER SCIENCE

Computer Science courses may be classified as follows:

Transition Courses (500-level): Required of students not having necessary background.

Core Courses (600-level): Required of all students.

Elective Courses (700-level).

Special Courses (900-level).

CS 500 Introduction to Computer Science I
This course provides an intensive introduction to computer organization, problem solving, algorithm design, and the design and construction of computer software. A variety of the control structures and data structures necessary for the construction of computer programs will be presented. Students will be expected to complete a substantial number of programming assignments. Weekly laboratory.

Credits: 4.00
Equivalency: EDT640/CS500
Weekly Laboratory Offered in the Fall Semester

CS 505 Introduction to Computer Science II
This course provides an intensive introduction to abstract data types, encapsulation and data structures. Stacks, queues, linked lists and trees will be studied. Emphasis will be placed on modern design techniques. Students will be expected to develop several advanced computer programs.

Weekly laboratory.

Credits: 3.00
Prerequisite: CS 500
Equivalency: ADM872/CS505
Offered in the Spring Semester Weekly Laboratory
CS 510 Discrete Mathematics
An intensive introduction to the mathematical tools and techniques fundamental to computer science. This course includes topics from set theory, college algebra, linear algebra, probability and statistics. Credits: 3.00
Equivalency: CS510/MTH704/EDT760

CS 520 Computer Science II
An introduction to advanced programming, data structuring and encapsulation techniques. Emphasis is placed on problem solving and solution design incorporating modern design principles. The use of these principles to achieve clarity and ease of debugging is required in the programming assignments.
Credits: 3.00

CS 600 Data Structures
A study of the organization and processing of data structures and an introduction to the analysis of computational complexity. Topics will include: Height Balanced Trees, B-Trees, Heaps, Hash Tables, Graphs and String Processing.
Credits: 3.00
Offered in the Fall Trimester

CS 610 Computer Architecture
An introduction to digital computer organization and architecture. Topics will include an introduction to digital design, a study of various computer architectures, CPU organization, control unit and ALU design, pipelining and superscalar operation, memory systems, and IO structures.
Credits: 3.00
Prerequisite: CS 530
Equivalency: CS610/TEL609
Offered in the Spring Trimester

CS 615 Software Security
The security of a software system should be part of every phase of the software development cycle: design, development, testing, deployment, provisioning, and execution. This course provides students with a broad familiarity with security concepts pertaining to software development. Students gain hands-on skills and deep theoretical knowledge by applying these concepts to actual software development. Students learn how to use existing software security APIs when writing software. A number of databases security issues are also discussed. In addition, students learn about threats that malicious software or hackers can inject into vulnerable software, and become familiar with testing and analysis tools used by software developers to close vulnerabilities. The course also provides an overview of cryptography and network security. Furthermore, the course includes the study of recent research papers that expose the students to the state of the art in the field of software security.
Credits: 3.00
Prerequisite: CS 600
Offered in the Fall Semester

CS 620 Database Systems
A study of database management systems including relational, object and semantic models, logical and physical representations, normalization, data languages, data management structures and evaluation of system performance.
Credits: 3.00
Prerequisite: CS 600
Offered in the Winter Trimester

CS 630 Programming Languages
A study of the design and organization of higher-level programming languages, processing, data types and data flow, control structures, program units, storage management, binding strategies, language design criteria, formal language definition.
Credits: 3.00
Prerequisite: CS 600
Offered in the Winter Trimester

CS 650 Design of Operating Systems
A study of the structure and performance of operating systems. Topics include memory management, process control and communication, file management, security and protection, and performance evaluation.
Credits: 3.00
Prerequisite: CS 600
Equivalency: TEL639/CS650
Offered in the Winter Trimester

CS 700 Analysis of Algorithms
A study of the design and analysis of computer algorithms with emphasis on correctness, optimality, and complexity. Topics include techniques of searching, sorting, set manipulation, graphing, pattern matching, and consideration of unsolvable and NP complete problems.
Credits: 3.00
Prerequisite: CS 600
Offered in the Summer

CS 701 Algorithms for Computational Science
This course provides an introduction to algorithms and their application in Computational Science. The main objective of the course is to develop students' algorithmic thinking and problem solving skills by exploring and implementing algorithms that are used in solutions to a variety of problems of modern significance in Bioinformatics, Molecular Biology, Computational Chemistry and Physics, Astronomy and other areas of Computational Science.
Credits: 3.00
Prerequisite: CS 600
CS 709 Cryptography
This course introduces the theory and application of cryptography – a fundamental area of Computer Science and Mathematics at the core of modern software and hardware security. The course covers a range of cryptographic topics and algorithms along with the mathematical background necessary to be able to argue formally about their complexity, efficiency, and correctness. The course has a strong hands-on component which helps students better understand how cryptography algorithms are designed, implemented and embedded in modern software and hardware. Students are expected to implement some of the algorithms discussed and be able to argue formally about their complexity, efficiency, and correctness. Students also learn to implement secure software by reusing cryptographic APIs already implemented in most well-known programming platforms.
Credits: 3.00
Prerequisite: CS 600
Offered in the Spring Semester

CS 710 Architecture and Programming of Microcomputers
A study will be made of the basic logical and physical structures of microcomputers. Detailed examination of representative microsystems with discussions of programming and interface methodologies used for microprocessors will be conducted. Techniques of networking will also be examined.
Credits: 3.00
Prerequisite: CS 610
Offered When Needed

CS 720 Advanced Topics in Database
A study of problems and techniques in the design and implementation of database systems. Topics include logical and physical design considerations, performance optimization, security, integrity, concurrency control, backup and recovery techniques, reorganization problems, database machines, knowledge-based management systems, and issues in the design of distributed databases.
Credits: 3.00
Prerequisite: CS 620
Offered When Needed

CS 722 Database Security
Database security has a great impact on the design of today’s information systems. This course will provide understanding of database security concepts and techniques and experience in implement database security on modern databases. Students will study and present new directions in database security research. The topics will cover database security principles, database application security models, access control, database and data auditing, SQL injection, database inference and security of distributed databases.
Credits: 3.00
Prerequisites: CS 615 and 620
Offered in the Spring Semester

CS 730 Compiler Design
A study of the principles and techniques of language translation: finite automata and lexical analysis, parsing of context free languages, symbol tables, storage administration, error diagnosis and introductory discussion of optimization and code generation techniques.
Credits: 3.00
Prerequisite: CS 630
Offered When Needed

CS 740 Modeling and Simulation
An introduction to the mathematical modeling and simulation of discrete and continuous phenomena. Topics include: problem formulation, modeling, solution and validation, simulation, random number generators, queuing theory, experimental design, statistical analysis and evaluation of simulation output. Emphasis will be placed on self-contained realistic examples from the biological, physical and social sciences. The class will be introduced to an interactive modeling language.
Credits: 3.00
Prerequisite: CS 600
Offered When Needed

CS 744 Design and Programming of User Interfaces
Theory and practice of creating event-driven, graphical user interfaces. Students will design and implement user interfaces in an object-oriented setting.
Credits: 3.00
Prerequisite: CS 600
Offered When Needed

CS 748 Digital Image Processing
As images are ubiquitous in modern science, such as medicine and military defense, this course introduces students to fundamentals in image processing. The topics covered include image representation, image formation, image enhancement in both spatial and frequency domains, and morphological image processing with the focus on two-dimensional grayscale and color images. Basics in linear algebra will be covered for understanding of image representation and manipulation, and Matlab will be introduced as the programming tool for implementation of the mathematics. In addition to regular homework assignments, students will be exposed to the literature in image processing, and improve an existing technique published in the recent
literature for the final project assignment. Students will also be encouraged to extend the techniques to problems with three-dimensional images. This course will lay the basis for study in image understanding and computer vision.

Credits: 3.00
Offered Spring Semester Alt Yr

**CS 750 Advanced Operating Systems**
This advanced course in operating systems is centered on comparison of solutions to basic design problems which have been incorporated in large-scale operating systems. Students will be exposed to sequencing and control algorithms designed to avoid various types of failures in systems supporting the following: concurrent processes, scheduling algorithms, algorithms for using input/output devices and buffer storage, resource management schemes.

Credits: 3.00
Prerequisite: CS 650
Equivalency: CS750/TEL655
Offered When Needed

**CS 760 Artificial Intelligence**
The objective of this course is to provide the student with an understanding of applying computer methods to simulate cognitive and psychological processes as well as to solve problems using algorithmic and heuristic approaches. Primary areas of investigation are automatic theorem proving, natural language processing, pattern recognition and game theory.

Credits: 3.00
Prerequisite: CS 600
Offered in the Spring Trimester

**CS 761 Data Mining**
This course will introduce popular data mining methods for extracting knowledge from data. It will cover the principles of data mining methods, but also provide to students hands-on experience in developing data mining solutions to scientific and business problems. Topics include: knowledge representation, data preprocessing, machine learning and statistical methods (association mining, classification and prediction using Bayesian learning, decision trees, instance-based learning, support vector machines, neural networks, genetic algorithms, cluster analysis), evaluation of the performance and meta-learning algorithms. Ethical implications of data mining applications are considered. Applications are drawn from a variety of real life examples from different areas.

Credits: 3.00
Prerequisite: CS 600
Offered When Needed

**CS 768 Web Applications Development**
This course provides an in-depth introduction to the design, implementation, testing, and deployment of web applications. The course covers both client-side and server-side software development using a variety of markup, scripting, and programming languages and techniques. Interfacing to a database, deployment on an Apache server, and multi-browser support are also discussed. Special emphasis is placed on user-interface design and software efficiency. A number of projects will be assigned throughout the semester to reinforce the material covered during lectures.

Credits: 3.00
Prerequisite: CS 600
Offered When Needed

**CS 770 Web Applications Development**
Techniques needed for interactive, web-based application development. HTTP servers and web browsers; approaches to application development, using markup languages, scripting languages, and programming languages, such as Java; security issues and authentication; performance.

Credits: 3.00
Prerequisite: CS 520
Offered in the Winter Trimester Offered in the Fall Trimester

**CS 771 Web Application Security**
The course provides enough background and theory for students to understand and address the vulnerabilities of Web applications. To understand Web application security, it is first necessary to understand how to exploit Web application vulnerabilities. The main focus of the course is, therefore, to learn the tasks and techniques needed to break into Web applications by exploiting those vulnerabilities. This course will teach students, in a very practical way, how to discover, exploit and prevent security flaws in today's Web applications. The main challenge is that Web applications are written using a variety of languages: HTML, CSS and JavaScript on the client, and Java or PHP on the server. This course will explain language-specific vulnerabilities on both the client and the server side. The course will also show students how hackers steal sensitive data and perform unauthorized actions. Students will be shown numerous real-world examples, demonstrating how different kinds of security flaws manifest themselves in today's Web applications. The course will also describe in detail the countermeasures that application developers can take to defeat attackers.

Credits: 3.00
Prerequisite: CS 600 or equivalent
Offered When Needed
CS 772 Parallel and Scientific Computing
The course is an introduction to Parallel and Scientific Computing. Topics include advantages, limitations, theory, and applications of parallel and distributed computing, modern trends in parallel hardware and software design, and parallel programming with scientific application. Several parallel programming projects will be assigned.
Credits: 3.00
Prerequisite: CS 600 & 610

CS 773 Mobile Applications Development
This course provides an in-depth introduction to the design, implementation, testing and deployment of mobile applications on a variety of modern mobile platforms such as Apple iPhones, iPads, and Android phones and tablets. The course will introduce students to the Apple and/or Android Software Development Kits. The course will enhance the students' object-oriented design and programming skills and introduce them to the Objective-C programming language. Students will also become proficient in the use of the various tools for designing, testing, and optimizing the developed software.
Credits: 3.00
Offered in Alternate Years

CS 775 Mobile Application Security
We live in the era of mobile computing. Mobile devices have more sensors and more capabilities than desktop computers. For any computing device that contains sensitive information and accesses the Internet, security is a major concern for both enterprises and end users. The Mobile Security course will show students the security problems that developers and IT managers need to look for when developing and deploying mobile applications, and the solutions to those problems on some of the most popular mobile platforms, such as Apple’s iOS and Google’s Android. Therefore, this course will prepare students to real-life problems and situations by giving them not only an overview of security issues and possible attacks related to mobile devices and an in-depth analysis of those issues, but also the knowledge of how to develop mobile applications more securely and how to keep mobile devices secure.
Credits: 3.00
Prerequisite: CS 770 or equivalent
Offered When Needed

CS 776 Networking Fundamentals
This course will introduce the student to the fundamental principles of networking. The course will emphasize the hardware, protocols and media that make local and wide area networking possible. The various networking standards will be studied with a particular emphasis on the ISO/OS Reference Model, and the application and function of each layer as it applies to networking. The terminology protocols, topology, media types and addressing will be studied so that the student will have the essential networking foundation to undertake advance study.
Credits: 3.00
Prerequisite: CS 500
Offered in the Fall Trimester

CS 778 Local Area Networks
A study of LAN components and technology, including topologies, communications media, interfacing equipment, hardware and software. Students will be introduced to topics such as network architecture, LAN design, LAN interconnect, network management, and LAN performance.
Credits: 3.00
Prerequisite: CS 776
Offered in the Winter Trimester

CS 779 Network Security
This course familiarizes students with various attacks and threats that can take place in a computer network, such as port scanning, sniffing, network mapping, DoS, etc. The course presents several secure networking and wireless protocols such as PGP, TLS, HTTPS, IPsec. The course also introduces students to operational security concepts such as firewalls and intrusion-detection systems. Furthermore, this course discusses various issues related to all aspects of security in high-speed networks, and presents different solutions to those issues, which can affect the architecture and/or the implementation of a network system. This course combines hands-on experience with theoretical preparation, and teaches how to apply security measures to different networking systems. Students are required to complete lab projects that include secure network programming. The course also includes the study of recent research papers that expose the students to the state of the art in the field of network security. Students are encouraged to lead the creation of new networking security solutions by combining different techniques learned during the course. Furthermore, this course gives students an opportunity to learn how to use tools and penetration-testing methodologies commonly adopted by ethical hackers.
Credits: 3.00
Prerequisites: CS 615 and 778
Offered in the Spring Semester

CS 780 Software Project Development: Design
This course is the first part of the 2-course series on software project development. The focus of the course will be on the design of the system. It will involve a study of software development cycles and techniques necessary in the creation of large software systems. The following techniques will be emphasized: user requirements elicitation,
object-oriented class analysis and design, testing strategies and structured system evaluation, and project management. As an essential part of this course, students work in teams in the organization, management and development of a large software project.

Credits: 3.00
Prerequisite: CS 600
Offered When Needed

**CS 784 Software Project Development: Implementation**
This course is the second part of the 2-course series on software project development. The focus of the course will be on the implementation of the system designed in CS 780. Students will be encouraged to explore efficient algorithms and robust programming techniques in order to meet the user requirements of the system in the allotted time frame. Completion of the 2-course series will provide students with a solid understanding of large-scale software design and development in a team environment.

Credits: 3.00
Prerequisite: CS 780
Offered in the Spring Trimester Requires Comp Core or Dept App

**CS 980 Thesis Preparation Seminar**
This course will provide the opportunity for the student to work with an advisor in developing a thesis on an approved topic. Required of students who choose the thesis option. Completion of the core and permission of the program director.

Credits: 3.00
Department Consent Required.
Offered When Needed Department Approval Required Requires Comp Core or Dept App

**CS 981 Thesis**
Required of students who choose the thesis option.

Credits: 3.00
Department Consent Required.
Prerequisite: CS 980 and permission of the program director
Offered When Needed Department Approval Required

**CS 990 Special Topics in Computer Science**
This course will study topics of current interest in computer science, which are not covered in a course offered by the department. It will be offered periodically as the needs and interests of students and faculty dictate. Prerequisite: completion of core and permission of the program director.

Credits: 3.00
Department Consent Required.
Offered When Needed Department Approval Required Requires Comp Core or Dept App

**CS 991 Spec. Topics in Comp. Sci.**
This course will study topics of current interest in computer science, which are not covered in a course offered by the department. It will be offered periodically as the needs and interests of students and faculty dictate. Prereq: completion of core and permission of the program director.

Credits: 3.00
Department Consent Required.
Offered When Needed

**CS 992 Special Topics in CS**
This course will study topics of current interest in computer science, which are not covered in a course offered by the department. It will be offered periodically as the needs and interests of students and faculty dictate. Prerequisite: completion of core and permission of the program director.

Credits: 3.00
Department Consent Required.

**CS 993 Special Topics**
This course will study topics of current interest in computer science, which are not covered in a course offered by the department. It will be offered periodically as the needs and interests of students and faculty dictate. Prerequisite: completion of core and permission of the program director.

Credits: 3.00
Department Consent Required.

**CS 998 Special Topics in Computer Science**
This course will study topics of current interest in computer science, which are not covered in a course offered by the department. It will be offered periodically as the needs and interests of students and faculty dictate. Prerequisite: completion of core and permission of the program director.

Credits: 3.00
Department Consent Required.

**CRIMINAL JUSTICE**

**CRJ 505 Criminal Justice and the Constitution**
A survey of constitutional issues as they affect the criminal justice system. Topics will include recent Supreme Court cases and decisions that have attempted to reconcile individual liberties and guarantees with the interests of society, security and crime prevention.

Credits: 3.00
Offered in the Fall Semester
CRJ 510 History of the Criminal Justice System
A survey of the development of the American system of Criminal Justice. Topics will include events, organizations and personalities which have significantly affected police, probation, corrections and parole administration in the United States.
Credits: 3.00
Offered in the Spring Semester

CRJ 515 Computers and Criminal Justice
An introduction to the computer and its uses in criminal justice. Coursework will include introductory concepts of computing systems and data organization; ethical and social issues related to computing; use of software packages, including word processing, modeling, and database management applications.
Credits: 3.00
Offered in the Fall Semester

CRJ 620 Professional Standards and Ethics in Criminal Justice
This course provides a historical and contemporary exploration in the field of criminal justice ethics. Students will learn and express an understanding of the different philosophical systems/schools of thought (including classicism, utilitarianism, and peacemaking) and relate these ethical systems to ethical scenarios, codes of ethics and professional responsibilities, as well as decision-making opportunities in the different areas of criminal justice. Four specific areas examined are: law enforcement ethics, legal professional ethics, correctional ethics, and policymaking ethics. The course covers not only theoretical, but applied ethics.
Credits: 3.00

CRJ 630 Victimology
This is an overview course covering developments in the field of Victimology, including its basic concept, its subfields and role as a field of study within criminal justice. The course also deals with the analysis of new programs and trends in the criminal justice system’s response to victims, including restorative justice initiatives. Students will also learn about the emergence of special victim groups, the implications of a victim-oriented perspective for the administration of justice, the development of victim-witness service programs, and court-ordered alternatives such as victim-offender mediation and restitution.
Credits: 3.00

CRJ 640 Profiling Violent Crimes
An introductory study on the topic of profiling: its basic elements; the sociological and criminogenic elements; and physical and emotional factors. The course examines the use of profiling in such violent crimes as arson, sexual assault, pedophilia, murder, and kidnapping. Profiling, as an investigative tool, will be analyzed, both the pros and cons. Students will be introduced to computer database systems used for profiling, as well as geographic profiling and crime mapping as instruments for police and federal law enforcement. Particular attention will be focused on victimology, serial offenders, and the use of profilers in the media and its effect on public opinion and attitudes.
Credits: 3.00

CRJ 655 Advanced Deviant Behavior
A study of the theories of deviance, subculture, and group behavioral systems. Topics to be considered include: drug use and abuse, gang violence, mental illness, sex crimes, deviance in relation to social processes and structures, and methods of deviance control.
Credits: 3.00

CRJ 660 Advanced Criminology
A study and evaluation of some of the current issues and problems in the causes and treatment of crime. A review of the social theories and principles of criminology.
Credits: 3.00

CRJ 665 Corrections
A study of the principles, theories, and practices of the correctional system. A view of some of the current issues and problems facing American corrections systems. Credits: 3.00

CRJ 670 Cyber Security, Policy & the Law
A comprehensive introduction to the protection of business information and the systems that support business processes. The objective is to identify common threats and attacks employed against Web-accessible applications, analyze the role of security models and architectures, explain the role of cryptography, and analyze issues related to security management and network security. This course explores how a “networked” world has bred new crimes and new responses, and investigates how information and communication technology (ICT) has become a tool, a target, and a place of criminal activity and national security threats, as well as a mechanism of response. Topics include defining types of Cyber-Crime & Security, the impact of current legislation, judicial decisions, and government regulations directing the focus of policy formulation. The course covers theory and practice of security policing, computer security, focusing in particular on the security aspects of the web and Internet.
Credits: 3.00

CRJ 680 Human Trafficking
An overview of the current and emerging issues related to human trafficking, including the global scale of the problem, factors that contribute to victimization, and approaches to prevention and intervention.
Credits: 3.00

CRJ 690 Legal Writing
A course designed to help students develop the reading, writing, and critical thinking skills necessary for success in law school and as a practicing attorney. Topics include research, legal analysis, persuasive writing, and oral argument.
Credits: 3.00

CRJ 700 Legal Studies
An introduction to the legal system, including the structure of the federal and state courts, the role of law in society, and the principles of constitutional law.
Credits: 3.00

CRJ 710 Legal Research
A survey of the methods and materials used in legal research, including legal databases, statutes, cases, and secondary sources.
Credits: 3.00

CRJ 720 Legal Writing
A course designed to help students develop the reading, writing, and critical thinking skills necessary for success in law school and as a practicing attorney. Topics include research, legal analysis, persuasive writing, and oral argument.
Credits: 3.00

CRJ 730 Legal Practice
An introduction to the practice of law, including the role of the lawyer in society, the ethics of legal practice, and the regulation of the legal profession.
Credits: 3.00

CRJ 740 Legal Theory
An examination of the philosophical foundations of law, including the concepts of justice, morality, and right.
Credits: 3.00

CRJ 750 Legal Writing
A course designed to help students develop the reading, writing, and critical thinking skills necessary for success in law school and as a practicing attorney. Topics include research, legal analysis, persuasive writing, and oral argument.
Credits: 3.00

CRJ 760 Legal Practice
An introduction to the practice of law, including the role of the lawyer in society, the ethics of legal practice, and the regulation of the legal profession.
Credits: 3.00
CRJ 675 Cyber-Crime Investigation
This course is designed to give law enforcement personnel and those working in the field new tools in cyber and real world criminal investigations. Topics include: digital wire taps, keystroke loggers, and application compilers for both wired and wireless networks. Students will be able to show a proficiency in intercepting electronic communications, recompiling the data, and identify if/when it has happened to a complainant. Other topics include: data mining tools allowing students to locate, correlate and extrapolate public and private information on the Internet and private databases. Students will use and show proficiency in graphical charting tools that can illustrate association between persons, companies, websites, email accounts, phone numbers, etc… for investigative and courtroom use.
Credits: 3.00
Offered When Needed

CRJ 750 Critical Issues in Criminal Justice
A study of current issues, problems and challenges facing the American criminal justice system. Topics include justice policies, use of discretion, harassment, entrapment, prison overcrowding, parole, shock probation, equal access to justice, and current issues as they develop. Special emphasis will be placed on current sociological research that relates to criminal justice issues.
Credits: 3.00
Offered When Needed

CRJ 755 Criminal Justice and the Community
A study of community resources, customs, bonds and relationships with the criminal justice system. Special topics include minority group relations, civil rights, police community relations and community based corrections. Credits: 3.00
Offered When Needed

CRJ 760 Administration and Organizational Behavior in Criminal Justice
A study of the theoretical bases of organizations in the criminal justice system, and the consequences of various theories. Special emphasis is placed upon the complex relationship between individuals and criminal justice organizations.
Credits: 3.00
Offered When Needed

CRJ 765 Criminal Law, Evidence and Ethics
A study of the penal law and rules of evidence in criminal and administrative proceedings. Topics will include specific criminal statutes, procedural law, ethical obligations of government agents in the gathering of evidence, organized crime, sex crimes and drug crimes. Credits: 3.00
Offered When Needed

CRJ 820 Forensic Health Issues, the Law and the Criminal Justice System
This course will provide an introduction to the field of forensic mental health issues by covering the primary areas in which mental health practitioners interface with the criminal justice system. Criminal and civil proceedings will be discussed with an emphasis on the use of expert testimony in criminal trials. In addition, different protocols and practices that are used with the correctional population will be examined. Treatment, intervention and the use of referrals with juveniles and adults will be discussed. Students will understand the application of contemporary correctional and criminological theories with regard to case studies and current practice.
Credits: 3.00

CRJ 850 Database Systems for Criminal Justice
Design, implementation, and utilization of database systems within the setting of the criminal justice system. Topics include data relationships and modeling, normalization, data management structures, evaluation of performance, and applications.
Credits: 3.00
Prerequisite: CRJ 515
Offered in the Spring Semester

CRJ 860 Computer-Based Statistical Methods in Criminal Justice
Application of quantitative research methods to criminal justice systems. Fundamental statistical techniques for the comprehension, critical appraisal, and intelligent utilization of research data within the criminal justice system.
Credits: 3.00
Prerequisite: CRJ 515
Offered When Needed

CRJ 950 Thesis or Computer-Based Research
A thesis or computer project based on a critical study of criminal justice research designs and findings. Credits: 3.00
Department Consent Required.
Offered in the Fall Semester

CRJ 951 Thesis Project
A thesis is a major academic undertaking that requires a commitment and focus beyond the scope of typical graduate coursework. In this course, students have the task of researching and writing a thesis or completing a research project that has previously been approved (via successful completion of CRJ 950 -- prerequisite course). Their work will be guided and monitored by a thesis supervisor, who will be selected from among the full-time faculty of the Criminal Justice Department. Credits: 3.00
Department Consent Required.
Prerequisite: CRJ 950
**CRJ 990 Special Topics in Criminal Justice**
This course will examine topics of interest in criminal justice that are not addressed by other courses in the program.
Credits: 3.00
Offered When Needed

**EDUCATION**

All courses in the Education Department incorporate and apply New York State Learning Standards for K-12 in the implementation of instructional strategies and require field experiences, as well as an electronic portfolio.

**EDU 501 Introduction to Educational Technology**
This course presents an overview of the field of educational computing. Topics include: computer hardware and software, the impact of computers on the educational process, curriculum applications of computers, evaluation of software, selection of hardware, and an introduction to programming.
Credits: 3.00
Equivalency: EDU783/501EDT501
Offered in the Spring Trimester

**EDU 502 The Foundation for the Education of All Young Children in Inclusive Settings, Birth through Grade 2**
This course provides the basis for the teacher candidate to learn and shape developmentally appropriate practices with young children in early childhood settings. The framework for optimum practice includes knowledge of the following areas: benchmarks in child development, including the physical, cognitive, linguistic, social and emotional; individual differences and variations; the NYS Learning Standards for primary classrooms; appropriate assessment and instruction for young children; how early intervention programs serve young children with special needs; the social and cultural contexts that influence learning; how to establish reciprocal relationships with families; and how to create a caring community of learners. Field experience and Task Stream electronic portfolio are required.
Credits: 3.00
Offered When Needed

**EDU 580 Teacher Work Sample**
Course participants will be engaged in a supervised practicum with students in partnership schools. Course participants will use their content and pedagogical knowledge and skills to create a Teacher Work Sample Project. The Teacher Work Sample project will consist of three parts; planning, instruction, and assessment. Application for the practicum must be submitted prior to placement and course registration; approval by the Education Department is required.
Credits: 1.00 Department Consent Required.
Prerequisite: EDU 974, EDU 975, EDU 976 or EDU 977
Offered When Needed

**EDU 632 Teaching Strategies for the Middle School Student**
This course will focus upon the strategies which are most commonly used in the middle school setting. Particular emphasis will be placed upon cooperative learning, team teaching, whole language, technology and interdisciplinary study.
Credits: 3.00
Offered in the Summer

**EDU 633 Dynamics of Teaching English in the Secondary School**
This is a seminar course designed for experienced teachers of English. Emphasized topics may include criteria for selection of literature for adolescents, special methods for teaching literature, composition evaluation, grouping practices, individualizing instruction, motivational techniques, audiovisual media for the classroom, and special approaches to teaching the slow learner.
Credits: 3.00
Offered When Needed

**EDU 635 Seminar in Secondary School Teaching of Social Studies**
Current curriculum programs in social studies will be examined. A conceptualization for teaching social studies will be developed. A variety of teaching materials for students with differentiated needs will be reviewed and demonstrated. Field experience is required.
Credits: 3.00
Offered When Needed

**EDU 640 Literacy and Learning in the Content Area for Adolescent Learners**
The focus of the course is to provide teacher candidates with the understanding, skills, and dispositions necessary to prepare adolescent learners to use multiple literacies within content area classrooms. Fundamental to this course is an understanding of language and literacy development in all learners. Teacher candidates will learn how to use a wide array of instructional strategies that integrate all language modes, as well as other tools of learning, into the subject areas they teach. For more effective instruction and learning within inclusive classrooms, course participants will begin...
to use differential teaching with students who have special needs and with those who are culturally and linguistically diverse. Field experience and Task Stream electronic portfolio are required.
Credits: 3.00
Offered When Needed

**EDU 650 Strategies for Elementary and Secondary School Teachers**

This course is designed to enable teachers to respond positively to the current problems of helping children perform well academically. Such topics as organization, planning, evaluation, and classroom control will be explored. Field experience and Task Stream electronic portfolio are required.
Credits: 3.00
Offered When Needed

**EDU 651 Contemporary Approaches to Teaching**

This course is designed to explain how the classical and modern theories of learning are applied to current legal, educational and social issues in education.
Credits: 3.00
Offered When Needed

**EDU 652 Curriculum, Learning and Assessment for All Young Children in Inclusive Settings, Birth to Grade 2**

This course provides early childhood teacher candidates with the basic framework for designing and implementing a developmentally appropriate integrated curriculum for young children in inclusive settings. Teacher candidates will learn how to create a supportive learning environment for developing the physical, social, emotional, moral, linguistic, and intellectual competencies in all children; developmentally appropriate instruction and assessment strategies to support learning are major foci of this course. The integration of the NYS Learning Standards, technology, and play as a vital role in child development are also addressed in this course. Field experience and Task Stream electronic portfolio are required.
Credits: 3.00
Offered When Needed

**EDU 653 Instruction and Assessment Strategies in the Secondary School**

This course is designed to assist aspiring and current teachers in exploring a variety of instructional strategies and techniques, learning theories, and assessment and evaluation approaches appropriate for meeting the needs of learners in diverse middle and secondary classrooms. Opportunities are provided to experience various instructional strategies from the perspectives of student and teacher and to implement them into actual lesson planning and presentations.

The integration of technology (including software), the New York State learning standards, and content area standards into unit and lesson planning is investigated. Field observation experience in the student’s content area and Task Stream electronic portfolio are required.
Credits: 3.00
Offered When Needed

**EDU 655 Language and Literacy Development in Young Readers and Writers**

This course presents the developing processes of language and literacy in young children. Teacher candidates will employ “best practices” used by successful teachers who have implemented a well-balanced literacy program in early childhood settings and elementary classrooms with culturally and linguistically diverse populations, as well as with those children who have a broad range of special needs. Assessment strategies linked to instruction, uses to technology to support language and literacy development, and the application of NYS Learning Standards are included in this course. A field experience that includes reflective practice and Task Stream electronic portfolio are required.
Credits: 3.00
Offered in the Summer Offered in Fall & Spring

**EDU 656 Instruction and Assessment Strategies for Learning Mathematics for All Children**

This course will emphasize the active hands-on, problem solving approach to teaching, learning, and assessing mathematics as stated in the National Council of Teachers of Mathematics (NCTM) and the New York State Learning Standards. Strategies that enable students to make sense of mathematics and to develop their own meaning of mathematical concepts and processes will be investigated. Field experience and Task Stream electronic portfolio are required.
Credits: 3.00
Offered When Needed

**EDU 657 Instruction and Assessment Strategies for Teaching Social Studies to All Children**

This course is designed to enable current and prospective teachers to acquire instructional strategies and assessment skills to teach social studies to elementary school children. It will develop knowledge, concepts, values, and critical thinking skills through the creation of lesson plans and unit themes drawing on disciplines within the social sciences and the humanities. It adapts instructional strategies to meet the needs of the diverse range of student abilities. Specifically, it includes provision for addressing the learning requirements of children with special needs and with varied linguistic and cultural backgrounds. Students are taught how to use
technology to enhance learning and research. A basic foundation of this course is to create an awareness and appreciation of the multicultural dimensions of social studies instruction. It stresses the development of social skills involved in collaborative instruction and cooperative instruction and cooperative learning. Successful completion of course objectives will be measured through varied and authentic means of assessment. Field observation experiences and Task Stream electronic portfolio are required.

Credits: 3.00
Offered When Needed

**EDU 658 Assessment of Language and Literacy Development in Young Children**

This course focuses on authentic assessment of language and literacy development in young children. A broad range of assessment strategies to monitor and document language and literacy growth in early childhood settings and elementary classrooms with populations who are culturally and linguistically diverse and with children with special needs are included in this course. A special focus of this course is on the use of differentiated instruction with struggling readers and writers in inclusive classrooms as they work toward meeting the NYS Learning Standards. A field experience where the teacher candidate works with young children and creates a literacy portfolio and Task Stream electronic portfolio are required.

Credits: 3.00
Prerequisite: EDU 655
Offered in the Summer Offered in Fall & Spring

**EDU 659 Practicum in Reading and Literacy, B-6 and the Professional Portfolio**

Course participants will be engaged in two supervised practica with students who have literacy disabilities, one student at the early childhood level and one at the childhood level. Course participants will use their content and pedagogical knowledge and skills to diagnose and remediate reading, writing, and language skills; they will learn to work with school personnel to optimize students’ learning, as they communicate with caregivers and families about students’ literacy and language growth, making suggestions for family and home support. Application for the practicum must be submitted three months prior to placement and course registration. Approval by the Education Department and Task Stream electronic portfolio are required.

Credits: 6.00
Department Consent Required.
Offered in Fall & Spring

**EDU 660 Special Education Foundations of Special Education**

This course provides the foundations for teachers of special education and exceptional students. Included within the course are characteristics of exceptional learners; models of educating students with special needs such as full inclusion, differentiated instruction, and collaboration within general education classrooms; teaching special education and diverse student populations; working with parents and families of special needs students; instructional strategies, learning environments, and assistive technology for students with a wide range of disabilities; assessment strategies and tools including progress monitoring and testing accommodations; early intervention; and transition to adulthood. Course requirements include a ten-hour field experience in a special education classroom, grades 1—6 and the submission of the major assessment to TaskStream®.

Credits: 3.00
Offered When Needed

**EDU 661 Special Education Teaching Diverse Learners with Exceptionalities**

This course will explore an in-depth study of the foundations, methods, procedures and the organization and planning of an interactive classroom environment dedicated to engage early childhood students who have been diagnosed with a range of learning disabilities. In this context, response to intervention and its tenets will be explored. Opportunities will be provided for skill development in identifying students’ strengths, collaborating with teachers and parents, and ultimately designing and adapting materials and instruction to allow students to attain their highest levels of academic and personal achievement. Furthermore, the use of assistive and instructional technology will be introduced and utilized to enhance the instruction of this special student population. Course requirements include a twenty-hour field experience in a special education classroom, grades 1—6 and the submission of the major assessment to TaskStream®.

Credits: 3.00
Offered When Needed

**EDU 662 Responsive Teaching and Multiple Interventions within Inclusive Classrooms**

This course provides research specific to curriculum and methods for individuals with disabilities and autism spectrum disorders in grades 1 through 6. Strategies for planning, implementing and evaluating effective instructional programs and the related research will be addressed. Its major focus will be the foundations and theoretical fundamentals of inclusion and the challenges related to its implementation, ultimately creating an inclusive classroom where all students are valued. Differentiating instruction, equal access, reflective and responsive practice instructional technology and assistive devices and collaboration will be emphasized to effectively promote the learning for all students. Course requirements include a
ten-hour filed experience in a special education classroom, grades 1-6 and the submission of the major assessment to TaskStream.
Credits: 3.00
Offered When Needed

EDU 664 Special Education Practicum in Teaching Students with Disabilities (Grades 1-6)
Course participants will be engaged in two supervised practica with students who have special needs, one student at the primary grade level and one at the intermediate grade level. Course participants will use their content and pedagogical knowledge and skills to assess and design curriculum for students with special needs; they will learn to work with school personnel to optimize students' learning, as they communicate with caregivers and families about students' academic achievement and development, making suggestions for family and home support. Application for the practicum must be submitted three months prior to placement and course registration; The submission of the major assessment to TaskStream® is required.
Credits: 6.00
Offered When Needed

EDU 665 Child Development from Infancy to Middle Years
A review of theories of early motor, cognitive and social development with emphasis on biological and environmental influences. Children's cognition, perception, language, affect, personality and sexuality will be considered, as these influence development.
Credits: 3.00
Offered When Needed

EDU 666 Special Education Collaboration and Co-Teaching in Secondary Classrooms
This course will focus on collaborative education at the adolescent level and is based on the belief that inclusive educational settings are dependent on effective communication, co-planning, and co-teaching. Each week's class session is co-taught so that students will experience collaborative team teaching models first-hand. Students will learn and apply content area (mathematics, English language arts, science, and social studies) methods within a co-taught setting. The benefits, potential challenges, and strategies for successful collaboration will be explored through class experiences, reading of relevant literature, and through a field experience in a co-taught setting. Students will study approaches to co-teaching as well as ways to create a collaborative classroom environment for all participants -- the students, subject area teachers, service providers, ESL teachers, and special educators.
Credits: 3.00
Department Consent Required.
Offered When Needed

EDU 667 Special Education Responsive Teaching and Multiple Interventions within Inclusive Classrooms
This course provides research specific to curriculum and methods for individuals with disabilities and autism spectrum disorders in grades 1 through 6. Strategies for planning, implementing and evaluating effective instructional programs and the related research will be addressed. Its major focus will be the foundations and theoretical fundamentals of inclusion and the challenges related to its implementation ultimately, creating an inclusive classroom where all students are valued. Differentiating instruction, equal access, reflective and responsive practice, instructional technology and assistive devices and collaboration will be emphasized to effectively promote the learning for all students. Course requirements include a twenty-hour field experience in a special education classroom, grades 1—6 and the submission of the major assessment to TaskStream®.
Credits: 3.00
Offered When Needed

EDU 668 Special Education Practicum in Teaching Adolescent Students with Disabilities
Course participants will be engaged in two supervised practica with adolescent students who have special needs, one student at the middle grade and one at the high school level. Course participants will use their content and pedagogical knowledge and skills to assess and design curriculum for adolescent students with special needs and employ methodologies and adapted curricula within each of the major content areas: English, Math, Social Studies and Science; they will learn to work with school personnel to optimize students' learning, as they communicate with caregivers and families about students' academic achievement and development, making informed suggestions for family and home support. Application for the practicum must be submitted three months prior to placement and course registration; approval by the Education Department is required. The submission of the major assessment to TaskStream® is required.
Credits: 6.00
Department Consent Required.
Offered When Needed

EDU 669 Special Education Teaching Learners with Multiple, Low-Incidence, and Severe Disabilities
This course is designed for teachers who work with students with multiple, low-incidence, and severe disabilities. The course focuses on inclusive, holistic ways of meeting the diverse needs of students by focusing on sensory-motor development, physical management in the classroom, and augmentative
communication. Topics of study include working with families, assessment of issues and development of strategies, integrating health care needs, and self-care and mealtime skills. Students will participate in a 20 hour field experience within a special education setting.
Credits: 3.00
Offered When Needed

EDU 670 Multiple Literacies of the Adolescent Learner
This course will focus on language, culture, and identity. Course participants will discuss how adolescent discourse is shaped by community, culture, and identity. The role of technology will be explored as adolescent learners explore new literacies and discourse online. Course participants will explore how to engage adolescent learners in multiple literacies with focus on striving readers. The required field experience includes tutoring secondary student with special needs in reading and writing over the course of the semester leading to the creation of a digital portfolio for the tutee. Submission to TASKSTREAM is required.
Credits: 3.00
Department Consent Required.

EDU 671 Academic Language and Literacy for the Adolescent Learner
This course will focus on language, culture, and identity. Course participants will discuss how adolescent discourse is shaped by community, culture, and identity. The role of technology will be explored as adolescent learners explore new literacies and discourse online. Course participants will explore how to engage adolescent learners in multiple literacies with focus on striving readers. The required field experience includes tutoring secondary students with special needs in reading and writing over the course of the semester leading to the creation of a digital portfolio for the tutee.
Credits: 3.00

EDU 672 Practicum in Adolescent Literacy (Grades 5-12)
Course participants will be engaged in two supervised practica with students who have literacy disabilities, one student at the middle school level and one at the high school level. Course participants will use their content and pedagogical knowledge and skills to diagnose and remediate reading, writing, and language skills; they will learn to work with school personnel to optimize students' learning as they communicate with caregivers and families about students' literacy and language growth, making suggestions for family and home support. Application for the practicum must be submitted three months prior to placement and course registration; approval by the Education Department is required.
Credits: 6.00
Department Consent Required.
Offered When Needed

EDU 676 Survey of Learning Disabilities and Health Education
Survey course designed to promote awareness of learning disabilities and personal health as they relate to the learning process. Explores mental health, nutrition, drugs, infectious disease, and surveys the literature for the causes of learning disabilities and the instructional methods used in teaching these students. (Meets New York City requirements for 3 credits in special education for non-special education teachers). Credits: 3.00
Offered When Needed Requirement for SpEd 3crs Non

EDU 712 Extending Literacy and Learning in Content Areas for Adolescent Learners
Teacher-candidates will deepen their study of the literacy process used by adolescent learners in inclusive content-area classrooms. Course participants will further learn how to apply the strategies for facilitating students' learning from written and oral texts, graphics and illustrations, as well as technology as it applies to the subject disciplines that they will teach. Differentiated teaching for meeting the needs of all students, including struggling readers and writers and students with a wide range of special needs, as well as those from diverse backgrounds, will be emphasized in this course. A field experience and Task Stream electronic portfolio are required.
Credits: 3.00
Offered in the Spring Semester

EDU 721 Modern Educational Philosophies and Values
An examination will be made of philosophies of education and the political, economic and social ideologies affecting education. Such issues as progressive education values, essentialist perspectives, New York State standards and testing, moral education in the public school, the teaching profession and selected issues of school law will be considered. Students will have the opportunity to develop their vision of teaching and the values they bring to teaching. Field experience and Task Stream electronic portfolio are required.
Credits: 3.00
Offered in Fall & Spring

EDU 731 The Philosophy of Educational Reform
This course will explore in depth several current reform issues in education. Reform issues such as moral education in the public school, teaching
about religion in the public school, the use of high stakes testing and the approaches to educating a diverse student population will be examined. Other reform issues of interest to those enrolled may be included.

Credits: 3.00
Offered in the Summer Offered in Fall & Spring

EDU 741 The Writer and the Writing Process
An understanding of the theory and research explaining how children learn to write is integrated with all aspects of language and literacy development. Instructional and assessment strategies for teaching writing in inclusive classrooms are provided. Learning to teach writing to students with special needs and children with diverse language and cultural backgrounds are essential components of the course. Field experience and Task Stream electronic portfolio are required.

Credits: 3.00
Offered in the Summer Offered in the Spring Semester

EDU 743 Language and Literacy Across the Curriculum
This course focuses on the integration of oral language, reading, and writing within all aspects of the curriculum. Teacher candidates will learn how to facilitate students who are in early childhood settings and in elementary classrooms as they use language and literacy in a variety of curricular contexts for varied purposes. Some of the topics included in this course are as follows: teaching for promoting writing development in children; the use of technology to aid literacy development; designing and implementing an integrated plan of instruction; the uses of literature, fiction and non-fiction, in the content areas; and instruction and assessment strategies to meet the needs of all students, linguistically and culturally diverse, as well as those with special needs. Field experience and Task Stream electronic portfolio are required.

Credits: 3.00
Offered When Needed

EDU 747 Developing Literacy with Children’s Literature
An examination of children’s literature will be offered. Personal and academic values that various types of literature offer to children’s literacy growth will be explored. The variety of literature categories to support literacy and content learning will be provided. An emphasis on multicultural and international literature to enrich children’s lives is an important focus of the course. Course participants will be engaged in planning the literature curriculum for young children and for those in the elementary grades. A field experience and Task Stream electronic portfolio are required.

Credits: 3.00
Offered in the Summer Offered in the Spring Semester

EDU 752 Teaching Strategies for the Middle School Student
This course will focus on the strategies which are most commonly used in the middle school setting. Particular emphasis will be placed upon the application of diverse instructional strategies, teaming of faculty and students to maximize student learning, whole language, technology, and interdisciplinary study. Field experience is required. Not open to those who have taken EDU 389.

Credits: 3.00
Equivalency: EDU752/389
Offered When Needed

EDU 753 Learning Needs of the Middle School Student
This course will provide students with an in-depth study of adolescent development of the ten to fourteen year old child. Readings will focus upon the learning needs and the learning styles of the child in middle school grades. The place of the middle school within the school structure will be analyzed. The course will enable students to develop the skills necessary to serve as a mentor to students within this age category. It will be necessary for students to work with middle school children in a non-academic setting on a weekly basis. Field experience is required. Not open to those who have taken EDU 388.

Credits: 3.00
Equivalency: EDU753/388
Offered When Needed

EDU 762 Methods in Elementary Science Education: Life Sciences
This course will teach methods for developing hands-on science lessons which draw their content from the life sciences. The course will stress interdisciplinary education and an inquiry style of teaching. It will discuss the appropriate use of various current materials, texts, and trade books. The course will
be compatible with the New York State Elementary Science Syllabus and its supplements.
Credits: 3.00
Offered When Needed

EDU 783 Multimedia in Teaching
The role of multimedia in teaching and learning will be explored. Students will design and produce programs in their area of certification. Emphasis will be placed on effective use of overheads, video, visual displays, powerpoint presentations, use of software in the subject areas, the internet in the classroom, and developing web pages. This course is taught in the electronic classroom. Field experience and Task Stream electronic portfolio are required.
Credits: 3.00
Offered When Needed

EDU 792 Teaching English as a Second Language
An awareness of the nature of language will be developed for teachers of English who work with students whose first language is not English. Attention will be given to audio-lingual skills, the phonology of reading and writing, language structure and vocabulary. Special emphasis will be placed on organizational needs and the selection of materials for teaching and learning. Field experience and Task Stream electronic portfolio are required.
Credits: 3.00
Offered When Needed

EDU 800 Instructional Psychology
Current psychological theory and research related to such basic processes in learning as motivation, perception, cognition will be reviewed and applied to case study material. The factors that facilitate and impede learning, the consequences of various styles of classroom management, and impact of the teacher’s behavior on the learner will be examined. Field experience is required.
Credits: 3.00
Offered When Needed

EDU 802 The Conditions of Learning in the Classroom
This course will investigate the psychological aspects of learning conditions within the classroom. The factors that facilitate and impede learning, the emotional consequences of various styles of discipline, and the impact of the teacher's behavior on the learner will be examined. Illustrations from classroom situations will be presented through films and will provide a basis for class analysis.
Credits: 3.00
Offered When Needed

EDU 803 Language Acquisition and Development in Children
Language acquisition and development in young children will be studied. Important topics that will be explored are major components of language for studying children's growth; patterns for normal and abnormal language development; crucial experiences and contexts for language learning in young children; setting benchmarks for growth and development; fostering language growth in children with developmental delays; promoting development for English Language Learners; and formal and informal assessments of language acquisition and development. Task Stream electronic portfolio is required.
Credits: 3.00
Offered in Fall & Spring

EDU 804 Cognitive and Sociocultural Dimensions of Language and Literacy Learning
A framework for understanding the cognitive and socio-cultural factors that affect the acquisition and development of language and literacy will be examined. Cognitive factors affecting young children's literacy learning will include phonological awareness, a psycho-linguistic model of learning to read and write, acquiring the alphabetic principle, brain research and literacy, research on early instruction and determinants of difficulties in learning to read, and connecting early language literacy. Socio-cultural factors including language and thought, socio-economic levels literacy development, language and regional dialects, language and culture, social language and standard language, and gender variations in language strategies and their use. Task Stream electronic portfolio is required.
Credits: 3.00
Offered in Fall & Spring

EDU 816 Special Education Behavior Management for Students with Exceptionalities
This course will explore the more prevalent behavioral disorders and strategies to work successfully with students who exhibit these challenges while also introducing evidence-based treatment techniques. Furthermore, the use of assistive and instructional technology will be introduced and utilized to enhance social skills instruction and practical applications for this special student population. Course requirements include a twenty-hour field experience in an adolescent special education setting and the submission of the major assessment to TaskStream.
Credits: 3.00
Offered When Needed
EDU 820 Psychology of Adolescent Problems
This course will focus on normative and maladaptive adolescent development especially as related to classroom behavior. An experiential format will be used including role playing, small group discussions, problem solving, films, and interview techniques. Methods for helping students of diverse racial and ethnic groups will be discussed. (Meets New York City requirements for 1.5 credits in special education for non-special education teachers.)
Credits: 3.00
Offered When Needed Meets NYC credit req 1.5 in SE

EDU 824 Problems of Student Adjustment
This course will examine the causal factors which contribute to the development of the potential dropout, the unmotivated student, the disadvantaged student, English language learners with diverse abilities, and the acting out student. This course will aim at diagnosing the teenager through interviews, observations and family contacts.
Credits: 3.00
Offered When Needed

EDU 850 Guidance for the Classroom Teacher
This is a foundation course that will examine the role and function of guidance in our contemporary educational institutions. It will include a survey of techniques, guidance philosophies, principles and practices. The scope and development of a guidance program will be reviewed and analyzed with particular emphasis on the teacher’s role in the guidance function.
Credits: 3.00
Offered When Needed

EDU 862 Instruction and Assessment Strategies for Learning Science by All Children
This course emphasizes the hands-on, problem solving approach to teaching, learning, and assessing science as stated in the National Science Teaching (NSTA) and the New York State Learning Standards. Strategies that enable students to engage in experimentation, logical thinking, and reasoning skills are investigated. A field experience and Task Stream electronic portfolio are required.
Credits: 3.00
Offered in the Summer Offered in Fall & Spring

EDU 865 Institute in Elementary School Foreign Language Instruction
This is a 45-hour class course designed to introduce the foreign language teacher certified to teach grades 7-12 to the competencies necessary for teaching foreign language in grades N-6. Successful completion of this course leads to the extension of New York State Certification in grades N-12.
Credits: 3.00
Offered When Needed

EDU 900 Curriculum Development and Improvement of Instruction
A study will be made of curriculum and instruction in elementary and secondary grades. Perspectives and guidelines for curriculum development and instruction will be considered.
Credits: 3.00
Offered When Needed

EDU 910 Critical Issues in Education
Current problems confronting education will be identified and prioritized. An in-depth analysis of selected problems will be made and proposed solutions will be examined.
Credits: 3.00
Offered When Needed

EDU 912 Accountability and Evaluation
The concepts and practices of accountability and evaluation in education will be explored in relation to pupils, teachers, administrators and schools.
Credits: 3.00
Offered When Needed

EDU 916 Action Research in Teaching Students with Exceptionalities
This course focuses on supervised research in the area of special education. Each student will be required to identify a classroom problem to research, identify current theory and practice and then design an action research article to explore the topic.
Credits: 3.00
Department Consent Required.
Prerequisite: Completion of 21 graduate credits or permission of the program coordinator. Closed course card signed by the program director required.
Offered When Needed

EDU 920 The Role of the Non-Public Schools in American Education
The course offers an historical, economic and sociological analysis of the role of non-public schools in American society. The reasons for the development of various non-public systems will be examined; the course will emphasize the present rationales and impacts of the non-public schools on American education. The course will focus on the role of the parochial school in the urban and suburban settings.
Credits: 3.00
Offered When Needed
EDU 921 The Politics of Education
The relationship of federal, state, and local governments to educational institutions will be studied in relation to the enactment of educational policy. Topics will include integration, the rights of students, teachers, and parents, aid formulas, accountability, decentralization, and other current political-educational topics.
Credits: 3.00
Offered When Needed

EDU 922 Multicultural Education
An analysis will be made of the basic attitudes and philosophies of learners, teachers, administrators and parents concerning multicultural diversity and education. Students will explore the need for a multicultural approach to education and curriculum development and investigate both culturally biased and multicultural curricula. Theory and research findings will supplement knowledge from personal experience and practice. (Meets New York City requirements for a course in human relations). Field experience and Task Stream electronic portfolio are required.
Credits: 3.00
Offered in the Summer Offered in Fall & Spring Meets NYC requirement for Cour

EDU 923 Decision Making for Educators
An examination will be made of the characteristics, resources, strengths and limitations of the decision making process. The course will also focus on educational systems currently being used, such as school-based management, systems analysis, MBO, etc.
Credits: 3.00
Offered When Needed

EDU 924 Individualization of Learning
An investigation will be made of the developing goals and concepts of individualized instruction. Topics will include theories of individualization, contract plans, programmed instruction, advanced technological tools and school system approaches.
Credits: 3.00
Offered in the Spring Semester

EDU 925 Teaching the Gifted Student
The psychological and social factors affecting the identification and development of gifted children will be explored. Special emphasis will be placed on the development of teaching strategies and learning styles leading to classroom implementation of curriculum. Methods to foster creativity will also be explored.
Credits: 3.00
Offered When Needed

EDU 950 Special Project in Curriculum Research
Supervised research in the student’s area of specialization. Each student will be required to identify a specific curriculum area, review current theory and practice, and then design and develop original curriculum materials if appropriate. Task Stream electronic portfolio is required. Credits: 3.00
Department Consent Required.
Prerequisite: completion of 21 graduate credits or permission of the program coordinator
Offered in Fall & Spring Department Approval Required

EDU 951 Special Project in Mathematics Education
Supervised research in mathematics education. Degree candidates in both the MS Ed program in Mathematics and the MST Mathematics program will be required to develop a special project under the direction of a faculty member in the program.
Credits: 3.00
Department Consent Required.
Prerequisite: Completion of 21 graduate credits or permission of the department chair. Closed class card signed by the chair of the mathematics department required.
Offered in the Spring Semester Department Approval Required

EDU 952 Special Project in Social Studies Education
Supervised research in social studies education. Degree candidates in the MS Ed program in Social Studies and the MST Social Studies program will be required to develop a special project under the direction of a faculty member in the program.
Credits: 3.00
Department Consent Required.
Prerequisite: completion of 21 graduate credits or permission of the department chair. Closed course card signed by the chair of history department required. Offered in Fall & Spring Department Approval Required

EDU 953 Special Project in Spanish Education
Supervised research in Spanish education. Degree candidates in the MS Ed program in Spanish and the MST Spanish program will be required to develop a special project under the direction of a faculty member in the program.
Credits: 3.00
Department Consent Required.
Prerequisite: completion of 21 graduate credits or permission of department chair. Closed course card signed by the chair of foreign languages required. Offered When Needed Department Approval Required
EDU 954 Special Project in English Education
Supervised research in English education. Degree candidates in the MS Ed program in English and the MST program in English will be required to develop a special project under the direction of a faculty member in the program.
Credits: 3.00
Department Consent Required.
Prerequisite: completion of 21 graduate credits or permission of the department chair. Closed course card signed by the chair of the English department required.
Offered in Fall & Spring

EDU 957 Special Project in Biology Education
Supervised research in biology education. Degree candidates in the MS Ed program in Biology and the MST Biology program will be required to develop a special project under the direction of a faculty member in the program.
Credits: 2.00
Department Consent Required.
Prerequisite: completion of 21 graduate credits or permission of the department chair. Closed course card signed by the chair of the biology department required.
Offered When Needed

EDU 958 Action Research in Literacy Education
As the capstone course for the Literacy Education Program, participants will review the language and literacy current theories, research and practices as they utilize their knowledge and skills acquired throughout the program to engage in an action research project. Their study will focus on the literacy learning and development by students with disabilities in language and literacy.
Credits: 3.00
Department Consent Required.
Prerequisite: completion of 21 graduate credits and permission of the program coordinator.
Offered in Fall & Spring

EDU 959 Special Project in Italian Education
Supervised research in Italian education. Degree candidates in the MS Ed program in Italian and the MST Italian program will be required to develop a special project under the direction of a faculty member in the program.
Credits: 3.00
Department Consent Required.
Prerequisite: completion of 21 graduate credits or permission of the department chair. Closed course card signed by the chair of the department of foreign languages required.

EDU 960 Theory and Practice of Writing Skills
This course provides opportunities for the individual to acquire current research data and skills for teaching writing effectively. The personal writing skills of the teacher will also be improved through supervised writing experiences.
Credits: 3.00
Equivalency: ENG/EDU960
Offered When Needed

EDU 961 Action Research in Chemistry Education
This course focuses on supervised research in the area of chemistry education. Each student will be required to develop a curriculum in secondary chemistry education, identify current theory and practice and then design an action research project to explore the topic.
Credits: 3.00
Department Consent Required.
Prerequisite: completion of 21 graduate credits or permission of the program coordinator.
Offered When Needed

EDU 974 Observation and Student Teaching at the Childhood Level (Grades 1-6)
A structured college-supervised teaching experience in a culturally diverse environment will be provided in selected childhood settings, Grades 1 - 6. Teacher candidates will assume increased responsibilities for instruction, (consistent with higher educational standards) conduct assessments, develop classroom management skills and perform other related duties for students in the classroom. This internship is an integral part of the professional education curriculum and allows candidates to demonstrate competence in the professional roles for which they are preparing. The structured college supervised teaching experience uses the specialized knowledge, skills and dispositions needed for working effectively with all children in the childhood years. Teacher candidates will complete 50 hours of field observations prior to student teaching in addition to previous required field experience. They will be assigned to student teach for a full semester in Grades 1-3 and Grades 4-6. Consistent with higher educational standards, they will assume increased responsibilities for classroom instruction, conduct assessments and perform other related duties for diverse students. A minimum of 15 weeks of full-time observation and practice teaching is required under the direction of the student-teacher supervisor and the cooperating teacher(s). A weekly seminar takes place on campus. Applications for enrollment must be submitted to the Education Department by October 1 in the Fall semester and March 5 in the Spring semester.
Credits: 6.00
Department Consent Required.
Offered in Fall & Spring
EDU 975 Observation and Student Teaching for Adolescence Education, Grades 7-12
As part of the initial student teaching experience, teacher candidates will be required to observe an additional 40 hours in English/Language Arts, Social Studies, Mathematics, Science, or Foreign Language classrooms at various secondary levels. College supervisors assigned to student teachers will provide supervision. During student teaching, each teacher candidate is assigned to a minimum of two grades, 9-12 and/or 7 or 8 and 9-12, for a period of approximately 14 weeks. During this time, the teacher candidate is assigned to a qualified English/Language Arts, Social Studies, Mathematics, Science, or Foreign Language cooperating teacher(s) in the field and is closely supervised by a college supervisor in the teacher candidate's field. A minimum of 15 weeks of full-time observation and practice teaching is required under the direction of the student-teacher supervisor and the cooperating teacher(s). A weekly seminar takes place on campus. Applications for enrollment must be submitted to the Education Department by October 1 in the Fall semester and March 5 in the Spring semester.
Credits: 6.00
Department Consent Required.
Offered in Fall & Spring

EDU 976 Observation and Student Teaching at the Early Childhood and Childhood Levels
This internship and seminar is designed to facilitate the movement of the teacher candidate into the role of the practicing professional. It will offer an opportunity for the candidates to discuss their experiences in student teaching, to explore multiple approaches and to investigate certain educational issues in greater depth. This structured college supervised teaching experience is provided using the specialized knowledge, skills and dispositions needed for working effectively with all children in the early childhood years as well as in Grades 1-6. Teacher candidates will develop expertise in working effectively with preschool, kindergarten, and primary grades, as well as Grades 3-6. Teacher candidates will complete 50 hours of field observations prior to student teaching. They will be assigned to student teach for a full semester at the kindergarten and grades 1 or 2 levels, as well as complete two experiences in grades 3 or 4 and 5 or 6. Consistent with higher educational standards, conduct assessments and perform other related duties for students in classrooms having diverse needs. A minimum of 15 weeks of full-time observation and practice teaching is required under the direction of the student-teacher supervisor and the cooperating teacher(s). A weekly seminar takes place on campus. Applications for enrollment must be submitted to the Education Department by October 1 in the Fall semester and March 5 in the Spring semester.
Credits: 6.00
Department Consent Required.
Offered in Fall & Spring

EDU 977 Observation and Student Teaching for Childhood and Special Education (Grades 1-6)
This internship experience and seminar is designed to facilitate the movement from teacher candidate to practicing professional. It will provide an opportunity for the candidates to discuss their student teaching experiences, to explore multiple approaches to classroom management, curriculum, instruction and assessment, and to investigate specific educational issues in greater depth. Prerequisites: Meet requirements identified in the Student Teaching Handbook; Submit Student Teaching Application by deadline.
Credits: 6.00
Department Consent Required.

EDU 978 Observation and Student Teaching in the Inclusive Adolescent Classroom (Grades 5-12)
The internship experience and seminar is designed to facilitate the movement from teacher candidate to practicing professional. It will provide an opportunity for the candidates to discuss their student teaching experiences, to explore multiple approaches to classroom management, curriculum, instruction and assessment, and to investigate specific educational issues in greater depth.
Credits: 6.00
Department Consent Required.
Offered When Needed

EDU 990 Special Topics in Education
This course will examine topics of interest in education that are not addressed by other courses offered by the department.
Credits: 3.00
Department Consent Required.
Offered When Needed

EDU 993 Literacy Instruction in the Context of Common Core State Standards
This course will focus on clarifying the expectations of a Common Core State Standards in English language arts and the upcoming assessments that measure them. It will also focus on practical strategies for implementing the common standards and a balanced literacy framework.
Credits: 3.00
Department Consent Required.
EDU 999 Independent Study
This course will provide an opportunity for the serious student to engage in directed research or analysis in a chosen area. The student must select an advisor from the department and submit, in writing, an outline of the proposed study prior to registration. An interim report will be followed by the submission of the final research project. Available only in the fall or spring semester. Admission only with the approval of the program coordinator. May be repeated once with the permission of the department chair. Credits: 3.00 Department Consent Required. Offered When Needed Department Approval Required

EDUCATIONAL LEADERSHIP
See Administration.

ENGLISH
English courses may be classified as follows:

Foundations of Language and Literature: ENG 600, ENG 700, ENG 711, ENG 712, ENG 720, ENG 725. Also ENG 892, 893, and 900-996, dependent on course content.

Classic Periods: ENG 730, ENG 742, ENG 750, ENG 755, ENG 761, ENG 762. Also ENG 892, 893, and 900-996, dependent on course content.

American and Modern Literature: ENG 771, ENG 772, ENG 773, ENG 775, ENG 781, ENG 783, ENG 784, ENG 790, ENG 792, ENG 793, ENG 890, ENG 891, ENG 892, ENG 893, ENG 894, ENG 896. Also ENG 892, 893, and 900-996, dependent on course content.

Special Interest Courses: ENG 960, ENG 990-999.

All of the following courses incorporate the standards of the New York State Education Department.

ENG 600. Linguistics and the History of the English Language
This course will focus on two topics. First, it will study the descriptive and analytical concepts of structural linguistics. Second, it will study the origin, relationships, and evolution of the English language. Credits: 3.00 Equivalency: ENG600/399

ENG 620 Classical Tragedy
A study of the dynamics and impact of the plays of various genres or periods of the drama as depicted by selected playwrights. This particular course will focus primarily on the concept of tragedy as it was understood and practiced in Greek Classical Tragedy; the course will also consider Modern American plays that might be considered tragedies, to determine the extent to which Greek formulas, concepts, and conventions are still current, and the extent to which they have been transformed or modified. Credits: 3.00 Offered in Alternate Years

ENG 700 Chaucer
A study will be made of selected readings from The Canterbury Tales and other poems. Medieval literary and social conventions and philosophical concerns will also be explored. Credits: 3.00 Offered in Alternate Years

ENG 711 Studies in Shakespeare
An intensive study will be made of several of the most significant of Shakespeare’s works, emphasizing the four major tragedies and exploring the classic questions of literary interpretation, the theatrical setting, and the historical and social background. Credits: 3.00 Offered in Alternate Years

ENG 712 Further Studies in Shakespeare
An intensive study will be made of several of Shakespeare’s works, including representative comedies, histories, later tragedies and non-dramatic poetry. In addition, critical and theatrical history, source study, textual study, the biography and influence of Shakespeare, and the Shakespearean film will be explored. Credits: 3.00 Offered in Alternate Years

ENG 720 Sixteenth-Century Literature
A study will be made of readings in the poetry and prose of the English Renaissance, from its continental origins to the end of the Elizabethan Age. Humanism, critical theory, and the principal literary genres will be analyzed. The contributions of More, Sidney, and Spenser will be emphasized. Credits: 3.00 Offered When Needed

ENG 730 Seventeenth-Century Poetry
A study will be made of the principal poets in the traditions of Jonson and Donne; a reading of selected poems of Milton, including Paradise Lost; consideration will be given to the important debt of modern poets to the poetry of this era. Credits: 3.00 Offered in Alternate Years
ENG 742 Eighteenth-Century Literature
This course will examine the transatlantic circulation of ideas, discourses, and ideologies between the nations that over the course of the eighteenth century would become America and England. Focusing variously on topics like women’s captivity narratives, poetical nationalism and economics, religious enthusiasm, literary loneliness, and the “birth” of America, this course will range over the characters, events, and genres that would lead to two nations and a “long” eighteenth century.
Credits: 3.00
Offered in Alternate Years

ENG 750 Wordsworth and the Romantic Age
The works of Byron, Coleridge, Wordsworth, and Keats are emphasized. Attention is given to the Romantic epic, drama, and satire. The course examines the Romantics’ political beliefs, psychological insights, and responses to the French Revolution and the Napoleonic Wars, the regenerating power of nature, and prescriptions for transforming society and human nature.
Credits: 3.00
Offered in Alternate Years

ENG 755 Comparative Literature: Continental and English Romanticism
The course focuses on the writings of Rousseau and Goethe. Attention may be given to Heine, Pushkin, Von Kleist, and Stendhal. These authors will be studied in relation to the major English Romantics, particularly Blake and Shelley. Specific themes include the limits of human aspirations and the image of the artist. The Continental Romantics are read in translation.
Credits: 3.00
Offered When Needed

ENG 761 The Nineteenth-Century Novel
A study will be made of the nineteenth-century novel as a literary form and as a reflection of social and moral values. The novels will be selected from English and Continental literature.
Credits: 3.00
Offered in Alternate Years

ENG 762 Victorian Literature
This course examines Victorian writers’ responses to the Industrial Revolution, science, and a changing society. Other topics include the writers’ spiritual crises and criticism of middle-class values. Special emphasis is given to Browning, Tennyson, Arnold, and Dickens.
Credits: 3.00
Offered in Alternate Years

ENG 764 Images of Women in Modern American Literature
An intensive study of the presentation of women in the works of major American writers from the turn of the 20th century to the present.
Credits: 3.00
Offered in the Fall Semester

ENG 770 Literature for Young Adults
This course seeks to develop a knowledge base and performance skills for the effective teaching of literature to middle and high school students. The course examines literature for and about adolescents as it reflects emotional, social, intellectual, linguistic, aesthetic and ethical development. The course also focuses on establishing norms for assessing the literary value and appropriateness of works of young adult literature.
Credits: 3.00
Equivalent: ENg770/389

ENG 771 American Literature in the Nineteenth Century
An examination will be made of the major literary trends of the period. Among the authors to be considered are Hawthorne, Melville, Emerson, Thoreau, Whitman, Dickinson, and James.
Credits: 3.00
Offered in Alternate Years

ENG 772 American Fiction in the Twentieth Century
A study will be made of significant modern authors, such as Dreiser, Fitzgerald, Hemingway, Hurston, Faulkner, and Hughes.
Credits: 3.00
Offered in Alternate Years

ENG 773 Postcolonial Literature
An examination of the literatures written in English that have emerged from countries formerly colonized by England and the US, such as Africa, Australia, New Zealand, India, Ireland, the Philippines, and the Caribbean. Topics to be considered may include the processes of colonization and decolonization; the problem of writing in the colonizer’s language; the use of postcolonial criticism and theory; and the question of what “postcolonial” means to different writers. Writers to be studied may include Salman Rushdie, Seamus Heaney, Keri Hulme, Jessica Hagedorn, Gabriel Garcia Marquez, Nadine Gordimer, Chinua Achebe, and Derek Walcott, among others.
Credits: 3.00
Equivalent: ENG773/444
Offered in Alternate Years
ENG 775 Multicultural Writers of America
An advanced survey of American literature that focuses upon multicultural themes and perspectives. Literary texts from several ethnic groups (African American, Asian American, Jewish American, Latino, and Native American) will foreground a discussion of such topics as assimilation, displacement and bicultural identity.
Credits: 3.00
Equivalency: ENG775/372
Offered When Needed

ENG 776 Faulkner's Major Fiction
This course will provide an intense study of five of Faulkner's most significant works: As I Lay Dying, The Sound and the Fury, Light in August, Absalom, Absalom!, and Go Down, Moses. The course will deal with the form and content of Faulkner's fiction, and will look closely at Faulkner's modernist experiments, most particularly with regard to point of view, narrative strategy, syntax, and grammar.
Credits: 3.00
Offered in Alternate Years

ENG 781 Irish Literature
Although the focus of the course will be on literature written in English by Irish authors during the last two hundred years, some study will also be made of Irish literature in translation, including the work of contemporary poets who write in both Irish and English. Among the writers to be considered are Maria Edgeworth, W.B. Yeats, Lady Gregory, Sean O'Casey, James Joyce, Brian Friel, Seamus Heaney, and Eavan Boland.
Credits: 3.00
Offered When Needed

ENG 784 Modern American Poetry
An analysis will be made of the literary contributions of the most important modern American poets such as Robert Frost, Marianne Moore, T.S. Eliot, Elizabeth Bishop, Robert Lowell, and Rita Dove.
Credits: 3.00
Offered in Alternate Years

ENG 792 Modern Theater
A study will be made of selected plays from the beginning of the twentieth century to World War II, with a special emphasis on the aesthetics of drama and such modes of presentation as realism, futurism, expressionism, and surrealism. Authors included are Ibsen, Strindberg, Brecht, and Pirandello.
Credits: 3.00
Offered in Alternate Years

ENG 793 Contemporary Theatre
A study will be made of the form, content, and especially the compositional aspects of the theater following World War II. The existential, absurd, and epic theater movements will be considered. Readings may include works by Brecht, Ionesco, Beckett, and Pinter.
Credits: 3.00
Offered in Alternate Years

ENG 890 Special Studies: Fiction I
A study will be made of selected influential authors of the novel and the short story, for example, Hemingway and Morrison.
Credits: 3.00
Offered in Alternate Years

ENG 892 Special Studies: Drama I
A study will be made of the dynamics and impact of various genres or periods of the drama, such as tragedy, Restoration comedy, and Theatre of the Absurd.
Credits: 3.00
Offered in Alternate Years

ENG 893 Special Studies: Drama II
A study will be made of one or more significant genres or periods of the drama illustrating theatrical innovation. Topics may include “The Shakespearean Film” or “The Theater of the Absurd.”
Credits: 3.00
Offered in Alternate Years

ENG 894 Special Studies: Poetry
An intensive study will be made of poetry considered in terms of special topics, genres, eras, or movements.
Credits: 3.00
Offered When Needed

ENG 896 Critical Approaches
This course will provide a practical application of various perspectives on literary study, including, new historicist, psychological, feminist, and formalist approaches.
Credits: 3.00
Offered When Needed

ENG 960 Theory and Practices of Writing Skills
This course provides opportunities for the individual to acquire current research data and skills for teaching writing effectively. The personal writing skills of the student will also be improved through supervised writing experiences.
Credits: 3.00
Equivalency: ENG/EDU960
Offered When Needed
ENG 981 Thesis
Students research, write, and present the thesis under the direction of a thesis advisor. Admission only with the consent of the department chair. May repeat once with the permission of the department chair.
Credits: 3.00
Department Consent Required.
Offered When Needed

ENG 990 Special Topics
These courses will examine topics of interest in English language and literature that are not addressed by the other courses in the department.
Credits: 3.00
Offered When Needed

ENG 992 Special Topics in English
These courses will examine topics of interest in English language and literature that are not addressed by the other courses in the department.
Credits: 3.00

ENG 995 Special Topics in English
These courses will examine topics of interest in English language and literature that are not addressed by the other courses in the department.
Credits: 3.00

ENG 996 Special Topics in English
These courses will examine topics of interest in English language and literature that are not addressed by the other courses in the department.
Credits: 3.00

ENG 997 Special Topics in English
This course will examine topics of interest in English language and literature that are not addressed by the other courses in the department.
Credits: 3.00

GEOGRAPHY

GEO 610. Geographic Interpretation of World Affairs
An analysis will be made of the geographic factors that have affected contemporary economic, political and social movements and problems. Opportunities are provided for students to develop various instructional strategies for presenting course material in a classroom setting.
Credits: 3.00
Offered in the Summer

GEO 612 Human Geography
A study will be made of the distribution of people on the earth. An analysis of man’s relationship to geography, resources, and technology will be explored. Opportunities are provided for students to develop various instructional strategies for presenting course material in a classroom setting.
Credits: 3.00
Offered When Needed

GEO 990 Special Topics in Geography
This course will study topics of current interest in geography which are not covered in another course offered by the department. It will be scheduled periodically as the needs and interests of students and faculty dictate.
Credits: 3.00
Offered When Needed

HISTORY

HST 700. The Heritage and Challenges of Historical Research
This course provides students with a survey of the evolution of the historical research process from the ancient world to the present day. It also trains them in the skills needed to research, analyze and write effectively in the discipline.
Credits: 3.00

HST 701 Oral History: Theory and Application
This course trains students to successfully utilize the spoken word as historical evidence. It utilizes a “hands on” approach to develop students skills in collecting, evaluating, and integrating into the historical record the recollection of individuals who have been active participants in significant historical events.
Credits: 3.00

HST 703 Topics in Non-Western History: A Comparative Review
This course is designed to meet the needs of graduate education students who must be prepared to teach world history. It will focus on topics which comparatively explore aspects of the growth and development of the cultures of Asia, Africa, the Middle East and Latin America. Consideration will be given to the impact of Europe and the United States on these areas. This course is required of all students in the MST (Social Studies) program and students will be given opportunities to develop instructional strategies for presenting course material in a classroom setting.
Credits: 3.00
Offered in Fall & Spring Required of all MST SS Majors

HST 705 History of Economic Thought
This course is a seminar of the history of Western economic thought. The class will survey selections from the mercantilists to the moderns. The readings are from major works of really indispensable writers
like Smith and Keynes. The average graduate student should have no difficulty with these selections. Each student is expected to engage in independent reading and research and contribute to the seminar discussion group.

Credits: 3.00

HST 710 Historical Geography
This course utilizes both the conceptual and a case study approach to examine the impact of spatial dynamics or key historical events. Examples are selected from the American, European and non-Western historical experiences. Opportunities are provided for students to develop instructional strategies for presenting course material in a classroom setting.

Credits: 3.00
Offered When Needed

HST 765 Europe in the Middle Ages
From the late Roman Empire to the expansion of Europe, this course will survey the social, economic, cultural, intellectual, institutional and political history of Europe, focusing on comparative treatment of Northern, Mediterranean and Eastern (including Byzantium) Europe.

Credits: 3.00
Offered When Needed

HST 770 The Shaping of Modern Europe: 1789-1914
The transition of Europe in the nineteenth century will be examined in the light of an analysis of the French Revolution and the great political, social and intellectual currents that flowed from it. Particular attention will be given to the political, social and cultural forces that gave rise to the great “isms” of the Age.

Credits: 3.00
Offered in the Summer

HST 771 The Shaping of Contemporary Europe: 1914-Present
The historical forces shaping contemporary Europe will be examined. The causes and consequences of the two World Wars and the simultaneous transition of Europe and the world stage will be analyzed. Particular attention will be given to the European “loci” of the Cold War. The political and socioeconomic transformations in Europe and the rest of the world will be examined.

Credits: 3.00
Offered in the Summer

HST 772 The Middle East from the Ottoman Empire to European Hegemony
This course will complement historical literature with geographic and ethnographic perspectives fundamental to an understanding of the area. The course will cover the Ottoman Empire in Europe, Asia Minor, Egypt and the Arab Provinces, the Eastern Question, Arab nationalism, the World Wars, independence, and the role of oil in reshaping the Middle East.

Credits: 3.00
Offered in the Fall Semester

HST 782 The Middle East from the Ottoman Empire to European Hegemony
This course will complement historical literature with geographic and ethnographic perspectives fundamental to an understanding of the area. The course will cover the Ottoman Empire in Europe, Asia Minor, Egypt and the Arab Provinces, the Eastern Question, Arab nationalism, the World Wars, independence, and the role of oil in reshaping the Middle East.

Credits: 3.00
Offered in the Fall Semester

HST 784 Indian Civilization
A historical survey will be made of some of the major periods in Indian history. Particular emphasis will be placed on the role of religion and its impact on Indian society and culture. British rule in India and the movement toward independence will also be an important component of the course. Political and socioeconomic change in the past fifty years will be examined as well.

Credits: 3.00
Offered When Needed

HST 785 Chinese Civilization
A historical survey will be made of some of the major periods of Chinese civilization. Particular emphasis will be placed on the traditional thought and institutions which have made China the oldest continuing civilization in the world. In addition, the impact of the West in the last two hundred years will be discussed as background for understanding contemporary China.

Credits: 3.00
Offered in the Spring Semester

HST 786 Japanese Civilization
A historical survey will be made of some of the major periods of Japanese civilization. Particular emphasis will be placed on the traditional patterns of society and culture which have endured into the present. Japan’s ability in both pre-modern and modern times to borrow and adopt from other societies will be discussed in light of problems faced by post-war Japan.

Credits: 3.00
Offered in the Spring Semester

HST 787 Asian Thought and Society
The major religions and philosophies of India, China, and Japan will be examined. Included will be Hinduism, Buddhism, Confucianism, Taoism and Shinto. In each case the impact of the particular religion on social and political organizations and cultural and artistic achievements will be discussed, as well as the impact of Western culture on 19th and 20th century thought.

Credits: 3.00
Offered in the Fall Semester
HST 788 Africa to the Era of the Slave Trade
This course focuses upon the major themes and events in African history from the rise of the great pre-colonial civilizations to the period of the transatlantic slave trade. Using both a chronological and a topical approach, the course is designed to introduce students to African contributions to civilization and to place the history of the sub-Saharan region from earliest times to the 1500’s in a global context.
Credits: 3.00
Offered When Needed

HST 789 Africa in the Modern World
This course uses both a thematic and a chronological approach to study historical developments in sub-Saharan Africa from the 1500’s to the present day. Special emphasis will be placed upon the interaction of African and European civilization from the Age of Exploration and Discovery through the Colonial Period. Select studies of both problems and potentials of the region since independence.
Credits: 3.00
Offered in the Spring Semester

HST 790 History of the Soviet Union
An analysis will be made of the crises of Russian civilization under the impact of the West. Special attention will be given to Marxism, the nature of the Soviet experiment in totalitarian democracy, and the implications of the Russian Revolution. The problems of Communism and the reason for the demise will be discussed in detail.
Credits: 3.00
Offered in the Spring Semester

HST 793 Modern Latin America
A topical study of modern Latin America including the causes, developments and results of the wars of independence; the ecclesiastical, economic, political, social and cultural forces that shaped the development of the emerging nations; the history of selected nations, and development of the United States/Latin American relations.
Credits: 3.00
Offered When Needed

HST 796 Colloquium in History
Discussion and readings will be offered on selected topics from American, European or non-Western history. This course will focus attention on contemporary developments or trouble spots of special interest to the student of the social sciences, i.e., the Middle East Crisis, the rise of the Common Market, etc. May be taken more than once with written permission of the department chair.
Credits: 3.00

HST 797 Contemporary Problems in Global Civilization
Emphasis will be placed on contemporary problems in the history and politics of the world’s major civilizations, including historical patterns underlying their evolution and development. Global history will be studied in its broadest definition - political, economic, social, religious, legal, intellectual, geographic, ethnic - any or all of which may be considered. This course is aimed at improving teachers’ skills in integrating comparative global studies into their classroom curricula and opportunities are provided for students to develop instructional strategies for presenting course material in a classroom setting. This course is required of all students in the MS ED (Social Studies) program.
Credits: 3.00
Offered in the Fall Semester Required MS Ed Social Studys

HST 860 Prelude to Nationhood: America to 1787
An in-depth study will be made of the concepts and events that transformed the transplanted Europeans into revolutionary Americans. The course will examine such topics as exploration and the settlement of the American colonies; economic, political, social and religious developments to 1763; the road to revolution and the War of Independence; and the Period of Confederation.
Credits: 3.00
Offered in the Fall Semester

HST 861 Nationalism and Sectionalism: 1787-1877
A study will be made of emerging American nationalism, covering such topics as the Federalist and Jeffersonian Periods and the Jacksonian Era. Attention will also be given to the origins and growth of sectionalism with emphasis on the period after 1850, secession and Civil War, and the Period of Reconstruction.
Credits: 3.00
Offered in the Spring Semester

HST 862 Industrialism and Reform 1877-1914
A study will be made of the emergence of modern America from the end of the Period of Reconstruction to the beginning of World War I. Consideration will also be given to the closing of the frontier, the development of industrial, urban and ethnic America, and the establishment of the United States as a world power.
Credits: 3.00
Offered When Needed
HST 863 War and Peace: America Since 1914
A study will be made of the development of modern America as a world power during the period of the two World Wars and the Cold War. Attention will also be given to the influence of political conflict and reform on American foreign policy.
Credits: 3.00
Offered When Needed

HST 872 Makers of American History
A biographical study will be made of selected men and women who helped to shape the course of American history. Each person will be studied in terms of his or her impact on the times.
Credits: 3.00
Offered in the Summer

HST 898 Culminating Experience
This course is required for completion of the M.S. in Education/Secondary (Social Studies) program. Under the supervision of a faculty member approved by the department chairperson, the student shall pursue directed independent research and produce a master’s project.
Credits: 3.00
Department Consent Required.
Prerequisite: completion of at least 15 crs in Social Studies including 797
Offered When Needed Required MS Ed Social Studys

HST 981 Thesis
Students research, write and present the thesis under the direction of a thesis advisor. May be repeated once with the permission of the department chair.
Credits: 3.00
Department Consent Required.
Offered When Needed

HST 982 Thesis
Students research, write and present the thesis under the direction of a thesis advisor. May be repeated once with the permission of the department chair.
Credits: 3.00
Prerequisite: HST 981

HST 990 Special Topics in History
This course will study topics of current interest in history, which are not covered in another course offered by the department. It will be scheduled periodically as the needs and interests of students and faculty dictate.
Credits: 3.00

HST 991 Special Topics in History
This course will study topics of current interest in history that are not covered in another course offered by the department. It will be scheduled periodically as the needs and interests of students and faculty dictate.
Credits: 3.00

HST 992 Special Topics in History
This course will study topics of current interest in history, which are not covered in another course offered by the department. It will be scheduled periodically as the needs and interests of students and faculty dictate.
Credits: 3.00

HST 995 Special Topics in History
This course will study topics of current interest in history, which are not covered in another course offered by the department. It will be scheduled periodically as the needs and interests of students and faculty dictate.
Credits: 3.00
Offered When Needed

HST 996 Special Topics in History
This course will study topics of current interest in history, which are not covered in another course offered by the department. It will be scheduled periodically as the needs and interests of students and faculty dictate.
Credits: 3.00
Offered When Needed

HST 999 Independent Study
An opportunity will be provided for the serious student to engage in directed research or analysis in the chosen area. The student must select an advisor from a department and submit, in writing, an outline of the proposed topic. An interim report will be followed by the submission of the final research project. Available only in the fall or spring semester. May be repeated once with the permission of the department chair. Admission only with the approval of the department chair.
Credits: 3.00
Department Consent Required.
Offered When Needed

ITALIAN

ITA 700 Early Italian Theater 1250 to 1800
This course is a survey of the various genres of theater prevalent from Renaissance Italy to the late seventeenth century. Attention is given to the historical and cultural background in which the plays were first produced. Technical innovations and literary issues are also central to this course. The course is conducted in Italian.
Credits: 3.00
ITA 701 Medieval and Renaissance Short Story
This course will investigate the evolution of the Italian narrative prose from the Middle Ages to the Renaissance. Students will read and discuss representative texts in their historical context. Readings will include excerpts from the Novellino, Dante’s La Vita Nuova, and the Decameron by Boccaccio, as well as from other writers of the Renaissance such as Petrarch, Luigi Pulci, Lorenzo de Medici, and Niccolo Machiavelli. The course is conducted in Italian.
Credits: 3.00

ITA 702 Lyric Poetry from the 13th to 17th Century
This course is a survey of the lyric tradition in Italy from the late Middle Ages to the early Baroque. Special attention is given to thematic and poetic innovation, as well as to the historical circumstances in which the poetry was produced. This course is conducted in Italian.
Credits: 3.00

ITA 703 Autobiography
This course serves as an introduction to the genre of life writing through the study of a selection of representative autobiographies from different periods and by authors of various disciplines (writers, artists, philosophers, playwrights). Particular attention will be given to those works written in the eighteenth century, the era in which autobiographies enjoyed a boom in production and in readership. The class is conducted in Italian.
Credits: 3.00

ITA 710 Dante I
This course treats Dante’s evolution from his early work in the La Vita Nuova through the Convivo to the first part of the Commedia, the Inferno. This course is conducted in Italian.
Credits: 3.00

ITA 711 Dante II
This course will focus on a close, critical reading of Dante’s Purgatorio and Paradiso with reference to the important religious, philosophical, political, and social elements of early fourteenth century Italy. The course is conducted in Italian.
Credits: 3.00

ITA 750 The Art and Politics of Renaissance Italy
The major interest of this interdisciplinary course will be to explore the intersections between the worlds of art, philosophy, and literature and that of politics in the main city-states of Quattrocento and Cinquecento Italy. This course is conducted in Italian.
Credits: 3.00

ITA 760 Renaissance Epic Poetry
This course is a survey of the major works of the Italian Epic tradition, with particular attention on poetic invention and manipulation of traditional motifs of this genre. The course is conducted in Italian.
Credits: 3.00

ITA 780 Italian Baroque and Enlightenment
This course is an examination of the art, culture, and literature of the period of the late 16th and early 17th centuries, with particular attention on the counter-reformation in the 17th century and the Enlightenment in the 18th century. The course is conducted in Italian.
Credits: 3.00
Offered in the Spring Semester

ITA 790 Italian Language Pedagogy
This course addresses the theoretical issues around the teaching of Italian as a foreign language, while placing them in the greater context of second language teaching and learning. The course surveys a variety of methodologies and practices, including current ones in order to address specific issues around developing learners’ cultural proficiency as well as their proficiency in the skill areas of reading, writing, listening, and speaking in Italian. The course is conducted in Italian.
Credits: 3.00

ITA 800 Modern Italian Theater
In this course, students will analyze the masterpieces of Italian modern drama through the reading of theatrical works spanning almost 200 years, from the late eighteenth century to the late twentieth century. The reading and discussion of several operas will be included, as well as film representations of select performances. The course is conducted in Italian.
Credits: 3.00

ITA 810 Leopardi, Manzoni, and Foscolo
This course presents significant social, political and literary trends in early eighteenth century Italy by focusing on the three principal writers of the age, Ugo Foscolo, Alessandro Manzoni, and Giacomo Leopardi. The course is conducted in Italian.
Credits: 3.00

ITA 850 Italian Civilization from the Risorgimento to World War I
Focused on the history, literature, and painting of Italy from 1860 until 1918, this interdisciplinary course aims to offer students a deeper understanding of the complex historical events that helped to shape Italy after the Unification and into the twentieth century. The class is conducted in Italian.
Credits: 3.00
ITA 860 Modern Italian Narrative
In this course, students will read the great novels written in Italy in the last 150 years: from just after National Unification in 1861 through World War I, the Fascist Ear, World War II, and up to the post-war reality and beyond. This course is conducted in Italian.
Credits: 3.00

ITA 880 Modern Italian Poetry
In this course, students will study the development of Italian poetry in the late 19th and 20th centuries, exploring how creativity is affected by personal experience, artistic conventions, culture, and politics. The course is conducted in Italian.
Credits: 3.00

ITA 900 Italian Cinema
This course will examine Italian cinema from a variety of cultural, artistic, and historical perspectives from its origins in the first years of the twentieth century to the present. The course will center upon several of the great masterpieces of Italian cinema that emerged after World War II, often viewed under the rubric of “neo-realism.” The course is conducted in Italian.
Credits: 3.00

ITA 910 Italy and Fascism
This course will address the phenomenon of Italian Fascism through the study of historical texts, literary works, and art. Emphasis will be placed on addressing issues such as how Mussolini came to power, how the regime influenced the daily lives of Italians, what ties the Duce had to German Nazism, and the birth of the Resistance Movement. The course is conducted in Italian.
Credits: 3.00

ITA 920 History of the Italian Language
In this course, students will chronologically trace the development of the Italian language from its Latin roots to the language of the present day. Emphasis will be placed on the historical formation of Italian and its dialects. Historical phonology and morphology, and problems of syntax and lexicicon will also be addressed. Examples from early Italian texts will be used for linguistic analysis. Students will also learn and practice translation techniques at the end of the course. The course is conducted in Italian.
Credits: 3.00

ITA 930 Women Writers of the Twentieth Century
In this course, students will investigate the most important works written by Italian women during the last century. Texts will be read in their cultural context, with particular attention paid to the history of Italian women. Readings will include novels, short stories and poetry. The course is conducted in Italian.
Credits: 3.00

ITA 950 Fantastic Literature
This course explores the genre of fantastic fiction through a reading of short stories, brief novels, and plays by important modern Italian authors. Much emphasis will be placed on the viewing of important cinematic representations of these texts. Special attention will be devoted to contextualizing Italian fantastic fiction within this international literary movement. Topics may include the inherently subversive nature of the fantastic, the link between fantastic texts and politics, and the theoretical debate about the fantastic in critics such as Freud and Todorov. The course is conducted in Italian.
Credits: 3.00

ITA 980 Culminating Experience
This course is required for completion of the MS in Adolescence Education (7-12): Italian. Under the supervision of a faculty member approved by the department chair, the student will prepare a special project that reflects the student’s interests and course of study. The project may focus on a variety of topics, including teaching methodology, literature, and culture. The student will submit a detailed proposal for the project to the faculty advisor before registering. Prerequisites: completion of 18 credits in Italian and permission of the department chair.
Credits: 3.00
Department Consent Required.

ITA 981 Thesis
The student will develop a thesis topic in consultation with a faculty adviser. The thesis will be written under the direction of this adviser within the Italian section of the Department of Foreign Languages. A thesis committee, consisting of two faculty members, will provide continuous feedback and judge the final version of the thesis.
Credits: 3.00

ITA 990 Special Topics
Topics will be drawn from a full gamut of possibilities within the fields of Italian language and literature.
Credits: 3.00

MARRIAGE AND FAMILY THERAPY

MFT 509. Introduction to Marriage and Family Therapy
A survey of and introduction to the field of family therapy with emphasis on family therapy and systemic theory. The course will familiarize students with a working vocabulary of family therapy terms. It will be an introduction to the historical and conceptual
influences on family therapy. The course will provide exposure to four models: Satir, Bowen, Object Relations, and Adlerian.

MFT 510 Lifespan Personality Development
The course, through lectures and interactive means, is designed to acquaint the learner with the facts, major theories, clinical and parenting implications of human growth and development from a life-span point of view. Biological, cognitive, social, relational and intergenerational perspectives are considered. Family systems and approaches are featured in an integrative context.

Credits: 3.00
Offered in the Summer

MFT 531 Group Dynamics in the Family
A laboratory course in the study of the forces and dynamics that operate in small groups. Analysis of class experience is used to foster more precise understanding of the interaction; further refinement of skills required for effective counseling/therapy; and development of greater counselor/therapist discrimination in the assessment of dynamics in both individual and group experience.

Credits: 3.00
Offered in the Summer Offered in Fall & Spring

MFT 540 Fundamental Concepts of Psychiatry
This course deals with the basic concepts in psychiatry of use to the counselor/therapist: an overview classification, with a corresponding analysis of possible causation of various forms of mental disturbances, and an introduction to various therapeutic approaches. Emphasis is also placed on the recognition of symptoms indicating the need for professional referral and problems and methods of making a referral to an individual therapist or to a community agency.

Credits: 3.00
Offered in the Summer Offered in the Fall Semester

MFT 551 Pre-Practicum Seminar
This course is oriented toward those students who are preparing for field placement. It is designed to provide interviewing and training skills to students in the Marriage and Family Therapy program. Students in training are expected to gain an understanding of the role of the counselor/therapist and the therapeutic process, how clients change, and basic strategies. It is essentially a laboratory course with major emphasis on practice. Role playing, video tapes and the use of the video camera will be utilized as part of the learning process.

Credits: 3.00
Offered in the Summer Offered in the Spring Semester

MFT 580 Dimensions of Aging
An introduction to the study of aging. Biological, economic, psychological and social aspects will be examined.

Credits: 3.00
Equivalency: CNS580/HSA580
Offered When Needed

MFT 630 Relational Psychopathology
Family Psychopathology will be studied from theoretical, therapeutic and preventive perspectives. Family influences on individual functional and dysfunctional behavior will be examined from contextual and relational views. Psychopathology (in the absence of genetic influences or other predisposing conditions, i.e. temperament or character) will be seen as the end product of faulty or incomplete socialization.

Credits: 3.00

MFT 740 Marital Therapy
This course is designed to present basic techniques and strategies for clinicians to become effective marriage therapists. Marital relationships and marital therapy are viewed from individual, interactive and intergenerational perspectives. Attention is given to larger systemic contexts, including the role gender and ethnicity play in assessment and treatment formulations. Several current models of marital/couple therapy are presented and critiqued.

Credits: 3.00
Offered in the Fall Semester

MFT 741 Parenting
This course is designed to consider parenting from a systems perspective. It will consider structural elements such as parenting as a subsystem in the larger family system, boundaries, roles and rules in the family. Parenthood will be examined at various focal points in the life cycle of the family. Satir’s communications model and techniques will be utilized also. Multigenerational dynamics will be discussed.

Credits: 3.00
Offered in the Spring Semester

MFT 743 Human Sexuality
This course undertakes to provide prospective marriage and family therapists with a theoretical and practical foundation for dealing with human sexual behavior. This course will sort out good information from bad, opinion from fact, and myth from truth as to provide an integrated introduction to the study of human behavior. Human sexual behavior will be examined from multiple perspectives: the biological, psychological, socio-cultural, and the systemic. The course will provide a systemic basis for evaluating the marital relationship of couples with sexual problems and dysfunctions. Students will be given a method
for understanding marital/sexual problems using an intergenerational, interpersonal perspective.

Credits: 3.00
Offered in the Fall Semester

MFT 785 Spiritual, Psychological, and Systemic Aspects of Dying
An introductory course into this essential force in the life cycle. Our North American culture often hides death from view and even presumes that, along with our other enemies, death can be defeated. The course examines our social and cultural perspective on death: the individual psychodynamics ramifications, life-cycle perspectives, as well as the systemic impact. The course differentiates between complicated and uncomplicated grief and provides differing treatment perspectives for each phenomena. An assessment paradigm and techniques will be explored. Lastly, consideration will be given to the loss history of those who work in the field, as well as the impact of loss and working with those in loss on the counselors themselves.
Credits: 3.00
Offered When Needed

MFT 786 Complicated Grief
Sociological and technological trends have increased the frequency of complicated mourning experiences in the general population. Factors increasing the risk of complicated mourning will be examined, as well as therapeutic methods.
Credits: 3.00
Offered When Needed

MFT 787 Children and the Mourning Experience
Children will be the focus of this course in two ways. The mourning experience of children at different developmental stages will be examined. The death of a child will be discussed from the point of view of its effect on parents and family dynamics.
Credits: 3.00
Offered When Needed

MFT 794 Family Approaches to Therapy
This course is designed to help the family therapist, who is about to begin his/her clinical career search the major models of family therapy to find one that best expresses his/her personal worldview. Several philosophical themes about the human condition are examined so that the beginning therapist may delineate more clearly his/her worldview, and learn how one’s values intersect with clinical practice. In addition, a framework for working in the public sector with reluctant clients is presented.
Credits: 3.00
Offered in the Fall Semester

MFT 795 Marriage, Family and Friendship Therapy
This course will examine dyadic relationships as they manifest themselves in friendships, marital and family relationships. A discussion of the nature and developments of intimacy, Bowen’s concepts of differentiation of self, family of origin schemas and communication skills. Techniques for assessing relational satisfaction and compatibility will be introduced. Techniques for developing communication skills and negotiating conflicts will be presented.
Credits: 3.00
Offered in the Spring Semester

MFT 796 Symposium in Family Therapy
This symposium will be a collegial effort that arises out of a mutual dialogue between student and teacher. Specifically, the student and teacher will explore the epistemological foundations of family therapy, especially the principles of systems theory as they relate to understanding family dynamics and creating therapeutic interventions. They will review the historical antecedents of family therapy and proceed to discuss, in depth, several models of therapy. Current concerns of gender and ethnicity will be presented. A look at “real life” practices in family therapy including “in vivo” supervision and live team therapy will be included.
Credits: 3.00
Offered When Needed

MFT 800 Supervised Case Seminar for Family Therapy Certificate
An analysis of current development and problems met in therapy practice and supervision based on the student’s work.
Credits: 3.00
Corequisite: Cns 870

MFT 880 Ethical Issues in Marriage and Family Therapy
This course will focus on the ethical responsibilities of the counselor in a variety of therapy situations. The case study method will be used in which the counselor will be responsible for the evaluation and written analysis of the cases.
Credits: 3.00
Offered When Needed

MFT 885 Multicultural Issues in Counseling/Therapy
While the major emphasis of this course will be a survey of the theory and practice underlying the mental health practitioners and delivery of clinical services to multicultural populations, it will also emphasize the role of the practitioners own ‘culture’ in the counseling/therapy relationship. More specifically, special attention will be focused on personal attitudes,
prejudices, culturally dependent ‘world views’ and paradigms that affect human relationships as well as counseling and therapy. Students will be expected to engage in an initial and honest exploration of their own cultural frames of reference and the impact of their personal ‘world views’ on the counseling/therapy and other relationships.

Credits: 3.00
Offered When Needed

MFT 895 Research in Marriage and Family Therapy
An introductory course to the field of family therapy research. Current available methodologies, including qualitative, quantitative, and mixed methodologies will be presented. Each method’s underlying assumptions and historical development will be discussed.
Credits: 3.00

MFT 998 Special Field Placement
Students may register for this course only with the written permission of the chair of the department. A written project may be required. Grade option: Pass/Fail. Credits: 3.00
Department Consent Required.
Offered When Needed

MFT6100 Marriage and Family Therapy Clinical Pre-Practicum
Students are assigned to various approved counseling centers (including Iona’s Marriage and Family Therapy Center), hospitals, clinics and social service agencies where they engage in a pre-practicum internship in clinical work under the supervision of a licensed mental health professional acceptable to New York State to provide supervision in marriage and family therapy. This pre-practicum experience is designed to help the student begin to integrate the student’s theoretical knowledge with direct practice, to develop professional skills, to deepen self-awareness and the ability to use oneself in the treatment process. This course also serves to help the student beginning clinical practice to begin to learn how to establish the marriage and family therapist’s professional role in relation to other professionals from allied helping fields. Students are expected to follow directives given in the field placement manual. Grading is pass(P) or fail(F).
Credits: 1.50
Department Consent Required.
Prerequisite: CNS 551

MFT6710 Marriage and Family Therapy Practicum Field Placement I
Students are assigned to various approved counseling centers, hospitals, clinics, and social service agencies where they engage in an internship in clinical work under the supervision of a professionally trained supervisor. This practicum is designed to integrate the student’s theoretical knowledge with direct practice, to develop professional skills, to deepen self-awareness and the ability to use oneself in the treatment process. This course also serves to establish the counselor/therapist’s professional role in relation to other professionals from allied helping fields. Students are expected to follow directives given in the field placement manual. Grading is pass(P) or fail(F).
Credits: 1.50
Department Consent Required.

MFT6720 Marriage and Family Therapy Practicum Field Placement II
This is the second semester of the Counseling Practicum.
Credits: 1.50
Department Consent Required.

MFT7510 Supervised Case Seminar II
Supervised Case Seminar II.
Credits: 1.50
Department Consent Required.

MFT7520 Supervised Case Seminar II
This is the second semester of the Supervised Case Seminar II.
Credits: 1.50
Department Consent Required.
Offered When Needed
MFT7520 Supervised Case Seminar II
This is the second semester of the Supervised Case Seminar II. Credits: 1.50
Department Consent Required.

MFT7710 Marriage and Family Therapy Practicum - Field Placement II
This is a continuation of Marriage and Family Therapy Practicum-Field Placement I, on a more advanced level. Grading is Pass (P) or Fail (F). Credits: 1.50
Department Consent Required.
Prerequisites: CNS 6710, 6720

MFT7720 Marriage and Family Therapy Practicum - Field Placement 2
This is the second semester of the Marriage and Family Therapy Practicum.
Credits: 1.50
Department Consent Required.

MATHEMATICS
Mathematics courses may be classified as follows:

Common Core (all degrees):
MTH 620, MTH 705, MTH 708.

MST Core:
MTH 650, MTH 651.

MSED Core:
MTH 710.

MSED Electives:
Analysis:
MTH 621, MTH 701, MTH 707.

Algebra:
MTH 650, MTH 651, MTH 702.

Logic:
MTH 704, MTH 709.

General:
MTH 622, MTH 703, MTH 710, MTH 990, MTH 999.

MTH 620. Analysis I
This course extends and enriches the ideas of elementary calculus by emphasizing the logical development of the subject. The definitions theorems and proofs of concepts from the real number system, limits and continuity, the differential calculus, the integral calculus, and selected topics from vector calculus and multivariate calculus are explored. This course combines the content of analysis with pedagogy appropriate to teach prealgebra, algebra, precalculus and calculus to adolescents.
Credits: 3.00
Offered in Alternate Years

MTH 650 Linear Algebra
Vector spaces; linear transformation; matrices, determinants, canonical forms; eigenvalues and eigenvectors; Hamilton-Cayley Theorem; linear functionals; bilinear forms; normed linear spaces.
Credits: 3.00
Offered in Alternate Years

MTH 651 Abstract Algebra
Study of structures of groups, rings, fields, polynomial forms and functions. Appropriate applications to content of high school algebra course.
Credits: 3.00
Offered in Alternate Years

MTH 701 Complex Function Theory
Complex numbers; point set topology; functions of a complex variable; integral theorems; calculus of residues; infinite series and infinite products; conformal mapping; analytic continuation.
Credits: 3.00
Offered in Alternate Years

MTH 702 Number Theory
Analytical, algebraic and combinational methods in the additive and multiplicative theory of numbers; divisibility and factorization; Theorems of Fermat, Euler, and Wilson; primitive roots, quadratic reciprocity; sums of squares.
Credits: 3.00
Offered in Alternate Years

MTH 703 Topology
Topological spaces; continuous functions; induced topological structures; separation properties; connectedness; compactifications; metrizability; uniform spaces; fixed point theorems.
Credits: 3.00
Offered in Alternate Years

MTH 704 Discrete Mathematical Models
Combinations, logic set theory, Boolean algebra, relations and functions, graph theory, linear programming, and game theory. Credits: 3.00
Equivalency: CS510/MTH704/EDT760
Offered in Alternate Years

MTH 705 Topics in Modern Geometry
An examination of modern and classical geometries especially the axiomatic development of Euclidean and hyperbolic geometry. The historical evolution of non-Euclidean geometries will be considered with an emphasis on the philosophical and pedagogical implications. This course combines the content of modern geometry with the pedagogy appropriate to teach geometrical concepts to adolescents.
Credits: 3.00
Offered in Alternate Years
MTH 707 Differential Equations
Fundamental existence theorems; exact equations; linear equations; series solutions of nonsingular and singular equations; systems of equations; Sturm-Liouville eigenvalue problems.
Credits: 3.00
Offered in Alternate Years

MTH 708 History of Mathematics
Development of mathematical concepts and methods from ancient times to present including bases for number systems, Euclidean and non-Euclidean geometry, origins of algebra and calculus. This course offers mathematics teachers material that can enliven their pedagogy with the stories of the great discoveries and changes in mathematics and the people who made them.
Credits: 3.00
Offered in Alternate Years

MTH 709 Foundations of Math
Symbolic logic; truth functions and quantifiers; axiomatization of first-order logic; deductive theories; mathematical induction; set operations; real and complex number systems.
Credits: 3.00
Offered in Alternate Years

MTH 710 Probability and Statistics
A course that explores discrete probability, probability distributions, data analysis, descriptive statistics, and both parametric and non-parametric statistical inference. This course combines the content of probability and statistics with the pedagogy appropriate to teaching these subjects to adolescents.
Credits: 3.00
Offered in Alternate Years

MTH 990 Special Topics in Mathematics
Special Topics in Mathematics.
Credits: 3.00
Offered When Needed

PSY 601. History and Systems: Issues and Controversies
Basic principles and problems in psychology are discussed from theoretical and historical perspectives. Research topics, proposals, and experiments may be developed from various issues to satisfy the M.A. research requirements.
Credits: 3.00
Offered in the Fall Semester

PSY 602 Pro-seminar in Personality and Social Psychology
A critical analysis of the major theoretical orientations that bear upon contemporary personality and social psychology through their historical significance and their current manifestations. Topics include the situational and dispositional aspects of attribution theory, interpersonal relationships, social exchange theory and pro-social behavior.
Credits: 3.00
Offered in the Fall Semester

PSY 603 Experimental Research Methods in Cognition
Designed to provide students with familiarity in a variety of research methods and designs. Topics include hypothesis development, experimental design selection, data collection and analysis. Preparation of reports in APA style and presentation of findings will be covered also.
Credits: 3.00
Offered in the Spring Semester

PSY 605 Quantitative Research Methods in Psychology: Advanced Concepts
Advanced quantitative methods to evaluate research data including higher order analysis of variance design, analysis of covariance, repeated measures analysis, multiple regression, and single-subject (n=1) designs. Prerequisite: a psychology statistics course or permission of the instructor.
Credits: 3.00
Offered in the Fall Semester Psy Stats Required or Perm Ins

PSY 607 Professional Issues and Legal Requirements
Examines professional behavior, the ethical and legal standards which apply to psychologists and others who apply psychological principles to contemporary problems. Also emphasized are the processes involved with the practice of consultation and communication with various constituencies.
Credits: 3.00

PSY 608 Quasi-Experimental and Non-Experimental Research Designs
Methods of systematic observation in quasi-experimental and non-experimental research designs will be discussed. Specific topics include sampling procedures, the intact-group problem, content analysis, survey construction and scaling techniques, and potential biases associated with the various methodologies.
Credits: 3.00
Offered in Alternate Years
PSY 610 Psychological Applications of Multivariate Statistics
Multivariate statistical techniques for evaluating psychological data. Topics include principal components analysis, factor analysis, discriminant function analysis, multivariate analysis of variance and covariance, multi-way frequency analysis, canonical correlation, path analysis, model building and issues of data screening and plotting.
Credits: 3.00
Prerequisite: PSY 605
Offered in the Spring Semester

PSY 611 Physiological Bases of Behavior
An examination of the literature on the physiological bases of behavior. Emphasis will be placed on developing an understanding of the role of the nervous system in determining behavior and an understanding of the cellular and molecular foundations of neurons, development, and anatomy. Explores neurological dysfunction and the effects on sensation, perception, movement, language, and learning.
Credits: 3.00
Offered in the Fall Semester

PSY 612 Advanced Experimental Research Methods in Sensation and Perception
An examination of the methods and the physical and psychological mechanisms of sensory and perceptual processes is covered from a comparative perspective. Various sensory and perceptual systems are explored in research literature and experimental design.
Credits: 3.00
Prerequisite: PSY 605
Offered in the Spring Semester

PSY 613 Psychopathology
Fundamental theory and research in the diagnosis and treatment of psychopathology. Emphasis is on empirically derived theories and organized by the current Diagnostic and Statistical Manual. Etiological implications for prevention, management and treatment are explored.
Credits: 3.00
Offered in the Fall Semester

PSY 614 Counseling Theory and Practice
This course examines the theoretical foundations of counseling and psychotherapy from historical, comparative, and empirical perspectives. The development and current status of five major orientations (psychodynamic, phenomenological, cognitive, behavioral and systems) will be studied.
Credits: 3.00

PSY 615 Basic Interviewing and Counseling Practices
This course examines the aspects of foundational theories for interviewing approaches that may be applied in a variety of settings and for different purposes. Specific interviewing skills for gathering information relevant to assessment and intervention for lifestyle issues, career, education and personal problems are studied and practiced. Factors common to most interviewing counseling practices are examined from a multicultural and interactional perspective.
Credits: 3.00

PSY 616 The Psychology of Exceptional Individuals
Qualities, characteristics, problems and aids for exceptional children, adolescents and adults are reviewed. Topics include mental retardation, mental superiority, sensory handicaps, learning disability and emotional disturbance. Relevant laws and school regulations will also be discussed.
Credits: 3.00

PSY 617 Health Psychology
Utilizing the biopsychosocial model, the mind-body problem and the interventions it suggests are studied. Topics include health behavior and social learning theory, attribution and attitudes as they apply to problems such as health promotion, disease prevention, reactions to illness, management of chronic and terminal illness, and adherence to treatment regimens. Methods of evaluation of clinical services are addressed.
Credits: 3.00
Offered in the Fall Semester

PSY 618 Understanding and Treatment of Addictive Behavior
The unique group of behaviors classified as addictive are studied from a behavioral and social view. Disorders such as substance abuse, excessive gambling and the like share patterns and are explored in various populations. Methods for dealing with these problems in the family, school, and other settings are also studied.
Credits: 3.00
Offered When Needed

PSY 620 Dynamics of Group Processes
The unique characteristics of groups and group processes are explored. Topics include the nature and function of groups, group task performance, decision making in groups, and the impact of group leadership. Groups which form in a variety of settings such as family, peer, school, work, and psychotherapeutic are considered.
Credits: 3.00
Offered in the Fall Semester
PSY 622 Advanced Lifespan Development
An overview of major issues in contemporary developmental psychology from birth through death. Emphasis is placed on theory, conceptual issues, successful and emerging methodology, major research projects and selected research findings. Also emphasized are models of development in culturally diverse populations. Students will develop the sensitivity and skills needed to work with individuals from diverse populations.
Credits: 3.00
Offered in the Spring Semester

PSY 623 Stress: Affective, Cognitive and Behavioral Components
This course will describe the sources and consequences of stress. Relevant personality theory, terminology and human physiology will be explored. A variety of instruments which measure stress levels will be utilized. Direct and palliative coping strategies such as cognitive restructuring, assertiveness training and imagery will be taught.
Credits: 3.00
Offered in the Spring Semester

PSY 626 Community Psychology and Traumatology
This course attempts to understand people and find solutions that exist within their social world. It reviews psychological problems in the community and also those issues associated with a variety of types of trauma and their impact on the individual, community and culture. The theoretical, diagnostic and practical approaches to Post-Traumatic Stress are explored. Interventions for children and adults who have suffered abuse, accidents or disaster are reviewed with the goal of preparing the student for becoming part of the community and individual recovery process.
Credits: 3.00
Offered in the Fall Semester

PSY 627 Behavioral Assessment and Intervention
General methods of behavioral assessment, self-report, direct behavioral observations and physiological recordings are applied to therapy and the treatment of dysfunctional behavior. Specific behavioral problems as well as interventions to ameliorate behavioral difficulties are explored. Assessments and interventions addressing anxiety, depression, social skills, disruptive behavior, inattention and impulsivity are utilized in order for students to gain practical skills in behavioral assessment and intervention.
Credits: 3.00
Offered in Alternate Years

PSY 629 Conflict Resolution: Theory and Practice
Understanding conflict and conflict resolution from an interpersonal and global perspective. Topics include the functions of conflict, theories of decision making, strategies and tactics of bargaining, violence and war.
Credits: 3.00
Offered in the Fall Semester

PSY 631 Psychological Aspects of Sexual Health
A study of sexual health from a psychological viewpoint. Topics include environmental determinants of sexuality, sexual arousal and response, marital sexuality, sexual variance, sexually transmitted diseases, sexual dysfunction, sexual coercion, and other topics decided upon by the class.
Credits: 3.00
Offered in Alternate Years

PSY 632 Sports Psychology
The psychological dimensions of sports in general and the participating athlete in particular are examined via major theories and research methodologies that relate to human performance and exercise behavior. Topics include personality, motivation, physiology, arousal and performance group dynamics, recreation and youth development.
Credits: 3.00
Offered in Alternate Years

PSY 634 Cognition and Learning
In this course, various theories and research on learning, memory, and cognition are examined. Also discussed in the course are current issues in the field such as consciousness and the brain, decision making, emotion, and cognition.
Credits: 3.00

PSY 636 Intellectual Assessment
An examination of the methods of assessment and testing. Emphasis will be placed on the administration, scoring, interpretation, and formal communication of results of intellectual and visual motor testing. The use of test results in the educational placement process will also be reviewed. Note: School psychology students must pass this course with a grade of B or better in order to be eligible for placement in internships.
Credits: 3.00
Prerequisite: PSY 605

PSY 637 Intellectual and Educational Assessment
This course will focus on the history, administration, interpretation and practical uses of intelligence and achievement measures. Emphasis will be placed on the administration, scoring, interpretation and formal communication of results of intellectual and
achievement testing. The use of tests with special populations will be reviewed also. Intervention planning, consultation/collaboration in the school setting, and curriculum-based assessment/measures will be addressed also. Coverage of scholarly aspects of intelligence and achievement testing, as well as acquisition of core skills in the administration, scoring, interpretation, and utility of tests and results will be key areas of study. Note: School psychology students must pass this course with a grade of B or better in order to be eligible for placement in internships. 

Credits: 3.00
Prerequisite: PSY 605

PSY 638 Personality Assessment
An examination of assessment methods with a particular focus on interviews, projective tests, objective personality measures, and vocational testing. Emphasis will be placed on the administration, scoring, interpretation, and formal communication of results.
Credits: 3.00
Offered in Fall & Spring

PSY 640 Practicum in Community/Health Psychology
Supervised training appropriate to the student’s level of coursework and experience in interviewing, assessment, and individual intervention in a community health care or organizational setting. The sites will be determined by the student and the instructor.
Credits: 3.00
Department Consent Required.
Prerequisite: Completion of 30 credits in Program and Dept Approval
Offered in the Spring Semester

PSY 642 Internship in Mental Health: Community/Clinical
Supervised training appropriate to the student’s level of coursework. Focus is on the application of knowledge gained from various courses and obtainment of experience in interviewing, assessment, and individual/group intervention. Sites to be determined by the student and the instructor.
Credits: 3.00
Department Consent Required.
Prerequisite: 30 credits in program and chair approval.
Offered When Needed

PSY 643 Internship in Mental Health: Community/Clinical
Supervised training appropriate to the student’s level of coursework. Focus is on the application of knowledge gained from various courses and obtainment of experience in interviewing, assessment, and individual/group intervention. Sites to be determined by the student and the instructor.
Credits: 3.00
Department Consent Required.
Prerequisite: 30 credits in program and chair approval.

PSY 645 Seminar in Industrial and Organizational Psychology
Introduction to theories and research that underlie the field of industrial and organizational psychology. The psychological consequences of organizational structure, organizational development and change, and leadership are examined. Implications and applications in various organizational contexts are considered.
Credits: 3.00
Offered in the Fall Semester

PSY 649 Personnel Psychology
An overview of the field of personnel psychology and personnel research. Topics include: organizational staffing, human resource planning, job analysis, recruiting methods, selection methods, employment testing, orientation/socialization of new employees, employee assistance programs (EAPs), compensation, and employee benefits.
Credits: 3.00
Offered in the Spring Semester

PSY 650 Practicum in School Psychology
An examination of the role and functions of school psychologists. Emphasis will be placed on introducing the student to relevant ethical, state and federal guideline. Students will work with a licensed school psychologist in a school setting.
Credits: 1.00
Offered in Fall & Spring

PSY 651 Work Performance Prediction and Assessment
Course considers conceptual and practical issues and procedures for performance prediction, assessment, and appraisal in the workplace. Appraisal methods and rating formats are discussed in relation to issues of criteria relevance, legal considerations, and the distinction between subjective ratings and objective measures of performance. Focus is on the design of valid and efficient programs for assessment and prediction of job performance of individuals for the purposes of selection, development, and promotion.
Credits: 3.00

PSY 652 School Consultation
An examination of the consultation process within the school setting. Emphasis will be placed on the various theoretical perspectives, strategies and stages of consultation. Course will focus on consultation with school-based teams, parents and teachers and other school personnel.
Credits: 3.00
**PSY 653 Compensation Management**
This course will present a comprehensive analysis of current compensation practices. It will provide the student with an understanding of the theories followed in developing, implementing and administering these programs. An in-depth review of the future direction of compensation programs resulting from environmental requirements will be studied. Case studies will be used to apply theory to current situations.
Credits: 3.00

**PSY 654 Training and Development**
This course is conducted as a participatory seminar devoted to the examination of the organization, administration, design, implementation and evaluations of training, continuing education and staff development programs.
Credits: 3.00

**PSY 660 Practicum in Industrial and Organizational Psychology**
Supervised experience in applying employment related theory, procedural knowledge, and analytical and statistical tools to help design and manage organizational programs, primarily in the area of human resources. The internship experience is to take place in an organizational setting and focus on areas such as employee selection, leadership assessment, training design and development, job analysis, performance appraisal, and organizational assessment. The experience should expose the student to a diverse group of supervisors, co-workers, and clients, and should require teamwork, project management, and effective communication skills.
The student must complete 300 hours of supervised work at the practicum site.
Credits: 3.00
Department Consent Required.
Offered in Fall & Spring Chairperson Approval
Required Completion of 30 crs in Progrm

**PSY 665 Contemporary Issues in School Psychology**
This course reviews various recent developments and best practices in school psychology. Emphasis will be placed on alternative models and methods of assessment, consultation, and intervention as part of a systematic data collection process that results in empirically-based decisions about service delivery and that permit an evaluation of service outcome. Specific topics also include: functional behavior assessment, curriculum-based assessment, Response-to-Intervention (RTI), Positive Behavioral Supports, diversity awareness, and legal and professional issues.
Credits: 3.00

**PSY 667 Internship in School Psychology 1**
Supervised training appropriate to the student’s level of course work with an emphasis on gaining experience in consultation, assessment and intervention in a school setting. Preparation for the PRAXIS test is also included. Student must complete a minimum of 400 hours at a site determined by the student and the instructor.
Credits: 3.00
Department Consent Required.
Offered in the Spring Semester

**PSY 668 Internship in School Psychology 2**
This course is a continuation of PSY 667. Further supervised training designed to provide experience in consultation, crisis intervention, assessment, and counseling of students in elementary and/or secondary school settings. Student must complete a minimum of 800 hours at a site determined by the student and the instructor.
Credits: 3.00
Prerequisite: PSY 667
Completion of 30 crs in Progrm

**PSY 672 Research Methods for Industrial-Organizational Psychology**
This course develops competence in planning and conducting research in industrial-organizational psychology using research methods and data analytic tools employed by human resources and organizational development practitioners. Topics include: experimental, quasi-experimental, and non-experimental designs and methodologies; sampling procedures; survey construction; content analysis; and univariate/multivariate statistical techniques for data analysis.
Credits: 3.00
Prerequisite: PSY 605
Offered in the Spring Semester

**PSY 675 Work Motivation**
This course provides: An analysis of theories and principles of human motivation as applied to individuals and groups within organizations. Emphasis is on the study of the major theories of motivation, and the relation between motivational processes, individual differences, and organizational variables. Topics include: goal setting, job enrichment, participative management, leadership, and social influences on motivation.
Credits: 3.00
Prerequisite: PSY 649
Offered in the Fall Semester
PSY 676 Training and Development in Industrial-Organizational Psychology
This course reviews relevant psychological theory and research concerning training and development in organizations. Topics include: needs analysis, training models, learning principles, transfer of training, instructional methodology, and the evaluation of training and development programs.
Credits: 3.00
Prerequisite: PSY 649 or permission of Program Director
Offered in the Spring Semester

PSY 678 Consulting and Organizational Change
This course provides students with an understanding of the consulting process based on organizational best practices, and includes a study of the consultant role during the entry, diagnostic, and intervention phases of the change process. Topics include: identifying the need for change in organizations, initiating procedures for organizational change, overcoming resistance to organizational change, assessing formal and informal effects of organizational change, and measuring the effectiveness of the change agent.
Credits: 3.00
Prerequisite: PSY 649 or permission of Program Director
Offered in the Spring Semester

PSY 681 Thesis Supervision
An independent written research project in which the student successfully demonstrates competence in conducting empirical research and writing a comprehensive and original APA-style research report.
Credits: 3.00
Department Consent Required.
Prerequisite: Completion of 30 credits in the program and dept permission
Offered in the Fall Semester Completion of 30 crs in Program

PSY 683 Literature Review Paper Seminar
Students develop papers investigating topics of personal interest, write a synthesis of the related literature and discuss findings.
Credits: 3.00
Department Consent Required.
Prerequisite: Completion of 30 crs in program and Dept Consent
Offered in the Fall Semester

PUBLIC RELATIONS

Public Relations courses may be classified as follows:

Core Courses:
PR 604, PR 605, PR 609, PR 615, PR 616, PR 617, PR 629.

Elective Courses:
PR 601, PR 611, PR 613, PR 618, PR 621, PR 622, PR 623, PR 624, PR 625, PR 628, PR 631, PR 638, PR 639, PR 691-95, PR 699, PR 799.

Thesis/Project:
PR 980, PR 981.

PR 601. Theories of Communication
A study of the theories, processes, systems, models and effects of communication with an emphasis on mass communication.
Credits: 3.00
Offered in the Spring Semester

PR 604 Applied Communications Research
A survey of research methods used by professional communicators. Methodologies include survey, content analysis, case study, interview, focus group, opinion polls and ratings.
Credits: 3.00
Offered in the Fall Semester

PR 605 Media Law and Ethics
A study of the principles of communication law with special emphasis on First Amendment issues, broadcasting and advertising regulations and copyright laws. This course also explores ethical issues related to the formulation of policy decisions and competition, as well as legislation and self-regulation.
Credits: 3.00
Equivalency: JRN605/COM605
Offered in the Spring Semester

PR 609 Writing for the Media
An advanced course in writing for the mass media from the public relations and corporate communication perspective. Topics of study include structure and style of news, feature and opinion writing.
Credits: 3.00
Equivalency: CMA618/629
Offered in the Fall Semester

PR 611 Corporate Communication
This course presents an overview of the principles and practices of corporate communication in a modern society. It examines internal and external forms of communication for message design, promotional strategy, issue scanning, and reputation management.
It explores how to create and implement corporate communication plans that provide outreach to an organization’s key stakeholders and how to evaluate the effectiveness of those plans.

Credits: 3.00
Offered Fall Semester Alt Yrs

**PR 613 Organizational Communication**
Theories and practices related to the management of the communication processes in organizations. Focus on networks, decision making, interaction formats, conflict resolution and the communication audit.
Credits: 3.00
Equivalency: PR/COM/CMA 603 & 613
Offered Fall Semester Alt Yrs

**PR 615 Principles of Public Relations**
Study of the theory of public relations, its functions in organizations and its role in society, the historical development of the field, and the concepts and theories related to public relations program planning and management.
Credits: 3.00
Equivalency: PR/COM/CMA 615
Offered in the Fall Semester

**PR 616 Public Relations Campaigns**
The planning, preparation, execution and control of public relations campaigns including the presentation of the campaign for approval; the use of research and the coordination of the various elements including message selection; choice of appropriate media technologies, design, strategies, budgeting and follow-up structures.
Credits: 3.00
Offered in the Spring Semester

**PR 617 Media Relations**
This course presents the skills and theories of successful relations between public relations practitioners and media outlets. The study of approaches, successful practices, cases and media requirements, based on best techniques of agencies and corporate public relations departments will inform activities and proactive planning that will enable organizations to develop positive and synergistic media relations with press, broadcast, Internet and other outlets.
Credits: 3.00
Offered in Alternate Years

**PR 618 Public Relations for Non-Profit Organizations**
This course explains the function of non-profit public relations in society and covers its techniques, communication methods, media and research methodologies. It also examines the appropriate tools to understand the decision-making process of creating and evaluating non-profit communication programs.
Credits: 3.00

**PR 621 Writing for Organizations**
A hands-on course in writing executive letters, annual reports, and copy for institutional advertising, brochures, house organs and promotional literature.
Credits: 3.00

**PR 622 Electronic Graphics and Publication Design**
A hands-on course in electronic graphics design for print and the web that will familiarize students with both the technical and conceptual aspects of information visualization. Publication design for newspapers, newsletters and magazines as well as web site design will be covered.
Credits: 3.00
Equivalency: PR/JRN 622
Offered in Alternate Years

**PR 623 Fund Raising for Institutional Development**
The analysis of the communication needs of non-profit organizations in areas such as healthcare, education and public service, and the means of implementing those needs with focus on the techniques of eliciting public support and fund raising.
Credits: 3.00
Offered When Needed

**PR 624 Business and Professional Presentations**
A course in public speaking and speech writing in the context of organizational communication and public relations. Areas of study include audience analysis, message selection and delivery with the use of audio-visual aids and techniques for handling the media through press conferences, briefings and meetings.
Credits: 3.00
Offered in Alternate Years

**PR 625 International Communication**
A survey of the communications systems of leading nations of the world and of the social, economic, and political factors that influence them; critical examination of problems such as international communications flow and the world information order; study of their impact on the operations of international and multi-national corporations and agencies.
Credits: 3.00
Offered When Needed

**PR 628 Public Relations for Entertainment and Sports**
This course is designed to offer an intensive study opportunity in an area of specialization not covered in great depth by existing courses. The course examines essential elements of entertainment and sports public relations with an emphasis on strategies, campaigns, media relations, careers, publicity writing and promotional materials.
Credits: 3.00
PR 629 Converged Technology Applications for Public Relations
A practical course examining and applying current communications technologies and strategies to enable graduate students to develop and produce effective PR vehicles of the caliber and nature used in modern communications organizations. The course will deal with blog and Web site creation, social media, audio and video production and strategy development. Includes software and technical training.
Credits: 3.00
Equivalency: JRN629/PR629

PR 631 Integrated Marketing Communications
A study of the concepts of marketing and its application in public relations. The emerging relationship between advertising, marketing and public relations is also explored.
Credits: 3.00
Offered When Needed

PR 638 Investor Relations
This course provides an overview of corporation investor relations. Through investor relations, a combination of finance and marketing, public companies communicate with their shareholders and market their company’s stock as investment.
Credits: 3.00
Offered When Needed

PR 639 Community and Government Relations
This course will provide an in-depth analysis of how community relations are practiced as part of an overall public relations and communications program. The integration of community relations and government affairs will be emphasized through case studies.
Credits: 3.00
Offered When Needed

PR 640 Campaign Communication: The Press, Strategy Design and Implementation
Introduction to political communication in the modern American context and how the media cover political campaigns. Emphasis will be on the development and implementation of an effective communications strategy as well as how to gain favorable coverage. Among the topics addressed: message discipline, free media, crisis management, new media usage (internet, websites, social networking, mobile technologies, etc.), development of press releases, issues briefs, direct mail letters, fact sheets, talking points, and the like.
Credits: 3.00

PR 645 Campaign Advertising and Marketing
The three major types of advertising will be addressed in this course, involuntary (cable, broadcast TV, radio...), voluntary (mail, print...), and collateral (yard signs, bumper stickers, brochures). In addition, the course will focus on the development and implementation of a successful advertising plan, as well as critical issues such as cost, crisis management, planning, and the like.
Credits: 3.00

PR 691 Special Topics in Communication
A course designed to provide a seminar study opportunity in a specific area of interest to students or to explore current developments in organizational communication and public relations. (Contact the Program Director for further information: May be repeated for credit only twice, and only 2 special topics permitted in degree program.)
Credits: 3.00
Offered When Needed

PR 692 Special Topics in Communication
A course designed to provide a seminar study opportunity in a specific area of interest to students or to explore current developments in organizational communication and public relations. (Contact the Program Director for further information: not more than two special topics permitted.)
Credits: 3.00

PR 693 Special Topics in Communication
A course designed to provide a seminar study opportunity in a specific area of interest to students or to explore current developments in organizational communication and public relations. (Contact the Program Director for further information; not more than two special topics permitted).
Credits: 3.00

PR 694 Special Topics in Communications
A course designed to provide a seminar study opportunity in a specific area of interest to students or to explore current developments in organizational communication and public relations. (Contact the Program Director for further information: not more than two special topics permitted.)
Credits: 3.00

PR 699 Internship in Communications
The internship offers students hands-on experience in the field of corporate communication and public relations. It is open only to students who have completed most of their coursework and are in good academic standing.
Credits: 3.00
Department Consent Required.
Offer in Fall Wintr Sprg Tri Chairperson Approval Required
PR 799 Independent Study in Communication
An opportunity for directed research in an area of corporate communication and public relations, not covered by course offerings. This project will be supervised by a faculty advisor. Admission only with the written approval of the program director; only one independent study is permitted.
Credits: 3.00
Department Consent Required.
Offer in Fall Wintr Sprg Tri

PR 980 Thesis/Project Preparation
Directed research in a seminar format culminating in the submission of the written proposal for the masters thesis. Contact the Program Director for written permission and advisement.
Credits: 3.00
Department Consent Required.
Offer in Fall Wintr Sprg Tri Department Approval Required

PR 981 Thesis/Project
Preparation of the master’s thesis under the guidance of the mentor. Admission to this course is open only to those who have successfully completed the Thesis Proposal Seminar. Contact the program director for written permission and advisement.
Credits: 3.00
Department Consent Required.
Prerequisite: PR 980
Offer in Fall Wintr Sprg Tri Department Approval Required

SPANISH

Spanish courses may be classified as follows:

The Culture and Literature of Spain:
SPA 750, SPA 752, SPA 753, SPA 755, SPA 757, SPA 759, SPA 761, SPA 763, SPA 764, SPA 765, SPA 766, SPA 900, SPA 990-991 (depending on topic).

The Culture and Literature of Spanish America:
SPA 800, SPA 801, SPA 802, SPA 803, SPA 804, SPA 805, SPA 806, SPA 809, SPA 810, SPA 990-991 (depending on topic).

Related Area Courses:
SPA 720, SPA 730, SPA 980, SPA 981, SPA 999.

All courses will be taught in Spanish, unless otherwise indicated.

SPA 715 Advanced Writing And Style
This course will provide an intensive experience designed to improve skills of composition and style for the individual student. The literary styles of outstanding authors will also be analyzed.
Credits: 3.00
Offered in Alternate Years

SPA 720 History of the Spanish Language
This course offers a continual vision of the external history of the Spanish language inserting in the different stages the most prominent features of its internal development. That is, the phonetic, morphosyntactic and lexical changes and innovations that arise and evolve from the Middle Ages onwards and the reasons that have motivated them. Particular attention is given to language variation as it occurs along geographical and social parameters within the Spanish Peninsula and the Americas. Data will be presented from both geographical areas. Course conducted in Spanish.
Credits: 3.00
Offered in Alternate Years Offered via Computer

SPA 721 Introduction to Spanish Linguistics
This course is a survey of language as a reflection of the human mind, society and culture. It focuses on various domains in particular as they come to bear on Spanish. It begins with an introduction of the different levels of language structure (phonetics, phonology, morphology and syntax) as represented in contemporary linguistic theory. This is followed by an examination of specific topics related to language in social contexts, such as language variation, language choice and language change. Attention is also given to important issues of language acquisition. This course provides a good background in Spanish language and in language in general. Highly recommended to MA students in Spanish and to those who are preparing to be teachers of Spanish. Course conducted in Spanish.
Credits: 3.00

SPA 730 Approaches to Literary Studies
This course will examine specialized concepts in research for the student in the culture or literature of Spain or Spanish America. Guided instruction will also be provided.
Credits: 3.00
Offered in Alternate Years

SPA 750 Medieval Spanish Literature
This course is a study and examination of selected literature of the Middle Ages through readings, analysis and discussion. This course covers the literary period from the medieval lyric, ‘las jarchas’ to the fifteenth century tragicomedy ‘La Celestina.’
Credits: 3.00
Offered in Alternate Years
SPA 752 Spanish Poetry from the Mystics to the Twentieth Century
Selected readings and analyses will be made of the works of representative poets from the sixteenth century to the present.
Credits: 3.00
Offered in Alternate Years

SPA 753 Don Quixote by Miguel de Cervantes
The masterpiece, ‘Don Quixote’, will be considered from a structural and stylistic point of view. Critical interpretations of the novel through the centuries will be examined. Cervantes’ role as the creator of the modern contemporary novel is explored.
Credits: 3.00
Offered in Alternate Years

SPA 755 Neoclassicism in Spain
This course is a study of the Enlightenment period of the eighteenth century covering its essayists, poets and playwrights. The works of such major figures as Feijoo, Luzan, Cadalso, Jovellanos, Villarroel, Fernandez de Moratin, Melendez Valdes and Quintana will be examined.
Credits: 3.00
Offered in Alternate Years

SPA 757 Realism and Naturalism in the Nineteenth-Century Spanish Novel
An analysis and interpretation will be made of the content and structure of modern fiction from “Costumbrismo” to the naturalistic novelists. Special emphasis will be placed on the work of Perez Galdos.
Credits: 3.00
Offered in Alternate Years

SPA 759 Contemporary Spanish Novel
An interpretation and analysis will be made of the major authors of the contemporary period including Camile Jose Cela, Ana Maria Matute, Delibes, Sanchez Ferlosio, Francisco Ayala, and others.
Credits: 3.00
Offered in Alternate Years

SPA 761 Contemporary Spanish Theatre and Poetry
Contemporary Spanish theatre and poetry will be analyzed and reviewed as a reflection of the philosophical and social problems of present day Spain. The plays of Garcia Lorca, Casona, Buero Vallejo, and Sastre and the poetry of Garcia Lorca, Salinas, Guillen, Hierro, Alexandre, and others will also be considered.
Credits: 3.00
Offered in Alternate Years

SPA 763 The Prose and Poetry of the Golden Age
This course is a critical study that will be made of the principal novelists and poets of the Spanish Renaissance and the Baroque Period. Special consideration will be given to an analysis of the influence of these works on contemporary authors.
Credits: 3.00
Offered in Alternate Years

SPA 764 The Theater of The Golden Age
This course is an examination of the important cultural contributions of the Spanish dramatists from the popular plays of Lope de Vega to the philosophical theater of Calderon de la Barca.
Credits: 3.00
Offered in Alternate Years

SPA 765 Spanish Romanticism
This course is a study of the romantic literature with special emphasis on the romantic rebel. The values and attitudes implicit in rebellion will be contrasted with those of our times.
Credits: 3.00
Offered in Alternate Years

SPA 766 Modern Spain: History and Culture
This course is an interdisciplinary study of Spain from the Independence War (1812) to the present. It examines the history of the period with emphasis on the country’s most noteworthy sociopolitical, economic and ideological developments and consequences. Emphasis also focuses on key events in the wider world which have impinged on those of Spain. The historical perspective is also used to explore how politics, society and ideology converge with culture. Attention is given to the general body of arts (both, fine arts and “popular” culture), the educational system, the languages of Spain and the role of media. Authentic texts and visual materials provided to analyze the transition of the past into the present and future and engage in critical inquiry. Course conducted in Spanish.
Credits: 3.00
Offered in Alternate Years

SPA 790 Foreign Language Pedagogy
This course is designed to hone the instructional skills of the elementary and high school teacher. Through the study of various language acquisition models and teaching methodologies, the student will refine and incorporate new strategies to their already existing teaching style. Emphasis will be placed on developing strategies which incorporate all four skills into classroom activities which promote maximal proficiency outcomes. Importance will be placed upon the incorporation of new technologies into the classroom. The student’s teaching will be evaluated.
Credits: 3.00
SPA 800 Spanish-American Colonial Literature
This is a study and examination of selected literature of the colonial era through readings, analysis, and discussion. This course covers literature from the explorers to the Baroque period.
Credits: 3.00
Offered in Alternate Years

SPA 802 Poetry from Modernismo to the Present
This course is a study of the poetry of the pre-modernistas, modernistas, and the post-modernistas. The influences of the social, economic, political and philosophical climate on contemporary poetry will be explored.
Credits: 3.00
Offered in Alternate Years

SPA 803 The Spanish-American Contemporary Novel
This course is a study of the present outstanding novelists of Spanish America. The course will concentrate on those works which are most relevant to a thorough understanding of the cultural forces at work in Spanish America today. The authors to be studied include Jorge Luis Borges, Juan Rulfo, Alejo Carpentier, Gabriel García Marquez, Vargas Llosa, Carlos Fuentes and others.
Credits: 3.00
Offered in Alternate Years

SPA 804 The Theatre in Spanish America
This course is a study and analysis of Spanish-American theatre from the contributions of Sor Juana Ines de la Cruz to the present.
Credits: 3.00
Offered in Alternate Years

SPA 805 Indianista, Indigenista, and Gaucho Literature
This course is a study of the evolution in literary treatment given to the ‘indios.’ The most representative works of Indianismo and Indigenismo literature will be examined. The gaucho as a literary figure will also be studied through the poetry, novels and drama of Spanish America.
Credits: 3.00
Offered in Alternate Years

SPA 806 The Culture and Literature of the Caribbean
This course is a study of the ethnic influences on the culture and literature of the countries in the Caribbean. Various aspects of the culture will be explored including the history, music, art and religion. The major focus will be on Puerto Rico.
Credits: 3.00
Offered in Alternate Years

SPA 809 The Culture of Spanish America
This course is a comparative study of the evolution and present status of culture in the countries of Spanish America. Similarities and contrasts of the cultural experiences of the United States and Spanish America will be discussed.
Credits: 3.00
Offered in Alternate Years

SPA 810 The Literature of Revolution in Spanish America
This course is a study of the trends of thought in Spanish-American revolutionary literature from the genesis of the ideas of revolt in political romanticism to the intense ideological reform and revolutionary demands projected in the works of contemporary writers.
Credits: 3.00
Offered in Alternate Years

SPA 900 Summer Study Abroad in Spain Program
A four week program of study will be provided for students. Specific courses offered will be announced in a separate brochure.
Credits: 6.00
Instructor Consent required.

SPA 980 Culminating Experience
This course is required for the completion of the M.S. in Education/Secondary (Spanish). Under the supervision of a faculty member approved by the department chair, the student shall prepare a special project which reflects the student’s interests and course of study. The project may focus on the application of a particular methodology to the teaching of Spanish, may result from a period of study in a Spanish speaking country, or may examine the culture or literature of Spain or Spanish America. The student shall submit an outline or description of the proposed study to the faculty advisor prior to registration. Prerequisite: Completion of 18 credits in Spanish and permission of the department chair.
Credits: 3.00
Department Consent Required.
Offered in Alternate Years

SPA 981 Thesis
The student will select a thesis topic in consultation with a faculty advisor. Once the topic has been approved the student must draw up an outline to be presented to the mentor. When the outline is approved the student, under the direction of the mentor, will research and write the thesis. May be repeated once with the permission of the department chair.
Credits: 3.00
Offered in Alternate Years
SPA 990 Special Topics
A pertinent topic will be selected by the Chair of the Modern Language Department. Topics will be drawn from a full gamut of possibilities within the fields of Spanish and Latin American literature, culture and linguistics.
Credits: 3.00
Offered in Alternate Years

SPA 999 Independent Study
This course will provide an opportunity for the serious student to engage in directed research or analysis in the culture and literature of Spain or Spanish America. The student must select an advisor from the department who will grant written approval for a chosen topic. Then a written proposal will be submitted by the student and approved by the advisor prior to registration. An interim report will be followed by the submission of the final document prior to the determination of the final grade. May be repeated once for credit with the permission of the department.
Credits: 3.00
Department Consent Required.
Offered in Alternate Years

SPEECH/LANGUAGE PATHOLOGY/AUDIOLOGY

CSD 500 Language Disorders in Adults
This course is designed to provide graduate students of speech-language pathology with an understanding of the etiology, neural substrates, characteristics, assessment and treatment of speech and language disorders in adults due to brain damage, including aphasia, traumatic brain injury, and right hemisphere disorders. Students will learn through assigned reading, lectures and class projects. Clinical case presentations, including case history, neurological exam results, behavioral symptoms, and lesion information will be used to explore clinically relevant issues and to develop basic differential diagnosis skills.
Credits: 3.00
Prerequisites: CSD 515 and CSD 505 (CSD 505 may be taken concurrently)

CSD 501 Voice Disorders
This course will address the physiologic, acoustic, and perceptual characteristics of voice disorders in children and adults. Current theories of the etiology and natural course of voice disorders will be discussed, with emphasis upon the biomechanics of abnormal voice production. Evidence-based assessment and treatment will be studied, including some of the medical and surgical interventions that may accompany voice therapy.
Credits: 3.00

CSD 505 Neuroanatomy and Physiology
Advanced course in anatomy and physiology, addressing the neurological development, functioning, and lifespan changes of typical communication, with emphasis upon clinical correlates of neurological impairments of speech, language, swallowing, and hearing disorders.
Credits: 3.00

CSD 515 Language Disorders in Children
Advanced study of child language disorders, focusing on assessment, diagnosis and treatment of children with developmental disability, autism and other pervasive developmental disorder, such as specific language impairment, brain injury, cerebral palsy, and hearing loss. Course will also examine multicultural issues surrounding assessment and treatment of child language disorders, and literacy and language impairment.
Credits: 3.00

CSD 517 Research Methods in Speech and Hearing
Introduction to basic research design and methodology used to study basic and applied communication sciences and disorders, with emphasis on critical assessment of published research to support evidence-based clinical practice. The course will include development of technical writing skills, conducting effective library and internet searches, selection and interpretation of graphical data, and recognition of common statistical models.
Credits: 3.00

CSD 519 Language Development and Disorders in School-Age Children
This course will present the role of the speech language pathologist (SLP) working with school-age children. Language and literacy development and disorders associated with the school-age population will be discussed. Assessment techniques, intervention strategies, service delivery models, and collaboration with other professionals will be emphasized. School-age speech and language therapy's connection to literacy and other areas of academic curriculum will be addressed.
Credits: 3.00
Prerequisite: CSD 515

CSD 520 Traumatic Brain Injury
In this course, students will study neuropathologies related to speech language pathology specifically Traumatic Brain Injury. Students will address research and clinical practice associated with traumatic brain injury. This course will examine at risk populations, primary and secondary injury, stages of recovery, language and cognitive assessment, treatment, and family counseling.
Credits: 3.00
CSD 521 Augmentative and Alternative Communication
In this course, students will be introduced to augmentative and alternative communication technologies. The students will gain familiarities with technologies and strategies. The course will discuss severity and impairment and types of disabilities who may benefit from AAC. Assessment and intervention will be discussed. Students will address research and clinical practice associated with AAC.
Credits: 3.00

CSD 522 Cranial Facial Anomalies
In this course, students will be introduced to oral facial anomalies. This course will address research and clinical practice associated with cranial facial anomalies. This course will examine the characteristics of embryologic development, anatomy and physiology of the velopharyngeal system, characteristics of a cleft lip and cleft palate.
Credits: 3.00

CSD 523 Childhood Motor Speech Disorders
In this course, students will be introduced to childhood motor speech disorders. This course will address childhood dysarthria’s and developmental and verbal apraxia, types and characteristics of dysarthria’s and apraxia.
Credits: 3.00

CSD 524 Dysphagia in Adults and Children
In this course, students will be introduced to dysphagia within the adult and pediatric populations. This course will address anatomy and physiology related to swallowing as well as tracheotomy and ventilation purposes.
Credits: 3.00
Prerequisite: CSD 505

CSD 525 Special Topics in Speech Language Pathology and Audiology
In this course, students will be introduced to various settings including but not limited to medical, school, and early intervention services. ASHA standards and state requirements will be discussed. Service delivery, caseloads, special need populations. This course will address research and clinical practice associated with special topics in the discipline.
Credits: 3.00

CSD 570 Current Issues in Audiology
In this course students will learn techniques to evaluate and habilitate infants and children with hearing loss. Anatomy and physiology, and development of the auditory system will be discussed. Identification and minimization of communication disorders will also be studied along with literacy and education of the hearing impaired child.
Credits: 3.00

CSD 575 Fluency Disorders
This course will address the physiologic, acoustic, perceptual, and social-emotional characteristics of fluency disorders in children and adults. Historical and current theories of the etiology and natural course of the disorder will be covered. Assessment and treatment will be discussed, with particular attention to evidence-based data to support clinical intervention.
Credits: 3.00

CSD 580 Clinical Communication
This course will provide an overview of the key elements of effective clinical communication for Speech Language Pathologists and other healthcare professionals. Topics covered will include rapport building, communication competence, nonverbal communication, relational communication, and empathy.
Credits: 3.00

CSD 581 Communication and Aging
This course will cover the communication changes often associated with aging. It will also help students develop effective and appropriate techniques for working with the aging population especially in relation to healthcare and clinical communication.
Credits: 3.00
Prerequisite: CSD 580

CSD 583 Multiculturalism and Communication
This course will provide an overview of the key elements of our multicultural world and will enable students to understand the complexities of culture within the healthcare system. Students will learn intercultural communication theories that will foster practical diversity techniques to be utilized within the clinical setting.
Credits: 3.00
Prerequisite: CSD 580

CSD 585 Nonverbal Communication and Listening in the Clinical Setting
This course will examine the theories of nonverbal communication and listening in regards to the clinical setting. Once theories are learned the course will provide practical strategies for encoding and decoding nonverbal communication. Empathic listening and other listening strategies will also be taught.
Credits: 3.00
Prerequisite: CSD 580
CSD 587 Communicating with Families in the Clinical Setting
This course will provide an overview of the important theories about family communication in regards to the clinical setting. Students will be taught specific communication techniques to utilize with family members of their patients. Systems theory will also be introduced.
Credits: 3.00
Prerequisite: CSD 580

CSD 588 Case Studies in Communication
This course will examine case studies in health and clinical communication. Students will have the opportunity to analyze recent research in the field and decide how to utilize them within their own clinical experiences.
Credits: 3.00
Prerequisite: CSD 580

CSD 589 Healthcare Interviewing
This course will provide practical techniques for conducting interviews in the healthcare setting. Question formation and organization will be taught. This course will focus on how to use interviewing skills and techniques in order to assess a patient. Intake, history taking, motivational, and follow-up interviews will also be included.
Credits: 3.00
Prerequisite: CSD 580

CSD 599 Special Topics in Clinical Communication
This course will provide special topics in clinical communication based on the most recent data and research. Topics might include barriers to clinical communication, clinical communication research, and patient-centered communication.
Credits: 3.00
Prerequisite: CSD 580

CSD 603 Advanced Phonological Development and Disorders
Advanced study of typical and atypical phonological development. Upon completion of this course, the student will be able to identify typical and atypical phonological development, and speech sound processes related to phonological disorders. The student will be able to develop evidence-based approaches to treat phonological and articulation disorders.
Credits: 3.00

CSD 610 Clinical Practicum 1
This course is designed as the initial clinical practicum for student clinicians. According to the ASHA 2005 standards in Speech-Language Pathology for certification purposes, (Standard IV-C) a minimum of 25 hours of observation must be obtained. Observation hours must be within the scope of practice of speech language pathology. Students will be introduced to the process of integrating academics into the clinic setting including clinical hypothesis, intervention planning and procedures, assessment, written documentation, ethics, policy and procedure guidelines and professional clinical development.
Credits: 3.00

CSD 611 Clinical Practicum 2
Students that have achieved all requirements from CSD 610 and clinical registration will participate in the first series of clinical practicum. This practicum is on site at the Iona College Speech and Language Clinic. Students will provide clinical practice including etiology characteristics, formal and informal assessment, and intervention under the supervision of a certified Speech-Language Pathologist. Students will develop diagnostic and therapeutic knowledge and skills with individuals presenting with various communicative disorders and delays. The clinic seminar supports students in professional conduct, scope of practice, HIPAA regulations, Code of Ethics, and professional issues. Clinic student caseload will include client with mild to moderate communication disorders and delays.
Credits: 3.00
Prerequisite: CSD 610

CSD 612 Clinical Practicum 3
Students that have achieved all requirements from CSD 611 and clinical registration will participate in the second series of clinical practicum. This practicum is on site at the Iona College Speech and Language Clinic. Students will provide clinical practice including etiology characteristics, formal and informal assessment, and intervention under the supervision of a certified Speech-Language Pathologist. Students will develop diagnostic and therapeutic knowledge and skills with individuals presenting with various communicative disorders and delays. The clinic seminar supports students in professional conduct, scope of practice, HIPAA regulations, Code of Ethics, and professional issues. Clinic student caseload will include clients with mild to severe communication disorders and delays.
Credits: 3.00
Prerequisites: CSD 610 and CSD 611
CSD 613 Clinical Practicum 4
Students that have achieved all requirements from CSD 610, CSD 611, CSD 612 and clinical registration will participate in the first series of an off site field placement. Students may participate in a variety of clinical settings that include medical, schools, or a specialty placement (i.e. private practice). The student clinician will intern in a professional setting under the supervision of an ASHA certified speech-language pathologist.
Credits: 3.00
Prerequisites: CSD 610, 611 and 612

CSD 614 Clinical Practicum 5
Students that have achieved all requirements from CSD 610, CSD 611, CSD 612, CSD 613, CSD 614 and clinical registration will participate in the final off site practicum. Students may participate in a variety of clinical settings that include medical, schools, or a specialty placement (i.e. private practice). The student clinician will intern in a professional setting under the supervision of an ASHA certified speech-language pathologist.
Credits: 1.00
Prerequisites: CSD 610, 611, 612 and 613

CSD 615 Evaluation Procedures for Diagnostic Purposes in Speech Language Pathology
The purpose of this course is to provide students the knowledge and skills set forth by ASHA Standards for the Certificate of Clinical Competence. Students will participate in a practical experience including the administration and reporting of formal and informal assessment instruments for communication disorders. All clinical students will be supervised by a certified Speech-Language Pathologist.
Credits: 3.00
Prerequisite: CSD 610
# Course Descriptions

**Hagan School of Business**

## GRADUATE BUSINESS CORE

### MBA 500 Business Perspectives
This course provides an overview of the MBA program and an integrated perspective of business. Each trimester students will work in teams focusing on a specific company. A variety of media and technologies will be utilized to analyze a company from a variety of perspectives: mission; strategies; financial information; use of technology; corporate policies on ethics diversity and the environment; marketing strategy; global policies; succession plans; HR strategy; etc. Both a comprehensive written and oral report using contemporary presentation media are required. Required for all MBA students who enter the program beginning in the Summer 1996. Course must be taken within first 9 credits.

Credits: 3.00

### MBA 510 Quantitative Tools for Management
This course provides a survey of quantitative tools essential for business analysis and also provides a basis for the subsequent study of quantitative business methods. The course covers an introduction to statistical methodologies and the interpretation of statistical findings, measures of central tendency, dispersion, probability, discrete and continuous distributions, sampling inference, simple and multiple correlational and regression. It also surveys some of the most commonly used management science models employed by decision makers in structuring and solving problems encountered by organizations. These include decision theory, linear programming, queuing models, Markov analysis and simulation. The computer will be used to generate solutions to several problems. Issues of implementation will permeate the coverage of material throughout the course. Not open to students who entered the MBA program prior to Summer 1996.

Credits: 3.00

Equivalency: MBA510gBC525

### MBA 520 Financial Accounting and Reporting
A study of the nature and purpose of accounting and its use by management to communicate information to external stakeholders; elements and presentation of the balance sheet, income statement and statement of cash flows; the accounting information system and recording process; the sales/revenue cycle, cost of goods sold and inventory; and financial statements analysis and investment decisions.

Credits: 3.00

### MBA 530 Economics for Managers
This course will explore the basic tools of micro and macroeconomic analysis with emphasis on decision making in domestic and international business. Topics include demand theory, supply, the price system, cost analysis, market structures, factor pricing, national accounts, fiscal and monetary policy, and international economics. Not open to students who entered the MBA program prior to Summer 1996.

Credits: 3.00

Equivalency: MBA530gBC530

### MBA 540 Operations Management
This course provides a solid foundation in the concepts of modern production and operations management. Students will deal with the integration of human, economic and technological factors into operations that meet organizational objectives. Analytical and computer oriented methods will be used throughout the course. Topics demand forecasting, capacity planning, facility location and layout, scheduling, inventory control, total quality management and project management. Credits: 3.00

Prerequisite: MBA 510

Equivalency: MBA540GBC560

### MBA 550 Finance for Managers
Corporate managers study finance to understand the relationship between the value of the stockholder’s investment in the business enterprise and the internal decisions that control the firm’s resources. This course surveys the concepts, theory and decision-making techniques of financial management. It investigates the ethical, environmental and international dimensions of financial decisions. It also exposes students to various sources of information about the worldwide financial markets.

Credits: 3.00

Corequisite: MBA 510

Equivalency: MBA550GBC545

### MBA 560 Marketing Management
This course surveys the activities and decisions involved in directing the flow of need-satisfying products and services to consumers in domestic and foreign markets. Areas of study include corporate strategy, marketing planning, marketing research, the marketing environment, consumer behavior, market segmentation and targeting, product development, pricing, promotion, distribution, social marketing, and marketing ethics.

Credits: 3.00

Equivalency: MBA560GBC555
MBA 570 Management and Organizational Behavior
This course explores both human behavior and the overall functioning of organizational structures on three levels: the individual, group and organization. It examines the theoretical issues influencing behavior and practical issues influencing the management of complex systems. Topics include group dynamics and process, organizational structure, communications, conflict management, job design, and organizational change and development.
Credits: 3.00
Equivalency: MBA570GBC540

MBA 580 Information Systems
This course presents the essential considerations for the effective use of information systems in organizations. Topics include the use of information systems to support the strategy of the firm, using information technology for competitive advantage, technical foundations of information technology, development of information systems in a global environment, issues of ethics and privacy in implementation of information technology and future trends.
Credits: 3.00
Equivalency: MBA580GBC550

ADVANCED COURSES
(The prerequisite core course, if any is required, must be completed or have been waived before enrolling in advanced courses.)

MBA 710 Strategic Management
This course focuses on corporate-level and business-unit strategy formulation and implementation. It encourages a multi-functional 'general management' perspective that requires the integration and application of knowledge and techniques learned in previous courses. Topics covered include the relationship of organizations to their domestic and international environments, strategic leadership, formal and informal approaches to strategy formulation in uncertain environments, competitive analysis, the role of organizational structure and managerial systems in implementation, and mechanisms for monitoring and evaluating the effectiveness of strategic decisions. The course also addresses ethical and legal issues associated with the strategic management process. Conceptual and analytical skills are developed through readings and lectures, with an emphasis on cases.
Credits: 3.00
Prerequisite: Must be within last 9 credits of degree completion. Student must contact the Associate Dean for permission to enroll.
Capstone Course

ACCOUNTING

ACC 505 Intermediate Accounting I
Conceptual framework and accounting standards, accounting system and recording procedures; elements and format of the balance sheet, income statement and statement of cash flows; valuation and reporting of cash, receivables, inventories and cost of goods sold, property, plant and equipment and depreciation, intangibles and depletion, current liabilities and contingencies.
Credits: 3.00
Prerequisite: ACC 615
Equivalency: ACC 541/505
Offered When Needed

ACC 510 Intermediate Accounting II
Time value of money; valuation and reporting of bonds payable and long-term notes, corporate capital and dividends; earnings per share, capital structure and dilutive securities; revenue recognition, income taxes and operating losses, accounting changes and error analysis; preparation of the statement of cash flows; full disclosure and financial statement analysis.
Credits: 3.00
Prerequisite: ACC 505
Offered When Needed

ACC 545 Managerial Accounting
Introduction to managerial accounting; role of accounting within an organization; classification, behavior, estimation, allocation and reporting of costs; manufacturing operations and costing systems; budgets and cost standards for planning and controlling operations; use of accounting data for evaluating performance and as the basis for managerial decision making.
Credits: 3.00
Prerequisite: MBA 520
Offered When Needed

ACC 606 Auditing Principles
Role of the public accountant, professional standards and ethics and auditor legal liability; audit planning, evaluation of risk and internal control and designing audit programs; audit evidence and documentation, testing and sampling; audit procedures for assets, liabilities and operations; completing the audit and preparing reports.
Credits: 3.00
Prerequisite: ACC 613

ACC 608 Cost Accounting Concepts and Applications
A study of costing systems including activity-based costing; the classification, reporting, estimation and allocation of costs; flexible budgets and standards,
revenue analysis, transfer pricing and the role of the controller. Additional laboratory hour required.
Credits: 3.00
Prerequisite: GBC 510 or MBA 520
Offered in the Summer Offered in the Spring Trimester

**ACC 613 Advanced Financial Accounting**
Investments in equity securities and ownership interests, business combinations and purchase method, consolidated statements at and subsequent to acquisition and intercompany transactions; accounting for foreign currency transactions and translation of financial statements; partnership formation, operation and dissolution; current and emerging issues.
Credits: 3.00
Prerequisite: ACC 310

**ACC 615 Managerial Accounting Theory and Practice**
A study of managerial accounting and the role of accounting within an organization; cost classification, behavior and estimation; systems for accumulation, assignment and reporting of costs; use of cost-volume-profit analysis, budgets, and standards for planning and control; segment income and evaluation of performance; selection and use of relevant data for decision making; and determination of prices for goods and services
Credits: 3.00

**ACC 620 Accounting Standards and Controls**
A study of major standards and recent requirements of accounting, auditing and federal regulatory bodies; corporate controller responsibilities, internal control procedures and fraud examination and internal and independent auditors’ functions; accounting for costs, budgeting for planning and control, operating and financial analysis techniques and issues related to private companies.
Credits: 3.00

**ACC 625 Accounting for Nonbusiness Organizations**
A study of the concepts of financial planning, control, and reporting for nonbusiness organizations; differences and similarities compared with business entities; review of authoritative pronouncements and regulations; accounting procedures and financial reports for federal, state and local governments, healthcare and educational institutions and similar entities.
Credits: 3.00

**ACC 630 Federal Income Taxation**
A study of federal income taxation of individuals, partnerships and corporations; taxable, nontaxable and excludable income and deductions; tax credits, computation and payment; gains and losses on sales and exchanges of property; partnership and corporate formation, distributions and liquidation including S corporations; and review of applicable Internal Revenue Code provisions and regulations.
Credits: 3.00

**ACC 650 Special Topics in Accounting**
International accounting and financial reporting standards; foreign country accounting practices and related influences and convergence of international and U.S. standards; foreign currency and hedging transactions; translation and analysis of foreign financial statements; international taxation and transfer pricing considerations. Admission to Public Accounting Program or approval of Department Chair required.
Credits: 3.00
Offered in the Fall Trimester

**ACC 655 Research in Financial Accounting**
Regulation of accounting by private and public sector entities; role of the SEC and other organizations in determining financial reporting standards; recent and proposed accounting standards and tax regulations and their applicability to current practice; application of research procedures and completion of assigned research projects in accounting. Admission to Public Accounting Program or approval of Department Chair required.
Credits: 3.00
Offered in the Winter Trimester

**ACC 660 Advanced Auditing Theory and Practice**
Requirements of the Sarbanes-Oxley Act, auditing standards of the PCAOB, internal control responsibilities and current auditing issues; other assurance services and special reports; technology and the audit process; audits of government and nonprofit entities; concepts and standards of business and accounting ethics; ethical challenges and guidelines for reaction. Admission to Public Accounting Program or approval of Department Chair required.
Credits: 3.00
Offered in the Spring Trimester

**ACC 665 Professional Ethics and Fraud Examination**
General concepts of business and accounting ethics; standards of professional organizations, ethical challenges, current research studies and case analysis; prevention of and determining the existence of fraud; investigation procedures, evidence and resolution of findings; and misappropriation of assets and computer and financial statement fraud.
Credits: 3.00
Offered in the Spring Trimester
BUSINESS

BUS 604 Corporate Marketing and Event Management
It's not "all about the music" and it's not "just a game." For corporate marketers, sports and entertainment mean business, from the inside out. Learn what and why corporations buy, how brilliant sales proposals can fail, the art of negotiation, the role of the Brand, managing "ambush marketing" by competitors, the ROI challenge, and more. Students considering sales, marketing, management or other careers in sports and entertainment will gain crucial insight into the corporate mindset with case studies from today's leading sponsorship and event marketers.
Credits: 3.00

BUS 605 Introduction to Project Management
An introduction to the concepts of Project Management with a overview of techniques applied and tools available. Students will be exposed to typical approaches employed with Project Management of small as well as large projects. Case studies of both successful and unsuccessful project initiatives will provide insights into strategy alternatives and explore best practices with respect to these alternatives. The course will explore the application of this theory to project scenarios through the use of various software tools: BUS604 will only address the basic functions of these tools. Topics will include project planning, team building, project deliverables, risk assessment, conducting successful meetings, managing conflict, software tools, and certification. Two projects will be required: an individual project (written) as well as a team project (written and oral presentation). This syllabus plans for lecture during the first half of each class (theory), with the second half of each class focusing on practical application of tools (Microsoft Project, etc.) and/or project presentations.
Credits: 3.00
Prerequisite: BUS 605

BUS 606 Advanced Project Management
An examination of the theory of Project Management with a detailed review and analysis of techniques applied and tools available. Students will be exposed to various approaches to Project Management used for large projects as well as small while surveying case studies of both successful and unsuccessful project initiatives. The course will explore the application of this theory to project scenarios through the use of the advanced features of various software tools. Topics will include an in-depth review and analysis of all basic subject matter covered in BUS 605 plus cost estimation techniques, budgeting, Earned Value Management, scope and stakeholder management, communications, conflict resolution, risk management, monitoring project performance, performance statistics/metrics, resource management, process mapping, and a review of the various certification qualifications. Two projects will be required (both will be written and oral): an individual project as well as a team project. This syllabus plans for lecture during the first half of each class (theory), with the second half of each class focusing on practical application of tools (Microsoft Project, etc.) and/or project presentations.
Credits: 3.00

BUS 607 Sports Digital Media and Marketing - Innovate and Adapt to the Ever-Changing Landscape
There are few areas of the sports business space more fluid than digital media. This course provides an examination of issues specific to the digital sports industry from evolving technologies and changing consumer preferences to programming strategies and revenue generation. Course content will include a historical overview of digital sports, case studies on entrepreneurial ventures, the impact of social networking, the evolution of fantasy sports, use of mobile technology and an evaluation of the e-commerce market.
Credits: 3.00
Prerequisite: BUS 605

BUS 608 Seminar in Sport and Entertainment Business
Seminar in Sports and Entertainment Business will focus on the critical components of building successful sports and entertainment properties and offer students an insider look at this multi-faceted industry and the career opportunities that stem from it. This course will present a unique blend of interacting with industry leaders, working on a customized consulting project and exploring the relevant business challenges of today. There area of discussion will center around the principles of building properties, including i) Property Foundation - The underpinnings of managing a property; ii) Market Framing - The foundation for fan affinity; iii) Fan Architecture - The connectors that fuel fan interest; iv) Consumer Electricity - The outlets that convert fan interest into revenue; and v) Value Metrics - Industry benchmarks that measure consumer relevance. Prerequisites: at least 2 other Sports and Entertainment courses. Permission of the Associate Dean/MBA Program Director is required.
Credits: 3.00
Department Consent Required.

BUS 609 Business Communications Strategies for Sports and Entertainment
This course examines the role that communications, public relations and community relations play in the business of sports and entertainment. The competence of these functions is critically intertwined with the value of companies within this industry.
Students will gain insight into communications strategies, the most effective methods of utilizing today’s evolving platforms, and how the various disciplines of traditional PR relate to this industry, including media services, corporate communications, publicity, crisis communications, and executive and celebrity communications.

Credits: 3.00

BUS 622 Seminar in Business Continuity and Risk Management
This seminar will provide a forum for discussion with practitioners in the related areas of business continuity, crisis management, disaster recovery, risk management, emergency management, and information security. Current practices and procedures will be a focal point and students will have the opportunity to research an area of special interest in depth. Various topics will be explored such as homeland security, public health systems, cyberterrorism, physical security, and environmental hazards. Students will have the opportunity to learn first hand how organizations are preparing for and have managed actual crises and disasters.

Credits: 3.00

BUS 627 Infrastructure in the 21st Century: Political Realities, Policy Implications and Challenges
High profile cases of infrastructure collapse have received a good deal of coverage in the popular media over the last several years, from the broken levees that flooded New Orleans following Hurricane Katrina in 2005 to the bridge collapse in Minneapolis almost two years later. While these cases are well known, they do not begin to tell the entire story as it pertains to the decrepit nature of the nation’s infrastructure; a system that most experts describe as in an almost irrevocable state of decay. This course takes a case study approach to examining the politics and policy of infrastructure in the United States. In particular, it focuses on four basic questions. What is the current state of infrastructure in the United States? How did we get to this point? What are the major challenges facing the nation today as it pertains to our infrastructure? Finally, what can be done from a political, policy, and economic perspective to begin to remedy the situation? In addition to the more high profile cases of Hurricane Katrina, the Bridge over the Mississippi River, and the Boston Tunnel collapse, we will also consider less well known cases pertaining to the nation’s highways, bridges, tunnels, railways, and other aspects of the transportation system, as well as the water supply, power, telephone, and internet lines, cargo, and shipping, among others.

Credits: 3.00

BUS 636 Strategic Analysis in Health Care Management
This course explores the Business Intelligence perspective necessary for hospital management and governance leaders to navigate the complex regulatory and competitive environment. Emphasizing the quantitative tools, organizational vision, and products of strategic planning, the focus is on understanding the regulatory environment, product and market-based demand, operations management and forecasting methods applicable to health care managers and executives. An understanding of health care organizations and their functional operation is preferable as the integration of quality management, regulation, marketing, community responsibility and economics will be covered.

Credits: 3.00

BUS 637 Role of Healthcare Organizations in Business Continuity & Risk Management through Disaster Planning
Hospitals are the backbone of the healthcare response to catastrophic emergencies that can include an influenza pandemic or a large-scale Nuclear/Biological/Chemical attack. The need for hospitals to be prepared to respond to disasters is a major priority for hospital leaders. Since 2001 disaster training has become more rigorous and standardized; hospitals have stockpiled emergency supplies and medicines; situational awareness and communications are improving; and exercises are more frequent and of higher quality. Students in this course will have the opportunity to study in detail previous incidents such as flooding, electrical outages, terrorist attacks and how these incidents have shaped the way hospitals approach disaster preparedness. Students will develop the necessary tools to be able to develop disaster preparedness plans relevant to their organization.

Credits: 3.00

BUS 681 Practicum in Business Resiliency for the Financial Industry
This course builds upon the foundations of risk management, business continuity planning, disaster management, crisis management and systems security to develop a comprehensive business resilience program for a firm. It will focus on the financial industry, although the concepts addressed can be applied to any industry. This course will cover the key components of a resiliency plan, survey the regulatory and governmental requirements around the globe, including privacy laws, discuss the human aspects of implementing the plan, and provide guidance in selecting the right tools for the organization to support the plan. Enterprise risk management will be discussed including financial risks such as credit, market, interest rate, and foreign
BUS 688 Special Topics in Infrastructure Development, Maintenance and Improvement
In this course, students actively research and report on a “best practices” infrastructure organization to obtain an understanding of what makes it work, the challenges it faces, and the bases of its success. The goal is to develop a habit of thinking that enables the student to apply what is learned in any similar management opportunity.
Credits: 3.00

BUS 689 Special Topics in Business: Global Benchmarking for World-Class Performance
Benchmarking is a powerful tool for identifying and adapting best practices from internal, competing, industry, and world-class organizations. This distance learning course reveals how global benchmarking can bridge the distinctions among organizations in international trade, cultural and business processes for performance improvement. Students will learn how to perform a global benchmarking project using the Internet as a research and communication tool.
Credits: 3.00

BUS 690 Special Topics in Business: Managing Virtual Teams for E-commerce
Global E-Commerce strategies and new technologies have created not only an electronic marketplace, but also a virtual workplace for many organizations. Employees and teams routinely collaborate from distant geographical locations, from home, at client sites, or anywhere around the globe. This course examines how to select technology that matches virtual teams’ tasks, attitudes, and experience, and demonstrate ways to manage the impact of culture on team performance, trust, and dynamics. Students will learn how to facilitate virtual team meetings, how to track team results, and how to intervene to solve typical team problems.
Credits: 3.00

BUS 691 Special Topics in E-Commerce
This course will be conducted on the Internet or on-campus by the instructor. Each trimester the course will focus on a different contemporary theme that is of interest to the business community and focused on e-commerce. Individual research on the topic conducted by the student will be presented to the class and discussed in an open forum setting.
Credits: 3.00

BUS 692 Special Topics Planning, Implementing and Evaluating E-Learn Programs
As the need for rapid learning has increased, so has the need for organizations to establish plans that create e-learning programs for employee training, support, and improvement. Such plans have helped many stay competitive while addressing issues such as high training costs, employee turnover, recruitment difficulties, inconsistent training, out-of-date or obsolete materials, and even new service development for customers. Students in this course will discover how e-learning leaders implement their programs; integrate e-learning into their corporate culture; and evaluate their e-learning initiatives by assessing cost, quality, service, and speed.
Credits: 3.00
Prerequisite: MBA 570

BUS 694 Special Topics: Managing Complexity in Business
This course will examine organizations as complex systems, the application of complexity theory to organizations, and the use of ICAS (the Intelligent Complex Adaptive System). Students will develop an understanding of select systems models and the implications of complexity theory for management processes. The models will be applied as tools for assessment, management and design of organizational systems. Modules will include: the essentials of complexity theory for organizations, the ICAS in practice, knowledge solutions, and the probable future of complex systems’ impact on organizations. Students will be required to develop visual representations of system mappings, and expand their thinking of organizational complexity through written reports, discussions, and research.
Credits: 3.00

BUS 696 Risk, Disaster, and Business Continuity Management
This course explores the area of business continuity management to ensure an organization’s survival through a disaster. Risk management involves assessing threats which may lead to disastrous events, evaluating control alternatives and implementing solutions. Potential threats include terrorist, criminal, industrial, natural, technological, environmental, economic and political incidents. Practical solutions to enable an organization to protect assets, mitigate risk, manage crisis and recover after a disaster will be discussed. The role of business and external agencies will be explored, as well as professional practices, standards and strategies for risk, security and disaster management. The course is designed to expose the student to all aspects of a holistic business continuity management program and to determine the most appropriate strategy for their organization.
Credits: 3.00
BUS 697 Ethics for Profitability; Beyond what is Legal
The course begins with personal values reflection and analysis of ethics issues in the student’s organization. Religious, philosophical, and legal sources, case studies of major corporate scandals and compliance programs to prevent these occurrences will be presented, read, and debated. One will learn about corporate governance, supply chains, OSHA, sustainability, staffing models, Sarbanes-Oxley Act (SOX), whistle-blowing, consumer law, compliance vs. ethics, non-profit and governmental arenas. Students will gain career resources and methods to apply their principles in ethical as well as dysfunctional organizations. Each participant will identify a local “high road” company and write a Personal Mission Statement.
Credits: 3.00

BUS 698 MBA Internship
MBA students are placed in a private organization or public agency to 1) carry out an assigned concentration project, 2) engage in day to day functioning of the establishment, and 3) learn how a modern corporation is organized and operates under the direct supervision of an executive of the organization and a department faculty. Students engaged in the internship will meet with the faculty supervisor periodically to report the progress and discuss any issues relating to the internship. 3 breadth elective credits.
Credits: 3.00

BUS 699 Independent Research
This course provides selected students with the opportunity to conduct in-depth research in an area of specific interest as determined by the student and faculty mentor. Independent Research may be undertaken with the approval of the student’s faculty mentor, chairperson of the associated department and the Associate Dean/ MBA Program Director and will be credited as one of the student’s five Breadth Electives.
Credits: 3.00
Department Consent Required.
Prerequisite: Permission of Chair and Associate Dean and 36 grad crs completed

BUS 998 MBA Study Abroad
The student, under the supervision of the accompanying Hagan School of Business faculty member, will ordinarily visit at least 10 retail establishments that vend automobiles, appliances, clothing, foodstuffs, pharmaceuticals, gasoline etc., as well as commercial and savings institutions and observe and note how the Marketing and Operations Management aspects of the businesses are deployed and employed. Upon the student’s return to the United States (US), similar visits will be made to comparable US venues and a detailed report will be required in which the student compares the foreign country’s results with that of the US and draws conclusions about the nature of the businesses and how these are affected by country of origin. In addition, the student will visit domestic, international and multinational firms, as arranged by the instructor, to learn about the conduct of business as it is affected by the country of origin. A second report will be required in which the students describes and reflects on his or her learning. 3 credits, 2 to 5 weeks duration, approval of the Associate Dean/MBA program Director and the Director of Iona College’s Study Abroad Program is required.
Credits: 3.00
Department Consent Required.

BUSINESS LAW
BLW 615 Business Law and Government Regulations
An intensive study of the legal aspects of real and personal property, including bailments, ownership and transfer of property, deeds, leases, landlord-tenant relationships, mortgages, secured transactions under the Uniform Commercial Code, insurance and suretyship, the creation, nature and kinds of trusts, wills, estates, and bankruptcy. Special attention will be given to government regulation of business enterprise and legal liabilities of accountants.
Credits: 3.00

BLW 618 Health Care Law and Ethics
This course examines the sources of law and legal processes affecting the health services system, elements of administrative law and agency processes, introduction to legal relationships (e.g., torts, contracts, insurance) of facilities, physicians, personnel and patients. After a fundamental grounding in the discipline of ethics, the interaction of values and managerial decision-making is examined through case studies.
Credits: 3.00
Equivalency: HSA 513 / BLW 618

BLW 620 Employment Law
This course will focus on the legal regulation of employment. It will consider the varying rights and responsibilities of employers and employees throughout their relationship. Among the topics to be discussed are the hiring process, the terms and conditions of employment and the termination of the employment relationship.
Credits: 3.00
Equivalency: BLW620HRM620
BLW 625 Sports and Entertainment Law
The sports and entertainment law course will focus on substantive areas of the law that are related to sports and entertainment, including antitrust, contracts, labor, intellectual property, privacy rights, SAG requirements and torts. A major theme of this course involves the need to balance between internal self-regulation of professional sports and entertainment with external government oversight. Students in this course will read cases, participate in discussions, and answer questions formulated from a modified version of the Socratic Method. All students will take both a midterm and final exam, as well as write a term paper that discusses a substantive area related to sports or entertainment law.
Credits: 3.00

BLW 630 Entertainment Law: The Regulation of Electronic Media
This course examines the law and policy towards radio, television, cable, satellite and internet communications. Through the case law method, the course will focus on the limited spectrum rationale for regulation of broadcasting, the Federal Communications Act, the Federal Communication Commission, the different treatment of broadcast and cable/satellite programming, concerns regarding media concentration, indecency, obscenity and parental control. Prerequisite: BLW625 recommended but not required.
Credits: 3.00

BLW 635 International Law
This course is designed to address the foundations and applications of traditional, contemporary and developing concepts of international law. Covering topics from principles of international law, jurisdiction, international dispute resolution and enforcement, the EU, world trade and multinational enterprises to the seizure of national assets, among other issues, this course proposes to inform students of the impact of international law upon the maintenance of national and international order and commerce.
Credits: 3.00

BLW 640 Legal Issues in e-Commerce
This course is devoted to various legal issues that arise in the facilitation, management and regulation of electronic commerce. Topics include, but are not limited to, rights in electronic information, information security, online transactions, trademark rights, domain name rights, regulating information content, and regulating online conduct.
Credits: 3.00

BLW 650 Contract Law
This course is designed to cover the fundamental principles of contract law, including offer, acceptance and consideration. Topics include Statute of Frauds, the Parol Evidence Rule, breach of contract, damages, the bidding process, suretyship bonds, liens and the effects of bankruptcy. Further, there will be a discussion on the types of different business entities and the respective liabilities of owners.
Credits: 3.00

ECONOMICS

ECO 601 International Economic Systems and Trade Communities
An examination of selected evolving economic systems throughout the world with regard to their importance for the globally oriented manager. This will include Third World countries, Eastern European systems, Pacific Rim nations as well as Western Europe, Japanese and North American examples. In addition, the course will explore dimensions of trading blocs such as the European Community and the North American Trade Agreement. This course will include case studies and class presentations.
Credits: 3.00

ECO 603 Business, Government and Society
An integrative survey of the connections between the business sector and society and between business and the public sector, particularly at the federal level. Emphasis on stakeholder analysis, corporate social responsibility, public affairs management and business ethics. Government regulation of business and antitrust legislation and cases are analyzed. Globalization and technology are strongly emphasized in both historical and twenty-first century perspectives.
Credits: 3.00

ECO 605 Econometrics
This course provides the student with an understanding of the principles of econometric modeling and its use in financial decision making. Single and multiple regression analysis, their assumptions, violations and consequences, along with ways of remedying the problems are thoroughly examined. This course will also provide insight into estimation using time series and panel data, and the use of instrumental and limited dependent variables. Students will have the opportunity to carry out an empirical project by completing literature review, collecting data, applying econometric analysis, and writing an empirical paper.
Credits: 3.00
Prerequisite: MBA 550
Offered When Needed
**ECO 606 Macroeconomics**  
The course introduces the models and techniques used in macroeconomic theory and analysis for understanding how the economy works. It examines the key measures of economic performance like inflation, unemployment, growth, and external balance, the key measures of the performance of an economy. The focus of the discussion will be mainly on the macroeconomic issues faced by the U.S. economy and the policies to influence its performance. The course will explore the diversity of opinion on how the economy works and the effects of policy measures.  
Credits: 3.00  
Prerequisite: MBA 530  
Offered When Needed

**ECO 610 International Economics**  
Comparative costs, the terms of trade, and the gains from trade are analyzed. Additional topics include, the effects of trade on resource allocation, prices, production, consumption, and the distribution of income; trade growth and development; efficiency and competition; productivity and standards of living; economic integration, the cost of protection, and problems and issues of commercial policy; the foreign exchange market, the balance of payments, international capital movements, and the international monetary system. Policy measures for internal and external balance are also discussed.  
Credits: 3.00  
Prerequisite for Eco 610 is MBA 530

**ECO 646 International Business in Central and Eastern Europe**  
The aim of this course is to provide general understanding of internationalization processes relevant to businesses with the special emphasis on the Central and Eastern Europe. This International Business course offers a platform to further develop interpersonal and analytical skills. This course can be adjusted to both executive and non-executive learning programs.  
Credits: 3.00

**ECO 647 International Business in Southeast Asia**  
This course will give the student the opportunity to analyze the relevance of country specific economic and cultural data in evaluating countries in Southeast Asia as locations in which to establish a business venture. After a general survey of the Southeast Asian economies and cultures, the data for select countries will be analyzed in detail with respect to their suitability for certain types of businesses. On completion of the course, the student will have more familiarity with data sources, types of data available, suggested ways of relating the data, and possible conjectures, which can be developed from the data, relevant to locating business opportunities.  
Credits: 3.00

**ECO 648 International Business in Africa**  
The aim of this course is to provide a general understanding of International Business with a special emphasis on Africa. Topics for discussion include a concise analysis of Africa’s vast natural resource base and geography; international trade involving Africa’s minerals and raw materials; the investment climate; multilateral trade negotiations of the WTO system and Africa’s participation in them; globalization and its effects in Africa; International Business Strategies of multilateral enterprises; the cultural, political, socio-economic, and legal structure and conditions prevailing in Africa, as well as national and international policies that regulate and guide Africa’s intra- and extra- African business processes and relations in the global market place. The course will also give a practical and interdisciplinary survey of other relevant major issues, events and activities that constitute Africa as a real and potential market for International Business. Special emphasis will be paid to the activities of American corporations and other multinationals doing, or wishing to do business in, or with Africa, and how the opportunities of competition, investment, and promotion of an enabling environment for business and sustainable development in Africa could be enhanced for the mutual benefit of the parties engaged in International Business in Africa. The course offers a platform to further develop interpersonal and analytical skills.  
Credits: 3.00

**ECO 649 International Business in South and Central America**  
Companies worldwide are discovering the enormous potential of the Latin markets. However, success in the region is challenging, due to dramatic changes affecting many of the countries and a number of misconceptions about the region and its people. In this course, the student will be introduced to the considerable variations across countries and how they factor into best practices for conducting international business. The course will include readings from textbooks, periodicals and research papers, as well as case study analysis, group discussions and presentations, and guest speakers – all designed to illuminate relevant political, historical, economic, geographic, and demographic factors critical to doing business in Latin America. The student will finish the course with the foundation of knowledge required to analyze market conditions, assess competitive opportunities, and negotiate successful deals in the region. The course offers a platform to further develop interpersonal and analytical skills.  
Credits: 3.00  
Offered in the Summer Offered in the Winter Trimester
ECO 650 International Business in the Middle East
This course focuses on general understanding of International Business with special emphasis on the Middle East Region. Discussion topics include Globalization and its effects in the region, the Middle East's economic, social and cultural structure in global market place, International Business Strategies of multinational enterprises in the Middle East, as well as possible future developments in the region. This International Business course offers a platform to further develop interpersonal and analytical skills. Credits: 3.00

ECO 651 International Business in the Caribbean
International business in the Caribbean is a truly worthwhile undertaking. The aim of this course is therefore to provide students with a general understanding of International Business, with a special emphasis on the Caribbean as a regional study area. Topics for discussion include a concise analysis of the many determinants of the business climate in the Caribbean, which include the region's land, environment, location and geography; its historical perspective briefly touching on the region's population, intra- and extra- economic and business relations; its natural resource base and vast cultural diversity; its business codes and business administration, as well as international trade in cash crops and other natural endowments of the Caribbean. The course further addresses various other business practices of the Region, including its participation in multilateral trade negotiations (MTNs) of the Lome Convention and WTO systems, and other multidimensional structures that constitute the engines of international business for profit of entrepreneurs in the region, and for development of the Caribbean. These in turn include the region's natural beauty, the potential for tourism, investment, and business job opportunities for Americans and other interested parties; the relatively stable political conditions of the region; its extravagant hospitality, and constructive participation of the people in multilateralism, which create business incentives and opportunities for targeted investment in the Caribbean, including Foreign Direct Investment policy frameworks and other business machinery and platforms for various activities attracting and promoting tourism and investment. The realization of these opportunities creates economic growth and sustained development in the region. The course will also address the major obstacles to doing business in the Caribbean, such as poverty, ignorance and disease, besides the region's dependency and debt burden, and vulnerability to natural disasters and environmental hazards, such as climate change and global warming. It will suggest ways and means of overcoming such impediments; and will also examine the potential for trilateral approaches involving USA, the Caribbean and Africa as measures for constructive and productive international business, touching on these three regions of the world that experience many divergencies and similarities in their business interactions and relationships. Credits: 3.00

ECO 661 Commodity Markets
This is an introductory course on commodity markets and the contracts that trade in these markets. The course covers markets for energy products, currencies, and other physical commodities. It examines the nature of these markets and how they differ from financial markets. The trading and valuation of various derivative instruments and their use as speculative and hedging tools are examined. Credits: 3.00
Equivalency: FIN/ECO 661

ECO 661 Commodity Markets
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Equivalency: FIN/ECO 661

FIN 610 Operation of the Financial System
An intensive study of money and credit, commercial banking, thrift institutions, central banking and monetary policy. Topics include portfolio structure, management theories, money market instruments, secondary credit instruments and institutions, interest rate theory, current monetary problems and policies, and international banking and financial issues. Credits: 3.00
Prerequisite: MBA550

FIN 611 Quantitative Tools for Finance
This course is designed to expose students to elementary probability theory, calculus, numerical methods and elementary stochastic processes. Knowledge to these mathematical concepts and techniques is required to study mathematical
modeling in finance. Emphasis will be placed on understanding important concepts rather than just computation skills, the use of algorithms and the manipulation of formula.
Credits: 3.00
Prerequisite: MTH 134 or Business Calculus
Offered When Needed

**FIN 619 Special Topics: E-Finance**
This course will introduce students to the ever-growing use of electronic systems in the financial services industry, including trading financial assets, and discuss its impact on the way the business is done in the financial market place. It will focus on such topics as e-cash management, e-trading in stocks, bonds, currency and the other financial assets, e-financing and e-banking. The course will also familiarize students with various concepts and issues that emerge from the application of electronic systems in financial transactions.
Credits: 3.00
Prerequisite for Fin 619 is MBA 550

**FIN 620 International Financial Management**
This course presents the foundations of financial management for corporations with international operations. International financial management differs from the domestic version in two important respects: presence of multiple currencies and different political, regulatory, and tax systems. Topics covered by the course include currency markets, concepts, measurement, and management of foreign exchange risk, foreign project evaluation and selection, political risk analysis, international financing and cost of capital, multinational cash management. The instructional method combines cases and lecture materials.
Credits: 3.00
Prerequisite: MBA 550

**FIN 625 Financial Futures, Options And Swaps**
This course will introduce the student to the use of options, swaps and financial futures contracts in investment management. The course will primarily focus on how corporations use ‘off balance sheet products’, namely futures, options, and swaps to manage their financial risk. The course will stress theory as well as application. A discussion of the principles of valuation of options and futures instruments will be followed by a brief review of empirical evidence.
Credits: 3.00
Prerequisite: MBA 550

**FIN 627 Project Finance**
The course will provide students with an understanding of a fast growing area of project finance. It deals with the planning, budgeting and financing of major capital investment and improvement projects including infrastructure projects. Pipeline construction, refineries, power plants, hydroelectric, mining, real estate developments, dock facilities, airports, highways, bridges and tunnels, public utilities, environmental investments and other public works are the examples of the types of projects examined. Since the amount of capital required for these projects is generally very large and the risk very high, the course will discuss extensively the access to private capital markets, domestic and international loan and grant programs in addition to the usual municipal bond markets and how risk is allocated. Cases will be used to examine, analyze, and expand the understanding of various issues associated with project financing.
Credits: 3.00
Prerequisite: MBA 550

**FIN 630 Financial Models**
This course teaches students to apply statistical techniques and model construction to special problems in finance. The student is expected to forecast a time series using a bivariate curve fitting model and a trend cycle, and seasonal components models. The student is also expected to run a multiple explanatory regression and a two-way ANOVA with different financial data.
Credits: 3.00
Prerequisite: MBA 550

**FIN 635 Managerial Finance**
Students gain a deeper understanding of financial management by building their own spreadsheet templates in a computer laboratory. They will construct financial statements and cash budgets, perform ratio, break-even, and leverage analysis, make financial forecasts, calculate the time value of money, solve valuation and capital budgeting problems, and examine the behavior of the cost capital.
Credits: 3.00
Prerequisite: MBA 550

**FIN 638 Management Issues in the Financial Services Industry**
This course studies the business activities, management practices and competitive strategies in the changing financial services industry, including commercial banking, investment services and insurance. Topics include the role of financial institutions, industry structure, regulation, the risks addressed by each type of institution and practices to manage risk, bank lending and deposit management, liquidity and capital management, balance sheet analysis and profitability analysis. Students also explore competitive strategies, both successful and unsuccessful, in areas including branch banking,
internet activities and mergers and acquisitions, and develop an understanding of the convergence occurring across traditional financial services industry lines. Case studies and guest speakers from the industry highlight key emerging trends and bring a real world perspective.

Credits: 3.00
Prerequisites: MBA 550 and FIN 610

FIN 640 Investment Analysis
This course is a survey of issues relating to investment in financial assets and analysis of these investments. The major themes to be discussed include the risk-return trade-off, valuation, portfolio selection and management, hedging, equilibrium pricing, and investment strategies. Foundation material is provided through discussions of the investment environment, markets and instruments, trading procedures and interest rate determination.

Credits: 3.00
Prerequisite: MBA 550

FIN 641 Analysis of Fixed Income Securities
This course provides the student with an in depth analysis of the markets, characteristics, analysis, and management of fixed income securities. Pricing of bonds, yield measurement, and term structure of interest rates are thoroughly examined, along with different types of securities such as treasury, municipal, government agency, and corporate. Students will also be exposed to active bond portfolio management, indexing, and bond performance evaluation. In addition, this course will provide insight into the international bond markets.

Credits: 3.00
Prerequisite: MBA 550

FIN 642 Trading and Exchanges
In this course, we will discuss how today’s financial markets work; how governments and exchanges regulate them; and how traders create liquidity, volatility, informative prices, trading profits, and transaction costs. The course provides an overview of today’s fragmented market for financial securities. Specifically, we study different market structures. We study the role of different market participants. We also study different order types.

Credits: 3.00
Offered When Needed

FIN 644 Short-term Financial Management
This course provides the student with a deeper understanding of the day to day operations of firms and financial institutions through experience with working capital management and with a concentration on cash management. Whereas working capital management involves management of current assets, current liabilities, and the net working capital position of the firm, cash management concentrates on cash flow, cash forecasting, risk management, and treasury management information systems technology. This course will also provide insight into the international dimensions of these concepts.

Credits: 3.00
Prerequisite: MBA 550

FIN 646 Hedge Funds
This course is designed to cover various aspects of hedge funds and the hedge fund industry as a whole. During the course of the academic period, students will learn about various hedge fund strategies, how to develop marketing materials to market a fund, explore the due diligence process, regulatory concerns, current events impacting hedge funds and various other aspects of running a hedge fund on a day-to-day basis. The course will be formatted to incorporate individual assignments, team projects, weekly current events, and book reviews. “Hedge Funds” will be designed to embrace a collaborative learning environment, incorporating weekly discussions, guest speakers and individual student presentations. Students will be encouraged to share their experiences with the class to foster discussions among peers.

Credits: 3.00

FIN 650 Portfolio Management
The course deals with institutional portfolio management. Topics examined are portfolio theory, its implementation, empirical studies, implications of portfolio theory for general market equilibrium, and the evaluation of alternative portfolios.

Credits: 3.00
Prerequisite: MBA 550

FIN 651 Sports and Entertainment Finance
This course applies the concepts of financial resource management to the operation of programs in the sports industry to provide students with knowledge of financial management as it relates to the sports industry. Students will use financial information, methods and tools -- long-term financing, budgeting, statement and ratio analysis, time value, cash flow management, breakeven analysis, and asset allocation -- to analyze the success of sports organizations. The analysis of the financial structure of sport organizations and activities will address issues related to leagues, teams, tours, college programs, and sports facilities. Issues will be discussed relating to various sources and uses of funds (ticket prices, government subsidies, tax support, municipal and corporate bonds, concessions, fundraising, media revenues, players’ salaries, sponsorship), as well as the ethics involved with controversial financial issues in sports. Financial details concerning for-profits versus not-for-profits, including budgeting for
events and facilities for professional, university, and recreation “arenas,” will be compared.

Credits: 3.00
Prerequisite: MBA 550

FIN 661 Commodity Markets
This is an introductory course on commodity markets and the contracts that trade in these markets. The course covers markets for energy products, currencies, and other physical commodities. It examines the nature of these markets and how they differ from financial markets. The trading and valuation of various derivative instruments and their use as speculative and hedging tools are examined.

Credits: 3.00
Equivalency: FIN/ECO 661

FIN 670 Global Financial Markets And Institutions
The course explores the working of the international financial markets and institutions. Topics discussed include international monetary system and balance of payments, exchange rate determination, international currency and capital markets, international financial institutions, regulatory and supervisory issues, innovations, and global integration. Both operational and institutional aspects of the markets are stressed.

Credits: 3.00
Prerequisite: MBA 550
Offered in the Spring Trimester

FIN 671 Health Care Finance
Basic principles of accounting, budgeting, financial analysis and reimbursement are reviewed for application at the service level of health care organizations. Course methods include computer-based instruction and exercise.

Credits: 3.00
Equivalency: HSA 521 / FIN 671

FIN 675 Corporate Financial Strategy
The primary functions of this course in corporate finance are to extend the student's knowledge of financial management and to provide insights into the complexity of the decisions faced by practicing financial managers. The course begins with a review of the theoretical framework of financial management, including a recap and extension of risk analysis and basic valuation concepts. The course then focuses on the firm's short-term financing and long-term investment decisions, the firm’s capital structure and dividend policy decisions, the various methods of obtaining long-term capital, and a variety of special topics including mergers, LBO's and divestitures. Various ‘mini cases’ will be used to illustrate applications of the theory, as well as to stimulate questions and discussion.

Credits: 3.00
Prerequisite: MBA 550

FIN 676 Advanced Corporate Finance: International Mergers & Acquisitions
The primary objectives of the course are to provide for international mergers and acquisitions an explanation of the financial aspects of value creation, a basic understanding of the strategic rational, and to raise the awareness of the legal environment and issues. Topics will include partnerships, alliances & joint ventures, stakeholder concerns, cultural conflicts & differences, and synergies. The course will take a valuation approach based on strategic, ratio, and financial forecasting analysis, and considering leveraged buyouts, spinoffs, divestitures, and recapitalizations.

Credits: 3.00
Prerequisites: MBA 550 and FIN 620
Offered When Needed

FIN 678 Financial Engineering
This course introduces financial engineering tools and studies the theory and practice of financial engineering. Students will learn to make decisions by taking into account such features as interest rate, and rate of return. They will learn the concept of arbitrage and its role in pricing different investments. Applications to call and put options will be discussed. The course will explore PDE techniques and martingale methods in a variety of contexts including equity option, currency option, fixed income derivatives and exotic derivatives. The main mathematical tool used is the theory of stochastic differential equations.

Credits: 3.00
Prerequisite: MBA 550
Offered When Needed

FIN 682 Exchange Rates and International Finance
The course provides students with a solid understanding of the international financial system and the risks and the opportunities opened up by financial globalization. The course will explore the financial implications of the rapid integration of national economies through trade, financial flows and technology spillovers. The course will also assess the impact of economic and financial liberalization as well as structural reforms upon the foreign exchange and financial markets of both advanced and emerging market economies. It will emphasize on relating theoretical and technical issues with current events in the international financial sphere.

Credits: 3.00
Prerequisites: MBA 550 and ECO 606
Offered When Needed

FIN 694 Numerical Methods in Finance
The course is an introduction to the use of mathematical models and numerical methods in finance. It covers a wide range of topics: finite difference methods,
FIN 695 Finance Internship  
MBA students are placed in a private organization or public agency to 1) carry out an assigned financial project, 2) engage in day to day functioning of the establishment, and 3) learn how a modern corporation is organized and operates under the direct supervision of an executive of the organization and a department faculty. Students engaged in the internship will meet with the faculty supervisor periodically to report the progress and discuss any issues relating the internship. Prerequisites: MBA core plus FIN 610, one other Finance course and permission of the department chair. Credits: 3.00  
Offered When Needed

FIN 990 Special Topics  
This course will examine topics of a current interest in financial management that are not covered in the course regularly offered by the department. It will be offered periodically as the needs and interests of students and faculty dictate.  
Credits: 3.00  
Prerequisite for 990-995 is MBA 550

HEALTH CARE MANAGEMENT

HCM 651 Health Industry Analysis  
This course serves as an introduction to the analysis of health care delivery in the United States. The focus is on identifying and understanding factors that affect the health care industry as a whole and its component parts. Specifically, the course examines how trends in health technology, personnel, health status, disease and government affect health care. These and other factors affecting public health, hospitals, medicine, and long-term care are analyzed from a variety of perspectives with tools such as epidemiology and cross-national analysis.  
Credits: 3.00

HCM 652 Health Care Analytics  
The reform and transformation of the American health care system requires that students and ultimately managers, at all levels, become proficient in the broadly defined field of Analytics. Health Care Analytics will build on the disciplines of Information Systems technology, data sciences and the application of quantitative methods as they are applied to business decision making in operations management, planning and strategic initiatives. As a survey course relying upon several technical disciplines; the prerequisites include an understanding of the health care business environment, fundamental knowledge of data management, spreadsheet and visualization tools (Excel, Access & SQL) and an introductory level training in basic statistics. The application of Health Analytics to operations management, regulatory oversight, regional planning, project management and the integration of our industry silo’s into a more comprehensive and balanced system will be evident. The emphasis will be on adopting information based decision making capabilities, based on science and real world information for business leaders with little-to-no experience in analytics; although a basic understanding of the health care industry, project management and fundamental statistics are expected.  
Credits: 3.00  
Offered When Needed

HCM 653 Health Care Management  
This course first examines the relevant aspects of socio-behavioral disciplines for studying and understanding health services administration. Management and organization research is presented, analyzed and examined for effective practical skills.  
Credits: 3.00  
Equivalency: HSA 516 / HCM 653

HCM 654 The Continuum of Long-Term Care Services  
This distance learning course will explore the key ideas and content from gerontology as an opportunity for critical thinking. It will also provide a broad overview of senior living communities as well as their administrative issues. Topics include the biological and physiological context of aging, the social context of aging, and the societal context of aging. Readings, lecture slides, discussion board questions, experiential exercises and exams are included as required course activities.  
Credits: 3.00  
Equivalency: CNS580/HSA580

HCM 655 Management of Long Term Care Services  
The course is designed to prepare students to become a licensed nursing home administrator in the State of New York; course topics follow the Domains of Practice for Nursing Home Administrators developed by the national Association of Boards of Examiners of Licensed Nursing Home Administrators (NAB). Course topics include the continuum of long-term care services, characteristics of nursing home residents, resident assessment and resident care, regulations and the Long-Term Care Survey process, facility leadership and management issues, human resources, reimbursement and financial management, plant and environmental management, quality
assessment and quality indicators, and emerging issues such as staff retention and culture change in long-term care. The course is a distance learning course (DL component utilizes Blackboard). Course assignments include weekly readings, participation in online discussion boards, case study analysis and write-up, a self-directed site visit, web-based research using the Medicare Nursing Home Compare dataset and a comprehensive final exam.

Credits: 3.00
Equivalency: HSA 603/HCM 655

HCM 656 Ambulatory Care Administration
This course will explore the organization, governance and management of ambulatory care organizations. These organizations find themselves in a constantly changing environment which is healthcare today i.e., major moves toward integration and disintegration, managed care, reimbursement issues, e-health and organizational and personal ethics.

Credits: 3.00
Equivalency: HSA 604 / HCM 656

HCM 657 Public Health Issues and Practices
This course provides an introduction to the concepts and practice of public health at the community, state and national levels. This introductory course addresses the philosophy, purpose, history, organization, functions, tools, activities and results of public health practice. The course also addresses a number of the important health issues and problems facing the public health system. Discussion questions and exercises (for both inside and outside the classroom) are integrated into the course, serving as a basis for student participation in “real world” public health practice problems. The various components of the course are designed to stimulate classroom discussion of important problems and issues facing public health and the public health approaches directed toward those problems and issues.

Credits: 3.00
Equivalency: HSA 894 / HCM 657

HUMAN RESOURCE MANAGEMENT

HRM 615. Human Resource Management
This course focuses on the new and expanded role of the human resource professional. Topical areas include the changing nature of the workforce and work, recruitment, selection, training and development, the legal environment of HRM, human resource information systems, diversity management, compensation management, and global/international HRM, which are the building blocks for the HR professional. An understanding of these functions is also important for line managers who have substantial responsibility for managing people. Credits: 3.00
Prerequisite: Mba 570

HRM 630 Self Assessment and Career Management
This course is designed to develop concrete skills in the process of managing one’s own career or directing those of subordinates. Emphasis is placed on self assessment (one’s values, interests and abilities); the identification of employment opportunities; and career development, both short and long term. Students are required to prepare a report which reflects what their self assessment implies in terms of a career path strategy.

Credits: 3.00
Prerequisite: Mba 570
Equivalency: HRM630/ORB630

HRM 634 Human Resource Information Systems
Design, evaluation, and implementation of human resource information systems (HRIS). This course examines the evolution of HRIS systems, database concepts and HR applications, organizational structure and process issues, HRIS implementation and costs, HR metrics and workforce analytics, system maintenance and updates, talent management and HRIS, HR functional applications (e.g., payroll and benefits), HRIS privacy and security issues, global HRIS issues, and HRIS challenges and opportunities including social networking, cloud computing, and open source software.

Credits: 3.00
Offered in the Summer

HRM 635 Work and Family
This course is designed to teach students about the interactive relationship between the work system and the family system. Most workers today have family responsibilities, regardless of gender, but most workplaces are still designed based on the breadwinner-homemaker model. Problems juggling work and family responsibilities (e.g., work-family conflict) have been shown to be associated with a variety of detrimental health and well-being outcomes such as depression, stress, marital discord, and job dissatisfaction. However, engaging in multiple roles also has benefits. This graduate course is designed to provide you with an opportunity to learn about the linkages that exist between work and family lives. We will discuss the critical challenges facing individuals, families, and employers in managing work and family from both a theoretical and practical perspective.

Credits: 3.00

HRM 636 Web Based Human Resources
A comprehensive overview of the re-engineered human resources environment, with coverage of manager and employee 'self-service' techniques for designing and implementing web-based HR, along with key trends and technologies that are emerging
in the field. The topics covered include web-based employee self-service, delivering employee benefits over the web, creating an HR service center, outsourcing, and using the web for a variety of services, including recruiting, staffing, compensation planning, employee development, and knowledge management.

Credits: 3.00

**HRM 637 Unions and Collective Bargaining**
This course will facilitate a basic understanding of labor relations. The objective of the course is to provide a broad overview of the general nature of the labor-management relationship, as it currently exists in the United States. It is a comprehensive introduction to unions and collective bargaining in the United States focusing on their organization and their representational, economic, and political activities. Includes coverage of historical development, labor law basics, and contemporary issues. This course will examine the legal framework in which collective bargaining takes place, including union organizational campaigns, negotiations for and enforcement of collective bargaining agreements, and the use of economic pressure. Formerly HRM 995.

Credits: 3.00

**HRM 638 Human Resource Management in Healthcare Organizations**
This course reviews the principles and practices essential for the development and management of an effective human resources program in healthcare and other nonprofit agencies. Topics cover governmental regulation of human resources; employee recruitment, selection and training; theories of motivation and performance appraisal; job structure and pricing; diversity in the workforce; managing organizational change; total rewards management (compensation, benefits and the work experience); workplace environmental and safety issues; labor relations and contract administration.

Credits: 3.00

**HRM 640 Compensation Management**
This course will present a comprehensive analysis of current compensation practices. It will provide the student with an understanding of the theories followed in developing, implementing and administering these programs. An in depth review of the future direction of compensation programs resulting from environmental requirements will be studied. Case studies will be utilized to apply theory to current situations.

Credits: 3.00

Prerequisite: MBA 570

**HRM 650 Training and Development**
This course is conducted as a participatory seminar devoted to the examination of the organization, administration, design, implementation, and evaluation of training continuing education and staff development programs.

Credits: 3.00

Prerequisite MBA 570/GBC540

Equivalency: HRM650/ORB650

**HRM 675 International Human Resource Management**
This course explains the theory and practice of Human Resource Management (HRM) in global firms. It discusses the HRM functions of employment planning and forecasting, staffing, compensation and benefits, training and management development, union and employee relations and health and safety for multinational corporations. Particular attention is paid to functions which vary from country to country and how departments handle them, e.g., employment regulations, benefits and wage taxation, expatriation and repatriation, discrimination, overseas compensation, and labor relations. The emphasis is on case study.

Credits: 3.00

Prerequisite: GBC540/MBA570

**HRM 990 Special Topics**
This course will examine topics of current interest in human resource management that are not covered in the courses regularly offered by the department. It will be offered periodically as the needs and interests of students and faculty dictate.

Credits: 3.00

Offered When Needed

**INFORMATION SYSTEMS**

**IS 610 Analysis and Design of Information Systems**
The System Development Life Cycle begins with some recognition of a problem or some request for change. The systems analyst is generally responsible for processing such requests through to complete system specifications, and may also function as a project leader through system installation. This course begins with initial problem investigation, and proceeds through feasibility analysis, requirements determination, general design and implementation planning. Students learn the process and products of systems analysis through a combination of textbook readings, lectures and systems analysis assignments that are based on a case description. Structured methodologies and CASE tools, such as the dataflow diagramming approach, are used. A course project is required.

Credits: 3.00

Prerequisite: MBA 580

Equivalency: MISIDT610
IS 611 Virtual Teams and Virtual Organizations
Recent advances in information and communication technologies have enabled groups of people to work together while distributed in time and/or place. These increasingly widespread virtual teams depend on computer-mediated communication for their success. This course examines virtual teams and their role in transforming the nature of work and reshaping organizations. The course will explore technology choice, coordination, management, knowledge sharing, trust development, and leadership in virtual teams in various contexts including managerial and technical collaboration and decision making. Social and cultural issues will also be addressed. Hands-on virtual collaboration will be part of the learning methodology.
Credits: 3.00

IS 616 Account Information Systems
Credits: 3.00

IS 620 Database Management
This course is devoted to the design, implementation and management of database systems. Concepts of a database are discussed, database models are developed, and the role of the database administration function is presented. Additional topics include evaluating database management systems and extensions to data mining. A course project is required of all students.
Credits: 3.00
Prerequisite: MBA 580
Equivalency: MISIDT620

IS 621 Computer-Based Statistical Decision Making
The purpose of this course is to enhance the data analysis capability of the business researcher. An in depth study of a statistical package is undertaken. Frequent use of the computer is expected in order to deal effectively with the data analysis requirements of complex business problems. Topics include forecasting, analysis of variance, multiple regression, correlation, statistical experiments, methods of statistical sampling, and multivariate statistical modeling. A course project is required.
Credits: 3.00
Prerequisite: MBA 510

IS 622 Risk Management Decision Technology
This course focuses on the decision technology to support risk management for an organization. Methods to plan for business continuity given the inherent aspect of uncertainty and risk will be a focal issue. Topics include: project risk, risk assessment, business impact analysis, sources of knowledge, data and analytical models, simulation and gaming, forecasting, geographical information systems, feasibility analysis of alternatives, implementation and effectiveness testing. A broad spectrum of threats, vulnerabilities and risks will be addressed and the most practial analytics useful in developing strategies and plans to prevent and mitigate risk will be addressed.
Credits: 3.00

IS 623 Systems Security for Business Resiliency
This course explores several critical areas of information security from a risk, control and security procedures perspective. Topics included are the following: control and security frameworks, cryptography, operating systems security, applications security, database security, network security, web security and physical security.
Credits: 3.00

IS 625 Audit & Control of Informatics
This course emphasizes the operational audit of a computer information system. Every aspect of the computing environment will be examined. Topics include planning and conducting the audit, organization, systems of controls, computer assisted auditing techniques, physical security of data processing facilities, encryption and the particular considerations pertaining to a networking and database environment. This course will be of interest to financial auditors who desire exposure to auditing in a computer environment. The course will feature the use of a generalized audit software system. A course project is required.
Credits: 3.00
Prerequisite: MBA 580
Equivalency: MISIDT625

IS 626 Analytics Of Strategic Corporate Planning
This course focuses on the issues surrounding the development of a strategic corporate planning model for an organization. Topics include the differences among planning, modeling and forecasting, the role of internal and external databases, determining measures of effectiveness, politics of corporate modeling, portfolio modeling, integrating functional subsystems, and approaches to corporate modeling. Several case studies will be discussed. A course project is required.
Credits: 3.00
Prerequisite: MBA 510

IS 627 Information Technology in Infrastructure
With an ageing national infrastructure, we examine ways in which Information Systems can be used to develop, maintain and improve our existing transportation, telecommunication and energy
needs. With many of these systems becoming more complex and interdependent, it is important to identify the potential roles that Information Systems may play in maximizing solutions and opportunities while minimizing situations where the introduction of Information Systems may cause unintended consequences.

Credits: 3.00

**IS 628 Total Quality Management**
The purpose of this course is to understand the philosophy, concepts, principles and meaning of Total Quality Management (TQM) and to relate these to the implementation of quality management systems in goods and services industries, education, government and not-for-profit organizations. Topics covered include strategic quality management and planning, quality assurance, internal and external customer service excellence, customer satisfaction, continuous improvement, benchmarking, employee involvement and the use of empowered employee teams, just-in-time practices, and the use of quality tools. The course will focus on the development of a quality vision, quality mission, quality ethics, quality code, quality training program and the use of a five-year strategic quality plan with annual quality programs as a way to implement TQM. A team-based course project is required.

Credits: 3.00

**IS 629 Health Care Information Systems**
This course examines basic concepts and terminology of computer-based healthcare information systems and health information management (HIM). Systems design, development, systems selection and vendor management, implementation and operation are reviewed for application at the department and enterprise level of healthcare organizations. Security and control of healthcare data are emphasized. An introduction to telemedicine, telehealth and e-health is also included. Course methods include case studies and development of an E-health business plan using team management principles. This course is in the Distance Learning format (online) and uses Blackboard as an assist for course materials and assignments.

Credits: 3.00

**IS 640 Mobile Applications Development**
This course examines the principles of mobile application design and development. Students will learn application development on the Android (or Apple iOS) platform. Topics will include memory management; user interface design; user interface building; input methods; data handling; network techniques and URL loading; and, finally, specifics such as GPS and motion sensing. Students are expected to work on a project that produces a professional-quality mobile application. Projects will be deployed in real-world applications. Course work will include project conception, design, implementation, and pilot testing of mobile phone software applications.

Credits: 3.00

Prerequisite: MBA 580 or consent of the instructor

Offered in the Winter Trimester

**IS 650 Information and Decision Technology in Sports, Gaming and Entertainment**
Advances in both information and decision technology have become critical components in world-class implementations in the areas of sports (all levels), gaming and entertainment. This course will explore the approaches taken in these fields, how information and decision technology is employed, reasons behind both the successes and failures and future applications. Cases and directed research will involve the student throughout the course. A research project and presentation are required.

Credits: 3.00

**IS 652 Supply Chain Management in Goods and Service Industries**
This MBA-level offering applies the principles of Supply Chain Management (SCM) to both goods and service industries. The course covers a review of SCM models and metrics and examines practical applications of SCM principles by major corporations. Attempts to improve an organization’s Supply Chain typically present process challenges and financial consequences; this course gives students a prospective view of the business implications of SCM change.

Credits: 3.00

**IS 655 Business Application Development Using Visual Basic**
This course will emphasize computer applications development in order to implement solutions to systems in a business environment. The applications development tool of Visual Basic will be utilized. Topics will include problem identification, exploration of solution strategies, selection of appropriate development tools, solution development and implementation. Extensions to Microsoft Office Professional will be explored using Visual Basic. A course project is required.

Credits: 3.00

Prerequisite: MBA 580

Equivalency: MISIDT655

**IS 665 Expert Systems for Business**
In this course expert systems and the related area of knowledge engineering are introduced. The place of expert systems in the business environment is discussed. Examples of expert systems are
presented to understand the principles of these systems. Methods of representing knowledge and handling uncertainty in expert systems are presented. Languages for building expert systems are discussed in detail. A simple expert system will be constructed. A course project is required.

Credits: 3.00
Prerequisite: MBA 580
Equivalency: MISIDT665

**IS 666 Current Topics Via Distance Learning**
This course will be conducted on the Internet by the instructor. Students will interact with the instructor and one another using the communications platform of the Internet. E-mail, chat room, and other vehicles will be utilized. Each trimester the course will focus on a different contemporary theme that is of interest to the business community. Individual research on the topic conducted by the student will be presented to the community and discussed in an open forum setting.

Credits: 3.00
Prerequisite: MBA 580

**IS 681 Security and Privacy Internet**
This course utilizes both chat rooms (synchronous) and discussion groups (asynchronous) as communications modalities to explore the major issues and debates surrounding workplace security and privacy. The following topics are covered: general privacy issues and legislation, e-mail and voice mail monitoring, e-commerce security, Internet usage monitoring, and market databases and consumer privacy.

Credits: 3.00
Prerequisite: MBA 580

**IS 684 Internet Based Application Development**
This course examines the significant aspects of initiating and maintaining a corporate presence in the Internet. The class begins with an overview of the Internet with discussion of such topics as File Transfer Protocol, e-mail, and the World Wide Web. Students will evaluate current connection technologies such as digital dial-up, DSL, T1 and fiber optics. ISP’s services will be surveyed. There will be a discussion of server hardware, operating systems, web-server software, firewalls, Internet appliances, and Internet application development tools. Internet applications such as IP Telephony, business to consumer, and business to business will be investigated. Students will use an Internet applications software development tool to construct and publish a website.

Credits: 3.00
Prerequisite: MBA 580 or equivalent

**IS 685 Introduction to Data Mining**
Modern computational technologies based on the Internet and commerce allow business organizations to capture, store and warehouse vast quantities of data. Data mining is concerned with the task of extracting information and knowledge from this data that can be used to help an organization function more effectively. Governmental agencies, particularly those interested in homeland security, are using data mining to help in many tasks, required for national security. A number of the latest state of the art technologies that are used in data mining will be studied.

Credits: 3.00
Prerequisite: MBA 580

**IS 690 Managing Network-Based Applications**
This course presents an introduction to the technical and organizational skills necessary for building, implementing and maintaining a telecommunications system. The topics covered include data transmission, voice communication, distributed networks, value-added carriers, and telecommunications architectures. The case studies will focus on evaluation of the design, implementation and management of telecommunication systems. A course project is required.

Credits: 3.00
Prerequisite: MBA 580
Equivalency: MISIDT690

**IS 699 Independent Research in Information Systems**
This course provides selected students with the opportunity to conduct in depth research in areas of specific interest as determined by the students and faculty mentor. Independent Research may be undertaken with the approval of the student’s faculty mentor and the chairperson of the Department as one of the final courses in the program.

Credits: 3.00
Department Consent Required.
Prerequisite: MBA 580
Equivalency: MISIDT699

**IS 990 Special Topics in Information Systems**
Special Topics Data Mining: Modern computational technologies using the internet and electronic commerce allow business organizations to capture, store and warehouse vast quantities of data. Data mining is concerned with the task of extracting from this data, information and knowledge that can be used to help an organization function more effectively. Furthermore, governmental agencies, particularly those interested in homeland security, are using data mining to help in many tasks required for national security. In this course we shall discuss a number of the state of the art
technologies that are being used in data mining. In addition to techniques for mining data tools for mining text will also be discussed.
Credits: 3.00
Prerequisite: MBA 580

IS 991 Special Topics in Information Systems
This course provides a systems view of computer networking and telecommunications. Topics include voice and data communications, networking protocols, IP telephony, wireless and mobile networks, networking security and management. The course also covers networking and telecommunication techniques, applications technology, networking topologies and architectures. Specific areas discussed include LAN system fundamentals, such as Ethernet and token ring, WAN system fundamentals, such as circuit-switching, packet-switching, X.25, frame relay and Asynchronous Transfer Mode.
Credits: 3.00
Offered When Needed

MANAGEMENT

MNG 615 International Business Management
This course focuses on the globalization of business and its impact on the management of the dominant organization in this area. An in depth study of the strategy organization of company operations that cross national boundaries will be conducted. The challenges presented will be addressed employing the case method and completing selected readings.
Credits: 3.00
Prerequisite: Mba 570

MNG 622 Cases in Business Crisis Leadership
Designed to promote "learning by doing", this course enables students to design their own responses to a number of actual organizational crises, and then to compare their reactions to those actually employed by the organizations that experienced them. Students will be able to work individually or in teams.
Credits: 3.00

MNG 623 Business Crisis Leadership
Organizations’ ability to provide products and services are challenged by a variety of potential disruptions; product failures, environmental disasters, key employee separations, crimes against property and employees, terrorism, and competitor’s actions, to name but a few. This foundation course is designed for those who must lead organizations’ efforts to continue to function effectively in the face of these crises. Key topics addressed in the course include, forecasting and planning for crises, managing crises, and achieving crisis resolution.
Credits: 3.00

MNG 625 Organization Theory And Design
A course designed to explore the theoretical foundations of organizations, as well as the pragmatic consequences of various theories. The course deals primarily with individual and group research followed by regular student presentations as an approach to experiencing the implications and consequences of a number of fundamental types of organizations. Special focus is placed upon the relationship between individuals and organizations.
Credits: 3.00
Prerequisite: Mba 570
Equivalency: MNG625/HRM625

MNG 627 Management Considerations in Infrastructure Development, Maintenance, and Improvement
Infrastructure is the physical foundation upon which society rests, providing for shelter, transportation, services and utilities. This practical course studies the management of the process of creating, planning and maintaining infrastructure performance, from design through enhancement. The focus is on executing and coordinating the use of resources at all managerial levels.
Credits: 3.00

MNG 628 Seminar in Infrastructure Management
A groundbreaking effort in that management issues have not received a great deal of attention in the research community: The vast majority of related subject matter has been limited to the engineering field. This seminar is intended to provide students with direct interaction with industry leaders, each of whom will conduct a session dealing with a specific management of infrastructure issue, and then be available to advise and guide students, who will focus their research and report on the issue. The specific trimester assignment with be the production of a publication worthy paper dealing with a key management issue selected by students, in concert with an industry expert, and the faculty member who conducts the seminar. It is expected that students will present their papers at appropriate conferences.
Credits: 3.00

MNG 631 e-Commerce Strategy
Driven by the Internet, consumers are redefining buying patterns, and businesses are analyzing new strategies to leverage the power of the next operation of information technologies. This e-commerce course helps students learn how to develop new relationships with customers, distributors, resellers/retailers, suppliers, logistics providers, and business partners through electronic commerce. Students will discover how e-commerce can impact a corporation and improve business performance and learn what
can inhibit the growth of e-commerce. E-commerce strategies will be examined for such industries as consumer products, entertainment, media, communications, financial services, the public sector, petroleum and utilities.

Credits: 3.00  
Prerequisite: MBA 570

MNG 635 Knowledge Management  
The objective of this course is to introduce students to the concepts and theories relevant to the acquisition, development and dissemination of knowledge in organizations at the individual, group and organizational level. Multiple perspectives of organizational learning and several current models of knowledge management systems and processes related to internal and external sources of knowledge will be examined. At the completion of this course class members will be able to demonstrate a comprehensive framework for designing and implementing successful knowledge management strategies for leveraging the intellectual assets of the organization.

Credits: 3.00

MNG 637 Competitive Business Intelligence  
Now more than ever, in today’s competitive business world, intelligence is power. This course helps you learn about systematic, legal, and ethical means to gather intelligence on customers, competitors, personnel, technologies, and the total business environment. Students will examine a wide spectrum of techniques involved in analyzing business, competitive data, and information in a comprehensive manner with an emphasis toward application.

Credits: 3.00

MNG 638 Entertainment Management  
In today’s world of economic challenge, many people, young and old look to entertainment to escape the problems they incur on a daily basis. What makes up entertainment? There is the traditional content that is formatted for television, movies, music and events, which is now enhanced with consumer-interfacing digital, social, and mobile media. The content may or may not include sports, but the distribution vehicles for entertainment and sports are identical. In fact, many people today believe sports programming is pure entertainment. This course will delve into the real world of how the industry is changing, the challenges it faces, and where it goes in the future. We will look at all the constituencies that make up the arena of entertainment and how they are being integrated on a macro scale.

Credits: 3.00

MNG 640 The Management Of Innovation And Change  
This course will examine the paradox of stability and change for which all organizations appear to strive.

Implications of this paradox for decision making and risk-taking will be examined. In addition, principles and procedures which have proven to be effective methods for innovation in organizations will be explored.

Credits: 3.00  
Prerequisite: MBA 570

MNG 645 Power And Influence  
This course addresses the following topics: the basic dynamics of power in organizations, with particular attention to sources of power causes of political instability and the effective management of conflict; the effective use of influence tactics in the context of situational and personal factors; and understanding of the range of behaviors that comprise people’s influence styles, as well as identifying one’s own influence style profile; and the effective development of competencies, influence skills, and sources of power in one’s career.

Credits: 3.00  
Prerequisite: MBA 570

MNG 650 Entrepreneurship  
This course explores the entrepreneurial process and the qualities of the entrepreneurial manager. Topics include opportunity analysis and resource management, developing the business plan, venture capital sourcing, and start-up mechanics. Through cases, readings, and lectures, the course helps students acquire the tools and know-how needed to achieve entrepreneurial aspirations.

Credits: 3.00  
Prerequisite: MBA 550, 560, 570

MNG 655 Management and Leadership in Nonprofit Organizations  
This course offers an introduction to the management and leadership of nonprofit organizations. Organizations that make up the nonprofit sector are involved with education, research, health care, art, culture, religion, social services, international assistance, legal services, foundations, and trade associations. This course will focus on the nonprofit management issues that are relevant for management and leadership across the many different types of organizations within this sector. Management techniques and leadership skills will be examined that can enhance the efficiency and effectiveness of nonprofit organizations. Specific topics will include board governance, board development and use, fundraising and organizational development, human resource management, volunteer management, strategic planning and implementation, community and corporate partnerships, advocacy, ethics, and the future of the nonprofit sector.

Credits: 3.00
MNG 697 Managing Sports and Entertainment Facilities and Events
This course is designed to provide an introduction to the principles of event management and day-to-day operations of sporting events. Students will develop a conceptual framework and an enhanced understanding with management techniques / strategies required for successful planning, promotion, implementation and evaluation of special events within a sport context. Specific topics will include event organization, event evaluation, public and corporate sponsorship, crowd management, security, food and beverage, hospitality, staff management, information technology / advanced media and merchandise. To the extent feasible, students will be provided opportunities for direct observation at various sports facilities, visiting local sporting events and via industry specific guest speakers.
Credits: 3.00

MNG 698 Managing Sport Organizations
This course offers an introduction to the dynamic field of sports management. Organizational theory concepts and perspectives are examined in relation to sport organizations in the public, non-profit/voluntary, and commercial sector to help students understand and analyze the complexity of managing sport organizations effectively.
Credits: 3.00

MNG 990 Special Topics in Management
This course will examine topics of current interest in management that are not covered in the course regularly offered by the department. It will be offered periodically as the needs and interests of students and faculty dictate.
Credits: 3.00

MARKETING

MKT 610 Marketing Research
An in-depth study of a wide spectrum of quantitative and qualitative methods and procedures used in marketing research and their application to marketing decision making. A marketing research project will provide hands-on experience in planning and implementing marketing research, including problem identification, research design, use of secondary data, questionnaire design, sampling, fieldwork, data analysis, and oral and written report presentation.
Credits: 3.00
Prerequisite: MBA 560

MKT 615 Consumer Behavior
An intensive study of the consumer as decision maker. Cultural, social, personal and psychological influences on consumer decision making will be analyzed. Relevance to market segmentation, product positioning, product development, and promotion by business and nonprofit organizations will be examined.
Credits: 3.00
Prerequisite: MBA 560

MKT 625 Services Marketing
This course examines the distinctive characteristics of services as opposed to tangible goods and the opportunities for marketing services worldwide. It focuses on how service firms can gain a competitive advantage by designing and implementing marketing strategies based on service differentiation, quality, and productivity. Particular attention is given to the study of technological and other environmental changes affecting the marketing of both stand-alone as well as customer-support services.
Credits: 3.00
Prerequisite: MBA 560

MKT 630 International Marketing
This course analyzes the attractiveness and riskiness of international markets. International marketing decisions studied include choice of markets, mode of entry, appropriate organization for international expansion, and degree of adaptation/standardization of marketing mix elements for each target market. A strategic approach to making international marketing decisions is developed that stresses research as a means to understand the economic, political, legal and cultural characteristics of doing business abroad and their managerial implications. Prerequisite: MBA 560.
Credits: 3.00
Prerequisite: MBA 560

MKT 635 Management of Marketing Communications
A comprehensive study of planning, development and execution of promotional strategy using the tools of advertising, personal selling, sales promotion, public relations, direct and digital marketing, special events marketing, and use of social media. Students will learn how to develop promotional objectives, set budgets, create effective messages, select media, address legal considerations, and measure advertising effectiveness.
Credits: 3.00
Prerequisite: MBA 560
MKT 638 Health Services Planning and Marketing
This course surveys community and institutional health systems planning, strategic planning, project planning and marketing as they apply to health services. Also included is a review of the major marketing strategies, including new services development, health care advertising, and pricing decisions.
Credits: 3.00
Equivalency: HSA 513 / MKT 638

MKT 640 New Product Development
This course focuses on the development of appropriate organizational structures for managing new product development. It discusses the risks and rewards of innovation, and the need for regular and systematic development of new products and services. The various stages in the new product development process, from idea generation to commercialization, are examined in detail. The consumer adoption process and the factors that may influence it are also studied.
Credits: 3.00
Prerequisite: MBA 560

MKT 645 Marketing Decisions
This course presents an intensive study of strategic marketing decision making. Using the case method, students will learn to apply a decision process framework to real-world business problems. Emphasis will be placed on how marketing decisions are made, the role of information in marketing decision making, strategic considerations, and the roles played by economics, finance and related disciplines in the marketing decision process.
Credits: 3.00
Prerequisite: MBA 560

MKT 650 Sports Marketing
A study of the application of basic marketing concepts to the field of sports and leisure organizations. Topics include the sport consumer, research in sport marketing, the sport product, sports promotion and public relations, and future trends in sports marketing.
Formerly MKT 990.
Credits: 3.00
Prerequisite: MBA 560

MKT 655 International Advertising and Sponsorship
This advanced marketing course provides a broad overview of international advertising/sponsorship issues and functions. It aims at acquainting the student with the international advertising/sponsorship practices within an integrated marketing framework. Students will also explore specific techniques for planning media use and creating advertising campaigns to market products/services worldwide.
Formerly MKT 991.
Credits: 3.00
Prerequisite: MBA 560

MKT 660 Nonprofit Marketing
This course provides an overview of the entire marketing process for nonprofit organizations. Key topics include the growth and development of nonprofit marketing, developing a core marketing strategy, positioning the organization, fundraising, and designing and managing the marketing mix. Students will also explore the marketing of social ideas and causes (e.g., AIDS awareness, gun control), whether undertaken by organizations, government, or as part of a cause-related marketing strategy.
Credits: 3.00
Prerequisite: MBA 560
Equivalency: MKT 660 / 995

MKT 665 Sales Management
Sales Management examines the elements of an effective sales force as a key component of the organization’s total marketing effort and enhances student understanding of the relationship between sales and marketing. Topics studied include the organization and management of the sales function including sales representative development and training, forecasting, recruiting and selection practices, compensation, expenses, quotas, motivation, and the implementation of sales strategies. Formerly MKT 996.
Credits: 3.00
Prerequisite: MBA 560

MKT 671 Marketing on the Internet
This course examines the potential of the internet to generate profits for companies by enhancing their ability to create customer value. Using an internet based format that promotes an interactive learning, the course discusses the internet as an alternative platform, for marketing research and business planning, product design and distribution as well as communication medium. Moreover, by approaching internet marketing within the more general framework of e-business, the course is also intended to familiarize students with various emerging business concepts like customer management, personalized and on-line relationship marketing. Prereq: MBA 560 or equivalent.
Credits: 3.00
Prerequisite: MBA 560

MKT 695 Marketing Internship
MBA students are placed in a private organization or public agency to 1) carry out an assigned marketing project, 2) engage in day to day functioning of the establishment, and 3) learn how a modern corporation is organized and operates under the direct supervision of an executive of the organization and a department
Students engaged in the internship will meet with the faculty supervisor periodically to report the progress and discuss any issues relating the internship. Prerequisites: MBA core plus MKT 610 or MKT 615, one other Marketing course and permission of the department chair. MNG 625 is helpful. Credits: 3.00

Department Consent Required.
Prerequisites: MBA Core, MKT 610 or MKT 615, one other Marketing course, and permission of Department Chair

**MKT 699 Independent Research in Marketing**
This course provides selected students with the opportunity to conduct in depth research in specific areas of interest in the field of Marketing as determined by the students and faculty mentor. Independent research may be undertaken with the approval of the student's faculty mentor and the chairperson of the Marketing Department. Credits: 3.00

Department Consent Required.
Prerequisite MBA 699: MBA 560 and Permission of Chair

**MKT 993 Marketing Special Topics**
This course will examine topics of current interest in marketing that are not covered in the course regularly offered by the department. Recent topics have included Sport Marketing and Fashion Marketing. Credits: 3.00

**MKT 994 Special Topics: Global Fashion Marketing**
Students will be introduced to the dynamic global business of fashion. Topics include: product development; marketing decisions and retail strategies for women’s, men’s and children’s apparel and accessories; global sourcing; ethical considerations; fashion trends; emerging market sectors; and careers in the fashion industry. Credits: 3.00

Prerequisite: MBA 560
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James M. Slattery ^
Joseph A. Vitanza ^

Deceased ^
Administration

Joseph E. Nyre, PhD
President

Mark S. Kiselica, PhD, HSPP, NCC, LPC
Provost and Senior Vice President for Academic Affairs

Kathleen Gill, Esq.
Senior Policy Advisor and Board Secretary

Mary Ellen Callaghan, MBA
Senior Policy Advisor and Chief of Staff

Tresmaine Grimes, PhD
Assistant Vice President for Academic Affairs

Joseph Wycoff, PhD
Director of Institutional Effectiveness and Planning

SCHOOL OF ARTS AND SCIENCE

Sibdas Ghosh, PhD
Dean, School of Arts and Science

Paul Beaudin, PhD
Associate Dean

Laurie J. Wenchell, MSEd
Assistant Dean

Mary Ellen Walsh, MA
Assistant Dean

Frank Sedlak, MS
Technical Analyst

* Stephen Scollard, BS
Academic Advisor

HAGAN SCHOOL OF BUSINESS

** Vincent J. Calluzzo, PhD
Dean

Charles J. Cante, PhD
Associate Dean

Rosemary Rubbo, MA
Associate Dean

Patti Ingraham, BS
Director of Academic Services

LIBRARIES

*** Richard Palladino, MLS, MS
Director of Libraries

Natalka Sawchuk, MLS, MS
Assistant Director of Libraries for Public Services and Systems

Diana Kiel, MLS
Coordinator of Technical Services

* Adrienne Franco, MLS, MS
Senior Reference and Instructional Services Librarian

Valerie Masone, MSLS, MA
Serials Librarian

Callie Bergeris, MS, MLS
Information Literacy and Instruction Librarian

Cynthia Denesevich, MBA, MLIS
Reference and Instructional Services Librarian

Eileen Layman, MLS
Rockland Graduate Center Librarian

Claire Morrissey, MLS
Rockland Graduate Center Librarian

Kathleen Pascuzzi, BA
Assistant Help Desk Manager

CENTER FOR STUDENT SUCCESS

Student Success
* J. Kevin Devlin, CFC, EdD
Senior Director of Center for Student Success

Felicia Colangelo, MS
Associate Director, Center for Student Success

Samuel Rudin Academic Resource Center
* Marlin Thomas, MA
Director of Academic Support

John J. Donohue, MS
Assistant Director of Academic Support

Thomas Del Vecchio, MA, MS
Learning Specialist
Jerry W. Martin, EdD
Coordinator of ESL

College Assistance Program
Regina A. Carlo, MA
Director

Science and Technology Entry Program (S.T.E.P)
Leonie Gordon, BA
Director

C-STEP
Melissa Solis, MSEd
Director

Honors Degree Program
Kim Paffenroth, PhD
Interim Director of Honors

Study Abroad
George Mangero, PhD
Director of Study Abroad

Christina Carlson, PhD and
Thomas Van Cleave, PhD
Interim Directors of Study Abroad (Spring 2015)

ENROLLMENT MANAGEMENT
Mary Beth Carey, BA
Vice President for Enrollment Management

Barry Ward
Assistant Vice President for Enrollment Management

Krista Gotlieb
Assistant Director of Graduate Admissions

*Teresa Lucas, MS
Director of Operations

Roseanne Cerniglia, MBA
Associate Director of Operations

Regina Reilly, BA
Assistant Director of Graduate Arts and Science Admissions

Cameron Hudson, BA
Assistant Director of MBA/MS Admissions

Grace Pfisterer, BS
Graduate Admissions Counselor

Br. Jason Ford, CFC
Assistant Director of Admissions/Transfer Recruitment

Claire Morrissey, MS
Coordinator of Rockland Campus

Alana Matuszewski, MBA
Assistant Director of MBA Admissions/Rockland Campus

Patrick St. Cin, BA
Sr. Admissions Counselor

Jillian Fowler
Admissions Counselor

Benjamin Saks, BA
Admissions Counselor

Ryan Sheridan, MA
Admissions Counselor

STUDENT FINANCIAL SERVICES
Eileen F. Doyle, MPA
Associate Vice President for Student Financial Services

* Mary A. Grant, AAS
Director of Financial Aid

Dorothy Fernandez, AAS
Assistant Director of Financial Aid

Kathleen O’Connor, MBA
Assistant Director of Student Accounts

Victoria Woisin, BA
Associate Director of Student Financial Services

Nancy Mills, BS
Registrar

Alexis Yusov, MS
Assistant Registrar; Technical Analyst

STUDENT LIFE
Charles J. Carlson, MS
Vice Provost for Student Life

Elizabeth Oliveri-Lenahan, MS
Assistant Vice Provost for Student Development

Campus Safety and Security
Dominic Locatelli, BA
Director of Campus Safety and Security

Douglas McLeer
Associate Director of Campus Safety and Security
Career Development
Phyllis Blake, BBA
Director, Gerri Ripp Center for Career Development

Counseling
Ingrid Grieger, EdD
Director of Counseling

Ismini Georgiades, PhD
Associate Director/Coordinator of Training

Daniel Ruckdeschel, PhD
Counselor/Coordinator of Outreach Services

Robert Henderson, PsyD
Counselor/Coordinator of Wellness Services

Health Services
Jacqueline Agnello-Vazquez, FNP
Director

John Giampietro, MD
College Physician

Office of Mission and Ministry
* Carl Procario-Foley, PhD
Director of Mission and Ministry

Ashley Napoli
Coordinator of Success Center

Residential Life
Michael Labella, MA
Director for Residential Life

TBD
Assistant Director

Gail Dray, MA
Administrative Assistant

Peter Watson, MBA
Residence Hall Director, Loftus Hall

Mel Pelletier, MEd
Residence Hall Director, Housing Operations

ATHLETICS
Rick Cole, Jr. MEd
Director of Athletics

Jamie Fogarty, MS
Senior Associate Director of Athletics/Student Athlete Services/Compliance/SWA

Matt Glovaski, MA
Senior Associate Director of Athletics/Advancement and External Affairs

Brian Beyrer, BS
Associate Director of Athletics/Communications/Webmaster

ADVEMENT
Paul Sutera, MS, CFRE
Senior Vice President for Advancement and External Affairs

Kara Brennan, MS
Director of Development for Leadership Giving and Reunions

Caitlyn Keueger, BS
Director of Advancement and Presidential Events

Meghan Droge, MA
Assistant Director of College Marketing and Communications

Leslie Frucht, MA
Director of Research and Prospect Strategy

Dawn Insanalli, MS
Director of Public Relations

Eydie Jordan
Associate Director of Alumni Relations

Daniel V. Konopka, MBA
Director of Corporate, Foundation and Government Relations

* Rose LaBella
Associate Director for Database Management and Compliance

Kristen Mengold, MBA
Vice President for Advancement and Alumni Relations

Amy Parise, MST
Director of Alumni Relations

Todd Wilson, BA
Senior Director of College Marketing and Communications

Greg Teeter, JD
Associate Vice President for Major and Planned Giving
INFORMATION TECHNOLOGY

* Joanne Laughlin Steele, MBA
Vice Provost for Information Technology/
Chief Information Officer

Dimitris Halaris, BA
Assistant Vice Provost for Information Technology

** Adrianna DiLello, MBA
Director of Information Technology

Dona Clapsaddle, DPS
Director of Programming and Systems

Anthony Iodice, MLS, MBA
Manager of CELTIC

FINANCE

Anne Marie Schettini-Lynch, MBA, CPA, CTP
Senior Vice President for Finance
and Administration

TBD
Director of Human Resources

Joan Clark, MA, MBA
Director of Business Services

** “Pro Operis” Award for 20 years of service to Iona College
** “Bene Merenti” Award for 30 years of service to Iona College
*** “Pro Multis Annis” Award for 40 years of service to Iona College
**** “Facere Et Docere” Award for 50 years of service to Iona College
Full-Time Faculty


Marcus Aldredge, Assistant Professor of Sociology 2010. BS, University of Houston; MA, City College of the City University of New York; PhD, Texas A&M University, 2011.

Jeffrey W. Altete, Associate Professor of Management, 1996. BS, Saint Thomas Aquinas College; MBA, MS, Iona College; EdD, Seton Hall University, 1994.

Shoshana Altschuller, Associate Professor of Information Systems 2007. BS, Brooklyn College; PhD, Baruch College, 2007.

Shakeri Asgari, Assistant Professor of Psychology, 2011. BA, State University at Buffalo; MS, Canisius; PhD, The New School for Social Research, 2003.

Jennifer Bacon, Assistant Professor of Education, 2011. BA, Mount Vernon College; MEd, University of Virginia; PhD, University of Maryland, 2009.

** Frances K. Bailie, Associate Professor of Computer Science 1981. BA, College of New Rochelle; MA, Fordham University; MPhil, PhD, Columbia University, 1990.

Mitchell Bard, Assistant Professor, Mass Communication, 2013. MA, University of Wisconsin.


Paul Beaudin, Associate Professor of Education, Associate Dean of Arts and Science 2006. BA, MS Ed., Iona College; PD, PhD, Fordham University, 2011.

Miles C. Beckwith, Associate Professor of English 2003. BA, St. John’s College; PhD, Yale University, 1996.

* Nicholas J. Beutell, Professor of Management, 1994. BA, Monmouth College; PhD, Stevens Institute of Technology, 1979.


* George Bournoutian, Professor of History 1989. BA, MA, CPhil., PhD, University of California at Los Angeles, 1976.

** Andrew W. Braunstein, Professor of Finance, Business Economics, and Legal Studies 1978. BA, MA, PhD, Rutgers University, 1978.

John J. Breslin, Associate Professor of Mass Communication 2001. BA, St. Alphonsus College; MA, University of Minnesota, 2003.

* Brian E. Brown, Professor of Religious Studies 1987. BS, MA, PhD, Fordham University; JD, New York University, 1986.

Elda Buonanno, Associate Professor of Foreign Languages 2006. BA, University of Milan; PhD, Graduate Center, City University of New York, 2007.

** Robert A. Burns, Associate Professor, Marriage and Family Therapy, Coordinator of the Department, 1969. BS, Manhattan College; MS, Fordham University; PhD, St. John’s University, 1971, AAMFT Approved Supervisor.

** Vincent J. Calluzzo, Professor of Information Systems, Dean, Hagan School of Business 1980. BS, Polytechnic Institute of Brooklyn; MS, Queens College and Polytechnic Institute of New York; PhD, Polytechnic University, 1986.

Charles J. Cante. Professor of Information Systems, Associate Dean, Hagan School of Business 1997. BS, MA, City University of New York; MBA, Iona College; PhD, City University of New York, 1967.

Christina Carlson, Associate Professor of English 2004. MA, Drew University; MA, University of Wales, Lampeter; PhD, Fordham University, 2005.

** James E. Carpenter, Professor of Mathematics 1981. BS, Illinois Benedictine College; MS, Chicago State University; EdD, Columbia University, 1978.

James T. Carroll, CFC, Professor of History, 1997. BA, Iona College; MA, University of Notre Dame; MEd, Providence College; PhD, University of Notre Dame, 1997.

Paolina Centonze, Assistant Professor of Computer Science, 2011. BS, St. John’s University; MS, PhD, Polytechnic Institute, 2008.

Angelo Vincent Ciardiello, Associate Professor of Education, 1998. BA, MA, Hunter College; PhD, Fordham University, 1990.

Anna Clark, Assistant Professor of English, 2014. A.B., University of Chicago; M.A., Columbia University; Ph.D., Columbia University, 2013.

Scott Cleary, Associate Professor of English, Interim Director of Faculty Development, 2006. BA, St. Francis Xavier University; MA, PhD, New York University, 2005.

David Cundy, Clinical Lecturer of Mass Communication, 2007. BA, University of Iowa; MFA, Yale University, 1982.

** Joseph A. Cussen, CFC, Assistant Professor of Foreign Languages 1965. BA, Iona College; MA, St. John’s University, 1961.

Stephen D’Alessio, Assistant Professor of Computer Science, 1981. BA, Manhattan College; MA, St. John’s University; MS, Polytechnic Institute of New York, 1981.

Teresa G. D’Aversa, Chair of the Department, Associate Professor of Biology, 2007. BA, BS, Siena College; MS, PhD, Albert Einstein College of Medicine, 2002.

Dean DeFino, Associate Professor of English, Coordinator of Film Studies 2000. BA, MA, PhD, Binghamton University, 1999.

** Kathleen P. Deignan, CND, Professor of Religious Studies 1979. BA, Sacred Heart University; MA, PhD, Fordham University, 1986.

Teresa Delgado, Associate Professor of Religious Studies, Coordinator of Peace and Justice Studies 2005. BA, Colgate University; MA, MPhil, PhD, Union Theological Seminary, 2005.

Maria Armiento DeMaria, Clinic Supervisor, Department of Speech, 2009. BA, Iona College; MA, New York University, 1997.

Thomas Donnarumma, Chair of the Department, Associate Professor of Fine and Performing Arts, 2005. BFA, The City College of New York; MFA, Brooklyn College, 2000.

*** William S. Egelman, Professor of Sociology 1972. BA, MA, Long Island University; PhD, Fordham University, 1979.

Jim Eggensperger, Associate Professor of Mass Communications, Director of Graduate Programs, 2001. BA, University of Montana; MS, Columbia University; MBA, University of Connecticut; PhD, Capella University, 2006.

** Kurt J. Engemann, Professor of Information Systems 1975. BE, Manhattan College; MS, New York University; MBA, Iona College; PhD, New York University, 1976.

** Alexander R. Eodice, Professor of Philosophy 1983. BA, MA, PhD, Fordham University, 1987.

** Lisa J. Evered, Professor of Mathematics 1983. BA, University of Wisconsin; MBA, MPhil, PhD, Columbia University, 1984.

*** Frank R. Fazio, Professor of Biology 1968. BS, Iona College; MS, PhD, Fordham University, 1969.

Diane Ferrero-Paluzzi, Associate Professor of Speech Communication Studies, Chair of the Department, 2002. BA, Hofstra University; MA, University of Maine; PhD, Southern Illinois University, 2001.


Stephen Franciosa, Clinical Professor, Accounting, 2011. BS, MBA, St. John’s University, 1976.

Adrienne Franco, Associate Professor, Reference/Instructional Services Librarian 1984. BA, New Paltz; MLS, Queens College, 1976.

Ning Gao, Associate Professor of Finance, 2009. BA, Ren Min University; MS, Florida State University; PhD, University of Pittsburgh, 2001.

** Terrence E. Gavin, Professor of Chemistry, 1982. BA, State University of New York at New Paltz; MS, PhD, State University of New York at Stony Brook, 1982.

Jennifer Gerometta, Assistant Professor of Speech, 2009. BSW, MS, James Madison University, 2000.

J. Manuel Gomez-Fernandez, Assistant Professor of Foreign Languages 2007. BA, Licenciatura in French Literature, Universidad de Costa Rica; PhD, Ohio State University, 2005.


Caitlin Greatrex, Visiting Assistant Professor of Economics, 2010. BA, Iona College; PhD, Fordham University, 2008.

** Paul A. Greene, Professor of Psychology, 1979. BA, Johns Hopkins University; PhD, Long Island University, 1977.

Andrew S. Griffith, Assistant Professor of Accounting, 2009. BBA, BS, MBA, University of Central Oklahoma; DBA, Nova Southeastern University, 2011. EA, CIA, CFE.

Tresmaine Grimes, Associate Professor of Psychology, Assistant Vice President for Academic Affairs, Ombudsperson 2000. BA, Yale University; MA, New School for Social Research; MPhil, PhD, Teachers College, Columbia University, 1990.

* Donald Grunewald, Professor of Management, 1986. AB, Union College; AM, MBA, DBA, Harvard University, 1962.

Jeffry R. Haber, Professor of Accounting 2000. BS, MS, Syracuse University; PhD, Rensselaer Polytechnic Institute, CPA New York, 1994.
Mary B. Hagerty, Assistant Professor of Political Science 1991. BS, Cornell University; MA, PhD, State University of New York at Albany, 1992.

Antony S. Halaris, Professor of Computer Science 1966. BA, MS, New York University, 1968.

David Halpern, Associate Professor of Management, 1985. BA, Wagner College; MPA, PhD, New York University, 1979.

Irene Haspel, Clinical Instructor of Social Work, 2011. BA, Stony Brook University; MSW, Rutgers University, 1980.

Michael J. Hughes, Associate Professor of History 2005. BA, Trenton State College; MA, Temple University; PhD, University of Illinois at Urbana-Champaign, 2005.

Nicoleta Iliescu, Visiting Assistant Professor of Economics, 2011. BA, MA, Cuza University; PhD, University of Connecticut, 2011.

Lubomir Ivanov, Associate Professor of Computer Science, Graduate Coordinator 1999. BS, MS, PhD, Stevens Institute, 1999.

Colleen Jacobson, Assistant Professor of Psychology, 2009. BA, Rutgers, the State University of New Jersey; MA, PhD Fordham University, 2005.

Robert H. Jantzen, Professor of Economics, Chair of the Department, 1982. MA, BS, PhD, Northeastern University, 1982.

Nancy-Jo Johnson, Associate Professor of Mass Communication 2000. BA, Case Western Reserve University; MFA, City University of New York; DA, State University of New York at Albany, 1995.

Michael Jordan, Associate Professor of Philosophy, Chair of the Department, 1980. BA, St. Peter’s College; MA, PhD, Rutgers University, 1984.

Jaeyoung Kang, Assistant Professor of Management 2009. BBA, MBA, Seoul National University; MA, University of Michigan; PhD, SUNY Albany, 2010.

Moonsoo Kang, Assistant Professor of Finance 2008. BA, MBA, Seoul National University; MS, University of Texas; PhD, University of Colorado at Boulder, 2007.

Yourha Kang, Associate Professor of Biology, 2002. AB, Smith College; PhD, Cornell University, 2000.

Anthony Kelso, Associate Professor of Mass Communication 2002. BA, MA, University of Michigan; PhD, New York University, 2002.

Victoria L. Ketz, Associate Professor of Foreign Languages, Chair of the Department, 1997. BS, MA, Ohio State University; MPhil., PhD, Columbia University, 1999.

Kisok Kim, Associate Professor of Psychology 1998. BA, Yonsei University, Seoul, Korea; MA, PhD, New York University, 1991.

Min Jung Kim, Assistant Professor of Speech Communications Studies, 2014. B.A., Kyungpook National University (South Korea); M.A., University of Tennessee; Ph.D., Florida State University – 2011

Katherine Kinkel, Assistant Professor of Accounting, 2011. BS, JD, LLM, Fordham University School of Law, 1998.

Mark Kiselica, Provost and Senior Vice President for Academic Affairs, Professor of Psychology, 2014. BA, St. Vincent College; MA, Bucknell University; PhD, The Pennsylvania State University, 1988.

Josh Klein, Assistant Professor of Criminal Justice, 2010. BA, Hampshire College; MS, PhD, City University of New York, 1989.

Srilal Krishnan, Chair of the Department, Associate Professor of Mathematics 2003. BSc, BEd, MSc, University of Bombay; MA, PhD, University of Alabama, 2001.

Kathleen Kristian, Assistant Professor of Chemistry, 2011. BA, Swarthmore College; MPhil, PhD, Columbia University, 2009.

Steven Kroleski, Assistant Professor of Finance, Business Economics, and Legal Studies 1982. BA, Dowling College; JD, St. John’s University School of Law, 1975.

Nyo Nyo Kyaw, Associate Professor of Finance 2004. BBS, Assumption University, Bangkok, Thailand; MBA, Asian Institute of Technology, Bangkok, Thailand; MA, PhD, Kent State University, 2004.

Robert James Lacey, Associate Professor of Political Science 2006. BA, University of Vermont; MA, Georgetown University; PhD, University of Massachusetts (Amherst), 2006.

Stanley J. Lapa, Associate Professor of Fine and Performing Arts 1976. BA, Iona College; MA, Montclair State College; MFA, Brooklyn College, 1982.

Robert Lavelle, Assistant Professor of Mathematics 1969. BS, Iona College; MS, University of Illinois, 1968.

Cathryn Lavery, Associate Professor of Criminal Justice, Chair & Graduate Coordinator, 2005. BA, Clark University; MS, Iona College; MPhil, PhD, City University of New York Graduate Center, 2006.

Sunghee Lee, Board Designated Endowed Professor of Science, Professor of Chemistry, Chair of the Department, 2004. BS, Sung Kyun Kwan University; MS, Pohang University of Science and Technology; PhD, Brown University, 1997.
Joshua Leon, Assistant Professor of Political Science, 2011. BA, MA, California State University; PhD, Temple University, 2010.

Dorothy Leone, Assistant Professor of Speech, 2010. BA, Iona College; MS, Teachers College, Columbia University, 2006.

** Jerome S. Levkov, Professor of Chemistry 1970. BS, City University of New York; PhD, University of Pennsylvania, 1967.


* Vincent Maher, Professor of Finance, Business Economics, and Legal Studies 1989. BS, College of Mount St. Vincent; MS, Columbia University; JD, Queens College, 1986.

Yasuhiro Makimura, Associate Professor of History 2002. BA, Harvard University; MLitt, Cambridge University (Cambridge, UK); PhD, Columbia University, 2002.

*** Donald P. Malanga, Associate Professor of Foreign Languages 1967. BA, Iona College; MA, PhD, New York University, 1971.

** George A. Mangiero, Associate Professor of Finance, Business Economics, and Legal Studies, Director of Study Abroad 1980. BEE, Manhattan College; ME, Rensselaer Polytechnic Institute; MBA, St. John's University; PhD, New York University, 1988.

John Manley, Professor of Finance, Business Economics, and Legal Studies 1996. BA, Iona College; MBA, Baruch College; PhD, Rutgers University, 1995.

* Catherine Mapp, Associate Professor of Fine and Performing Arts, 1986. BA, College of William and Mary; MA, Columbia University, 1992.

Eleni Mariola, Associate Professor of Finance, Business Economics, and Legal Studies 1997. BA, University of Macedonia, Greece; MBA, LaSalle University; PhD, Rutgers University, 1997.

Chrissy M. Martins, Assistant Professor Marketing, 2011. BA, BS, Fordham University; MA, New School for Social Research; PhD, Baruch College, 2012.

Jeanne Matich-Maroney, Associate Professor of Social Work, 1999. BS, MSW, PhD, New York University, 1996.

Hugh McCabe, Senior Clinical Lecturer of Management, Chair of the Department, 2008. BA, MBA, Iona College, 1975.

Robert Mealia, Associate Professor of Criminal Justice 1996. BA, MPA, City University of New York, John Jay College of Criminal Justice; MA, PhD, State University of New York at Albany, 1990.

John Meyer, Associate Professor of Management 2004. BS, Lehigh University; MBA, Iona College; PhD, Boston College, 2004.

Cheyne Miller, Visiting Assistant Professor of Mathematics, 2012. BA, Iona College; MS, City University of New York, 2011.

*** LeRoy W. Mitchell, Associate Professor of Accounting 1974. BBA, MBA, Iona College; CPA (New York); CGFM; DPA, New York University, 1985.

Dr. Namrata Mitra, Assistant Professor of English, 2014. B.A., St. Stephen's College (Delhi, India); M.A., Jadavpur University (Kolkata, India); Ph.D., Purdue University—August 2012.

Penelope Moore, Associate Professor of Social Work, Chair of the Department 1998. BA, North Carolina Central University; MS, Columbia University; DSW, Hunter College, 1989.

Thomas Moretti, Assistant Professor of English, 2012. BA, Providence College; MA, University of New Hampshire; PhD, University of Maryland, 2011.

* Joseph G. Morgan, CFC, Associate Professor of History 1989. BA, Iona College; MA, Manhattan College; PhD, Georgetown University, 1993.

*** Donald Moscato, Professor of Information Systems 1969. BA, MBA, Iona College; PhD, Columbia University; CDP, 1972.


Meryl Nadel, Associate Professor of Social Work 1996. BS, Skidmore College; MSW, University of Michigan; DSW, Yeshiva University, 1994.
Kara Naidoo, Assistant Professor of Education, 2014. B.S., California State University (Fresno, CA); M.A., National University (Los Angeles, CA); Ph.D., New York University, 2013

* Jane-Louise Yranski Nasuti, Professor of Finance, Business Economics, and Legal Studies 1987. BA Fordham University; MDiv, Union Theological Seminary; JD, Boston University School of Law; LLM, Columbia University School of Law, 1995.

** Robert Novak, CFC, Professor of Physics, Chair of the Department, 1976. BS, Iona College; MS, Stevens Institute of Technology; MPhil, PhD, Columbia University, 1980.

Joseph E. Nyre, President, Professor of Psychology, 2011. BA, University of Wisconsin; MA, University of Missouri; EdS, PhD, University of Kansas, 1999.

* Paul E. O’Connell, Professor of Criminal Justice, 1994. BA, St. John’s University; MA, City University of New York John Jay College of Criminal Justice; JD, St. John’s University; PhD, Graduate Center of the City University of New York, 2002.

** Patricia A. Oswald, Professor of Psychology, Chair of the Department, 1991. BA, State University of New York at Oneonta; MA, Long Island University; MPhil, PhD, Columbia University, 1992.

Kim Paffenroth, Associate Professor of Religious Studies, Interim Director of Honors Program, 2001. BA, St. John’s College; MTS, Harvard Divinity School; PhD, University of Notre Dame, 1995.

* Richard Palladino, Associate Professor, Director of Libraries, 1982. BA, MS, Iona College; MLS, Queens College, 1980.

Christopher Perricone, Professor of Philosophy 1995. BA, Fairleigh Dickinson University; MA, PhD, City University of New York, 1979.

Robert Petrausch, Associate Professor of Mass Communication 2001, Chair of the Department, 2012. BBA, Manhattan College; MA, New School of Social Research; MS, Boston University; MA, Fordham University; EdD, Columbia University, 2002.

Smiljana Petrovic, Associate Professor of Computer Science 2008. BS, University of Belgrade; MS, Lehman College; PhD, Graduate Center, City University of New York, 2008.

** George V. Provvolos, Associate Professor of Marketing 1984. BA, National University of Athens; MBA, St. John’s University; PhD, Baruch College, 1991.

Elena Procario-Foley, Associate Professor of Religious Studies, Chair of the Department, 1998. BA, Fordham University; MA, PhD, University of Chicago, 1995.

Natalie R. Redcross, Assistant Professor of Mass Communication, 2009. BA, MS, Iona College; PhD Howard University, 2005.

** Patrick J. Reville, Associate Professor of Finance, Business Economics, and Legal Studies 1975. BBA, Iona College; JD, Fordham University School of Law, 1968.

** Robert J. Richardson, Professor of Information Systems, Chair of the Department, 1984. BA, MS, PhD, University of Pittsburgh, 1973.

Aaron S. Rosenfeld, Associate Professor of English 2001. BA, Brandeis University; MA, PhD, New York University, 2000.

* Susan Rozensher, Professor of Marketing 1986. BA, University of Michigan; MS, PhD, Columbia University, 1980.

Jerome M. Rubino, Senior Lecturer, Marriage and Family Therapy. BA, Villanova University; MA, St. John’s University, 1970.

** Fredrica Rudell, Associate Professor of Marketing, Chair of the Department, 1982. BA, Vassar College; MBA, MPhil, PhD, Columbia University, 1978.

Joseph Ryan, Assistant Professor of Chemistry, 2013. BS, Fordham University; MA, University of Scranton; PhD, North Carolina State University, 2009.

Huldah A. Ryan, Chair of the Department, Professor of Accounting 1996. BA, University of West Indies; MBA, Texas Southern University; PhD, University of Houston, 1991.

Paul Savage, Clinical Faculty in Management, 2012. BA, New Jersey Institute of Technology; MBA, Pace University, 1975.

Malissa Scheuring-Leipold, Associate Professor of Education, Director of Education Studies, 2005. BS, MSED, Franciscan University; APD, Fordham University; EdM, EdD, Teachers College, Columbia University, 2004.

** Robert Schiaffino, Associate Professor of Computer Science, Chair of the Department 1981. BA, Manhattan College; MS, Indiana University; MS, PhD, Polytechnic Institute of NY, 1999.

Deborah Schwartz, Visiting Professor of Management, 2010. BA, State University at Binghamton; MS, PhD, Clemson University, 1983.

**** Theodore M. Schwartz, Professor of Management, 1963. AB, Bard College; MBA, PhD, New York University, 1965.
* George L. Selitto, Associate Professor of Mathematics, 1996. BS, Iona College; MS, State University of New York at Albany; PhD, Columbia University, 1997.

Bhaswati Sengupta, Assistant Professor of Economics, 2014. B.A., St. Stephen's College (Delhi, India); Ph.D., North Carolina State University, 2003.

* Orly Shachar, Associate Professor of Mass Communication 1986. BA, Tel-Aviv University, Israel; MSC, PhD, Boston University, 1987.

Carol Shansky, Assistant Professor of Fine and Performing Arts, 2011. BM, Ithaca College; MM, DMA, Boston University, 2009.

Laura Shea, Professor of English, Chair of the Department 1996. BA, Barnard College; MA, PhD, Boston University, 1984.

* Anand G. Shetty, Professor of Finance, Business Economics, and Legal Studies, Chair of the Department, 1988. BA, MA, University of Bombay; MA, Georgia State University; PhD, University of Pittsburgh, 1987.

Heechang Shin, Assistant Professor of Information Systems, 2010. BS, Chung-Ang University; MS, The University of Chicago; PhD, Rutgers University, 2010.

** Hugh Short, Associate Professor of English 1975. BA, Manhattan College; MA, PhD, Fordham University, 1994.

O.J. Sizemore, Associate Professor of Psychology 2007. BA, MA, PhD, West Virginia University; Postdoctoral Training, University of Michigan.


Margaret Smith, Associate Professor of Education, Chair of the Department, 2002. BS, York College of Pennsylvania; MA, Villanova University; PhD, University of Delaware, 2000.

Oredola A. Soluade, Associate Professor of Information Systems, 2009. BS, University of Illinois; MS, New York University; PhD, Polytechnic University, 1990.

Ivy Linton Stabell, Assistant Professor of English 2013. BA, Assumption College; MA, PhD, University of Connecticut, 2013.

Joseph Stabile, Professor of Biology 1996. BS, Fordham University; MS, PhD, Graduate Center of the City University of New York, 1994.

Amy Stackhouse, Associate Professor of English 2004. AB, The College of William and Mary; MA, Boston College; PhD, University of Maryland, 1998.

*** Susan D. Toliver, Professor of Sociology, Chair of the Department, 1987. BA, Clark University; MA, University of Maryland; PhD, University of California at Berkeley, 1982.

Chia-Ling Tsai, Assistant Professor of Computer Science 2008. BS, University of the Witwatersrand, South Africa; PhD, Rensselaer Polytechnic Institute, 2003.

Rachana Umashankar, Assistant Professor of Religious Studies, 2014. B.A., Knox College (Galesburg, IL); Ph.D., University of North Carolina at Chapel Hill, 2012.

Eugene Wolfson, Associate Professor of Education 2003. BA, Queens College; MS, PhD, Hofstra University, 1980.

* Susan D. Toliver, Professor of Sociology, Chair of the Department, 1987. BA, Clark University; MA, University of Maryland; PhD, University of California at Berkeley, 1982.

Chia-Ling Tsai, Assistant Professor of Computer Science 2008. BS, University of the Witwatersrand, South Africa; PhD, Rensselaer Polytechnic Institute, 2003.

Rachana Umashankar, Assistant Professor of Religious Studies, 2014. B.A., Knox College (Galesburg, IL); Ph.D., University of North Carolina at Chapel Hill, 2012.

Eugene Wolfson, Associate Professor of Education 2003. BA, Queens College; MS, PhD, Hofstra University, 1980.

*** Ronald R. Yager, Professor of Information Systems 1974. BEE, City College of New York; PhD, Polytechnic Institute of Brooklyn, 1968.

Jeanne Zaino, Professor of Political Science, 2002. BA, MPO, University of Connecticut; MA, PhD, University of Massachusetts, 2004.

Marlene M. Zakierski, Assistant Professor of Education 2008. BA, Iona College; MS, The College of New Rochelle; MS, Pace University; PhD, Fordham University.
Katherine Zaromatidis, Associate Professor of Psychology 1996. BA, Fordham University; MA, PhD, Hofstra University, 1997.


* “Pro Operis” Award for 20 years of service to Iona College
** “Bene Merenti” Award for 30 years of service to Iona College
*** “Pro Multis Annis” Award for 40 years of service to Iona College
**** “Facere Et Docere” Award for 50 years of service to Iona College
Faculty Emeriti

Dorothy M. Albanese, Associate Professor Emeritus of Education 1971. BSE, University of Lowell; MEd, Boston University; PhD, Fordham University, 1972.

* Matthew A. Amat, Professor Emeritus of Finance 1958. MA, Academy of Economics, Belgrade; MS, MBA, PhD, Columbia University, 1958.

Patricia A. Pierce Antonacci, Professor of Education, 1999. BS, Marywood College; MS, PhD, Fordham University.

** Helen Pike Bauer, Professor of English 1982. BA, MA, Hunter College; PhD, City University of New York, 1974.

James D. Brophy, Professor Emeritus of English 1951. BA, Amherst College; MA, PhD, Columbia University, 1965.

**** Louis S. Campisi, Professor of Chemistry 1962. BS, City College of the City University of New York; MS, PhD, Fordham University, 1965.

** John L. Darretta, Professor Emeritus of Mass Communication 1967. BA, Iona College; MA, PhD, Fordham University, 1972

* Joseph DeSanto, Professor Emeritus of Criminal Justice 1975. BA, St. Joseph's College and Seminary; MS, Iona College; MA, John Jay College of Criminal Justice; PhD, St. John's University, 1974.

** Rickard J. Donovan, Professor Emeritus of Philosophy 1963. BA, MA, St. John's University; PhD, Fordham University, 1970.

** Harry M. Dunkak, CFC, Professor Emeritus of History. BA, Iona College; MA, Fordham University; PhD, St. John's University, 1968.

Dr. Leonard Feinberg, Associate Professor Emeritus of Pastoral Counseling and Marriage and Family Therapy 1969. BS, New York University; MA, PhD, University of Rochester; Certificate in Psychoanalysis, William A. White Institute, 1957.

P. Everett Fergenson, Professor Emeritus of Marketing and International Business 1986. BA, Long Island University; MS, PhD, University of Massachusetts, 1969.


*** James Earl Giles, Professor of Philosophy 1964. BSS, MA, PhD, Fordham University, 1971.


** John J. Holland, Jr., Professor Emeritus of Economics 1963. BS, Villanova University; MBA, PhD, New York University, 1972.

* Ela Gomez-Quintero, Professor Emeritus of Spanish 1967. BA, Institute of Artemisa, Pinar Del Rio, Cuba; Doctor en Derecho, Universidad de la Habana, Habana, Cuba; PhD, New York University, 1974.


* Pauline Jirik-Babb, Professor Emeritus of Psychology, 1989. BA, Creighton University; MS, University of Oregon; PhD, City University of New York, 1973.

* Mary J. Lesser, Professor of Economics, 1982. BA, MA, PhD, Fordham University, 1982.

* James B. Lloyd, CSP, Associate Professor Emeritus of Family and Pastoral Counseling 1974. BA, Catholic University; MSEd, Iona College; PhD, New York University, 1974.

** Francis J. McGrath, Professor Emeritus of Finance 1970. BA, MA, PhD, Fordham University, 1969.

** John W. Mahon, Professor Emeritus of English, 1971. BA, Fordham University; MA, PhD, Columbia University, 1980.

* John Mallozzi, Professor of Computer Science 1982. BS, MA, St. John's University; PhD, New York University, 1973.

** Ernest Menze, Professor Emeritus of History 1960. BA, Iona College; MA, PhD, Columbia University, 1966.

*** James J. Murphy, Professor Emeritus of Physics 1961. BS, St. Joseph's College; MS, PhD, Fordham University, 1971.

* Keitha Murray, Associate Professor of Computer Science 1985. BA, Marymount-Manhattan College; MA, City University of New York, Lehman College; MS, PhD, Polytechnic University, 1992.

**Daniel J. O'Connell, Associate Professor Emeritus of History and Political Science 1946. BA, St. Joseph’s College; MA, Fordham University, 1959.

***William G. O’Neill, Associate Professor of Philosophy 1968. BA, Iona College; MA, PhD, Boston College, 1970.

**Eileen Panetta, Associate Professor Emeritus of English, 1982. BA, Marymount College; MA, PhD, University of Notre Dame, 1980.

Salvador Palestro, Associate Professor Emeritus of Accounting 1985. BBA, City College of New York; MS, Columbia University, 1952.

***George S. Pappas, Professor Emeritus of Biology 1948. BS, MS, Fordham University; PhD, New York University, 1960.

* Catherine Ricardo, Professor Emeritus of Computer Science 1979. BA, College of Mount St. Vincent; MA, Fordham University; EdM, MPhil, PhD, Columbia University, 1982.

Frank A. Salamone, Professor of Sociology, 1983. BA, St. John Fisher College; MA, University of Rochester; PhD, State University of New York at Buffalo, 1973.

Valerie C. Scanlon, Professor Emeritus of Biology 1970. BS, College of Mt. St. Vincent; PhD, Fordham University, 1974.

Ellen Small, Adjunct Professor of Education 2005. BS, Central Connecticut State University; MS, College of New Rochelle, 1978.

***Barbara Solomon, Professor Emeritus of English, 1969. BA, Brooklyn College; MA, University of Kansas; PhD, University of Pittsburgh, 1968.

**Stanley J. Solomon, Professor Emeritus of English and Mass Communication 1968. BA, Brooklyn College; MA, University of Kansas; PhD, Temple University, 1968.


**Alexander F. Thomas, CFC, Professor Emeritus 1942. BA, St. Mary’s College; MA, Gonzaga University; BS (Library Science), Columbia University; LLD, Iona College, 1944.


***Cedric R. Winslow, Associate Professor Emeritus of English 1966. BA, Wesleyan University; MA, PhD, New York University, 1977.

* “Pro Operis” Award for 20 years of service to Iona College

** “Bene Merenti” Award for 30 years of service to Iona College

*** “Pro Multis Annis” Award for 40 years of service to Iona College

**** “Facere Et Docere” Award for 50 years of service to Iona College
Adjunct Faculty

Renee Balotti, Adjunct Instructor of Accounting, 2011. BBA, Iona College; MA, Fordham University, 2005.
Christina Barbero, Adjunct Instructor of Speech, 2013. BA, MA, Northwestern University.
Craig Brandt, Adjunct Professor of Information Systems 2010. BS Pharmacy, Union University, Albany College of Pharmacy, 1982; MBA, University of Phoenix, 2000.
Tom Callahan, Adjunct Instructor of Mass Communication 1996. BA, Manhattan College; MA, Fordham University, 1981.
Burton D. Corwin, Adjunct Professor of Information Systems 2008. B.A. Lehigh University; M.S. Virginia Tech; M.S., Ph.D. Case Western Reserve University, 1969.
Jeff Cohen, Adjunct Professor of Education 2004. BA, New York University; MA, PhD, Hofstra University, 1971.
Christopher Consorte, Adjunct Associate Professor of Marketing, 2005. BS, St. John’s University; MS, New York University, 2000.
Constance Crawford, Adjunct Professor of Accounting, 2008. BS, Fordham University; MBA, Iona College, 1987.
Michael Cunzio, Adjunct Instructor of Education 2002. BS, Mercy College; MSE, Fordham University; MBA, Long Island University; PD, Mercy College, 1999.
Anthony Czarnecki, Adjunct Professor of Criminal Justice 1978. BA, Iona College; MA, John Jay College; MPA, Pace University, 1990.
Sue Das, Adjunct Professor of Education 2005. BA, St. Xavier’s College; MA, Manhattanville College.
John DeBiase, Adjunct Assistant Professor of Health Care Studies. BS, St. John’s University; MS, Iona College, 2002.
Anthony DeFrancesco, Adjunct Professor of Marketing. 2008. BS, Pace University of New York; MBA, Fairfield University Graduate School of Business, 2007.
Judith Grunwald, Adjunct Professor of Speech, 2013. BA, Queens College; MS, Towson State University; PhD, University of Maryland, 1991.

Terri R. Hall, Adjunct Associate Professor of Education 2002. BA, MS, Lehman College; MS, Manhattan College; EdD, Nova-Southeastern University, 1991.

Kathleen Hannaway, Adjunct Instructor of Mathematics, 2005. BA, Good Counsel College; MA, Fordham University.

Patrick F. Hardiman, Adjunct Professor of Accounting 2008. BBA, MBA, Iona College; CPA (New York) 1976.


Pauline Jirik-Babb, Professor Emeritus of Psychology. BA, Creighton University; MS, University of Oregon; PhD, City University of New York, 1973.


Mary Beth Kissane, Adjunct Professor of Mass Communication, BA, MA, Iona College. JD, New York Law School, 1996.

Penelope M. Klatell, Adjunct Associate Professor of Psychology 1989. BS, Skidmore College; MA, New York University; PhD, New York University, 1975.


Mary Anne LaMassa, Adjunct Instructor of Mathematics, 2011. BA, Fordham University; MAT, Oberlin College, 1970.

Theodore Lauricella, Adjunct Assistant Professor of Computer Science 1993. BA, MBA, Iona College, 1977.

Mitchell A. Levy, Adjunct Professor of Psychology 1989. BA, EdM, Boston University; PhD, Florida State University, 1988.

Michael Lisbin, Adjunct Professor of Biology, 2013. BA, Boston University; PhD, Brandeis University, 1999.

Andrew Livani, Assistant Professor of Psychology 2004. BA, MS, St. John’s University, 1997.

Robert Lyons, Adjunct Instructor of Computer Science. BS, MS, Iona College; MS, Long Island University.


Sheila V. McGuinness, Adjunct Professor of Management 2005. BS, MBA, Pace University; DBA, Southeast University, 1997.

Barbara McMullen, Adjunct Professor of Finance, Business Economics and Legal Studies 2008. BS, The Pennsylvania State University, MPA, New York University.


John Metaxas, Adjunct Instructor of Speech, 2013. BA, Columbia College; MS, Columbais University; JD, Columbia Law School, 1984.

James Micik, Adjunct Professor of Biology 1986. BS/MS, Central Connecticut State University; MS, University of Bridgeport; EdM/EdD, Columbia University, 1986.


Marcos Monteagudo, Adjunct Instructor of Foreign Language, 2013. BA, Iona College; MS, College of New Rochelle, 2013.

Alison Munsch, Adjunct Professor of Marketing, 2008. BA, City College, City University of New York; MBA, Iona College, 2006.

James P. Murray, Adjunct Professor of Marketing 2006. BA, Manhattan College; MBA, Fordham University, 1971.

Daniel Don Nanjira, Adjunct Professor of Finance, Business Economics and Legal Studies 2008. BS, Lodz University (Poland), MA, Warsaw University(Poland), PhD, University of Nairobi (Kenya), 1972.


Terrence O’Connor, Adjunct Associate Professor of Health Care Studies. BA,Tufts University; MA, Fordham University; MBA, Adelphi University.
Jack O’Neil, Adjunct Assistant Professor of Computer Science 1992. BA, Manhattan College; MS, Iona College, 1990.
Joseph Petrella, Adjunct Instructor of Education 1998. BA, MS, City College of New York; ME, Yeshiva University, 1963.
Joseph J. Puglia, Adjunct Professor of Education 2004. BA, Iona College; MA, St. John’s University, 1999.
Martin Roth, Associate Adjunct Professor of Psychology, 2013. BA, Yeshiva University; MS, Brooklyn College; PhD, Fordham University (1982).
Jennifer Rubinstein, Adjunct Instructor, 2013. BA, Lafayette College; MA, State University of Albany; MA, Teachers College Columbia University; MS, Yeshiva University, 2011.
Jeanne Salvatore, Adjunct Professor of Mass Communication. BA, Villanova University; MA, Columbia University, 1986.
Anthony Scarpino, Adjunct professor of Criminal Justice, BS, University of Connecticut; JD, Syracuse University College of Law, 1976.
Michael Schidlow, Esq., CAMS, Adjunct Associate Professor of Criminal Justice, 2014. BA, Temple University; JD, Widener University School of Law, 2005.
Frank Sedlak, Adjunct Instructor of Computer Science 2004. BS, MS, Iona College.
Alan Sheptin, Adjunct Instructor of Mathematics, 2011. BA, University of Pennsylvania; MBA, Fordham University, 1996.
* Raymond Smith, CFC, Associate Professor of Mass Communication, 1990. BA, MS, Iona College; MAT, St. Michael’s College; MA, New York Institute of Technology; PhD, New York University, 1997.
Joseph Soury, Adjunct Assistant Professor of Education 2001. BA, MSED, City College of New York; EdD, New York University, 1968.
Wayne T. Spies, Adjunct Professor of Information Systems 2002. BBA, Iowa State University; MPPM (MBA), Yale University, 1990.

Robert Wainwright, Adjunct Instructor of Mathematics, 2002. BS, Purdue University; MS, New York University; MBA, Purdue Krannert School of Business, 1965.
John Williamson, Adjunct Professor of Education 2005. BA, MS, City College of New York; PhD, St. John’s University, 1976.
Campus Directory

President ........................................ McSpedon Hall
Senior Policy Advisor and Chief of Staff .............. McSpedon Hall
Provost ........................................ McSpedon Hall
Vice President for Advancement .. 33 Pryer Terrace
Vice President for Finance/Administration ............. McSpedon Hall
Vice Provost for Information Technology ............. McSpedon Hall
Director of Facilities Management
Director of Institutional Effectiveness and Planning McSpedon Hall
Dean, School of Arts and Science ....... Murphy Center
Dean, Hagan School of Business .......... McSpedon Hall

ADMINISTRATIVE OFFICES

Admissions — Undergraduate........ McSpedon Hall
Admissions — Returning Adult Students ................. McSpedon Hall
Admissions — Graduate Arts and Science ............... McSpedon Hall
Advancement — Graduate Business ....... Hagan Hall
Alumni Relations ...................... 33 Pryer Terrace
Arts Center .................................. 665 North Avenue

Athletics .................... Hynes Athletics Center
Bookstore .................. LaPenta Student Union
Campus Ministries .......... LaPenta Student Union
Camp Safety and Security ..................... LaPenta Student Union
Center for Enhancement of Learning
and Teaching (CELTIC) ........ Ryan Library
Chaplain .................. LaPenta Student Union
MarCom Operations ........ 33 Pryer Terrace
Counseling Center ................. Spellman Hall
English as a Second Language (ESL) Program ........... Driscoll Hall
Facilities Management ....... 50 Montgomery Place
Finance Office ................. McSpedon Hall
Food Services .................. Spellman Hall
Gerri Ripp Center for Career Development ............ Spellman Hall
Health Services ................... 760 North Avenue
Human Resources ................ McSpedon Hall
Information Technology .......... McSpedon Hall
Arrigoni Library and Technology Center .......... Driscoll Hall
International Center ............... Driscoll Hall
Libraries ....................... Ryan Library and

Mail Services ...................... Doorley Hall
Montgomery House ........... 34 Montgomery Place
Purchasing ....................... McSpedon Hall
Residential Life .............. LaPenta Student Union
Rockland Graduate Center .... Pearl River, NY
Samuel Rudin Academic Resource Center .............. Amend Hall
Student Development ....... LaPenta Student Union
Student Financial Services .... McSpedon Hall
Student Retention .......... LaPenta Student Union
Telephone Services ............ McSpedon Hall

ACADEMIC DEPARTMENTS

Accounting ....................... 85 Beechmont Drive
Biological Sciences .............. Cornelia Hall
Chemistry ............................ Cornelia Hall
Computer Science .............. Murphy Center
Criminal Justice ................ Driscoll Hall
Economics ...................... 34 Hubert Place
Education ...................... 80 and 82 President Street
English ......................... 32 Hubert Place
Finance, Business Economics, and Legal Studies ....... 115 Beechmont Drive
Fine and Performing Arts ........ Arts Center, 665 North Avenue
Health Care Management ....... Hagan Hall
History ........................... 10 President Street
Honors Program ... 45 Beechmont Drive, Room 205
Machine Intelligence Institute ........ Hagan Hall
Management, Health Care Management, and Business Administration .... 91 Beechmont Drive
Information Systems ............ 19 Montgomery Place
Marketing and International Business .......... Hagan Hall
Marriage and Family Therapy ... 45 St. Paul’s Place
Mass Communication ........ Murphy Center
Mathematics .................... 28 Hubert Place
Foreign Languages ............ 6 President Street
Peace and Justice Studies ....... Spellman Hall
Philosophy ....................... Spellman Hall
Physics ................................ Cornelia Hall
Political Science, International Studies .......... 2 President Street
Psychology ...................... Doorley Hall
Religious Studies ............... Spellman Hall
Scientific and Technological Literacy .......... Murphy Center
Social Work ....................... Social Work House
Sociology ....................... 84 President Street
Speech Communication Studies .......... 12 President Street
Study Abroad ................... 83 Beechmont Drive
Women’s Studies ................ Social Work House
Directions to Iona College
NEW ROCHELLE CAMPUS
715 NORTH AVENUE
NEW ROCHELLE, NY 10801-1890

1. FROM UPPER NEW YORK STATE AND UPPER WESTCHESTER COUNTY. New York State Thruway to Cross Westchester Expressway (Interstate 287). East to Hutchinson River Parkway. South to Exit 18, Mill Road. Right on Mill Road to light, then right on North Avenue. Follow North Avenue two miles to gates of the College on your left.

2. FROM NEW ENGLAND AND UPPER WESTCHESTER COUNTY. Interstate 95 (Connecticut Turnpike, New England Thruway) to Cross Westchester Expressway (Interstate 287). West to Hutchinson River Parkway. See #1, directions to College from Hutchinson River Parkway.

Alternate Route: Interstate 95 south to Exit 16. Follow signs to North Avenue. Right onto North Avenue, proceed one mile to gates of the College on your right.

3. FROM MIDTOWN MANHATTAN–F.D.R. (East River) Take the F.D.R. to the bridge at Willis Avenue. Bridge connects to the Major Deegan Expressway North. Stay left after crossing bridge. Follow to Cross County Parkway East. Proceed east to Exit 10, New Rochelle Road, Eastchester. Turn right and proceed to fourth traffic light. Turn left on Eastchester Road to end, then right on North Avenue. At second traffic light make left onto campus.

FROM MIDTOWN MANHATTAN–WEST SIDE Take the West Side Highway to the Henry Hudson Parkway North to the Cross County Parkway East. Proceed east to Exit 10, New Rochelle Road, Eastchester. Turn right and proceed to fourth traffic light. Turn left on Eastchester Road to end, then right on North Avenue. At second traffic light make left onto campus.

Alternate Route: F.D.R. to Bruckner Expressway to Hutchinson River Parkway. North to Exit 14, Pelhamdale Avenue, New Rochelle Road, New Rochelle. Turn right at light on New Rochelle Road, left on Eastchester Road to North Avenue, right on North Avenue to second traffic light, then left onto campus.

4. FROM THE BRONX. Interstate 87 (Major Deegan Expressway). North to the Cross County Parkway East, proceed to Exit 10. See #3, directions to the College from the F.D.R. Drive.

Alternate Route: Hutchinson River Parkway North to Exit 14. See #3, Alternate Route to the College from F.D.R. Drive.

5. FROM LONG ISLAND. Whitestone Bridge. Follow signs to Hutchinson River Parkway. Proceed North to Exit 14. See #3, Alternate Route to the College from F.D.R. Drive.

6. FROM NEW JERSEY (WEST AND SOUTH). Holland Tunnel, Lincoln Tunnel or George Washington Bridge to Henry Hudson Parkway. North to Cross County Parkway East, proceed to Exit 10. See #3, directions to the College from F.D.R. Drive.

7. BY RAILROAD AND IRT SUBWAYS. New Haven Railroad to New Rochelle Station. Exit to North Avenue and take a taxi or #45 bus to College.

New York City subways: West Side subway (uptown), change at 180th Street for 241st Street-White Plains Road train. At White Plains Road and 241st Street take #42 bus to North Avenue and Main Street, New Rochelle. Transfer to #45 bus to College.

8. BY AMTRAK. Amtrak North East Corridor Service to New Rochelle Station. Exit to North Avenue and take a taxi or #45 bus to College.

9. BY BUS. From Pelham Bay Station in the Bronx, take #45 bus directly to the College. (This runs Monday thru Friday.)

From Fordham Road and Valentine Avenue in the Bronx take Fordham Road bus to North Avenue and Main Street. Take #45 bus north to the College.

From 241st Street and White Plains Road, take #42 bus to Main Street and North Avenue. Transfer to #45 bus to the College.

10. BY PLANE. From John F. Kennedy and LaGuardia Airports: Interstate 678 North to the Whitestone Bridge. See #5, directions to the College from the Whitestone Bridge.

From Newark Airport. Interstate 95 (New Jersey Turnpike). North to Interstate 80 east. Follow signs for the George Washington Bridge. See #6, directions to the College from the George Washington Bridge.

From Westchester Airport: Interstate 684 South to the Hutchinson River Parkway. See #1, directions to the College from the Hutchinson River Parkway.
Directions to Iona College

IONS COLLEGE ROCKLAND GRADUATE CENTER
TWO BLUE HILL PLAZA
CONCOURSE LEVEL
PEARL RIVER, NY 10965

General Information:

Located in Rockland County within 30 minutes of Manhattan/New York City, 20 minutes from White Plains, NY, and 25 minutes from Iona College’s New Rochelle campus.

NJ Transit, with service to Manhattan, is five minutes away at the Pearl River train station.

Located 2.5 miles off exit 6W of the Palisades Interstate Parkway.

Directions:

1. Directions from Westchester & North:
   I-684 to I-287 West across Tappan Zee Bridge or I-87 South from Albany. Exit to Palisades Interstate Parkway (PIP) South. Take Exit 6W off the PIP, and proceed west for approximately three miles. Blue Hill Plaza will be on the left.

2. Directions from NJ & South:
   New Jersey Turnpike North toward George Washington Bridge. Just before the bridge, exit to the Palisades Interstate Parkway (PIP) North. Take PIP to exit 6W, follow ramp to Orangeburg Road and proceed west for approximately three miles. Blue Hill Plaza will be on the left.

3. Directions From New York City:
   Henry Hudson Parkway to George Washington Bridge. Right after the bridge, exit to the Palisades Interstate Parkway (PIP) North. Take PIP to exit 6W, follow ramp to Orangeburg Road and proceed west for approximately three miles. Blue Hill Plaza will be on the left.

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Iona College is chartered, empowered to grant degrees, and has its programs registered by the New York State Education Department, Office of Higher Education, State Education Building - 2nd floor, West Mezzanine, Albany, NY 12234, (518) 472-3862. Iona College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104-2680, (215) 662-5606.

**ADDITIONAL ACCREDITATIONS**
The Accrediting Council on Education in Journalism and Mass Communication - ACEJMC (Department of Mass Communication, Iona College)

Accreditation Board for Engineering and Technology - ABET (Department of Computer Science, Iona College)

The American Chemical Society - ACS (Department of Chemistry, Iona College)

The Association to Advance Collegiate Schools of Business - AACSB International (The Hagan School of Business, Iona College)

The Council on Social Work Education - CSWE (Department of Social Work, Iona College)

The National Council for Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation - NCATE/CAEP (Department of Education, Iona College)

The Commission on Accreditation for Marriage and Family Therapy Education - COAMFTE (Marriage and Family Therapy, Iona College)

The National Association of School Psychologists - NASP (Department of Psychology, Iona College)

College Reading and Learning Association (CRLA) (Samuel Rudin Academic Resource Center)

Accreditation Candidate, Council on Academic Accreditation, American Speech Language Hearing Association (Speech Language Pathology, Iona College)

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974**
Iona College informs students of the Family Educational Rights and Privacy Act of 1974, as amended. This Act, with which the institution intends to comply fully, was designated to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the Family Educational Rights and Privacy Act Office (FERPA) concerning alleged failures by the institution to comply with the Act.

Local policy explains in detail the procedures used by the College for compliance with the provisions of the Act. Copies of the policy can be found in the Registrar’s Office. The Registrar’s Office also maintains a directory of records which lists all educational records maintained on students by this institution.

Questions concerning the Family Educational Rights and Privacy Act may be referred to the Registrar.

**STUDENT PARTICIPATION IN ESTABLISHED RELIGIOUS OBSERVANCES**
It is the policy of Iona College that students should not experience adverse or prejudicial effects as a result of their religious beliefs or practices. If a student notifies an instructor in writing within fifteen days of the beginning of a semester that the student will be absent from class on a particular day or days due to participation in an established religious observance, there will be no penalty for absence. If an examination or other course requirement is missed, an opportunity will be provided to satisfy the requirement.

**TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 PROHIBITING SEX DISCRIMINATION IN EDUCATION**
Iona College does not discriminate on the basis of sex in its educational programs or activities, as required by Title IX Regulations of the Education Amendments of 1972 and Part 86 of the Regulations of the Department of Health, Education and Welfare. This requirement not to discriminate in educational programs and activities extends to employment therein.
For additional information about Title IX, please contact:
Mary Ellen Callaghan
Senior Policy Advisor and Chief of Staff/Interim Title IX Coordinator
McSpedon Hall, First Floor
Office of the President
(914) 633-2202
mcallaghan@iona.edu

It is College policy that all members of the Iona community are responsible for assuring that the College is free from sexual harassment. A full description of policies and procedures regarding College policy on sexual harassment may be obtained in the Office of Student Development or in the Office of Human Resources.

For information regarding the College policy and procedures for Gender and Sexual Harassment, please contact:
Dr. Tresmaine R. Grimes
Ombudsperson for Harassment and Discrimination
McSpedon Hall, First Floor
Office of the Provost
(914) 633-2206
tgrimes@iona.edu

Iona College does not discriminate on the basis of handicap against otherwise qualified persons by excluding them from participating in, denying them the benefits of, or otherwise subjecting them to discrimination under any College program or activity. In addition, the College provides reasonable auxiliary aids and academic adjustments without charge.

For information regarding disability accommodations for students, please contact:
Marlin Thomas
Section 504 Coordinator
Academic Resource Center, Amend Hall
(914) 633-2226
mthomas@iona.edu

For information regarding disability accommodations for Iona employees, or for information regarding the College policy and procedures for Disability Harassment and Discrimination, please contact:
Dr. Tresmaine R. Grimes
Ombudsperson for Harassment and Discrimination
McSpedon Hall, First Floor
Office of the Provost
(914) 633-2206
tgrimes@iona.edu

IMMIGRATION AND NATIONALITY ACT (RL. 87-1 95)
This school is authorized under federal law to enroll non-immigrant alien students.

STUDENT CONSUMER INFORMATION REQUIREMENTS
In compliance with both federal and state law, Iona College makes available to students and prospective students information about instructional programs, costs of attending the institution, financial assistance available to students, refund policy, qualifications of faculty, graduation rates, and placement of graduates. The vice provost for Student Development is available to assist students in obtaining information specified in the Regulations (Part 53) of the Commissioner of Education. This information is available to prospective students through the director of Undergraduate Admissions.

AFFIRMATIVE ACTION/EQUAL OPPORTUNITY
Iona College maintains a policy of non-discrimination on the basis of national or ethnic origin, race, creed, color, sex, marital status, veteran status, sexual orientation, affectional preference, citizenship status, or handicap in all its educational programs and employment practices, policies and procedures; there is no unlawful discrimination because of age. The College complies with all state and federal regulations pertaining to equal opportunity, non-discrimination and affirmative action.

In listing these statements, the College chooses to comply with governmental regulations in the letter and spirit of the law. Anyone who observes ways in which the College is in violation of these principles is encouraged to notify the director of Human Resources, Iona College, New Rochelle, New York 10801, (914) 633-2067.

For information regarding the College policy and procedures for Harassment and Discrimination, please contact:
Dr. Tresmaine R. Grimes
Ombudsperson for Harassment and Discrimination
McSpedon Hall, First Floor
Office of the Provost
(914) 633-2206
tgrimes@iona.edu