

Appendix A: Graduate Course Descriptions

The course descriptions for undergraduate or graduate courses offered by Monmouth University are listed alphabetically by discipline and in numerical order within discipline in this section. This introduction may prove helpful in interpreting this information.

Courses with odd numbers usually are given in the fall semester, while courses bearing even numbers usually are given in the spring semester.

Undergraduate Courses:

The number by which a course is designated indicates the relative level of the course. Those numbered "050" (undergraduate developmental) are not eligible for credit toward graduation requirements. Those numbered 100 to 299 are for undergraduate freshmen and sophomores. Those numbered 300 to 499 are for undergraduate juniors and seniors.

Graduate Courses:

The graduate courses are numbered 500 to 699. The number by which a course is designated usually indicates the relative level of the course.

Each discipline is identified by a letter code. This code precedes the course number in course listings and class schedules.

Prerequisites for all courses must be met unless waived by the chair of the department offering the course, or for graduate students, by the program director. Registration for courses for which the prerequisites have been waived must be done by the academic department that waived the prerequisite.

Please note that this list was created in June 2009. Monmouth University maintains the most current course descriptions on their WEBSITE, which can be accessed through the University's WEBstudent menu (<https://webadvisor.monmouth.edu/datatel/openweb/st/stmenu.html>).

Appendix A: Course Descriptions

ANTHROPOLOGY

AN 502 **Cr. 3.0**

Culture and Society

An in-depth introduction to the comparative analysis of human cultures; concepts and principles of cultural anthropology; theories of cultural patterning, structure, and dynamics; application to various aspects of cultural behavior in simple and complex societies, ranging from tribal communities through third-world peasantries to modern America.

Course Type(s): None

AN 504 **Cr. 3.0**

Ancient Civilizations of Native America

Cultural developments in Mesoamerica and the Central Andes, from the development of agriculture to the Spanish conquest, focusing on Inca and Aztec civilizations; theoretical exploration of developmental similarities between the two regions.

Course Type(s): HSNW

AN 513 **Cr. 3.0**

Origin of Civilization and the State

Evolution of the ancient civilizations in China, Peru, Mexico, Mesopotamia, the Indus Valley, and Egypt. Emphasis on the causal processes underlying the development of these societies.

Course Type(s): None

AN 575 **Cr. 3.0**

Civilizations of the Andes

A survey of Andean history from the beginning of human settlement through the Inca Empire and the Spanish conquest to contemporary peasant society. The evolution and nature of precolumbian civilizations, focusing on Chavin, Paracas-Nazca, Huari-Tiahuanaco, Chimor, and the Inca; the social and political organization of the Inca empire; the Spanish conquest and its impact on native culture; contemporary social changes; and rural migration and the transformation of contemporary Andean society.

Theoretical exploration of the developmental trajectory of Andean civilization. Also listed as History 575.

Course Type(s): HSNW, HSWLD

AN 599 **Cr. 1.0 - 3.0**

Independent Study in Anthropology

Reading and research leading to significant written work under the direction of a member of the anthropology faculty.

Course Type(s): None

ART AND DESIGN

AR 505 **Cr. 3.0**

Images of Contemporary Culture

A study of the major forms of artistic expression in contemporary culture; their backgrounds in tradition, the interrelationships and limitations of their styles and themes; and a critical evaluation of their contributions to and impact on modern society.

Course Type(s): None

AR 522 **Cr. 3.0**

Art in the Age of Revolution

Investigation of major art movements from the early nineteenth to mid-twentieth century; analysis of visual stylistic developments in conjunction with exploration of other integral issues, subject matter, and the relationship of art to its political, cultural, social, and historical climate.

Course Type(s): None

AR 525 **Cr. 3.0**

Art in World Perspective

This course presents an examination of major artistic developments from 1300 AD to 1750 AD. Traditionally, this area of study is referred to as Renaissance, Mannerism, and the Baroque. The major thrust of the course will be concerned with artistic innovations surrounding the rebirth of Western Civilization.

Course Type(s): None

AR 528 **Cr. 3.0**

Asian Art and Ideas

A comparative exploration of the relationship of art and thought in Hindu India, Confucian China, and Feudal Japan.

Course Type(s): None

AR 551 **Cr. 3.0**

Methods of Teaching Art

This methods course prepares pre-service teachers to implement a discipline-based sequential curriculum in the art content area. Satisfies the requirements of the NJC-CCS (New Jersey Core Curriculum Content Standards). Prerequisite: Permission of the instructor or department chair.

Course Type(s): LA

AR 580 **Cr. 3.0**

Themes and Variations in Cultural History

The exploration of symbol, style, and value in six historical periods from classical Greece to the end of the nine-

teenth century through art, literature, and philosophy.
Course Type(s): None

AR 597 **Cr. 3.0**

Fine Art/Design Studio

Advanced study within a classroom setting in a number of creative disciplines. Emphasis to further the student's knowledge base; unique approach to artistic investigation through advanced theory, research, technical experience, and critical dialog. Students must meet individually with the instructor at the beginning of the semester to discuss and define their creative work plan as a point of departure for critical discourse and grading.

Prerequisite: Permission of instructor to verify six credits of previous study in selected Art/Design discipline.

Course Type(s): None

AR 598 **Cr. 3.0**

Special Topics: Art and Design

The subject matter varies with the curricula needs of the student and the professor teaching the course. The exact nature of the topic covered in any given semester is indicated in the student's transcript. Permission of the program director is required.

Prerequisite: As announced in the course schedule.

Course Type(s): None

AR 599 **Cr. 1.0 - 3.0**

Independent Study in Art

Independent study in a topic not substantially treated in a regular graduate course; weekly consultation. Prior permission of the directing professor and the chair of the department is required. For the course to count for credit toward a particular graduate program outside of the department of art and design, prior permission of the student's department chair must be obtained. The prerequisite varies with the topic.

Course Type(s): None

BIOLOGY

BY 502 **Cr. 3.0**

Technology and Human Biology

An examination of the potential effects of recent advances in biology on the natural processes of human reproduction and evolution. (This course cannot be taken to fulfill an M.S. or an M.A.T. in Biology without permission of the appropriate departments.)

Course Type(s): None

BY 503 **Cr. 3.0**

Evolution

An interdisciplinary approach to the topic of evolution that combines historical and biological perspectives. Explore the current understanding of the evolutionary process as well as the social, political, and intellectual consequences of the evolutionary world view. (This course cannot be taken to fulfill an M.S. or an M.A.T. in Biology without permission of the appropriate departments.)

Course Type(s): LA

BY 521 **Cr. 3.0**

Pathophysiology and Histology

Focuses on pathogenesis of selected diseases leading to alterations of body structure and functions across the lifespan. Emphasizes the laboratory identification of vertebrate tissue. Students must earn a minimum of a B- in the course. Students who receive less than a B- will be required to repeat the course. Students will be allowed to repeat the course no more than once. A second grade below a B- will make students ineligible to continue in programs requiring this course. Also listed as Nursing 521.

Course Type(s): None

BY 599 **Cr. 2.0 – 4.0**

Biological Research

Principles and applications of research in life sciences; participation and presentation of seminars; and preparation of research paper in publishable format. Hours arranged.

Prerequisite: Prior permission of the directing professor, department chair, and graduate program director.

Course Type(s): LA

BUSINESS

BU 588 **Cr. 1.0**

Business Practice and Experience

This course provides the opportunity for M.B.A. graduate students to obtain related experience in employment at a local company or institution with Monmouth University sponsorship. Available to M.B.A. students who have completed at least nine credit hours of graduate courses at the 500 level with a minimum GPA of 3.00. This course does not satisfy elective requirements. Students may take this course a maximum of two times.

Course Type(s): None

Appendix A: Course Descriptions

BUSINESS - ACCOUNTING

BA 503 **Cr. 3.0**

Financial Accounting

Principles and application of current accounting theory; the development and use of financial statements; and the influence of the various financial and accounting institutions.

Course Type(s): None

BA 510 **Cr. 3.0**

Business Income Tax

Advanced topics in corporate taxation, including corporate organizations, distributions, liquidations, reorganizations, and international and multistates operations; advanced topics in partnership taxation, including formation, basis, distribution, loss limitations, sale of an interest; and exempt organizations.

Prerequisite: Accounting 503.

Course Type(s): None

BA 512 **Cr. 3.0**

Selected Topics in Financial Accounting

This is an intensive capstone course covering major, intermediate accounting topics. It provides an in-depth examination of accounting principles and concepts pertaining to the preparation of financial statements. It also deals with a series of particular issues, including dilutive securities, investments, revenue recognition, income taxes, pension, and leases.

Prerequisite: Accounting 503.

Course Type(s): None

BA 515 **Cr. 3.0**

Advanced Accounting Practice

This course covers an analytical approach to accounting and financial reporting when (1) two or more companies are involved and (2) recording and reporting of transactions involving exchange of US dollars and foreign currencies. Provides an introduction to accounting for government and non-profit organizations.

Prerequisite: Accounting 512.

Course Type(s): None

BA 525 **Cr. 3.0**

Controlling Global Enterprises

Deals with the challenge of managing and controlling a company in the global economy with emphasis on management structure and style, financial reports as a control mechanism, currency exchange exposure, transaction and translation issues, transfer pricing, and risk management.

Prerequisite: Accounting 541.

Course Type(s): None

BA 541 **Cr. 3.0**

Managerial Accounting

Concepts and methods of cost determination, reporting and control for internal management, and varying types of information systems, with emphasis on the development and use of data for managerial decisions. May be offered with one-hour computer lab (extra fee).

Prerequisite: Accounting 503 or equivalent.

Course Type(s): None

BA 545 **Cr. 3.0**

Fraud Examination

Students will learn how and why occupational fraud is committed, how fraudulent conduct can be deterred, and how allegations of fraud should be investigated and resolved.

Prerequisite: Accounting 541.

Course Type(s): None

BA 552 **Cr. 3.0**

Management Control Systems

This course focuses on management control systems, which are processes intended to help implement strategies. The course includes discussion and critical examination of concepts, text, and cases designed to allow students to gain knowledge, insights, and analytical skills related to how a firm's manager would go about designing and using planning and control systems to implement a firm's strategies.

Prerequisite: Accounting 541.

Course Type(s): None

BA 555 **Cr. 3.0**

Contemporary Accounting Theory

This course identifies the elements of accounting theory and then relates those elements to specific problem areas in accounting. The focus will be on controversial topics and the need for accurate data in this ever-changing information age.

Prerequisite: Accounting 541.

Course Type(s): None

BA 560 **Cr. 3.0**

Auditing Practices and Cases

Acquaints students with auditing standards and procedures associated with examination of financial statements. Students who successfully complete this course will be able to understand the role and methods of independent auditors and the legal and ethical environment in

which an auditor functions.
Prerequisite: Accounting 512.
Course Type(s): None

BA 598 **Cr. 3.0**
Special Topics in Accounting

The subject matter of this course varies according to the interest of the students and the professor teaching the course. The exact nature of the topic covered is indicated in the student's permanent record.
Prerequisite: Accounting 541.
Course Type(s): None

BA 599 **Cr. 3.0**
Business Research

Independent research in business administration in an area not substantially treated in a regular course offering, under the supervision of a Business Administration faculty member; written evaluation of the research required. Student must be within nine credits of graduation.
Prerequisite: Prior permission of the directing professor and department chair.
Course Type(s): None

BUSINESS – ECONOMICS

BE 501 **Cr. 3.0**
Economics for Management

Microeconomic and macroeconomic concepts and problems of the economic society and their relationship to the business sector; the forces that determine the composition and allocation of resources in the domestic as well as global economics.
Course Type(s): None

BE 561 **Cr. 3.0**
Managerial Economics

The application of the theory of production and the theory of the firm to problems of managerial decision making.
Prerequisites: Economics 501 and Management 506 or equivalent.
Course Type(s): MBA.E

BE 571 **Cr. 3.0**
Economic Policy in Society

The factors that determine the level of national income, employment, and business activity; the relationship of government in the productive system in establishing economic goals and objectives and its role in making policy.

Prerequisite: Economics 501 or equivalent.
Course Type(s): MBA.E

BE 574 **Cr. 3.0**
Globalization

Students will be introduced to debates on the meaning, causes, and consequences of globalization. The role of trade, finance, labor, multinational corporations, nation-states, international institutions, and civil society will be examined. Benefits of globalization — the potential to create goods and services, employment, income and wealth — will be contrasted with its costs — volatility, contagion, environmental degradation, inequality, and poverty. The course will end with a discussion of the management of globalization through global-coordination governance.
Prerequisite: Economics 501 and Finance 511.
Course Type(s): MBA.E, MBA.I

BE 575 **Cr. 3.0**
Analysis and Forecasting

Identification, analysis, and appraisal of forces influencing the course of economic activity; evaluation of theories and models of cycles and growth; and various forecasting and projecting techniques.
Prerequisites: Economics 501 and Management 506 or equivalent.
Course Type(s): MBA.E

BE 598 **Cr. 3.0**
Special Topics: Economics

The subject matter of this course varies according to the interest of the students and the professor teaching the course. The exact nature of the topic covered is indicated in the student's permanent record.
Course Type(s): None

BE 599 **Cr. 3.0**
Business Research

Independent research in business administration in an area not substantially treated in a regular course offering, under the supervision of a Business Administration faculty member; written evaluation of the research required. Student must be within 9 credits of graduation.
Prerequisite: Prior permission of the directing professor and department chair.
Course Type(s): None

Appendix A: Course Descriptions

BUSINESS - FINANCE

BF 511 **Cr. 3.0**

Business Finance

Principles and techniques of financial analysis: financial planning and control, profit planning and management, capital budgeting, working capital management, financial structure, and the cost of capital; valuation theory and dividend policy. Prerequisites: Accounting 503, Management 506, and Economics 501.

Course Type(s): None

BF 517 **Cr. 3.0**

Financial Institutions and Markets

Study of the theory, nature, and environment of financial institutions and markets of the United States, especially as it relates to activities of the federal government and Federal Reserve System. It includes: financial intermediaries, the central and commercial banking systems, the determination of the money supply and interest rates, and an introduction to international financial activities.

Prerequisites: Economics 501 and Finance 511.

Course Type(s): MBA.E

BF 522 **Cr. 3.0**

Corporate Finance

The purpose of this course is to review and reinforce concepts and techniques of financial management learned in earlier coursework and, in addition, demonstrate the application of these tools to real world situations through the utilization of case studies. The emphasis will be on valuation analysis. Students will learn to develop analytical and case presentation skills that are essential attributes for a successful corporate career. Consequently, considerable weight will be placed on verbal and written communication skills as evidenced in the case presentations and analyses. The course is supplemented with readings from academic and professional journals.

Prerequisite: Finance 511.

Course Type(s): MBA.E

BF 523 **Cr. 3.0**

Investments

Security analysis and portfolio selection and evaluation techniques and models dealing with risk-reward relationships. The course deals with individual as well as corporate investment and financing decisions under uncertainty. Prerequisite: Finance 511.

Course Type(s): None

BF 525 **Cr. 3.0**

Real Estate Analysis

Real estate financing and appraising. Examination of personal and corporate real estate portfolio strategies. The analysis of specific types of real properties are reviewed. This includes: single family homes, apartment houses, condominiums, shopping centers, and office and industrial buildings. Also listed as Real Estate 525.

Prerequisite: Real Estate 511 or equivalent.

Course Type(s): None

BF 535 **Cr. 3.0**

International Finance

This course explores corporate financing and investment decisions in an international context. A variety of frameworks and tools are studied, such as the balance of payments accounts, as well as the theories of interest rate and purchasing power parity. Emphasis is given to the identification and management of foreign-exchange risk associated with the operations of multinational firms, as compared to single-nation firms.

Prerequisite: Finance 511 or equivalent.

Course Type(s): MBA.E, MBA.I

BF 598 **Cr. 3.0**

Special Topics in Finance

The subject matter of this course varies according to the interest of the students and the professor teaching the course. The exact nature of the topic covered is indicated in the student's permanent record.

Course Type(s): None

BF 599 **Cr. 3.0**

Business Research

Independent research in business administration in an area not substantially treated in a regular course offering, under the supervision of a Business Administration faculty member; written evaluation of the research required. Student must be within 9 credits of graduation.

Prerequisite: Prior permission of the directing professor and department chair.

Course Type(s): None

BUSINESS – HEALTH CARE MANAGEMENT

BH 571 **Cr. 3.0**

Introduction to the United States Health Care System

An overview of the U.S. health care delivery system, including the history, development, and description of the component parts involved in providing health care serv-

es. Taught from a sociological perspective, course emphasis is placed upon factors such as need, demand, quality, cost of care, distribution, and supply of manpower and physical resources. Also explored are the relationships of health care delivery to consumers, providers, financiers, regulators, and other health care stakeholders. Prerequisite: Completion or waiver of at least three of the six M.B.A. core courses.
Course Type(s): None

BH 572 Cr. 3.0

Health Care Economics

Application of the tools of economics to issues of the organization, delivery, and financing of health care. Topics include: economic concepts relevant to health care, the system of health care financing and delivery arrangements in the U.S., the role of economic factors in the development of health and health care public policy, and a base for analyzing the implications of changes in health policy. Prerequisite: Economics 501.
Course Type(s): None

BH 573 Cr. 3.0

Management of Health Care Organizations

Investigates the evolving management structures of health and health care-related organizations. In addition, the structure of managed care is investigated. The course integrates the changing provider organizations, regulatory, and quality assurance agencies and how they are affected by evolving, managed care reimbursement. Prerequisites: Health Care Management 571 and Management 502.
Course Type(s): None

BH 574 Cr. 3.0

Seminar in Health Care Management

The capstone in health care concentration, this course incorporates all materials contained in previous courses, as well as skills taught in general business courses, into a unified examination of critical issues facing the health care services environment. The course concentrates on the major events driving health management: the consolidation of individual stakeholders into integrated health delivery systems. Current efforts by these stakeholders are included as well, as a tool to reinforce class material. Prerequisites: Health Care Management 571, 572, 573, and Finance 511.
Course Type(s): None

BH 575 Cr. 3.0

Health Care Management Residency

Applies the health care and business course material into the health care practitioner work setting. The goal is to unify the academic and conceptual with the pragmatism of the work experience. A residency is completed within a health care or health-related setting, such as a hospital, long-term care facility, or other health care setting, such as managed care organizations. The residency is composed of 400 hours of on-the-job responsibility under the directorship of a practicing health care manager. Students with extensive health experience may substitute an independent study for the residency. Prerequisite: Health Care Management 571, 572, and 573.
Course Type(s): None

BH 599 Cr. 3.0

Independent Study in Health Care Management

Independent research in health care management in an area not substantially treated in a regular course offering, under the supervision of a Business Administration faculty member with the permission of the Program Director. Prerequisites: Health Care Management 571, 572, and 573.
Course Type(s): None

BUSINESS - MARKETING

BK 509 Cr. 3.0

Marketing Management

An integrated approach to managing the business function of marketing: planning, organizing, controlling, and measuring the total marketing effort; managerial principles and practices applied to the marketing process.
Course Type(s): None

BK 521 Cr. 3.0

Seminar in Electronic Commerce

This course provides an overview of the managerial side of E-commerce for the purpose of discussing the strategic and managerial implications of this new and emerging phenomenon. The technological and business possibilities for commerce using information technologies and networks will be explored in terms of their value-adding potential to current business practices, as well as the development of new products and/or services. Also listed as Management 521. Prerequisites: Management 502 and Marketing 509.
Course Type(s): None

Appendix A: Course Descriptions

BK 533 **Cr. 3.0**

Marketing Research

Tools and techniques for conducting, evaluating, and utilizing marketing research; decisions concerning pricing, promotion, personal selling, consumer behavior, and distribution policies evolving from the research data.

Prerequisites: Marketing 509 and Management 506.

Course Type(s): MBA.K

BK 535 **Cr. 3.0**

International Marketing Management

Strategic planning and management of resources, including finished goods between nations, environmental factors, government controls, cultural influences, and social and demographic factors.

Prerequisite: Marketing 509.

Course Type(s): MBA.I, MBA.K

BK 539 **Cr. 3.0**

Promotional Strategy

Emphasis on promotional mix, including advertising, sales promotion, reseller stimulation, personal selling, and related communication tools; covers fundamental marketing issues and problems. Focus is on understanding and developing promotional decisions and marketing strategies.

Prerequisite: Marketing 509.

Course Type(s): MBA.K

BK 540 **Cr. 3.0**

Consumer Behavior

An in-depth study of the various perspectives, theories, and contributors to behavior displayed by consumers in the search, purchase, use, evaluation, and disposal of economic goods and services including the decision processes that precede and determine these acts.

Prerequisite: Marketing 509.

Course Type(s): MBA.K

BK 541 **Cr. 3.0**

Advertising and Media Management

Current practices in advertising and media planning; importance of the advertising campaign and the media plan; emphasis on print media, broadcast media, out of home advertising, and nonmedia advertising; examination of advertising campaigns and media plans. Emphasis will be on planning, directing, creating, and controlling strategic advertising and media efforts to meet domestic and global promotional and marketing goals.

Prerequisite: Marketing 509.

Course Type(s): None MBA.K

BK 598 **Cr. 3.0**

Special Topics in Marketing

The subject matter of this course varies according to the interest of the students and the professor teaching the course. The exact nature of the topic covered is indicated in the student's permanent record.

Course Type(s): None

BK 599 **Cr. 3.0**

Business Research

Independent research in Business Administration in an area not substantially treated in a regular course offering, under the supervision of a business administration faculty member; written evaluation of the research required.

Student must be within 9 credits of graduation.

Course Type(s): None

BUSINESS - LAW

BL 501 **Cr. 3.0**

Legal Environment of Business

Government regulation affects every facet of how a business operates. Therefore, it is important for business students to understand the fundamental legal principles of contracts, crimes, torts, business organizations, property, negotiable instruments, and the employment relationship.

Course Type(s): None

BL 551 **Cr. 3.0**

Law, Government, and Business

The legal environment in which business organizations function; the nature of law, its sources, and the factors that shape it; recent trends of public regulation of commerce, competition, freedom of contract, and labor-management relations.

Course Type(s): None

BL 598 **Cr. 1.0 - 3.0**

Special Topics in Business Law

The subject matter of this course varies according to the interest of the students and the professor teaching the course. The exact nature of the topic covered is indicated in the student's permanent record.

Course Type(s): None

BL 599 **Cr. 1.0 - 3.0**

Independent Study in Business Law

Independent research in business administration in an area not substantially treated in a regular course offering, under the supervision of a Business Administration faculty

member; written evaluation of the research required.
 Student must be within 9 credits of graduation.
 Course Type(s): None

BUSINESS - MANAGEMENT

BM 502 **Cr. 3.0** **Management and Organizational Behavior**

Managerial functions, styles, techniques, and practices contingent on the internal and external global organizational environment; overview of diagnostic, behavioral, technical, and conceptual management skills and processes; comparative and applied study of organizational effectiveness, with emphasis on group dynamics and team building.
 Course Type(s): None

BM 506 **Cr. 3.0** **Graduate Business Statistics**

Surveys some of the primary statistical tools and applications. The topics chosen reflect those that are most commonly encountered in business and not-for-profit organizations. Topics include: graphical representation of data, descriptive statistics, probability, discrete and continuous random variables, inferential statistics, hypothesis testing, analysis of variance, and regression analysis.
 Course Type(s): None

BM 507 **Cr. 3.0** **Production and Operations Management and Laboratory**

Application and adaptation of current managerial methods for the production of goods and services, employing qualitative and quantitative analyses of allocating such production factors as human resources, materials, and technology in context of optimizing performance.
 Prerequisite: Management 506 or equivalent.
 Course Type(s): None

BM 515 **Cr. 3.0** **Ethics, Law, and Social Responsibility**

The American state, its legislature, judicial, and regulatory apparatus are analyzed as factors that underpin and limit strategic decisions in business organizations. Markets, organizational structures, and organizational cultures are analyzed as factors that determine the role of organizational ethics in managerial decision making.
 Prerequisite: Management 502 or equivalent.
 Course Type(s): None

BM 520 **Cr. 3.0** **Management Information Systems**

A survey of the concepts of management information systems and the information needs of management. A user-oriented introduction to the fundamentals of information systems and their integration into business organizations.
 Prerequisite: Management 502.
 Course Type(s): MBA.T

BM 521 **Cr. 3.0** **Seminar in Electronic Commerce**

This course provides an overview of the managerial side of e-commerce for the purpose of discussing the strategic and managerial implications of this new and emerging phenomenon. The technological and business possibilities for commerce using information technologies and networks will be explored in terms of their value-adding potential to current business practices, as well as the development of new products and/or services. Also listed as Marketing 521.
 Prerequisites: Management 502 and Marketing 509.
 Course Type(s): None

BM 525 **Cr. 3.0** **Management for Human Resources**

Examination of the practices and problems associated with the staffing, managing, evaluation, and compensation of employees, including employment discrimination, employee rights, and affirmative action.
 Prerequisite: Management 502 or equivalent.
 Course Type(s): MBA.B

BM 549 **Cr. 3.0** **Management Science**

Advanced application of quantitative methods in business, including in-depth linear programming and an introduction to computer simulation and decision support systems.
 Prerequisites: Management 506 and 507.
 Course Type(s): MBA.Q

BM 556 **Cr. 3.0** **Principles of Logistics Management**

Conceptual underpinnings of business logistics; designing an integrated logistics system; managing for effective logistics.
 Prerequisite: Management 507.
 Course Type(s): MBA.Q

Appendix A: Course Descriptions

BM 563 **Cr. 3.0**

International Business

The nature of international business and the demographic, geographic, financial, economic, political, legal, and cultural factors affecting international business relationships.

Prerequisite: Management 502.

Course Type(s): MBA.B, MBA.I

BM 565 **Cr. 3.0**

Management of Technology

Study of the management of the technological innovation process and internal entrepreneurship; major topic areas include: technology strategy, technological evolution, strategic alliances, and new product development.

Prerequisite: Management 502.

Course Type(s): MBA.T

BM 590 **Cr. 3.0**

Strategic Management

A conceptual and capstone approach to business organizing and planning through seminars, case studies, and simulation of global enterprise; the formulation and implementation of competitive strategy.

Prerequisites: Accounting 541, Finance 511, Marketing 509, Management 507 and 515, and either Management 520, 521, or 565.

Course Type(s): None

BM 598 **Cr. 3.0**

Special Topics in Management

The subject matter of this course varies according to the interest of the students and the professor teaching the course. The exact nature of the topic covered is indicated in the student's permanent record.

Prerequisite: Management 502.

Course Type(s): None

BM 599 **Cr. 3.0**

Business Research: Management

Independent research in business administration in an area not substantially treated in a regular course offering, under the supervision of a Business Administration faculty member; written evaluation of the research required.

Student must be within 9 credits of graduation.

Course Type(s): None

BUSINESS – REAL ESTATE

BR 510 **Cr. 3.0**

Real Estate Law

Students will be introduced to the legal issues in the ownership, transfer, and development of real property.

Course Type(s): None

BR 525 **Cr. 3.0**

Real Estate Analysis

This course will give students insight into basic real-estate finance and valuation theory. Traditional approaches to value are reviewed. Examination of personal and corporate real estate portfolio strategies. The analysis of specific types of real properties are reviewed. This includes: single-family homes, condominiums, shopping centers, and office and industrial buildings. Also listed as Finance 525.

Prerequisite: Finance 511.

Course Type(s): None

BR 527 **Cr. 3.0**

Real Estate Finance, Investment and Tax

This course is designed to introduce students to the world of real-estate finance, including debt and equity issues and securitization.

Course Type(s): None

BR 530 **Cr. 3.0**

Real Estate Lease and Negotiations

Students will look at the commercial leasing of real estate, including statutory law, public policy, and landlord-tenant relations, along with the role of the real estate broker.

Course Type(s): None

BR 580 **Cr. 3.0**

Regulation and Real Estate Development Process

Real Estate Development analyzes the distinctive roles and perspectives of government and business in the land development process. A step-by-step examination of the phases of a real estate development project from conceptualization to either disposition or lease-up that emphasizes both the management and approval aspects of those phases.

Course Type(s): None

BR 598 **Cr. 1.0 - 3.0**

Special Topics in Real Estate

The subject matter of this course varies according to the interest of the students and the professor teaching the

course. The exact nature of the topic covered is indicated in the student's permanent record.

Course Type(s): None

BR 599 Cr. 3.0

Independent Study in Real Estate

Independent research in real estate in an area not substantially treated in a regular course offering, under the supervision of a Business Administration faculty member and with the permission of the program director.

Course Type(s): None

CHEMISTRY

CE 560 Cr. 3.0

Chemistry and Physics in Elementary Education

Discovery of the laws of chemistry and physics using commonly available materials and equipment. The accent is on cooperative learning and personal understanding. Application of learned material will result in the creation of individual topic modules.

Prerequisite: Bachelor's degree in a non-science field, or permission of the instructor.

Course Type(s): None

CE 598 Cr. 1.0 - 3.0

Special Topics in Chemistry

The subject matter varies with the interest of the students and the professor teaching the course. The exact nature of the topic covered in any given semester is indicated in the student's transcript. For the course to count for credit toward a particular graduate program outside chemistry, prior permission of the chair of graduate studies in that program must also be obtained.

Prerequisite: The equivalent of a Monmouth University baccalaureate minor in Chemistry or permission of the chair.

Course Type(s): None

COMMUNICATION

CO 500 Cr. 1.0

Graduate Colloquium in Communication

Required during the first year of graduate study, this course provides a basic introduction to graduate study in communication and enables the students to get to know their professors and the other students in the program.

Basic resources and research in process will be discussed. Students finishing their program will do a presentation of their research projects.

Course Type(s): None

CO 500B Cr. 1.0

Graduate Colloquium in Communication

Required during the first year of graduate study, this course provides a basic introduction to graduate study in communication and enables the students to get to know their professors and the other students in the program. Basic resources and research in process will be discussed. Students finishing their program will do a presentation of their research projects.

Course Type(s): None

CO 501 Cr. 3.0

Communication Theory

This course explores major foundational ideas in the fields of human and mass communication. It examines the development of messages, the interpretation of meaning, and the nature of interactions between individuals, groups, institutions, and social structures. An introduction to the ways scholars have modified and tested these concepts through applied research.

Course Type(s): LA

CO 502 Cr. 3.0

Research Methods in Communication and Mass Media

The theory and application of communication research. An examination of quantitative and qualitative research techniques with an emphasis placed on survey research. The goal of this course is to enable students to attain an understanding of the commonly employed research techniques in communication so they may read and critique research results and develop a research project.

Course Type(s): LA

CO 503 Cr. 3.0

Graduate Foundations in Communication

This course introduces incoming graduate students to the field of communication, and assists in understanding and meeting the demands of graduate study. Topics include: the nature of using research resources, departmental policies, and strategies for successfully navigating the graduate study experience. Students are also introduced to the graduate faculty, their research agendas, and areas of expertise.

Course Type(s): None

CO 504 Cr. 3.0

Principles of Public Relations

This course explores the theoretical foundations and principles that encompass the field and practice of public rela-

Appendix A: Course Descriptions

tions. In addition to surveying relevant public relations communication theories, students will develop core competency skills in the creation and execution of strategies and tactics that encompass comprehensive public relations campaigns. Course Type(s): LA

CO 505 **Cr. 3.0** ***Interpersonal Communication***

An examination of the theories, models, elements, and processes of dyadic communication with emphasis on relationship development. The concepts, principles, and practices of interpersonal communication will be applied to selected interpersonal contexts, such as first encounters, marriage, family, friendship, professional, and business settings.

Course Type(s): LA

CO 506 **Cr. 3.0** ***The Mass Media and Contemporary Values***

An analysis of the products of television, cinema, and the print media as they relate to lifestyle, morality, and social behavior in America. Such problems as individuality in a mass society, the power of deity and religions, the decline of family, sexual behavior, and anti-intellectualism will be explored within the framework of intensive media study.

Course Type(s): LA

CO 507 **Cr. 3.0** ***Organizational Communication***

The study of the role and impact of communication in contemporary organizations and a survey of contemporary organizational research. Examination of how an organization's structure, management philosophy, and internal culture impact the flow of information, productivity, and goal achievement of the organization and its members and clients. Study of the communication processes in business, medical, educational, and nonprofit organizations.

Course Type(s): None

CO 508 **Cr. 3.0** ***Executive Communication***

A survey of the rhetorical principles that provide a basis for the production and analysis of effective oral presentation and impression management. Experience with the preparation of messages that represent communication specialists. Speech writing, testimony preparation, and preparation for a variety of public communication challenges are studied, and student presentation skills are honed in practice sessions.

Prerequisite: Communication 503.

Course Type(s): LA

CO 512 **Cr. 3.0** ***Intercultural Communication and Diversity Management***

An examination of the cultural nature of communication and the dynamics of face-to-face interaction between persons from diverse cultures and co-cultures. Examining the challenge of managing a diverse organizational workforce in a multicultural society and methods to increase organization members' intercultural communication competence.

Prerequisite: Communication 503.

Course Type(s): LA

CO 514 **Cr. 3.0** ***Conflict Management and Negotiation***

Theory and research on the nature, causes, and resolution of interpersonal, group, and organizational conflict. A comprehensive examination of conflict styles, techniques, and methods of resolution of conflicts. Emphasis is placed on information sharing, effective listening, problem solving, mediation, and negotiation as tools for conflict management.

Prerequisite: Communication 503.

Course Type(s): LA

CO 516 **Cr. 3.0** ***Fund Raising for the Non-Profit Organization***

The course provides an understanding of the history and practice of fund raising; theoretical principles of fund raising; and the process, programs, and publics of fund raising. Annual giving, major gifts, planned giving, capital campaigns, and corporate/foundation support will be reviewed. Written and oral communication skills essential to the professional fundraiser will be practiced in class and through assignments.

Prerequisite: Communication 503.

Course Type(s): None

CO 523 **Cr. 3.0** ***Persuasion, Social Influence***

A study of the historical and contemporary theoretical approaches and empirical research in the persuasive process. An examination of how information diffuses throughout and affects a socio-cultural system. Attention focused on the emergence, maintenance, and change of attitudes and values. Case study analysis and practicum in social marketing.

Prerequisite: Communication 503.

Course Type(s): LA

CO 524 **Cr. 3.0**

Public Opinion and Media

An examination of the shifting nature of public opinion, the agenda-setting role of mass media, and the survey methods that are employed to determine public opinion. The practices, values, and traditions of journalism that impact public opinion. Experience with the conduct of a survey and analysis of case studies.

Prerequisite: Communication 503.

Course Type(s): None

CO 525 **Cr. 3.0**

Political Communication

The study of traditional and contemporary theories of rhetoric as applied in research and analysis of political campaigns. The rhetorical creation, maintenance, application, and legitimization of symbolic power. A survey of analytic models of political communication and application of the models to case studies. The role of the political communication specialist. Practicum in political communication strategies and techniques. Also listed as Political Science 525.

Prerequisite: Communication 503.

Course Type(s): None

CO 526 **Cr. 3.0**

Advanced Public Relations Planning

Explores advanced theoretical foundations and principles demanded of public relations professionals working with corporations, for-profit entities and non-profit organizations. In addition to surveying relevant public relations communication theories, students will develop advanced competency skills required to plan and execute comprehensive public relations campaigns. Also examines the dynamics of the evolving approach to integrated marketing communication that currently dominates the field and practice of public relations.

Prerequisite: Communication 503.

Course Type(s): None

CO 527 **Cr. 3.0**

Crisis and Issues Management

Advanced public relations theory and practices dealing with management of organizational crisis and issues. The process of research, analysis, planning, and implementation of crisis management will be explored. The role of the public relations professional in the development of crisis communication strategies and tactics will be examined.

Control of crisis, rumor, public perception, corporate image, and reputation will be emphasized. Case studies, simulations, group exercises, and projects will be used to

develop skills in crisis and issues management.

Prerequisite: Communication 503.

Course Type(s): None

CO 530 **Cr. 3.0**

Mass Media, Public Interest, Corporation Profit

This course undertakes a critical examination of the relationship between the citizens of the United States, the increasingly corporate, electronic mass media, and American laws and policies that attempt to regulate it. Students will gain an understanding of the historical context behind the contemporary media policy environment and will examine the challenge faced by citizens, regulators, and broadcasters in determining how the media should operate "in the public interest".

Prerequisite: Communication 503.

Course Type(s): None

CO 532 **Cr. 3.0**

Global Media and New Technologies

An examination of the interlinked world of international mass media systems and media technologies; how societies and nations are both connected and divided by communication methods, technologies, national and international policies, and cultural expression. Students will examine the variety of models of electronic media around the globe and investigate the influence of national and international policy decisions on sovereign nations and indigenous culture, particularly in light of the constant advances of emerging media technologies.

Prerequisite: Communication 503.

Course Type(s): LA

CO 540 **Cr. 3.0**

Organizational Training and Consulting

A survey of adult-learning theory, needs assessment, training techniques, and evaluation as applied to communication training. Planning and implementing training programs that serve real organizational needs. The role and ethical standards of the communication professional serving as a communication specialist or counsel to an organization. The completion of a practicum project in training or development.

Prerequisite: Communication 503.

Course Type(s): None

CO 590 **Cr. 1.0 - 3.0**

Special Problems

For students capable of developing and pursuing a problem independently through research, conferences, and activities. Problem chosen by the student with the con-

Appendix A: Course Descriptions

sent of the graduate program director and supervision of a graduate professor. To be approved, this independent study must target a problem that relates to the nature of the student's graduate program focus. May be taken for one, two, or three credits and repeated in subsequent semesters until three credits are earned. Does not substitute for Communication 599.

Prerequisite: Communication 503.

Course Type(s): None

CO 598 **Cr. 1.0 - 3.0**

Special Topics in Communication

Subject matter varies with the interests of the students and the professor offering the course. Intensive study of such topics in communication processes as gender relations, small group communication and decision making, leadership communication, film and video criticism, telecommunication technology, and legal communication.

Prerequisite: Communication 503.

Course Type(s): LA

CO 599 **Cr. 3.0**

Independent Study in Communication

Guided research in selected topics in Communication.

Prior permission of the directing professor and department chair is required.

Course Type(s): None

CO 606 **Cr. 3.0**

Thesis in Communication

The development and execution of a significant project designed by the student in consultation with the directing professor. The project results in the writing of a brief thesis. This is a capstone experience meant to focus learning on a concept of special interest to the student.

Prerequisites: Communication 502, 503, and completion of 26 graduate level communication credits.

Course Type(s): None

CO CPE **Cr. 0.0**

Communication Comprehensive Exam

Communication Comprehensive Exam

Course Type(s): None

COMPUTER SCIENCE

CS 501A **Cr. 3.0**

Computer Programming Essentials

An introductory course in computer programming for newly admitted graduate students. Students will learn

basic concepts in modern computer programming.

Students will complete all the programming exercises and assignments in the modern object-oriented language.

Limited to graduate students in Computer Science or Software Engineering.

Prerequisite: Permission of the department chair.

Course Type(s): None

CS 501B **Cr. 3.0**

Program Development

Continuation at the coverage of the same modern object-oriented language introduced in CS 501A. More advanced object-oriented design, including inheritance and polymorphism. Limited to Computer Science or Software Engineering majors.

Prerequisite: Computer Science 501A, passed with a grade of B- or higher.

Course Type(s): None

CS 502 **Cr. 3.0**

Theoretical Foundations of Computer Science

Concepts, methods, models, and associated computer exercises for important topics in discrete mathematics and probability. Includes: logic and mathematical reasoning, functions, sets, summations, asymptotic notation, algorithms and complexity, number theory, cryptography, matrix algebra, induction and recursion, counting techniques, combinatorial objects, discrete structures, discrete probability theory, relations, graph theory, moments, random variables, and graph algorithms. Limited to Computer Science majors.

Course Type(s): None

CS 503 **Cr. 3.0**

Data Structures and Algorithms

Design and implementation of fundamental data structures and algorithms, including: linked lists, hashing, sorting, trees, stacks, queues, sets and bags, and recursion. Application to problem solving and object-oriented design of moderate sized programs.

Prerequisite: Computer Science 501B, passed with a grade of B- or higher.

Course Type(s): None

CS 505 **Cr. 3.0**

Operating Systems Concepts

The basic concepts of operating systems from the point of view of an advanced user: the interaction of the kernel, the command interpreter, and user processes. Focus is on process and resource management, concurrency control, and inter-process communication. Examples and

projects are based mainly on Unix. The course also includes an introduction to computer architecture from an operating-systems perspective (processors, devices, interrupts, clocks, etc.).

Prerequisites: Computer Science 503 and 509, both passed with a grade of B- or higher.
Course Type(s): None

CS 509 **Cr. 3.0**

Advanced Object-Oriented Programming and Design

Object-oriented programming and design, using a language different from that used in CS 501B. Used in classes, inheritance, polymorphism, and libraries.

Prerequisite: Computer Science 501B, passed with a grade of B- or higher.
Course Type(s): None

CS 511 **Cr. 3.0**

Technical Communication

Preparation, analysis, synthesis, and presentation of system documentation, technical papers, and data flow diagrams; literature search.

Prerequisite: Open only to those students accepted in the M.S. program in Computer Science.
Course Type(s): None

CS 512 **Cr. 3.0**

Algorithm Design

Design and analysis of algorithms; dependence of algorithm efficiency on data structure choice; correctness of algorithm implementation and basic design techniques and their applications to programming with fundamental data structures.

Prerequisites: Computer Science 502 and 503, both passed with a grade of B- or higher.
Course Type(s): None

CS 514 **Cr. 3.0**

Networks

This is an introductory-level course on the hierarchy of networking software and hardware. Particular emphasis on medium Access Control, Network layer, Transport layer, and Session layer. Several MAC-layer protocols, TCP/IP. Corequisite: Computer Science 502.

Course Type(s): None

CS 515 **Cr. 3.0**

Formal Methods

The use of formal specifications to describe the behavior of computer systems and the use of formal proof methods

to verify design.

Prerequisite: Computer Science 509, passed with a grade of B- or higher.

Course Type(s): None

CS 517 **Cr. 3.0**

Database Systems

Introduction to database systems, data modeling, query languages, file organization methods, and query processing. Coverage of relational database design and relational database management systems.

Prerequisites: Computer Science 502 and 503, both passed with a grade of B- or higher.

Course Type(s): None

CS 518 **Cr. 3.0**

Fundamentals of Computer Security and Cryptography

An introduction to computer security and its related issues, including cryptography. It covers threats assessment, security policies, basic cryptography, security mechanisms, and assurance. The course also includes several case studies on enhancing the security level of specific systems by integrating different security mechanisms and techniques. Both theoretical and practical issues are addressed in the course. Students who complete this course successfully will be capable of assessing the threats, enhancing the security, and evaluating the assurance level of specific computer systems.

Prerequisites: Computer Science 503 and 514, both passed with a grade of B- or higher.

Course Type(s): None

CS 519 **Cr. 3.0**

Advanced Operating Systems

An advanced course in operating systems with a number of case studies. Emphasis is placed on issues in both centralized and distributed operating systems (concurrency control, resource management, file systems, network interface). The course has a UNIX flavor; some prior knowledge of C will be an asset but is not necessary.

Prerequisites: Computer Science 505 and 509, both passed with a grade of B- or higher.

Course Type(s): None

CS 520 **Cr. 3.0**

Introduction to Intelligent Systems

Introduction to high-level knowledge representation issues. Applications include Java-based, rule-based systems and agents to make retrieval more intelligent than the conventional methods.

Appendix A: Course Descriptions

Prerequisites: Computer Science 502 and 503, both passed with a grade of B- or higher.

Course Type(s): None

CS 521 **Cr. 3.0**

Artificial Intelligence

Basic and advanced methods in symbolic and quantitative artificial intelligence through Lisp programming techniques. Current issues concerning rule-based vs. statistical methods via applications.

Prerequisites: Computer Science 503 and 520, both passed with a grade of B- or higher.

Course Type(s): None

CS 522 **Cr. 3.0**

Knowledge Fusion

Fundamental techniques for integrating information from heterogeneous sources to obtain actionable knowledge. The sources of information include databases, files, and web pages. Covered techniques include both those based upon logic and also approaches based on probabilistic reasoning.

Prerequisites: Computer Science 517 and 520, both passed with a grade of B- or higher.

Course Type(s): None

CS 523 **Cr. 3.0**

Networked Information Systems

Basic principles, techniques, and tools for building networked information systems with a significant database component. Current protocols, languages, and data formats.

Prerequisites: Computer Science 505 and 517, both passed with a grade of B- or higher.

Course Type(s): None

CS 525 **Cr. 3.0**

Simulation

Formal models of discrete event systems, computer simulation of models, and analysis of simulation results.

Discrete event simulation is applied to studying the performance of computer and communication systems.

Object-oriented design and programming in C++.

Prerequisites: Computer Science 502, 503, and 514, all passed with a grade of B- or higher.

Course Type(s): None

CS 526 **Cr. 3.0**

Performance Evaluation

The role of performance evaluation in the product lifecycle. Introduction to Markov chains and elementary queu-

ing theory; complementary roles of analytic and simulation methods and applications to performance evaluation of computer and communication systems.

Prerequisites: Computer Science 501B, 502, and 514, all passed with a grade of B- or higher.

Course Type(s): None

CS 528 **Cr. 3.0**

Database and Transactions Security

An overview of the methodologies to protect data. It covers both traditional and emerging security mechanisms and services, as well as the common threats and vulnerabilities of database and transaction processing systems. The topics include: discretionary and mandatory access controls in database systems, secure database design, data integrity, secure transaction processing, inference controls, and auditing. The course will also cover security models for relational and object-oriented databases, and security of databases in a distributed environment. Both theoretical and practical issues will be addressed in the course.

Prerequisites: Computer Science 517 and 518, both passed with a grade of B- or higher.

Course Type(s): None

CS 530 **Cr. 3.0**

Knowledge-Based Systems

Fundamental techniques in building knowledge-based systems using logic programming technology; applications of knowledge-based systems; prolog programming techniques; using advanced Prolog programming environments.

Prerequisites: Computer Science 502 and 509, both passed with a grade of B- or higher.

Course Type(s): None

CS 531 **Cr. 3.0**

Intelligent Interfaces

Computer-human interfaces that use speech understanding and image processing (such as handwriting).

Prerequisites: Computer Science 503 and 520, both passed with a grade of B- or higher.

Course Type(s): None

CS 532 **Cr. 3.0**

Compiler Design

The major techniques used in compiler writing, lexical analysis, syntax analysis, storage management, error detection and recovery, and code generation. Tools for compiler writing (LEX, YACC, etc.).

Prerequisite: Computer Science 512, passed with a grade of B- or higher.

Course Type(s): None

CS 533 **Cr. 3.0**

Advanced Database Systems

New data models and database languages; advanced database applications; transactions processing.
Prerequisite: Computer Science 517, passed with a grade of B- or higher.
Course Type(s): None

CS 535 **Cr. 3.0**

Telecommunications

In-depth coverage of the lower layers of the network hierarchy: Physical layer, Data Link layer, Network layer, and Transport layer.
Prerequisites: Computer Science 502, 505, and 514, all passed with a grade of B- or higher.
Course Type(s): None

CS 537 **Cr. 3.0**

Client-Server Interfaces

Design of client-server systems. This is a project-dominated course. Students from the AI stream will design and implement a distributed client-server system for some AI application, while students from the COMPUTER NETWORKS stream will be more involved in Transport layer issues. Coverage of the higher layers of the network hierarchy: Transport layer, Session layer, and Application layer. Programming with TCP and UDP.
Prerequisites: Computer Science 505, 509, and 514, all passed with a grade of B- or higher.
Course Type(s): None

CS 540 **Cr. 3.0**

Model Building and Algorithms

Solving real-world problems requires skills in model-building, model-selection and the application of appropriate algorithms. The applicable field of knowledge is basically Operations Research (OR). We discuss optimization (linear/integer programming, branch and bound, game theory), network and queuing models, and algorithms that may be applied in the solution of many practical problems arising, for example, in business, government, and private settings.
Prerequisites: Computer Science 502, 503, and 514, all passed with a grade of B- or higher.
Course Type(s): None

CS 545 **Cr. 3.0**

Graphics

Drawing with a graphics kernel, 2D and 3D transformations, view transformation, area filling, line and polygon clipping, hidden surface algorithms, curves and surfaces,

Gouraud and Phong shading, pattern and texture mapping, fractals, and rendering using a ray-tracer.
Prerequisite: Computer Science 509, passed with a grade of B- or higher.
Course Type(s): None

CS 550 **Cr. 3.0**

Computer System Architecture

Computer system interconnection structures, central processing unit, control unit, microprogrammed control, memory organization, cache and virtual memory, computer arithmetic, RISC processors, introduction to parallel processing, and case studies. Also listed as Software Engineering 660.
Prerequisites: Computer Science 502 and 503, both passed with a grade of B- or higher.
Course Type(s): None

CS 551 **Cr. 3.0**

Parallel Processing

Parallel computer paradigms, parallel processing application, conditions of parallelism, scalable computer platforms, parallelism issues, performance metrics and benchmarking, speedup performance laws for parallel systems, parallel memory organization, interconnection networks, multiprocessing and multiprocessors, multicomputers, massively parallel systems, mapping applications to parallel systems, and case studies.
Prerequisite: Computer Science 550, passed with a grade of B- or higher.
Course Type(s): None

CS 560 **Cr. 3.0**

Master's Seminar

Emphasis on preparation, analysis, synthesis, and presentation of software system documentation, project progress reports, and technical papers based on literature research.
Prerequisite: Completion of 21 credits toward the M.S. degree, including four core courses, or permission of the instructor.
Course Type(s): None

CS 588 **Cr. 1.0**

Computer Science Practice and Experiences

Provides opportunity for Computer Science graduate students to obtain related experience in employment at a local company or institution with Monmouth University sponsorship. Available to Computer Science graduate students who have completed at least 18 credit hours of graduate courses (500 level), with a minimum GPA of

Appendix A: Course Descriptions

3.00. Does not satisfy elective requirements. Students may take the course a maximum of two times.
Course Type(s): None

CS 598 **Cr. 3.0** ***Special Topics in Computer Science***

The subject matter varies with the interest of the students and of the professor teaching the course. The exact nature of the topic covered in any given semester is indicated in the student's transcript.

Prerequisites: Computer Science 502 and 503, both passed with a grade of B- or higher.
Course Type(s): None

CS 618 **Cr. 3.0** ***Data Mining***

An introduction to the fundamental concepts, algorithms, and techniques of data mining. Topics include: data pre-processing, classification algorithms and techniques, anomaly detection, and the design of data warehousing and OLAP systems.

Prerequisites: Computer Science 517, 520, and 533, all passed with a grade of B- or higher.
Course Type(s): None

CS 627 **Cr. 3.0** ***Quantitative Systems Engineering***

Development of methods and techniques for analyzing the performance of complex systems. Application to the performance engineering of computer/communications systems, including distributed computing/information systems and integrated telecommunications.

Prerequisite: Computer Science 526, passed with a grade of B- or higher.
Course Type(s): None

CS 628 **Cr. 3.0** ***Security of E-Systems and Networks***

The fundamental techniques in security of e-based Systems and Computer Networks. E-based systems are ubiquitous in the modern world with applications spanning e-commerce, e-government, e-services, Virtual Private Networks (VPNs), health care, and government organizations. This course deals with the fundamental concepts and tools of security of e-based systems and computer networks and its range of applications. Among the topics to be covered in this course include: authentication of users, system integrity, confidentiality of communication, availability of business service, non-repudiation of transactions, public key cryptosystems, authentication and digital signature, e-security tools such as Public Key

Infrastructure (PKI) systems, biometric-based security systems, trust management systems in communication networks, intrusion detection systems, protecting against malware, and computer network security risk management. This course is intended for graduate students in computer science, software engineering, and electrical engineering who have some background in computer networks and fundamentals of computer security.

Prerequisite: Computer Science 518, passed with a grade of B- or higher.
Course Type(s): None

CS 635 **Cr. 3.0** ***Wireless Network Systems and Security***

Fundamental techniques in the design, operation, performance evaluation, and security of wireless network systems. Among the topics covered are first, second, third, and fourth generation wireless systems, cellular wireless networks, medium access techniques, physical layer, protocols (AMPS, IS-95, IS-136, GSM, GPRS, EDGE, WCDMA, cdma2000, etc), fixed wireless systems, personal area networks (PANs) including Bluetooth and Home RF systems, wireless local area networks (WLANs) technologies, architectures, protocols, and standards, and advanced topics. Security of WLANs, wireless sensor networks (WSNs), cellular systems, and Bluetooth and Home RF networks will be dealt with as well. This course is intended for graduate students in computer science, software engineering, and electrical engineering who have some background in computer networks.

Prerequisite: Computer Science 514, passed with a grade of B- or higher.
Course Type(s): None

CS 661 **Cr. 3.0** ***Advanced Project***

A challenging project, such as the development of a large, complex program, done under the supervision of a faculty member.

Prerequisites: Completion of all foundation and core courses and departmental approval.
Course Type(s): None

CS 690 **Cr. 1.0 – 6.0** ***Thesis***

Independent investigation of special topics reflecting the research interests of the sponsoring professor. Provides students with an opportunity to do extended relevant research in collaboration with, or under the supervision of, a faculty member. Sequential registration of one or more credits is required until successful completion. (Minimum

of six credits must be accumulated.)
 Prerequisites: Completion of all foundation and core courses and departmental approval.
 Course Type(s): None

CS 698 Cr. 3.0

Advanced Special Topics

The advanced subject matter varies with the interest of the students and of the professor teaching the course. The full syllabus for a specific offering will be filed with the STE and Graduate School Deans when it is scheduled. The exact nature of the topic covered in any given semester is indicated in the student's transcript.
 Prerequisites: Computer Science 502, 503, one core and one 521+ level course, as per course syllabus, all passed with a grade of B- or higher.
 Course Type(s): None

CS 699 Cr. 3.0

Independent Study in Computer Science

Independent study of a subject not substantially treated in a regular graduate course. Designed for students with superior abilities who, with guidance and direction from the supervising faculty member, can master a new subject. (This course is limited to students who have not yet taken Computer Science 699.)
 Prerequisites: A minimum GPA of 3.50; completion of all foundation and core courses and departmental approval.
 Course Type(s): None

CRIMINAL JUSTICE

CJ 500 Cr. 3.0

Theories and Methods of Geographic Information Systems

This course provides students with a solid foundation in the theories and methods of Geographic Information Systems. Students gain knowledge of important applications, as well as acquisition, accuracy, formatting management, analysis, and manipulation of data. When students complete this course, they are expected to know what GIS is, what GIS can and cannot do, how data is stored, and how data in GIS is manipulated and analyzed to satisfy a project's goals.
 Course Type(s): None

CJ 502 Cr. 3.0

Advanced Criminology

Professionals interested in the criminal justice system require a foundation in the criminological theories that

underlie criminal behavior and rehabilitation. This course provides the student with an opportunity to study and critically evaluate prominent criminological theories presented in the readings and research. Lectures emphasize the role of psychological principles, theories of learning, techniques of counseling, and psychopathology in the context of criminological theory on rehabilitation programs and on policy development. The course also serves as a context for other graduate courses that pertain to the prison system and institutional treatment of offenders.
 Course Type(s): None

CJ 510 Cr. 3.0

The American Penal System

The course examines the history, philosophy, and organizational structure of correctional systems in the United States, analyzing the various models of incarceration as they relate to punishment and rehabilitation.
 Course Type(s): None

CJ 512 Cr. 3.0

Psychopathology

An advanced course in abnormal psychology; intensive investigation of current thinking regarding the etiology and development of aberrant behavior; theory in the light of experimental findings and clinical applications.
 Course Type(s): None

CJ 515 Cr. 3.0

Institutional Treatment of the Offender

The course provides the theoretical framework for the understanding of criminal behavior and the strategies employed in providing treatment and support services to the inmate. It will focus on techniques designed to facilitate the development of alternative behaviors. Attention will be given to problems that are especially relevant to penal institutions, e.g. violence, racial discord, sexual assault, and theories of punishment.
 Course Type(s): None

CJ 525 Cr. 3.0

Applied Data Analysis in Criminal Justice

The examination, interpretation, and application of social statistical concepts in criminal justice; computerized data analysis techniques.
 Course Type(s): None

CJ 530 Cr. 3.0

Criminal Justice Policy

The examination of opposing viewpoints on complex and

Appendix A: Course Descriptions

sensitive issues in criminal justice. Emphasis on providing students with the ability to develop basic thinking skills and assisting students in evaluating sources of information.
Course Type(s): None

CJ 535 **Cr. 3.0**

Evaluation Strategies for Criminal Justice

Formulation of research problems and hypotheses; quantitative research designs; data collection strategies; data analysis methods.
Course Type(s): LA

CJ 540 **Cr. 3.0**

Spatial Analysis and Modeling in Geographic Information Systems

This course focuses on methods of spatial analysis and various kinds of modeling within GIS. Included are such topics as: 3-D terrain visualization and analysis, location and network modeling, map algebra, and spatial statistics.
Course Type(s): None

CJ 542 **Cr. 3.0**

Computer Application in Criminal Justice

This course introduces computer basics, information system, and the Internet. Students will use several management-related applications, including spreadsheets, database, employee performance evaluations, and statistical analysis programs to develop an integrated database management system.
Course Type(s): None

CJ 545 **Cr. 3.0**

Seminar: Ethics, Law, and Society

This seminar will probe ethical issues that arise throughout the criminal justice system. Students will examine the fundamental meaning of justice, explore approaches to moral reasoning, and investigate issues such as the use of discretion, capital punishment, prisoners' rights, and other ethics of criminal justice research.
Course Type(s): None

CJ 550 **Cr. 3.0**

Seminar: Police Administration

This course will examine the tasks and roles of police administrators for effective and efficient police operations. Police organization, policies, and rules will be analyzed for their impact on the delivery of police services.
Course Type(s): None

CJ 552 **Cr. 3.0**

Computer Crime

Understanding the nature of computer crime and the basic principles of technology in order to provide a foundation for criminal investigation.
Course Type(s): None

CJ 555 **Cr. 3.0**

Criminal Procedure and Constitution

A multidisciplinary examination of the major stages of the criminal process from arrest to trial. The course explores the effectiveness of criminal procedure, the Constitution, and the law in relationship to crime.
Course Type(s): None

CJ 560 **Cr. 3.0**

Seminar: Leadership and Management

The course examines the role of leader or visionary in analyzing and improving organizational operations in the criminal justice system. Emphasis is on the ability to assess and solve the complex problems facing criminal justice in the twenty-first century.
Course Type(s): None

CJ 562 **Cr. 3.0**

Graduate Criminal Justice Internship

Provides the student an opportunity to integrate academic theory with experiential learning. Each student will have an opportunity to focus on areas specific to his/her career objectives. Intern students will evaluate principles of the criminal justice system through on-site participation at an approved criminal justice agency. Executive writing opportunities will be an integral component of this course.
Course Type(s): None

CJ 565 **Cr. 3.0**

Comparative Criminal Justice Systems

The course compares and contrasts the main similarities and differences among the major criminal justice systems in the world, including the civil law, common law, socialist law, and Islamic law families.
Course Type(s): None

CJ 572 **Cr. 3.0**

Civil Rights and Liberties

An examination of the Bill of Rights in contemporary America. The seminar analyzes the conflicting group interests, which advise around issues such as freedom of speech and assembly, church-state relations, and equal treatment before the law for members of minority groups.
Course Type(s): None

CJ 575 Cr. 3.0

Professionalism in Criminal Justice

An examination of major changes in politics, professionalism, and public order in society. Emphasis is on policing, criminal justice education, corrections, and jail management issues and examining the progress of, and obstacles to, improving training and split-second decision making.
Course Type(s): None

course facilitates students' understanding of GIS and crime mapping theories, principles, concepts, and the software. Upon completion of the course, students will have developed two projects as part of their portfolio: one in crime mapping implementation and one in project design and analysis within their particular topic of study.
Prerequisite: Criminal Justice 500.
Course Type(s): LA

CJ 580 Cr. 6.0

Thesis

Independent investigation of special topics reflecting the research interests of the sponsoring professor.
Prerequisites: Criminal Justice 502, 525, 530, and 542.
Corequisite: Criminal Justice 535.
Course Type(s): None

CJ 598 Cr. 1.0 - 3.0

Special Topics in Criminal Justice

The subject matter varies with the interest of the students and the professor teaching this course. The exact nature of the topic covered in any given semester is indicated in the student's transcript. Permission of the program director is required.
Course Type(s): None

CJ 585 Cr. 3.0

Forensic Pathology

Designed to introduce students to concepts of forensic pathology with an emphasis on the recognition and interpretation of diseases and injuries in the human body that are the basis for medicolegal investigations. It presents an overview of the medicolegal investigative systems and the substance and mechanics of forensic pathology. The medical examiner, usually the pathologist, is primarily concerned with the investigation of violent, sudden, unexpected, and suspicious deaths. The medical examiner determines the cause and manner of death, identifies the deceased if unknown, determines the approximate time of injury and death, collects evidence from the body, issues a death certificate, and documents these events through an official autopsy report.
Course Type(s): None

CJ 599 Cr. 3.0

Independent Study in Criminal Justice

Development and execution of a relevant reading and research project leading to significant written work designed by the student in consultation with the professor. The subject chosen for study should be related with any area of Criminal Justice of special interest for the student. Students applying for this course must demonstrate their knowledge of research techniques and their abilities to apply them to the specific area of studies chosen. It is also required that the student should be able to present the results of his/her research in appropriate written and oral form.
Course Type(s): None

CJ 590 Cr. 3.0

Internship in Crime Mapping

Internship and seminar providing capstone experience for the Crime Mapping Certificate and M.A. in Criminal Justice/Crime Mapping Concentration.
Course Type(s): None

CJ 610 Cr. 3.0

Introduction to Homeland Security

Overview of homeland security basic management concepts, issues contributing to terroristic acts, and critical analysis of terroristic activities.
Course Type(s): None

CJ 595 Cr. 3.0

Geographic Information Systems, Crime Mapping, and Analysis

This advanced course incorporates GIS into criminal justice by including the use of crime mapping and analysis in problem solving. The course takes a hands-on approach to many of the issues a criminal justice manager, officer, or crime analyst will face in pursuit of his/her work. The

CJ 615 Cr. 3.0

Terrorism: Crisis and Trauma

Explore the psychological impact of terrorism, including psychiatric disorders, physiological changes, and social/family disruption. Strategies and techniques for identifying trauma and skill for intervention will be discussed.
Course Type(s): None

CJ 625 Cr. 3.0

Terroristic Crime Scene Investigation

Utilizing modern investigative technology in terroristic

Appendix A: Course Descriptions

crime scenes; specialized evidence collection; role of crime scene manager.
Course Type(s): None

CJ 635 **Cr. 3.0** ***Weapons of Mass Destruction***

Focus on the practical and theoretical aspects of preparing for, and dealing with, incidents involving weapons of mass destruction. Discussion on the various devices and the means of delivering damage. Analysis of the intelligence approaches to reduce such an event.

Course Type(s): None

CJ 650 **Cr. 3.0** ***Cyber Terrorism***

Explores how new technology throughout the world has contributed to terroristic crimes and how information and communication technology (ICT) has become a tool, a target, and a place of criminal activity threatening national security. Topics of study include: the information environment as crime scene, computer use in crimes, political terrorism, hacking, unauthorized access, and identity theft.

Course Type(s): None

CJ CPE **Cr. 0.0** ***Comprehensive Exam***

Criminal Justice Comprehensive Exam
Course Type(s): None

EDUCATION - CURRICULUM AND INSTRUCTION

ED 507 **Cr. 3.0** ***Issues and Problems in Education***

Major issues and problems affecting education are presented with historical perspectives for understanding the context in which these concerns arose.

Course Type(s): None

ED 510 **Cr. 3.0** ***Foundations of Education***

An introduction to education in the United States. Principles and practice for instructional delivery are presented. The history of education and philosophical and social perspectives related to educational practice are explored. Contemporary issues and controversies in American education are highlighted. Fieldwork hours required for Education majors.

Course Type(s): None

ED 524 **Cr. 3.0** ***Research in Teaching Practice***

Research in education related to contemporary teaching practice will be emphasized. Introduction to qualitative and quantitative approaches from different theoretical perspectives is presented. Content will include: literature reviews, analysis and implication of existing research, classroom observation skills, and the role of the teacher as reflective practitioner. For Education majors only.

Course Type(s): MAT

ED 528 **Cr. 3.0** ***Middle Level Learning and Teaching***

The candidate will examine aspects of middle-level schooling that are responsive to the nature and needs of adolescents. The candidate will apply knowledge of adolescents' cognitive and affective development to design learning environments and to structure and implement learning experiences that effectively promote academic achievement and personal growth for all middle-grade students. Four days of fieldwork is required over the course of the term.

Prerequisites: Education 510 and 550.

ED 529 **Cr. 3.0** ***Content Literacy***

Focuses on theory, methods, strategies, and materials for teaching literacy in all content areas, with an emphasis at the secondary level of education. The use of literature in all content areas will be explored, leading to a better understanding of the interdisciplinary approach to learning at the secondary level. Fieldwork hours are required.

Course Type(s): None

ED 533 **Cr. 3.0** ***Contemporary Issues in Science Education***

Examines current topics of special interest in science content and curriculum to a variety of students. It will be a course that can be designed individually, based on strengths of students and their interest in personal professional development in an area of concentration in science curriculum. This course will be valuable for practicing teachers at the elementary, middle, or high school level and/or those who wish to learn more about science teaching and content.

Course Type(s): None

ED 537 **Cr. 3.0** ***Science and Society in the Twenty-First Century***

Examines the developments in science knowledge and

their impact on society over the last century and predicts changes that might occur in the twenty-first century. We are the only species on earth that has the power to change our environment and the ability to comprehend the universe. In this course, students will explore major scientific advances over the past 100 years and the resulting problems that these advances have wrought. This course will be valuable for practicing teachers at the elementary, middle, or high school level and/or those who wish to learn more about the history and sociology of science.

Course Type(s): None

ED 550 **Cr. 3.0**
Teaching Diverse Populations

The course is offered in the form of two parts with no particular sequence of the parts. One part mainly deals with issues of ESL students in mainstream classrooms, and the other part focuses on issues of special education in inclusion classrooms. Both parts will be covered from a multicultural perspective. The course will be taught collaboratively by two instructors specializing in ESL education and special education.

Prerequisite: Education 510.

Course Type(s): MAT

ED 552 **Cr. 3.0**
Child and Adolescent Development

Psychological, sociological and physiological development related to academic functioning of child and adolescent. Learning theories studied are related to current educational concerns in this age group. For Education majors only.

Course Type(s): None

ED 554 **Cr. 3.0**
Supplemental Instruction in Reading and Mathematics

Focus on supplemental instruction for reading and mathematics in educational settings 6-8 but draws heavily on assessment and analysis of student errors from Pre-K to 5 as well. Extensive opportunities for diagnosis and planning for remedial intervention in reading and mathematics will be provided.

Prerequisites: Education 556 and 575.

Course Type(s): MAT

ED 556 **Cr. 3.0**
Teaching Elementary Mathematics

This course provides elementary teacher candidates with a modern vision of elementary mathematics and beyond. Candidates will learn to create a math classroom where students of diverse backgrounds and abilities can con-

struct a conceptual as well as a procedural understanding of mathematics. Four days of fieldwork are required over the course of the term.

Prerequisites: Education 510, 550 and 552.

Course Type(s): None

ED 560 **Cr. 3.0**
Methods of Teaching in Secondary Education

A general methods course designed for candidates who are preparing to teach in subject-specific classrooms in high school environments. Provides an integrated perspective of general teaching methods from grade 9 through grade 12. Four days of fieldwork are required over the course of the term.

Prerequisites: Education 510, 550, and 552; and permission of the MAT program director.

Course Type(s): None

ED 562 **Cr. 3.0**
Methods of Teaching Science at the Elementary Level

Provides an integrated perspective of teaching science at the elementary level. This perspective will allow future elementary teachers to understand how foundational science concepts should be taught. It will allow future elementary teachers to appreciate the developmental needs of early learners and the corresponding pedagogy utilized. Predominantly hands-on, interrelated to the national and New Jersey Science Core Curriculum Content Standards, providing useable materials adapted to each student's needs. Four days of fieldwork is required over the course of the term.

Prerequisites: Education 510, 550, and 552.

Course Type(s): None

ED 563 **Cr. 3.0**
Assessment and Treatment of Literacy Problems

Focus is on authentic assessment and corrective teaching strategies to address literacy problems from a developmental perspective. Techniques and methods for at-risk learners will be emphasized. Strategies that guide students to self-monitor their literacy acquisition will be addressed.

Prerequisite: Educational Leadership 503.

Course Type(s): None

ED 564 **Cr. 3.0**
Preparing for School Mathematics: Secondary

Provides secondary-mathematics teacher candidates with knowledge for teaching secondary mathematics. Candidates will learn to create a math classroom where students of diverse backgrounds and abilities can construct a conceptual, as well as a procedural, understand-

Appendix A: Course Descriptions

ing of mathematics. Four days of fieldwork required over the course of the term.

Prerequisites: Education 510, 550, and 552.

Course Type(s): None

ED 565 **Cr. 3.0**

Methods of Teaching Mathematics for Secondary School Part II

Extends the study of secondary methodology begun in ED 564. The intent is to deepen the understanding of future secondary-school teachers in the complexities of the secondary-mathematics curriculum and build their competencies at the level of instructional implementation. Instructional methodologies studied will be more broadly applied to more advanced mathematical concepts. Four days of fieldwork is required over the course of the term.

Prerequisite: Education 560 or 564.

Course Type(s): None

ED 566 **Cr. 3.0**

Methods of Teaching Science at the Secondary Level I

Provides the candidates with an understanding of the concepts and relationships of science to support student learning. The teaching strategies and techniques are based on research and emphasize the need to provide equal opportunities for all learners. The course will focus on teaching science through inquiry as defined by state and national standards for science education. Four days of fieldwork required over the course of the term.

Prerequisites: Education 510, 550, and 552.

Course Type(s): None

ED 567 **Cr. 3.0**

Methods of Teaching Science at the Secondary Level II

Science methods for initial M.A.T. students at the secondary level. Provides active learning of science concepts through various inquiry activities. Following the learning theories that have produced both the National Science Education Standards and the New Jersey Core Curriculum Content Standards for science, this course will utilize projects, cases, and problems in real-world settings using a diversity of instructional methods and strategies to provide each student with the opportunity to learn how to teach inquiry and problem-solving across the sciences. Designed for those with a strong background in science. Four days of fieldwork is required over the course of the term.

Prerequisite: Education 560 or 566.

Course Type(s): None

ED 575 **Cr. 3.0**

Methods of Teaching Language Arts and Content Literacy at the Elementary Level

Provides candidates with the knowledge of language as a medium for teaching and learning. Candidates will be introduced to strategies that facilitate an integrated approach to language arts and content literacy instruction. The use of literature in all content areas will be explored, leading to a better understanding of the interdisciplinary approach to learning at the elementary level. Four days of fieldwork is required over the course of the term.

Prerequisites: Education 510, 550, 552, and Educational Leadership 503.

Course Type(s): None

ED 576 **Cr. 3.0**

Teaching Social Studies at the Elementary Level

Introduces the P-8 teacher certification candidates to the social studies curriculum and methods. Emphasizes national and state standards for social studies education cross-curriculum integration, particularly world languages and culture, personal and social problem solving, and situated cognition in social studies education learning. Four days of fieldwork is required over the course of the term.

Prerequisites: Education 510, 550, and 552.

Course Type(s): None

ED 578 **Cr. 3.0**

Methods of Teaching English at the Secondary Level

Prepares candidates to teach English/language arts at the secondary level (grades 7-12) by providing the essential knowledge, skills, and strategies grounded in research and related to effective classroom instruction.

Emphasizes the use of literature and the integration of the components of literacy, namely reading, listening, speaking, and viewing. The New Jersey Core Curriculum Standards will be an integral part of the course. Four days of fieldwork is required over the course of the term.

Prerequisites: Education 510, 550, and 552.

Course Type(s): None

ED 579 **Cr. 3.0**

Teaching Social Studies and Cultural Education at the Secondary Level

Introduces the middle- and secondary-level teacher certification candidate to social studies curriculum and methods. Emphasizes national and state standards for social education curriculum across the social science disciplines. Four days of fieldwork is required over the course of the term.

Prerequisites: Education 510, 550, and 552.

Course Type(s): None

ED 580 **Cr. 3.0**

Secondary Social Studies Education Part II

Expands and further develops competencies covered in Part I. Instructional methodologies focusing on a constructivist, student-centered approach will be explored. Targets strategies for future secondary teachers to meet the New Jersey Core Curriculum Content Standards for Social Studies to include: infusing Economics and Geography into the curriculum, developing greater technology coalescence, extending cross-curriculum lesson plans, embracing a pluralistic approach, and expanding multicultural themes. The course design will foster the development of effective inquiry-based curriculum activities making effective use of community-based resources. Four days of fieldwork is required over the course of the term.

Prerequisites: Education 560 or 579.

Course Type(s): None

ED 582 **Cr. 3.0**

World Language Education

Issues and practices in world language education. Four days of fieldwork is required over the course of the term.

Prerequisites: Education 529, 550, and Foreign Language 599.

Course Type(s): None

ED 583 **Cr. 3.0**

Theories and Practice of ESL Instruction Part I

With an emphasis on teaching English through content, Part I of this two-semester course introduces the history of ESL teaching and critically explores exemplary curriculum designs and methods of teaching ESL. A wide range of ESL instructional strategies will be introduced and practiced. Both instructional design and implementation will be the focus for practice with the embedded language acquisition/learning theories and research studies carefully examined. Fieldwork required.

Prerequisites: Education 529, 550, and either Liberal Arts 580 or English 563.

Course Type(s): MAT

ED 584 **Cr. 3.0**

Theories and Practice of ESL Instruction Part II

A continuation of Part I. Examines public issues pertinent to ESL education with an emphasis on making connections between theories or research findings and classroom practice. While more approaches to ESL instruction will be introduced, a wide range of ESL instructional materials, services, and assessment measures will be introduced and explored. Fieldwork is required.

Prerequisite: Education 583.

Course Type(s): None

ED 585 **Cr. 3.0**

Methods of Teaching English at the Secondary Level Part II

A continuation of Part I. Expands teacher candidates' understanding of the intricacies of curriculum design and planning and builds their teaching competencies in English/Language Arts at the secondary level (grades 7-12). Teacher candidates will have increased opportunities to apply theory and refine practice in the use of print and nonprint texts and in the integration of the English Language Arts. The NCTE/IRA English Language Arts Standards and the New Jersey Core Curriculum Standards for Language Arts/Literacy will be applied throughout the course. Four days of fieldwork is required over the course of the term.

Prerequisite: Education 560 or 578.

Course Type(s): None

ED 587 **Cr. 3.0**

Integrated Methods in K-12 Education

In-depth understanding and application of curriculum and instruction in K-12 education. 30 hours of field work is required for candidates.

Prerequisites: Education 529, 550, 552 and a minimum GPA of 3.00.

Course Type(s): None

ED 590 **Cr. 8.0**

Student Teaching

Full-time public school assignment includes observation, orientation, and classroom teaching under the daily supervision of a cooperating teacher. In addition, the college supervisor observes, evaluates and confers with the student teacher a minimum of six times. Campus seminar required.

Prerequisites: All other course work completed and successful completion of the Education Praxis requirement.

Course Type(s): None

ED 591 **Cr. 8.0**

Supervised Student Teaching

Designed for full-time teachers; on-the-job experiences are used to plan and evaluate teaching strategies and materials, develop teaching skills based on a knowledge of sound learning theory, and develop a teaching model or personal philosophy of teaching. The college supervisor observes, evaluates, and confers with the in-service teacher a minimum of six times each semester.

Appendix A: Course Descriptions

Prerequisite: Successful completion of the Education Praxis requirement.
Course Type(s): None

ED 593 **Cr. 9.0** ***Student Teaching***

Student teaching for teacher candidates provides experiences with regular and special education students. Under college supervision and working with a cooperative teacher, student teacher candidates assume full responsibility for lesson planning and teaching.

Prerequisites: Passing score on the appropriate Praxis test(s) prior to registration and completion of all coursework. Permission of the MAT Director is required to register.
Course Type(s): None

ED 594 **Cr. 9.0** ***Supervised Student Teaching***

Student teaching for teacher candidates provides experiences with regular and special education students. Under college supervision and working with a cooperative teacher, student teacher candidates assume full responsibility for lesson planning and teaching.

Prerequisites: Passing score on the appropriate Praxis test(s) prior to registration and completion of all coursework. Permission of the MAT Director is required to register.
Course Type(s): None

ED 598 **Cr. 3.0** ***Special Topics in Education***

The subject matter varies with the interest of the students and the professor teaching the course. The exact nature of the topic covered in any given semester is indicated in the student's transcript. Permission of the program director is required.

Course Type(s): None

ED 599 **Cr. 1.0 - 3.0** ***Independent Study in Education***

Independent research in education in an area not substantially treated in a regular course offering, under the supervision of an Education faculty member; written evaluation of the research is required. For students with superior ability.

Course Type(s): MAT

ED 606 **Cr. 3.0** ***Diversity in Education***

Dealing with cultural differences in multi-ethnic and plural-

istic school settings. The nature of the school as a social system.

Course Type(s): MAT

ED 610 **Cr. 3.0** ***Education in a Democratic Society***

Critical examination of ideas, purposes, and aims of schooling in historical and cultural contexts; explores ethical and research issues related to teaching and learning in ways that enhance democratic practices.

Course Type(s): None

ED 616 **Cr. 3.0** ***Fundamental of Curriculum Studies***

This course follows the emergence of the field from the early twentieth century. It surveys the foundations of the field of curriculum studies at large, examines the standardization movement of the institutional curriculum and culminates in a critical examination of NCLB. Candidates will consider the importance of study tied to socially responsive curricular design.

Course Type(s): None

ED 618 **Cr. 3.0** ***Survey of Curricular Paradigms***

One of the required courses in the Curriculum Studies concentration, this class provides an examination of the field of Curriculum Studies through the lens of key paradigms and perspectives.

Course Type(s): None

ED 620 **Cr. 3.0** ***Philosophy and Curriculum***

This course serves to extend the examination of the evolution and current conditions of the field of curriculum studies initiated in fundamentals of curriculum studies. It introduces the work of core philosophies that inform contemporary curriculum work and encourage participants' analysis of various influential voices in the field. The primary goals of this course are to engage in critical discussions about the work of various philosophers who have influenced the field of curriculum studies and conceptualize connections between those works and our daily practice in the field.

Course Type(s): None

ED 624 **Cr. 3.0** ***Research in Teaching Practice***

Research in education related to contemporary teaching

practice will be emphasized. Introduction to qualitative and quantitative approaches from different theoretical perspectives is presented. Content will include literature reviews, analysis and implication of existing research, classroom observation skills and the role of the teacher as reflective practitioner.
Course Type(s): None

ED 626 **Cr. 3.0**
Assessment Practice Now and When

Theory and practice of educational testing, development of and use of tests and alternative forms of assessment, analysis and interpretation of assessment results to monitor student progress, inform instruction, evaluate student achievement, and evaluate programs. Emphasis is placed on alternative and authentic forms of assessment that complement and support the standardized testing system. Through examination of techniques and strategies that characterize quality assessment, students will develop a philosophy of assessment supportive of classroom evaluation and understanding that fosters student growth and learning.
Course Type(s): None

ED 632 **Cr. 3.0**
Classroom Technologies and Educational Media

Emphasis on commercially available computer software; analysis and evaluation of software design and documentation. Continuation of children's programming languages and word processing. Access to a microcomputer provided.
Course Type(s): None

ED 645 **Cr. 6.0**
Theories and Practice of ESL Instruction

With an emphasis on teaching English through content, this two-semester course will introduce the history of ESL teaching and critically explore exemplary curriculum designs and methods of teaching ESL. A wide range of ESL instructional strategies and assessment measures will be introduced and practiced. Both instructional design and implementation will be the focus for practice with the embedded language acquisition/learning theories and research studies carefully examined.
Course Type(s): None

ED 658 **Cr. 3.0**
Advanced Curriculum Studies

This course is a comprehensive study of the theory and practice of designing, evaluating, and implementing valid and effective P-12 curricula.
Course Type(s): None

ED 670 **Cr. 3.0**
Qualitative Research: Principles and Practices

This course is an introduction to the methods of qualitative research. A reading-based discussion/seminar focusing on methodological issues and an exploration of the variety of methods used in executing qualitative studies. Offers students a theoretical foundation for this form of inquiry and an opportunity to engage in research. Applicable to a variety of social inquiry disciplines.
Course Type(s): None

ED 680 **Cr. 3.0**
Advanced Professional Development Seminar for Teachers

This capstone seminar will support candidates for the degree in producing electronic portfolios, teacher research plans for teaching improvement, presentation of research, and self-reflection for future professional growth.
Course Type(s): None

ED 699 **Cr. 3.0**
Independent Study in Education

Independent research in education in an area not substantially treated in a regular course offering, under the supervision of an Education faculty member; written evaluation of the research is required. For students with superior ability. Prerequisites: Prior permission of the directing professor and department chair. Application must be filed before registration.
Course Type(s): None

ED PRAXIS **Cr. 0.0**
Successfully Complete Praxis

This graduate education Praxis requires a passing score(s) on the appropriate Praxis II test(s) and is a graduation requirement.
Course Type(s): None

EDUCATION – EDUCATIONAL COUNSELING

EDC 500 **Cr. 3.0**
Introduction to Professional School Counseling

Designed to be an introduction to the counseling profession with an emphasis on school counseling. This course traces the history of the school counseling profession, exposes the student to theoretical positions and approaches of counselors, orients the student to an initial understanding of legal and ethical obligations, prepares the student for school counseling and the culture of schools, differentiates school counseling from other counseling spe-

Appendix A: Course Descriptions

cialties and other school professionals, and provides the basis for continued studies in the counseling program.

Course Type(s): None

EDC 505 **Cr. 3.0** ***Counseling and Ethical Practice for the School Environment***

An intensive introduction to counseling skills and ethical principles within the school environment. Skills in counseling responses, feedback, goal setting, termination and follow-up are practiced in a clinical setting. Integration of ethical and legal procedures into school counseling practice with children and families is emphasized. This course is a combination of theory and practice through role-play, videotape practice, and supervisory feedback.

Course Type(s): None

EDC 510 **Cr. 3.0** ***Human Growth and Development***

A study of principles and concepts of cognitive, personality, and social development from conception through death. An overview of empirical research and theoretical frameworks used in the study of life-span human development with a special emphasis on school-age populations. Uses both lecture and seminar formats. Students should be able to discuss the major theoretical questions involved in the study of life span development, as well as be able to discuss current findings in the areas of social, cognitive, personality, and moral development and the implications for student success in school and throughout the life span.

Course Type(s): None

EDC 515 **Cr. 3.0** ***Risk and Resiliency in Children and Adolescents***

Examines the developmental trajectory for at-risk children and adolescents and factors that promote resilience. This course thoroughly examines the etiology of alcohol and drug abuse. Factors that contribute to school failure and success will also be addressed. Candidates will be able to identify risk (e.g. poverty, disabilities, child maltreatment, etc.) and protective factors and identify interventions that promote positive developmental outcomes.

Course Type(s): None

EDC 520 **Cr. 3.0** ***The Group Experience***

Designed to encompass the experience of participating in a counseling group. It will simulate the group experience over the course of one academic semester. Topics that will be addressed during the course of the semester will

include ethnic identity development, self-awareness, as well as other counselor issues. This class is designed to understand what it is like to be a member of a counseling group. This course is a pass/fail type course, solely based on attendance, participation, and disposition.

Course Type(s): None

EDC 525 **Cr. 3.0** ***Assessment for the School Environment***

Covers the theories and practice of selection, administration, and interpretation of various instruments used in school settings to measure achievement, intelligence, aptitude, and ability with an overview of the ethical and legal use of these instruments. Statistics necessary to understand test data will be examined as well as strategies necessary to communicate test results to clients, parents, and school personnel. This course is part theory and part skill laboratory where students will practice the administration of various educational instruments.

Course Type(s): None

EDC 530 **Cr. 3.0** ***Counseling Theory and Practice for the School Environment***

Explores the major counseling theories and related techniques with emphasis on translating counseling theory into effective practice with children, adolescents, and families in schools. Special attention is given to experiential analysis and the demonstration of effective school counseling skills using the various theoretical modalities. This course is part theory and part counseling skills laboratory with intensive role play, discussion and feedback.

Prerequisite: Educational Counseling 500.

Course Type(s): None

EDC 535 **Cr. 3.0** ***Multicultural Counseling for the School Environment***

Experiential and clinical opportunities to become multiculturally competent school counselors as well as to understand students and their families within their unique cultural, historical, and ethnic contexts. Emphasis is placed on individual, group and systemic counseling models and interventions to promote multicultural sensitivity, diversity, equity, and access for all students. Extensive personal development experiences, role play, and Triad Model practice are provided.

Prerequisites: Educational Counseling 500, 505, and 530.

Course Type(s): None

EDC 540 **Cr. 3.0**
Group Counseling: Application for School and Community

Designed to provide an overview of the basic process, dynamics, theoretical components, and developmental aspects of group counseling. It encompasses an increase in counselor skills, group leadership and facilitation. Emphasis is placed on understanding the diversity of students and their families. This course combines the use of lectures, discussion, experiential exercises, readings, and journaling to advance students' knowledge and skills in group counseling. Emphasis on working with diverse groups is also integrated into the course. Students will explore group leader and member roles through participation in various group situations.
 Prerequisites: Educational Counseling 500, 505, and 530.
 Course Type(s): None

EDC 545 **Cr. 3.0**
Career Development and Counseling for the School Environment

Designed to explore career counseling, development theory, and practices with consideration for life roles, diversity issues, and nontraditional careers within the context of a comprehensive school counseling program. Theories, models, techniques, and resources relevant to decision making, assessment, career planning, and placement are addressed with attention to computer-based applications and Internet resources.
 Prerequisites: Educational Counseling 500, 505, and 530.
 Course Type(s): None

EDC 550 **Cr. 3.0**
Counseling At-Risk Children and Families

Counseling, intervention, and referral techniques for at-risk children, adolescents and their families with intensive practice in family counseling and crisis intervention skills. Family theory and applications for practical skills in the school environment are emphasized through various experiential learning activities. The school counselor's role as an advocate and direct service provider for students and their families with multiple risk factors is emphasized.
 Prerequisites: Educational Counseling 500, 505, and 530.
 Course Type(s): None

EDC 555 **Cr. 3.0**
School Counseling Program Planning and Practice

A comprehensive data-driven overview of the theory and practice for designing, implementing, and evaluating a comprehensive school counseling program P-12. Empirical research will be utilized in conjunction with

school counseling programs based on national standards.
 Prerequisites: Educational Counseling 500, 505, and 530.
 Course Type(s): None

EDC 560 **Cr. 3.0**
Consultation Procedures for the School Environment

Explores foundational concepts, theories, and models fundamental to school-based practices. Multidimensional approaches will be studied, including school-based consultation, case consultation, systems consultation, and consultation with a school counseling program. Consultation procedures are emphasized as a central part of the school counselor competencies in a multicultural environment. The course will include consultation case conceptualization, role play, clinical demonstrations, reflections, and course projects.
 Prerequisites: Educational Counseling 500, 505, and 530.
 Course Type(s): None

EDC 565 **Cr. 3.0**
Supervision of Counselors

This clinical course will explore current foundational concepts, theories, and models fundamental to the administration of supervision of school counselors, and student service professionals within an educational environment. Multidimensional approaches to clinical supervision will be addressed using supervision models, including practical experience for counseling professionals who have responsibility directing the personal and professional development of school counselors. Critical analysis of theories of counselor supervision, techniques associated with theories, and assessment of supervision models will be examined. This course also explores the benefits and shortcomings of individual versus group supervision, with particular focus on characteristics that make for a competent supervisor and effective supervisory relationships. It further explores the role of both supervisor and supervisee, ethical and legal considerations, evaluative criteria, cultural and gender issues, research and social justice.
 Course Type(s): None

EDC 570 **Cr. 3.0**
Alcohol and Drug Abuse Programs and Services

A comprehensive study of alcohol and drug programs and services in the school and community including research-based prevention and intervention programs, chemical health curricula, policy, and staff development. Emphasis on the role of the substance awareness coordinator in organizing and coordinating intervention and referral services and multidisciplinary intervention teams.
 Course Type(s): None

Appendix A: Course Descriptions

EDC 575 **Cr. 3.0** ***Alcohol and Drug Assessment and Counseling with Children and Families***

A comprehensive approach to assessment and treatment planning with alcohol and drug-affected students, including the intake interview, clinical assessment, and administration and interpretation of formal and informal instruments. Attention is given to the roles of the substance awareness coordinator and the counselor in assessment, referral, and intervention.

Course Type(s): None

EDC 600 **Cr. 3.0** ***Practicum in School Counseling***

An intensive supervised 100-hour, field-based experience in the school, which provides an orientation to the school counselor's role within a school counseling program. The course provides supervised opportunities to practice individual and group counseling skills along with day-to-day tasks of the school counselor. Additionally, intensive individual and group supervision is provided through videotaped and/or audio taped sessions.

Prerequisites: Educational Counseling 500, 505, 530, and completion of 18 credits.

Course Type(s): None

EDC 601 **Cr. 3.0** ***Internship in School Counseling I***

The internship I course is an intensive, supervised 300-hour field-based experience, which allows students who have completed the practicum to participate in a range of professional experiences expected of a school counselor. The internship includes a requirement of documented supervised work as a student school counselor under the supervision of a practicing school counselor and intensive individual and group supervision in the university seminar through videotaped and/or audio taped sessions.

Prerequisites: Educational Counseling 500, 505, 525, 530, 540, and 600, and completion of 24 credits.

Course Type(s): None

EDC 602 **Cr. 3.0** ***Internship in School Counseling II***

An intensive, supervised 300-hour field-based experience, which allows students who have completed the practicum to participate in a range of professional experiences expected of a school counselor. The internship includes a requirement of documented supervised work as a student school counselor under the supervision of a practicing school counselor and intensive individual and group supervision in the university seminar through videotaped

and/or audio taped sessions.

Prerequisite: Educational Counseling 601. Corequisite: Comprehensive Exam (EDC CPE).

Course Type(s): None

EDC 604 **Cr. 3.0** ***Clinical Practice in Addiction***

Evaluates the clinical implications of substance use and abuse at three levels of social work practice. On the micro level, clinical implications including symptomatology, etiology, and physiology of substance use will be addressed. Assessment and treatment theory and techniques will be explored, implemented and evaluated. On a mezzo level, this course will address the effects on, and needs of, the extended family and systemic community of those who use substances. Strategies for meeting those needs will be researched and evaluated. Lastly, on the Macro level, existing resources available and active policy regarding substance abuse will be critically studied, and potential proposed changes will be discussed. Also listed as Social Work 604.

Course Type(s): None

EDC 605 **Cr. 3.0** ***Clinical Practice with Families and Children***

Understanding of family practice theory and intervention with a focus on core subsystems and operations of the family. Different family types, ethnic backgrounds and cultures as well as gender differences and issues of power and control are topics included in the course. Also listed as Social Work 605.

Course Type(s): None

EDC 610 **Cr. 3.0** ***SAC Internship***

A supervised three-credit, 300-hour, field-based experience in the school, which allows students to intern as a substance awareness coordinator. This is the culminating activity of the substance awareness coordinator program in which students will apply what they have learned in a school setting.

Prerequisites: 15 credits and permission of the instructor.

Course Type(s): None

EDC CPE **Cr. 0.0** ***School Counseling Comprehensive Examination***

A comprehensive examination to demonstrate the knowledge of counseling in terms of CACREP professional standards of 1) Human Growth and Development, 2) Social and Cultural Foundations, 3) Helping Relationship, 4) Group Work, 5) Career and Lifestyle Development, 6)

Appraisal, 7) Research and Program Evaluation, and 8) Professional Orientation and Ethics. Students must take this course during the final semester of program.

Corequisite: Educational Counseling 602.

Course Type(s): None

EDUCATION – EDUCATIONAL LEADERSHIP

EDL 502 **Cr. 3.0**

Development and Learning in Early Childhood

Studies designed to foster understanding of the dynamic continuum of development and learning in children from birth through age 8. Typical and atypical development of young children is addressed through a multicultural perspective. Developmental factors that impact learning in preschool and the primary grades are emphasized. Approaches to learning grounded in developmental theory are presented with an emphasis on developmentally appropriate practice.

Course Type(s): None

EDL 503 **Cr. 3.0**

Literacy Instruction

Content focuses on principles, methods, and materials applicable to teaching, reading, and writing to the beginning and skilled reader. Topics will include current approaches for developing literacy within a diverse population of learners. Comprehension, content, and vocabulary strategies are presented. The writing process and writer's workshop are explored. Prepares students for participation in school-based experience.

Course Type(s): None

EDL 504 **Cr. 3.0**

Introduction to Educational Leadership P-12

Introduces the conceptual, theoretical, and practical foundations of educational administration. Focus on the school as a social system with emphasis on the role of the educational leader in creating and sustaining an effective learning community.

Course Type(s): None

EDL 505 **Cr. 3.0**

Situational Leadership

This is a course that explores leadership strategies that might be applied in specific situations in contemporary school leadership roles. Candidates will be expected to strategize in finding solutions to problems in curricular and instructional areas, selection, development and supervision of staff, peer and subordinate personnel relations addressing the needs of students at risk and interac-

tion with the external environment.

Course Type(s): None

EDL 515 **Cr. 3.0**

Advanced Literacy Instruction

Focuses on pedagogy and theories that are applicable to teaching literacy to beginning, struggling, and skilled readers. Topics include approaches for teaching literacy to a diverse population of learners in a literate environment and assisting and supporting colleagues and para-professionals. Word identification, vocabulary, comprehension, and content strategies will be presented.

Course Type(s): MAT

EDL 516 **Cr. 3.0**

Literacy Strategies for All Learners I

Explores word identification and vocabulary research and instructional strategies for all learners including those from culturally diverse backgrounds. Individual and group instructional techniques in the area of phonemic awareness, phonics, word recognition, vocabulary, and fluency are explored in environments that promote collaboration and self-regulation. Instructional teaching strategies and techniques for coaching colleagues and paraprofessionals are practiced in real settings.

Course Type(s): None

EDL 517 **Cr. 3.0**

Literacy Strategies for All Learners II

Addresses comprehension research and instructional strategies for all learners including those from culturally diverse backgrounds. Individual and group comprehension strategies, metacognition, and student self-evaluation are explored and practiced in collaborative education settings. Instructional teaching strategies and techniques for coaching colleagues and paraprofessionals are practiced in real settings.

Course Type(s): None

EDL 521 **Cr. 3.0**

Early Childhood Family, School and Community Collaboration in a Diverse Society

This course focuses on the process of family assessment and intervention, issues of family and professional collaboration and diversity, and methods of promoting adult communication and management strategies. It applies the knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts as they relate to the family, culture and society. It identifies the members of teams designed to support and optimize children's health, growth, and development and the network of community

Appendix A: Course Descriptions

services to individuals, families and groups handicapped by social, environmental, health and related problems.

Course Type(s): None

EDL 522 **Cr. 3.0**

Early Literacy and Language Development

This course focuses on the early literacy and language development of regular and special education children, ages three through eight. The content includes the study of the theories and acquisition of language, the interrelated nature of reading and writing, the appropriate development and assessment of early literacy, methods for engaging and motivating young learners, and the importance of family involvement.

Course Type(s): None

EDL 525 **Cr. 3.0**

Multicultural Literature and Literacy

Focuses on multicultural literature and how it is integrated into a classroom and/or school-wide literacy program. A wide array of multicultural literature and other genre for children and young adults will be presented, studies and integrated into a Teacher Work Sample. Coaching colleagues and paraprofessionals is emphasized.

Prerequisite: Educational Leadership 515.

Course Type(s): None

EDL 526 **Cr. 3.0**

Strategies for Teaching Writing, K-12

Provides an in-depth study of strategies for teaching various types of writing to elementary and secondary students. It involves assessing and instructing students who require assistance with the development of written expressive language under the direction of a university supervisor.

Course Type(s): None

EDL 527 **Cr. 3.0**

Literacy Trends and Issues

Focuses on issues, problems, and trends in the field of literacy. The content includes the study of divergent viewpoints and research regarding theories, instructional strategies, assessment, classroom environment and professional development.

Prerequisite: Educational Leadership 515.

Course Type(s): None

EDL 530 **Cr. 3.0**

School Law and Policy

A study of court decisions addressing the legal principles

affecting education, schools, and school professionals.

Constitutional, statute, and administrative laws related to education are examined and analyzed through case studies and Socratic methods.

Course Type(s): None

EDL 532 **Cr. 3.0**

Human Resource Management and School Finance

Provides combined theory and practice of human resource management and public school finance in relation to expenditures and resources, and state and federal support of education in local school districts.

Course Type(s): None

EDL 533 **Cr. 3.0**

Community Relations

Examines the theoretical and practical approaches for establishing effective school/community relations and the role of the educational leader in promoting the success of all students by collaborating with families and other community members.

Course Type(s): None

EDL 534 **Cr. 1.0**

Special Education Law

This one-credit course focuses on the statutory provisions of IDEA, Section 504 and the ADA. The special education process, classification of students, identification and evaluation, mainstreaming and inclusion, and related services will be presented.

Course Type(s): None

EDL 535 **Cr. 3.0**

School Plant Planning

Problems of housing the educational program, school plant management, building needs, construction, unit cost and financing, facilities, community growth, and planning.

Course Type(s): None

EDL 536 **Cr. 3.0**

Curriculum Development and Design

Examining models of curriculum development, candidates evaluate, design and develop effective curricula to support the instructional process and enhance student learning experiences.

Course Type(s): None

EDL 537 **Cr. 3.0**

Technology for School Leaders

Focuses on the practical applications and the authentic

use of technology to provide instructional and administrative support of the learning community.
Course Type(s): None

EDL 539 **Cr. 3.0**
Instructional Theory and Leadership for Student Learning

Examines the knowledge and research base of learning theory and the role of the instructional leader in transferring theory into best practices to enhance student learning and sustain professional learning communities.
Course Type(s): None

EDL 541 **Cr. 3.0**
Administration in Higher Education

Provides theoretical and practical foundation of management and administration as applied to institutions of higher education. Designed to give students the analytical and behavioral skills necessary to manage on this level.
Course Type(s): None

EDL 559 **Cr. 3.0**
Principles and Techniques of Interpersonal Communication: Consultation and Supervision

Study and application of interpersonal communication emphasizing the communication process as related to effective communication, building relationships, conflict resolution, interpretation of behavior, consultations with parents, interpretations of programs and effective communication for supervision of teachers.
Course Type(s): None

EDL 560 **Cr. 4.0**
Early Childhood Curriculum Assessment for Inclusive Environments

Curriculum and assessment for early childhood programs serving children in preschool through age 8. Multidimensional, ongoing, and performance-based assessment strategies are addressed. Characteristics of developmentally appropriate curricula are explored. Development of learning environments that respect diversity and create opportunities for active participation of all children are emphasized.
Course Type(s): None

EDL 564 **Cr. 3.0**
Assessment and Instruction in Literacy I

Focuses on the principles of on-going assessment and instruction of K-12 students' reading and writing development. Strategies to select, use, and interpret appropriate

standardized, criterion-referenced and informal assessment measures will be provided. Techniques for analysis of students' literacy strengths and weaknesses and techniques for coaching colleagues and paraprofessionals will be addressed. Individual and group literacy strategies are explored and practiced in public school classrooms and a clinical setting.
Course Type(s): None

EDL 565 **Cr. 3.0**
Assessment and Instruction in Literacy II

Focuses on assessment and instructional literacy strategies for assisting all learners, including those with diverse backgrounds. The content includes the theory and practice of portfolio assessment and varied instructional strategies as well as the integration of technology. Individual and group literacy and coaching strategies are explored and practiced in public school classrooms and a clinical setting.
Prerequisite: Educational Leadership 564.
Course Type(s): None

EDL 566 **Cr. 3.0**
Diagnosis and Remediation of Literacy Problems I, Secondary

This course, which involves a field-based component, focuses on assessing and evaluating secondary students' reading and writing. Strategies to select appropriate standardized, criterion-referenced and informal assessment measures will be provided. Techniques for the analysis of literacy difficulties and the formulation of remediation plans will be addressed.
Course Type(s): None

EDL 569 **Cr. 3.0**
Public School Supervision and Communication

Aspiring supervisors and principals will develop a greater understanding of the knowledge, interpersonal skills, and technical processes necessary to provide developmental supervision and professional growth experiences for staff members.
Prerequisite: Educational Leadership 536 or 565.
Course Type(s): None

EDL 570 **Cr. 3.0**
Fundamentals of Personnel Problems in Public Schools

Theory and practice in the selection, evaluation, and retention of employees in a school district, including tenure, negotiations, leave of absence, and other matters

Appendix A: Course Descriptions

relating to school personnel.
Course Type(s): None

EDL 572 **Cr. 3.0**

Current Topics in Educational Psychology

Several important contemporary theoretical, applied, and methodological issues in various areas of educational psychology are selected by the instructor for inclusion in the course. Seminar discussions focus on the critical evaluation of the recent literature in the areas selected.
Course Type(s): None

EDL 582 **Cr. 3.0**

Practicum in Supervision and Curriculum P-12

Application of duties and responsibilities of the supervisor and/or curriculum specialist to an in-school supervised practicum project.
Prerequisite: Educational Leadership 569 or 565.
Course Type(s): None

EDL 585 **Cr. 3.0**

Practicum in Literacy

Concentrates on the clinical assessment and instruction of students who have difficulty with reading and writing. The practicum involves instructional sessions, observing colleagues tutoring, and being observed during a seamless assessment and instruction cycle. In addition, self-assessment is encouraged via the use of videotaped teaching sessions and in-depth, collaborative case discussions.
Prerequisites: Educational Leadership 515, 564, and 565.
Course Type(s): None

EDL 588 **Cr. 3.0**

Practicum in School Leadership, P-12

Principles, problems, and techniques relative to the duties and responsibilities of the elementary and secondary school administrator will be discussed in conjunction with the ELCC Standards. Practical application of these concepts through internship will be the primary focus of the course and the course assessments.
Prerequisite: Educational Leadership 569.
Course Type(s): None

EDL 589 **Cr. 3.0**

Practicum in School Leadership P-12 II

Principles, problems, and techniques relative to the duties and responsibilities of the elementary and secondary school administrator will be discussed in conjunction with the ELCC Standards. Practical application of these concepts through internship will be the primary focus of the

course and the course assessments. The course, however, expects the Mentor to extend and involve the intern in more administrative experiences now that he or she has had one semester of practicum.
Prerequisite: Educational Leadership 588.
Course Type(s): None

EDL 591 **Cr. 3.0**

Administration, Supervision, and Curriculum Development in Early Childhood

Theory and practice of administration and supervision of programs for all young children preschool through grade three are addressed. The impact of program structure and curriculum design on the administration and supervisory process is explored. There is focus on legislative mandates, program models, curriculum, application of supervision models, and staff development.
Course Type(s): None

EDL 593 **Cr. 3.0**

Administration and Supervision of Literacy Practices and Professional Development for School Leaders

Focuses on the principles, methods, and materials applicable to the administration, organization, and supervision of literacy programs as well as the coaching of staff and colleagues. Students are involved in observation, supervision, and a long-term staff development program in schools.
Prerequisite: Educational Leadership 569.
Course Type(s): None

EDL 598 **Cr. 3.0**

Special Topics in Educational Leadership

The subject matter varies with the interest of the students and the professor teaching the course. The exact nature of the topic covered in any given semester is indicated in the student's transcript.
Prerequisite: Permission of the program director is required.
Course Type(s): None

EDL 599 **Cr. 3.0**

Independent Study in Education

Independent research in education in an area not substantially treated in a regular course offering, under the supervision of an Education faculty member; written evaluation of the research is required. For students with superior ability.
Prerequisites: Prior permission of the directing professor and department chair. Application must be filed before registration.
Course Type(s): None

EDL 601 Cr. 3.0

Research Methodology and Applications I

This course is designed to provide the students with a basic understanding of the practical and theoretical applications of educational research methodology. Beginning with an examination of the role of research in education, the course will guide the student through the process of reviewing and analyzing information and data from a variety of sources, comparing and contrasting the different types of research designs, understanding the role of descriptive and inferential statistics, and the development of a research project.

Course Type(s): None

EDL 602 Cr. 3.0

Research Methodology and Applications II

This course is designed to extend students' understanding of research methodological knowledge and techniques presented in Educational Leadership 601 Research Methodology and Applications I. Beginning with an in-depth examination of the various types of quantitative and qualitative research designs in education, the course will present students with inferential statistical procedures, experimental vs. non-experimental studies, and an analysis of results and their implications. Students will use the information garnered through this course, along with their completed research proposal, to gather, analyze, and present their data and findings in the form of a research thesis.

Prerequisite: Educational Leadership 601.

Course Type(s): None

EDL 603 Cr. 3.0

Individual Research Study

Techniques of educational research including: types of research, problem definition, variables and controls, data collection, data analysis and communication of results.

Course Type(s): None

EDL 606 Cr. 3.0

Research Based Program Evaluation and Decision Making

Examines key concepts, methods, and approaches in the field of evaluation research. Students will be exposed to the basic principles and practices in educational program evaluation as well as the process of using evaluations to make decisions on the implementation of new programs or on the continuation of existing programs. Research of best practices, data-driven assessment that is unique to each student's particular school, statistical analysis, combined with a comprehensive range of activities involved in

designing and implementing educational programs will be the primary focus of the course. Presents students with the larger political, administrative, and financial issues that occur in program evaluation.

Prerequisite: Educational Leadership 569.

Course Type(s): None

EDL 620 Cr. 3.0

Practicum in Executive Leadership

Issues, principles, and responsibilities of the executive leader at the district level are the focus of this course. Using the ELCC Standards as a guide, this course will explore the practical applications of contemporary principles of educational leadership through a 150-hour internship experience.

Prerequisite: Educational Leadership 589.

Course Type(s): None

EDL 671 Cr. 3.0

Advanced Practice with Children

Designed for play therapy students, this course builds upon the foundation courses on individual, family and group counseling, with advanced clinical applications for work with children. Assessment and intervention skills are used with children and adolescents with special emphasis on expressive therapies, such as art, play, sand tray, and music. Also listed as Psychological Counseling 671 and Social Work 671.

Course Type(s): None

EDL 672 Cr. 3.0

Advanced Theory in Play Therapy

History and theory of play therapy are of central focus for this course designed for play therapy students. A deep understanding of engagement and assessment techniques will be developed and related to clinical practice. Also listed as Psychological Counseling 672 and Social Work 672.

Course Type(s): None

EDL 673 Cr. 3.0

Advanced Techniques in Play Therapy

Designed for play therapy students, this course covers advanced techniques of play therapy. Areas of play with children and adolescents, both individual and group, will be covered. Also listed as Psychological Counseling 673 and Social Work 673.

Course Type(s): None

Appendix A: Course Descriptions

EDL 674 **Cr. 3.0**

Play Therapy for Children at Risk

Designed for play therapy students, this course covers content on play therapy with vulnerable and high-risk children. The areas of play therapy with this population will include assistance with the legal system. Also listed as Psychological Counseling 674 and Social Work 674.

Course Type(s): None

EDL 675 **Cr. 3.0**

Play Therapy Practicum Seminar I

First part of a six-credit practicum in play therapy. Designed to allow students to process the clinical experience of play with children and adolescents, with applications of advanced skills, assessment and treatment planning. Also listed as Psychological Counseling 675 and Social Work 675.

Course Type(s): None

EDL 676 **Cr. 3.0**

Play Therapy Practicum Seminar II

Second part of a six-credit practicum in play therapy. Designed to allow students to process the clinical experience of play with children and adolescents, with a review of practice evaluation. Also listed as Psychological Counseling 676 and Social Work 676.

Course Type(s): None

EDL 699 **Cr. 1.0 - 3.0**

Independent Study in Educational Leadership

Independent research in education in an area not substantially treated in a regular course offering under the supervision of an Education faculty member; written evaluation of the research is required. For students with superior ability. Prerequisite: Prior permission of the directing professor and department chair. Application must be filed before registration.

Course Type(s): None

EDUCATION – SPECIAL EDUCATION

EDS 500 **Cr. 3.0**

Integrated Approach to Foundations of Special Education

Focuses on topics related to Special Education as a profession; the study of legal, social, and educational issues related to diverse students across the life-span, research-based approaches for assessment, intervention, and remediation for students with disabilities, and technology applications in the classroom guided by the Council for

Exceptional Children Code of Ethics and the Professional Practice Standards for Teachers of Exceptional Learners, and the New Jersey Professional Teaching Standards.

Course Type(s): MAT

EDS 502 **Cr. 3.0**

Autism: Characteristics, Etiology, and Current Issues

Content includes an overview of various characteristics and learning traits of students who are served within the category of autism spectrum disorders. Candidates will examine definitions, eligibility criteria, incidence rates, etiology and historical perspectives on autism. Perspectives on the roles and responsibilities of students, families, educational professionals, community personnel, and employers in relation to individuals with autism are also explored.

Course Type(s): None

EDS 522 **Cr. 3.0**

Accommodating Learners with Special Needs in Inclusive Settings

Designed to explore the concept of inclusion, discuss it from a theoretical and practical perspective, and present strategies necessary for inclusion to be successful. Included will be an emphasis on instructional strategies, differentiated instruction, accommodations and modifications, and communication and consultation techniques for co-teaching and professional collaboration.

Course Type(s): None

EDS 530 **Cr. 3.0**

Research Issues and Trends in Special Education

An appraisal of current practices and issues in the field of special education is conducted through discussion and review of the research literature. Candidates explore the code of ethics and standards of practice in the field and are encouraged to become critical consumers of research as a foundation for practice. The ability to critically analyze, synthesize, and evaluate the research base in special education is emphasized.

Course Type(s): None

EDS 532 **Cr. 3.0**

Physiological Aspects of Learning

Extends candidates' knowledge of various applications of the physiological model of learning and learning disorders to various aspects of assessment and training of students with various learning, medical, and behavioral problems. Emphasis is placed on Learning Disorders (both right and left brain), ADHD (both inattentive and hyperactive), Social and Emotional Disorders, Autism Spectrum Disorder and

other disorders under the category of Other Health Impaired (Tourette Syndrome and other chronic disorders).
Course Type(s): None

EDS 533 **Cr. 3.0**
Language/Communication and Implications for Special Education

A focus on the speech, language and social-communicative problems of special education students to include: research-based approaches to assessment, intervention and remediation of language/communication disorders; the functional relationship between communication skills and behavior; and the use of instructor-centered and learner-centered technology to meet the diverse needs of students. Field experience required.
Prerequisite: Special Education 500.
Course Type(s): None

EDS 534 **Cr. 3.0**
Classroom Management in Inclusive Settings

Includes the study of the principles of behavior and a focus on the practical application strategies for teachers in inclusive settings. Factors that influence the behavior of students with disabilities and research-based techniques to facilitate positive teacher-student and peer relationships in a classroom environment are discussed.
Prerequisite: Special Education 500.
Course Type(s): MAT

EDS 535 **Cr. 3.0**
Technology and Students with Disabilities

This course will focus on instructor-centered and learner-centered integration of technology to provide a technological supportive environment to meet the special needs of students.
Course Type(s): MAT

EDS 537 **Cr. 3.0**
Collaborating with Families, Students, and Professionals in Community and Educational Settings

A study of social, legal, and educational issues related to diverse students across the lifespan, research-based approaches for assessment, intervention, and remediation for students with disabilities, and technology applications in the classroom; the impact of disability on the family system, communication skills needed for collaborating with diverse families; identifying and researching community resources for persons with disabilities and their families; strategies for involving the families in the referral and

evaluation and development process of transition and career planning as well as the selection of transition resources and services.
Course Type(s): None

EDS 540 **Cr. 3.0**
Transition Planning for Students with Disabilities

This course focuses on collaborative assessment, planning, and implementation of transition with a focus on the related developmental and educational process that takes place from early adolescence through young adulthood. It includes the integration of transition planning and program development into the general education as well as rehabilitation, vocational rehabilitation, and special education programs. Issues of employment, postsecondary education, recreation and leisure, as well as independent living and best practices in each area are also addressed.
Course Type(s): None

EDS 541 **Cr. 3.0**
Curriculum and Materials in Special Education, Secondary

A study, application, and analysis of curriculum and materials for secondary students with mild/moderate disabilities.
Prerequisite: Special Education 530.
Course Type(s): None

EDS 542 **Cr. 3.0**
Communication and Social Competence Skills

Focuses on the development and improvement of speech, language and social competence skills for individuals with autism. Also included are research-based approaches to assessment, intervention and remediation of communication disorders for individuals with autism. The functional relationship between communication skills and behavior is also examined. (Field experience is required.)
Course Type(s): None

EDS 550 **Cr. 3.0**
Learning Theories and Applications in Educational Settings

Covers various classical and contemporary philosophies, aspects and models of learning. Emphasis will be placed upon such topics as multiple intelligences, learning styles, teaching styles, information processing critical thinking skills, brain-based learning and other learning theories. Students will review and critique general learning theories, as well as investigate how people organize, encode, process, transform, utilize and articulate information presented in an instructional environment.
Course Type(s): None

Appendix A: Course Descriptions

EDS 552 **Cr. 3.0**

Methods of Teaching Students with Disabilities

Methods in the field of special education are emphasized. Focus on identifying and creating accommodations and modification to meet the needs of all students in special education and inclusive settings. (Field experience is required.) Prerequisites: Educational Leadership 515, and Special Education 500, 534, 535, 537 and 569. Course Type(s): None

EDS 566 **Cr. 3.0**

Assessment and Interventions for Individuals with Autism I

Assessment processes such as screening, diagnosis, and identification of developmental skills for individuals with autism are included. Focus is on assessment of specific skills in developmental domains, such as sensory, oral, motor, play, and communication and practical strategies detailing what to teach based on assessment data. Research-based interventions that promote progress in the areas of communication, social, academic, behavior, and sensory motor skills for students with autism are examined. An overview of numerous curricula approaches and materials for individuals with autism are also included in this course. Methods for monitoring the impact of interventions are explored in a variety of service delivery models. (Field experience is required.) Course Type(s): None

EDS 567 **Cr. 3.0**

Assessment and Interventions for Individuals with Autism II

Various assessment processes such as screening, diagnosis, and identification of specific skills for individuals with autism are included. Focus is on using assessment data from various developmental domains to plan, choose, and implement appropriate intervention strategies based on specific needs of an individual with autism. An overview of numerous curricula approaches and materials for individuals with autism is included in this course. (Field experience is required.) Prerequisite: Special Education 566. Course Type(s): None

EDS 568 **Cr. 3.0**

Advanced Instructional Methods in Special Education

A focus on the physical and instructional dimensions of teaching to include research-based strategies and techniques for learners with special needs; effective instruction for students with disabilities across the content area;

accommodations and adaptations; technology across the curriculum; as well as the learning implications of classroom organization and planning. This course requires demonstration that enrollees are able to evaluate, design, structure and implement instructional techniques and curriculum adaptations for students with learning problems. Field experience required. Prerequisite: Special Education 500. Course Type(s): None

EDS 569 **Cr. 3.0**

Advanced Instructional Methods in Special Education, Secondary

The advanced study and application of planning, delivering, monitoring, and modifying instructional programs for secondary students with mild/moderate disabilities. Prerequisites: Special Education 530, 541, and 570. Course Type(s): None

EDS 570 **Cr. 3.0**

Assessment and Curricula Interventions and Strategies

A supervised clinical course where candidates develop assessment plans and conduct assessments of students (P-12) who are at risk or who have learning problems. Content includes: evaluation of sound assessment; reliability and validity; formal and informal assessment techniques; administration of norm-referenced and informal tests; analysis of data; and the interpretation of assessment for educational intervention and instructional planning. The knowledge and skills of the educational diagnostician are also emphasized. Prerequisite: Special Education 500. Course Type(s): None

EDS 571 **Cr. 3.0**

Management of Challenging Behaviors

An overview of the use of applied behavior analysis (ABA) for individuals with autism is the main focus of the course. Included are methods to increase behaviors, decrease behaviors, maintain behaviors, and generalize behaviors. Observation skills, data collection, and monitoring effectiveness of interventions are practiced. (Field experience is required.) Course Type(s): None

EDS 572 **Cr. 3.0**

Assessment Strategies and Applications in the Classroom

Focuses on the educational assessment of students P-12 who may be at risk or who have been identified as having

learning problems. Course content includes a discussion of assessment processes and concerns, importance of early intervention and procedural considerations. The course also includes an emphasis on educational interventions and strategies necessary to create an environment that leads to success for all learners with special needs. Further topics that are presented include accommodations and adaptations; technology across the curriculum; learning implications of classroom assessments, classroom organization and planning. Candidates must demonstrate that they are able to create informal assessments, analyze data and structure and collaborate about instructional techniques and curriculum adaptations for students with learning problems. (Field experience is required.)
Course Type(s): None

EDS 580 **Cr. 3.0**

Research Seminar in Autism

Research in the field of autism is emphasized. An overview of various types of research methodologies is included in the course. Candidates will locate, interpret, analyze and synthesize the research base on autism. Candidates will prepare and implement a comprehensive research project and share the results. (Field Experience is required.)
Course Type(s): None

EDS 590 **Cr. 3.0**

Diagnosis and Correction of Learning Disabilities

Focuses on the legal and ethical foundations for assessment of school-age students. Strategies for the selection, administration, and scoring of formal and classroom-based educational and social assessments are addressed. Assessing students' levels of performance, interpreting results to enhance learner functioning and identifying service and programming options are explored. Collaboration with families and other professionals to assist in writing Individual Education Plans (IEP) is addressed.
Prerequisite: Completion of 18 graduate credits.
Course Type(s): None

EDS 598 **Cr. 3.0**

Special Topics in Special Education

The subject matter varies with the interest of the students and the professor teaching the course. The exact nature of the topic covered in any given semester is indicated in the student's transcript.
Prerequisite: Permission of the program director is required.
Course Type(s): None

EDS 599 **Cr. 3.0**

Independent Study in Special Education

Independent research in education in an area not substantially treated in a regular course offering, under the supervision of an Education faculty member; written evaluation of the research is required. For students with superior ability.
Course Type(s): None

EDS 610 **Cr. 3.0**

Internship in Learning Disabilities Teacher-Consultant

Teacher consultation in a public or private agency as part of a Child Study Team under the supervision of a certified L.D.T.C. and a faculty member.
Prerequisites: Admission into the L.D.T.C. program and approval of the instructor.
Course Type(s): None

ENGLISH

EN 500 **Cr. 3.0**

Critical Theory

Introduction to a variety of critical approaches to literature. Theories will be applied to texts: poetry, fiction, and drama, and the interpretation developed from these theories will be considered.
Course Type(s): None

EN 502 **Cr. 3.0**

Seminar in Literary Research

Methods and materials for composing and presenting graduate research centered upon selected texts chosen by the instructor; bibliography, reference resources, critical analysis, and evaluation of sources; techniques, forms and formats for research projects and papers.
Course Type(s): LA

EN 509 **Cr. 3.0**

Middle English Literature

Study of selected works from the twelfth through the fifteenth centuries in the context of contemporary cultural and literary developments.
Course Type(s): None

EN 511 **Cr. 3.0**

The English Renaissance

Intensive study of the major genres and authors of English literature from 1550-1660, the age of Spenser, Johnson and Milton. Lyric and epic poetry, drama, prose fiction, and the essay are represented.
Course Type(s): LA

Appendix A: Course Descriptions

EN 513 **Cr. 3.0**

Shakespeare, His Contemporaries and Renaissance Society

Study of selected Shakespeare plays along with works by Marlowe, Webster and others in order to place Shakespeare's achievement within aesthetic, critical and historical contexts.

Course Type(s): LA

EN 523 **Cr. 3.0**

Novel in English

The development of long prose fiction from the Eighteenth century to the present with consideration of criticism that defines the novel as a genre.

Course Type(s): LA

EN 525 **Cr. 3.0**

Eighteenth Century British Literature

Intensive study of selected works of prose, poetry, and drama, which represent the Ages of Dryden, Pope, Johnson, and Hume.

Course Type(s): LA

EN 528 **Cr. 3.0**

Foundations of World Literature

The oral and written traditions of the foundation of the non-Western world: Africa, the African Diaspora, Asia and the Middle East.

Course Type(s): LA

EN 530 **Cr. 3.0**

Contemporary World Literature

Major literary texts from three broad areas of the non-Western world (African Diaspora, Asia, the Middle East) will be critically examined, including literary trends, theories, and criticism. Selections will be drawn from poetry, fiction, non-fiction, and drama.

Course Type(s): None

EN 532 **Cr. 3.0**

South Asian Literature

Traces the development of twentieth-century South Asian fiction, poetry, and essays in English along side the theories and discourses of nationalism, subaltern history, religion, and politics that are a product of and response to experiences that literary pieces represent. We will address the content and aesthetics of literature for India, Pakistan, Bangladesh, and Sri Lanka and develop techniques for interpreting and applying the inter-disciplinary theory written by South Asian critics.

Course Type(s): None

EN 537 **Cr. 3.0**

British Romanticism

Investigation of British Romanticism as a self-consciously defined movement in literature. Will also consider how Romanticisms have been read and defined historically.

Course Type(s): LA

EN 538 **Cr. 3.0**

Victorian Novel

Through a close thematic and formal analysis, this course will study how British Victorian novels responded to the momentous social, political and intellectual changes of their time.

Course Type(s): LA

EN 540 **Cr. 3.0**

Modernism in Britain

Study of British modernism in the context of twentieth-century culture and history.

Course Type(s): LA

EN 541 **Cr. 3.0**

Utopias

The significance of utopian proposals and attempts to create utopian communities in the history of ideas. From the utopias of Plato and More to dystopian visions of the Brave New World to 1984 and science fiction as a utopian genre.

Course Type(s): LA

EN 542 **Cr. 3.0**

Contemporary American/British Literature

This course will explore American and/or British literature written in English from the contemporary period. These works will be critically examined via close readings and discussions within literary, historical, cultural, and/or theoretical framework.

Course Type(s): None

EN 544 **Cr. 3.0**

Irish Literary Studies

Ireland's literary tradition in English from the eighteenth century to today. Different semesters may focus on a particular period, genre or theme within Irish literature, such as Irish drama, the eighteenth-century tradition, W.B.

Yeats and his circle or James Joyce and Irish Modernism.

Course Type(s): None

EN 546 **Cr. 3.0**

Historical Persuasion and Argumentation

Examines important texts in the history of persuasion and

argumentation. Covers the era when Rhetoric - the study and practice of persuasion and argumentation - was one of the fundamental disciplines (The Trivium) that every educated person had to learn.

Course Type(s): LA

EN 547 **Cr. 3.0**

Definitions of Contemporary Rhetoric

Examines the use of language in a number of key spheres of human communication with the ultimate objective of constructing a usable definition of modern rhetoric. Work in the course is especially concerned with defining more precisely the boundaries of contemporary rhetoric and language theories to gain a deeper understanding of the richness and dangers of language in our own written expression.

Course Type(s): LA

EN 558 **Cr. 3.0**

Teaching Composition

The scholarship and methods of teaching composition with a focus on the collaboration experience of the writing process, one-on-one conferencing, and integration of language skills.

Course Type(s): LA

EN 560 **Cr. 3.0**

Early American Literature

The development of American literature in various genres through the Colonial, Revolutionary War, and Early Republic periods.

Course Type(s): LA

EN 561 **Cr. 3.0**

Nineteenth Century American Literature

Major works of American literature from 1830 to World War I will be critically examined to place them in their literary context and discover the techniques used by their authors.

Course Type(s): LA

EN 563 **Cr. 3.0**

Linguistics and the English Language

Includes a grounding in the structural aspects of general linguistics: morphology, syntax, semantics, phonology, and pragmatics. Examines the structure of the English language, including nouns and noun classes, ways of talking about actions and states, how ideas are combined into complex sentences, and how context and purpose affect how we use language. Also considers differences between learning a first and second language.

Course Type(s): None

EN 565 **Cr. 3.0**

New Jersey's Literary Heritage

The development of New Jersey's literary heritage in various genres from the Colonial period to the present, through analyses of representative works from different regions of the state, with emphasis on their local significance and their relationship to national literary trends.

Course Type(s): None

EN 571 **Cr. 3.0**

Modern American Literature

Major works of American literature written between 1910 and 1945 will be critically examined and placed within a literary context in order to discuss techniques used by their authors.

Course Type(s): None

EN 581 **Cr. 3.0**

Women in Literature

Investigates the role of women in literature as writers, readers and subjects. Includes theoretical consideration of gender. Topics vary by semester.

Course Type(s): LA

EN 595 **Cr. 3.0**

Thesis Development

An intensive and rigorous study of an author, topic, or theme developed under the direction of and evaluated by a thesis advisor in consultation with two other full-time faculty members, at least one of whom must be in the Monmouth University Department of English. The thesis may be based upon a paper completed in a course taken in a previous semester and further developed with the advice of the professor in that course. By the end of the semester, students will have submitted a full, annotated bibliography and a preliminary draft of at least twenty pages.

Prerequisites: Completion of 18 credits and a minimum GPA of 3.00.

Course Type(s): LA

EN 596 **Cr. 3.0**

Thesis Writing

Completion of the writing of the thesis under the continuing direction of a thesis advisor. The thesis must comprise of at least fifty pages and will be evaluated by the thesis advisor in consultation with two other full-time faculty members, at least one of whom must be in the Monmouth University Department of English.

Prerequisites: Completion of 21 credits and a minimum GPA of 3.00.

Course Type(s): LA

Appendix A: Course Descriptions

EN 597 **Cr. 3.0**

Comprehensive Examination

The comprehensive examination will consist of four fields plus a theoretical or genre-based topic. The student will develop a reading list of ten to fifteen items for each field and the topic in consultation with faculty members familiar with that field. The following broad literature areas must be included: Medieval and/or Renaissance British; Eighteenth or Nineteenth Century British and/or American; Twentieth Century British and/or American; World Literature in English. The reading list must be submitted within the first two weeks of the semester of registration to the student's examination advisor. In the last two weeks of the semester, the student will sit for a four hour examination based on the chosen readings and evaluated by the student's advisor plus four professors each representing one of the chosen fields. Prerequisite: A minimum GPA of 3.00.
Course Type(s): LA

EN 598 **Cr. 3.0**

Special Topics in English

The subject matter varies with the interest of the students and of the professor teaching the course. The exact nature of the topic covered in any given semester is indicated in the student's transcript.
Course Type(s): None

EN 599 **Cr. 3.0**

Independent Study in English

Reading and research under the direction of a member of the English faculty.
Prerequisite: Prior permission of the directing professor and department chair.
Course Type(s): None

EN 607 **Cr. 3.0**

Seminar: Creative Nonfiction

Students will analyze, in a workshop setting, readings in creative non-fiction to understand and become aware of the variant forms, techniques, and approaches used. As workshop participants, students will write and analyze their own creative nonfiction pieces.
Course Type(s): None

EN 609 **Cr. 3.0**

Seminar: Poetry Seminar: Poetry

Students analyze in a workshop setting readings in contemporary poetry to observe techniques in craft, and present their own poetry for intensive examination by workshop participants.
Course Type(s): None

EN 611 **Cr. 3.0**

Seminar: Fiction Writing

Students will analyze in a workshop setting readings in both American and World fiction to observe techniques in craft and present their own short stories for intensive examination by workshop participants.
Course Type(s): None

EN 615 **Cr. 3.0**

Writer's Craft

An in-depth study of the creative writing process. Students may develop a craft workbook that focuses on both traditional and contemporary literary forms and strategies. Students write by assignment and develop techniques of reviewing in order to compare and contrast major authors' aesthetics with their own creative gestures.
Course Type(s): None

EN 644 **Cr. 3.0**

Manuscript Seminar

Completion of the writing of the manuscript under the continuing direction of the mentor in consultation with two other full-time faculty members, at least one of whom must be in the Monmouth University Department of English. The manuscript will consist of at least forty pages of poetry, or fiction, or creative non-fiction, or drama, and may contain work, substantially revised, completed in previous graduate creative writing courses. The emphasis will be on the manuscript as an integral unit, thematically and stylistically, rather than on individual works. Mixed genre manuscripts are discouraged.
Prerequisite: Completion of 21 credits.
Course Type(s): None

FOREIGN LANGUAGE STUDIES

FF 511 **Cr. 3.0**

Intensive Study: French

Readings and research on an area or topic in the field of French, chosen under the guidance of the instructor; weekly conferences and written reports.
Prerequisites: Undergraduate major in French and the permission of the department.
Course Type(s): None

FO 598 **Cr. 3.0**

Special Topics in Foreign Languages

Students study text in the original language at an advanced level. Course content will vary from semester to semester.
Course Type(s): None

FO 599 Cr. 3.0***Independent Studies in the Teaching of World Languages***

Curriculum development in foreign languages at the elementary and secondary level; the study and application of teaching methods and materials.

Course Type(s): None

FO LTIOPI Cr. 0.0***Oral Proficiency Interview***

Language Testing International Examination for graduate students; requires one hour preparation a week.

Course Type(s): None

FS 511 Cr. 3.0***Intensive Study: Spanish***

Readings and research on an area or topic in the field of Spanish, chosen under the guidance of the instructor; weekly conferences and written reports.

Prerequisites: Undergraduate major in Spanish and the permission of the department.

Course Type(s): None

FS 512 Cr. 3.0***Intensive Study: Spanish***

Readings and research on an area or topic in the field of Spanish, chosen under the guidance of the instructor; weekly conferences and written reports.

Prerequisite: Spanish 511.

Course Type(s): None

FS 599 Cr. 3.0***Independent Study in Spanish***

Development and execution of a relevant reading and research project leading to significant written work designed by the student in consultation with the research director. Subject chosen for study should be related with any area of Spanish or Spanish American literature of special interest to the student. Students applying for this course must demonstrate their knowledge of research techniques and their ability to apply them to the specific area of studies chosen. It is also required that the students should be able to present the results of their research in appropriate written and oral form.

Prerequisites: Permission of the program director, chair, and research director. Student must be within the last 12 credits of graduation and have a GPA of at least 3.00.

Course Type(s): None

GEOGRAPHIC INFORMATION SYSTEMS**GO 500 Cr. 3.0*****Theories and Methods of Geographic Information Systems***

This course provides students with a solid foundation in the theories and methods of Geographic Information Systems. Students gain knowledge of important applications as well as the acquisition, accuracy, formatting, management, analysis and manipulation of data. When students complete this course, they are expected to know: what GIS is, what GIS can and cannot do, how data is stored, how data in GIS is manipulated and analyzed to satisfy a project's goals.

Course Type(s): LA

GO 501 Cr. 3.0***Advanced GIS Applications and Project Implementation***

This is an advanced course in GIS that enables students to deepen their understanding of the software, theory, and applications of GIS. Upon completion of the course, students will have developed two projects as part of their portfolio: one in GIS implementation and one in project design and analysis within their particular area of study.

Prerequisite: Geography 500.

Course Type(s): LA

GO 510 Cr. 3.0***Cartography in GIS***

Introduction to the study of cartography within Geographic Information Systems. Topics will include map types, the content and structure of maps, map interpretation, the history of mapping, map propaganda, the use of maps in society, and sources of data. Students will learn to make maps using GIS software.

Course Type(s): None

GO 515 Cr. 3.0***Visual Basic for GIS***

Visual Basic is becoming the primary programming tool for developing Windows applications in most GIS environments. Students will learn fundamental programming technique and advanced methodologies, including component programming and object-oriented data structures. They will have hands-on experience and at the end of the semester will be able to customize and expand GIS functions for different GIS applications.

Prerequisite: Geography 500.

Course Type(s): None

Appendix A: Course Descriptions

GO 520 **Cr. 3.0**

Spatial Database Design and Management in GIS

Spatial databases make up the foundation for Geographic Information Systems. This course focuses on proper design, implementation, and management of spatial databases. Students will consider both logical and physical design. Students will get the theoretical training as well as hands-on experience.

Prerequisite: Geography 500.

Course Type(s): LA

GO 530 **Cr. 3.0**

Advanced Techniques and Technology in GIS

This course will cover current topics within the field of Geographic Information Systems. The topics will change each semester depending on the changes within the discipline and the needs of students. Such areas of study will include ArcInfo, Geomedia, Avenue Programming, Visual Basic for GIS, and Arcview extensions.

Prerequisite: Geography 500.

Course Type(s): LA

GO 540 **Cr. 3.0**

Spatial Analysis

This course focuses on methods of spatial analysis and various kinds of modeling within GIS. Included are such topics as 3-D terrain visualization and analysis, locational and network modeling, map algebra, and spatial statistics.

Prerequisite: Geography 500.

Course Type(s): LA

GO 559 **Cr. 3.0**

Remote Sensing and GPS

Students will learn the principles of remote sensing, digital image processing, and image analysis. Students will also learn the basic principles of GPS, how to integrate GPS data with other GIS data sets, and how quality can affect problem solving and decision-making.

Course Type(s): None

GO 580 **Cr. 3.0**

GIS and Society

This course examines the political, economic, legal, ethical, and social implications of GIS. Students will learn how GIS influences policy decisions. Topics include societal effects of GIS including issues of privacy, representation, and access to technology.

Course Type(s): None

GO 590 **Cr. 3.0**

Internship and Seminar in Geographic Information Systems

This course provides the capstone experience for the GIS Certificate, in which students undertake an internship and participate in a seminar. Through the internship, students will get hands-on experience in a field related to their academic and career interests, working 10-15 hours per week in public, private, or non-profit agencies. Students will maintain a journal of their intern experience and provide a portfolio of their work and project(s) prepared during the internship. The seminar component will provide students with academic support and a framework to critically examine theoretical as well as practical aspects of their research and internship experience.

Prerequisite: Nine credits in Geography.

Course Type(s): None

GO 599 **Cr. 1.0 - 3.0**

Independent Study in Geography

Reading and research under the direction of a member of the Geography faculty.

Prerequisite: Prior permission of the directing professor and department chair.

Course Type(s): None

HEALTH STUDIES

HE 584 **Cr. 3.0**

Curriculum and Instruction in Health Education

Examination of theoretical bases for health education including program development and implementation, educational strategies, behavioral objectives, learner characteristics, instructional assessment, and classroom management. Not open to students who have taken Health 512.

Course Type(s): None

HISTORY

HS 501 **Cr. 3.0**

Historical Criticism

History as a scholarly discipline, with emphasis on historical interpretation and philosophy since Classical Antiquity, the evaluation of sources, and the rules of critical analysis. A research paper will be required.

Course Type(s): None

HS 502 **Cr. 3.0**

The Great Writings of History

Analysis and appraisal of representative writings and

philosophies of great historians from Classical Antiquity to modern times, reflecting the development of history as scholarly discipline.

Course Type(s): None

HS 503 Cr. 3.0

Introduction to the Study of World History

Introduces students to the growing field of World History, surveying the developments in the field since the nineteenth century. Examines key concepts and methods, and explores major themes and categories of analysis, including empire, nationalism, gender, and law. Required of all students in the World History specialization.

Course Type(s): HSNW, HSWLD

HS 504 Cr. 3.0

Ancient Civilizations of Native America

Cultural developments in Mesoamerica and the Central Andes from the development of agriculture to the Spanish conquest, focusing on Inca and Aztec civilizations; theoretical exploration of developmental similarities between the two regions. Also listed as Anthropology 504.

Course Type(s): HSNW

HS 505 Cr. 3.0

US Women's History

This course will explore US Women's History and focus on how women of different socioeconomic backgrounds, races, and ethnic groups have experienced cultural transformations and political change. Our emphasis will be on the significance of citizenship, political agency, the cultural construction of race and gender, and reproductive rights.

Course Type(s): HSUS

HS 506 Cr. 3.0

Historical Archeology

An intensive introduction to historical and industrial archeology (c. 1492+). Topics covered include exploration, imperialism, colonization, industrialization and urbanism. Archeological field methods and the interpretation of material culture are also introduced.

Course Type(s): HSUS

HS 510 Cr. 3.0

Seminar in American History

Selected topics in American history, with emphasis on techniques of independent historical research and writing.

Course Type(s): HSUS

HS 511 Cr. 3.0

Readings on American Colonial History

Readings in recent writings in monographs and periodicals devoted to social, economic, and political aspects of American colonial history.

Course Type(s): HSUS

HS 512 Cr. 3.0

American Revolution and Constitutional Issues, 1763-1789

Problems of Empire; the causes, course, and consequences of the American Revolution; the continuing revolution within the states and under the Articles of Confederation; postwar struggles resulting in the adoption of the Constitution.

Course Type(s): HSUS

HS 514 Cr. 3.0

Readings on Jacksonian Era

The meaning of Jacksonian democracy; political, economic, and social reforms; labor in transition from mercantile to industrial capitalism; humanitarian, communitarian, and anti-slavery movements; Manifest Destiny; the Mexican War and its aftermath.

Course Type(s): HSUS

HS 515 Cr. 3.0

Readings on the Civil War and Reconstruction

The economic, social, and political forces in the United States during the years 1850-1877 relating to the onset, nature, and impact of the Civil War and Reconstruction, and the Black Revolution.

Course Type(s): HSUS

HS 516 Cr. 3.0

Readings on Populism and Progressivism in America

A critical analysis of the reform impulses of the late nineteenth and early twentieth centuries with an emphasis on the various schools of interpretation.

Course Type(s): HSUS

HS 517 Cr. 3.0

Readings on Modern America, 1933-Present

Readings of pertinent historical literature (monographs and journal articles) dealing with United States history since the administration of F.D. Roosevelt.

Course Type(s): HSUS

Appendix A: Course Descriptions

HS 518 **Cr. 3.0**

United States Family History

This seminar explores United States Family History and the social construction of the family, its many diverse forms, and the relationship between society and the family. Analyzing issues of race, class, ethnicity, gender, and sexuality will further enable us to consider the history of the family form. We will cover such diverse topics as the history of adoption, courtship, and divorce.

Course Type(s): HSUS

HS 521 **Cr. 3.0**

All the Livelong Day: The Meaning of Work in Modern America

Examination of content changes in the meaning of work in America through the twentieth century.

Course Type(s): HSUS

HS 522 **Cr. 3.0**

History of Urbanization in America

This course will provide an interdisciplinary study of the history of urbanization and industrialization in the United States from the mid-nineteenth century to the early twentieth century. Using the themes of community, technology, public policy, and immigration, students will examine the development and changes in the social, physical, political, and economic urban landscape. Also listed as Political Science 522.

Course Type(s): HSUS

HS 523 **Cr. 3.0**

Studies in Mexican History and Culture

The development of Mexican nationalism in the fusion of Indian and Spanish Catholic cultures; the chaos of independence; Mexico and the United States; the Reform; the Diaz dictatorship; Positivism, the search for order and progress; the Revolution of 1910; and Reconstruction.

Course Type(s): HSNW

HS 524 **Cr. 3.0**

Twentieth Century United States Political History

Examines the twentieth century evolution of liberalism and conservatism, campaigns and elections, and congress and the presidency; considers critical elections, consensus and dissent, and the status of political rights through the progressive period, the Republican ascendancy, the New Deal, the Second World War, the Cold War, and Post-Cold War period.

Course Type(s): HSUS

HS 525 **Cr. 3.0**

World War II

Considers the military, economic, and political characteristics of the Allied and Axis powers and the strategies they produced; examines the military campaigns, the wartime economics, life on the homefronts, the experience of combat, the dynamics of occupation, and the roles of morality and immorality in the conduct of the war.

Course Type(s): HSEU, HSUS

HS 526 **Cr. 3.0**

The Cold War

Examines the rivalry between the United States and the Soviet Union that organized global politics for forty-five years; the roles of ideology, economy, and security that fueled it; the diplomacy, propaganda, and armed might used to wage it; and the impact it had on participants' politics and culture.

Course Type(s): HSEU, HSUS

HS 527 **Cr. 3.0**

United States Military History

Surveys the American experience of war, from the first Native American-European contact through the military interventions at the dawn of the twenty first century; examines not only the major conflicts in this period, but also the evolution of strategy, military institutions, civil-military relations, and the American way of war.

Course Type(s): HSUS

HS 528 **Cr. 3.0**

History of Consumerism in America

A seminar that explores the origins of the consumer culture and the multitude of ways in which it has shaped American society. We consider both the reverence of and the critiques of consumerism, analyzing race, class, gender, ethnicity, and geography in our consideration of consumer ideology and practices. Advertising, marketing, sales, and the consumer will all be considered in our analysis of the history of consumerism.

Course Type(s): HSUS

HS 529 **Cr. 3.0**

History of Sexuality in America

A seminar that explores the cultural history of sexuality in the United States. We will consider how race, class, and gender have influenced ideas about sexuality, morality, and power. Major topics include prostitution, reproduction, gay, lesbian, and transgender sexualities, sexually transmitted diseases, and sexual representation and censor-

ship. Working with monographs, scholarly articles, and primary sources that come from throughout American history, we will explore the ways in which sexuality has both shaped and been affected by this nation's history.
Course Type(s): HSUS

HS 530 **Cr. 3.0**
New Jersey History

A study of New Jersey history especially as a venue for exploring general trends in American history. Topics covered include New Jersey's Native Americans, colonial settlement, the proprietary government, agricultural unrest, the American Revolution, Federalism, slavery, industrialization, urbanization and suburbanization.
Course Type(s): HSUS

HS 531 **Cr. 3.0**
Studies in Ancient History

Readings and discussion of principal aspects of Graeco-Roman culture, with emphasis on contribution of Classical Antiquity to Western Civilization and recent research in the field.
Course Type(s): HSEU

HS 532 **Cr. 3.0**
Native American History and Prehistory

This course examines North America's native people in the area north of the Rio Grande. It combines North American prehistory with a historical overview of Native American experiences since contact. Evidence from archaeology, oral histories, and written sources are all presented. Challenges facing modern Native Americans are also examined.
Course Type(s): HSNW, HSWLD

HS 533 **Cr. 3.0**
The History of Public Policy in the United States

The objective of this course is to survey major issues in domestic public policy. The emphasis is on changes in the process of policy formation in both the public and private sectors. Also listed as Political Science 533.
Course Type(s): HSUS

HS 535 **Cr. 3.0**
The Renaissance

Europe in transition from the fourteenth to the sixteenth century; the crisis of the church, humanism and art, politics and diplomacy, exploration and discovery, science and the occult.
Course Type(s): HSEU

HS 536 **Cr. 3.0**
The Reformation

A study of sixteenth and early seventeenth century religious and political developments in Europe; causes of the Reformation, its political and social institutionalization, ideas of reformers, wars of religion, and the counter-Reformation.
Course Type(s): HSEU

HS 537 **Cr. 3.0**
Power and Enlightenment: Europe 1648-1789

A study of European history from the Treaty of Westphalia to the French Revolution, emphasizing the contrast between political and military developments and cultural and intellectual trends. Special emphasis on the development of absolutism in France, Prussia, Austria, Spain, and Russia, the struggle against absolutism in Britain, Sweden, and the Netherlands; the ideals and goals of the European enlightenment, developing social and political tensions, and enlightened despotism.
Course Type(s): HSEU

HS 541 **Cr. 3.0**
Graduate Seminar in European History

Selected topics in European history, with emphasis on techniques of independent historical research and writing.
Course Type(s): HSEU

HS 542 **Cr. 3.0**
French Revolution

The causes of the Revolution; its relationship to the Enlightenment; the political, economic, social, and cultural consequences of the moderate phase and of the Terror.
Course Type(s): HSEU

HS 544 **Cr. 3.0**
The German Empire, 1871-1914

The unification of the Empire; the political and social settlement imposed by Bismarck; the domestic crisis preceding World War I.
Course Type(s): HSEU

HS 545 **Cr. 3.0**
World War I

The international and domestic causes of the Great War; its political, economic, social, cultural, and psychological consequences in Britain, France, and Germany; its role in the birth of the modern age.
Course Type(s): HSEU

Appendix A: Course Descriptions

HS 546 **Cr. 3.0**

The Weimar Republic, 1918-1933

The foundation of the first German republic as an outcome of revolution and defeat in war; its political and cultural innovations; the causes of its collapse.

Course Type(s): HSEU

HS 547 **Cr. 3.0**

The Third Reich

The ideological origins of Nazism; the consolidation and character of Nazi rule; the relation of Hitler with the German people; Nazism as revolution.

Course Type(s): HSEU

HS 551 **Cr. 3.0**

Graduate Seminar in British History

Selected topics in modern English and British history, with emphasis on techniques of historical research.

Course Type(s): HSEU

HS 553 **Cr. 3.0**

Tudor-Stuart England

The political, religious, social, and cultural history of England in the sixteenth and seventeenth centuries: Tudor absolutism, the English Reformation, the rise of Puritanism, social and economic change, the conflict between crown and Parliament, the English Civil War, and the Revolution of 1688.

Course Type(s): HSEU

HS 561 **Cr. 3.0**

Twentieth Century Russia and the Soviet Union

Studies in the transformation of Russian society, with emphasis on the revolutionary movements and the economic, social, and political institutions of Soviet Russia.

Course Type(s): HSEU

HS 562 **Cr. 3.0**

History of Maps and Mapping

Students will study the historical developments in cartographic technique, the development of mapping in different parts of the world, and the future of mapping in the computer age. Students will focus on the ways the events and ideology of a time period influence maps and mapping, and how in turn mapping influences history and ideology.

Course Type(s): HSEU, HSNW, HSWLD

HS 563 **Cr. 3.0**

Twentieth Century East Central Europe

The political, economic, and social development of the

lands between Germany and Russia, emphasizing the breakdown of the Ottoman and Hapsburg empires, the rise of the independent successor states between the wars, the Soviet takeover in the post-war era, and the development of national communism and polycentrism.

Course Type(s): HSEU

HS 571 **Cr. 3.0**

Studies in the History of Revolution

An interdisciplinary study of the nature and causes of modern revolutions, the makeup of the revolutionary personality, and the role of ideology, strategy, and tactics in the making of revolution. Emphasis is on twentieth-century communist revolutions.

Course Type(s): HSEU

HS 572 **Cr. 3.0**

History of Tourism

Students will study the history of tourism in different parts of the world from political, social, cultural, geographic, and economic perspectives. This will include an examination of historical differences in tourist attractions, tourist behaviors, and impacts on tourist destinations and their people. Students will also study how historical memory and interpretation shapes the contemporary tourist experience, as well as questions concerning authenticity and tourism.

Course Type(s): HSEU, HSWLD

HS 575 **Cr. 3.0**

Civilization of the Andes

Survey of Andean history from the beginning of human settlement through the Inca Empire and the Spanish conquest to contemporary peasant society. The evolution and nature of precolumbian civilizations, focusing on Chavin, Paracas-Nazca, Huari-Tiahuanaco, Chimor, and the Inca. The social and political organization of the Inca empire. The Spanish conquest and its impact on native culture. Contemporary social changes; rural migration and the transformation of contemporary Andean society.

Theoretical exploration of the developmental trajectory of Andean civilization. Also listed as Anthropology 575.

Course Type(s): HSNW, HSWLD

HS 577 **Cr. 3.0**

European Intellectual Revolution, 1500- 1800

An examination of the roots of the modern mind, the secularization of thought, and individualism vs. traditional ideals of stability and order. Scientific, religious, and political thought will be traced through readings, painting, architecture and sculpture.

Course Type(s): HSEU

HS 580 Cr. 3.0

Themes and Variations in Cultural History

The exploration of symbol, style, and value in six historical periods from classical Greece to the end of the nineteenth century through art, literature, and philosophy.

Course Type(s): HSEU

HS 581 Cr. 3.0

Seminar in East Asian History

A study of selected topics in Chinese or Japanese history, with emphasis on techniques of historical research.

Course Type(s): HSNW

HS 583 Cr. 3.0

China, Japan, and the Modern World

Experiences of China and Japan with Europe, America, and pressures to modernize in the nineteenth and early twentieth centuries. Emphasis is on contacts, exchanges, conflicts, and images of one another across space and time. Areas explored include traditional cultural patterns and ways of thinking, systems of foreign relations, the role of technology, and comparative successes and failures with modernization.

Course Type(s): HSNW, HSWLD

HS 585 Cr. 3.0

Seminar in African History

Analysis and appraisal of colonialism in Africa, reflecting on the political, economic, and sociocultural transformations, which occurred in Africa between 1880 and 1960.

Course Type(s): HSNW

HS 587 Cr. 3.0

Nationalism in Africa

Examines a major episode that transformed the political history of Africa in the twentieth century. It discusses how nationalism became an instrument of political change that led to the independence of African states. The course begins by examining the concept of nationalism in Europe, how it was applied in Africa, and how it contributed to the struggle for independence.

Course Type(s): HSNW, HSWLD

HS 588 Cr. 3.0

Decolonization in Africa 1940-1960

This course examines the process of transfer of power from colonial powers to Africans; the emergence of education elites; the rise of nationalism; implications of decolonizations; and African expectations of independence.

Course Type(s): HSNW, HSWLD

HS 589 Cr. 3.0

Formation of the Global System: Fifteenth to Sixteenth Centuries

Formation of the early global system that changed the world in the fifteenth and sixteenth centuries. Brief survey of the Euro-African and American worlds prior to the fifteenth century. Transformations resulting from transatlantic trade and the colonial order; conceptual changes about life, the biological order, and religion; exchanges of crops, animals, and disease; depopulation and migration; African slavery and the plantation system; the forging of labor as capital; the transfer of American gold, silver, and other wealth to Europe and its impact on class formation and capitalism; interactions with Asia. Roots of the contemporary world.

Course Type(s): HSNW, HSWLD

HS 591 Cr. 3.0

Graduate Seminar in the Modern History of Islamic Peoples

Selected topics in Islamic history in the Middle East, North Africa, and some areas of the Balkan Peninsula; political, social, and intellectual change, the rise of nation states, and cultural interaction with the West.

Course Type(s): HSNW

HS 595 Cr. 3.0

Internship/Practicum in History

Provides graduate students with the opportunity to gain substantive career experience and build specific applied skills by working in outside programs, institutions, agencies and firms engaged in the fields of public history, historical archeology and anthropology and regional geography.

Prerequisite: Completion of 12 graduate credits.

Course Type(s): None

HS 598 Cr. 3.0

Special Topics in History

The course allows students to study a specific aspect of history. The subject matter varies from semester to semester, and depends on the professor who teaches the course.

Course Type(s): None

HS 599 Cr. 3.0

Independent Study in History

Reading and research leading to significant written work under the direction of a member of the History faculty.

Prerequisite: Prior permission of the directing professor and department chair.

Course Type(s): None

Appendix A: Course Descriptions

HS 605A **Cr. 3.0**

Master's Thesis

Reading and research leading to significant written work under the direction of a member of the history faculty.

Course Type(s): None

HS 605B **Cr. 3.0**

Master's Thesis

Reading and research leading to significant written work under the direction of a member of the history faculty.

Course Type(s): None

HS CPE **Cr. 0.0**

History Comprehensive Exam

History Comprehensive Exam

Course Type(s): None

INFORMATION TECHNOLOGY

IT 500 **Cr. 3.0**

Information Technology

Introduction to computer-based information management concepts that provide an integrated approach to personal computer software in a Windows environment. These include: word processing, spreadsheet, database, presentation graphics, and electronic communication applications; information retrieval from the Internet and online library resources; fundamental computer literacy; and the ethical and societal implications of computer technology. Hands-on experience with a microcomputer in a networked environment is provided for completion of individual and group projects. This course is appropriate only for students from non-technology areas of study.

Course Type(s): None

IT 510 **Cr. 3.0**

Internet Technology

Introduction to integrated application software used for authoring and publishing Web sites. Applications include: preprogrammed software, markup programming and Internet scripting languages used to create Web pages. Network technologies and the fundamental concepts involved in creating a network and in facilitating network operation will also be introduced. Hands-on experience with a microcomputer on a networked system is provided for completion of individual and group projects. This course is appropriate only for students from non-technology areas of study.

Prerequisite: Information Technology 500.

Course Type(s): None

INTERDISCIPLINARY STUDIES

IS 502 **Cr. 3.0**

Web Writing and Development in the Liberal Arts

This course aids students who are interested in developing an expertise in Web techniques and writing as applied to professional projects and skills associated with careers in the Liberal Arts.

Course Type(s): None

IS 513 **Cr. 3.0**

War and Humanity

An examination of the issues relating to war and peace. Through a selection of specific crises and wars, an emphasis is placed on the meaning, significance, and morality of war. Wars such as the two World Wars and crises such as the Cuban Missile Affair will be diagnosed and evaluated.

Course Type(s): None

IS 516 **Cr. 3.0**

Adult Development

Contemporary views of intellectual, ego, moral, and faith development in the context of the adult life cycle, relating these to participation in families, friendships, professional, and public life.

Course Type(s): None

IS 523 **Cr. 3.0**

Commitment in Adulthood

An exploration of commitments formed in relationships and family life, careers and the workplace, and concerns as related to social and global issues and religious/spiritual development; familiarization with the literature on these issues from the field of adult development psychology, social psychology, social theory, and biography, and introduction to interview-based research methodology.

Course Type(s): None

IS 531 **Cr. 3.0**

Social Implications of Human Nature

Scientific interpretation of human nature as biologically evolved influences on modern human behavior; relevant theories and methods; integration of bio-evolutionary perspective with cultural and historical explanations of human behavior. Comparison of the scientific views with other ideas about human nature. Applications of the evolutionary perspective to selected issues and problems in modern society.

Course Type(s): None

LIBERAL ARTS**LA 530 Cr. 3.0*****Seminar in Liberal Studies***

Designed to introduce students to graduate-level, interdisciplinary research and writing and provide a graduate-level seminar experience with detailed reports, informed discussions, and critical evaluations. As the introductory seminar for the program, students will be required to complete this course before the end of their third semester of study.

Course Type(s): LA

LA 532 Cr. 3.0***Professional and Organizational Ethics***

Applies ethical concepts and theories to moral issues in professional and organizational life. Special attention is given to professional and corporate social responsibility.

Course Type(s): LA

LA 580 Cr. 3.0***American Cultural Diversity***

Explores the historical, social, and cultural backgrounds of immigrant groups found within the United States. Through lectures, readings, case studies, and observations in an English-as-a-second-language classroom, students will be introduced into the complexity and diversity of American society.

Course Type(s): LA

LA 589 Cr. 3.0***Professional Internship***

The Professional Internship provides Liberal Studies graduate students with the opportunity to gain substantive career experience and build specific applied skills by working in outside programs, institutions, agencies and firms. The primary emphasis of the internship will be on student development of professional methods, techniques and skills in career fields related to one or more of the six core areas of the Liberal Studies program: History, Natural Sciences, Social Sciences, Literature, Philosophy, Religion and Ethics, and Art, Music, and Theatre.

Course Type(s): LA

LA 590 Cr. 3.0***Advanced Paper/Project***

Independent project investigating an area of special interest to the student, based on previous coursework in the Liberal Arts program.

Course Type(s): LA

LA 598 Cr. 3.0***Special Topics in Liberal Arts***

The subject matter varies with the interest of the students and the professor teaching the course. The exact nature of the topic covered in any given semester is indicated in the student's transcript. Permission of the program director is required.

Course Type(s): LA

LA 599 Cr. 3.0***Independent Study in Liberal Arts***

Reading and research leading to significant written work under the direction of a program chair. Prior permission of an approved faculty member required.

Course Type(s): LA

LA COL1 Cr. 0.0***Colloquia***

Course Type (s): LA

LA COL2 Cr. 0.0***Colloquia***

Course Types (s): LA

MARINE SCIENCES**MS 589A Cr. 1.0 - 3.0*****Special Topics in Marine Sciences***

Marine Science education in the K-12 classroom. A brief history of marine science and education is followed by a review of current marine education projects.

Course Type(s): None

MATHEMATICS**MA 501 Cr. 3.0*****C++ for Numerical Applications***

Teaches C++ in the UNIX/Cygwin development environment. It specializes on practicalities of coding large applications utilizing software libraries containing numerical methods such as LAPACK/TNT/GSL and data structures such as STL.

Prerequisite: Permission of the director of the MSFM or department chair.

Course Type(s): None

MA 510 Cr. 3.0***Numerical Methods for Financial Mathematics***

Teaches numerical methods aimed at implementing the

Appendix A: Course Descriptions

mathematics developed in financial engineering. This includes practical implementation in C++ of numerical methods used in finance such as tree-based methods, finite differences, and Monte Carlo simulation.
Prerequisite: Mathematics 501, passed with a grade of C- or higher.
Course Type(s): None

MA 520 **Cr. 3.0**

Introduction to Financial Mathematics

An introductory course that combines the topics of finance to mathematics. Topics include: introduction to pricing of derivative securities markets; futures, swaps; options and bonds.

Prerequisite: Permission of the director of the MSFM or department chair.

Course Type(s): None

MA 530 **Cr. 3.0**

Stochastic Calculus

Exposes students to some of the techniques from stochastic analysis that are employed in mathematical finance. This includes the importance in the revolution that has taken place in the financial markets over the last twenty-five years. Topics include developing the relationship between Brownian motion and stochastic calculus.

Prerequisite: Permission of the director of the MSFM or department chair.

Course Type(s): None

MA 540 **Cr. 3.0**

Statistical Theory in Finance and Economics

Covers topics related to multiple regression techniques, including testing the assumptions required for each to be valid. This includes applications to yield curve smoothing, pricing, and investment models. Also covered are techniques for the analysis and modeling of time series data, forecasting and market risk measures. In addition, factor analysis, structural equation modeling, and other multivariate techniques will be covered.

Prerequisites: Mathematics 520 and 530, both passed with a grade of C- or higher.

Course Type(s): None

MA 550 **Cr. 3.0**

Computation and Simulation in Finance

Teaches the most fundamental aspect of financial mathematics and numerical implementation from a practical business. Topics include Black Scholes equations; Tree based and Monte Carlo methods. Products.

Prerequisites: Mathematics 520 and 530, both passed

with a grade of C- or higher.

Course Type(s): None

MA 590 **Cr. 3.0**

Financial Mathematics Practicum

Team work on substantial projects submitted by corporate sponsors. Students address practical quantitative problems from first formulation to final presentation, making full use of their modeling and computing skills. Projects will result in a final written report, formal defense, and presentation to corporate sponsor, faculty and other students in the course.

Prerequisites: Finance 511, and Mathematics 540, passed with a grade of C- or higher, and permission of the director of the MSFM or department chair.

Course Type(s): None

MA 598 **Cr. 3.0**

Special Topics in Mathematics

The subject matter varies with the interest of the students and the professor teaching the course. The exact nature of the topic covered in any given semester is indicated in the student's transcript. For the course to count for credit toward a particular graduate program outside mathematics, prior permission of the chair of graduate studies in that program must also be obtained.

Course Type(s): None

MA 599 **Cr. 3.0**

Independent Study in Mathematics

Independent study in a topic not substantially treated in a regular graduate course; weekly consultation. Prior permission of directing professor and the chair of the department is required. For the course to count for credit toward a particular graduate program outside mathematics, prior permission of the chair of graduate studies in that program must also be obtained.

Course Type(s): None

MUSIC

MU 599 **Cr. 1.0 - 3.0**

Independent Study in Music

Reading and research on a selected topic under the direction of a Music department faculty member.

Course Type(s): None

NURSING

NU 508 **Cr. 3.0**

Factors Affecting Healthcare I

Examine models and contexts for health promotion and disease prevention; examine the influence of culture on health beliefs and practices; ethical dilemmas. Investigate factors, such as access to care, health and social policy, healthcare finance and economics, and legislative influences on health.

Course Type(s): None

NU 509 **Cr. 3.0**

Health Informatics

Introduction to the concept of informatics and its impact on decision making in Nursing and Allied Health sciences. Review of the methodology of analyzing, formalizing and processing information applicable to all components of health and nursing practice: clinical practice, management, education and research; investigating determinants, conditions, elements, models and processes in order to design, implement and test the effectiveness and efficiency of computerized information as it relates to nursing and health practice. The course will include: (1) an overview of the basic computer skills required to process electronic information, (2) identification of the nature and types of health, nursing and medical information available on the World Wide Web, (3) development of search skills associated with finding health, nursing and medical information on the World Wide Web and (4) linking electronic information to decision making processes in nursing, medical and allied health services.

Course Type(s): None

NU 510 **Cr. 3.0**

Knowledge Development in Nursing

History and philosophy of science and nursing science; techniques for concept analysis and knowledge development; examination of nursing conceptual models used to develop nursing knowledge, research, and practice; review and analysis of concepts and relational statements for the development of nursing knowledge.

Course Type(s): None

NU 512 **Cr. 3.0**

Nursing Research Advanced Nursing Practice I

Critical appraisal of the role of nursing research and research methods of inquiry in the development of nursing theory and practice. Qualitative and quantitative research methods; research designs; measurement theory and strategies; methods of data analysis; read, critique and write

research reports; ethics, application of research techniques for outcomes evaluation and evidence-based practice.

Prerequisite: Nursing 510.

Course Type(s): None

NU 514 **Cr. 3.0**

Nursing Research Advanced Nursing Practice II

Planning for and collection of outcome data; preparation of data for hypothesis testing; use of the SPSS statistical computer package for data management and analysis; selection and interpretation of appropriate parametric and nonparametric descriptive and inferential statistics for outcome evaluation. Quantitative and qualitative data analysis.

Prerequisite: Nursing 512.

Course Type(s): None

NU 518 **Cr. 3.0**

Education and Motivation of Nursing Clients

Role of the nurse in fostering health promotion via education of clients, families, and professional colleagues.

Essential factors for successful teaching and learning.

Motivating the client to make behavioral changes to promote health and development. Development, presentation, and evaluation of a formal teaching plan. Not open to students who have taken Nursing 550.

Course Type(s): None

NU 521 **Cr. 3.0**

Pathophysiology and Histology

Focuses on pathogenesis of selected diseases leading to alterations of body structure and functions across the life span. Emphasizes the laboratory identification of vertebrate tissue. Students must earn a minimum of a B- in the course. Students who receive less than a B- will be required to repeat the course. Students will be allowed to repeat the course no more than once. A second grade below a B- will make students ineligible to continue in programs requiring this course. Also listed as Biology 521.

Course Type(s): None

NU 524 **Cr. 3.0**

Pharmacology for Advanced Practice Nursing

Historical perspective, legal regulations and standards, the Controlled Substances Act; pharmacokinetics; pharmacodynamics; choice and use of pharmacotherapeutics; nursing responsibilities in drug prescription; client education with respect to drug-desired effects, side effects, interactions, toxicity, dependence, and addiction. Students must earn a minimum grade of B- in the course. Students who receive less than a B- will be required to repeat the course no more than once. A second grade below a B-

Appendix A: Course Descriptions

will make students ineligible to continue in programs requiring this course.

Course Type(s): None

NU 535

Cr. 3.0

Advanced Health Assessment

Theory and practice of health assessment skills, identification of deviations from the normal and documentation of findings are refined. Advanced-level assessment includes the comprehensive history, physical, and psychological variations of the client. The client is viewed holistically, incorporating cultural, nutritional, and developmental variations. Application of techniques is practiced in the college laboratory and with clients in outside agencies. Students translate assessment data into differential diagnosis and interpret laboratory and diagnostic data. Relationship of health assessment to the role and responsibilities of the nurse is examined. Not open to students who have taken Nursing 555.

Prerequisite: Biology or Nursing 521.

Course Type(s): None

NU 540

Cr. 3.0

Pharmacology for Advanced Practice Nursing

Historical perspective, legal regulations and standards, the Controlled Substances Act; pharmacokinetics; pharmacodynamics; choice and use of pharmacotherapeutics; nursing responsibilities in drug prescription; client education with respect to drug-desired effects, side effects, interactions, toxicity, dependence, and addiction. Students must earn a minimum grade of B- in the course. Students who receive less than a B- will be required to repeat the course no more than once. A second grade below a B- will make students ineligible to continue in programs requiring this course.

Course Type(s): None

NU 541

Cr. 3.0

Primary Care

Aspects of advanced health assessment, clinical reasoning, and diagnostic skills necessary to manage common stable, chronic, and episodic alterations in health. Various advanced nursing practice roles in health care, ethical and legal issues in clinical practice, application of research-based clinical outcomes, promotion and maintenance of health, disease prevention and treatment modalities for individuals are explored. Course content is presented in weekly clinical case studies related to common alterations in health. Factors influencing health care systems, patterns of human responses, cultural and epidemiological influences will be discussed in weekly clinical

case studies. Performing assessments and screenings related to common alterations in health are also included in a weekly, faculty-supervised clinical practice. Not open to students who have taken Nursing 556.

Prerequisites: Nursing 521, 524, and 535.

Course Type(s): None

NU 542

Cr. 1.0

Primary Care Laboratory

This clinical course is designed to be taken with the lecture component of NU 541. Aspects of advanced health assessment, clinical reasoning, and diagnostic skills necessary to manage common stable, chronic, and episodic alterations in health. Various advanced nursing practice roles in health care, ethical and legal issues in clinical practice, application of research-based clinical outcomes, promotion and maintenance of health, disease prevention and treatment modalities for individuals are explored. Course content is presented in weekly clinical case studies related to common alterations in health. Factors influencing health care systems, patterns of human responses, cultural and epidemiological influences will be discussed in weekly clinical case studies. Performing assessments and screenings related to common alterations in health are also included in a weekly, faculty-supervised clinical practice.

Prerequisites: Nursing 521, 524, 535, and Nursing 541.

Course Type(s): None

NU 543

Cr. 3.0

Diagnosis and Treatment of Psychopathology

Provides the basic foundations of clinical management of common psychiatric/mental health problems in adults. For students in Adult Psychiatric Mental Health APN track.

Corequisite: Nursing 544.

Course Type(s): None

NU 544

Cr. 1.0

Diagnosis and Treatment of Psychopathology Clinical Laboratory

This introductory clinical course will provide the basic foundations of clinical management of common psychiatric/mental health problems in adults. The student will deliver mental health care to adults with mental health problems including collection of subjective and objective data using the techniques of interview; establishing a psychiatric diagnosis utilizing the DSMIV-TR classification system, completing an initial psychiatric assessment and identifying psychopharmacologic interventions as appropriate. Establishment of collaborative role with other health care providers.

Corequisite: Nursing 543.
Course Type(s): None

NU 545 **Cr. 2.0**

Advanced Clinical Nursing Seminar

This course is designed to provide students with an opportunity for current experience in clinical environments in which they plan to have their student teaching experiences. Weekly seminar will provide an opportunity for students to share varied clinical experiences with their peers. All students must enroll for the 2-credit seminar.

Prerequisite: Nursing 535.

Course Type(s): None

NU 546 **Cr. 2.0**

Advanced Clinical Nursing Laboratory

Students will enroll for the clinical experience if, in the opinion of their advisor, current clinical experience is necessary.

Prerequisite: Nursing 535. Corequisite: Nursing 545.

Course Type(s): None

NU 562 **Cr. 3.0**

Tests and Measures

This course considers evaluation methods related to norm-referenced and criterion-referenced evaluation methods in education. Students will investigate criteria used to develop reliable and valid evaluation measures. Current issues and research related to educational testing instruments, alternatives to standardized evaluation methods, and outcome measurement in education will be discussed. Students will explore measurement theory and evaluate measures that are used to identify cognitive, affective, and psychomotor domains as they relate to education.

Course Type(s): None

NU 564 **Cr. 3.0**

Curriculum Development and Instruction in Nursing Education

The primary focus of this course is the process of curriculum development in nursing. Factors influencing curriculum development, the process of curriculum development and evaluation methods are emphasized. Instruction and evaluation in didactic nursing courses and clinical experiences are addressed. Individuals completing this course will be prepared for the role of nurse educator in academic settings.

Prerequisites: Nursing 518 and 562.

Course Type(s): None

NU 566P **Cr. 2.0**

Nurse Educator Practicum and Seminar

The focus of this course is the application of teaching and learning principles in academic and clinical settings.

Instruction and evaluation in didactic nursing courses and clinical experiences are applied in nursing programs providing generic nursing education, in cooperation with a preceptor.

Course Type(s): None

NU 566S **Cr. 2.0**

Nurse Educator Seminar

This course provides a forum for reflection on student teaching experiences in the classroom and clinical settings. Through discussion and sharing, students refine the application of theory and research to practice as an educator. Topics relevant to the academic faculty role and current issues in nursing education are explored.

Corequisite: Nursing 566P.

Course Type(s): None

NU 575 **Cr. 3.0**

Issues in Forensic Nursing

This course is an introductory course in the principles of forensic science and forensic nursing. The advanced practice role of the forensic nurse and the use of nursing process in forensic decision making for the management of victims of crimes and their perpetrators are illustrated. The relationship between various sociocultural factors and psychosocial issues related to violent crimes are analyzed.

Additionally, philosophies of clinical forensics are identified. Roles of the nurse in forensic science and scopes and standards of forensic nursing practice are discussed.

Techniques in collection of forensic evidence and preservation are demonstrated. Ethical responsibilities of the forensic nurses' responsibilities in the identification, prevention, and treatment of victims of violent crime are recognized.

Course Type(s): None

NU 576 **Cr. 3.0**

Interpersonal Violence

Examines the various types and patterns of violence related to cultural values, beliefs, biases and societal issues, as well as the historical perspective of violence.

Content includes: family, community, youth, and workplace violence, child, domestic, elder and sexual abuse.

Theories concerning gender violence, gangs, bias and hate crimes, and terrorism are challenged. Public health and health care issues related to violence, and primary, secondary, and tertiary level interventions for victims and offenders of violence are discussed. Individual responsi-

Appendix A: Course Descriptions

bilities associated with identification and reporting violence are identified. Health care measures to identify and prevent violence are analyzed. Methods of treatment for victims and perpetrators of violence are evaluated.

Course Type(s): None

NU 578P **Cr. 2.0**

Forensic Nursing Practicum

Students will work in an interdisciplinary team or with individuals in forensic arenas as they apply forensic theory and research in forensic nursing practice. Appropriate techniques for identifying, collecting and documenting pertinent data will be reinforced through clinical practice in a forensic arena. Under the supervision and guidance of a clinical preceptor, students will identify outcomes and plans of action for effective coordination and communication among professionals and clients as a means to learn appropriate techniques for the identification, prevention, and management of victims of crime and trauma. Students will develop expertise in the collection, preservation and documentation of evidence as identified in scopes and standards of forensic nursing practice. Individual experiences are arranged in conjunction with students' goals for practice. Students will attend a one-hour weekly seminar and a weekly eight-hour clinical practicum.

Prerequisites: Nursing 521, 535, 543, 575, 576, and Criminal Justice 585.

Corequisite: Nursing 578S.

Course Type(s): None

NU 578S **Cr. 1.0**

Forensic Nursing Seminar

This course explores forensic theory and research and their application to forensic nursing practice. Forensic nurses practice as sexual assault examiners, educators, nurse coroners, death investigators, correctional nurses, and clinical specialists in pediatrics, gerontology, and domestic violence. Issues addressing systematic analysis of pertinent data and the physical/psychological issues related to forensic nursing and pathology will be discussed in seminar and reinforced in clinical practicum. Identification of outcomes and plans of action that provide effective coordination and communication in managing clients will be addressed. A scientific and conceptual knowledge of nursing, forensic and criminal justice will assist students to recognize appropriate techniques for the identification, prevention, and management of victims of violent crime, as well as collection, preservation and documentation of evidence as identified in scopes and standards of forensic nursing practice. Students will attend a one-hour weekly seminar and a weekly eight-

hour clinical practicum.

Prerequisites: Nursing 521, 535, 543, 575, 576, and Criminal Justice 585.

Corequisite: Nursing 578P.

Course Type(s): None

NU 585 **Cr. 3.0**

School Nursing I

This course examines and analyzes the role of the school nurse as health care provider, health educator, health counselor, child advocate in the school community, and interdisciplinary team member. Explores financial, legal, and administrative issues as they relate to school nursing. Reviews normal growth and developmental patterns.

Describes common health problems, special needs, and interventions appropriate for school nurses.

Course Type(s): None

NU 586 **Cr. 3.0**

School Nursing II

This course continues to examine and analyze the role of the school nurse as healthcare provider, health educator, health counselor, and interdisciplinary team member.

Expands the role of the nurse as child advocate in the community and as public health nurse. Explores external and internal environmental influences that impact on the health of children.

Course Type(s): None

NU 587P **Cr. 2.0**

Practicum: School Nurse I

This is the first course of the clinical experience for the School Nurse. The student has his/her clinical experience in the school nurse's office where he/she takes an active part in school health services, physical assessments, organization and administration of the school health program as outlined in NJAC 6A:9 Professional Licensure and Standards of the NJ Board of Education Standards.

Prerequisite: Nursing 585. Corequisite: Nursing 587S.

Course Type(s): None

NU 587S **Cr. 2.0**

Seminar: School Nurse I

This seminar is a two-credit course that discusses the school nurse's role as a health care provider, health counselor, administrator and member of the interdisciplinary school team. Students that are employed as a school nurse should take this two-credit seminar to fulfill the New Jersey Board of Education's requirement of a minimum six semester-hour credits in school nursing, including school health services, physical assessments, organiza-

tion and administration of the school health program.
Prerequisite: Nursing 585. Corequisite: Nursing 587P.
Course Type(s): None

NU 588P Cr. 2.0

Practicum: School Nurse II

This is the second course of the clinical experience for the School Nurse. The student functions in the role of the School Nurse as a Health Educator.

Prerequisites: Nursing 586, 587S, and Health 584.

Corequisite: Nursing 588S.

Course Type(s): None

NU 588S Cr. 2.0

Seminar: School Nurse II

This seminar is a two-credit course that discusses the school nurse's role as a health educator.

Prerequisites: Nursing 586, 587S, and Health 584.

Corequisite: Nursing 588P.

Course Type(s): None

NU 598 Cr. 3.0

Special Topics in Nursing

This course allows students to study a specific aspect of nursing. The subject matter varies from semester to semester and depends on the professor who teaches the course.

Course Type(s): None

NU 599 Cr. 1.0 – 4.0

Independent Study in Nursing

Independent study (theory and/or practica) in a specialized area of interest to the student. Weekly consultations with supervising faculty member.

Course Type(s): None

NU 621 Cr. 3.0

Advanced Practice Nursing I: Adult

Detailed study analysis of health problems of the adult, including pathophysiology, strengths and weaknesses of assessment data collection, diagnostic process, planning, intervention, and evaluation. Interview and physical examination techniques for collecting subjective and objective data from the adult client in the primary care setting; deriving nursing diagnoses; planning care for acute and chronic illness using community resources; use of communication for health teaching, counseling and motivating clients for positive health maintenance. Expansion of traditional nursing role to the advanced practice nurse (APN) role through the incorporation of the fundamental patterns of knowing; empirics, aesthetics, personal knowledge,

and ethics. The course is process-driven and will require extensive reading in the student's specialty area.

Prerequisites: Nursing 521, 524, 535, 541, and 542.

Corequisites: Nursing 622P and 622S.

Course Type(s): None

NU 622P Cr. 3.0

Advanced Practice Nursing Practicum I Adult

Delivery of primary health care to adults with common health problems, including collection of subjective and objective data using the techniques of interview and physical examination; deriving nursing diagnoses, planning care for acute and chronic illness using community resources; use of communication for health teaching, counseling and motivating clients for positive health maintenance. Establishment of collaborative role with other health care providers.

Corequisites: Nursing 621 and 622S.

Course Type(s): None

NU 622S Cr. 1.0

Advanced Practice Nursing Seminar I: Adult

Discuss the delivery of primary health care to adults with common health problem, including collection of subjective and objective data using the techniques of interview and physical examination; deriving nursing diagnoses; planning care for acute and chronic illness using community resources; use of communication for health teaching, counseling and motivating clients for positive health maintenance. Establishment of collaborative role with other health care providers.

Corequisites: Nursing 621 and 622P.

Course Type(s): None

NU 623 Cr. 3.0

Advanced Practice Nursing II: Adult

Detailed case study analysis of health problems of the adult, including pathophysiology, strengths and weaknesses of assessment data collection, diagnostic process, planning, intervention, and evaluation. Expansion of traditional nursing role to the advanced practice nurse (APN) role through the incorporation of the fundamental patterns of knowing: empirics, aesthetics, personal knowledge, and ethics. The course is process-driven and will require extensive reading in the student's specialty area. This course is an extension of Advanced Practice Nursing I: Adult.

Prerequisite: Nursing 621. Corequisites: Nursing 624P and 624S.

Course Type(s): None

Appendix A: Course Descriptions

NU 624P Cr. 3.0

Advanced Practice Nursing Practicum II Adult

Delivery of primary health care to adults and adolescents with common health problems, including collection of subjective and objective data using the techniques of interview and physical examination; deriving nursing diagnoses; planning care for acute and chronic illness using community resources; use of communication for health teaching, counseling and motivating clients for positive health maintenance. Establishment of collaborative role with other health care providers.

Prerequisites: Nursing 621, 622S, and 622P.

Corequisites: Nursing 623 and 624S.

Course Type(s): None

NU 624S Cr. 1.0

Advanced Practice Nursing Seminar II: Adult

Discuss the delivery of primary health care to adults and adolescents with common health problems, including collection of subjective and objective data using the techniques of interview and physical examination; deriving nursing diagnoses; planning care for acute and chronic illness using community resources; use of communication for health teaching, counseling and motivating clients for positive health maintenance. Establishment of collaborative role with other health care providers.

Prerequisites: Nursing 621, 622S and 622P. Corequisites: Nursing 623 and 624P.

Course Type(s): None

NU 631 Cr. 3.0

Advanced Practice Nursing I: Family

Detailed case study analysis of health problems, including pathophysiology, strengths and weaknesses of assessment of data collection, diagnostic process, planning, intervention, and evaluation. Interview and physical examination techniques for collecting subjective and objective data in the primary care setting; deriving nursing diagnoses; planning care for acute and chronic illness in culturally diverse populations utilizing community resources; use of communication for health teaching and counseling and to motivate clients for positive health maintenance will be explored. Expansion of traditional nursing role to the advanced practice nurse (APN) role through the incorporation of evidence-based practice, personal knowledge, and ethics will be discussed. The course is process-driven and will require extensive reading in the student's specialty area.

Prerequisite: Nursing 521, 524, 535, 541, and 542.

Corequisites: Nursing 632P and 632S.

Course Type(s): None

NU 632P Cr. 3.0

Advanced Practice Nursing Practicum I: Family

Delivery of primary health care to adults with common health problems, including collection of subjective and objective data using the techniques of interview and physical examination; deriving nursing diagnoses; planning care for acute and chronic illness using community resources; use of communication for health teaching, counseling and motivating clients for positive health maintenance. Establishment of collaborative role with other health care providers.

Corequisites: Nursing 631 and 632S.

Course Type(s): None

NU 632S Cr. 1.0

Advanced Practice Nursing Seminar I: Family

Discuss the delivery of primary health care to adults with common health problems, including collection of subjective and objective data using the techniques of interview and physical examination; deriving nursing diagnosis; planning care for acute and chronic illness using community resources; use of communication for health teaching, counseling and motivating clients for positive health maintenance. Establishment of collaborative role with other health care providers.

Corequisites: Nursing 631 and 632P.

Course Type(s): None

NU 633 Cr. 3.0

Advanced Practice Nursing II: Family

Detailed case study analysis of health problems, including pathophysiology, epidemiology, strengths and weaknesses of assessment of data collection, diagnostic process, planning, intervention, and evaluation. Interview and physical examination techniques for collecting subjective and objective data in primary, acute and long term care settings; deriving nursing diagnoses; planning care for acute and chronic illness in culturally diverse populations utilizing community resources; using communication for health teaching and counseling and to motivate clients for positive health maintenance. Expansion of traditional nursing role to the advanced practice nurse (APN) role through the incorporation of evidence-based practice, personal knowledge, and ethics. The course is process-driven and will require extensive reading in the student's specialty area.

Prerequisite: Nursing 631. Corequisites: Nursing 634P and 634S.

Course Type(s): None

NU 634P Cr. 3.0

Advanced Practice Nursing Practicum II: Family

This course is a continuation of NU 632. Delivery of health care to the child, pregnant couple, and adults with complex health problems, including collection of subjective and objective data using the techniques of interview and physical examination; deriving nursing diagnoses; planning care for acute and chronic illness using community resources; use of communication for health teaching, counseling and motivating clients for positive health maintenance. Establishment of collaborative role with other health care providers.

Prerequisites: Nursing 631, 632S and 632P. Corequisites: Nursing 633 and 634S.

Course Type(s): None

NU 634S Cr. 1.0

Advanced Practice Nursing Seminar II: Family

This course is a continuation of NU 632. Discussion of delivery of health care to the child, pregnant couple, and adults with complex health problems that include collection of subjective and objective data using the techniques of interview and physical examination; deriving nursing diagnoses; planning care for acute and chronic illness using community resources; use of communication for health teaching, counseling and motivating clients for positive health maintenance. Establishment of collaborative role with other health care providers.

Prerequisites: Nursing 631, 632S and 632P. Corequisites: Nursing 633 and 634P.

Course Type(s): None

NU 642P Cr. 3.0

Advanced Practice Nursing Practicum I: Gerontology

Delivery of primary health care to older adults with gerontological common health problems, including collection of subjective and objective data using the techniques of interview and physical examination; deriving nursing diagnoses; planning care for acute and chronic illness using community resources; use of communication for health teaching and counseling and to motivate clients for positive health maintenance. Establishment of collaborative role with other health care providers.

Corequisites: Nursing 641 and 642S.

Course Type(s): None

NU 642S Cr. 1.0

Advanced Practice Nursing Seminar I: Gerontology

Discuss primary health care to older adults with gerontological common health problems, including collection of subjective and objective data using the techniques of

interview and physical examination; deriving nursing diagnosis; planning care for acute and chronic illness using community resources; use of communication for health teaching and counseling and to motivate clients for positive health maintenance. Establishment of collaborative role with other health care providers.

Corequisites: Nursing 641 and 642P.

Course Type(s): None

NU 644P Cr. 3.0

Advanced Practice Nursing Practicum II: Gerontology

Delivery of primary health care to older adults with common health problems, including collection of subjective and objective data using the techniques of interview and physical examination; deriving nursing diagnoses; planning care for acute and chronic illness using community resources; use of communication for health teaching, counseling and motivating clients for positive health maintenance. Establishment of collaborative role with other health care providers.

Prerequisites: Nursing 641, 642S, and 642P.

Corequisites: Nursing 643 and 644S.

Course Type(s): None

NU 644S Cr. 1.0

Advanced Practice Nursing Seminar II: Gerontology

Discuss primary health care to older adults with common health problems, including collection of subjective and objective data using the techniques of interview and physical examination; deriving nursing diagnoses; planning care for acute and chronic illness using community resources; use of communication for health teaching, counseling and motivating clients for positive health maintenance. Establishment of collaborative role with other health care providers.

Prerequisites: Nursing 641, 642S and 642P. Corequisites: Nursing 643 and 644P.

Course Type(s): None

NU 652P Cr. 3.0

Advanced Practice Nursing Practicum I: Acute Care

Delivery of primary health care to clients with common health problems, including collection of subjective and objective data using the techniques of interview and physical examination; deriving nursing diagnoses; prioritizing and planning care for acute and chronic illness using agency resources; use of communication for health teaching, counseling and motivating clients and families for positive health maintenance. Establishment of collaborative role with other health care providers.

Corequisites: Nursing 651 and 652S.

Course Type(s): None

Appendix A: Course Descriptions

NU 652S **Cr. 1.0**

Advanced Practice Nursing Seminar I: Acute Care

Discuss primary health care to clients with common health problems, including collection of subjective and objective data using the techniques of interview and physical examination; deriving nursing diagnoses; prioritizing and planning care for acute and chronic illness using agency resources; use of communication for health teaching, counseling and motivating clients and families for positive health maintenance. Establishment of collaborative role with other health care providers.

Corequisites: Nursing 651 and 652P.

Course Type(s): None

NU 654P **Cr. 3.0**

Advanced Practice Nursing Practicum II: Acute Care

Delivery of primary health care to clients with common health problems, including collection of subjective and objective data using the techniques of interview and physical examination; deriving nursing diagnoses; prioritizing and planning care for acute and chronic illness using agency resources; use of communication for health teaching, counseling and motivating clients and families for positive health maintenance. Establishment of collaborative role with other health care providers.

Prerequisites: Nursing 651, 652S and 652P. Corequisites: Nursing 653 and 654S.

Course Type(s): None

NU 654S **Cr. 1.0**

Advanced Practice Nursing Seminar II: Acute Care

Discuss primary health care to clients with common health problems, including collection of subjective and objective data using the techniques of interview and physical examination; deriving nursing diagnoses; prioritizing and planning care for acute and chronic illness using agency resources; use of communication for health teaching, counseling and motivating clients and families for positive health maintenance. Establishment of collaborative role with other health care providers.

Prerequisites: Nursing 651, 652S and 652P. Corequisites: Nursing 653 and 654P.

Course Type(s): None

NU 661 **Cr. 3.0**

Nursing Administration I

Students are socialized into the middle-level management and administration roles by examination of the administrative process in a variety of health care organizations.

Students are expected to assess, plan, develop, evaluate, and refine their effectiveness as managers and leaders of

nursing and patient care services. By synthesizing information from previous coursework, management theories, and relevant research, students will be able to apply themselves to the management/administration roles.

Corequisite: Nursing 662.

Course Type(s): None

NU 662P **Cr. 2.0**

Nursing Administration I Practicum

Students observe and participate in the middle-level management/administrative process in a variety of health care organizations. For the required practicum, the student selects a nursing service compatible with the student's individual goals. Socialization into the middle management and administrative roles permit students to assess, plan, implement, and refine their skills as beginning practitioners as managers and leaders of nursing and patient care services. Corequisites: Nursing 661 and 662S.

Course Type(s): None

NU 662S **Cr. 1.0**

Nursing Administration I Seminar

Students analyze the middle-level management/administrative process in a variety of health care organizations. Socialization into the middle management and administrative roles permit students to assess, plan, implement, and refine their skills as beginning practitioners as managers and leaders of nursing and patient care services.

Corequisites: Nursing 661 and 662P.

Course Type(s): None

NU 663 **Cr. 3.0**

Nursing Administration II

Students are prepared to practice in the role of middle-level administration and nursing case manager. Students will build on the information obtained in Nursing Administration I. In addition, nurses will learn the role of the nursing case manager. Students learn how to provide quality health care along a continuum, decrease fragmentation of care across multiple settings, enhance the client's quality of life, and address issues concerning cost containment. Communication and collaboration techniques are utilized to assess, plan, implement, coordinate, monitor and evaluate the options and services available to meet individual health needs.

Prerequisites: Nursing 661 and 662. Corequisite:

Nursing 664.

Course Type(s): None

NU 664P Cr. 2.0

Nursing Administration II Practicum

Students observe and participate in the human resources and the nursing case management roles. Students build on the information obtained in Nursing Administration I. Students investigate the integration of the nursing administrator role and human resource elements and observe the relationship through direct observation of the HR staff and the Executive Team.

Prerequisites: Nursing 661, 662S and 662P. Corequisites: Nursing 663 and 664S.

Course Type(s): None

NU 664S Cr. 1.0

Nursing Administration II Seminar

Students analyze the Human Resource role and the nursing case management role and their relationship to nursing administration. Students build on the information obtained in Nursing Administration Seminar I. Students assess, plan, and implement their effectiveness as administrative-level nursing personnel and delve into the knowledge required to comprehend the role of case management and human resources and their relation to nursing administration.

Prerequisites: Nursing 661, 662S, and 622P.

Corequisites: Nursing 663 and 664P.

Course Type(s): None

NU 671 Cr. 3.0

AP Psych/MH Nursing I

This course focuses on advanced knowledge of psychiatric/mental health nursing. Assessment, treatment planning and therapeutic interventions with individuals, families and groups will be introduced. This course will offer various treatment models including the classic schools and current developments in individuals, families and groups. Each therapeutic modality will be presented using key concepts, an explanation of the therapeutic process and application of techniques. In view of the reliance on direct practice experiences with individuals, families and groups, students will be placed in clinical sites concurrently with the courses Nursing 672P and 672S.

Prerequisites: Nursing 521, 535, 543 and 544.

Corequisites: Nursing 672P and 672S.

Course Type(s): None

NU 672P Cr. 3.0

Advanced Practice Psychiatric/Mental Health Practicum I

Delivery of mental health care to adults with mental health problems, including collection of subjective and objective

data using the techniques of interview; deriving psychiatric diagnoses; deriving nursing diagnoses; planning care for acute and chronic mental health issues using community resources; use of interventions including short term problem focused psychotherapy, group therapy and psychopharmacologic modalities. Establishment of collaborative role with other health care providers.

Corequisites: Nursing 671 and 672S.

Course Type(s): None

NU 672S Cr. 1.0

Advanced Practice Psychiatric/MHN Seminar I

Delivery of mental health care to adults with mental health problems, including collection of subjective and objective data using the techniques of interview; deriving psychiatric diagnoses; deriving nursing diagnoses; planning care for acute and chronic mental health issues using community resources; use of interventions including short term problem focused psychotherapy, group therapy and psychopharmacologic modalities. Establishment of collaborative role with other health care providers.

Corequisites: Nursing 671 and 672P.

Course Type(s): None

NU 673 Cr. 3.0

Advance Practice Psychiatric/Mental Health Nursing 2

This course builds upon the foundation course NU 671. As clinicians there is an ever-pressing need to interpret theory and engage in practice inclusively. This course will examine how clients' lives are affected by larger societal structures. This course will examine modalities and ways to intervene with clients with a true sensitivity and understanding of issues of race, culture, gender, religion and sexual orientation. Each therapeutic modality will be presented using key concepts, an explanation of the therapeutic process and application of techniques. In view of the reliance on direct practice experiences with individuals, families and groups, students will be placed in clinical sites concurrently with this course (NU 674).

Prerequisites: Nursing 671 and 672. Corequisite:

Nursing 674.

Course Type(s): None

NU 674P Cr. 3.0

Advanced Practice Psychiatric MHN Practicum II

This is a continuation of NU 672P. Delivery of mental health care to adults with mental health problems, including collection of subjective and objective data using the techniques of interview; deriving psychiatric diagnosis; deriving nursing diagnoses; planning care for acute and

Appendix A: Course Descriptions

chronic mental health issues using community resources; use of interventions including short term problem focused psychotherapy, group therapy and psychopharmacologic modalities. Establishment of collaborative role with other health care providers.

Prerequisites: Nursing 671, 672P and 672S. Corequisites: Nursing 673 and 674S.

Course Type(s): None

NU 674S **Cr. 1.0**

Advanced Practice Psychiatric MHN Lab & Seminar II

This is a continuation of NU 672S. Delivery of mental health care to adults with mental health problems, including collection of subjective and objective data using the techniques of interview; deriving psychiatric diagnoses; deriving nursing diagnoses; planning care for acute and chronic mental health issues using community resources, use of interventions including short-term, problem focused psychotherapy, group therapy and psychopharmacologic modalities. Establishment of collaborative role with other health care providers.

Prerequisites: Nursing 671, 672S and 672P. Corequisites: Nursing 673 and 674P.

Course Type(s): None

NU SANE **Cr. 0.0**

Sexual Assault Nurse Examiner

This course will provide basic theoretical and forensic principles to treat victims of sexual crimes by introducing standards of practice for the sexual assault nurse examiner (SANE) as outlined for SANE certification. Standards and principles of nursing practice will be applied to the practice of various areas of expertise held by SANE nurses. Forensic evaluation may include victims of all ages and ethnic and socioeconomic backgrounds within a framework of community and agency policies, procedures and protocols. Using the nursing process in the investigation of sexual assault and in the promotion and restoration of psychological, biological, and social health of survivors of sexual assault or abuse will be introduced.

History and physical examination, crisis intervention, identifying and collecting evidence, treating and counseling victims will be discussed.

Course Type(s): None

PHILOSOPHY

PL 518 **Cr. 3.0**

Religious Foundations of Contemporary Values

Systematic study of major contemporary value themes

and their derivation from religious, mythic, and quasi-philosophic roots.

Course Type(s): None

PL 529 **Cr. 3.0**

Personal Identity, Ethics, and Social Order

An exploration of how the social formation of personal life and moral character is represented in social science, fiction, and philosophy.

Course Type(s): None

PL 532 **Cr. 3.0**

Professional and Organizational Ethics

Applies ethical concepts and theories to moral issues in professional and organizational life. Special attention is given to professional and corporate social responsibility.

Course Type(s): LA

POLITICAL SCIENCE

PS 510 **Cr. 3.0**

Policy Analysis

An overview of the field of public policy studies with particular attention paid to the role of the policy analyst in the field of public policy. This course provides a solid foundation for the study of public policy analysis by concentrating on the five stages of the policy process, including agenda setting, policy formulation, budgeting, policy implementation, and policy evaluation.

Course Type(s): None

PS 514 **Cr. 3.0**

Public Opinion and Polling

Students are taught how to use social science research methods to critique and create polling surveys. The course will pay particular attention to the data collection and sample design, survey research methods, questionnaire development, and data collection and analysis. Teach students how to evaluate the quality of survey research methods. Students will also be expected to design, implement, and analyze an original polling survey.

Course Type(s): None

PS 516 **Cr. 3.0**

Research Methods

An introduction to the different ways in which social scientists study the social world. Designed to develop students' understanding of the major purposes of social research as well as the major types of quantitative and qualitative research designs. They will also learn the research

process itself, from conceptualization and measurement to operationalization, sampling, ethics, and the analysis and presentation of their study. This course provides an opportunity to apply what students learn in class to actual research projects, including the ones they will design themselves in this course.
Course Type(s): None

PS 518 **Cr. 3.0**
Theory, Policy, Ethics

Seeks to enable students to develop a critical understanding of the moral and political values that come into play in public policy. Topics include the tensions between ethics and politics in the tradition of political theory as well as how they feature in contemporary public policy debates in American and global politics. Students gain an understanding of the role of ethics as a matter of social justice as well as ethical issues and dilemmas in professional ethics.
Course Type(s): None

PS 522 **Cr. 3.0**
History of Urbanization in America

This course will provide an interdisciplinary study of the history of urbanization and industrialization in the United States from the mid-nineteenth century to the early twentieth century. Using the themes of community, technology, public policy, and immigration, students will examine the development and changes in the social, physical, political, and economic urban landscape. Also listed as History 522.
Course Type(s): None

PS 524 **Cr. 3.0**
Public Opinion and the Media

An examination of the shifting nature of public opinion, the agenda setting role of mass media, and the survey methods that are employed to determine public opinion. The practices, values, and traditions of journalism that impact public opinion. Experience with the conduct of a survey and analysis of case studies.
Course Type(s): None

PS 525 **Cr. 3.0**
Political Communication

The study of traditional and contemporary theories of rhetoric as applied in research and analysis of political campaigns. The rhetorical creation, maintenance, application, and legitimization of symbolic power. A survey of analytic models of political communication and application of the models to case studies. The role of the political communication specialist. Practicum in political communi-

cation strategies and techniques. Also listed as Communication 525.
Course Type(s): None

PS 530 **Cr. 3.0**
Environmental Policy

A survey of the process by which environmental politics, planning, and public policy is conducted in the United States and around the world. We will examine the nature and scope of environmental, energy, and natural resource problems; contrasting perspectives on their severity and policy implications; the goals and strategies of the environmental movement and public opinion on the environment; scientific, economic, political, and institutional forces that shape policymaking and implementation; approaches to environmental policy analysis; and selected issues in environmental policy in the global community. In addition to the covering of certain ecological science terms, the course will cover the interplay between international organizations, non-governmental organizations, and traditional states and the ways in which these actors seek diplomatic solutions to environmental problems.
Course Type(s): None

PS 533 **Cr. 3.0**
The History of Public Policy in the United States

The objective of this course is to survey major issues in domestic public policy. The emphasis is on changes in the process of policy formation in both the public and private sectors. Also listed as History 533.
Course Type(s): None HSUS

PS 553 **Cr. 3.0**
Gender, Family, and Policy

Examines how policies affect a diverse spectrum of families based on class, race, gender, sexuality, age, and nationality. It begins with a historical perspective on how families have developed because of historical factors such as changing economy and technology. It also examines how social structures such as race, class, gender, and sexuality have shaped families. It then focuses on current issues facing families and the policies that regulate those issues, such as the balance between work and family, welfare, reproductive issues, violence, healthcare, and educational issues. Throughout the course, we will take a comparative approach to examine policies both in the US and within other countries. We will also discuss family activism aimed at affecting policy in the US.
Course Type(s): None

Appendix A: Course Descriptions

PS 563 **Cr. 3.0**

Global Policies and Issues

Adopting an interdisciplinary perspective, this course looks at the positive and negative effects of globalization. It also explores the national and international aspects of major global policies and issues that shape the interdependent world of the 21st century.

Course Type(s): None

PS 566 **Cr. 3.0**

Comparative Public Policy

In the world in which terrorism and chaos threaten to upset the policy making capabilities of state governments, it is vital that we understand the different ways that nations formulate and implement public policy. Through an extensive investigation of policy analysis across a broad spectrum of states, the student will be able to better understand the reasons for policy decisions around the world. Democratic governments will be compared and contrasted to non-democratic governments in an attempt to provide greater insight and answer questions of health, economic, environmental, and foreign policies.

Course Type(s): None

PS 583 **Cr. 3.0**

The Causes of War

A critical analysis of the general and recurring problems of war in human life; the course probes the direct and indirect causes of war by employing various analytical methods developed in political science as well as in sister disciplines of the social sciences.

Course Type(s): None

PS 585 **Cr. 3.0**

American Foreign Policy

This course examines, analyzes, and evaluates the many dimensions and issues of American foreign policy since 1945. It provides an interpretative framework within which the sources of American action abroad may be understood. The course combines descriptive and explanatory material with empirical evidence and makes a serious effort to distinguish facts from inferences, hypotheses, and opinions. The post-Cold War and post-9/11 worlds are assessed, with a focus on American goals, capabilities, and relationships around the world.

Course Type(s): None

PS 589 **Cr. 3.0**

Practicum

An opportunity to apply classroom theory in practice

through actual work experience. Students have the opportunity to apply the theories and concepts of public policy to actual work settings.

Course Type(s): None

PS 595 **Cr. 3.0**

Public Policy Research Proposal

The first of a two-part research writing project (PS 595-Public Policy Research Proposal and PS 596-Public Policy Research Project). In this part (PS 595), students will select a faculty member from the department (project supervisor) and second reader (from within or outside the department) to work on developing a proposal for the research writing project. The proposal will include the research question, research design, and literature review. Upon completion of the proposal writing (20 pages) students will defend the proposal.

Prerequisite: Political Science 516.

Course Type(s): None

PS 596 **Cr. 3.0**

Public Policy Research Project

The second of a two-part research writing project (PS 595-Public Policy Research Proposal and PS 596-Public Policy Research Project). In this part (PS 596), students will work with the committee selected for PS 595 (Proposal) and work under their guidance to complete the research project and presentation/defense at a departmental colloquium.

Prerequisites: Political Science 516 and 595.

Course Type(s): None

PS 597 **Cr 0.0**

Portfolio

Enables students to complete their portfolios for the Master of Arts in Public Policy (M.A.P.P.). The portfolio displays academic and professional development and learning gained from the M.A.P.P. program and related experiences. The portfolio contains collections of academic and professional goal statements, term papers, reflective essays and artifacts gathered in various classes and colloquiums and connected work.

Course Type(s): None

PS 598 **Cr. 3.0**

Special Topics/Special Projects

Offered occasionally to match the interest of the students' and the professor teaching the course. The instruction will follow classroom lectures and discussions on the topic.

The exact nature of the topic covered in any given semester is indicated on the student's transcript.

Permission of program director required.
Course Type(s): None

PS 599 **Cr. 3.0**

Readings and Research

An independent research study based on relevant research and the writing of a substantial paper designed and executed by the student in consultation with a supervising professor. The subject matter should cover public policy and related areas.

Course Type(s): None

PS 618 **Cr. 3.0**

Social Work Administration

This course is designed to develop in the student an awareness and understanding of administrative procedures and techniques employed in the implementation of policies or programs. The course will examine various techniques of personal management, such as civil service system, management by objectives, staff development, management information systems, as well as techniques of fiscal management, such as budgeting and cost effectiveness analysis. Also listed as Social Work 618.

Course Type(s): None

PSYCHOLOGICAL COUNSELING

PC 501 **Cr. 3.0**

Understanding Statistics in Counseling Research

An overview of common statistical methods used in counseling research. Students will read articles that utilize common statistical procedures (t-tests, ANOVA, correlation, etc.). Students will also learn to understand the major differences between these techniques and the research questions that these statistical techniques address.

Course Type(s): None

PC 503 **Cr. 3.0**

Research Methods in Counseling

Reviewing the literature, problem hypothesis research, naturalistic observation, survey and interview procedures, and experimental methods are discussed.

Prerequisite: Psychological Counseling 501 or permission of the instructor.

Course Type(s): LA

PC 505 **Cr. 3.0**

Mental Health Counseling

An overview of the profession of counseling, its ethical

standards, literature, professional organizations, and the knowledge, skills and abilities required for success in the field. The course will assist students in formulating a concept of the profession that will allow them to enhance their growth and professional identity as a counselor. In addition, the course provides the opportunity for students to become aware of counseling career opportunities in the region. Limited to Psychological Counseling majors.

Course Type(s): None

PC 506 **Cr. 3.0**

Testing and Assessment in Counseling

An overview of test administration and validity. Students will be introduced to tests of intelligence, personality and interests. Limited to Psychological Counseling majors.

Course Type(s): LA

PC 507 **Cr. 3.0**

Psychological Testing of Students

The use of interpretation of objective tests of achievement, aptitude, interest, and personality, with emphasis on those tests used by educators. Limited to Psychological Counseling majors.

Prerequisite: Psychological Counseling 506.

Course Type(s): LA

PC 508 **Cr. 3.0**

Psychological Counseling of Students

Provides students with an eclectic view of counseling theory and techniques. Students will practice skills of intervention, counseling, recognition of problems, and referral. Limited to Psychological Counseling majors.

Course Type(s): LA

PC 510 **Cr. 3.0**

Community Mental Health

An overview of mental health counseling within community and health/human services settings. This comprehensive course reviews prevention, intervention, needs assessment, as well as, program implementation and evaluation. Client advocacy, governmental policies, obtaining funding, and other aspects of the delivery of human services are explored, with particular focus on the management and ethical standards of all administrative and clinical counseling services related to mental health programs. Limited to Psychological Counseling majors.

Course Type(s): None

Appendix A: Course Descriptions

PC 512 **Cr. 3.0**

Psychopathology

An advanced course in abnormal psychology; intensive investigation of current thinking regarding the etiology and development of aberrant behavior; theory in the light of experimental findings and clinical applications.

Course Type(s): LA

PC 515 **Cr. 3.0**

Human Development Through the Life Span

This course provides students with an overview of human development, with comprehensive coverage of all major developmental stages (prenatal period and infancy, childhood, adolescence, early adulthood, middle adulthood, and late adulthood) and focuses on both normal and abnormal physical, mental health and social development. Emphasis on the interaction of biological, psychological and sociological forces that influence development.

Limited to Psychological Counseling majors.

Course Type(s): None

PC 516 **Cr. 3.0**

Sex Therapy

Introduction to human sexuality and related issues that counselors may encounter in their work. Students will learn about normal and abnormal sexual functioning. This introductory course aims to desensitize students and provoke introspection about diverse expression of sexuality. This course is not designed to train students as sex therapists. Limited to Psychological Counseling majors.

Course Type(s): None

PC 517 **Cr. 3.0**

Counseling and Religion

Counseling and Religion will explore the world religions with a focus on the religions as they function in the U.S.A. in a multi-cultural context. This will give the student a basic understanding and respect for religious differences when counseling clients who have different religious values than the counselor. A historical perspective on the relationship between psychology and religion will be traced to contemporary practice. The student will be given the opportunity to develop a theory of how he or she would like to integrate his or her new knowledge into his or her work as a counselor. Limited to Psychological Counseling majors.

Course Type(s): None

PC 518 **Cr. 3.0**

Psychology of the Exceptional Child

The cognitive, social and emotional growth, diagnosis and potentials of the exceptional child; mental retardation, language disorders, motor coordination disorders, blindness, and the gifted child; some field work required. Counseling interventions for exceptional children will be covered.

Limited to Psychological Counseling majors.

Course Type(s): None

PC 519 **Cr. 3.0**

Theories of Learning

Associationist theories, classical conditioning, operant conditioning, and major cognitive theories. Major principles of learning will be explored as to their application to modern educational techniques and behavior change.

Limited to Psychological Counseling majors.

Course Type(s): LA

PC 520 **Cr. 3.0**

Handling of Emotional Problems in the Classroom

Analysis of emotional climate necessary for effective learning; recognition of some major causes of learning disability and disruptive classroom behavior; behavior modification techniques. Limited to Psychological Counseling majors.

Course Type(s): None

PC 521 **Cr. 3.0**

Spirituality and Counseling

This course will give the student a basic understanding of philosophical and practical ways to integrate existential, mystical, or other inexplicable issues into the counseling process. The student will look at different spiritual practices with a respectful, multicultural lens. Spiritual practices will be viewed as possible psychological techniques, pathology and/or cognitive distortions. The student will be given the opportunity to develop a personal spiritual theory of how he or she would like to integrate or not spirituality into his or her work as a counselor. Limited to Psychological Counseling majors.

Course Type(s): None

PC 522 **Cr. 3.0**

Self Exploration: Body, Mind, Spirit

This experiential course will take the student through a self exploration that will allow the student to explore the motivation, unconscious drives, anxieties, spiritual and existential meaning that lead he or she to be a counselor. It will explore many aspects of the personality, such as

need for power/control and compassion, which will allow the student to become more fully aware. Limited to Psychological Counseling majors.
Course Type(s): None

PC 524 **Cr. 3.0**
Counseling Children and Adolescents: Theories and Techniques

An exploration of psychotherapeutic counseling theories and techniques used with children and adolescents within the developmental psychopathological framework. Limited to Psychological Counseling majors.
Course Type(s): LA

PC 525 **Cr. 3.0**
Counseling Theory and Techniques

Study of the prominent theories that underlie the techniques of counseling psychology. Emphasis on the specific techniques utilized in the context of a therapeutic relationship. Limited to Psychological Counseling majors.
Course Type(s): LA

PC 527 **Cr. 3.0**
Counseling Single Parent Families

A look at counseling theories and techniques as they relate to the single parent household. Limited to Psychological Counseling majors.
Course Type(s): None

PC 528 **Cr. 3.0**
Family Counseling: Theory and Technique

This course enables students to examine the historical development, theoretical foundations, and contemporary conceptual directions in the field of family counseling. Clinical concerns are interwoven with theoretical literature and counseling techniques. Limited to Psychological Counseling majors.
Prerequisite: Psychological Counseling 525.
Course Type(s): None

PC 529 **Cr. 3.0**
Multicultural Counseling

This course examines counseling theories and techniques as they relate to diversity in the client population. Limited to Psychological Counseling majors.
Course Type(s): None

PC 530 **Cr. 3.0**
Crisis Intervention

This graduate seminar reviews crisis intervention theory

and techniques. Students learn and practice counseling intervention skills for clients in crisis.
Course Type(s): LA

PC 533 **Cr. 3.0**
Marriage and Couples Counseling

This course provides students with an overview of the historical development, theoretical framework, and conceptual directions in the field of marriage and couples counseling. It also provides students with methods of marital/couples assessment and counseling techniques related to various clinical issues that are often encountered in counseling settings. Limited to Psychological Counseling majors.
Prerequisite: Psychological Counseling 525.
Course Type(s): None

PC 534 **Cr. 3.0**
Health Counseling

This class will explore different non-conventional models of health. Non-medical models of counseling will be explored in relation to healing physically, mentally, emotionally and spirituality. The student will explore personal health in all domains, as well as health needed as a counselor. Prevention, stressors and techniques will be discussed. Limited to Psychological Counseling majors.
Prerequisite: Psychological Counseling 525.
Course Type(s): LA

PC 535 **Cr. 3.0**
Rorschach: Comprehensive System

Introduction to the Comprehensive System of the Rorschach with emphasis on administration and scoring.
Prerequisites: Psychological Counseling 506 and 512.
Course Type(s): None

PC 540 **Cr. 3.0**
Introduction to Alcohol and Drug Abuse

An overview of models of addiction: medical, socio-cultural, familial and psychological. Definitions and diagnostic implications; an overview of basic treatment approaches.
Course Type(s): LA

PC 542 **Cr. 3.0**
Treatment of Alcohol and Drug Abuse

An examination of various treatment models within the alcohol and drug treatment field. The basics of individual, group, family, and couples counseling with alcoholic and addicted patients. Provides specific counseling techniques. This course can be used toward the Substance Awareness Coordinator Certificate.

Appendix A: Course Descriptions

Prerequisite: Psychological Counseling 540.
Course Type(s): LA

PC 545 **Cr. 3.0** ***Psychopharmacology***

An overview of basic psychopharmacology as it pertains to alcohol and mood-altering drugs (both licit and illicit). Information regarding drug action, interactions, adverse reactions, tolerance, dependency and withdrawal. Focus on biopsychosocial assessment and treatment. Limited to Psychological Counseling majors.

Prerequisite: Psychological Counseling 512.
Course Type(s): LA

PC 550 **Cr. 3.0** ***Group Counseling***

Didactic and experiential course that introduces students to group dynamics and theories/techniques of group counseling. Didactic component reviews, group counseling theories/techniques, stages in group development, and salient characteristics of effective group facilitators. Experiential component facilitates understanding of one's own personality, biases and impact upon others in professional interactions. Legal and ethical issues relevant to group counseling are also examined.

Course Type(s): None

PC 560 **Cr. 3.0** ***Practicum in Counseling***

Students integrate theory and practice in the counseling profession through an off-campus practicum. Each week, during 1 hour 30 minute class time, students participate in group supervision and review relevant professional, ethical and legal issues, such as understanding and using appropriate diagnostic procedures (for example, the DSM system), application of counseling interventions, confidentiality, duty to warn, etc. In addition, all students (in groups of two) must make arrangements with the course professor to receive an additional 1 hour of supervision per week. Limited to Psychological Counseling majors.

Prerequisites: Psychological Counseling 505, 512, 525, and at least nine credits of core courses completed.

Course Type(s): LA

PC 570 **Cr. 3.0** ***Career Counseling***

The psychology of careers and career counseling is a cornerstone of the counseling profession and forms the historical basis of the profession's emphasis on normal development, decision-making, and assessment. In this course, we will review career theories, life-span development, and

assessment instruments used in career counseling. Recognizing the particular career issues of minorities and women, attention will be afforded to such trans-cultural issues. Limited to Psychological Counseling majors.

Course Type(s): LA

PC 574 **Cr. 3.0** ***Assessment and Treatment of Personality Disorders***

This course is designed to provide students with an overview of current assessment tools and treatment techniques pertaining to various personality disorders as listed in the DSM-IV.

Course Type(s): None

PC 580 **Cr. 3.0** ***Clinical Internship in Professional Counseling***

Designed to provide the students with an opportunity to integrate theoretical information with clinical experience. Students will be required to participate in a supervised field experience. Limited to Psychological Counseling majors. Prerequisites: Psychological Counseling 512, 525 and at least 30 credits in Psychological Counseling completed and approval of the department.

Course Type(s): LA

PC 581 **Cr. 3.0** ***Clinical Internship II***

Continuation of Psychological Counseling 580.

Prerequisite: Psychological Counseling 580.

Course Type(s): LA

PC 582 **Cr. 3.0** ***Clinical Internship III***

Continuation of Psychological Counseling 581.

Prerequisite: Psychological Counseling 581.

Course Type(s): LA

PC 598 **Cr. 3.0** ***Special Topics in Psychological Counseling***

The subject matter varies with the interest of the students and the professor teaching the course. The exact nature of the topic covered in any given semester is indicated in the student's transcript.

Prerequisite: Prior permission of the department chair is required.

Course Type(s): None

PC 599 **Cr. 1.0 - 3.0**

Independent Study in Psychological Counseling

Reading and research leading to significant written work under the direction of a faculty member.

Prerequisites: Prior permission of the directing professor and department chair.

Course Type(s): None

PC 671 **Cr. 3.0**

Advanced Practice with Children

Designed for play therapy students, this course builds upon the foundation courses on individual, family and group counseling, with advanced clinical applications for work with children. Assessment and intervention skills are used with children and adolescents with special emphasis on expressive therapies, such as art, play, sand tray, and music. Also listed as Educational Leadership 671 and Social Work 671.

Course Type(s): None

PC 672 **Cr. 3.0**

Advanced Theory in Play Therapy

History and theory of play therapy are of central focus for this course designed for play therapy students. A deep understanding of engagement and assessment techniques will be developed and related to clinical practice. Also listed as Educational Leadership 672 and Social Work 672.

Course Type(s): None

PC 673 **Cr. 3.0**

Advanced Techniques in Play Therapy

Designed for play therapy students, this course covers advanced techniques of play therapy. Areas of play with children and adolescents, both individual and group, will be covered. Also listed as Educational Leadership 673 and Social Work 673.

Course Type(s): None

PC 674 **Cr. 3.0**

Play Therapy for Children at Risk

Designed for play therapy students, this course covers content on play therapy with vulnerable and high-risk children. The areas of play therapy with this population will include assistance with the legal system. Also listed as Educational Leadership 674 and Social Work 674.

Course Type(s): None

PC 675 **Cr. 3.0**

Play Therapy Practicum Seminar I

First part of a six-credit practicum in play therapy.

Designed to allow students to process the clinical experience of play with children and adolescents, with applications of advanced skills, assessment and treatment planning. Also listed as Educational Leadership 675 and Social Work 675.

Course Type(s): None

PC 676 **Cr. 3.0**

Play Therapy Practicum Seminar II

Second part of a six-credit practicum in play therapy.

Designed to allow students to process the clinical experience of play with children and adolescents, with a review of practice evaluation. Also listed as Educational Leadership 676 and Social Work 676.

Course Type(s): None

PC 680 **Cr. 3.0**

Individualized Research Study

Empirical research under the supervision of a sponsoring faculty member to data collection and significant written work.

Prerequisite: Permission of the sponsoring instructor and departmental approval.

Course Type(s): None

PC 685 **Cr. 3.0**

Counseling Thesis

Independent investigation of special topics related to counseling, reflecting the research interests of the sponsoring professor. Provides students with an opportunity to do extended quantitative or qualitative research in collaboration with or under the supervision of a faculty member.

Prerequisites: Psychological Counseling 501, completion of 27 total credits within the program, and permission of the sponsoring instructor and departmental approval.

Course Type(s): None

PC CPE **Cr. 0.0**

Psychological Counseling Comprehensive Examination

Comprehensive Examination in Professional Counseling.

Corequisite: Psychological Counseling 580.

Course Type(s): None

Appendix A: Course Descriptions

SOCIAL WORK

SW 503 **Cr. 3.0**

Social Work Practice with Individuals and Families

This beginning practice course introduces students to the basic processes of social work and the roles and skills needed for foundation practice. Relevant theories of social work practice with individuals and families are explored. Interviewing skills and assessment strategies are emphasized, particularly in relationship to various ethnic cultures, social classes and oppressed populations. Effective practice methods, ethical issues in domestic and international social work practice, and the problem-solving process are incorporated.

Course Type(s): None

SW 505 **Cr. 3.0**

Social Welfare Policy and Services I

The first of two required courses in social policy defines social policy, examines the social, economic and political circumstances that give rise to social problems and their policy solutions, explores frameworks for analyzing these solutions, and reviews a history of the profession of social work.

Course Type(s): None

SW 507 **Cr. 3.0**

Social Work Research

The goal of this introductory course is to develop the student's ability to use and engage in both quantitative and qualitative research in order to inform and evaluate his or her own social practice. The course addresses key research concepts and procedures, such as hypothesis formulation, measurement, sampling, research design, and data collection.

Course Type(s): None

SW 509 **Cr. 3.0**

Human Behavior in the Social Environment I

This is the first semester of a two-semester course sequence within which students use theory and empirical data to assess human behavior as it develops in a variety of sociopolitical environments. A strengths-based, empowerment-focused paradigm is introduced to help students conceptualize biological, psychological, cognitive, and social factors as they influence human growth and development within families.

Course Type(s): None

SW 510 **Cr. 3.0**

Field Practicum I

Two hundred and fifty supervised hours in a social agency; direct work with individuals, groups, or communities in conjunction with a field practice seminar. Students must receive a B or higher in this class to proceed to the next field placement class.

Course Type(s): None

SW 513 **Cr. 3.0**

Social Work Practice in Groups

This course builds on social work practice, knowledge, skills and techniques learned in Social Work 503. The course describes social work practice with groups. It begins by delving into the history of group work in social work practice. Pioneers in the field of group work are discussed. Essentially, the course will explain the stages of group development, as well as concepts and theories related to group work treatment. In addition, different styles of group leadership will be presented, as well as group member roles. Students will be expected to role-play various stages of group development. Group process will also incorporate an ecosystems perspective, with overall emphasis on empowerment utilizing a strengths perspective. Special attention will be given to diversity and cultural issues.

Prerequisite: Social Work 503.

Course Type(s): None

SW 515 **Cr. 3.0**

Social Welfare Policy and Services II

Theories and frameworks are used to analyze the development, operation impact, and strategies for change in today's social welfare policies and services. Students apply analytic skills, scientific knowledge and research concepts to deepen their knowledge about different settings, populations and issues that are influenced and shaped by social needs, social policy, ethical questions, oppression and concerns for social justice.

Prerequisite: Social Work 505.

Course Type(s): None

SW 518 **Cr. 3.0**

Global Community Practice

This course, required of all graduate social work majors, focuses on the community as the unit of intervention.

Students will be introduced to the spectrum of macro social work practice from a global perspective. Students will learn the skills necessary for conceptualizing and facilitating social change, whether at the agency, neighborhood, state, federal or international levels. Direct

action (grassroots) organizing will be the framework for learning about social change.

Prerequisite: Social Work 509.

Course Type(s): None

SW 519 **Cr. 3.0**

Human Behavior in the Social Environment II

This is the second semester of a two-semester course sequence within which students use theory and empirical data to assess human behavior as it develops within a variety of sociopolitical environments. A strengths-based, empowerment-focused paradigm is developed to help students conceptualize the interactions among social identities, such as race, class, ethnicity, sexual orientation and gender expression, as they influence human behavior in larger sociopolitical entities, such as groups, organizations, communities.

Prerequisite: Social Work 509.

Course Type(s): None

SW 520 **Cr. 3.0**

Field Practicum II

Two hundred and fifty supervised hours in a social agency; direct work with individuals, groups, or communities in conjunction with a field practice seminar. Students must receive a grade of B or higher in this class to proceed to Social Work 630.

Prerequisite: Social Work 510.

Course Type(s): None

SW 598 **Cr. 3.0**

Special Topics in Social Work

The subject matter varies with the interest of the students and the professor teaching the course. The exact nature of the topic covered in any given semester is indicated in the student's transcript.

Prerequisite: Permission of the department chair required.

Course Type(s): None

SW 599 **Cr. 3.0**

Independent Study in Social Work

Reading and research under the direction of a member of the Social Work faculty.

Prerequisite: Prior permission of the directing professor and department chair.

Course Type(s): None

SW 602 **Cr. 3.0**

Domestic Violence

This course will highlight the issues of power and control

with respect to violence. The societal beliefs and mores of different cultures that condone violence will be examined.

The patterns of domestic violence will be studied from the points-of-view of the victims as well as the abusers.

Methods of social work practice with family violence as well as current treatment procedures with abusers and victims are included.

Prerequisite: Must be an advanced standing student or equivalent.

Course Type(s): None

SW 603 **Cr. 1.0**

Addictions Considerations

This course deals with the practice of social work with substance abusing clients. It is meant to supplement material covered in SW 604 (Substance Abuse) to fulfill the obligations of the licensure from the state of New Jersey.

Prerequisite: Must be an advanced standing student or equivalent.

Course Type(s): None

SW 604 **Cr. 3.0**

Clinical Practice in Addictions

Evaluates the clinical implications of substance use and abuse at three levels of social work practice. On the micro level, clinical implications including symptomatology, etiology, and physiology of substance use will be addressed. Assessment and treatment theory and techniques will be explored, implemented and evaluated. On a mezzo level, this course will address the effects on, and needs of, the extended family and systemic community of those who use substances. Strategies for meeting those needs will be researched and evaluated. Lastly, on the Macro level, existing resources available and active policy regarding substance abuse will be critically studied and potential proposed changes will be discussed. Also listed as Educational Counseling 604.

Course Type(s): None

SW 605 **Cr. 3.0**

Clinical Practice with Families and Children

Understanding of family practice theory and intervention with a focus on core subsystems and operations of the family. Different family types, ethnic backgrounds and cultures as well as gender differences and issues of power and control are topics included in the course. Also listed as Educational Counseling 605.

Prerequisite: Must be an advanced standing student or equivalent.

Course Type(s): None

Appendix A: Course Descriptions

SW 606 **Cr. 3.0**

Working with Trauma in Child Welfare

Develops clinical practice skills in child welfare, especially related to trauma assessment and intervention. Prepares students by teaching them the latest theories, research, and assessment and intervention strategies designed to assist youth and their families recover from traumatic experiences that may include sexual abuse, neglect, physical abuse, poverty, and parental substance abuse. A review of the historical, legal and ethical issues provides students with enhanced personal and professional understanding of the complexities of working with youth and families with multiple problems in the child welfare system. Prerequisite: Must be an advanced standing student or equivalent.

Course Type(s): None

SW 614 **Cr. 3.0**

Grant Writing

This course will provide students with the opportunity to develop grant writing skills and to apply for a grant for their field internship agency. Emphasis will be placed on writing skills, concept development, program development, and budget preparation.

Prerequisite: Must be an advanced standing student or equivalent.

Course Type(s): None

SW 615 **Cr. 3.0**

Issues in International Development

First course in the International and Community Development concentration. It is designed to introduce the student to global arenas for social work activities. Different perspectives on, and the realities of, development and underdevelopment; policies and practice of international aid and humanitarian agencies; and the role of social work in addressing human rights and needs of such groups as the displaced, unwanted refugees, victims of terror, the impoverished and children are critically examined. The relationship and tensions between first- and third-world development are explored using social and economic development policy concepts and practice. Prerequisite: Must be an advanced standing student or equivalent.

Course Type(s): None

SW 616 **Cr. 3.0**

Social Work Practice with the Aged

Designed for students specializing in practice with the aged and their families. Examines normative and pathological aging personality. Emphasis is placed on the

development of specialized knowledge and skills for assessment, intervention, and evaluation of a variety of issues and needs common in later life. Discussions on the applicability of certain interventions with the older adult and the family will be presented along with ethnocultural and gender considerations.

Prerequisite: Must be an advanced standing student or equivalent.

Course Type(s): None

SW 617 **Cr. 3.0**

Advanced Practice in Planning and Social Policy

Examines planning as a process of making public choices between equally appealing alternatives. The process involves policy or program conception, selection, implementation, and evaluation. The process is applied in individual classroom exercises designed by each student.

Prerequisite: Must be an advanced standing student or equivalent.

Course Type(s): None

SW 618 **Cr. 3.0**

Social Work Administration

This course is designed to develop in the student an awareness and understanding of administrative procedures and techniques employed in the implementation of policies or programs. The course will examine various techniques of personal management, such as civil service system, management by objectives, staff development, management information systems, as well as techniques of fiscal management, such as budgeting and cost effectiveness analysis. Also listed as Political Science 618. Prerequisite: Must be an advanced standing student or equivalent.

Course Type(s): None

SW 619 **Cr. 3.0**

Social Work Supervision

This course will familiarize students with the basic concepts of supervision as a vital component of social work practice in three areas: practice skills, administrative needs and evaluation. The course will cover a historical and theoretical view of supervision, techniques, styles, supervisee counter transference, authority, power and the supervision process. Emphasis is placed on the dynamics of supervision, ethical and value principles, professional boundaries and supervision as a leadership function.

Prerequisite: Must be an advanced standing student or equivalent.

Course Type(s): None

SW 624 **Cr. 3.0**

Issues in International Care

An examination of the global impact of health care policy, managed care, medical ethics, technology, limited resources and poverty on the provision of health care services. Private and public services in developed and developing nations will be explored.

Prerequisite: Must be an advanced standing student or equivalent.

Course Type(s): None

SW 625 **Cr. 3.0**

Evaluating Programs and Services

This course will provide information about the values, techniques and procedures involved in the application of research methods to social services and programming. The focus will be on the conceptualization of a social program and on process and outcome evaluation research. Students will deal with the theoretical and practical problems of evaluating social work and social welfare programs and services.

Prerequisite: Must be an advanced standing student or equivalent.

Course Type(s): None

SW 626 **Cr. 3.0**

Evaluation of Practice Effectiveness

This course will provide information about the values, techniques and procedures involved in the application of research methods to social services and programming. The focus will be on the conceptualization of a social program and on process and outcome evaluation research. Students will deal with the theoretical and practical problems of evaluating social work and social welfare programs and services.

Prerequisite: Must be an advanced standing student or equivalent.

Course Type(s): None

SW 627 **Cr. 3.0**

Implications of Social Justice and Human Rights for Social Work

First course of a two-course sequence examining the implications and applications of social justice and human rights within social work. Within this course, students develop their knowledge of social justice and human rights principles and theories. Students analyze the implications of those principles and theories for the profession of social work as they develop a proposal for the implementation of social justice and human rights in either an agency-based, creative, or research-focused project.

Prerequisite: Must be an advanced standing student or equivalent.

Course Type(s): None

SW 628 **Cr. 3.0**

School Social Work

This course is designed for students in the MSW program who are either in a school social work field internship, who currently work in the school system, or who anticipate becoming a school social worker in the future. The course will provide a conceptual framework for understanding social work services in schools. It will also cover educational policy, pupil rights, and the current social issues that school personnel handle.

Prerequisite: Must be an advanced standing student or equivalent.

Course Type(s): None

SW 630 **Cr. 3.0**

Field Practicum III FC

Two hundred and fifty supervised hours in a social agency; direct work with individuals, groups or communities.

Prerequisite: Must be an advanced standing student or equivalent.

Course Type(s): None

SW 631 **Cr. 3.0**

Field Practicum III CI

Two hundred and fifty supervised hours in a social agency; direct work with individuals, groups or communities.

Prerequisite: Must be an advanced standing student or equivalent.

Course Type(s): None

SW 640 **Cr. 3.0**

Field Practicum IV FC

Two hundred and fifty supervised hours in a social agency; direct work with individuals, groups or communities.

Prerequisite: Must be an advanced standing student or equivalent.

Course Type(s): None

SW 641 **Cr. 3.0**

Field Practicum IV CI

Two hundred and fifty supervised hours in a social agency; direct work with individuals, groups or communities.

Prerequisite: Must be an advanced standing student or equivalent.

Course Type(s): None

Appendix A: Course Descriptions

SW 645 **Cr. 3.0**

Clinical Seminar in Advanced Family Practice

This seminar examines major conceptual frameworks, techniques and issues in clinical social work. It will address the use of advanced theory in understanding problem formulation, assessment and intervention with individuals, families and groups utilizing a clinical social work approach. Attention will be directed to sociocultural factors, policy issues and global environment considerations which impact diagnosis and treatment of persons seeking clinical social work services.

Prerequisite: Must be an advanced standing student or equivalent.

Course Type(s): None

SW 650 **Cr. 3.0**

Diagnosing the Social Work Client

This course presents a detailed explanation of the DMS IV and its practical use in the social work profession.

Assessment and treatment interventions will be emphasized.

Prerequisite: Must be an advanced standing student or equivalent.

Course Type(s): None

SW 652 **Cr. 3.0**

Civil Society, NGOs and Social Work

This course will address the historical, philosophical, and theoretical underpinnings of philanthropy, charity, civil society, and non-governmental organizations. Through 1960 social services were delivered almost exclusively by public and voluntary organizations. However, inclusion of non-governmental organizations (NGOs) in the service delivery system raises both positive and negative global concerns. Issues related to the debate and future of public sector, NGOs, and Civil Society Organizations (CSO) in terms of service delivery, and how these sectors fit with the social work profession will be discussed.

Prerequisite: Must be an advanced standing student or equivalent.

Course Type(s): None

SW 655 **Cr. 3.0**

Comparative International Social Development

This seminar is designed to broaden students' exposure to world problems and to the existence of alternative solutions to social problems. The interrelationship between domestic and international social welfare issues will be highlighted, and the functions and contributions of social work internationally will be examined. The course will also make students aware of the opportunities for international collegial exchange through participation in international

social work organizations.

Prerequisite: Must be an advanced standing student or equivalent.

Course Type(s): None

SW 658 **Cr. 3.0**

Social Work and the Law

This course explores the strengths and limits of legal processes in promoting, controlling, or otherwise changing personal and social behavior. Alternatives to and within the legal system are compared as means for achieving social welfare objectives. Special attention is given to judicial activism in the structural reform of institutions, such as mental hospitals, prisons, health care and welfare.

Prerequisite: Must be an advanced standing student or equivalent.

Course Type(s): None

SW 665 **Cr. 3.0**

Advanced Clinical Practice with Children

This course builds upon the foundation of individual, family and group work, with advanced practice applications for social work with children. Assessment and intervention skills used with children and adolescents are taught in relation to special issues that impact upon children today nationally and internationally.

Prerequisite: Must be an advanced standing student or equivalent.

Course Type(s): None

SW 669 **Cr. 3.0**

Applications of Social Justice and Human Rights in Social Work

This is the second course of a two-course sequence examining the implications and applications of social justice and human rights within social work. This course guides students in the practice and application of social justice and human rights theories within their concentration-specific engagement with social work. Within this course, students undertake the implementation of a project that advances social justice and human rights as appropriate to their concentration area and practice interests.

Prerequisite: Must be an advanced standing student or the equivalent.

Course Type(s): None

SW 671 **Cr. 3.0**

Advanced Practice with Children

Designed for play therapy students, this course builds upon the foundation course on individual, family and group counseling, with advanced clinical applications for

work with children. Assessment and intervention skills are used with children and adolescents with special emphasis on expressive therapies, such as art, play, sand tray, and music. Also listed as Educational Leadership 671 and Psychological Counseling 671.
Course Type(s): None

SW 672 Cr. 3.0

Advanced Theory in Play Therapy

History and theory of play therapy are of central focus for this course designed for play therapy students. A deep understanding of engagement and assessment techniques will be developed and related to clinical practices. Also listed as Educational Leadership 672 and Psychological Counseling 672.
Course Type(s): None

SW 673 Cr. 3.0

Advanced Techniques in Play Therapy

Designed for play therapy students, this course covers advanced techniques of play therapy. Areas of play with children and adolescents, both individual and group, will be covered. Also listed as Educational Leadership 673 and Psychological Counseling 673.
Course Type(s): None

SW 674 Cr. 3.0

Play Therapy for Children at Risk

Designed for play therapy students, this course covers content on play therapy with vulnerable and high-risk children. The areas of play therapy with this population will include assistance with the legal system. Also listed as Educational Leadership 674 and Psychological Counseling 674.
Course Type(s): None

SW 675 Cr. 3.0

Play Therapy Practicum Seminar I

First part of a six-credit practicum in play therapy. Designed to allow students to process the clinical experience of play with children and adolescents, with applications of advanced skills, assessment and treatment planning. Also listed as Educational Leadership 675 and Psychological Counseling 675.
Course Type(s): None

SW 676 Cr. 3.0

Play Therapy Practicum Seminar II

Second part of a six-credit practicum in play therapy. Designed to allow students to process the clinical experience of play with children and adolescents, with a review

of practice evaluation. Also listed as Educational Leadership 676 and Psychological Counseling 676.
Course Type(s): None

SW 698 Cr. 3.0

Special Topics in Social Work

The subject matter varies with the interest of the students and the professor teaching the course. The exact nature of the topic covered in any given semester is indicated in the student's transcript. Permission of the program director is required.
Prerequisite: Must be an advanced standing student or equivalent.
Course Type(s): None

SW 699 Cr. 3.0

Independent Study in Social Work

Reading and research leading to significant written work under the direction of a member of the social work faculty. Prior permission of the directing professor and department chair is required.
Prerequisite: Must be an advanced standing student or equivalent.
Course Type(s): None

SOCIOLOGY

SO 505 Cr. 3.0

Critical Issues in Crime and Delinquency

An overview of some of the major problems confronting criminology and the criminal and juvenile justice systems. Current criminological literature and research will be evaluated in terms of its ability to suggest solutions to these problems.
Course Type(s): None

SOFTWARE ENGINEERING

SE 504 Cr. 3.0

Principles of Software Engineering

Basic introduction to software engineering; justification that software engineering is an engineering discipline. The two main components of the software engineering discipline - the software product and software process - will be discussed in detail. For design and verification, there will be a focus on traditional Structured-Analysis methods. Limited to Software Engineering students.
Course Type(s): None

Appendix A: Course Descriptions

SE 510 **Cr. 3.0**

Object-Oriented Analysis and Design

Students will learn how to develop the requirements, analysis model, and design for a software application. The course shall use object-oriented methodologies. This is not a programming course.
Prerequisite: Software Engineering 504.
Course Type(s): None

SE 515 **Cr. 3.0**

Disciplined Software Development

Introduces the need for an engineering approach to software, through a motivational discussion of the so-called software crisis and a presentation of software development processes at the various degrees of granularity; this ranges from organizational processes to team and individual engineers' processes. Provides practical experiences with the Personal Software Process. A software process is defined as a set of guidelines, activities, and methods that engineers use to develop and maintain software. Without a software process, most projects are over budget and behind schedule, since successful efforts cannot be guaranteed. The success of a project depends greatly upon the experience and discipline of the engineers. Limited to Software Engineering students.
Prerequisite: Software Engineering 504.
Course Type(s): None

SE 561 **Cr. 3.0**

Mathematical Foundations of Software Engineering

Introduces fundamental mathematical concepts of software engineering, such as sets, relations, infinities, propositional logic, predicate logic, temporal logic, model checking, formal languages, and graphs. Limited to software engineering students.
Course Type(s): None

SE 565 **Cr. 3.0**

Software System Requirements

In this course, students will learn advanced methods in software systems requirements. Ideally, these methods should be applied at the system, enterprise or global levels of software development. Methods in requirements elicitation, modeling of enterprises, prioritization and negotiation of requirements will be emphasized. Methods for including COTS into system applications and product families will be introduced. By the end of the course, students will master the standard documentation of system requirements. Many opportunities for hands-on experience with requirements tools will be provided throughout the course.
Prerequisites: Computer Science 501B, Software

Engineering 504 and 510.
Course Type(s): None

SE 570 **Cr. 3.0**

Software Systems Design

In this course students will learn how to design large software systems based on current practices. This course shall cover basic system design concepts and design patterns, including agent-oriented software architectures, and service-oriented architectures. The application of these architectures to enterprise and global architectural levels will be covered as well.
Prerequisites: Computer Science 501B and Software Engineering 510.
Course Type(s): None

SE 575 **Cr. 3.0**

Software Verification, Validation and Maintenance

This course covers software verification, validation and maintenance. The first half of the course includes inspections of requirements, design and code as well as testing. The second half addresses the handling of change requests, software evolution, code comprehension and change management. It will include hands-on experience with a change management system and an automated testing tool.
Prerequisites: Computer Science 501B and Software Engineering 504.
Course Type(s): None

SE 580 **Cr. 3.0**

The Process of Engineering Software

In this course, students will learn how to define, apply and improve a software process. The basic components of a software process will be introduced, as well as the most influential process models. Students will experiment with both plan-based and agile methods of software development. The need for continuous process quality assessment and improvement will be described. Models such as CMM, ISO9001 will be introduced as reference models for organizations process models.
Prerequisites: Computer Science 503, Software Engineering 504 and 515.
Course Type(s): None

SE 588 **Cr. 1.0**

Software Practice and Experience

Provides opportunity for Software Engineering graduate students to obtain related experience in employment at a local company or institution, with Monmouth University sponsorship. Is available to Software Engineering gradu-

ate students who have completed at least 18 credit hours of graduate courses (500-level), with a minimum GPA of 3.00. Does not satisfy elective requirements. Students may take this course a maximum of two times.

Course Type(s): None

SE 601 **Cr. 3.0**

Outsourcing: Specifications and Strategies

This course covers issues associated with out-sourcing software development in a fashion that assures delivery of acceptable products. The emphasis is on basic factors that determine the effectiveness of outsourcing, strategies for minimizing risk, project tracking, contract-specified breakpoints, and requirements.

Course Type(s): None

SE 602 **Cr. 3.0**

Technology Assessment

This course covers the practicalities of assessing a technology for use in delivery of products. It examines how new tools, processes, and training fit into an overall technology adoption decision.

Course Type(s): None

SE 603 **Cr. 3.0**

MOST Implementation

This course is a practical application of MOST concepts by following the process of adopting a new technology and putting the appropriate elements into an organization. Focuses on technology assessment, cost, scheduling, training, and project management.

Course Type(s): None

SE 605 **Cr. 3.0**

Software Implementation and Reuse

The purpose of this course is to explore contemporary topics in systematic software implementation and reuse. This includes the impact of Object-Based and Object-Oriented Design and Programming with Ada83, Ada95, and C++ along with Domain Engineering on the software development process. The course will concentrate on the practical aspects of applying architecture-centric, domain-specific, library-based reuse methodologies integrated with the software development process to create software systems in an efficient, cost-effective manner. The course will illustrate how object-oriented and domain engineering techniques coupled with domain-specific libraries can be used to effectively develop significant software systems in a short period of time, frequently realizing reuse on the order of 70% or more. Libraries of object-based reusable software components will be used to design and imple-

ment solutions to problems.

Prerequisites: Computer Science 503 and Software Engineering 504.

Course Type(s): None

SE 610 **Cr. 3.0**

Software Systems Security

Threats, vulnerabilities, and attacks to network-based systems, Heuristic procedures for breaking systems. UNIX and Internet case studies. Security modeling techniques including Bell-Lapadula, Biba, and Clark-Wilson. Composition of nondeducibility and noninterference security. Safeguard techniques including cryptographic protocols, online auditing and intrusion detection, access control, Internet firewalls, authentication, security kernel design, and trusted software development. Case studies in database security and secure network design.

Prerequisites: Computer Science 503 and Software Engineering 504.

Course Type(s): None

SE 611 **Cr. 3.0**

Secure Web Services Design

Web applications present a complex set of security issues for architects, designers, and developers. The most secure and hack-resilient web applications are those that have been built from the ground up with security in mind. This course focuses on principles of secure web applications design. Topics include: threats and counter measures, security in Web service frameworks, session control, access control, and data protection.

Prerequisites: Computer Science 501B and Software Engineering 570.

Course Type(s): None

SE 615 **Cr. 3.0**

Usability Engineering/Human-Computer Interaction

This course explores the requirements analysis, design and evaluation of the Computer User Interface in the context of Software Engineering Processes. Specific methods and design problems will be illustrated with real-world examples in information technology, the internet, communications, mobility, multimedia and speech technologies. This course prepares students to perform usability tasks directly or to successfully manage and collaborate with usability experts.

Course Type(s): None

SE 620 **Cr. 3.0**

Networked Software Systems I

Network Computing Models, Concepts and Requirement

Appendix A: Course Descriptions

specification; Techniques for Interprocess Communication; Message Passing; Remote procedures calls; Directory Service; Synchronization; Task Partition and Allocation; Threads; Security and Authentication; Time Management.

Prerequisites: Computer Science 503 and Software Engineering 504.

Course Type(s): None

SE 621 **Cr. 3.0** **Networked Software Systems II**

Distributed File Systems, Replication, Shared Data, transactions, Distributed Operating Systems, Micro Kernels, Network Operating Systems, Computing Environments and Toolkits: ONC, DCE, ISIS, Languages.

Prerequisite: Software Engineering 620.

Course Type(s): None

SE 625 **Cr. 3.0** **Information Systems Architecture**

Theoretical and practical issues related to the modeling and design of information systems to support medium to large organizations. The Target Architecture and its roles in building enterprise-wide information systems.

Operational, warehouse, departmental, and individual-level data. Data modeling levels and associated constructs: Entity-Relationship Diagrams, Data Item Sets, Physical data Models. Process modeling levels and associated constructs: Functional decomposition, Context diagrams, Data Flow Diagrams, State transition Diagrams, HIPO charts, Pseudo-code and programming specs. Relationship with Object-based modeling.

Prerequisites: Computer Science 503 and Software Engineering 504.

Course Type(s): None

SE 626 **Cr. 3.0** **Information Systems Engineering**

Theoretical and practical issues related to the implementation of information systems to support medium to large organizations. Databases within the Target Architecture and their role in building enterprise-wide information systems. Logical vs. Physical database design. Transaction Processing (TPS) and Decision Support Systems (DSS): similarities and differences. Knowledge-based systems. Implementation issues; reliability, integrity, security, performance, scalability and maintainability. Review of existing commercial tools and environments for building, using and maintaining Information Systems for the enterprise.

Prerequisite: Software Engineering 625.

Course Type(s): None

SE 630 **Cr. 3.0** **Real Time Software Analysis and Specification**

Scheduling policies and mechanisms. Classification of Real-Time Systems: hard, soft; uniprocessor, multiprocessor, distributed. Kernels and executives. Real-time programming languages and their tasking systems. Real-Time distributed systems; processor and communication scheduling domains, priority inversions and mappings, global time synchronization. Real-Time Structured Analysis (TTSA), CASE tools for RTSA, Real-Time Object Oriented Analysis methods. Comparison to RTSA.

Prototyping real-time software systems. Using prototype tools like CAPS (Computer Aided Prototyping System) to establish and validate system requirements.

Prerequisites: Computer Science 501B and Software Engineering 504.

Course Type(s): None

SE 631 **Cr. 3.0** **Real-Time Software Design and Implementation**

Criteria and trade-off for partitioning the functions of a real-time system among the hardware, firmware, and software. The interfaces of a real-time system to the external environments such as sensors and actuators. Designing real-time systems: structured and object-oriented methods. Case studies and comparison between the two.

Design verification and validation. Implementation of Real-Time Systems. Development environments and tools: Simulators, Emulators and Debuggers. Testing Real-Time systems. Test coverage and regression testing. Special approaches for Real-Time software testing. Engineering and organizational issues in real-time software development. Performance testing and its importance in real-time systems.

Prerequisite: Software Engineering 630.

Course Type(s): None

SE 637 **Cr. 3.0** **Wireless Communications**

An introduction to wireless communication systems and techniques, mobile radio, wave propagation, modulation and coding, networks and systems examples.

Course Type(s): None

SE 638 **Cr. 3.0** **Communications Systems**

A systems overview of analog and digital communications systems intended for computer science and software engineering students. Fundamental limits on the rate of transfer of information due to the effects of bandwidth and noise. Impact of transmission media (e.g., wireless, fiber

optic, cable) on the transmission rate. The use of coding to reduce the effects of noise.

Course Type(s): None

SE 650 Cr. 3.0

Software Project Management

Project management techniques and their application to the management of software projects. How to develop a software development plan and its associated tasks, milestones and deliverables. Software project scheduling and the establishment of relationships among the different tasks. Tasks, dependencies and conflict resolution. Resource management and allocation. Software project cost estimation. Algorithmic models for estimating costs: the COCOMO model and its derivatives. Risk assessment and its impact in the planning and scheduling of software projects. Software project measurement and tracking. Comparative review of software tools for software project management. Software configuration management and its importance in the management of large software projects. Course Type(s): None

SE 651 Cr. 3.0

Software Organization Management

Management issues regarding the software process. Authority and delegation. Leadership and leadership paradigms. Software Team management: organization, staffing and valuation, organizational alternatives. Centralized vs. Decentralized organizations. Managing design, development and testing teams. Managing software support organizations. Strategies for staffing: minimal vs. redundant staffing. Combining generalists and specialists to achieve an optimal staff configuration. Staff development and growth. Fostering professional growth within the organization. Evaluation strategies and techniques. Compensation and reward issues. Course Type(s): None

SE 652 Cr. 3.0

Software Quality Management

Designed to help students develop a broad understanding of the requirements and consideration in planning, managing, and implementing a software project with special emphasis on teams, quality, process, and measurement. The course is experiential, involving two iterations of a team project which help students learn how to apply specific software engineering practices and understand their value (or lack of value) to specific projects. The main themes of the course include in-depth coverage of process models, such as CMMI and ISO 9000, as well as specific practices such as Risk Management,

Configuration Management, Team Development, Inspections, and practical applications of Measurement.

Prerequisites: Computer Science 501B and Software Engineering 504.

Course Type(s): None

SE 660 Cr. 3.0

Computer System Architecture

Computer system interconnection structures, central processing unit, control unit, microprogrammed control, memory organization, cache and virtual memory, computer arithmetic, RISC processor, introduction to parallel processing, and case studies. Also listed as Computer Science 550. Prerequisites: Computer Science 503 and Software Engineering 561. Course Type(s): None

SE 685A Cr. 3.0

Software Engineering Practicum

A two-semester course sequence with major emphasis on hands-on, team-oriented large software development projects. Students will be asked to form groups of three to five persons, which will work as a software team whose purpose will be to develop a software product. The particular product will be chosen through negotiation with the instructor. Teams will operate in accordance with a well-defined set of policies and procedures (documented in a SE Handbook) that governs the entire development process. This document process addresses work products, roles, activities, entry and exit criteria, reviews and audits, documented procedures, and training. The practicum will also include the use of a set of approved tools. Additional software project management topics such as planning, estimation and tracking will be covered. Project management techniques and their application to the management of software projects. How to define a software development plan, its associated tasks, milestones and deliverables. Software project scheduling and the establishment of relationships among the different tasks. Task dependencies and conflict resolution. Resources management and allocation. Software project cost estimation. Algorithmic models for estimating costs: the COCOMO model and its derivatives. Risk assessment and its impact in the planning and scheduling of software projects. Software project measurement and tracking. Comparative review of software tools for software project management. Software configuration management and its importance in the management of large software projects. The students will be asked to serve in team roles, hold oral reviews, and prepare documentation appropriate to their project. In addition, the students in the class will participate in the reviews of other teams in the class. At

Appendix A: Course Descriptions

the end of the second semester, each team will give a formal presentation on the project. Limited to Software Engineering majors.

Prerequisites: All core courses.

Course Type(s): None

SE 685B

Cr. 3.0

Software Engineering Practicum

A two-semester course sequence with major emphasis on hands-on, team oriented large software development projects. Students will be asked to form groups of three to five persons, which will work as a software team whose purpose will be to develop a software product. The particular product will be chosen through negotiation with the instructor. Teams will operate in accordance with a well-defined set of policies and procedures (documented in a SE handbook) that governs the entire development process. This documented process addresses work products, roles, activities, entry and exit criteria, reviews and audits, documented procedures, and training. The practicum will also include the use of a set of approved tools. Additional software project management topics such as planning, estimation and tracking will be covered. Project management techniques and their application to the management of software projects. How to define a software development plan, its associated tasks, milestones and deliverables. Software project scheduling and the establishment of relationships among the different tasks. Task dependencies and conflict resolution. Resources management and allocation.

Software project cost estimation. Algorithmic models for estimating costs: the COCOMO model and its derivatives. Risk assessment and its impact in the planning and scheduling of software projects. Software project measurement and tracking. Comparative review of software tools for software project management. Software configuration management and its importance in the management of a large software project. Students will be asked to serve in team roles, hold oral reviews, and prepare documentation appropriate to their project. In addition, the students in the class will participate in the reviews of other teams in the class. At the end of the second semester, each team will give a formal presentation on the project. Limited to Software Engineering majors.

Prerequisite: Software Engineering 685A.

Course Type(s): None

SE 690A

Cr. 3.0

Thesis Research

Independent research in software engineering, spanning a period of two consecutive semesters in an area not substantially covered in a regular course offering, under

the supervision of a software engineering faculty member. A formal thesis is required. An oral defense of the thesis before a committee of two faculty members, plus the advising professor is required. Depending on the topic, a reviewer from outside the software engineering department may be asked to serve as a committee member. Limited to Software Engineering majors.

Prerequisites: Completion of all core courses and prior permission of the advising professor.

Course Type(s): None

SE 690B

Cr. 3.0

Thesis Research

Independent research in software engineering, spanning a period of two consecutive semesters in an area not substantially covered in a regular course offering, under the supervision of a software engineering faculty member. A formal thesis is required. An oral defense of the thesis before a committee of two faculty members, plus the advising professor is required. Depending on the topic, a reviewer from outside the software engineering department may be asked to serve as a committee member. Limited to Software Engineering majors.

Prerequisites: Software Engineering 690A and prior permission of the advising professor.

Course Type(s): None

SE 698

Cr. 3.0

Special Topics in Software Engineering

The subject matter varies with the interest of the students and of the professor teaching the course. The exact nature of the topic covered in any given semester is indicated in the student's transcript.

Prerequisite: Approval of the department.

Course Type(s): None

SE 699

Cr. 3.0

Individual Research Project in Software Engineering

The development and execution of a significant research project designed by the student in consultation with a software engineering professor. This is an experience meant to focus learning on an area of special interest to the student. Prerequisite: Approval of department.

Course Type(s): None

THEATRE

TH 526

Cr. 3.0

Comedy and Drama in Western Culture

This interdisciplinary seminar explores the development of comic invention in drama in relation to social history.

Readings in early European drama and social history are augmented by representations in art of early theaters, performances and comic themes. Videotapes are used to explore the development of traditional comic themes in modern theatre.

Course Type(s): None

TH 598

Cr. 3.0

Special Topics in Theatre

To equip teachers with the ability to use creative dramatics in the classroom. The emphasis is on the participant and participation. Dramatic play and play making are integral to the class. Techniques will be taught that can be transferred to many other subjects and disciplines.

Students should attend comfortably dressed.

Course Type(s): LA

TH 599

Cr. 3.0

Independent Study in Theatre

Reading and research leading to significant written work under the direction of a member of the theatre faculty.

Course Type(s): None