



MONMOUTH UNIVERSITY



GRADUATE CATALOG 2012-2013

**MONMOUTH
UNIVERSITY**

WHERE LEADERS LOOK *forward*

MONMOUTH UNIVERSITY

Graduate Catalog

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Date of Publication: August 2012

Applicability of Catalog:

Monmouth University has provided the following information to the public. The information provided herein does not provide an irrevocable contract between Monmouth University and the student. The University reserves the right to alter any policy, procedure, curricular information, facts, and/or fees without any prior notice or liability.

Mission Statement of Monmouth University

Monmouth University is an independent, comprehensive institution of higher education committed to excellence and integrity in teaching, scholarship, and service. Through its offerings in liberal arts, science, and professional programs, Monmouth University educates and prepares students to realize their potential as leaders and to become engaged citizens in a diverse and increasingly interdependent world.

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Responsibility of the University

The programs and/or requirements set forth in this catalog are subject to change without notice. Any modification in the programs and/or requirements shall be made at the discretion of the administrative officers of Monmouth University whenever such action is deemed necessary.

Equal Opportunity Policy

Monmouth University supports equal opportunity in recruitment, admission, educational programs, and employment practices regardless of race, color, age, creed, sex, mental or physical disability, perceived disability, including AIDS and HIV-related illnesses, ancestry, parental status, veteran status, marital status, religion, national origin, affectional or sexual orientation, or atypical hereditary cellular or blood trait. The University also complies with all major federal and state laws and executive orders requiring equal employment opportunity and/or affirmative action.

Monmouth University affirms the right of its faculty, staff, and students to work and learn in an environment free from discrimination and sexual harassment and has developed procedures to be used to resolve discrimination or sexual harassment complaints. A copy of the University-wide policy on discrimination and sexual harassment, which describes the procedures for resolving such complaints, may be obtained from the Office of Affirmative Action and Human Relations located in Wilson Hall, Room 304.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974 (FERPA) establishes the right of all students to limited access to certain records and information; to review, seek correction of, and add explanations to records; and to receive a hearing on allegations of violations. The University may not require a waiver of these rights in its admission, academic, or service requirements.

Information such as grades, financial records, and financial aid records may be released to parent(s) of Monmouth University students who are dependents of their parents as defined by the Internal Revenue Service (IRS), provided that the parent(s) furnishes proof of such dependency, or the student completes a "FERPA Waiver Release" form. Once a student's FERPA Waiver has been processed it is permanent and therefore will remain in effect unless rescinded in writing by the student. The FERPA Waiver form is available through WEBstudent.

Directory Information: Directory information may be released by the University without the student's permission unless the student states, in writing, within the first two weeks of the fall semester (or within the first two weeks of the spring semester for students entering Monmouth in the spring semester), that he/she does not want his/her directory information released. This request should be submitted using the FERPA Do Not Disclose form which is accessible from WEBstudent. Student requests to keep directory information confidential are permanent and therefore will remain in effect unless rescinded in writing by the student. Directory information consists of the following information:

- Student's name
- Class level
- Registered credits for the current term
- Major field of study
- Participation in recognized activities and sports
- Biographical data for public relations purposes
- Dates of attendance at Monmouth University
- Degree and awards received at Monmouth University
- Photographs of student
- Most recent previous educational institution attended
- Veteran status
- Telephone number

- Address
- Birthplace
- Birth date
- Degree Candidacy
- Degree Status
- Official Student E-mail Address
- Student I.D. Number

A copy of "FERPA Policy for Students," developed in support of the Family Educational Rights and Privacy Act, may be inspected at the Office of Registration and Records, Wilson Hall, Room 208; it is also available online at www.monmouth.edu/registrar/procedures/ferpa_policy.asp.

Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973

The Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 provide that no otherwise qualified disabled person (student/employee/applicant) shall by reason of the disability be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any program or activity receiving federal financial assistance. An otherwise qualified individual with respect to postsecondary education is one who meets the essential academic requirements and, with respect to employment, is one who with reasonable accommodation can perform the essential functions of the job in question. Monmouth University has complied with these principles and intends to continue its compliance. The Director of Affirmative Action and Human Relations has been designated by the University as the ADA/504 Coordinator. Anyone having a complaint or observation about a possibly discriminatory act or practice should contact the ADA/504 Coordinator (Wilson Hall, Room 304) for information concerning the grievance procedure. A prompt investigation will be undertaken in an effort to resolve the matter and assure compliance.

Human Relations Philosophy and Policy

Monmouth University affirms the inestimable worth and dignity of every individual, regardless of his or her condition of life. We affirm, further, the right of each person to develop to his or her full potential and to be judged on the basis of personal accomplishments. Finally, we believe that the achievement of full humanity is enhanced by the experience of the human family.

We are committed to achieve and sustain a pluralistic environment recognized for its racial, cultural, and ethnic diversity, and which is characterized by genuine mutuality, acceptance, and affirmation of the strengths and contributions of differing individuals and groups, and a willingness to resolve disputes in a spirit of good will.

Monmouth University, through this philosophy and policy statement, seeks to create a pluralistic community in which people:

- are accepted and judged as individuals, independent of ancestry, social and economic background, sexual orientation, age, gender, physical characteristics, or personal beliefs;
- may freely engage in constructive academic dialogue and debate in classrooms and public halls, and pursue their social and private lives uninhibited by discrimination, disruption, or harassment in any form;
- and value, respect, and draw their intellectual strength from the rich diversity of other people of different races, cultures, religions, nationalities, and beliefs.

This affirmation and commitment will guide us in the challenging times ahead as we strive to achieve excellence in service, teaching, and scholarship.

Directory in Brief

All officers listed in this directory may be contacted by writing to them at
Monmouth University, West Long Branch, NJ 07764-1898,
 or by telephoning them at
732-571-3400 or at the telephone numbers listed below.

Academic Foundations - General Education

571-3683
 Judith Nye, Associate Vice President

Admission, Graduate

571-3561
 Kevin Roane, Director

Admission, Undergraduate

571-3456
 Victoria Bobik, Director

Athletics

571-3415
 Marilyn McNeil, Director

Bursar's Office

571-3454
 Jonas Javier, Bursar

Campus Tours

571-3456
 Victoria Bobik, Director

Career Planning

263-5281
 Danielle Schrama, Coordinator Academic
 Advising and Career Initiatives

Career Services

571-3471
 William F. Hill, Assistant Dean

Cashier's Office

571-7540
 Marilyn Cusick, Manager

Center for Student Success

571-7522
 Mercy Azeke, Dean

Cooperative Education

571-3458
 Kathleen Kennedy, Director

Disability Services for Students

571-3460
 John Carey, Director

Educational Opportunity Fund

571-3462
 Colleen Johnson, Director

Financial Aid

571-3463
 Claire M. Alasio, Associate Vice President

Graduate Assistantships

571-7550
 Datta Naik, Dean

Graduate School

571-7550
 Datta Naik, Dean

Directory in Brief

Health Services

571-3464

Kathy Maloney, Director

Help Desk (e-mail and WEBadvisor)

571-3539

Cathy Davison, Help Desk Supervisor

Honors School

571-3620

Kevin Dooley, Dean

Housing

571-3465

James Pillar, Associate Vice President

International Student & Faculty Services

571-3478

Barbara Nitzberg, Assistant Director

Leon Hess Business School

571-3423

Donald M. Moliver, Dean

Library

571-3450

Ravindra Sharma, Dean

Mathematics Center

263-5305

Lynn Dietrich, Coordinator

Orientation, Undergraduate

571-3591

Amy Bellina, Director

Pre-Medical & Pre-Dental Careers

571-3687

Bernadette Dunphy, Co-Director

Dorothy Lobo, Co-Director

Psychological Services

571-7517

Franca Mancini, Director

Registration and Records

571-3477

Laura Papa Babbin, Director

Residential Life

571-3585

James Pillar, Associate Vice President

Scholarships

571-3463

Claire M. Alasio, Associate Vice President

School of Education

571-3437

Lynn Romeo, Dean

School of Humanities and Social Sciences

571-3419

Stanton Green, Dean

School of Nursing and Health Studies

571-3443

Janet Mahoney, Dean

School of Science

571-3421

Michael Palladino, Dean

School of Social Work

571-3543

Robin Mama, Dean

Service Learning & Community Programs

571-4411

Marilyn Ward, Coordinator

Student Activities

571-3586

Amy Bellina, Director

Student and Community Services

571-3417

Mary Anne Nagy, Vice President

Student Employment

571-3471

Aimee Parks, Assistant Director

Study Abroad

263-5377

Robin Asaro, Assistant Director

Tutoring and Writing Services

571-3542

Dorothy Cleary, Director

Undeclared Majors Advising Program

571-3588

Jean Judge, Associate Dean

Please refer to the complete Directory in this catalog for a more complete list.

The University

Monmouth University, as described in its Mission Statement, is an independent, comprehensive institution of higher education, emphasizing excellence and integrity in teaching, and scholarship at the undergraduate, graduate, and doctorate levels. Monmouth is dedicated to service in the public interest and, in particular, to the enhancement of the quality of life. The University is committed to providing a learning environment that enables men and women to pursue their educational goals, to reach their full potential as leaders, to determine the direction of their lives, and to contribute actively in order to become engaged citizens in their community and society in an increasingly interdependent world.

Eight schools within the University—the Wayne D. McMurray School of Humanities and Social Sciences; the School of Science; the Leon Hess Business School; the School of Education; the Marjorie K. Unterberg School of Nursing and Health Studies; the Honors School; the Graduate School; and the School of Social Work—provide a wide variety of academic programs at both the undergraduate and graduate levels. There are bachelor's degree programs in the arts and sciences and in the professional areas of business, computer science, criminal justice, education, nursing, social work, and software engineering. Co-curricular activities have been designed

to complement the academic programs. Master's level programs include business administration, computer science, corporate and public communication, criminal justice, education, English, financial mathematics, history, liberal arts, nursing, mental health counseling, psychological counseling, public policy, social work, and software engineering. The School of Nursing and Health Studies offers a doctorate level program, Doctor of Nursing Practice (DNP) degree.

The undergraduate curriculum is built upon an innovative, interdisciplinary general education program and careful academic advising and career counseling. One of the University's main goals is to prepare Monmouth undergraduates for active participation as leaders in the twenty-first century. Accordingly, the University provides a learning environment that enables all students to develop their capacities for leadership in a multicultural world. Students are provided opportunities to develop information technology and collaborative problem-solving skills and to develop a sense of social responsibility as members of local, national, and global communities. Small classes and course clustering allow for individual attention, cooperative learning, and interactive student-faculty exchange.

The University is located in a quiet, residential area of an attractive community near the Atlantic

Ocean, about an hour and thirty minutes from the metropolitan attractions of New York City and Philadelphia. Monmouth enjoys the advantage of proximity, within its home county, to many high-technology firms, financial institutions, health care institutions, and a thriving business-industrial sector. These provide employment possibilities for Monmouth University graduates, as well as opportunities for undergraduates, to gain practical experience through internships and the Cooperative Education Program. The surrounding communities also offer opportunities for service activities in local schools and public agencies. Volunteer and service activity is encouraged and facilitated by the campus Office of Service Learning and Community Programs.

CAMPUS FACILITIES

The University's 156-acre campus, considered to be one of the most beautiful in New Jersey, includes among its 56 buildings a harmonious blending of historic and traditional architectural styles.

The centerpiece building—and the University's identifying landmark—is **Woodrow Wilson Hall**, the administrative center. Completed in 1931 on the precise site of President Woodrow Wilson's summer White House, the 130-room mansion—originally known as Shadow Lawn—began as the private residence of Hubert T. Parson, a former president of F.W. Woolworth Company. The mansion has been described in newspapers throughout the world, is featured in many books on architecture and art, and has been used as a backdrop for innumerable print ads and television commercials. In 1981, it served as the setting for the film version of *Annie*. In 1978, along with the University's **Library**, another architectural treasure that was the summer home of Murray and Leonie Guggenheim, it was entered in the National Register of Historic Places. In 1985, Wilson Hall was designated a National Historic Landmark by the U.S. Department of the Interior.

In Fall 2009, Monmouth University opened a 153,200-square-foot **Multipurpose Activity Center (MAC)** that seats approximately 4,000 people. The building, which is located in the center of the campus, includes a multipurpose arena; a 200-meter, six-lane indoor track; the University store; Leon Hess Champions' Hall, locker rooms for 19 athletic teams; box office; fitness center; and the University's Blue/White Club.

The **Lauren K. Woods Theatre**, a former carriage house that retains many of its original archi-

tectural features, is just one of the many gracious older buildings that lend distinctive balance to the modern additions to the campus. Prominent among these newer buildings is the **Stafford Student Center** that houses an open computer lab, a commuter dining room and snack bar, student offices, lounges, and a large combination banquet/performance hall. In a first-floor suite is the Disability Services and Tutoring Center. On the lower level is the **Center for Student Success** which includes Career Services, First-Year Advising (which provides advising support to freshmen students), the Writing Center, and a graduate student lounge. Other buildings include: the **Magill Commons**, a resident student dining hall and conference center; the **Thomas A. Edison Science Building** (with nearby greenhouse); **Howard Hall**, housing the **Pollak Theatre** and many academic computing labs, as well as a 24-hour open lab; **Bey Hall**, the Leon Hess Business School building, which contains case study classrooms, seminar rooms, and a computer laboratory; **McAllan Hall**, which houses the School of Education, The Marjorie K. Unterberg School of Nursing and Health Studies, The School of Social Work, and the department of Criminal Justice; the new state-of-the-art **Jules Plangere Center**, which houses the department of Communication, Foreign Language Studies, and a Faculty Resource Center; **William T. Boylan Gymnasium**; ten traditional and suite-style, on-campus residence halls: **Beechwood, Cedar, Elmwood, Laurel, Mullaney, Oakwood, Pinewood, Redwood, Spruce, and Willow**; and three apartment-style facilities: the **Great Lawn Apartments**, the **Garden Apartments**, and **Maplewood Hall**.

HISTORY

Monmouth University was founded in 1933 with federal assistance as Monmouth Junior College, largely to provide opportunity for higher education to area high school graduates who, in those Depression days, could not afford to go away to college. It was a two-year institution, holding classes only in the evening. For a time it appeared uncertain whether the College would have adequate funds to continue. With support from students and the community, however, the fledgling College survived the economic crisis and quickly assumed its present private status. In 1956, it was renamed Monmouth College and accredited by the state to offer four-year programs

leading to the baccalaureate degree. Less than a decade later, it was authorized to offer master's degree programs. In March 1995, the New Jersey Commission on Higher Education designated Monmouth a teaching university pursuant to N.J.A.C. 9:1-3.1 et seq.

Today, Monmouth offers more than 86 undergraduate and graduate degree programs and concentrations. New in 2011 was the Doctor of Nursing Practice (DNP), a doctorate level program being offered by the School of Nursing and Health Studies. Within Monmouth's student body, 32 states and 48 foreign countries are represented. More than 1,600 undergraduates are resident students.

ACCREDITATION

The University is licensed by the New Jersey Commission on Higher Education and accredited by the Middle States Commission on Higher Education. In addition, the Leon Hess Business School is accredited by the AACSB International — the Association to Advance Collegiate Schools of Business; the chemistry program (with a concentration in advanced chemistry) is on the Approved List of the American Chemical Society (ACS); the nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE); the undergraduate BSW and graduate MSW social work programs are accredited by the Council on Social Work Education (CSWE); the undergraduate BSSE program is accredited by the Engineering Accreditation Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012, telephone: (410) 347-7700; the School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE) and has also received accreditation from the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) for the MEd in School Counseling. The Department of Psychological Counseling has also received CACREP accreditation for its MS in Mental Health Counseling program.

THE FACULTY

The faculty at Monmouth University work together to provide challenging classroom environments that encourage student involvement and ensure that Monmouth graduates leave the University ready to exercise socially responsible

leadership in their professional and personal communities. The faculty take teaching and student learning seriously. To enhance their effectiveness, most have participated in faculty workshops on active learning techniques.

The Monmouth faculty are respected scholars, artists, scientists, and professionals. Students are drawn into the ongoing scholarly and creative work of the faculty through classroom demonstration, research assistantships, and attendance at professional meetings. Faculty also serve as advisors to students, some as designated freshman advisors who work closely with new students during their first year.

In departments having graduate programs, certain faculty are appointed to the graduate faculty. The graduate faculty provides the core of instruction in the graduate programs at Monmouth University. Recognized for their scholarly achievements by peers in their fields, the members of the graduate faculty provide a challenging classroom environment. They bring insight from research and professional experience into the classroom. Graduate students are drawn into the ongoing, creative work of the faculty through classroom demonstration, as research assistants, and through attendance at professional meetings. The graduate faculty also serve as advisors and mentors to students; in many cases, contact is maintained after graduation.

Working directly with senior faculty who are engaged in research is a key element in graduate-level study. In recent interviews, a group of student leaders on campus unanimously agreed that the opportunity to work closely with faculty is the greatest single benefit of Monmouth's small class size and engaged faculty. Students are able to achieve a comfortable rapport with the professors.

Interviewed recently about their views of the University, a group of student leaders on campus unanimously agreed the greatest single appeal of the institution was the opportunity it afforded them to work closely with faculty, to achieve a comfortable rapport in which they not only got to know their teachers, but also were known by them. "We are never made to feel we are simply numbers," one of the student leaders stated.

A member of the anthropology faculty, who regularly involves students in his research activities, explains: "It gives them opportunity to meet important people in the field whom they otherwise would only read about, and to engage in some of the personal

excitement of anthropology.” A biology professor, who provides opportunity for students in his major field to participate in his environmental projects, also encourages them to write papers on their work and to present them at scientific meetings. “For some,” he reports, “this experience has been a determining factor in gaining acceptance to graduate school or in getting jobs in their major field. Being able to include published research in their resumes gives them a decided edge.” A psychology professor whose undergraduate students have presented papers at prestigious, professional psychology conferences is enthusiastic about their experiences. “They have truly earned the recognition they received and are excited about pursuing advanced degrees.”

Monmouth faculty are committed to helping students achieve their fullest potential. That they succeed is attested in the words of a graduate who is now a successful physicist. “Any student who has anything on the ball, and who wants to learn and get the finest education possible in his or her major field, can get it at Monmouth. The teachers are tops; they care about you as an individual, work right along with you, and share the joy of your own successes. I was a science major. When they saw that I was serious about my work, my professors gave me special encouragement, allowed me flexible lab privileges, and even worked with me on research. I knew it was a great experience then. Five years into my career field, I am even more appreciative of the solid kind of preparation provided me at Monmouth. Just show the faculty you care, and you’ll have them on your team all the way.”

Each year at Commencement, the University cites one member of the faculty for distinguished teaching. Honorees are chosen by a committee of faculty, administrators, and students. Recipients since 1975, when the award was established, are:

Rose Mary Miller, Mathematics	1975
William P. Mitchell, Anthropology	1976
Richard Benjamin, Electronic Engineering	1977
Vernon Churchill, Biology	1978
Charles J. Lewis, Mathematics	1979
J. Emmett Collins, Marketing	1980
Robert J. Sipos, English	1981
Harris Drucker, Electronic Engineering	1982
Alicia E. Portuondo, Foreign Languages	1983
John A. Styslinger, English	1984
Everett L. Rich, Communication	1985
Doris K. Hiatt, Psychology	1986

Eugene S. Simko, Management	1987
Thomas S. Pearson, History	1988
Datta V. Naik, Chemistry	1989
Donald M. Moliver, Economics	1990
Robert S. Rouse, Chemistry	1991
Leonard Wollack, Marketing	1992
Arie van Everdingen, Art	1993
Mark Rodgers, Social Work	1994
Kenneth Campbell, History	1995
Margaret DelGuercio, English	1996
Marilyn Parker, Chemistry	1997
Gregory Coram, Criminal Justice	1998
Robyn Holmes, Psychology	1999
Robin Mama, Social Work	2000
Brian Garvey, English	2001
John Morano, Communication	2002
Rekha Datta, Political Science	2003
Judith Nye, Psychology	2004
Michael Palladino, Biology	2005
Bruce Normandia, Curriculum & Instruction	2006
Richard Veit, History and Anthropology	2007
Kelly Ward, Social Work	2008
Joseph Patten, Political Science	2009
David Tripold, Music and Theatre Arts	2010
Nancy Mezey, Political Science and Sociology	2011
Gary Lewandowski, Psychology	2012

AWARDS

Donald Warncke Award

The Faculty Association of Monmouth (FAMCO) sponsors this award in memory of Donald Warncke, first president of FAMCO. Any member of the University community who has distinguished him- or herself through outstanding service over the years is eligible. Recipients through 2012 are:

Ann Nowick	1980
Carol Giroud	1981
Jack Christie and George Smith	1982
Richard Steadman	1983
Alfred Brown	1984
Jane Freed and Della Garrabrant	1985
Philip C. Donahue	1986
William T. Boylan	1988
Mary Abate	1989
Aldean Davis	1990
Rose Iovino	1991
Demetrius Markov	1992

C. Dale Haase and Carol Neuer	1993
Deanna Scherrer	1994
Sandra G. Epstein	1995
Gertrude Murphy and Marilyn Parker	1996
Susan Kuykendall	1997
John Bolton	1998
Debbie Mellish and James Mack	1999
Marianne Seitz	2000
Vernon Churchill	2001
Richard Guilfoyle	2002
Thomas Murtha	2003
Koorleen Minton and Ella Elizabeth Boyington	2004
Linda Silverstein	2005
Franca Mancini	2006
Annette Gough	2007
Doreen Brown and Sandy Villa	2008
William Mitchell	2009
Brian Garvey	2010
Heather Kelly	2011
Richard Veit	2012

Stafford Presidential Award of Excellence

Established in 2003, this award is presented annually to the outstanding member(s) of the Monmouth University staff or administration as recognition for his or her tireless efforts, dedication, creativity, and evident commitment to supporting and enhancing Monmouth University. The award is named after Dr. Rebecca Stafford, who retired in 2003 after 10 years of exceptional service as President.

Bertha Hughes	2003
Datta Naik	2003
Maureen Paparella	2003

Patricia L. Swannack	2004
Samuel A. Weir	2005
Saliba Sarsar	2006
Debbie Mellish	2007
Mary Anne Nagy	2007
Colleen Johnson	2008
Jean Judge	2009
Sharon Smith	2010
Kevin Roane	2011
James Reme	2012

ACADEMIC HONESTY

Monmouth University encourages its students to grow intellectually as well as to become responsible citizens in our complex society. In order to develop their skills and talents, students are asked to do research, perform experiments, write research papers, work individually, and cooperate in group activities. Academic dishonesty subverts the University's mission and undermines the student's intellectual growth. Therefore, Monmouth University will not tolerate violations of the code of academic honesty. The penalties for such violations include suspension or dismissal.

The University has an obligation as an educational institution to be certain that each student's work is his/her own. Dishonesty in such academic practices as assignments, examinations, or other academic work cannot be condoned. A student who submits work that is not original violates the purpose of Monmouth University and may forfeit his/her right and opportunity to continue at the University.



Graduate Admission

NEW TO MONMOUTH STUDENTS' REQUIREMENTS

Graduates of accredited colleges and universities with a baccalaureate degree, whose records show evidence of ability to do graduate work, may apply for admission. Admission to graduate programs is based on the student's undergraduate record, particularly in the major; scores on appropriate admission tests; and other supporting documentation as required. Graduate program directors determine admission decisions.

PROCEDURES

1. Obtain an application for admission by visiting www.monmouth.edu/apply or by contacting the Graduate Admission Office at 732-571-3452.
2. Complete and submit the application together with a nonrefundable \$50 application fee to the Office of Admission Processing.
3. Send official undergraduate transcripts from all previously attended institutions to the Office of Admission Processing.
4. Send official graduate transcripts (if any) from other previously attended institutions to the Office of Admission Processing.

5. Refer to descriptions of the individual graduate programs for additional procedures, if any, unique to the program.

APPLICATION DEADLINES*

The application and all relevant official documents must be received as follows:

Fall Semester	July 15**
Spring Semester	November 15
Summer Session	May 1

* Applications to the Doctor of Nursing Practice (DNP) program are accepted until January 15 for summer start only.

* The following deadlines and start terms apply to accelerated graduate programs: MBA – 12-month program (fall start only) applications are due July 15; Teacher of Students with Disabilities – 15-month program (spring start only) applications are due November 15; MAT – 12-month program (summer start only) applications are due May 1; MAT – 16- and 18-month programs (spring start only) applications are due November 15.

** Social Work deadline is March 15. Applications to the Social Work program are accepted until March 15 for fall ONLY.

Qualified applicants are given consideration after these deadlines on a space-available basis.

GRADUATE PROGRAM ADMISSION REQUIREMENTS

MASTER OF ARTS IN ANTHROPOLOGY

1. Possession of a baccalaureate degree from an accredited college or university with a minimum 3.00 GPA.
2. Essay (500 words) highlighting personal and/or professional goals and objectives for wanting to pursue graduate study in the field of anthropology.
3. Two professional letters of recommendation from persons familiar with the prospective student's academic and/or professional competence.

MASTER OF ARTS IN CORPORATE AND PUBLIC COMMUNICATION (MA) COMMUNICATION CERTIFICATES

1. Possession of a baccalaureate degree with a 2.75 overall GPA and a 3.0 GPA in the undergraduate major.
2. Two letters of recommendation.
3. Personal essay of not more than 750 words that describes your preparation for study in the program and personal objectives for graduate study.
4. Portfolio of experience that demonstrates a record of independent initiative and achievement in academic, career, and/or community settings. (Applicants who have earned an undergraduate degree the previous year must submit scores from the GRE.)
5. Résumé.

MASTER OF ARTS IN CRIMINAL JUSTICE (MA) CRIMINAL JUSTICE CERTIFICATE HOMELAND SECURITY CERTIFICATE

1. Possession of a baccalaureate degree with a minimum 2.5 overall GPA.
2. Two letters of recommendation.
3. Personal essay of 250 to 300 words that describes your preparation for study in the program and personal objectives for graduate study in criminal justice.

MASTER OF ARTS IN ENGLISH (MA)

1. Possession of a baccalaureate degree with a minimum 2.75 overall GPA and at least 15 credits in literary studies is strongly recommended.

2. Two letters of recommendation from former professors, current colleagues, or a current or recent supervisor.
3. An application essay of 500 words describing your personal objectives for graduate study in a master of arts program, as well as research completed, in progress, or contemplated, or an author or period of particular interest.

MASTER OF ARTS IN ENGLISH WITH A CON- CENTRATION IN CREATIVE WRITING (MA)

1. An application essay of 500 to 1,000 words describing your interest in literature, rhetoric, or writing, what you hope to accomplish in the MA program, and how you think the program will fit into your academic and career goals.
2. A brief creative writing sample: four to five pages of poetry, fiction, creative nonfiction, or drama writing.
3. A minimum GPA of 2.75 or above in undergraduate and/or previous graduate study, with fifteen or more credits in literature or a related field and at least one course in Creative Writing. Those who have not done so may be admitted on the basis of the writing sample or may receive conditional admission and be required to take an undergraduate creative writing course in the first semester.
4. Two letters of recommendation from faculty or, for students who have not recently been in an academic program, from a current colleague or supervisor.

MASTER OF ARTS IN HISTORY (MA)

1. Possession of a baccalaureate degree with a 2.5 overall GPA and a 3.0 GPA in the undergraduate major.
2. Two letters of recommendation.
3. Written statement that describes the historical areas the candidate wishes to study and details how graduate study will contribute to the candidate's professional and academic goals.

MASTER OF SCIENCE IN HOMELAND SECURITY – NEW OFFERING, FALL 2013:

A candidate for admission to Monmouth University Master of Science in Homeland Security is required to:

1. Have earned a Bachelor of Arts or Science with a minimum 2.5 GPA.

2. Submit an articulate essay that demonstrates critical thinking skills commensurate with a prospective graduate student. The essay should demonstrate the student's interest in a related homeland security field(s) and a desire to actively engage the homeland security enterprise. The essay will answer the following four (4) questions:
 - a. What academic, career or life experiences have contributed to your decision to consider an advanced degree in homeland security?
 - b. How does your grade point average (GPA) reflect your ability to successfully complete graduate-level work?
 - c. What knowledge, skills, abilities and personal qualities do you possess that will enable you to succeed in completing a graduate degree in homeland security?
 - d. Upon successful completion of the MS degree in Homeland Security, what do you believe will be your contribution to the field of homeland security?
3. Submit two (2) letters of recommendation
4. Monmouth University welcomes transfer students who are in good academic standing at other accredited colleges or universities. Students from non-accredited colleges may be admitted if they satisfy the admission requirements of Monmouth University. Transfer students must send official transcripts from all institutions attended previously, regardless of whether or not credit for such work is desired or expected. When applying for transfer credit students may be required to submit official course descriptions.

MASTER OF ARTS IN PSYCHOLOGICAL COUNSELING (MA.)

MASTER OF SCIENCE IN MENTAL HEALTH COUNSELING (MS)

1. Possession of a baccalaureate degree with a 3.0 overall GPA.
2. Two completed Monmouth University Psychological Counseling recommendation forms.
3. Twenty-four credits in Psychology (including courses in personality theory, statistics, abnormal psychology, and research methods).
4. GRE scores may be required. Candidates

who have not yet taken the GRE may be accepted conditionally pending satisfactory completion of the requirement during the first nine (9) credits of study. Candidates with a master's degree in a related field are not required to submit GRE scores.

5. Essay (information regarding the essay may be obtained by visiting the Monmouth University Web site at www.monmouth.edu/admission/graduate/gradforms.asp).

MASTER OF ARTS IN PUBLIC POLICY (MA)

1. Possession of a baccalaureate degree with a 2.75 overall GPA.
2. Two-page typewritten personal statement (approximately 500 words) highlighting personal and/or professional goals and objectives for wanting to pursue graduate study in the field of public policy and public affairs.
3. Two letters of recommendation from persons familiar with prospective student's academic and/or professional competence.

MASTER OF SOCIAL WORK (MSW)

1. Possession of a baccalaureate degree with a 2.75 overall GPA and a 3.0 GPA in the undergraduate major. Social Work is grounded in the liberal arts and contains a coherent, integrated, professional foundation in social work (CSWE Accreditation Standards). MSW applicants with a baccalaureate degree are required to have a strong liberal arts background in English, Math, Biology, and Psychology (none of these courses can be a College Level Examination Program; they must be taken as college-level, credit-bearing classes). The program also prefers courses in History, Sociology, Political Science, Anthropology, and Economics.
2. Three completed Monmouth University Department of Social Work recommendation forms. Recommendations must be from an academic or professional source; it cannot be from friends and/or relatives.
3. Narrative (four to five pages, double spaced) in response to the questions outlined on the Autobiographical Statement form which can be obtained by visiting www.monmouth.edu/university/requirements-and-forms.aspx.

Graduate Admission

4. Candidates for Advanced Standing must have a BSW from an accredited program within six years of the date of application, fulfill GPA requirements, and submit the Monmouth University Advanced Standing Field Evaluation form.
5. Candidates for Advanced standing must have completed a course in statistics within the last six years.
6. In instances where the admissions committee has questions about an applicant's references, personal statement, or academic record, the applicant may be required to attend an interview as part of the admissions process.

POST-MASTER'S CERTIFICATE: PLAY THERAPY

1. A master's degree in a medical or mental health discipline (for example, MSN, MSW, MA) and eligibility for licensure in that discipline.

MASTER OF SCIENCE IN COMPUTER SCIENCE (MS)

GRADUATE CERTIFICATE IN COMPUTER SCIENCE

1. Possession of a baccalaureate degree with a minimum 2.75 overall GPA, preferably in the sciences or engineering.
2. Two letters of recommendation.
3. Two semesters of Calculus (I and II) with grades of "C" or better.
4. Two semesters of computer programming courses within the past five years (equivalent to Monmouth's CS175 and CS176) at a recognized institution with a grade of "B" or better. Applicants not meeting these requirements for programming experience may be admitted conditionally and required to take CS501A or its equivalent.

MASTER OF SCIENCE IN SOFTWARE ENGINEERING (MS)

SOFTWARE ENGINEERING CERTIFICATE PROGRAMS

1. Possession of a baccalaureate degree in software engineering, computer science, computer engineering, or another engineering-related discipline with a 2.5 overall GPA and a 3.0 GPA in the undergraduate major. Candidates whose major is not computer

science or a related field may be admitted on a case-by-case basis.

2. Demonstrate completed course work in computer programming, data structures and algorithms, operating systems, discrete mathematics, and software engineering. Applicants who have not completed course work in these areas will be required to complete preparatory/foundation courses as necessary. (Credits earned will not be applied toward the MS degree.) Students must earn a grade of "B" or better in each of these courses.
3. Thesis track students must hold a bachelor's degree in software engineering from a college or university accredited by its regional accrediting agency.

MASTER OF BUSINESS ADMINISTRATION (MBA) or MASTER OF BUSINESS ADMINISTRATION WITH A CONCENTRATION IN HEALTH CARE MANAGEMENT

1. Possession of a four-year baccalaureate degree and with a minimum GPA of 2.50 and either:
 - a) GMAT* minimum score of 450, and a minimum total of 1000 when the GMAT is added to 200 times the GPA, or
 - b) CPA or CFA licensure.
2. Possession of a Master's or Doctoral degree (MS, MD, JD, PhD, EdD, etc.)
3. Possession of a Monmouth University baccalaureate degree in business with a minimum GPA of 3.0, and a minimal SAT score (taken prior to attendance at Monmouth University) of 1600 on the 2400 point scale, or 1090 on the 1600 point scale.

* The Graduate Record Exam (GRE) will be considered as a substitute for the GMAT on an equivalent basis.

Exceptional or conditional acceptance may be granted to a small number of qualified applicants at the discretion of the MBA program director.

POST-MASTER'S CERTIFICATE PROGRAMS IN ACCOUNTING OR IN HEALTH CARE MANAGEMENT

1. Possession of a Master's degree from an accredited institution within the last seven

years, including the six business core courses.

Exceptional admission may be granted at the discretion of the MBA Program Director.

MASTER OF EDUCATION (MEd)

1. Possession of a baccalaureate degree with a 2.5 overall GPA and a 3.0 GPA in the undergraduate major.
2. Two letters of recommendation for graduate study.
3. Essay (500 words or more) explaining why the applicant wishes to pursue this graduate program.
4. Résumé.

Note: Prior to student teaching, the appropriate Praxis Test must be successfully completed, and all content course work and/or conditions of acceptance must be satisfied.

MASTER OF ARTS IN TEACHING (MAT)

1. Possession of a baccalaureate degree with a 2.75 overall GPA and a 3.0 GPA in the undergraduate major.
2. Two letters of recommendation for graduate study.
3. Résumé.
4. Personal statement of not more than two pages that describes your preparation for study in the program and personal objectives for graduate study.
5. Prior to student teaching, the appropriate Praxis Test must be successfully completed.
6. Students interested in the MAT Initial Certification K-12 in Chinese must have a degree or thirty approved credits in the Chinese language and culture.
7. Admission into MAT with an Endorsement in K-12 Education in Health and Physical Education requires prior completion of thirty undergraduate credits in a coherent sequence of courses in health and a minimum of fifteen undergraduate credits in physical education OR thirty undergraduate credits in a coherent sequence in physical education and a minimum fifteen undergraduate credits in health. Study of individual, dual, and team sports must be part of the physical education credits.

MASTER OF SCIENCE IN EDUCATION (MSEd)

1. Applicant must be a certified teacher. (Does not apply to MSEd School Counseling and Principal Concentrations.)
2. Possession of a baccalaureate degree with a minimum 2.75 overall GPA and a 3.0 GPA in the undergraduate major.
3. Two letters of recommendation related to the applicant's competence for this graduate program and professional work.
4. Essay (500 words or more) explaining why the applicant wishes to pursue this graduate program.

Note: Upon completion of the Principal Program, you must provide documentation evidencing completion of five years of successful educational experience under a valid provisional or standard New Jersey or equivalent out-of-state certificate to be eligible for the endorsement.

MASTER OF SCIENCE IN EDUCATION (MSEd) SPEECH LANGUAGE PATHOLOGY NEW OFFERING, FALL 2013

1. Bachelor's degree from an accredited institution with an overall GPA of 3.00 or higher.
2. GRE.
3. 500-word essay explaining why the student wishes to pursue a career in speech-language pathology.
4. Two professional letters of recommendation

Note: Priority will be given to students who have a bachelor's degree in speech-language pathology who will follow a sixty-credit program of study. Students who do not have a bachelor's degree in speech-language pathology will be considered for admission and if accepted, will have to take more than sixty credits (up to seventy-eight credits) depending on their undergraduate degree preparation.

SCHOOL OF EDUCATION CERTIFICATE AND ENDORSEMENT PROGRAMS

Graduate Certificate: Teaching English to Speakers of Other Languages:

1. Possession of a baccalaureate degree with a 2.75 or above overall GPA.
2. A passing score for the Oral Proficiency Interview (OPI) in the English Language for non-native speakers of English.

Graduate Admission

Graduate Certificate: Autism

1. Applicant must be a certified teacher (does not apply to MSED Educational Counseling and Principal Concentrations).
2. Possession of a baccalaureate degree with a minimum 2.75 overall GPA and a 3.0 GPA in the undergraduate major.
3. Two letters of recommendation related to the applicant's competence for this graduate program and professional work.
4. Essay (500 words or more) explaining why the applicant wishes to pursue this graduate program.

Graduate Certificate: Applied Behavior Analysis - NEW OFFERING, FALL 2013:

1. Bachelor's degree from an accredited institution with an overall GPA of 2.75 or higher and a major GPA of 3.00 or higher.
2. Two letters of recommendation
3. Personal essay explaining why the student wishes to pursue this certificate

Graduate Post-Master's Certificate: Education:

1. Applicants must have completed a Master's degree in the field of education, or related field, with a 3.0 minimum cumulative GPA.

Note: Course credits earned in a previous degree program, at either Monmouth or another institution, may not be applied toward this certificate.

Graduate Post-Master's Certificate: Curriculum Studies:

1. Applicants must have completed a Master's degree in the field of education, or related field, with a 3.0 minimum cumulative GPA.

Graduate Endorsement: Teacher of Students with Disabilities:

1. Possess or be eligible for a standard or provisional New Jersey instructional certificate with an endorsement appropriate to the subject or grade level to be taught.
2. Possession of a bachelor's degree in a field leading to teacher licensure, health services, psychology, or social work from an accredited institution and have achieved a minimum 2.75 GPA.

3. Applicant must submit two letters of recommendation related to the applicant's competence for this graduate program and professional work.
4. Applicant must submit an essay of 500 words or more explaining why applicant wishes to pursue a Teacher of Students with Disabilities endorsement.
5. Official undergraduate and graduate transcripts.

Graduate Endorsement: Student Assistance Coordinator:

1. Hold a standard instructional certificate, or a school psychologist, school social worker, school counselor, director of school counseling services, or school nurse endorsement, or a valid Licensed Clinical Alcohol and Drug Counselor credential issued by the New Jersey Alcohol and Drug Counselor committee of the Marriage and Family Board, or a valid Certified Prevention Specialist credential issued by the Addiction Professionals Certification Board of New Jersey, or hold a master's or higher degree from a regionally accredited college or university.
2. Applicant must submit two letters of recommendation related to the applicant's competence for this graduate program and professional work.
3. Applicant must submit an essay of 500 words or more explaining why applicant wishes to pursue a Substance Awareness Coordinator (SAC) endorsement.
4. Possession of a bachelor's degree in a field leading to teacher licensure, health services, psychology, or social work from an accredited institution and have achieved a minimum 2.75 GPA.
5. Official undergraduate and graduate transcripts.

English as a Second Language (ESL) Endorsement:

1. A bachelor's degree (BA or BS) with a minimum 2.75 GPA.
2. A standard New Jersey Instructional Certificate.

As an added part of an initial certificate program:

1. Admission into any of the Monmouth University Initial Teaching Certification Programs (MAT).

Graduate Endorsement in Early Childhood:

1. The same as those listed above for the Master of Science in Education. (If the applicant is not a certified teacher, the applicant must be enrolled in a specialized alternate route program.)

Graduate Endorsement in Bilingual/Bicultural

1. A degree in a K-12 school curriculum content area
2. Certificate of eligibility with advanced standing, or a standard New Jersey instructional certificate of eligibility with a teaching position in an ESL/Bilingual setting.
3. A passing score for nationally recognized test of oral and written proficiency in both English and the target language.

Post-Master's Endorsement: Director of School Counseling Services:

1. Possession of a baccalaureate degree with a minimum 2.75 overall GPA and a minimum 3.0 GPA in the undergraduate major
2. Possession of a master's degree.
3. Two letters of recommendation related to the applicant's competence for this graduate program and professional work.
4. Essay (500 words or more) explaining why the applicant wishes to pursue this graduate program.

Note: Must hold a New Jersey school counselor or student personnel services certificate or an equivalent out-of-state certificate. Upon completion, provide documentation evidencing completion of three years of successful experience as a school counselor in grades P-12 to be eligible for the endorsement.

Post-Master's Endorsement: School Business Administrator

1. Hold a master's degree (in any field) OR
2. Hold a bachelor's degree and be in possession of a certified public accountant license.

Post-Master's Certification: Endorsement: Supervisor:

1. Possession of a master's degree in Education.
2. See the MSED Admission requirements above

Note: The state code requires that an applicant for the Supervisor certification must hold a standard New Jersey instructional or educational services certificate or its out-of-state equivalent, and complete three years of successful, full-time teaching and/or educational services experience.

Teaching and/or educational services experience completed in a New Jersey public school must have been under an appropriate New Jersey certificate.

Post-Master's Certification Endorsement: Learning Disabilities Teacher-Consultant:

1. Applicant must possess a master's degree.
2. Applicant must hold a standard New Jersey or out-of-state instructional certificate.
3. Applicant must have three years of successful teaching experience.
4. Applicant must submit two letters of recommendation related to the applicant's competence for this graduate program and professional work.
5. Applicant must submit an essay of 500 words or more explaining why applicant wishes to pursue a Learning Disabilities Teacher Consultant endorsement.
6. Applicant must have a minimum 2.75 GPA.
7. Official undergraduate and graduate transcripts.

MASTER OF SCIENCE IN NURSING (MSN)

1. Possession of a BSN from an accredited program, with a minimum 2.75 GPA. RN students with a baccalaureate degree other than nursing may be admitted into the "bridge" program.
2. GRE scores may be waived pending a minimum of a "B" (3.0) earned in each of the first four courses of the program. Satisfactory GRE courses will be required to continue if a "B" or better is not earned in each of the first four courses.

Graduate Admission

3. A personal statement (one to two pages) outlining professional goals.
4. Two letters of recommendation. One year of clinical experience is necessary to begin the clinical specialty.
5. A college-level course in health assessment. (An appropriate continuing education course may be substituted at the program director's discretion.) This requirement does not apply to the Nursing Administration concentration.
6. A current New Jersey RN license, a year of experience as a registered nurse, and proof of a current \$1,000,000 to \$3,000,000 liability and malpractice policy.
7. Résumé.

RN TO MSN DIRECT

Students without a baccalaureate degree will be accepted as conditional graduate students in the RN to MSN Direct Program. **Graduate tuition and fees apply.**

1. Possession of an associate's degree in nursing or diploma in nursing from an accredited program with a minimum of a 2.75 GPA.
2. GRE scores may be waived pending a minimum of a "B" (3.0) earned in each of the first four Nursing (NU) graduate courses of the graduate program. Satisfactory GRE scores will be required to continue if a "B" or better is not earned in each of the first four courses.
3. A personal statement (one or two pages) outlining professional goals.
4. Two letters of recommendation
5. One year of clinical experience is necessary to begin the clinical specialty. Students pursuing the RN to MSN Direct degree full time will need to have at least two years of clinical experience upon starting the nursing specialty courses in the MSN Program.
6. Possession of an RN license or is eligible to take the NCLEX examination to enroll in Individual Health Assessment. A current New Jersey RN license and proof of current \$1,000,000 to \$3,000,000 liability and malpractice policy.
7. Résumé
8. After acceptance, prior to starting classes, a student must submit to the School of Nursing and Health Studies a certificate of good health from a primary care practitioner including a complete health history and physical exam. Before beginning clinical laboratory experiences students are required to have a physical examination, with associated laboratory studies, immunizations, and criminal background checks, in accordance with the special requirements of affiliation contracts with clinical agencies.

9. Transcript indicating successful completion of English Composition I and II, Anatomy and Physiology I and II, Microbiology, Chemistry, Introduction to Psychology, and Introduction to Sociology. A grade of "C" or better is required in order for these courses to transfer to Monmouth University.

Please note: Students who do not meet the criteria to matriculate into the MSN program may complete the BSN by fulfilling the baccalaureate requirements.

DOCTOR OF NURSING PRACTICE (DNP)

1. Applicant must be a graduate of an accredited Master's in Nursing program.
2. Possession of an RN license.
3. National certification in the specialization as a Nurse Practitioner or Nurse Administrator.
4. Must have a minimum of GPA of 3.2 or higher on a 4.0 scale.
5. Have completed a graduate research course with a working knowledge of graduate statistics
6. Submit a letter of intent indicating professional and/or academic goals and a vision for improved health care.
7. Résumé.
8. Two professional and/or academic letters of recommendation.
9. Official transcripts from all previous college work.
10. Personal interview (telephone interview when appropriate) with the DNP Director.
11. Current liability and malpractice insurance of \$1,000,000 to \$3,000,000.
12. After admission, prior to starting classes, students must submit to the School of Nursing and Health Studies a certificate of good health from a primary care practitioner, including a health history and physical examination with associated laboratory studies, immunizations, and criminal background checks in accordance with the special

requirements of affiliation contracts with clinical agencies.

GRADUATE CERTIFICATES IN SCHOOL NURSING, SCHOOL NURSING – NON-INSTRUCTIONAL, AND FORENSIC NURSING

1. Possession of a baccalaureate degree with a minimum 2.75 GPA.
2. A current New Jersey RN license, a year of experience as a registered nurse, and proof of a current \$1,000,000 to \$3,000,000 liability and malpractice policy.

POST-MASTER'S CERTIFICATES

1. Possession of a master's degree in nursing.
2. A current New Jersey RN license, a year of experience as a registered nurse, and proof of a current \$1,000,000 to \$3,000,000 liability and malpractice policy.
3. A personal statement (one or two pages) outlining professional goals.
4. Two letters of recommendation. One year of clinical experience is necessary to begin the advanced specialization clinical courses.
5. A college-level course in health assessment. (An appropriate continuing education course may be substituted at the program director's discretion for the nursing practitioner tracks.) This requirement does not apply to the Nursing Administration concentration.
6. Résumé.

TRANSFER APPLICANTS

Students in the MBA Program must complete a minimum of thirty credits or ten courses in the required and elective core of courses at Monmouth University. Courses requested for transfer will be accepted at the discretion of officially designated evaluators for the program in the School of Business Administration. Transferred courses must be from institutions accredited to offer graduate courses and must carry a minimum grade of "B."

Students in the sixty-credit MSW Program will be able to transfer a maximum of twelve credits of graduate work from another CSWE-accredited MSW graduate school, provided that (a) the courses requested for transfer were completed with grades of "B" or better, (b) the courses are offered only for graduate credit at the previous institution, (c) the courses are judged appropriate by the MSW

Program Director, (d) the courses were completed within the six years prior to admission into the MSW Program at Monmouth University, (e) the courses are foundational courses and do not include field placement or any of the Social Work practice sequence courses, and (f) the credits were earned at a Council on Social Work Education (CSWE) accredited graduate program.

Students transferring into certificate programs are allowed to apply no more than 30 percent of the transfer credits into the program. All other restrictions stated above will apply.

Students in other master's degree programs may, with the permission of the student's program director and the school dean, transfer a maximum of nine (9) credits of graduate work from another accredited graduate school, provided (a) the courses requested for transfer were completed with grades of "B" or better and were not applied toward another degree, (b) the courses are offered only for graduate credit at the previous institution, and (c) the courses are judged appropriate by the program director for the degree program in which the student is matriculated at Monmouth University. The grades of transferred courses are not used in the computation of the grade point average.

Final transcripts from previous institutions attended should be received by Monmouth University prior to beginning enrollment. Students who do not provide official transcripts will not be permitted to continue at Monmouth. Please see Previous Course Work for information regarding the use of transfer credits.

CREDIT TRANSFER

Transfer students who have been admitted to the University will receive an official transfer credit evaluation. Students who fail to declare attendance at any postsecondary institution where they had been registered automatically waive the right to have that work considered for transfer credit and are subject to disciplinary action and/or suspension. Grades earned at previous institutions are not reflected in the Monmouth University grade point average (GPA).

FORMER STUDENTS APPLYING FOR READMISSION

Readmission to the University

Former Monmouth University students not on a Leave of Absence who have not attended the

University for at least one semester must submit an application for readmission. Applications are available in the Office of Admission. If the applicant has attended another institution in the interim, the applicant must have an official transcript forwarded to the Office of Admission Processing. Students will be re-evaluated based upon the full academic record and will be advised if further information is needed.

Readmission to the University after Academic Dismissal

Students who have been academically dismissed may apply for readmission. Review of the application and the ensuing decision is made by the Academic Standards and Review Committee. Previously dismissed students seeking readmission must have been away from the University for one full semester. Students who have been dismissed twice may apply for readmission after a minimum of three years. Application must be made through the Office of Admission.

Application for Academic Amnesty (See *Academic Amnesty*.)

VISITING STUDENTS

Students from other institutions must provide a letter of permission from, and be in good academic standing at, the home institution. Applications are available from the Office of Admission. Admission as a visiting student does not constitute admission as a matriculated student. Eligible rising high school seniors may enroll in college-level course work at Monmouth University. Eligibility will be determined by the Office of Undergraduate Admission based on a review of the student's academic credentials.

ADULT APPLICANTS

Monmouth University endeavors to support lifelong learning by providing services and programs—degree and nondegree, credit and non-credit—that enable nontraditional students to meet their varied educational needs and goals.

Program 65 affords opportunity for persons 65 years of age or older to enroll for study at Monmouth University at reduced tuition. Admission requirements include the designated nonrefundable application fee and proof of age. Enrollment is on a space-available basis. Those interested in learning

more about Program 65 may contact the Office of Undergraduate or Graduate Admission.

APPLICANTS WITH DISABILITIES

Monmouth University welcomes applications from persons with disabilities, complying with the requirements of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students who wish to utilize available accommodations and services provided by the University must submit current and adequate documentation related to their disability to the Department of Disability Services for Students.

You are not required to disclose a disability. If information is provided, it is not used in admission decisions. Monmouth University can also be contacted by using the New Jersey Telecommunications TTY Relay Services Operator at 800-852-7899. All students must meet University academic admission requirements.

INTERNATIONAL APPLICANTS

International applicants must meet three basic criteria before acceptance: demonstration of academic ability, English language proficiency, and sufficient financial support.

Applicants for admission whose native language is not English must demonstrate English language proficiency. Such proficiency may be demonstrated by submitting an official score report from one of the following standardized tests and meeting the minimum score requirements. Students who have completed the equivalent of a baccalaureate or master's degree at an accredited institution in a native, English-speaking country may be exempt from these standardized testing requirements.

- **TOEFL (Test of English as a Foreign Language)***
Minimum score requirements:
 - Internet-based version 79
- **IELTS (International English Language Testing System)***
 - Minimum score requirement 6
(with no less than a score of 5.5 on any section)
- **MELAB (Michigan English Language Assessment Battery)***
 - Minimum score requirement 77

• **ESOL (Cambridge University English for Speakers of Other Languages)***

- Minimum score requirements
 - Certificate of Advanced English – An A, B, or C constitutes a passing grade.
 - Certificate of Proficiency in English – An A, B, or C constitutes a passing grade.

** Note that exceptions to minimum score requirements for graduate programs may be made upon recommendation of the graduate program director within the student's major department and with approval from the dean of the graduate school. Monmouth also requires a student's academic profile to meet regular standards for admission.*

Monmouth University will also accept international students who meet Monmouth's regular standards for admission and who have successfully completed the ELS Language Services program at the master's level of English proficiency, which is completion of Level 112, in lieu of the TOEFL or other English proficiency exam. Conditional acceptance may be issued by Monmouth University to those students who elect to prove English proficiency by enrolling in and completing ELS Level 112.

In order to obtain the nonimmigrant Certificate of Eligibility (Form I-20), all accepted international applicants are required to provide financial documentation, such as bank statements, attesting that sufficient funds are available to support the period of study for the degree at Monmouth. To obtain a copy of the Application for Form I-20 and instructions, visit <http://www.monmouth.edu/admission/graduate/international.asp>. This document is required and must be completed before the Form I-20 can be issued.

Undergraduate applicants who have attended school outside of the United States must submit official evidence of secondary school completion and certified original copies of national examinations results where applicable.

International undergraduate freshman applicants from English-speaking countries must take the SAT and meet regular standards for admission. To learn from which countries the SAT is required, please visit <http://www.monmouth.edu/admission/international/toefl.asp>.

International Transfer Applicants

Credentials submitted from foreign institutions will be evaluated by the Transcript Evaluator.

Official college transcripts for all college-level work, regardless of whether the credit will be transferrable, must be sent directly from the institution at which the credit was completed. Official transcripts, mark sheets, diplomas, degrees, and/or certificates of all secondary and post-secondary academic records and examination results are required. If fewer than twenty-four transferrable credits have been completed, high school/secondary school transcripts must also be provided. Transcripts that are not in English must be translated and evaluated by a reputable credential evaluation service, including members of the National Association of Credential Evaluation Services (NACES) and then sent directly from the agency to Monmouth University. A course-by-course evaluation is required for all non-English transcripts. Course descriptions in English of all completed course work are also required, if not included in the course-by-course evaluation. Transcripts are considered official when sent directly to Monmouth University from the college/university at which the courses were taken and certified by the institution's Registrar's Office, Ministry of Education, or when sent directly from the evaluation agency along with the translation and evaluation to the Office of Admission Processing. Photocopied documents or transcripts marked "issued to student" are not accepted as official.

The records should list all courses the student has taken and grades received in each subject. Course descriptions and/or syllabi and the number of weeks and hours spent in lectures and laboratory work for each course are required of transfer applicants if transfer credit is expected. Only credits from recognized accredited institutions will be considered for direct transfer into any degree program. All course work is subject to approval by the department chair of the specific program chosen; not all courses may transfer. A maximum of seventy-two credits will be allowed for undergraduates transferring from a two-year accredited institution; a maximum of ninety-six credits will be allowed when transferring from a four-year accredited institution.

Course work done through national examination may be considered for credit by department evaluation, credit by examination, waiver, or portfolio if results meet specific department and/or University requirements and standards.

Students may, upon request, be required to have previous academic work validated, at the stu-

dent's expense, through an outside credential evaluation service.

Failure to declare and/or present all academic work, or presentation of academic records that are found to be altered or of a questionable nature, may result in non-acceptance of student or dismissal of student from the University. Generally, international students currently studying in the United States who wish to transfer to Monmouth University should follow the regular transfer admission process. The English proficiency/SAT requirement can be waived for international students who have completed at least twenty-four transferable credits of which at least three are in English at the 100 level or higher. See details referenced in the International Applicants section for English proficiency requirements. An international student transferring from an institution within the United States must provide the following documentation:

- Admission application
- Nonrefundable application fee
- Official transcript(s)
- Official test scores (as applicable)
- Monmouth University's F-1 Transfer form if currently enrolled at a U.S. institution (<http://www.monmouth.edu/Student/grad/Transfer.pdf>) or Monmouth University's Application for Form I-20 if no longer enrolled at the U.S. institution (<http://www.monmouth.edu/Student/grad/FormI20.pdf>)

In addition, the transfer applicant should request the previous institution to transfer his or her SEVIS record.

International transfer applicants must also provide financial support documentation (see details referenced in the International Applicants section).

VETERANS AND WAR ORPHANS

Complete information regarding benefits and procedures for applying may be obtained from the Office of Registration and Records or the Financial Aid Office. Monmouth University is approved by the New Jersey Department of Military and Veterans' Affairs for veterans' benefits.

MILITARY APPLICANTS

Monmouth University has been designated as an institutional member of Service Members Opportunity Colleges (SOC), a group of over 400 colleges and universities providing voluntary postsecondary education to members of the military throughout the world. As an SOC member, Monmouth University recognizes the unique nature of the military lifestyle and has committed itself to easing the transfer of relevant course credit, providing flexible academic residency requirements, and crediting learning from appropriate military training and experiences. SOC has been developed jointly by educational representatives of each of the Armed Services, the Office of the Secretary of Defense, and a consortium of thirteen leading, national higher education associations; it is sponsored by the American Association of State Colleges and Universities (AASCU) and the American Association of Community and Junior Colleges (AACJC).

NON-DISCLOSURE

Failure to submit complete records of all previous academic experiences will result in a student being denied admission, or, in the case of nondisclosure or misrepresentation, the rescinding of admission previously granted.

Tuition and Fees

FINANCIAL INFORMATION

Tuition and fees are subject to annual increases at the discretion of the Board of Trustees. Tuition and fees charges listed below are in effect as of May 14, 2012. Monmouth University reserves the right to alter any and all charges and to do so within the academic year.

Monmouth University (on campus) **TUITION AND FEES PER SEMESTER** **May 14, 2012**

It should be noted that more than 80% of Monmouth University students are eligible for Financial Aid. Depending upon family financial circumstances—regardless of income—actual costs could be considerably less than published student charges. Inquiries should be directed to the Office of Financial Aid.

TUITION AND FEES PER SEMESTER

Effective May 14, 2012, for the Summer 2012, Fall 2012, and Spring 2013 Semesters

TUITION

• *UNDERGRADUATE*

12 - 18 credits	\$14,541.00 (\$314.00*)
Each credit in excess of 18.....	\$842.00/credit
9 - 11.5 credits	\$842.00/credit (\$314.00*)
Less than 9 credits.....	\$842.00/credit (\$157.00*)
Auditor Program	\$280.00/credit
Summer Session.....	\$712.00/credit

• *GRADUATE*

9 or more credits	\$922.00/credit (\$314.00*)
Less than 9 credits.....	\$922.00/credit (\$157.00*)
Auditor Program	\$308.00/credit
Summer Session.....	\$932.00/credit

• *SENIOR CITIZENS (Undergraduate and Graduate)*

9 or more credits	\$242.00/credit (\$314.00*)
Less than 9 credits.....	\$242.00/credit (\$157.00*)

* *The Comprehensive Fee includes services provided by: Student Center, Student Activities, Health Center, Intercollegiate and Intramural Athletics, Placement, Counseling, and Registration.*

Tuition and Fees

• RESIDENCE HALLS

Spruce/Willow/Cedar/Laurel/Beechwood	
Single Room	3,916.00
Double Room	3,085.00
Triple Room	2,316.00
Elmwood/Pinewood	
Single Room, small	3,058.00
Single Room	3,890.00
Double Room	3,085.00
Triple Room	2,290.00
Oakwood/Redwood	
Double Room	3,823.00
Triple Room	2,794.00
Garden Apartment	4,403.00
Great Lawn/Maplewood	
Double Room	3,974.00
Triple Room	3,138.00
Birch Triple	2,290.00
Mullaney Hall	
Double	3,293.00
Triple	2,581.00
Fountain Gardens	
Double Room	4,107.00
Quad Room	3,677.00

• Pier Village

Double - Annual Contract**	10,609.00
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**Billed in four cycles, see below:

Summer session A	464.00
Summer session E	1,701.00
Fall	3,990.00
Spring	4,454.00

• Diplomat Apartments

Double - Per Semester	4,262.00
Double - Annual Contract**	9,915.00

**Billed in four cycles, see below:

Summer session A	434.00
Summer session E	1,590.00
Fall	3,729.00
Spring	4,162.00

• Intersession Housing

Residence Halls	179.00
Apartments	289.00

• Study Abroad:

Florence – Italy (room charge)

Double – Fall	3,300.00
Double – Summer	1,000.00

Regent's College – London (room and board)

Single	6,578.00
Double	5,320.00
Triple	4,904.00

Macquarie University – Australia

Single	5,500.00
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Spain (Summer)

Double room charge	1,435.00
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CONTRACT CANCELLATION FEE	500.00
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• BOARD

105 Meals plus points plan	2,195.00
195 Meals plus points plan	2,316.00
225 Meals plus points plan	2,389.00
Carte Blanche meal plan	2,469.00

OTHER FEES

(All fees are nonrefundable unless otherwise noted.)

Application Fee	50.00
International Application Fee	50.00
Fall Orientation Fee	
(full-time, new undergraduate)	200.00
Spring Orientation Fee	
(full-time, new undergraduate)	75.00
Late Registration Fee	50.00
Late Payment Fee	50.00
Physical Education Fee (refundable)	30.00
Lab/Studio Fee A (refundable)	100.00
Lab/Studio Fee B (refundable)	80.00
Lab/Studio Fee C (refundable)	60.00
Lab/Studio Fee D (refundable)	40.00
Lab/Studio Fee E (refundable)	20.00
Study Abroad Fee	135.00
Returned Check Fee	25.00
Cooperative Education Fee	45.00
Study Abroad Administration Fee -	
Fall or Spring	250.00
Student Teacher Early Field Experience Fee	60.00
Student Teaching Field Experience Fee	300.00

PORTFOLIO ASSESSMENT FEES (per course)

Workshop	30.00
Assessment per academic area	225.00

CREDIT BY EXAMINATION FEES

Application Fee per course	15.00
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Undergraduate per credit	1/3 cr. rate
Graduate per credit	1/3 cr. rate

SUMMER SESSION FEES

Workshop Fee per hour (refundable)	35.00
Study Abroad Administration Fee - Summer ..	125.00

SUMMER ROOM RATES

Residence Hall - per week	179.00
Garden Apartment - per week	223.00
Great Lawn Apartment - per week	223.00
Diplomat Apartment – per week	241.00

PARKING FEES

Resident (per year)*	350.00
Resident (spring only)	175.00
Late Registration (per year)	50.00

* Resident students who do not remain in on-campus housing in the spring may file a waiver requesting credit of 1/2 the annual parking fee.

Explanation of Tuition, Fees, and Deposits

Tuition Charges: Undergraduate students are billed according to their status as matriculated full-time or part-time students. Full-time undergraduate students will be billed, upon registering for a given semester, for tuition at the full-time rate; those who register for more than eighteen credits will have an additional charge for each credit over eighteen, billed at the part-time rate. Part-time students are billed at the per-credit rate. Undergraduate students wishing to change status must process a Request to Change Enrollment Status form with the Office of the Bursar. In addition, part-time, nonmatriculated students must receive approval of the Office of Undergraduate Admission before a change to full-time status can be processed.

Under this policy, undergraduate students whose status is full time will be billed at the full-time rate, regardless of the number of credits for which they are registered, until a Request to Change Enrollment Status form is processed. If a full-time student fails to register for a full-time load by the end of the registration period, the University will adjust the billing and change the student's status accordingly. An undergraduate student whose status is part-time will be billed at the part-time per-credit rate, unless registered for twelve or more credits (then the

student will be billed at the full-time rate). Summer tuition will be billed at the per-credit rate regardless of status.

Financial Aid awards will be based on the student's status, and students should be aware that change in status may affect Financial Aid eligibility.

Graduate students are assessed tuition on a per-credit basis.

Comprehensive Fee: The Comprehensive Fee includes services provided by the Student Center, Student Activities, Health Center, Intercollegiate and Intramural Athletics, Placement, Counseling, and Registration.

Application Fee: This nonrefundable fee is for the cost of processing undergraduate and graduate applications.

Acceptance Deposit: This deposit must be paid by all new full-time undergraduate students (twelve or more credits) prior to registration. Acceptance deposits paid by transfer students are not refundable. Acceptance deposits paid by freshmen for the fall semester are refundable until May 1.

Orientation Fee: This fee is charged to new students to cover the expenses of the orientation program.

Late Registration Fee: A fee is charged to all continuing or former students who receive permission to register for course work after the close of the regular registration period.

Late Payment Fee: A fee is charged to all students who have not properly made final financial arrangements with the Bursar by the payment due date.

Parking Fee: This fee is charged to all resident students who register a motor vehicle with the campus police. Failure to register vehicles will result in parking fines.

Returned Check Fee: A fee is charged for each uncollectible check issued to the University.

Residence Hall Room Reservation Deposit: Students who wish to reserve space in the residence halls are required to forward a \$150 room reservation deposit and signed contract prior to registration. The \$150 is applied as a credit toward room rent.

Residence Hall Contract Cancellation Fee: This fee is charged to students who have contracted to reserve space in the residence hall and fail to cancel that contract prior to June 1. This fee is in addition to forfeiture of the room reservation deposit.

Tuition and Fees

Physical Education Fee: This fee is for the use of equipment required in the physical education program.

Laboratory and Studio Fee: This fee is charged in addition to the tuition for each laboratory or studio course. It covers costs of additional class hours and special materials.

Credit by Examination Fee: This fee is for the administrative and personnel costs for the Credit by Examination program.

Portfolio Assessment Fee: This fee is for the administrative and personnel costs for the Portfolio Assessment program.

Study Abroad Fee: This fee is charged to Monmouth University students who have been granted permission to enroll in a Study Abroad program sponsored by another college or university.

Student Teacher Early Field Experience Fee: This fee is charged to education majors to offset the expense of the early field experience.

Student Teaching Field Experience Fee: This fee is charged to education majors to offset the expense of student teaching.

Terms of Payment

Payment of fall semester charges are due in August, and spring semester charges are due in December. Specific dates are set annually and can be viewed on the Bursar Web page under "Payment Deadlines." **Cash and Debit Card:** accepted in person at the Office of the Cashier located on the first floor of the Wilson Hall Annex. Call 732-571-7540. **Check or Money Order:** accepted in person, as above, or mailed in the envelope that is enclosed with your bill. The student's ID number must be written on all checks and money orders. **Credit Cards:** Visa, MasterCard, Discover, and American Express are accepted. You may fill out the form included with your bill and return it in the envelope, also provided. This form of payment is also accepted both in person and over the phone. The person to whom the credit card is issued must call. **Online:** by electronic check or credit card by either logging into your WEBstudent account and selecting "Account Summary" (if you have a balance due, a button will appear at the bottom of the screen to allow you to make an online payment), or accessing our Electronic Payment Gateway. Be prepared to fill in the student's ID number, first name, last name, and then follow the remaining steps.

A student who becomes delinquent in payments due during the year may be barred from classes. Financial clearance must be met for a student to graduate or receive transcripts, either official or unofficial (student copy).

If payment is not made as required, the student may not be allowed to register for future semesters/terms until the outstanding balance is satisfied. In addition, all collection costs and fees, including, but not limited to, attorneys' fees incurred by the University, will be paid by the student.

Tuition Payment Plan

To accommodate parents and students who prefer to pay for educational expenses in monthly installments, the following plan is available as of April 1 for the upcoming school year. The University reserves the right to alter the programs accepted from time to time.

The following organization is not affiliated with Monmouth University, and any questions regarding the tuition plans should be directed to the address below:

Tuition Management Systems
P.O. Box 842722
Boston, MA 02284-2722
Phone: (800) 356-8329
Web site: www.afford.com

REFUND POLICY

• Summer Sessions

Refunds, upon **withdrawal from summer sessions**, will be made according to the policy stated below:

- **Students who withdraw from a four-week or six-week summer session** within the first week of the session will receive 100% refunds. Withdrawals after the first week are not eligible for refunds.
- **Students who withdraw from a nine-week or twelve-week summer session** within the first week of the session will receive 100% refunds. Fifty-percent refunds will be given if courses are withdrawn in the second week. Withdrawals after the second week are not eligible for refunds.

REFUND POLICY FOR COMPLETE WITHDRAWALS

• Fall and Spring Semesters

Tuition and fees, including room and board fees, will be refunded upon **complete withdrawal from all semester courses** according to the policy stated below:

Students who withdraw completely from the University after the opening of classes will receive 100% refunds (less a \$500 cancellation fee as detailed in the Housing Contract) through the end of the first week of the semester. Students who withdraw completely after the first week of the semester will receive pro-rata refunds (less a \$500 cancellation fee as detailed in the Housing Contract) calculated on the basis of days enrolled through the sixtieth percent point in the semester. Example: For a semester consisting of seventy-five days, the sixtieth percent point would be the forty-fifth day. Note that weekends are not included toward days counted. Please refer to the Registration Information online at www.monmouth.edu/registrar/registration_information/default.asp for semester start and end dates. Withdrawals after the sixtieth percent point in the semester are not eligible for refunds.

All refunds will be based on the **official date of withdrawal**, which is the date the completed withdrawal eFORM or an e-mail message (e-mail must be from the student's University e-mail account and sent to registrar@monmouth.edu) is received by the Office of Registration and Records (ORR). The University encourages students to make notification of withdrawal in writing as outlined above; however, verbal communication in the form of a phone call to the ORR will be accepted within the following guidelines:

- The call must be made during business hours (Monday through Friday, 9 a.m. to 5 p.m.).
- The call must be communicated by the student (not a parent or designate) directly to ORR personnel. Voice messages will not be accepted.
- The student must provide name, last four digits of his or her social security number, and his or her unique Monmouth student ID number.
- Telephone withdrawals will be confirmed by the ORR.
- The **student** is responsible for ensuring that the withdrawal is communicated to the ORR.

- International students cannot use e-mail or telephone contact with the ORR. International students must coordinate registrations and withdrawals with the Office of International Student Services.

Pro-rata percentages are applied against tuition, comprehensive fee, lab fee, orientation fee, and room and board fees (less a \$500 cancellation fee for students who have contracted for housing). The resulting amount is then compared to any student payments that may have been made with the difference being the amount still due the University or the amount available to be refunded. There will be no refunding of moneys paid for health insurance, books, supplies, damages, fines, or other fees not mentioned above. Any amount available for refund will be returned to its sources. Federal Title IV aid, state aid, and University aid will receive refunds prior to any refund being paid to the student.

REFUND POLICY—COMPLETE WITHDRAWAL IMPORTANT NOTICE FOR STUDENTS WITH FEDERAL STUDENT FINANCIAL ASSISTANCE

Under new regulations that implement the Higher Education Amendments of 1998, students who completely withdraw from the University are responsible for repaying the unearned portion of loans and grants received in excess of charges to their student account directly to the federal government. Failure to return unearned grant funds to the U.S. Department of Education may result in the student becoming ineligible for financial aid in future academic years. Students who have been advised that they have unearned grant funds should contact the Office of Financial Aid, 732- 571-3463, for information regarding making repayment arrangements with the U.S. Department of Education. Loans are to be repaid by the student in accordance with terms of their promissory note.

If the amount of aid credited to a student's account at the time of withdrawal is less than the amount of aid earned based on the proportion of the semester that the student was enrolled, a post- withdrawal disbursement of aid can be made. If there are outstanding charges on the student's account, the University will make the post-withdrawal disbursement to the student's account. If there are no outstanding charges on the student's account, the University must notify the student regarding the avail-

Tuition and Fees

ability of the post-withdrawal disbursement. The student must inform the University within fourteen days of this notification as to whether the student wishes to receive the post-withdrawal disbursement. No post-withdrawal disbursement will be made unless the University receives a response from the student within this timeframe.

REFUND POLICY FOR PARTIAL WITHDRAWALS

• *Fall and Spring Semesters*

All refunds will be based on the **official date of withdrawal**, which is the date the completed withdrawal eFORM is received by the Office of Registration and Records (ORR). E-mail or verbal communication **will not** be accepted for communicating partial withdrawals to ORR. Only the completed withdrawal eFORM will be accepted.

Full-time undergraduate students who are registered for twelve to eighteen credits in the semester are not entitled to any refund when withdrawing from one or more, but not all, courses after the first week of the semester. If the student drops below twelve credits prior to the end of the first week of the semester, the student's status will be changed to part-time, and the student will be billed at the per-credit rate. Full-time undergraduate students should note that enrolling for fewer than twelve credits may affect eligibility for financial aid. Those students who are registered for credits in excess of eighteen will be entitled to refunds for tuition paid for credits in excess of eighteen according to the partial withdrawal refund schedule for part-time undergraduate students and graduate students, which follows below.

Part-time undergraduate students and all graduate students who withdraw from one or more courses during the semester while remaining registered for one or more courses are entitled to 100%

refunds on the courses dropped if the courses are dropped during the first week of the semester or on the day following the first class meeting. Fifty-percent refunds will be given if the courses are withdrawn from during the second week. Withdrawals after the second week are not eligible for refunds.

HOUSING CONTRACT: REFUND SCHEDULE

Students who change housing and/or board arrangements during the semester while continuing as students at Monmouth University are eligible only for such refunds (less a \$500 cancellation fee as detailed in the Housing Contract) as established by the Office of Residential Life. Further information on this process is available from the Office of Residential Life at 732-571-3465.

APPEAL POLICY FOR REFUNDS

Appeals for exceptions to the Refund Policy should be made in writing to the Assistant to the Vice President for Student Financial Appeals within one year of the beginning of the semester in question. Information about this process is available from the Office of the Vice President of Finance at 732- 571-3427. Further information or explanation of the Refund Policy is available from the Office of the Bursar or online at www.monmouth.edu/refund.

Students filing appeals for exceptions to the University Refund Policy are advised that there is a possibility that the amount of Financial Aid they may receive, or may have received, may be adversely affected. Students are advised that it is their responsibility to meet with a representative from the Financial Aid Office to see how filing an appeal will affect their financial aid package.

Financial Aid

Monmouth University believes that qualified students should not be denied an educational opportunity due to lack of financial resources, and that financing a student's education should be a cooperative effort between the student and the institution. To that end, the staff of the Financial Aid Office is available to assist students in developing a comprehensive educational financial plan. Students are strongly encouraged to call or visit the Financial Aid Office to engage in this planning process; the office may be reached by phone at 732-571-3463 or via e-mail at finaid@monmouth.edu.

APPLICATION PROCESS

Monmouth University uses the Free Application for Federal Student Aid (FAFSA) as its primary application for all federal and state financial aid programs; no supplementary applications are required. Students are encouraged to apply online at www.fafsa.ed.gov. If a paper application is preferred, one may be downloaded and printed from www.fafsa.ed.gov.

The FAFSA is completed using the student and spouse's federal income tax data and should also include Monmouth University's Title IV School Code (002616); where possible, students should utilize the Data Retrieval Tool on the FAFSA to import their tax information from the IRS's database into the FAFSA. Completed FAFSAs may be submitted to the U.S. Department of Education after

January 1. Students are encouraged to retain a copy of the completed FAFSA for their records.

Monmouth University does not have deadlines for applying for financial aid. However, students are encouraged to file as soon after January 1 as possible.

Financial data provided on the FAFSA will be forwarded electronically to the University and will be the basis for the creation of the student's financial aid package. The financial aid package will be communicated to the student via the Financial Aid Award Letter; newly enrolling students will receive a hard copy award letter, while continuing students will receive their award letter via e-mail to their University e-mail address. The student is then expected to confirm acceptance of the offer of financial aid by returning to the Financial Aid Office a signed copy of the award letter (continuing students may simply reply to the award letter e-mail); a copy is also provided for the student's records.

Generally, the initial offer of financial assistance delineated in the award letter is non-negotiable. The financial aid package may, however, be altered as a result of one or more of the following conditions:

- Changes in the student's housing status
- Changes in the student's enrollment (i.e., credit hours) status
- Lack of satisfactory academic progress
- Receipt of financial aid from an outside source

Financial Aid

- Discrepancies noted as a result of the verification process

(Note that the U.S. Department of Education randomly selects one in three applications for verification. The verification process entails the comparison of actual financial data to that supplied on the FAFSA. Students selected for this process will be notified by the Financial Aid Office and will be asked to supply copies of federal tax transcripts [if the Data Retrieval Tool was not utilized] and a completed verification worksheet; additional documents may also be requested.)

FUNDING SOURCES

The student's financial aid package may be comprised of a combination of grant, scholarship, and loan funding. Grants and scholarships are forms of assistance that do not have to be repaid, while loans must be repaid with interest. The following paragraphs identify and describe the types of funding available at Monmouth University.

GRANTS AND SCHOLARSHIPS

- *Graduate Fellowships*

Monmouth University established the Graduate Fellowship program to provide scholarship assistance to students who have demonstrated outstanding academic achievement in the completion of the baccalaureate degree. Partial-tuition fellowships are awarded to matriculated students by the Office of Graduate Admission and are made on the basis of the student's cumulative undergraduate grade point average. Award amounts vary as a function of the student's undergraduate cumulative grade point average and the number of registered credits each term. International candidates' undergraduate grade point averages are converted to the American grading system. All applicants for admission are automatically evaluated for fellowship eligibility; the student need not complete a separate application. Awards are not made in combination with the following forms of assistance: tuition remission, Second Master's Scholarships, and Math/Science Educator Scholarships. However, the Graduate Fellowship may be combined with the following; as long as it does not exceed tuition and fees (fees do not include books): senior citizen tuition discount, graduate assistantships, and employer tuition reimbursement.

Fellowships are renewable throughout the duration of the student's enrollment, provided that the student maintains a minimum cumulative grade point average of 3.00. Graduate fellowships are available in the summer term provided the student enrolls in a total of at least six credits during the course of the summer.

- *Second Master's Scholarship*

Partial-tuition scholarships are available to students who have completed a master's degree program at Monmouth University and who return to the University to matriculate for a second master's degree or certificate.

Award amounts vary as a function of tuition and the number of credits for which a student enrolls. Scholarships are available during the fall, spring, and summer terms. All applicants for admission are automatically evaluated for scholarship eligibility; the student need not complete a separate scholarship application. Scholarships are renewable throughout the duration of the student's enrollment, provided that the student maintains a minimum grade point average of 3.00.

- *Math/Science Educator Scholarship*

The University is committed to providing support for graduate degree candidates who intend to become teachers of math and science. Graduate students who hold a teaching certificate in any subject area may take course work toward an additional certification in math and/or science and qualify for a scholarship. Those who do not hold a teaching certificate, but who are interested in pursuing certification in math and/or science, are also eligible. However, in addition to the subject-area courses, the student must also complete the Master of Arts in Teaching (MAT) program. Scholarships are available during the fall, spring, and summer terms. All applicants for admission are automatically evaluated for scholarship eligibility; the student need not complete a separate application. Scholarships are renewable throughout the duration of the student's enrollment, provided that the student maintains a minimum grade point average of 3.00.

- *Federal TEACH Grant*

Through the College Cost Reduction and Access Act of 2007, Congress created the Teacher Education Assistance for College and Higher Education (TEACH) Grant program that provides

grants of up to \$4,000 per year (including the summer term) to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families. Students may receive a maximum of \$8,000 in TEACH Grants for graduate studies. In exchange for receiving a TEACH Grant, the student must agree to serve as a full-time teacher in a high-need field (e.g., bilingual education and English language acquisition, foreign language, mathematics, reading specialist, science, special education, or other identified teacher shortage areas) in a public or private elementary or secondary school that serves low-income students. As a recipient of a TEACH Grant, the student must teach for at least four academic years within eight calendar years of completing the program of study for which the TEACH grant was awarded. **IMPORTANT:** If the student fails to complete this service obligation, all TEACH Grants will be converted to a Federal Direct Unsubsidized Stafford Loan, which must be repaid to the U.S. Department of Education. The student will be charged interest from the date the grant(s) was disbursed. Note: TEACH Grant recipients will be given a six-month grace period prior to entering repayment if a TEACH Grant is converted to a Direct Unsubsidized Loan.

Eligibility Requirements

To receive a TEACH Grant the student must meet the following criteria:

- Complete the Free Application for Federal Student Aid (FAFSA), although you do not have to demonstrate financial need;
- Be a U.S. citizen or eligible non-citizen;
- Be enrolled as a graduate student in a postsecondary educational institution that has chosen to participate in the TEACH Grant program;
- Be enrolled in course work that is necessary to begin a career in teaching or plan to complete such course work. Such course work may include subject-area courses (e.g., math courses for a student who intends to be a math teacher);
- Meet certain academic achievement requirements (generally, scoring above the 75th percentile on a college admissions test or maintaining a cumulative grade point average of at least 3.25);

- Sign a TEACH Grant Agreement to Serve and complete an entrance counseling session.

• *Educational Opportunity Fund (EOF) Grant*

The EOF program, funded by the state of New Jersey, is designed to provide access to graduate education for students who participated in the EOF program at the undergraduate level. Funding is, however, limited. Students who believe they might qualify are encouraged to contact the University's EOF Office at 732-571-3462.

• *Graduate Endowed Scholarships*

The University offers a small number of sponsored and endowed scholarships to graduate students, which have been made possible through the generosity of friends of the University. All enrolled students receive consideration for these awards, and there is no student-initiated application process. The Financial Aid Office, except where stipulated by the donor, will select the candidate that most closely matches the donor-established criteria. (Note that students in the MSN program must complete the FAFSA and a scholarship application available from the School of Nursing and Health Studies. Scholarship recipients will be selected by the faculty of the School.) Scholarship recipients will be notified via the financial aid award letter.

LOANS

• *Federal Direct Unsubsidized Stafford Loan*

The Federal Direct Unsubsidized Stafford Loan is a low-interest-rate loan with eligibility requirements, terms, and conditions similar to those of the Subsidized Stafford Loan. The primary difference is that interest does accrue on the loan while the student is enrolled. For graduate students, the annual borrowing limit is \$12,000 and cannot exceed the student's budgeted cost of attendance in combination with all other aid. The interest rate is fixed at 6.8%. Borrowers are charged, by the federal government, an up-front origination fee of 1.5% of the principal amount of the loan, but there is an up-front rebate of 1%. This rebate is maintained as long as the student makes the first twelve consecutive, on-time payments when the loan goes into repayment. The net origination fee of 0.5% is deducted proportionally from each disbursement of the student's loan. A promissory note for the Unsubsidized Stafford

Financial Aid

Loan will be supplied by the Financial Aid Office. Unsubsidized Stafford Loans are available during the regular academic year (i.e., fall and spring semesters) and may be available during the summer term.

Monmouth University is a Direct Lending institution, meaning that the University's Financial Aid Office will provide the student with a promissory note for the Stafford Loan and will arrange to have the funds electronically transferred to the student's account. The student need not seek a loan application from a private banking institution.

- *Federal Direct Parent Loan for Graduate Students (PLUS)*

Graduate students are now eligible to borrow under the PLUS Loan program. The terms and conditions applicable to the Parent PLUS Loans also apply to Graduate PLUS Loans; however, with the Graduate PLUS Loan, the student is the borrower, not the parent. These requirements include completion of the FAFSA and a determination that the applicant does not have an adverse credit history. Applicants may borrow up to their cost of attendance, less other financial aid. Students must also have applied for the annual loan maximums in the Federal Subsidized and Unsubsidized Stafford Loan programs before applying for a Graduate PLUS Loan. Students must be enrolled at least half time (six credit hours). For loans disbursed after July 1, 2012, borrowers are charged, by the federal government, an up-front origination fee of 4%. For loans disbursed after July 1, 2008, the interest rate is fixed at 7.9%. Unless the borrower requests an in-school deferment, the first payment is due sixty days after the loan is fully disbursed. Repayment lasts between ten and twenty-five years based on the total amount borrowed and the repayment option chosen. A promissory note for the PLUS Loan will be supplied by the Financial Aid Office. Graduate PLUS Loans are available during the regular academic year (i.e., fall and spring semesters) and may be available during the summer term.

Monmouth University is a Direct Lending institution, meaning that the University's Financial Aid Office will provide the student with a promissory note for the PLUS Loan and will arrange to have the funds electronically transferred to the student's account. The student need not seek a loan application from a private banking institution.

ALTERNATIVE LOANS

Alternative financing sources are available from private banking concerns and are ideal for students who either do not meet the eligibility criteria for the Stafford Loan programs, or who have exceeded the borrowing limits for those programs. As the loan terms and eligibility criteria vary widely, interested students are encouraged to contact the Financial Aid Office at 732-571-3463 or visit the University's Web site at www.monmouth.edu/alternative for assistance in selecting the loan that best suits their needs.

EMPLOYMENT

- *Graduate Assistantships*

This program provides on-campus employment in a variety of settings to eligible graduate students. Assistantships are generally awarded to outstanding graduate students who have completed at least the first semester of enrollment. Recipients may attend either part-time or full-time. The total amount of an assistantship combined with a fellowship (or scholarship) will not exceed the cost of tuition and fees in any semester. Interested students may obtain an application for an assistantship from the office of the Dean of the Graduate School.

SATISFACTORY ACADEMIC PROGRESS

Federal regulations require institutions to establish minimum standards of satisfactory academic progress for students receiving federal, state, and/or institutional financial aid. In the determination of satisfactory academic progress, all course work is considered, whether or not the student received financial aid at the time the work was completed.

Financial aid at Monmouth University is awarded to students for the entire academic year or summer session. Academic progress for all aid recipients is reviewed at the conclusion of the spring semester. If a student has not met all of the requisite standards, the student will be ineligible to receive federal, state, and/or institutional funds. Students who are deemed ineligible will be offered the opportunity to submit an appeal; refer to the Appeals section below for the appropriate procedure.

The standards for determining satisfactory academic progress at Monmouth University for federal and state funding are measured along three dimensions: cumulative grade point average, pace, and maximum time frame. **To remain in good**

standing, a student must meet each of the three requirements:

- **Cumulative Grade Point Average:** Consistent with the general academic requirements of the University, graduate students must maintain a minimum cumulative grade point average of 3.00 to remain eligible for institutional and/or federal funding.
- **Pace:** All students must successfully complete at least 67% of the credit hours for which they enroll. Note that repeated courses and course work assigned a grade of "W," "WF," "F," or "I" will not be counted as hours completed toward graduation but will be counted as an attempted course.
- **Maximum Time Frame:** Students must also meet the maximum time frame component of satisfactory academic progress. The maximum number of credits a graduate student may attempt and receive funding for is 150% of the published number of credits required to complete the degree, certificate, or endorsement program.

Appeals Process

When a student is deemed ineligible for financial aid the student will be provided with written notification of ineligibility. The student will have the opportunity to submit a written appeal for review. All such appeals should be forwarded to the Associate Director of Financial Aid. The Associate Director will review the appeal and may elect to return the student to good standing, continue the student's financial aid probationary period, reduce the student's financial aid award, or uphold the determination of ineligibility (e.g. cancel the student's financial aid). Students submitting an appeal will be provided written notification of the outcome of their appeal.

Circumstances which might merit an appeal include, but are not limited to, the following: serious illness or injury to the student or a member of the student's immediate family, a death in the immediate family, or divorce. Generally, only appeals that involve documentable circumstances beyond the student's control which have had an impact upon the student's academic performance will be considered. Supporting documentation of the circumstances forming the basis for the student's appeal must be

submitted with the appeal. Students who have been deemed ineligible in a prior semester, but who have since improved their performance to the required level, are also encouraged to submit an appeal for the reinstatement of their aid; the student's financial aid will not be automatically reinstated.

RETURN OF FINANCIAL AID WHEN A STUDENT WITHDRAWS

The federal government mandates that students who withdraw from all classes may only keep the financial aid they have "earned" up to the time of withdrawal. Federal funds that have been disbursed in excess of the earned amount must be returned by the University and/or the student to the federal government. Thus, the student could owe aid funds to the University, the government, or both.

A student is considered to have officially withdrawn when he or she notifies the University of his or her intent to withdraw from all classes. The date of the official notice is considered the last date of attendance and will be the date used for calculating the amount of financial aid to be returned. A student who receives a combination of "F" and/or "W" grades at the end of a semester is considered unofficially withdrawn. Instructors report the last recorded date of attendance for the student. This will be the date used for calculating the amount of financial aid to be returned to the federal government. Please refer to the section entitled *Course Withdrawals* within this catalog for academic withdrawal policies and procedures.

To determine the amount of aid the student has earned up to the time of withdrawal (either official or unofficial), the Financial Aid Office divides the number of calendar days the student has attended classes by the total number of calendar days in the semester (minus any scheduled breaks of five days or more). The resulting percentage is then multiplied by the total federal funds that were disbursed for the semester; institutional funds, state funds, and alternative loans will be prorated in the same manner. (Note that if the student remains enrolled and attends class beyond the 60% point of the semester in which aid is received, all federal aid is considered earned and not subject to a refund calculation.)

This calculation determines the amount of aid earned by the student that he or she may keep (for example, if the student attended 25% of the term, the student will have earned 25% of the aid dis-

Financial Aid

bursed). The unearned amount (total aid disbursed minus the earned amount) must be returned to the federal government by the University and/or the student. The Financial Aid Office will notify and provide instructions to students who are required to return funds to the government.

Funds that are returned to the federal government are used to reimburse the individual federal programs from which the student received the aid. Financial aid returned (by the University and/or the student or parent) must be allocated, in the following order, up to the net amount disbursed from each source:

1. Federal Unsubsidized Direct Loan
2. Federal Perkins Loan
3. Federal Direct Graduate PLUS Loan
4. Other Federal Loan or Grant Assistance

It is also possible that the student may have “earned” the aid, but it was not yet disbursed to the student’s account. Post-withdrawal disbursement occurs when the student receives less federal student aid than the amount earned (based on withdrawal date). The Financial Aid Office will determine if the student is entitled to a post-withdrawal disbursement and will then offer, in writing, a disbursement of the earned aid that was not received. All post-withdrawal disbursement offers will be made within thirty days of the date Monmouth determined

that the student withdrew. The student must respond within fourteen days from the date that the University sends the notification to be eligible to receive the post-withdrawal disbursement. If the student does not respond to the University’s notice, no portion of the post-withdrawal disbursement that is not credited to the student’s account may be disbursed. The student may accept or decline some or all of the post-withdrawal disbursement. Accepted post-withdrawal disbursements will be made from aid programs in the following order:

1. Federal Unsubsidized Stafford Loan
2. Federal Direct Graduate PLUS Loan

Students whose circumstances require that they withdraw from all classes are strongly encouraged to contact the Financial Aid Office and their academic advisor before doing so. At that time, the consequences of withdrawing from all classes can be explained and clearly illustrated. Financial aid counselors can provide refund examples and further explain this policy to students.

Students who withdraw from the University may also be entitled to a refund of a portion of their tuition, fees, and room/board charges, dependent upon the point in time at which the student withdraws. See *Refund Policy* for detailed information on the University’s tuition, fee, and room/board refund policies.

Graduate Academic Programs, Support Services and Regulations

The Graduate School

DEAN: Datta V. Naik, PhD

The Graduate School administers the graduate programs through six academic schools: the Leon Hess Business School, the School of Education, the Wayne D. McMurray School of Humanities and Social Sciences, the Marjorie K. Unterberg School of Nursing and Health Studies, the School of Science, and the School of Social Work. These programs are designed to meet the educational needs of post-baccalaureate students who wish to acquire advanced knowledge and skills in their chosen fields of study and to engage in research and other scholarly activities. Classes are offered year-round and are scheduled predominantly in the evening. The exception is the MSW program, which offers a full-time program during the day and part-time in the evening.

The Graduate School oversees the development and evaluation of graduate programs, and the teaching and research activity of graduate faculty. The responsibilities of the Dean of the Graduate School include monitoring the graduate admission process, coordinating the production of promotional materials for graduate programs, and

overseeing program curricula, general academic standards, and the graduate student advising process. The Office of the Graduate School also manages the graduate assistantship program.

DEGREE PROGRAMS

Monmouth University offers a variety of courses and programs at the graduate level.

WAYNE D. McMURRAY SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEAN: Stanton W. Green, PhD

Completion of the following programs leads to a Master of Arts (MA):

- Anthropology
- Corporate and Public Communication
- Criminal Justice
- English with a Concentration in Creative Writing
- English with a Concentration in Literature
- English with a Concentration in New Jersey Studies*
- English with a Concentration in Rhetoric and Writing

Programs, Services, and Regulations

- History
- Psychological Counseling
- Public Policy

**Note: No new students will be accepted in this program effective July 1, 2012.*

Completion of the following program leads to a Master of Science (MS):

- Mental Health Counseling
- Homeland Security*

**New program, effective for Fall, 2013*

Completion of these certificate programs leads to the following:

- Graduate Certificate in Criminal Justice Administration
- Graduate Certificate in Homeland Security
- Graduate Certificate in Human Resource Management and Communication
- Graduate Certificate in Strategic Public Relations and New Media
- Graduate Certificate in Public Service Communication

SCHOOL OF SOCIAL WORK

DEAN: Robin Mama, PhD

Completion of the following program leads to a Master of Social Work (MSW):

- Social Work

Completion of this post-master's certificate program leads to the following:

- Post-Master's Certificate in Play Therapy

SCHOOL OF SCIENCE

DEAN: Michael A. Palladino, PhD

Completion of the following programs leads to a Master of Science (MS):

- Computer Science
- Software Engineering

Completion of these certificate programs leads to the following:

- Graduate Certificate in Computer Science – Software Design and Development
- Graduate Certificate in Software Development

- Graduate Certificate in Software Engineering

LEON HESS BUSINESS SCHOOL

DEAN: Donald M. Moliver, PhD

Completion of the following programs leads to the Master of Business Administration (MBA):

- Business Administration
- Business Administration with a Concentration in Health Care Management

Completion of these post-master's certificate programs leads to the following:

- Post-Master's Certificate in Accounting
- Post-Master's Certificate in Health Care Management

SCHOOL OF EDUCATION

DEAN: Lynn Romeo, EdD

Completion of the following program leads to the Master of Education (MEd):

- Master of Education

Completion of the following program leads to the Master of Arts in Teaching (MAT):

- Master of Arts in Teaching

Completion of the following programs leads to the Master of Science in Education (MSEd):

- Principal
- Principal/School Administrator
- Reading Specialist
- School Counseling
- Special Education
- Speech-Language Pathology

Completion of these certificate programs leads to the following:

- Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL)
- Graduate Certificate in Autism

Completion the following post-master's certificate programs leads to the following:

- Post-Master's Certificate in Curriculum Studies
- Post-Master's Certificate in Education

Completion of the subject endorsement program in Chinese leads to the following:

- Subject Endorsement in Chinese – Certificate of Eligibility with Advanced Standing (CEAS)

Completion of these New Jersey Department of Education endorsement programs leads to the following:

- Endorsement in Bilingual/Bicultural
- Endorsement in Early Childhood
- Endorsement in English as a Second Language
- Endorsement in Student Assistance Coordinator
- Endorsement in Teacher of Students with Disabilities

Completion of these New Jersey Department of Education post-master's endorsement programs leads to the following:

- Post-Master's Endorsement – Director of School Counseling Services
- Post-Master's Endorsement – Learning Disabilities Teacher-Consultant
- Post-Master's Endorsement – School Business Administrator
- Post-Master's Endorsement – Supervisor

SCHOOL OF NURSING AND HEALTH STUDIES

DEAN: Janet Mahoney, PhD

Completion of the following program leads to the Master of Science in Nursing (MSN):

- Nursing

Completion of these certificate programs leads to the following:

- Graduate Certificate in Forensic Nursing
- Graduate Certificate in School Nursing
- Graduate Certificate in School Nursing – Non-Instructional

Completion of these post-master's certificate programs leads to the following:

- Post-Master's Certificate: Adult and Gerontological Nurse Practitioner
- Post-Master's Certificate: Family Psychiatric and Mental Health Nurse Practitioner

- Post-Master's Certificate: Family Nurse Practitioner
- Post-Master's Certificate: Nursing Administration
- Post-Master's Certificate: Nursing Education

Completion of the following program leads to the Doctor of Nursing Practice (DNP):

- Doctor of Nursing Practice (DNP)

ACADEMIC SUPPORT SERVICES

The Center for Student Success

The Center for Student Success (CSS) provides academic and career counseling for all students. Academic advising for **transfer students** is coordinated in the CSS. The center administers the MEWS—Monmouth's Early Warning System for several student populations including freshmen and **undeclared sophomores**. Advising for undeclared sophomores is designed to help with exploration of different majors while taking courses that satisfy degree requirements. Students are required to declare a major no later than the end of sophomore year. Additionally, throughout the year, the CSS offers numerous workshops related to academic, personal, and career topics.

Many services and resources are available in the CSS to assist students with career exploration, career planning, part-time employment, cooperative education, internships, service learning opportunities, experiential education, and job placement. Students are provided assistance in exploring their career values, interests, and skills.

During their senior year, students have the opportunity to attend career fairs and meet with many prospective employers who visit the University at the invitation of **Career Services**. In preparation, students are given professional assistance in writing effective résumés and in acquiring interviewing skills to make the fullest possible use of these opportunities. In order to maintain close ties between the University and its students after graduation, Monmouth continues to offer these services to alumni. Job opportunities are also sent to students frequently via University e-mail.

The **Office of Service Learning and Community Programs Office** provides students with

Programs, Services, and Regulations

information about Experiential Education and volunteer opportunities in nonprofit agencies, schools, and governmental organizations. Through service learning and volunteering, students can explore their personal, career, and intellectual potential while increasing their knowledge of community needs.

The CSS provides administrative support for the **Experiential Education** requirement. Please refer to the *Experiential Education Requirements* section of this catalog for a complete description of the requirement and the related Web site. Students can satisfy Experiential Education in various ways including **Cooperative Education**. Through Co-op, students are given the opportunity to integrate their academic study with relevant paid work experience.

Academic Skills Services

Academic Skills Services, including Tutoring and Writing Services and the Math Learning Center, provide personalized academic assistance. Students may be referred by professors, may be required to attend as a result of placement testing, or may come voluntarily.

Tutoring and Writing Services

Located in the Center for Student Success, **Tutoring and Writing Services** provides free, personalized academic assistance to all students of the University. Students may be referred by faculty members and advisors or may come voluntarily.

Content-specific tutoring by peer tutors is available in most academic disciplines. Faculty master tutors offer both one-on-one tutoring sessions and academic skills workshops on strategies for college success, such as organization and time management, note-taking and listening skills, college textbook reading strategies, and test-taking preparation. For more information, please contact **Tutoring Services** at 732-263-5721 or visit the Tutoring Services Web site at www.monmouth.edu/tutoring.

Peer, professional, and faculty writing assistants are available to help students with all stages of the writing process, from the initial drafting of the assignment through the final stages of editing and proofreading. Writing Services also offers workshops for students seeking assistance with grammar and punctuation skills and documentation styles. For more information, please contact **Writing Services** at 732-571-7542 or visit the Writing Services Web site at www.monmouth.edu/writing.

Supplemental Instruction (SI) is a peer-facilitated academic assistance program designed to help students succeed in traditionally difficult courses. SI sessions are regularly-scheduled, informal review sessions that involve collaborative learning activities through which students can clarify course concepts and practice the types of study strategies that will help them truly master the information and skills required by the target course. For more information about SI, please call 732-571-5345 or visit the SI Web site at www.monmouth.edu/si.

The **Math Learning Center**, located in Howard Hall, provides students with assistance in all levels of mathematics. Peer tutors are available to help students solve problems and to review concepts. In addition, students may use the Center to do homework assignments or to study for tests while having a student tutor available.

Disability Services

Accommodations and support services are available to students with visual or hearing impairments, physical disabilities, learning disabilities, and psychological/psychiatric or health/medical diagnoses. Students with documented disabilities may request reasonable accommodations and auxiliary aids that will enable them to participate in programs and activities at Monmouth University. The Department of Disability Services for Students (DDS) works with students who choose to register and submit documentation in order to seek accommodations.

A variety of accommodations are available to Monmouth University students with disabilities. These include, but are not limited to, extended time to complete exams, testing in a distraction reduced or private setting, use of a calculator or computer with Microsoft Word for testing, and access to digital media materials and assistive technology programs.

In order to be eligible for reasonable academic accommodations, adequate and updated documentation of a student's disability must be submitted to the DDS. Documentation must include a specific diagnosis of a disability and support the particular academic accommodations being requested. Students should contact the department for particular documentation requirements.

Monmouth University Library

The mission of the Monmouth University Library is to serve the faculty and students of the

University by providing, as far as practicable, all library materials needed to support the curriculum and research needs of all students, faculty, and other users. The Monmouth University Library is the center of learning and research at Monmouth University and has a core collection reflecting cultural achievement throughout the ages, which provides a well-rounded perspective of contemporary civilization. In addition to the 347,000 print and electronic volumes, the collection includes subscriptions to approximately 46,915 periodicals, both print and electronic, with extensive back files on microfilm and in bound volumes. The Library subscribes to 175 electronic databases and has over 750 traditional media. It is also a selective depository for United States and New Jersey government documents. In addition, the personal book collection of Lewis Mumford (1895–1990), a prominent American architectural critic and urban planner, is available by appointment for scholarly research.

Over one hundred laptops and publicly networked computers in the Monmouth University Library provide full Internet access. The Library was the first department on campus to have its own Web page, which is also the University's gateway to:

- the Monmouth University online catalog;
- Web-based databases of scholarly journal articles and book titles;
- full-text databases from newspapers and general periodicals;
- e-mail delivery of interlibrary loan articles;
- government and legislation information;
- business information and full-text images of articles on the Web.

The renovation of the University Library was completed in 2006 with an addition of 19,575 square feet of new space. Three group study rooms were added to the library with connection facilities to the Internet, plus the number of computers was increased in the building for the benefit of all library patrons. The world of higher learning, including millions of resources from all over the globe, is now available online to all users from the library, University offices, student dorms, and homes, twenty-four hours a day, seven days a week. The library has over 30,000 e-books in the collection and subscribes to 159 online databases. Mobile technology was introduced during the Spring 2011 semester. All patrons can access library materials and get library news through their smart mobile phones. In

addition, they have access to over 1.5 billion records of over 10,000 libraries in 150 countries available via the mobile link to OCLC World Cat. Materials not found in the Monmouth University Library online catalog can be borrowed through the Inter Library Loan Department.

Also provided on the mobile Web site are links to other academic library catalogs. By selecting these links, users may directly search other libraries for materials. The University Library has a very good collection of rare books including the New Jersey Collection, Archives, and the Media Collection. The instruction lab is located in the library for an Active Information Literacy Program taught by professional librarians. The library also has over 100 online LibGuides to assist students with their research needs.

The Monmouth University Library's dedication to service and continued awareness and implementation of emerging technologies allow it to continue as the central site on campus where students acquire a vast amount of information in both print and electronic form. Please visit the Library on Facebook at <http://www.facebook.com/MonmouthUniversityLibrary>.

Instructional Technology Support

Monmouth University fully supports the use of technology in teaching/learning through the comprehensive services of Information Management. Faculty are encouraged to integrate a variety of technologies into their courses and are provided necessary training and support to do so. Beyond making use of our learning management system for content presentation and online participation, many employ a variety of Web 2.0 tools to increase student collaboration, participation, and engagement. In addition, the Monmouth University Library catalog and digital databases are available online, as are many instructional materials used in individual courses.

The University has a fully networked and wireless-enabled campus with over 900 computers available to students in various lab configurations including Windows, Macintosh, and Unix/Linux. A comprehensive complement of software is available throughout campus in these labs, and course-specific software is made available in departmental computing labs.

All students are provided with an official e-mail account and storage for course-related files and Web pages. The Student Technology Assistant

Program (STAP) provides students with the opportunity to learn about current technology, while earning cash and boosting their résumé. Each semester, approximately forty (40) undergraduate and graduate students from all majors join the program in one of several different positions. STAP members can be found working in the University's open computer labs, at the Student Help Desk, with multimedia equipment, creating Web sites, and troubleshooting problems with computer hardware and software.

For all information management service needs, call the Help Desk at 732-571-4357, Monday through Friday from 8:15 a.m. until 9 p.m. Technicians are also on site until 11 p.m., Monday through Friday, with abbreviated availability on weekends. For more information on the services of Information Management and many self-help documents and FAQ's, please visit the Web pages at www.monmouth.edu/Campus_Technology.aspx.

GRADES

The grading system is as follows:

A, A-	Excellent
B+, B, B-	Good (undergraduate); Average (graduate)
C+, C, C-	Average (undergraduate); Poor (graduate)
D+, D, D-	Poor (available for under-

graduate courses only)

F: Failing. This grade is given for failure in a course; for unofficial withdrawal from a course after the deadline (see "W" grade); or, in some instances, when an Incomplete grade is not changed by the end of the next regular semester (see "I" grade).

P: Pass. This grade is given for satisfactory completion of a course that is graded on a Pass/Fail basis. This grade is not used in computing a student's cumulative grade point average (GPA).

R: Re-Registration Required. This undergraduate grade is given when a student has made significant, but not sufficient, progress in a developmental course. (See section entitled *Developmental Courses*.) This grade is not used in computing a student's cumulative grade point average (GPA).

S: Satisfactory progress. This grade is given at the end of the first semester when satisfactory progress has been made in a course, which is part of a sequence of courses that take more than one semester to complete.

AU: Audit. This grade is given to a student who attends a class for the purpose of acquiring knowledge, without earned credits. The auditor is expected to attend classes, do assigned reading, and participate in class discussions, but is not required to take examinations.

T: Transfer. This grade is given to incoming students for courses accepted for transfer by Monmouth University. This grade is not computed in the grade point average (GPA).

W: Withdrawal. This grade is given for withdrawal from a course or courses up to five weeks before the last day of classes in a regular semester or its equivalent in a shorter term. See the academic calendar for the last date to withdraw in a given semester or term.

I: Incomplete. This grade is given in cases where permission has been granted by the instructor to postpone completion of specific required work, such as a laboratory project or report or a missed final examination. This grade is not intended for situations where, in the judgment of the instructor, the student must retake the course for an entire semester in order to earn a passing grade. The Incomplete grade, therefore, should not be used in cases where a grade of "W" or "F" would be appropriate. The student must complete the work within the time granted by the professor and no later than the end of the next regular semester. If the unfinished work is not completed within the specified time, an "F" grade will be recorded, unless the instructor indicates otherwise at the time the Incomplete was originally approved. Not available for thesis courses. For theses courses that are graded on a Pass/Fail (P/F) scale, when the grade of "I" is assigned, the grade will be converted to 'S'. Similarly, non-thesis courses graded on the P/F scale, when the grade of 'S' is submitted, the grade will be converted to 'I'.

NR: No Report. This temporary grade is given by the Registrar when no grade has been received from the instructor at the time that official grades are issued.

X: Credit by Exam; Portfolio Credit

Q: Waived. This graduate grade is determined by the appropriate department to indicate that certain course requirements are waived. This grade is not computed in the student's grade point average GPA.

Graduate Grade Point Averages

Grade points are awarded for each credit on

the basis of grades as follows: A = 4.0; A- = 3.7; B+ = 3.3; B = 3.0; B- = 2.7; C+ = 2.3; C = 2.0; C- = 1.7; P = 0.00; F = 0.00. Thus, if a student completes a three-credit course with a grade of A, 12 grade points are awarded. To calculate the grade point average (GPA) for a given semester, a student should divide the number of grade points awarded by the number of credits attempted (excluding withdrawals). The official GPA is rounded to two decimal places.

To calculate the cumulative graduate GPA, the total number of grade points awarded is divided by the total number of graduate credits attempted in all sessions at Monmouth University. Calculation of a major GPA includes all courses taken within the major and courses cross-listed within a major. All graduate courses are included with the GPA calculation, regardless of repeats.

Graduate: Repeating a Course: Impact on the GPA

When a course is repeated, both grades are used in calculating the cumulative GPA. A course in which a grade of "B" or higher has been earned cannot be repeated.

Grade Reports

A grade report is e-mailed to each student approximately ten days after the end of each semester. Final grades are recorded on the student's official academic record. The Office of Registration and Records does not respond to individual requests for grades until after the grade reports have been generated. All students are provided with a WEBstudent account that enables them to view their grade reports online. Undergraduate midterm grades are only provided online.

Student Complaints about Grades

A student who wishes to file a complaint about a course grade should attempt first to resolve the matter through a discussion with the faculty member who taught the course in question. If the faculty member is unable to resolve the matter, the student may contact the department chair in writing, stating the basis of the complaint. Such complaints should be sent to the appropriate department chair within six weeks following the receipt of final grades. A student who is not satisfied with the decision of the department chair may appeal the decision in writing

to the dean of the school housing the course. The decision of the academic dean is final.

Change of Grade Requests

In those rare cases where a faculty member determines that a change of grade is warranted, the request must be submitted and approved by the department chair and school dean. All changes must include specific reasons that support the proposed change. Changes beyond one year require the additional approval of the Academic Standards and Review Committee. Students are not permitted to complete or submit additional work after a term/semester concludes in an effort to improve a grade, unless the original grade was an Incomplete. Changes to grades after a student has graduated will not be considered.

ACADEMIC DEFINITIONS

Graduate Student Classification

- *Matriculated/Non-Matriculated*

All graduate students are classified as either matriculated or non-matriculated.

- I. Matriculated graduate students are:
 - a. Degree-seeking;
 - b. Regular admits;
 - c. Conditional admits in a degree program or certificate program of at least 18 credits.
- II. Non-matriculated graduate students are:
 - a. Non-degree-seeking students;
 - b. Certificate students not falling in Category I.

Non-matriculated graduate students must meet basic graduate admission requirements, possess a baccalaureate degree with a minimum undergraduate GPA of 2.50, and may take up to two courses in a program.

Attendance as a non-matriculated student does not guarantee future admission as a matriculated student. Non-matriculated students are prohibited from enrolling in graduate business courses and/or graduate education courses pertaining to the Master of Arts in Teaching.

- *Full-Time/Part-Time*

Full-time graduate students, excluding MSW students, carry at least nine credits in a regular

semester. Full-time MSW students carry fifteen credits per semester, which includes a field internship experience. Regular full-time MSW students can complete the MSW degree requirements in two calendar years. Students admitted to the Advanced Standing MSW program as full-time students can complete the MSW degree in one calendar year.

Part-time graduate students, excluding MSW students, carry fewer than nine credits per semester. Part-time MSW students carry fewer than 15 credits per semester. Regular part-time MSW students can complete the MSW degree in four calendar years. Students admitted to the Advanced Standing MSW program as part-time students can complete the MSW degree in two calendar years.

- *Maximum Course Load*

Full-time graduate students normally carry nine credits per semester. Graduate students wishing to enroll in more than fifteen credits for a regular term must first obtain permission from the department chair or program director and the school dean. The maximum course load for the summer is limited to a total of nine credits.

Auditor Classification

An auditor is a student who attends a class for the purpose of attaining knowledge but not to earn credits. The auditor is expected to attend classes, do assigned readings, and participate in class discussions but is not required to take examinations.

Students who wish to audit a class must complete a "Permission to Audit a Class" e-FORM, which is available from the student's WEBstudent account. This application must be received prior to the third class meeting. Auditor registration is subject to course section availability. No more than two (2) courses may be audited per semester. Students may not change the status of their registration in a course to "audit" or to "for credit" during the term. Auditors may be removed from classes after registering if seats are needed for matriculating students.

Part-time students who audit classes will be charged at the audit rate regardless of their status (matriculated or non-matriculated); the audit rate is one-third of the regular per-credit tuition rate.

Full-time undergraduates whose total semester credits (including those in audited classes) are in the 12–18 range will be billed at the full-time tuition rate. If a full-time undergraduate audits a class

whose credits put the total credit load in excess of 18 credits, the credits beyond 18 will be billed at the audit rate.

The transcripts of auditors who, in the judgment of faculty members, do not attend class or participate sufficiently, will not reflect the audited courses.

CURRICULUM OF RECORD

A student's curriculum of record is the set of degree requirements associated with the student's particular major that is in effect at the time that major is declared. If major requirements are changed, students may elect to update to the newer version of the major requirements by sending written notification to both the major department and the Office of Registration and Records.

The official curriculum of record is maintained in the Office of Registration and Records. Students are provided with a WEBstudent account which details all curriculum requirements under the "academic audit" section.

ACADEMIC REGULATIONS

Graduate Academic Amnesty

Academic amnesty provides former graduate students of Monmouth University an opportunity to improve their program grade point average. A former graduate student of Monmouth University must be away from the University for at least two (2) calendar years to be eligible to apply for academic amnesty. The student may apply for academic amnesty with a stated plan approved by the graduate program director. If academic amnesty is granted, the student will be readmitted under the current catalog of record, and amnesty will be recorded upon his/her re-enrollment. In addition, credit will be given for all Monmouth University courses with grades of "B" or better and as many courses with grades of "B" as possible while maintaining a program grade point average of 3.00 or better. Courses that are older than seven (7) years may not be used to satisfy curriculum requirements unless specifically approved by the appropriate academic program director.

Students who receive veterans' educational benefits who are approved for academic amnesty should be aware that they will not be entitled to VA benefits when repeating courses that satisfy requirements that were satisfied prior to academic amnesty.

Academic amnesty may be granted to a graduate student only once. Under no circumstances

will grades earned by a student at Monmouth University be expunged from the student's permanent record or excluded from any transcript sent from Monmouth University.

Courses that receive no credit under the grant of amnesty will not be applied later for fulfillment of any degree or certificate requirement. The University shall not use a grade point average adjusted by amnesty to determine the eligibility of a student for any honors that may be awarded.

The Graduate Academic Standards and Review Committee of the Graduate School shall evaluate each application for academic amnesty based on recommendation by the director of the graduate program. The Committee will inform the Registrar of its decision and of courses affected by the granting of amnesty. Students may submit an application for Academic Amnesty via e-FORMS, which are accessible from the student's WEBstudent account.

Academic Honesty

Monmouth University encourages its students to grow intellectually as well as to become responsible citizens in our complex society. In order to develop their skills and talents, students are asked to do research, perform experiments, write research papers, work individually, and cooperate in group activities. Academic dishonesty subverts the University's mission and undermines the student's intellectual growth. Therefore, Monmouth University will not tolerate violations of the code of academic honesty. The penalties for such violations include suspension or dismissal.

The University has an obligation as an educational institution to be certain that each student's work is his/her own. Dishonesty in such academic practices as assignments, examinations, or other academic work cannot be condoned. A student who submits work that is not original violates the purpose of Monmouth University and may forfeit his/her right and opportunity to continue at the University.

Graduate Academic Standing

Graduate students are required to maintain an average of 3.0 or better in all courses in the degree or certificate program in which they are enrolled at Monmouth University.

Students who fail to maintain a 3.0 or better average or who accumulate as many as three credits of "B-," "C+," "C," "C-," or "F" grades will be subject to

review by the Academic Standards and Review Committee. Students who accumulate as many as nine credits of "C+," "C," or "C-" grades or two "F"s will be subject to dismissal by the Academic Standards and Review Committee. Under no circumstances will more than six credits of "C+," "C," and "C-" grades accumulate toward degree credit. Students will not receive their degrees until the policies on the number of "C" grades and GPA are met. Students who have maintained an average of 3.0 or better and who have met the grade requirements as stated above are considered to be in good academic standing.

Graduate Academic Dismissal

A student shall become subject to academic dismissal for any of the following conditions:

1. For failing to earn in three continuous semesters a cumulative grade point average of at least 3.00;
2. For accumulating nine credits of "C+," "C," "C-";
3. For accumulating six credits of "F" or three credits of "F" and three credits of "B-," "C+," "C," "C-";
4. For excessive course withdrawals. (A student is considered to have withdrawn excessively if credits for those courses in which "W" grades have been received total more than 25% of the total number of credits attempted at Monmouth University. This policy affects all students after they have attempted at least 12 credits at Monmouth University.)

Students who have been academically dismissed have the right to appeal that decision in writing to the Academic Standards and Review Committee.

Graduate Warning/Probation/Dismissal Criteria

Students with GPA below 3.00

1st semester below 3.00 GPA Warning
2nd semester below 3.00 GPA Probation
3rd semester below 3.00 GPA Dismissal

Students with three or more credits of "B-," "C+," "C," or "C-"

1st grade of "B-," "C+," "C," or "C-" with a GPA below 3.00 Warning

Programs, Services, and Regulations

2nd grade of "B-," "C+," "C," or "C-" with a GPA of 3.00 & above	Warning
2nd grade of "B-," "C+," "C," or "C-" with a GPA below 3.00	Probation
3rd grade of "B-," "C+," "C," or "C-" with a GPA of 3.00 & above	Probation
3rd grade of "B-," "C+," "C," or "C-" with a GPA below 3.00	Dismissal
4th grade of "B-," "C+," "C," or "C-" with any GPA	Dismissal

Students with three credits of "F"

1st grade of "F"	Probation
2nd grade below "B"	Dismissal

Attendance

Monmouth University believes that attendance is essential to success in academic courses. Therefore, class attendance is required. The University believes that learning is an interactive process dependent in part on the student and is not just a matter of the passive absorption of information. The University also believes that to benefit fully from their respective courses, students need to participate in, and contribute constructively to, the classroom experience, and, secondly, that the success of any course depends as much on what students contribute to the class as on what the instructor presents.

Grades in courses are normally based on academic performance (participation, contribution, and examination). However, individual faculty members may adopt reasonable regulations that additionally relate grades to class attendance. All professors must state their specific attendance policies in a written statement containing the pertinent course requirements and give it to the students during the first week of the semester. A student who, for any reason, may not be present at a particular class or laboratory is, nevertheless, responsible for adhering to the attendance requirements of the course.

Students are not permitted to attend classes for which they have not officially registered (as determined by the Office of Registration and Records). If students attend without prior registration, they are subject to disciplinary actions, inclusive of suspension and/or dismissal, and will not be permitted to "retroactively" enroll.

Course Withdrawals

Students are expected to complete the

courses for which they register. On occasion, however, withdrawals are warranted. (See section entitled "GRADING" for a description of the "W" grade and associated procedures.) Students who do not intend to complete any course for which they are officially registered should execute an official withdrawal prior to the "W" deadline.

The official date of a withdrawal form is the date it is received in the Office of Registration and Records. The student is responsible for completing the e-FORMS request prior to the deadline date.

Students withdrawing from some courses while remaining registered for one or more courses are required to complete a "Withdraw from Course Form," available from e-FORMS. The official date of a withdrawal form is the date the completed form is received in the Office of Registration and Records and must be received prior to the Withdraw ("W") deadline date as published in the Academic Calendar.

Students who are withdrawing from all their courses are encouraged to make notification of withdrawal in writing; however, verbal or e-mail notification is acceptable under the guidelines set forth in "Refund Policy for Complete Withdrawals—Fall and Spring Semester."

Except under unusual circumstances, such as prolonged illness, a student will not be permitted to withdraw from course work any later than five weeks prior to the last day of classes of the semester or its equivalent in a shorter term. In these exceptional cases, students will be withdrawn from all course work in the term.

Students who do not complete courses and who have not executed an official withdrawal prior to the deadline indicated will receive "F" grades for such courses.

Students wishing to withdraw from classes after the specified withdrawal deadline must provide documentation of serious extenuating circumstances; the documentation will be reviewed by the appropriate faculty members teaching the courses, the department chairs, the deans of the schools in which the course(s) are housed, and the Registrar.

Final Examinations

Final examinations shall be held during a time scheduled by the University. Class time shall not be devoted to final examinations.

A student who has three or more final examinations scheduled on one day may request that one or more of the examinations be rescheduled to no more than two final examinations on the same day. It is normally the middle one of the three that is rescheduled. Rescheduled examinations are to be given at a time agreed upon by both the student and the faculty member on or before the last day of the examination period.

It is the right of a student to review any graded examination in the presence of the instructor. Final examination grades may represent no more than one-third of the term grade.

Graduation

To qualify for graduation, all graduate students must complete all program requirements with a minimum GPA of 3.00.

Diplomas are mailed to students approximately three weeks after the actual date of graduation.

In those rare instances when a student has not met all degree requirements, but for whom a change to the academic record is received by the Office of Registration and Records within one week following the graduation, the student will be considered for the earlier graduation. The effective date of the change must be on or before the actual date of the graduation. Changes received later than one week beyond graduation will not be considered for prior graduation but will be part of the next graduation cycle.

Only students who have completed all graduation requirements, including, but not limited to, course work, credit requirements, GPA minimums, residency requirements, and the like, will be allowed to participate in Commencement.

Independent Study

Independent Study courses permit a student to pursue a research project or guided readings in a subject area not substantially covered in the curriculum. Normally, no more than one Independent Study course may be scheduled during a single academic term. A student must complete the "Independent Study Application" form (available online at <http://www.monmouth.edu/registrar/forms.asp>) and obtain approval from the supervising professor, the department chair, and the school dean prior to registering for the course. Independent Study

applications containing the appropriate signatures must be submitted to the Office of Registration and Records. Generally, students are expected to complete no more than 6 credits of independent study. Any exceptions must be approved by the dean of the school in which the student's major is housed. **Failure to process the Independent Study Application within the required timeframe may impact financial aid status and may jeopardize participation in Commencement.**

Student (Biographical) Data

Any currently enrolled student whose biographical data (e.g., name, address, or Social Security number) has changed must inform the Office of Registration and Records in writing. Requests for name or Social Security number changes must be accompanied by legal documentation. Biographical information is not changed for previously enrolled students; alumni should contact the Office of Alumni Affairs to report biographical changes.

Graduates: Taking Courses at Another Institution

Matriculated students who are accepted for graduate work at Monmouth University are expected to complete all remaining course work at Monmouth University. They may not take courses elsewhere for transfer credit without specific prior approval by the graduate program director, the dean of the graduate school, and the Registrar. If permission is granted, in order to accept the credits as transfer, the grade must be no less than a "B."

Graduate Courses for Undergraduates

An undergraduate student at Monmouth University who has completed 92 credits and has an undergraduate major GPA of 3.25 and an overall GPA of 2.75 may apply for permission to the graduate program director to take up to nine (9) graduate credits while completing the work for an undergraduate degree. Permission to take such credits is at the discretion of the respective program director. These credits may count toward an undergraduate or graduate degree, but not toward both degrees, unless the student has been formally admitted into a five-year undergraduate/graduate plan and the sequence chart allows it (see *Five-Year Plans* for more information). Undergraduates selecting to use the course

towards a graduate degree must have their graduate application on file in Admissions. In this case, the course will appear on the graduate transcript, provided that a minimum grade of "B" is earned in the course. A grade of "T" will appear on the transcript after the student matriculates into a graduate program. Students in a five-year undergraduate/graduate plan who maintain an undergraduate major GPA of 3.00 and an overall GPA of 2.75, and are within 36 credits of graduation, can take the prescribed number of graduate credits, not to exceed 18. Except where expressly outlined in the specific five-year plan sequence chart, credits will not be shared between an undergraduate or graduate program. Further details are available in the Office of Registration and Records.

Submission of the Same Paper or Computer Program for Two Courses

The submission of the same (or essentially the same) paper or computer program for two separate courses without the expressed permission of all faculty members involved is against University policy.

Graduate: Time Limitation for Completion of Requirements

The requirements of a particular master's program must be satisfied within a period not exceeding **five calendar years** and not including a period of service in the Armed Forces. The graduate catalog in effect at the time of admission, readmission, or change of major (whichever is later) shall normally be the student's official catalog of record. However, faculty and curriculum changes may require related changes in a student's program. If after following a curriculum of record for five calendar years a student has not completed the requirements of the curriculum, the student must update the curriculum of record (including all requirements) to the most recent one that exists. Requests for exceptions to a curriculum update should be made to the respective program director. The director's recommendation is then forwarded to the academic school dean and graduate school dean for final approval. The acceptance of graduate courses taken at Monmouth or elsewhere beyond five years is at the discretion of the program director and is made on a case-by-case basis.

Graduate: Continuation of Matriculation

A "continuation of matriculation" is required of graduate students who do not complete their practicum, portfolio, project, or thesis in the registered term and will/have receive(d) an "S" grade. The continuation of matriculation is intended to keep the student pursuing his or her practicum, portfolio, project, or thesis in compliance with University policy. Students in this category must complete and submit an "Application for Thesis Continuation" e-FORM which is available on WEBstudent each semester until the practicum, portfolio, project, or thesis is complete and the final grade is submitted to the Office of Registration and Records. The student will then be registered for "REG-500", a one-credit course that permits the student use of University facilities to complete this work.

Substitution of Requirements

Students seeking course substitutions or any deviations from the stated degree requirements of an academic program should first consult with their academic advisors. If the advisor recommends a substitution, the "Substitution of Undergraduate or Graduate Program Requirement" e-FORM should be submitted to their respective department for review. The department will forward their decision to the Office of Registration and Records for processing. Students will receive an e-mail to their student accounts after the substitution request has been completed. If the department chair does not approve the substitution, the student may appeal that decision to the school dean. If the school dean does not approve the substitution, the student may appeal that decision to the Provost. The Provost has final authority concerning the substitution.

Students should avoid processing substitution forms close to the time of graduation; instead, substitutions should be effected as warranted in academic planning sessions with academic advisors. Deadlines to submit substitutions for graduating students are provided on the "Registration Information" page of the Monmouth University Web site.

Graduate: Use of Other Credits towards Certificates (Previous Course Work)

Students pursuing a certificate are allowed to apply no more than 30% of other credits (i.e.,

transfer credits or waived classes or credit by exam) towards the certificate program.

Graduate: Use of Course Work towards Degree Programs

Students in the MBA Program must complete a minimum of 30 credits or 10 courses in the required and elective core of courses at Monmouth University. Courses requested for transfer will be accepted at the discretion of officially designated evaluators for the program in the Leon Hess Business School. Transferred courses must be from institutions accredited to offer graduate courses and must carry a minimum grade of "B."

Students in the 60-credit MSW Program will be able to transfer a maximum of 12 credits of graduate work from another Council on Social Work Education (CSWE)- accredited MSW graduate school, provided that (a) the courses requested for transfer were completed with grades of "B" or better, (b) the courses are offered only for graduate credit at the previous institution, (c) the courses are judged appropriate by the MSW Program Director, (d) the courses were completed within the six years prior to admission into the MSW Program at Monmouth University, (e) the courses are foundational courses and do not include field placement or any of the Social Work practice sequence courses, and (f) the credits were earned at a CSWE-accredited graduate program.

Students in other master's degree programs may, with the permission of the student's program director and the school dean, transfer a maximum of nine credits of graduate work from another accredited graduate school, provided (a) the courses requested for transfer were completed with grades of "B" or better and were not applied toward another degree, (b) the courses are offered only for graduate credit at the previous institution, and (c) the courses are judged appropriate by the program director for the degree program in which the student is matriculated at Monmouth University. The grades of transferred courses are not used in the computation of the grade point average.

Final transcripts from previous institutions attended should be received by Monmouth University prior to beginning enrollment. Students who do not provide official transcripts will not be permitted to continue at Monmouth.

ACADEMIC PROCEDURES

Application for Graduation

An "Application for Graduation" e-FORM should be filed with the Office of Registration and Records no later than the deadline date, as outlined on the "Registration Information" page of the Monmouth University Web site. It is the student's responsibility to see that all requirements for graduation are met. After applying for graduation, the student will receive an official degree audit from the Office of Registration and Records. Official audits are updated during the last semester. Students can review their academic audits at any time by using their WEBstudent account.

Participation in Commencement

Only students who have completed all degree requirements are permitted to participate in Commencement exercises. All application deadlines for graduation, substitutions of program requirements, grade changes, waivers, transfer credits, and the like are outlined on the "Registration Information" page of the Monmouth University Web site. Failure to meet any of the deadlines may impact inclusion in Commencement-related activities.

Graduate: Change of Degree or Certificate Program

Students who wish to change their major should seek the advice of the program director of the proposed new graduate program and make themselves familiar with requirements of the new major. Once the student decides which program they would like to change to, he or she should apply for admission to the new graduate program, being sure to include all of the appropriate or required documents with their application. Students must follow the curriculum of the new major that is in effect **at the time of the change of major**.

Changing From Non-Matriculated to Regular (Matriculated) Status

A graduate student accepted to Monmouth University as a non-matriculated (non-degree-seeking) student may request to matriculate (seek a degree) by applying for admission as a matriculated student in a particular graduate program. See *Graduate Admission* for details.

Course Changes (Add/Drop)

Students can add or drop classes at any time during the open registration period or until the conclusion of the Add/Drop period (as outlined in the Academic Calendar) using WEBregistration or with the assistance of their academic advisor/department.

Students who want to petition to add a closed class, or who want to add a class after the Add/Drop Period has concluded, must complete a "Registration: Add Course Form," available from their WEBstudent menu under "Registrar Forms." This form must be printed and approved by the instructor, department, and/ or dean. Students attempting to add a class after the Add/Drop Period has ended must also obtain a "Retroactive Registration Form" from the Bursar. All forms must be brought to the Office of Registration and Records for processing before the term concludes. It is the responsibility of the student to see that all forms reach the appropriate office.

Students simultaneously adding and dropping a course (e.g., same course, different section) should use e-FORMS and select "Swap Course Registration." Approvals for this action will be done electronically, and since there is no credit change, Bursar approval is not required.

Leave of Absence – Matriculated (degree-seeking) Students

Students may apply for a leave of absence (LOA) if they intend to be away from the University for a full semester. A leave of absence enables students to maintain the same curriculum of record. Interested students complete the LOA request form available on e-FORMS. All applications for leaves of absence must be processed by the conclusion of the course change (add/drop) period. All degree requirements must be completed as specified in the "Time Limitation" section. Students on a LOA may not attend another institution and transfer credits into Monmouth University.

Registration

All current Monmouth University students and deposited "Applicants" are provided with access to the University's WEBstudent. Each student is provided with a unique User ID and password, which allows him or her access to personal information via the WEB.

Continuing students who have met with their academic advisor and received permission to do so may self-register using WEBstudent. Specific information for dates and times to register online will be distributed prior to registration dates and will be available online in the "Registration Information." Online registration is not available to students who are on academic probation or whose current admission status is conditional.

Continuing students are strongly urged to complete "early registration" for upcoming semesters and terms. Early registration for the fall, spring, and summer semesters usually begins in April and concludes in August. Late registration is conducted during the first week of the fall and spring semesters; students are required to pay the "late registration" fee when registering during the late registration period. Registration after the conclusion of the late registration period requires the written approval of the appropriate faculty and department chairs. Students are not permitted to attend classes for which they are not officially registered (as determined by the Office of Registration and Records). If students attend without prior registration, they are subject to disciplinary action, including suspension and dismissal, and will not be permitted to "retroactively" enroll.

New students are invited to register during special programs during the summer and in January as part of their orientation to the University. Late registration is available to new students, although it is less desirable than the mode described above.

Registration privileges are not extended to students who have significant unresolved financial or other obligations to the University. "Holds" are placed on the records of such students. Upon resolution of the obligation, registration privileges are restored. Course prerequisites are updated periodically. Students should confer with their advisors concerning the most recent prerequisites on record for courses they wish to take. Students should also confer with their advisors when they want to register for more than 18 credits per semester. Students must fulfill the most current prerequisite requirements prior to taking courses at Monmouth University.

Transcript Requests

Current student requests for transcripts must be made by submitting a "Request for Transcript" e-FORM to the Office of Registration and Records. Former students and alumni may print and submit a

"Request for Transcript" form available from the Office of Registration and Records "Forms" page. All transcript requests should be made at least two weeks prior to the time they are to be sent; hard-copy requests must bear the signature of the student whose record is being requested. Issuance of transcripts must be first cleared by the Bursar's Office or any other University office to ensure that there are no outstanding obligations. The University may withhold transcripts, or information related thereto, if an outstanding balance exists, or if repayment of a loan granted either by or through the University is in arrears.

During a period of approximately two weeks when grades are being recorded and processed at the conclusion of a semester, transcripts cannot be issued for currently enrolled students.

Monmouth University releases only the Monmouth University transcript; it does not release the transcripts from institutions previously attended by the student.

SCHEDULING INFORMATION

Fall and Spring Semesters

Monmouth University schedules on-campus classes year-round. During the fall and spring semesters, in addition to the traditional schedule of daytime classes, Monmouth also offers non-traditional students other scheduling options. Courses are available in the evening and on weekends.

Summer Sessions

Summer sessions provide a comprehensive program of day and evening courses and special workshops for Monmouth students and students in good standing at other colleges and universities. Summer session programming also provides a taste of college life and a head start for high school students who have completed either the junior or senior year. Because of Monmouth's location near the shore, summer sessions are well attended by visiting students as well as Monmouth's own students.

The University offers five regular summer sessions. Graduate students are limited to a maximum course load of nine credits for summer.

Students enrolled at other institutions should receive approval from that institution for courses for which credit is desired. Students must meet all course prerequisites. Admission into the summer program does not constitute acceptance into the University's regular programs.

Campus recreational and dining facilities are available to summer students. Residence halls will be open to resident students during the summer. Inquiries regarding summer sessions and applications for admission should be addressed to the Director of Admission.

UNIVERSITY EMERGENCY CLOSING

Monmouth University has established a Weather Emergency Information Line: (732) 263-5900. During emergencies, including weather-related situations when the University may need to close or delay the start of the workday, this line will have a prerecorded message with necessary information for students and staff. If the University must close or cancel classes, a broadcast message will also be sent to all employees and resident students via the campus voice-mail system. You may also find out about weather-related cancellations and closings by e-mail messages, the Monmouth University Web page (<http://www.monmouth.edu>), or from one of the local radio stations or TV channels listed below:

FM

88.9	WMCX Monmouth University
92.7	WOBM Ocean County
94.3	WJLK Monmouth County
98.5	WJLK Ocean County
101.5	WKXW Trenton
107.1	The Breeze

AM

1010	WINS New York
1310	WJLK Monmouth and Ocean Counties
1450	WCTC New Brunswick

TV

News 12 New Jersey
Channel 4 WNBC news

UNIVERSITY E-MAIL

Monmouth University provides all students with a Monmouth University e-mail account. Some student notices are sent exclusively to the Monmouth University e-mail account, such as:

- Grade reports
- Semester schedules
- Registration information
- Academic announcements
- Graduation deadlines

Programs, Services, and Regulations

- Change-of-class notifications
- Academic standings

Additionally, administrative offices have established e-mail accounts for student use; however, the student e-mail must be generated from the Monmouth University account. Students are encouraged to communicate with University offices using their Monmouth University e-mail account:

- admission@monmouth.edu
- bursar@monmouth.edu
- finaid@monmouth.edu
- graduateschool@monmouth.edu
- fyseminar@monmouth.edu
- registrar@monmouth.edu

WEBstudent and e-FORMS

All currently registered Monmouth students have established WEBstudent accounts for use in schedule preparation, grade and transcript look-up, and academic audits. Students are encouraged to utilize WEBstudent for retrieval of their academic information. Questions concerning the account can be answered by the Help Desk (732-571-3539), or documentation can be obtained from the WEBstudent site. Information obtainable online includes:

- Grades (midterm and final)
- Grade Point Average (GPA)
- Academic audit
- Student schedule

- WEBregistration
- e-FORMS

WEBstudent is available for **general use** to view the **Schedule of Course Offerings**. “Search for Courses” is not restricted by User ID and password and is accessible to all users. Monmouth University provides a menu selection accessible from WEBstudent that allows currently enrolled students to electronically submit academic requests to the department and to the Office of Registration and Records.

Current students initiate requests with the Academic Affairs Division by utilizing the e-FORMS selection available from their WEBstudent menu. Instructions about how to use WEBstudent and e-FORMS are posted under “Instructions” on the WEBstudent main menu.

WITHDRAW FROM THE UNIVERSITY

Students who intend to withdraw from Monmouth University and plan not to return are requested to notify the University by completing a “Total Withdraw from the University” e-FORM. Provided the e-FORM is received by the “W” deadline date (see academic calendar), students will be withdrawn from the current term; otherwise the total withdraw will not be effective until the next regular term.

The Wayne D. McMurray School of Humanities and Social Sciences

DEAN: Stanton W. Green, PhD

ASSOCIATE DEAN: Golam Mathbor, PhD

ASSISTANT DEAN: Michael Thomas, MFA

The Wayne D. McMurray School of Humanities and Social Sciences offers eight master's degree programs (Anthropology, Corporate and Public Communication, Criminal Justice, English, History, Homeland Security (new for Fall, 2013), Mental Health Counseling, Psychological Counseling, and Public Policy), as well as twenty-four undergraduate degree programs. Graduate certificates are offered in criminal justice administration, homeland security, and three specific areas of communication. All programs of study are directed toward preparing students for working and living in a global environment.

Study in the humanities and social sciences and related professional fields provides valuable perspectives and skills necessary for both the job market and community life. Among our academic goals are proficiency in all forms of communication, such as scientific literacy; an appreciation for the diversity of people and ideas and the ability to collaborate with others; stimulation of aesthetic sensitivity and creative expression; and the ability to think and react critically.

Within the School of Humanities and Social Sciences are the Freed Chair in Social Science endowed through a gift from the Gerald Freed Foundation and the Jules Plangere Jr. Chair in American Social History endowed through a gift of Life Trustee Jules Plangere Jr. Professor William Mitchell, an anthropologist, occupies the Freed Chair; and Professor Brian Greenberg of the History Department occupies the Plangere Chair.

ANTHROPOLOGY

Frederick L. McKittrick, Chair, Department of History and Anthropology

Richard Veit, Coordinator of Anthropology

Aaron Ansell, Assistant Professor of Anthropology. PhD, University of Chicago. Research interests include money and value, hunger and development policy, patron-client exchange, and democratization in Northeast Brazil. Teaching areas include anthropological theory, Brazilian history and culture, food culture, sociolinguistics, and global development.

Edward Gonzalez-Tennent, Assistant Professor of Anthropology. Director of the Geographic Information Systems (GIS) Program. PhD, University of Florida. Research interests include

historical archaeology, archaeological visualization, diaspora, anthropological GIS, historical inequality, and active projects in the American South and Caribbean. Teaching interests include GIS, archaeological theory, Caribbean archaeology, oral history, and popular culture.

Stanton W. Green, Professor and Dean of the Wayne D. McMurray School of Humanities and Social Sciences. PhD, University of Massachusetts, Amherst. Professor Green is a specialist in Baseball and American Culture, Archaeology, and Ireland. His research and teaching interests include questions of diversity in the United States, Archeological Methods and Theory, and the application of Geographic Information Systems.

Jean Li, Lecturer. PhD, University of California, Berkeley. Specialization in the art and archaeology of Ancient Egypt. Teaching areas include Western Civilization, the Ancient World, and Archaeology. Research interests include the use of contemporary archaeological theory in the study of ancient world, gender, identity and memory studies. Other interests include museum studies and public education and curriculum development.

William P. Mitchell, Professor and Freed Professor in the Social Sciences. PhD, University of Pittsburgh. Conducts research on peasant society, migration, and the Shining Path guerrilla war in Peru. Publications include: *Peasants on the Edge*, *Picturing Faith*, and *Voices from the Global Margin*. Co-chair of the Anthropology Section of the New York Academy of Sciences.

Richard Veit, Associate Professor of Anthropology. PhD, University of Pennsylvania. Teaching areas include archaeology, historic preservation, North American Indians, and New Jersey history. Research interests include historical archaeology, industrial archaeology, and early American Material Culture. Author of *Digging New Jersey's Past: Historical Archaeology in the Garden State*.

MASTER OF ARTS IN ANTHROPOLOGY (MA)

The Master of Arts in Anthropology provides students with the necessary credentials to fulfill a variety of professional and academic goals. For students interested in archeology, their training and degree will prepare them for full-time supervisory-level employment in archaeology, cultural resource

management, historic preservation, and GIS. Students interested in social policy, teaching, public relations, and local community engagement will receive training in qualitative research and other conceptual tools of cultural anthropology that prepare them for work in culturally unfamiliar and diverse situations. Students planning to continue for a PhD will receive a well-grounded education in theory and methods taught by well-published faculty. Students in the program complete 30 credit hours of course work. Of the thirty credits for the program, six may be transferred from another institution.

Please refer to the following curriculum chart for program requirements. All curriculum charts are detailed and displayed in Appendix "B"

• MA IN ANTHROPOLOGY

ART AND DESIGN

Andrew L. Cohen, Chair, Department of Art and Design

*Mark Ludak, Compliance Officer/
Technical Specialist*

Scott Knauer, Director of Galleries and Collections

Tom Baker, Associate Professor. MFA, University of Wisconsin-Madison. Professional experience includes work at collaborative print shops: Tandem Press and Winstone Press. He is a council member of the Society of American Graphic Artists in New York, and his prints have been shown and collected nationally and internationally.

Karen T. Bright, Associate Professor. MFA, Cranbrook Academy of Art. Specialization includes graphic design and computer graphics. Professional work includes all aspects of graphic design including print and related collateral design. Also working as a digital artist whose work has been shown in national and international competitions and exhibitions.

Andrew L. Cohen, Professor and Chair. PhD, University of Chicago, History of Art. Research spans from Medieval India to Contemporary South Asian art. Author of *Temple Architecture and Sculpture of the Nolambas (9th–10th centuries)*.

Pat Hill Cresson, Professor. MFA, Pratt Institute. Specialization includes computer graphics and graphic design. Her professional experience includes art direction and design from concept

through print in the areas of publishing, corporate design, and computer illustration. Her fine art work is represented in a New York City gallery and has been shown nationally and internationally.

Vincent DiMattio, Professor. MFA, Southern Illinois University. Practicing artist who has exhibited his work in New York City and throughout the United States, Spain, and Mexico. Teaches drawing, painting, basic design, and several lecture courses. Started the gallery program at Monmouth University. He is a co-author of the book *The Drawings and Watercolors of Lewis Mumford*.

Edward Johnston, Specialist Professor. BA, MEd, University of Notre Dame; MFA, University of Michigan.

Anne Massoni, Specialist Professor. MFA, Ohio University. Photography and digital art.

Michael Richison, Specialist Professor. MFA, Cranbrook Academy of Art. Motion graphics and graphic design.

Jing Zhou, Associate Professor. BFA, Sichuan Fine Arts Institute, China; MFA, Georgia Southern University. Interests include graphic design, Web design, digital media art, flash animation, art direction, and fine arts.

COMMUNICATION

Chad Dell, Chair, Department of Communication

Chad Dell, Associate Professor and Chair. PhD, University of Wisconsin-Madison. Primary fields are broadcasting and cultural studies. Special interests include television production and analysis, broadcast history, and media policy. Research interests focus on an analysis of the exercise of power at the intersection of broadcast industries and audiences.
cdell@monmouth.edu

Andrew Demirjian, Specialist Professor. MFA, Hunter College. Introduction to Media Literacy, Introduction to TV Production, and Media Special Topics.
ademirji@monmouth.edu

Donna Montanaro Dolphin, Associate Professor and Program Director for Radio/TV. MFA, Mason Gross School of the Arts, Rutgers University. Primary fields are TV production, media studies, documentary, screen studies, popular culture, and mass media. Special interests are experi-

mental film and community based television. Research interests focus on roots music and American popular culture, and on the construction of femininity in the screen arts. Serves as faculty advisor to the student-operated TV station, Hawk TV.

ddolphin@monmouth.edu

Aaron Furgason, Associate Professor. PhD, Rutgers University, MA Emerson College. Introduction to Radio Production, Introduction to Screen Studies, Radio in the Music Industry, Radio Programming and Promotions, Talk Radio, Radio in America, and Generation 'X' Film Directors. Research interests include radio and recording industries and film studies. Faculty advisor to the 1000-watt FM University radio station, WMCX.

afurgaso@monmouth.edu

Mary Harris, Specialist Professor. MA, Monmouth University. BA, Rowan University. Areas of interest include public relations, social media campaigns, marketing and event planning.

Shannon Hokanson, Lecturer. MA, Monmouth University. Areas of interest include interpersonal, intercultural, and organizational communication. Also teaches Introduction to Communication, Communication Theory, and Senior Seminar.

shokanso@monmouth.edu

Sheila McAllister, Assistant Professor. PhD, Rutgers University. Introduction to Public Relations, Professional Communication, Crisis and Issues Management, Public Relations Writing, Nonprofit Fundraising, Strategic Public Relations Planning, Principles of Fundraising and Public Relations special topics. Advisor to Public Relations Student Society of America. APR, Public Relations Society of America. Director of the Master's Program in Corporate and Public Communication.

smcallis@monmouth.edu

John Morano, Professor. MA, Pennsylvania State University. Primary fields are print journalism and media studies. Special interests include start-up publications, magazine journalism, and freelance journalism. Research interests include environmental journalism, publishing a fourth novel in his Eco-Adventure Book Series, entertainment journalism, film criticism, and journalism ethics. Advisor to the student-operated

newspaper, *The Outlook*.
morano@monmouth.edu

Eleanor M. Novek, Associate Professor. PhD, Annenberg School for Communication, University of Pennsylvania. Specialties are journalism, gender studies, research methods, and social justice research. Research interests in racial discrimination, prison issues, high school journalism; and service learning. Serves as the Director of the Master's Program in Corporate and Public Communication.

enovek@monmouth.edu

Michael Phillips-Anderson, Assistant Professor. PhD, University of Maryland. Political Communication, Critical Discourse, Senior Seminar, and Introduction to Communication.

mphilip@monmouth.edu

Rebecca Sanford, Associate Professor. PhD, Temple University. Undergraduate courses taught include Interpersonal Communication, Family Communication, Nonverbal Communication, Communication Research Methods, and Communication Theory. Serves as faculty advisor to Lambda Pi Eta, the National Communication Honor Society and First Year Advisor in the Center for Student Success.

rsanford@monmouth.edu

Robert Scott, Specialist Professor. MFA, University of Miami. Primary fields are film and video production, news reporting, Web development, corporate communication, and media writing. Areas of professional experience include digital cinema, media asset management, screenwriting, media history, and entertainment media technologies. Serves as faculty advisor for the student-operated Hawk TV News.

rescott@monmouth.edu

Jennifer Shamrock, Lecturer. PhD, Hugh Downs School of Communication, Arizona State University. Primary fields of study and research include ethnographic, narrative, and textual forms of inquiry from a feminist critical perspective.

jshamroc@monmouth.edu

Deanna Shoemaker, Associate Professor. PhD, The University of Texas at Austin. Primary fields are Performance and Theater Studies, Communication Studies, and Gender Studies. Special interests include feminist performance practices, performance of literature, performance ethnography, and critical race theory.

Research interests include cultural and aesthetic performances of femininity and critical staging of race/ethnicity and sexuality. Faculty advisor to *Comm Works*, Students Committed to Performance.

Kristine M. Simoes, Specialist Professor. MA, Rowan University. Teaching focus on field applicable curriculum that prepares students for careers in public relations profession. Courses developed include Public Relations Writing/Layout and Design, Public Relations Campaigns, and Public Relations Trends and Analysis. APR, Public Relations Society of America.

ksimoes@monmouth.edu

Don R. Swanson, Professor and Chair of Philosophy, Religion and Interdisciplinary Studies. EdD, University of Northern Colorado. Primary fields are organizational, intercultural, and political communication. Special interests in corporate communication consulting, training, and dispute resolution. Research interests in executive communication, management communication applied in multicultural organizations, and political communication in Micronesia.

dswanson@monmouth.edu

Marina Vujnovic, Assistant Professor. PhD, University of Iowa. Primary fields of research are participatory journalism and new media studies, media history and gender, critical political economy, and cultural studies. Research interests focus on international communication and global flow of information; journalism studies; and explorations of the historical, political-economic, and cultural impact on media, gender, and ethnicity.

Sherry Wien, Associate Professor. PhD, Rutgers University. Areas of expertise are organizational and interpersonal communication. Teaching interests are improving work relationships, making business presentations, and creating video podcasts for training. Research interests are assessing communication skills in higher education and describing how part-time seasonal employees identify with an organization.

MASTER OF ARTS IN CORPORATE AND PUBLIC COMMUNICATION (MA)

The Master of Arts in Corporate and Public Communication prepares students to become effective communication specialists in a number of fields, with skills that range from interpersonal communica-

tion to mass media. It is the goal of this program to provide education that combines broad theoretical knowledge with practical application in public relations, human resources communication, and public service. The program serves students who wish to pursue a career in the burgeoning field of communication, as well as professionals who wish to improve their communication skills to enhance performance. The program includes a nineteen-credit core and elective courses selected by students to fit their unique interests.

Please refer to the curriculum chart in the appendix for program requirements. All curriculum charts are detailed and displayed in Appendix "B."

- M.A. in Corporate and Public Communication

CERTIFICATES

A certificate in Human Resources Management and Communication, Strategic Public Relations and New Media, or a Public Service Communication Specialist provides a focused study for the student who wishes to study a specialized field in communication.

Please refer to the curriculum charts in the appendix for program requirements. All curriculum charts are detailed and displayed in Appendix "B."

- Human Resources Management and Communication
- Strategic Public Relations and New Media
- Public Service Communication Specialist

CRIMINAL JUSTICE

Albert Gorman, Chair, Department of Criminal Justice

Gregory J. Coram, Associate Professor. PsyD, Indiana State University. Areas of interest include psychology, criminal pathology, and corrections. Current research projects include the biology of violent criminals.

Albert Gorman, Specialist Professor and Chair. MA, John Jay College of Criminal Justice. Interests include police professionalism, community policing, and security/loss prevention. Current research includes the police socialization process.

Michele Grillo, Assistant Professor. PhD, Rutgers University, Criminology. BS, MA, University of Massachusetts Lowell, Criminology. Research interests include domestic terrorism, policing, homeland security, conspiracy theories, terrorism and the media, American street gangs, feminist criminology, females in the criminal justice system and quantitative/qualitative research methods. Current research projects include assessing police organizational change post-September 11, police and public perceptions of terrorism ten years after September 11, the relationship between social networking sites and antisocial behavior, female prisoner re-entry.

Peter Liu, Professor. PhD, Indiana University of Pennsylvania. Areas of interest include research methods, criminology, comparative criminal justice systems, and criminal justice organizations administration and management. Current research projects include comparative delinquency, Chinese justice system, and environmental crime.

Brian Lockwood, Assistant Professor. BA, College of New Jersey; MA., PhD, Temple University.

Ronald Reisner, Associate Professor. PhD, Columbia University; JD, Rutgers University School of Law. Areas of interest include victims' rights, juvenile law, and Fourth Amendment rights. Current research projects include State constitutional activities in victims' rights and policy development in the criminal justice system.

Brion Sever, Associate Professor. PhD, Florida State University. Areas of interest include criminal justice public policy, crime and policing, and corrections. Current research projects include juvenile delinquency, police training, and minorities in the criminal justice system.

MASTER OF ARTS IN CRIMINAL JUSTICE (M.A.)

The Master of Arts in Criminal Justice at Monmouth University offers a broad perspective on the criminal justice system, its various institutions and processes, and develops the quantitative, critical, and research skills necessary for problem solving and policy-making. The program includes a set of courses that will focus on research procedures, the use of psychosocial variables, systems thinking, and the development of policy. In addition, there are courses in law, policy, and criminal justice management.

Humanities and Social Sciences

Please refer to the curriculum charts in the appendix for program requirements. All curriculum charts are detailed and displayed in Appendix "B."

- MA in Criminal Justice–Thesis Track
- MA in Criminal Justice–Non-Thesis Track
- MA in Criminal Justice–Homeland Security Track

CRIMINAL JUSTICE CERTIFICATES

The twelve-credit Certificate in Criminal Justice Administration offers a student the opportunity to expand his or her education and obtain a solid foundation in the principles of administration. This administration certificate will prepare criminal justice professionals or pre-career students for future supervisory and administrative roles. The Certificate Program will offer these supervisors advanced skills for more effective supervising and mentoring of their staff.

Please refer to the curriculum chart in the appendix for program requirements. All curriculum charts are detailed and displayed in Appendix "B."

- Certificate in Criminal Justice Administration
- Certificate in Homeland Security

ENGLISH

Susan Goulding, Chair, Department of English
David Tietge, Director of First Year Composition
Heide Estes, Graduate Program Director

G. Oty Agbajoh-Laoye, Associate Professor and Director of the African-American Studies Program. PhD, University of Ibadan, Nigeria. Specialty is African Diaspora (African-American and Afro-Caribbean literature in English) and African Postcolonial literature. Additional interests and current research include Black women's fiction and criticism, the Slave Narrative, and Oral tradition.

Mary Kate Azcuy, Associate Professor. DLitt, Drew University. Specialty is contemporary American literature with an emphasis on women poets, mythology, and feminism, as well as creative writing.

Noel Belinski, Lecturer. MA, Monmouth University. Specialties are composition pedagogy and General Education literature courses

Stanley Blair, Associate Professor. PhD, Duke University. Specialty is American literature. Other

interests are New Jersey literature, poetry, history of rhetoric, and popular culture.

Kristin Bluemel, Professor. PhD, Rutgers University. Specialty is twentieth-century British literature. Additional interests include literary criticism and theory, the novel, children's literature, and World War II and the end of empire.

Liora Brosh, Lecturer. PhD, New York University. Specialties include nineteenth-century British literature and film studies.

Heather Brown, Assistant Professor. PhD, University of Maryland. Specialty is rhetoric and composition with an emphasis on the rhetoric of medicine.

Margaret Del Guercio, Associate Professor. PhD, New York University. Specialty is the novel in the eighteenth and nineteenth centuries. Major interests are Shakespeare, poetry, and prose fiction.

Josh Emmons, Assistant Professor. BA, Oberlin College; MFA, The University of Iowa. Specialty is fiction writing.

Heide Estes, Associate Professor. PhD, New York University. Specialty is Old English language and literature, and additional interests include Middle English literature, feminist theory, and representations of Jews in early English texts. Current research is in ecocriticism.

Prescott Evarts, Professor. PhD, Columbia University. Specialty is contemporary English and American literature. Recent interest is poetry.

Frank Fury, Lecturer. PhD, Drew University. Specialty is nineteenth- and twentieth-century American literature with particular emphasis on representations of sport in American culture. Additional interests include the short story and Shakespeare.

Brian Garvey, Associate Professor. PhD, University of Bradford, England. Specialties are Utopian literature, History of Science and Technology, and the History of War in the Twentieth Century.

Elizabeth Gilmartin, Lecturer. PhD, New York University. Areas of interest include the Irish language and Victorian Ireland.

Susan Goulding, Associate Professor. PhD, New York University. Specialties are eighteenth-century British literature, women's studies, British history, and reception history.

Neil Graves, Lecturer. PhD, Oxford University. Specialties are 17th-century English poetry,

English Renaissance drama, Shakespeare, and Milton.

Jeffrey Jackson, Assistant Professor. PhD, Rice University. Areas of specialty include nineteenth-century British Romantic and Victorian literature.

Linda Littman, Lecturer. EdD, Teachers College, Columbia University. Areas of interest include creative nonfiction, American literature, and culture. Current research is in composition theory and pedagogy.

Mihaela Moscaliuc, Assistant Professor. PhD, University of Maryland. Areas of specialty include immigrant literature, postcolonial studies, translation studies, and poetry writing.

Abha Patel, Lecturer. PhD, Indian Institute of Technology. Areas of interest include twentieth-century American fiction, popular literature, and Victorian literature.

Sue Starke, Associate Professor. PhD, Rutgers University. Specialty is Renaissance literature and culture, medieval literature, and genre theory.

David Tietge, Associate Professor. PhD, Southern Illinois University at Carbondale. Areas of interest include rhetoric and composition, literary theory, rhetorical theory, and popular culture. Current research is in science rhetoric.

Lisa Vetere, Associate Professor. PhD, Lehigh University. Specialty is Antebellum American literature and culture, with an emphasis on cultural studies and feminist and psychoanalytic theory.

Michael Waters, Professor. PhD, Ohio University. Specialties are creative writing, poetry, and American literature.

MASTER OF ARTS IN ENGLISH (MA)

The Master of Arts in English is a flexible program which allows various types of students to pursue a course of study meeting their own interests and goals. For those interested in the challenge of graduate study and considering going on to a doctoral program at another institution, the courses at Monmouth provide a broad education in English literature and a sound foundation for further graduate study. Secondary school teachers can fulfill their continuing education requirement and accrue credits toward salary increases by taking courses in the program. Those interested in personal enrichment or career advancement will find that the program requirements improve critical thinking abilities along with reading, speaking, and writing skills. The cur-

riculum, appropriate for recent college graduates as well as returning students, is designed to allow students to finish the degree in two to two-and-a-half years by taking two to three courses per semester, with the additional option of summer study. Part-time students are also welcome to attend. Course offerings allow students to take courses in a variety of fields to obtain a broad knowledge of literature in English or to focus on areas of specific interest.

Please refer to the curriculum chart in the appendix for program requirements. All curriculum charts are detailed and displayed in Appendix "B."

- MA in English: Literature Concentration
- MA in English: Creative Writing Concentration
- MA in English: Rhetoric and Writing Concentration
- MA in English: New Jersey Studies Concentration**

**** Note: No new students will be admitted to this program effective July 1, 2012**

FOREIGN LANGUAGE STUDIES

Mirta Barrea-Marlys, Chair, Department of Foreign Language Studies

Mirta Barrea-Marlys, Associate Professor. PhD, Romance Languages/Literature, University of Pennsylvania. Areas of specialization include medieval through eighteenth-century Spanish literature, linguistics, Latin-American theatre, and Latin-American women authors. Teaching and research interests include linguistics, methodology of foreign language teaching, oral proficiency acquisition, and Spanish and Italian language and culture.

Priscilla Gac-Artigas, Professor of Foreign Languages. PhD, University of Franche-Comte, France. Latin American literature, culture, and civilization, and contemporary Latin American women writers and Latino writers in the United States. Interest in interdisciplinary studies on Latin America: history, anthropology, culture, geopolitics and economics. New research areas are: developing writing proficiency in Spanish, mastering the mechanics of the writing process, creating artifacts to measure students' learning

and integration of knowledge to the long-term memory in a Spanish writing course, and to assess writing and develop critical thinking in Spanish and in other disciplines.

Alison Maginn, Associate Professor of Spanish. PhD, University of Wisconsin-Madison. Teaching interests include proficiency-oriented language and contemporary Spanish literature and culture. Primary interest is in the narrative, poetry, and film of twentieth-century Spain. Current research focuses on the Spanish Civil War, women writers of post-dictatorship Spain, and Spanish Cultural Studies.

Julia Riordan-Goncalves, Assistant Professor. PhD, University of North Carolina at Chapel Hill. Area of specialization is the twentieth-century Spanish novel, especially the novel written under the Franco dictatorship. Additional research interests are a Transatlantic approach to the novel written under dictatorship in Spain and Spanish America, sociological theory and the novel, women writing the Social Novel in Spain, and pedagogical approaches to teaching Spanish for Business.

HISTORY

Frederick L. McKittrick, Chair, Department of History and Anthropology

Julius O. Adekunle, Professor. PhD, Dalhousie University, Canada. Teaching fields include African history, Africa and its Diaspora, and Western Civilization. Recent research on Nigerian history and society.

Aaron Ansell, Assistant Professor. PhD, University of Chicago. Research interests include money and value, hunger and development policy, patron-client exchange, and democratization in Northeast Brazil. Teaching areas include anthropological theory, Brazilian history and culture, food culture, sociolinguistics, and global development.

Kenneth L. Campbell, Professor. PhD, University of Delaware. Teaching fields include English history, Medieval and Early Modern Europe, and history of witchcraft. Recent research on the English Reformation and religious nonconformity in sixteenth- and seventeenth-century England.

Christopher DeRosa, Associate Professor. PhD, Temple University. Fields include military history and American political history. Recent research

concerns the political indoctrination of American soldiers.

Maureen Dorment, Lecturer. PhD candidate, Drew University. MA, Monmouth University. Research interests include the history of print culture and intellectual history. Teaching areas include Western Civilization, propaganda, and censorship.

Susan Douglass, Specialist Professor. MS, City University of New York. Areas of interest include U.S. history, the Holocaust, and the Vietnam War.

Brian Greenberg, Professor and Jules L. Plangere Jr. Endowed Chair in American Social History. PhD, Princeton University. Primary fields are the history of American workers, American social history, and the history of public policy in America. Current research is on U.S. social history in the early twentieth century.

Jean Li, Lecturer. PhD, University of California, Berkeley. Specialization in the art and archaeology of Ancient Egypt. Teaching areas include Western Civilization, the Ancient World, and Archaeology. Research interests include the use of contemporary archaeological theory in the study of ancient world, gender, identity and memory studies. Other interests include museum studies and public education and curriculum development.

Frederick L. McKittrick, Associate Professor. PhD, Columbia University. Teaching areas include German history, French history, and modern European history. Current research is on German artisans of the Nazi and post-Nazi periods.

William P. Mitchell, Professor, Interim Dean of the Honors School, and Freed Professor in the Social Sciences. PhD, University of Pittsburgh. Conducts research on peasant society, migration, and the Shining Path guerrilla war in Peru. Publications include: *Peasants on the Edge*, *Picturing Faith*, and *Voices from the Global Margin*. Co-chair of the Anthropology Section of the New York Academy of Sciences.

Katherine Parkin, Associate Professor. PhD, Temple University. Major areas of interest include U.S. history and American women.

Thomas S. Pearson, Vice President for Academic Affairs and Provost; Professor. PhD, University of North Carolina. Teaching fields include Russian history, Soviet and Russian foreign policy, comparative revolutions, nineteenth-century Europe, and modern Eastern Europe. His most

recent research has focused on government and peasantry in modern Russian history.

Maryanne Rhett, Assistant Professor. BA, University of South Carolina; MA, University of Arizona; PhD, Washington State University. Areas of teaching are Islam and the Middle East. Research focuses on the Balfour Declaration of 1917.

Karen Schmelzkopf, Associate Professor. PhD, Pennsylvania State University. Interests include Geographic Information Systems, land use policy, community organizations, and urban redevelopment. Current research projects include community activism, politics of public space, and urban redevelopment issues in Asbury Park.

Richard Veit, Associate Professor. PhD, University of Pennsylvania. Teaching areas include archaeology, historic preservation, North American Indians, and New Jersey history. Research interests include historical archaeology, industrial archaeology, and early American Material Culture. Author of *Digging New Jersey's Past: Historical Archaeology in the Garden State*.

Hettie Williams, Lecturer. MA, Monmouth University. History of African Americans and Civil Rights Movement, African Diaspora, and Race and Identity.

MASTER OF ARTS IN HISTORY (MA)

This program is designed to accommodate various types of students. Those who wish to specialize in European History, the History of United States, or the program's new specialization, World History, and those who may wish to pursue a doctoral degree may elect to concentrate in any of those areas and to complete a master's thesis. Others with a more general interest in the subject of history may elect to pursue a more broad-based program with the option of taking a comprehensive exam instead of writing a master's thesis. The program is designed not only for recent college graduates, but also for secondary school teachers of history and social studies, and professionals in government, the military, and business.

Of the thirty credits required for this program, up to six graduate credits may be transferred from another institution.

Please refer to the curriculum charts in the appendix for program requirements. All curriculum charts are detailed and displayed in Appendix "B."

- MA in History
- MA in History, European Specialization
- MA in History, United States Specialization
- MA in History, World Specialization

MUSIC AND THEATRE ARTS

David Tripold, Chair, Department of Music and Theatre Arts

Sheri Anderson, Specialist Professor, Theatre, Stage Management. MFA, University of California, San Diego. Sheri Anderson has extensive Broadway, off-Broadway, and regional experience as both a director and stage manager. To date, she has done thirteen Broadway productions, two national tours, and numerous regional and off-Broadway shows. Highlights include the Broadway productions of *Phantom of the Opera*, *Little Me*, and *The Full Monty*. She has been privileged to work with such theatrical legends as Neil Simon, Cy Coleman, Jerry Herman, Marvin Hamlisch, Terence McNally, John Guare, Chita Rivera, Rob Marshall, and Horton Foote, as well as Hollywood heavyweights Martin Short, John Lithgow, John Ritter, Henry Winkler, Kevin Spacey, and Madeline Kahn. She spent much of 2003 at Oxford University studying Shakespeare in performance. Fields of interest include theatre history, postcolonial drama, and musical theatre. She is a member of Actors' Equity Association and Mensa.

John J. Burke, Associate Professor of Theatre. PhD, Michigan State University. Director of the Theatre Arts program for Monmouth University and the artistic director/producer of the Shadow Lawn Stage. Dr. Burke teaches a wide variety of classes, including acting, creative dramatics, tech theatre, and improvisation. He has directed or produced more than 200 plays or musicals.

Ferdinando Del Guercio, Technical Director/Set Designer. BFA, The Maryland Institute College of Art. He is a visual artist/sculptor working with assemblages of found and fabricated objects in wood, glass metals and stone. His works have been exhibited in Virginia's Richmond Museum, the Statesville Museum of Art in North Carolina, the Carnegie Museum in Pittsburgh, and the Birmingham Museum in Alabama. His recent juried exhibitions include "Trenton Metals", at Artworks in Trenton, NJ, and "Ellarslie Open," at

the Trenton Art Museum. As the Technical Director for the Lauren K. Woods Theatre since 2002 at Monmouth University, he has designed and led Monmouth University's theatre students to build over forty-five sets and has taught Photography, Jewelry/Metal Craft, Stained Glass, 3-D Design, and Art Appreciation for the Department of Art and Design since 1993.

Ronald G. Frangipane, Assistant Professor of Music. MFA, Goddard College. BA Music, Eastman School of Music, also attended Julliard Prep. Professor Frangipane attended and assisted Master classes with Igor Stravinsky and Aaron Copland and studied with Paul Creston. Received over twenty-three gold and platinum albums as an arranger-producer in the record industry. Received an Emmy award for his musical score "This Was America" created for the NBC series with William Shatner. Arranged or produced recordings for such notable artists as John Lennon, Diana Ross, Kiss, the Monkees, the Rolling Stones, Janis Ian, Neil Diamond, Dusty Springfield, Grace Slick (Jefferson Starship), etc. He specializes in music in American culture—Blues, Jazz, Rock & Roll, American Musical Theatre, and Performance as well as Composition/Orchestration and Music Industry.

Michael Gillette, Specialist Professor of Music/Music History, Conducting, and Violin, Director of the Chamber Orchestra. Master of Music, Yale University. For over thirty years, Michael Gillette has been a professional violinist in New York City and is currently a member of the Radio City Music Hall Orchestra, the American Ballet Theatre Orchestra, and the Mostly Mozart Festival Orchestra at Lincoln Center, and is principal second violin of the Little Orchestra Society. He has played for many Broadway productions, including *Les Misérables*, *Beauty and the Beast*, *Annie*, *Sunset Boulevard*, *Phantom of the Opera*, and *Into the Woods*. Professor Gillette has toured in Japan, the United Kingdom, Italy, and Venezuela and has performed with such diverse talents as Tony Bennett, Leonard Bernstein, Aaron Copland, Sammy Davis, Yo-Yo Ma, Jimmy Page, Itzhak Perlman, P. Diddy, and The Modern Jazz Quartet.

Nicole Ricciardi, Assistant Professor of Theatre. MFA, Carnegie Mellon University, BA, Drew University. Specialization includes all areas of acting and directing with a particular interest in Shakespeare and Early Modern English Drama.

Professor Ricciardi is a professional theatre actress and director. She was formally the head of the Acting Program for the New York Film Academy and an Assistant Professor of Drama for Syracuse University, where she coordinated the study abroad program at Shakespeare's Globe in London. She has taught workshops and classes around the world and locally at Drew University, Eastern Connecticut State University, and *Shakespeare and Company* in Lenox, Massachusetts. Nicole is the director of "Old Face New," a company of New York City theatre and music artists whose goal is to take old stories and present them in a new way. She is a proud member of Actors Equity Association and the Circle East Theatre Company in New York City.

Gloria A. Rotella, Specialist Professor of Music (Piano, Music Education). EdD, Rutgers University. Dr. Rotella was nominated for Outstanding Music Educator in 1986 by Westminster Choir College, received Teacher of the Year Recognition from Long Branch School District in 1991, and was the recipient of the Outstanding Adjunct of the Year at Brookdale Community College for 2005-2006. She has been a motivational speaker for the New Teacher Institute at Rider University, and an educational consultant for the New Jersey Department of Education as a Collaborative Assessment and Planning for Achievement (CAPA) team member. Dr. Rotella was inducted into the School Masters Association of NJ in February 2007. Dr. Rotella has facilitated a Job Shadowing Mentor program between Long Branch High School and Monmouth University's Department of Music and Theatre Arts. As Director of Applied Music for the past five years, Dr. Rotella oversees Performance Classes, juries, and Senior Recitals. She also directs Music Education students through their junior/senior teaching and teaches Music and The Child and Music and Secondary Education.

David M. Tripold, Associate Professor. PhD, Drew University. Field of interest is American sacred music. He is a composer, choral director, vocal teacher, and organist. Dr. Tripold is a nationally recognized choral conductor, singer, voice teacher, organist, and liturgical scholar who oversees Monmouth University's music education degree program and directs the concert chorus and chamber choir. For over thirty years he has

been engaged as a church organist and choir director and has performed as a baritone soloist and organist in the United States and Europe. His present scholarship focuses on American church music, especially pertaining to the origins of church choirs, church music collections known as tune books, and patterns and developments in contemporary American worship.

George Wurzbach, Specialist Professor of Music. MA Music Composition, Hunter College. Professor Wurzbach is an award-winning composer, performer, and producer. Through collaboration with folk music legend Tom Paxton, he contributed to the album *Comedians & Angels*, which earned a 2008 Grammy Award nomination. He received a 2003 Backstage Magazine Bistro Award and a Metropolitan Association of Cabarets MAC Award nomination for his original musical comedy work with the trio Modern Man. Recent composition credits include theme and segment music for the PBS series *Real Simple* and electronic music elements for Jon Deak and Bill Gordh's "The Roaring Mountain," premiered by the New York Philharmonic at Avery Fisher Hall. At Monmouth University he directs Music Industry students through their business internships, conducts first semester Record Production, and teaches American Music Traditions and Advanced Theory.

PHILOSOPHY, RELIGION, AND INTERDISCIPLINARY STUDIES

*Don R. Swanson, Chair, Department of Philosophy,
Religion, and Interdisciplinary Studies*

Golam Mathbor, Associate Dean of the Wayne D. McMurray School of Humanities and Social Sciences, Professor. PhD, The University of Calgary. Areas of interest include development and analysis of social policies and services, community organizing and social action, social planning, community development and community participation, and international social work. Current research interests include sustainable development of coastal communities, international development, and interdisciplinary studies.

Alan Schwerin, Associate Professor. PhD, Rice University. Alan Schwerin has research interests in David Hume's philosophy of mind and Bertrand Russell's epistemology.

Pasquale Simonelli, Lecturer of Philosophy. PhD, Università di Napoli, Italy. Research interests

focus on religions and philosophies of India, comparative religions, and western civilizations in a world perspective.

POLITICAL SCIENCE AND SOCIOLOGY

*Joseph Patten, Chair, Department of
Political Science and Sociology*

Kathryn Kloby, Public Policy Program Director

Nancy Mezey, Sociology Program Director

Gregory Bordelon, Lecturer of Political Science. JD, Louisiana State University. Specializes in legal-based courses. Monmouth University's Pre-Law Advisor, Department Career Advising and Planning Representative. Primary research interests include public law and policy, federalism and judicial policy, comparative legal procedure. Principal Editor of bar exam preparation materials for Louisiana. Co-author of "Napoleonic Code" in *Legal Systems of the World* by ABC-CLIO (2002). Taken and passed the state bar examinations in Louisiana and Oklahoma.

Rekha Datta, Professor. PhD, University of Connecticut. Specialization in political theory, international relations, comparative politics of South Asia, East Asia, the United Nations, and Women and the World. Research interests focus on issues of gender and development, traditional and human security issues, and child labor. Author of: *Beyond Realism: Human Security in India and Pakistan in the Twenty-First Century* (2008); *Why Alliances Endure: The United States-Pakistan Alliance, 1954-1971* (1994); co-editor, with Judith Kornberg, *Women in Developing Countries: Assessing Strategies for Empowerment* (2002). Advisor of Pi Sigma Alpha National Political Honor Society. Founder of the Institute for Global Understanding.

Kevin Dooley, Associate Professor and Dean of the Honors School. PhD, Rutgers University. Research interests focus on globalization, comparative public policy, the politics of language, and comparative European governments. In addition to a wide array of scholarly articles, he is the author/co-author of two books, *Politics Still Matter: Globalization, Governance, and the Revival of Regional Minorities* (2008) and *Why Politics Matter: An Introduction to Political Science* (2012).

Kathryn Kloby, Assistant Professor. PhD, Rutgers University. Specialties are public sector accounting, performance measurement and reporting,

citizen participation, public policy, and research methods. Her most current research focuses on accountability in public education.

Thomas Lamatsch, Assistant Professor. PhD, University of Connecticut. Specializes in statistical and applied methods, research design, American government, and education policy. His most recent research includes a large scale project on municipal government participation in modern electronic media – eGovernment. Faculty advisor to the award winning Model UN Team and an Honor's School advisor.

Nancy J. Mezey, Associate Professor of Sociology. PhD, Michigan State University. Sociology Program Director; Director of the Institute for Global Understanding, Gender Studies Curriculum Coordinator, and faculty advisor to the Sociology Club. Specializations are in family sociology, race-class-gender studies, gender studies, sociology of sexualities, and African Studies. Current interests focus on the formation and experiences of diverse family forms. Author of *New Choices, New Families: How Lesbians Decide about Motherhood* (2008). Advisor for Alpha Kappa Delta International Sociology Honor Society.

Kenneth E. Mitchell, Associate Professor. DPhil, University of Oxford. Specializes in Latin-American and Caribbean politics and policy (public sector reform, democratization, and state-society relations); and international political economy (capacity building in public sector, community development, and politics of market-based reform). Faculty advisor to the Pre-Law Honors Society, *Phi Alpha Delta*. Authored: *State-Society Relations in Mexico* (2001); "Models of Clientelism and Policy Change: the Case of conditional Cash Transfer Programmes in Mexico and Brazil" (co-authored with Aaron Ansell, 2011); "An Institutional Anomaly, Longevity and Competition in the Dominican Party System" (2009); "Bridging the Convergence-Divergence Policy Diffusion Divide, Mid-range Theorizing and Devolving Food Aid in Mexico and the Dominican Republic" (2007); "Building State Capacity: Reforming Mexican State Food Aid Programs in the 1990's" (2005).

Enoch Nappen, Associate Professor. PhD, New York University. Specializes in Constitutional law and civil rights. Directs both the undergraduate

and graduate intern programs. University's pre-law advisor. Author of *Warman's Political Collectibles* (2008), a fully illustrated description of political memorabilia's historic role in the American Presidential election process.

Joseph Patten, Associate Professor. PhD, West Virginia University. Specialization in public policy; political campaigns at national, state, and local levels; the United States Congress; the American Presidency; and media law. His primary research interests include the United States Congress and American Politics. Co-author of, *Why Politics Matter: An Introduction to Political Science* (2012).

Saliba Sarsar, Associate Vice President for Global Initiatives and Professor. PhD, Rutgers University. Specialties are international relations, comparative government (Middle East), and American foreign policy. He is the co-author of two books: *Ideology, Values, and Technology in Political Life* (1994) and *World Politics: An Interdisciplinary Perspective* (1995). He is the editor of two scholarly articles: *Education for Leadership and Social Responsibility* (1996) and of *Palestine and the Quest for Peace* (2009), and the co-editor of four scholarly articles: *Patriarch Michel Sabbah – Faithful Witness: On Reconciliation* (2009) and *Peace in the Holy Land; Principles and Pragmatism – Key Documents from the American Task Force on Palestine* (2006); *The Holocaust Suite of Jacob Landau* (2008); and *Democracy in Africa: Political Changes and Challenges* (2012). He guest edited a special issue of the *International Journal of Politics, Culture, and Society* (2004), focusing on Palestinian-Israeli relations. Dr. Sarsar's articles have appeared in *Peace and Conflict Studies*, *Holy Land Studies*, *Palestine-Israel Journal of Politics, Economics and Culture*; *This Week in Palestine*; *Columbia University Middle East Studies Internet Resources*; *Clio's Psyche*; *Peace Review: A Journal of Social Justice*; *Middle East Quarterly*; *Jerusalem Quarterly File*; *Scandinavian Journal of Development Alternatives and Area Studies*; *Journal of South Asian and Middle East Studies*; *International Journal of Leadership*; *Journal of Leadership Studies*; and *Leadership and Organization Development Journal*. Dr. Sarsar also has two published books of poetry:

Crosswinds (1999) and *Seven Gates of Jerusalem* (2010). A third book of poetry, *Poems of the Holy Land*, is awaiting publication.

MASTER OF ARTS IN PUBLIC POLICY (MA)

The Master of Arts in Public Policy is a thirty-credit degree program that prepares students for careers in the field of policy analysis. Career opportunities in public policy span a wide range of areas in government, nonprofit agencies, and the public and private sectors. Ideal for graduates of all disciplines, the program enhances student skills in policy analysis, overall critical thinking, effective communication, data analysis, and survey research. The program gives special emphasis to public ethics, public opinion polling, the public policy process, and practicum opportunities in public agencies. It is also designed to accommodate the lifestyles of both career professionals and full-time graduate students. Some courses are offered in a hybrid model, combining in-class seminars with online instruction. The program is primarily part-time, with opportunity for full-time study as well.

Please refer to the curriculum chart in the appendix for program requirements. All curriculum charts are detailed and displayed in Appendix "B."

- MA in Public Policy

Joint Degree Program

Dual Master's Degrees in Social Work (MSW) and Public Policy (MA-PP)

The MSW program offers interested students an opportunity to earn a second master's degree in Public Policy (MA), after all of the MSW requirements have been completed. Students who complete the sixty-credit MSW can use up to twelve credits from the MSW courses toward the MA in Public Policy. Students who complete the Advanced Standing (thirty-credit) MSW can use up to six credits of MSW courses toward the MA in Public Policy. Please refer to the chart located in the Social Work section of this catalog for additional details.

PSYCHOLOGY

Gary Lewandowski, Chair, Department of Psychology

Natalie Ciarocco, Associate Professor. PhD, Case Western Reserve University. General area of

interest in social psychology. Within social psychology, specializes in self-regulation and how it impacts interpersonal relationships.

Jack Demarest, Professor. PhD, State University of New York at Stony Brook. Primary field of interest is evolutionary psychology and animal behavior; especially mate choice, reproductive investment, game theory, and behavioral ecology. Teaching and research interests also include a feminist approach to sex role stereotyping, especially as it relates to male roles.

Lisa M. Dinella, Assistant Professor. PhD, Arizona State University. Licensed Marriage and Family Counselor. Interests include how gender development impacts individuals' life decisions and development, particularly in terms of education and career trajectories.

Christine Hatchard, Specialist Professor. BA, Monmouth University; MS, PsyD, Chestnut Hill College. Specialization in object relations therapy and emotion, personality assessment, eating disorders, human sexuality and therapeutic considerations in the context of mother-daughter sexual abuse.

Doris Klein Hiatt, Associate Professor. PhD, City University of New York. Specialties are normal and abnormal personality in cultural, developmental, and gender-specific perspectives. Teaching, research, and clinical interests focus on relationships in their manifold complexities, the development and nurturing of healthy self-esteem, developmental sequelae of childhood trauma, and the impact of gender on mental health and illness.

Robyn M. Holmes, Professor. PhD, Rutgers University. Specialization is in child development with a primary interest in children's play and ethnographic methods. Current research focuses upon the relationship play and culture, play and learning, and recess, most recently in the Pacific Rim. Teaching and research interests include interdisciplinary and cross-cultural approaches.

Gary Lewandowski, Associate Professor. PhD, State University of New York at Stony Brook. General area of interest is social psychology. Within social psychology, specializes in close romantic relationships, involving such topics as interpersonal attraction, love, relationship maintenance, and relationship dissolution.

Specifically, research focuses on how entering, maintaining, and losing romantic relationships influences the self.

Judith L. Nye, Associate Professor and Associate Vice President, Academic Foundations – General Education. PhD, Virginia Commonwealth University. Specialization is in the area of experimental social psychology with a primary interest in social cognition. Current research focuses on group processes, specifically impression formation and the relationship between leaders and followers. Of additional and related interest are sex role stereotypes.

David E. Payne, Associate Professor. PhD, Columbia University. Interested in the relation between knowledge and the meaningful context in which it is acquired. Research examines the cognitive processes involved in learning and memory in humans and animals. Current work involves interaction of perceptual and conceptual processes in learning, memory, and judgments.

Janice C. Stapley, Associate Professor. PhD, Rutgers University. Special areas of interest are developmental psychology and emotion regulation. Research program is focused on gender, emotion, and adjustment during emerging adulthood.

David B. Strohmets, Professor, Associate Vice President, Academic and Institutional Assessment. PhD, Temple University. Specialization in social psychology with an emphasis on methodological and quantitative issues. Current areas of research include the social psychology of the experiment, particularly the nature of the volunteer subject, and social influences on tipping in restaurants.

Michele Van Volkom, Lecturer. PhD, State University of New York at Albany. Current research interests include intergenerational and gender differences in communication and technology use. Research interests include family relationships, especially the relationship between siblings, as well as the link between tomboyism in childhood and gender roles in adulthood.

PSYCHOLOGICAL COUNSELING

George Kapalka, Chair, Department of Psychological Counseling

David Burkholder, Assistant Professor. PhD, Kent State University. Specialization in mental health counseling with children and adolescents. Areas

of interest include career counseling, student retention, spirituality, legal and ethical issues in therapy, and multicultural issues.

Alan A. Cavaola, Professor. PhD, Hofstra University. Specialization in the area of counseling issues related to mental health and alcoholism, substance abuse, and other addictive behaviors, and their impact on individuals, couples, and families. Teaching, research, and counseling interests focus on crisis intervention, sequelae of trauma, personality disorders, DUI offenders, workplace dynamics, and workplace stresses.

Stephanie Hall, Assistant Professor. PhD, University of New Orleans. Specialization in the area of mental health counseling with primary interests in multicultural counseling, women's issues, trauma, and group work.

Gary J. Handler, Field Placement Coordinator. PhD, New York University. MA, Monmouth University. Specialization is in counseling techniques and the impact of Cognitive Neuroscience on counseling. Areas of teaching include counseling techniques (both basic and cutting edge, including supervision) and Psychopathology. Other departmental duties involve managing the process for the placement of students into field assignments and supporting the relationships with over one hundred agencies that take our student interns.

Joanne Jodry, Specialist Professor. Ed.D, Argosy University, Sarasota, FL, Counselor Education and Supervision. DMH, Drew University. MA, Monmouth University. Specializations in professional mental health counseling with primary clinical interests in women's issues throughout the life span, life crisis, and existential issues. Areas of interest in feminist theories research include the interplay of counseling and religion (through a world religion perspective); the impact of therapeutic relationships on the counselor; and integrating feminist concepts into counseling.

George Kapalka, Professor and Interim Chair. PhD, Fairleigh Dickinson University. Specialization in the areas of counseling, clinical, and school psychology with emphasis on child and adolescent counseling and assessment, learning disabilities, school consultation, and legal/forensic issues. Current research program is focused on the education, counseling, and management of children with behavioral problems (including

ADHD) in school and at home, as well as researching the benefits of nutritional and herbal therapies.

Alishea Rowley, Specialist Professor. PhD, North Carolina University. Specializations in mental health counseling and school counseling with an emphasis on adolescent assessment and counseling, childhood behavioral disturbances, consultation with schools on student retention, and counseling low income families. Research interests include African American single mothers, social justice issues, diversity and multicultural populations.

Solomon Z. Schuck, Associate Professor, PhD, New York University. Specialization in Crisis Intervention Family Therapy and School Psychology. Areas of interest include the utilization of culturally consonant approaches to primary prevention. Research interests include a study of the impact of culture and personality on the therapeutic process and on attitudes towards social issues.

Frances Trotman, Professor. PhD, Columbia University. Areas of interest include child development, racism, and minority issues; stress management; divorce mediation; aging; academic resilience; women's issues; feminist counseling; and counseling with African-American women.

MASTER OF ARTS IN PSYCHOLOGICAL COUNSELING (MA)

The Master of Arts in Psychological Counseling is a thirty-credit program that focuses on counseling techniques, assessment methods, and diagnosis and treatment. The curriculum is structured so that students receive a solid foundation in counseling procedure provided by the core courses (students must complete PC505, Mental Health Counseling during the first term of study) and enables students to explore the current practices in the counseling field through elective credits. By combining academic course work with experiential study, the Master of Arts in Psychological Counseling equips the student with proficiencies in the traditional counseling field, as well as in emerging areas.

MASTER OF ARTS IN PSYCHOLOGICAL COUNSELING – ADDICTION STUDIES TRACK (MA)

The Master of Arts in Psychological

Counseling – Addiction Studies Track is a thirty-credit program designed to prepare students to become addiction counselors who work with individuals, groups, couples, and families impacted by various types of substance use and addictive disorders. Students must complete PC505, Mental Health Counseling during their first term of study. The program is accredited by the International Coalition for Addiction Studies Excellence (INCASE). Graduates are prepared to work within a variety of addiction treatment programs and agencies and eventually to practice privately. The Addiction Studies Track was developed to meet the educational requirements for the Licensed Clinical Alcohol and Drug Counselor (LCADC), which is a New Jersey state license. It is the student's responsibility to ensure acceptability by the licensing agency.

Please refer to the curriculum chart in the appendix for program requirements. All curriculum charts are detailed and displayed in Appendix "B."

- MA in Psychological Counseling
- MA in Psychological Counseling – Addiction Studies Track

MASTER OF SCIENCE IN MENTAL HEALTH COUNSELING (MS)

The Master of Science in Mental Health Counseling is a sixty-credit program designed to provide students with the courses necessary to sit for licensing to engage in practice as a Professional Counselor. Graduates are prepared to work within mental health treatment agencies and eventually to practice privately. Courses are designed to satisfy criteria prescribed by the New Jersey State Board of Professional Counselor Examiners. (However, it is the student's responsibility to ensure acceptability by the licensing agency.) PC 505, Mental Health Counseling, must be taken during the first term of study. In addition, because this sixty-credit degree is a CACREP-accredited program in Mental Health Counseling, it may satisfy the educational requirements for counselor licensure in other states.

Please refer to the curriculum chart in the appendix for program requirements. All curriculum charts are detailed and displayed in Appendix "B."

- MS in Mental Health Counseling



The School of Science

DEAN: Michael A. Palladino, PhD

ASSOCIATE DEAN: Catherine N. Duckett, PhD

ASSISTANT DEAN: John A. Tiedemann, MS

Monmouth University's School of Science is a community of teacher-scholars actively fostering learning, quantitative reasoning, and scientific inquiry among its majors and among all students. A goal of the School is to lead in the innovative development and delivery of curricula and in providing creative solutions to problems that include significant technical components. Educational programs provide a student-centered learning environment that builds a foundation for lifelong learning, critical thinking, and collaborative, technical problem solving. Faculty scholarship interests include: original basic and applied research in a range of disciplines and scholarly work on science education and pedagogy. Undergraduate and graduate students are encouraged to participate in student-faculty collaborative research projects leading to the acquisition and dissemination of new knowledge in the sciences.

The School of Science offers undergraduate degree programs in Biology, Chemistry, Clinical Laboratory Science, Computer Science, Marine and Environmental Biology and Policy, Mathematics, Medical Technology, and Software Engineering, as

well as minors in Biology, Chemistry, Computer Science, Information Technology, Mathematics, Physics, and Statistics and concentrations in Molecular Cell Physiology, Advanced Chemistry, Biochemistry, Chemical Physics, Cytotechnology, and Medical Laboratory Science.

The School of Science also offers master's degrees in Computer Science and Software Engineering. The undergraduate BSSE program in Software Engineering is accredited by the Engineering Accreditation Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012; telephone: (410) 347-7700. The Chemistry, Medical Technology, and Physics Department is approved by the American Chemical Society (ACS). All qualified advanced chemistry, biochemistry, and chemical physics degree recipients are eligible to receive ACS certification of their degrees. The degrees in Clinical Laboratory Science and Medical Technology are accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). All programs of study are directed toward preparing students for working and living in a multicultural, technologically complex, global environment.

Studies in the School of Science provide students with a solid background in the technical aspects of their chosen scientific or engineering

field, sufficient to prepare them for further study in graduate or professional programs, or to compete for access to employment opportunities in industry or education. Core courses for the non-major stress the nature of the scientific enterprise and the benefits and risks that scientific advances present to society rather than the digestion of large doses of content from the discipline. Both major and non-major courses emphasize the importance of critical thinking and cooperative learning, clarify working to the scientific method in posing and answering questions concerning the natural world, and explore the nature of human problems for which technology may provide solutions.

RAPID RESPONSE INSTITUTE

Barbara T. Reagor, PhD. Director, Rapid Response Institute. A Bellcore Fellow and former Telcordia VP of Homeland Security, Dr. Reagor worked has for the past thirty-four years in the fields of National Security Emergency Preparedness, Disaster Prevention and Recovery, Crisis Management, Chemical Contamination, and Network Risk Assessment associated with telecommunications and information technology systems.

William Tepfenhart, PhD. Chief Technology Officer for the Rapid Response Institute and Associate Professor in the Department of Computer Science and Software Engineering. Dr. Tepfenhart's experience ranges across a broad spectrum of activities (government, AT&T, and Monmouth University). He has performed in the role of instructor, researcher, software developer, and author. He is trained as a physicist, and his areas of expertise include object-oriented software development, artificial intelligence, and software engineering.

James Hammill, Research Scientist for the Rapid Response Institute and a Certified Disaster Recovery Planner. He was co-chair for the Response and Recovery Chapter with Dr. Reagor for the MIPT publication "Project First Responder." He has also held positions at FEMA and AT&T.

Robert M. Kelly Jr., MSEE Stanford University. Adjunct Professor, Monmouth University. Synthesis of emerging and existing technologies into useful applications; RFID, large scale sys-

tems architecture and integration; work in all phases of technology development from the lab to customer support; operations, administration, and maintenance (OA&M) of complex computer/communications environments; customer/client and vendor relationship management, especially outsourcing; and processes for quality technology realization and support.

The Rapid Response Institute (RRI) provides research opportunities in support of Homeland Security and Homeland Defense for School of Science faculty and adjuncts as well as high school teachers and students, undergraduate and graduate students, and contracted or visiting scientists. This software engineering-based institute aims to develop decision-enhancing aids that enable early and enhanced threat identification and appropriate response in the support of the chemical, biological, radiological, nuclear, and explosive events. These same techniques can be applicable to homeland security/counterterrorism, natural disaster, environmental crisis, and pandemic scenarios, and this duality provides an open, accessible, and reasonably inexpensive test bed for the development of prototypes being designed to meet both domestic and military needs.

URBAN COAST INSTITUTE

Anthony B. MacDonald, Director. Mr. MacDonald brings over twenty-five years of executive and policy experience in coastal and ocean law and policy at the local, state, and federal level to the UCI.

James Nickels, Marine Scientist, Urban Coast Institute. Mr. Nickels has worked for over twenty-five years on marine research, monitoring, surveying, and field operations in both the public and private sectors.

The Urban Coast Institute (UCI) serves the public interest as a forum for research, education, and collaboration that fosters the application of the best available science and policy to support healthy and productive coastal ecosystems and a sustainable and economically vibrant future for coastal communities. The UCI efforts focus on the following program areas:

- Coastal Law and Policy
- Coastal Watershed Management

- Coastal Communities and Economies
- Regional Ecosystem Management

BIOLOGY

Ivan Gepner, Chair, Department of Biology

Pedram Patrick Daneshgar, Assistant Professor. BA, University of Delaware; MS, Saint Joseph's University; PhD, University of Florida.

Ellen Doss-Pepe, Lecturer. PhD, Rensselaer Polytechnic Institute. Specializes in biochemistry, protein folding and misfolding, and protein degradation. Current interests include the relationship of protein misfolding and degradation as underlying causes of neurodegenerative diseases.

Dana J. Ehret, Instructor. PhD, University of Florida. Specializes in vertebrate paleontology, herpetology, and conservation biology. Current interests include the evolution of white and mako sharks, body size of extinct megatoothed sharks, and phylogeny and conservation biology of emydid turtles.

Ivan A. Gepner, Associate Professor. PhD, Princeton University. Specializes in genetics and developmental biology. Current interests include computer applications in biology, especially computer modeling and simulation of natural phenomena.

Ursula A. Howson, Assistant Professor. PhD, University of Delaware. Specializes in marine ecology, ichthyology, and invertebrate zoology. Current research includes physiological ecology and behavior of larval and juvenile fishes, and image-based analyses of ontogenetic changes in their morphology.

Kathryn A. Lionetti, Associate Professor. PhD., State University of New York at Stony Brook. Specializes in microbiology and molecular biology. Current interests include recombinant DNA technology, apoptosis, and applications of molecular biology in clinical diagnostic procedures and emerging viral diseases.

Dorothy Lobo, Associate Professor. PhD, The Catholic University of America. Specializes in cell and molecular biology, and signal transduction pathways. Current research includes the regulation of stress signaling pathways during cell proliferation and programmed cell death.

James P. Mack, Professor. EdD, Teachers College, Columbia University. Specializes in anatomy and physiology. Current research includes: antimicrobial effects of plant essential oils on bacteria

including MRSA and MSSA and fungi and elucidating the comprehensive chemical mechanism for catalase (kinetic deviations and conformer multiplicity).

Michael A. Palladino, Dean, School of Science and Associate Professor. PhD, University of Virginia. Specializes in male reproductive biology and cell and molecular biology. Current research includes antimicrobial properties of male reproductive organs, and cellular and molecular responses to ischemia and hypoxia in the mammalian testis.

Karen Pesce, Lecturer. PhD, Rutgers University. Specializes in environmental microbiology. Current research interests include microbial community analysis and characterization of novel biodegradative genes from polluted environments.

Dennis E. Rhoads, Professor. PhD, University of Cincinnati. Specializes in biochemistry and neuroscience. Current research on neurobiology of alcohol and drug abuse.

John A. Tiedemann, Assistant Dean of the School of Science and Director of the Marine and Environmental Biology and Policy Program. MS, Florida Institute of Technology. Specializes in marine ecology, coastal zone management, environmental science, and marine and environmental education. Current applied research involves watershed management strategies and best management practices for coastal nonpoint source pollution.

CHEMISTRY, MEDICAL TECHNOLOGY, AND PHYSICS

Gregory Moehring, Chair, Department of Chemistry, Medical Technology, and Physics

Azzam S. Elayan, Lecturer. PhD, Wesleyan University. Organometallic chemistry. Synthesis and characterization of hybrid (organic-inorganic) polymers and catalytically active organometallic complexes; mechanisms of metal-catalyzed processes, particularly those involving carbon-carbon bond-forming reactions.

Bradley J. Ingebrethsen, Lecturer. PhD, Clarkson University. Physical chemistry. Mass transport in aerosol systems, the fate of aerosols in the environment and in the respiratory tract, and the physical chemistry of cigarette smoke.

Robin R. Kucharczyk, Lecturer. PhD, Yale University. Inorganic chemistry. Organometallic

chemistry of molybdenum and approaches to teaching introductory chemistry.

Massimiliano Lamberto, Associate Professor. PhD, University of Southampton (UK). Organic chemistry. Small molecule synthesis for the inhibition of telomerase by G-quadruplex DNA stabilization; synthesis of novel chromophoric systems for dye-sensitized solar cells and sensor applications; synthetic methodology.

J. Luo, Lecturer. PhD, University of Pittsburgh. Analytical chemistry, Nanotechnology sensors for the real time monitoring of analytes.

S. Mallikarjun, Professor. PhD, University of London, UK. Primary field is liquid state physics. Current interests include study of crystals and international education.

Gregory Moehring, Associate Professor and Chair. PhD, Purdue University. Inorganic Chemistry. Synthesis and NMR characterizations of transition metal polyhydride compounds. Transformations of small molecules at transition metal polyhydride compounds.

Datta V. Naik, Vice Provost, Dean of the Graduate School and Professor. PhD, University of Notre Dame. Analytical-inorganic chemistry. Research interests are detection and control of process gases, air quality, and spectroscopic methods of analysis.

Ellen Rubinstein, Lecturer. PhD, University of Notre Dame. Polymer chemistry, water analysis related coastal lake eutrophication.

William L. Schreiber, Lecturer. PhD, University of Rochester. Organic chemistry. Organic synthesis, process research, organic photochemistry, odor perception, and chemical education.

Danuta Szwajkajzer, Lecturer. PhD, Rutgers University. Biophysical chemistry. Chemistry of proteins and nucleic acids, thermodynamics of drugs binding to DNA, mechanisms of recognition for biomolecules, and studies of structure and thermodynamic changes of nucleic acids oligomers.

Tsanangurayi Tongesayi, Associate Professor. PhD, West Virginia University. Analytical chemistry. Speciation, geochemical cycling, and bioavailability of heavy metals in the environment, technologies and methods for the removal of toxic heavy metals and their compounds from drinking water, and analytical method development.

Xudong Yuan, Scholar in Residence. PhD, University of Georgia College of Pharmacy.

Medicinal chemistry. Development of new delivery methods for API's and/or genes.

COMPUTER SCIENCE AND SOFTWARE ENGINEERING

Jiacun Wang, Chair, Department of Computer Science and Software Engineering

Joseph Chung, UNIX Administrator and Teacher

Michiko Kosaka, Associate Professor. PhD, New York University. Interests include natural language processing and artificial intelligence.

Francis C. Lutz, Professor. PhD, New York University. Interests include environmental engineering and curricular innovation. Active in educational issues through the American Society for Engineering Education and the National Society of Professional Engineers.

James McDonald, Associate Professor. PhD, New York University. Interests include software verification and validation, project management, and empirical software engineering.

Allen Milewski, Associate Professor. PhD, Brown University. Areas of interest include human-computer interactions, contextual communication and awareness, and global software development.

Mohammed S. Obaidat, Professor. PhD, Ohio State University. Interests include wireless communications and networks, telecommunications and networking systems, security of network, information, and computer systems, security of e-based systems, performance evaluation of computer systems, algorithms, and networks, modeling and simulation, high performance and parallel computing/computers, applied neural networks and pattern recognition, adaptive learning, and speech processing.

Daniela Rosca, Associate Professor. PhD, Old Dominion University. Interests include requirements elicitation, analysis and specification, and methodologies for the development and use of business rules.

Richard Scherl, Associate Professor. PhD, University of Illinois and University of Chicago. Interests include artificial intelligence (especially knowledge representation, automated reasoning, and natural language processing), cognitive science, and databases.

William Tepfenhart, Associate Professor. PhD, University of Texas. Interests include artificial

intelligence, software architecture, and software design.

Jack M. Van Arsdale, Associate Professor. MSEE, Polytechnic Institute of New York. Interests include digital and microcomputer-based design, digital phase-lock loop frequency synthesis, and digital synthesis.

Jiacun Wang, Associate Professor and Chair. PhD, Nanjing University of Science and Technology, China. Interests include software architecture, Petri nets, real-time systems, discrete event systems, telecommunications, and networking.

Cui Yu, Associate Professor. PhD, National University of Singapore. Interests include database management systems, spatial databases, and information storage and retrieval.

MASTER OF SCIENCE IN COMPUTER SCIENCE (MS)

The Master of Science in Computer Science provides a broad background in graduate-level computer science study. The thirty- to forty-five-credit program allows the student to choose a thesis option or a non-thesis option. Students may also choose to specialize in Computer Networks, Databases and Intelligent Information Systems, or Security of Information Systems and Networks. When the applicant has a strong background in computer science, such as a bachelor's degree in computer science with excellent standing, up to fifteen credits (CS501B-CS509) may be waived. Other majors may be required to take some or all of these courses. These foundation courses must be completed with a minimum GPA of 3.0, and all prerequisite courses must be passed with a grade of "B-" or better.

Please refer to the curriculum charts in the appendix for program requirements. All curriculum charts are detailed and displayed in Appendix "B."

- MS Computer Science, Thesis or Non-Thesis Track
- MS Computer Science, Computer Networks, Thesis or Non-Thesis Track
- MS Computer Science, Databases and Intelligent Information Systems, Thesis or Non-Thesis Track
- MS Computer Science, Security of Information Systems and Networks, Thesis or Non-Thesis Track

GRADUATE CERTIFICATE IN COMPUTER SCIENCE: SOFTWARE SYSTEMS DESIGN AND DEVELOPMENT

The Graduate Certificate Program in Computer Science: Software Systems Design and Development is specifically designed to provide essential software development skills, including computer programming, data structures, algorithms, and operating systems for graduates of programs with minimal or no computer science training. Those students receiving the certificate will be:

- Knowledgeable of and competent in the use of object-oriented programming languages and techniques, including advanced features of Java and C++ and efficient code design;
- Knowledgeable of fundamental data structures and computing algorithms;
- Knowledgeable of operating system concepts, design, development, and applications;
- Able to design and develop computer programs of realistic and practical complexity, either as individuals or as part of a team.

The certificate program will generally be a three- to five-course sequence, depending on the prior programming skills of the applicant. A student can be admitted to the certificate program with "advanced standing," having been given credit for relevant experience or courses taken previously. However, a student must take at least three courses in the sequence at Monmouth in order to receive the certificate. If the applicant has some programming background, but insufficient or non-recent training with modern programming languages, he or she can be conditionally admitted and required to take a sixth course, CS501A, as an alternative to delaying admission while the programming prerequisite is being met.

The certificate program is intended to serve primarily part-time students employed by area business, education, and government organizations. It may also be an opportunity for professional development, career change, or career enhancement in situations where computer programming is a valued skill. Upon completion of the program with a GPA of 3.00 or better, the student will receive a certificate and guaranteed admission to the Computer Science Graduate Program at Monmouth University. However, none of the certificate courses can be

applied to the main eleven-course master's degree requirement.

Please refer to the curriculum chart in the appendix for program requirements. All curriculum charts are detailed and displayed in Appendix "B."

- Certificate Software Systems Design and Development

MASTER OF SCIENCE IN SOFTWARE ENGINEERING (MS)

Monmouth University was one of the first institutions in the United States to recognize the newly emerging discipline of Software Engineering by establishing a separate department to specialize in this strategic engineering discipline. The department offers a Master of Science Degree in Software Engineering and two graduate certificate programs: the Certificate in Software Development and the Certificate in Software Engineering.

The objective of the master's degree program is for the student to master the necessary skills and knowledge that allow him or her to be an effective member of a software development team. The program's educational objectives are to prepare students so that upon graduation they will:

1. Show mastery of the software engineering knowledge and skills and professional issues necessary to practice as a software engineer in a variety of application domains with demonstrated performance in at least one application domain;
2. Understand the relationship between software engineering and systems engineering and be able to apply systems engineering principles and practices in the engineering of software;
3. Show mastery of software engineering in at least one specialty, such as embedded devices, safety critical systems, highly distributed systems, software engineering economics, or one of the knowledge areas of the Graduate Software Engineering Reference Curriculum (GSWERC) body of knowledge;
4. Work effectively as part of a team, including teams that may be international and geographically distributed, to develop quality software artifacts, and to lead in one area of project development, such as project management, requirements analysis, architecture, construction, or quality assurance;
5. Reconcile conflicting project objectives, finding acceptable compromises within limitations of cost, time, knowledge, existing systems, and organizations;
6. Design appropriate software engineering solutions that address ethical, social, legal, and economic concerns;
7. Understand and appreciate the importance of feasibility analysis, negotiation, effective work habits, leadership, and good communication with stakeholders in a typical software development environment;
8. Learn new models, techniques, and technologies as they emerge, and appreciate the necessity of such continuing professional development;
9. Analyze a current significant software technology, be able to articulate its strengths and weaknesses, and be able to specify and promote improvements or extensions to that knowledge.

All classes are held in the late afternoon, and most of our students are from New Jersey's premier software industries. The department offers the entire program at the main campus of Monmouth University. The Master of Science in Software Engineering degree is a thirty-credit curriculum, with four core courses, four advanced elective courses, and a six-credit thesis or practicum. The core courses provide the student with the foundations of modern software engineering. When the applicant has a background other than computer science or software engineering, up to twelve credits of foundation courses may be required before registering for the core courses. These foundation courses must be passed with a grade of "B-" or better. Students can opt for writing a thesis or participating in a group practicum for two semesters as their capstone experience before graduation.

For students who have already completed a bachelor's degree in software engineering, the department offers an advanced track, which gives students the opportunity to earn a master's degree after completion of a thirty-credit curriculum. In addition, students may choose between two paths within this track, the thesis or non-thesis option. If students choose the thesis option, they will complete the core courses, research and write a thesis over two semesters, and choose and complete two pairs of advanced elective courses. Students who choose the non-the-

sis option will complete the core courses and choose and complete three pairs of advanced elective courses. Finally, all students will take one advanced elective course from the list of non-paired courses.

Please refer to the curriculum charts in the appendix for program requirements. All curriculum charts are detailed and displayed in Appendix "B."

- MS in Software Engineering
- MS in Software Engineering, Advanced Track

SOFTWARE ENGINEERING CERTIFICATE PROGRAMS

The certificate in Software Development, which includes fifteen credits of foundation courses plus a three-credit project course, prepares students to become proficient software developers. It also serves as a foundation for those who do not have the necessary background but hope to enter the master's degree program. It is the ideal starting point for those holding bachelor's degrees in disciplines other than software engineering or computer science who are interested in a career in software engineering or who hope to do software development in their chosen field.

The certificate in Software Engineering is an eighteen-credit program that prepares graduates to become effective members of a software development team. Students gain an understanding of team capability, dynamics, and performance. Requirements include the fifteen credits of core courses needed for the Master of Science in Software Engineering, as well as a course (three credits) in software project management. (Up to fifteen credits of foundation courses may also be required.) Upon completion of this program, students will have the ability to design software that solves practical problems, a critical skill for career success and advancement.

Please refer to the curriculum charts in the Appendix "B" for program requirements.

- Certificate in Software Development
- Certificate in Software Engineering

MATHEMATICS

David C. Marshall, Chair, Department of Mathematics

Richard Bastian, Lecturer. PhD, Johns Hopkins University. Interests include applied mathemat-

ics, mathematics and culture, and philosophy of mathematics.

Barbara Lynn Bodner, Professor. EdD, Rutgers University. Interests include heuristic process use in problem-solving, integration of computer technology, and applications into the curriculum, as well as the study of mathematics from historical and artistic perspectives.

Suneal Chaudhary, Assistant Professor. PhD, UCLA. Interests include mathematical and computational finance, economics, and Monte Carlo methods.

Micah Chrisman, Assistant Professor. PhD, University of Hawaii. Interests include algebraic topology, low-dimensional topology, and knot theory.

Joseph Coyle, Associate Professor. PhD, University of Delaware. Interests include numerical analysis and inverse problems.

Bonnie Gold, Professor. PhD, Cornell University. Interests include philosophy of mathematics and innovation in undergraduate mathematics education.

Betty Liu, Professor. PhD, University of Maryland. Interests include numerical solution of differential equations and mathematical modeling.

David C. Marshall, Associate Professor and Chair, PhD, University of Arizona. Interests include number theory, commutative algebra, and the theory of bilinear and quadratic forms.

Susan H. Marshall, Associate Professor. PhD, University of Arizona. Interests include number theory, arithmetic geometry, and the learning and teaching of proof.

Emanuel Palsu-Andriescu, Lecturer. PhD, University of Rochester. Interests include microlocal analysis, Colombeau generalized functions, and Fourier integral operators.

Wai K. Pang, Assistant Professor. PhD, Texas Tech University. Interests include functional data analysis, image analysis, and multi-sample problems in Hilbert spaces

Bruce Ralli, Lecturer. MS, Georgian Court University. Interests include teaching mathematics and technology in the classroom.

G. Boyd Swartz, Professor. PhD, New York University. Interests include computer modeling, object-oriented programming, and integration of computer technology into the curriculum.



Leon Hess Business School

DEAN: Donald M. Moliver, PhD
ASSOCIATE DEAN: Gilda Agacer, PhD
ASSISTANT DEAN: Noah Hart Jr, EdD
MBA PROGRAM DIRECTOR: Douglas Stives,
MBA, CPA

The Leon Hess Business School is dedicated to providing an education that qualifies its graduates for positions of leadership. Curricula are developed, taught, and regularly updated by a faculty with strong academic and business experience. Critical thinking, effective communication skills, and a flexible managerial perspective are emphasized. The Leon Hess Business School is accredited by AACSB International — the Association to Advance Collegiate Schools of Business.

The MBA program is designed to develop a comprehensive background in the theory and practice of business management decision-making and concentrates on contemporary managerial responsibilities in a dynamic environment. All curricula underscore the complexity and diversity of managerial decisions in the global economy. Instruction in small-size classes stresses close contact with faculty and promotes collaborative work.

Within the Leon Hess Business School is the Kvernland Chair in Philosophy and Corporate

Social Policy, which has been endowed through generous gifts in the name of Jack T. Kvernland, a late trustee of the University. Professor Guy Oakes of the Management and Marketing Department currently occupies this chair. Professor Oakes is studying problems concerning the relationship between corporate, public, and private values in American life. The School also administers the Kislak Real Estate Institute, which is directed by Director Peter Reinhart of the Economics, Finance, and Real Estate Department. Dean Moliver holds the Steven and Elaine Pozycki Endowed Professor Chair in Real Estate. The Center for Entrepreneurship, which is directed by Professor John Buzza, is also part of the Business School. The Center has been regarded as one of the nation's outstanding programs in entrepreneurship.

The top 20% of MBA graduates and 10% of undergraduate junior and senior students are eligible for election to Beta Gamma Sigma, the International Honor Society for AACSB-accredited business schools.

Student Honor Society: Beta Gamma Sigma

ACCOUNTING

Linda Flaming, Chair, Department of Accounting

Gilda Agacer, Associate Professor and Associate Dean of the Leon Hess Business School. PhD, University of South Carolina. Teaching interests include financial and management accounting, advanced accounting topics, cost accounting, and international accounting. Research interests include the areas of auditor's independence and ethics, and total quality management.

Linda Flaming, Associate Professor and Chair. PhD, University of Oklahoma. Teaching and research interests are in auditing and decision-making.

Yihong He, Associate Professor. PhD, Cleveland State University. Teaching interests include financial and managerial accounting, auditing, and international accounting. Research interests are in the areas of capital markets accounting and international accounting in the emerging markets.

Paul J. Savoth, Associate Professor. JD, Seton Hall University; LLM, Villanova University; CPA, New Jersey. Interests include various areas of accounting, especially federal taxation and legal environment of business.

Douglas Stives, Specialist Professor and MBA Program Director. MBA, Lehigh University. CPA; New Jersey. Teaching interests are in the areas of taxation.

Nancy Uddin, Associate Professor. PhD, Rutgers University. Research and teaching interests include the areas of auditing and accounting information systems.

Minna Yu, Assistant Professor. PhD, Kent State University. Teaching interests include managerial accounting, financial accounting, and international accounting. Current research interests include analyst forecasts, accrual anomaly, and corporate governance.

Ronald Zhao, Associate Professor. PhD, Texas Tech University. Teaching and research interests are in the areas of cost and management accounting, international accounting, and corporate finance.

ECONOMICS, FINANCE, AND REAL ESTATE

Andreas C. Christofi, Chair, Department of Economics, Finance, and Real Estate

Nahid Aslanbeigui, Professor. PhD, University of Michigan. Specializes in globalization, economic

development, and the history of economic thought. Additional interests include economics education and the economic status of women.

Barrie Bailey, Associate Professor. PhD, University of Central Florida. Research interests include international mutual fund performance and finance education.

Andreas C. Christofi, Professor and Chair. PhD, Pennsylvania State University. Research interests include pricing of capital assets, investments, fixed income securities, and international finance. Additional interests include derivatives and econometrics.

Y. Lal Mahajan, Associate Professor. PhD, Rutgers University. Research interests include econometric models for credit unions, corporate finance, portfolio analysis, and investment theory. Other interests include monetary policy effects on interest rates, inflation, and the stock market.

Donald M. Moliver, Professor, Dean of the Leon Hess Business School and the Steven and Elaine Pozycki Endowed Professorship. PhD, Virginia Polytechnic Institute, CRE, and MAI designations. Research interests include real estate finance and valuation.

Patrick O'Halloran, Associate Professor. PhD, University of Wisconsin - Milwaukee. Principal research interests are in labor economics, discrimination, payment scheme, and econometrics.

Steven Pressman, Professor. PhD, New School for Social Research. Associate editor and book review editor of the *Eastern Economic Journal*, treasurer of the Eastern Economic Association, and co-editor of the *Review of Political Economy*, an international journal of post-Keynesian economics. Primary fields of interest are macroeconomics, poverty and income distribution, public finance, and the history of economic thought.

Peter S. Reinhart, Esq., Specialist Professor and Director of the Kislak Real Estate Institute. JD, Rutgers Law School, Camden. BA, Franklin and Marshall College. Served as Senior Vice President and General Counsel for Hovnanian Enterprises, Inc., for thirty-three years. Also served on the Council on Affordable Housing for ten years and was a member of the Real Estate Task Force of Governor Whitman's Economic Master Plan Commission. He was also a past president of the New Jersey Builders'

Association and is the current Chairman of New Jersey Future. Mr. Reinhart has authored articles for *Housing New Jersey*, *Tri-State Real Estate Journal*, and *New Jersey Lawyer*.

Benedicte Reyes, Associate Professor. PhD, Columbia University. Research interests include international corporate finance and capital markets deregulation.

Robert H. Scott III, Associate Professor. PhD, University of Missouri at Kansas City. Research interests include credit cards, financial literacy, econometrics, and ecological economics.

MANAGEMENT AND DECISION SCIENCES

Joseph B. Mosca, Chair, Department of Management and Decision Sciences

Gwendolyn Y. Alexis, Associate Professor. PhD, New School for Social Research; JD, Harvard Law School; MAR, Yale Divinity School. Research interests include corporate governance, international corporate responsibility, business ethics, global civil society, and religious diversity.

Daniel Ball, Assistant Professor. PhD, University of Massachusetts. Primary interests include technology and operations management, real options, risk-based distributed decision-making, the modeling and simulation of complex systems, logistics, operations research, management science, and system sustainability.

John S. Buzza, Specialist Professor and Director of the Center for Entrepreneurship. MA, University of Phoenix. Primary interests include teaching, entrepreneurial endeavors, and philanthropic activities.

Edward W. Christensen, Associate Professor and Vice President for Information Management, PhD, Rutgers University. Specializes in management information systems organization and administration, including the use of information technology to support decision-making and strategy.

Scott A. Jeffrey, Assistant Professor, BSC, MBA, Santa Clara University, PhD, University of Chicago. Performs research on the use of incentives and goal setting in organizations. Particularly focuses on non-cash tangible incentives such as travel and merchandise.

Joseph B. Mosca, Associate Professor and Chair. EdD, New York University. Primary specializa-

tions are human resource management, human relations, and active teaching methods. His current research interests focus on developing hybrid courses, employee behavior, and jobs of the 21st century.

Roy Nersesian, Associate Professor. MBA, Harvard Business School. Interests lie in incorporating quantitative content into management course development. Author of ten books on simulation, financial risk management, and energy.

Guy Oakes, Jack T. Kvernland Professor of Philosophy and Corporate Social Policy. PhD, Cornell University. Primary research areas are the history and philosophy of the social sciences and the sociology of ethics.

Stuart Rosenberg, Associate Professor. PhD, Fordham University. Research interests include case writing, managerial economics, and the relationship between management and culture. Primary area of focus is strategic management.

Eugene S. Simko, Associate Professor. MBA, Temple University, PhD, Baruch College of the City University of New York. Primary area of research is comprehensive strategic management.

Donald R. Smith, Associate Professor. PhD, University of California at Berkeley. Research interests include applied quantitative decision making, operations research, and management science.

Charles Willow, Associate Professor. PhD, University of Houston. Principal research and teaching interests are in management information systems, innovations management, e-commerce, technology management, and decision sciences.

MARKETING AND INTERNATIONAL BUSINESS

Min Hua Lu, Chair, Department of Marketing and International Business

Susan Forquer Gupta, Associate Professor. PhD, University of Tennessee-Knoxville. Primary interests include measuring and comparing culture and its effects on managerial decision making (B2B), consumer decision making, as well as cultural differences in branding meaning and branding in global markets.

Amy Handlin, Associate Professor. PhD, New York University. Primary interests are in applications of marketing to public policy and in the lobbying

process, especially regarding small businesses regulated by state government.

Min Hua Lu, Associate Professor and Chair. DBA, George Washington University. Primary interests are in strategic marketing management, international/global marketing management, and global sustainability of economics.

David P. Paul III, Associate Professor. PhD, Old Dominion University; DDS, Virginia Commonwealth University; Medical College of Virginia. Primary interests are in marketing and healthcare management.

Joseph Rocereto, Assistant Professor. PhD, Drexel University. Primary research interests are customer loyalty, strategic branding, and integrated marketing communications. Other interests include the use of color in marketing communications and the effects of self-concept congruity constructs.

Michaeline Skiba, Associate Professor. EdD, Columbia University. Research interests include healthcare education, management challenges within managed care settings, social and behavioral issues associated with pharmaceutical promotions and marketing strategy, and general management development topics.

MASTER OF BUSINESS ADMINISTRATION (MBA)

The mission of the MBA Program is to serve well-qualified graduate students who are committed to pursuing higher levels of professional responsibility, enhancing their competencies, and improving their value to the organizations they serve. The graduate program combines management theory and practice in a contemporary managerial context. Curricula underscore the complexity and diversity of managerial decisions in national and global economies. Students learn in small classes that promote close interaction with our business faculty and also benefit from the special contributions of visiting lecturers.

Five MBA options are open to students: a general MBA (which may be pursued either in a regular or accelerated mode), an MBA Accounting Track, a Real Estate Track, a Finance Track, and an

MBA with a concentration in Healthcare Management. The Leon Hess Business School also offers post-MBA certificates in Accounting and Healthcare Management.

Students must complete a minimum of thirty credits in the general MBA program, thirty-six credits in the Accounting Track and Healthcare Management Concentration, and thirty-three credits in the Finance and Real Estate Tracks. Programs include core and beyond-the-core courses as well as guided electives. After admission, permission is required to take courses at other institutions.

Please refer to the curriculum charts in the appendix for program requirements. All curriculum charts are detailed and displayed in Appendix "B."

- MBA
- MBA Accounting Track
- MBA Finance Track
- MBA Real Estate Track
- MBA with a Concentration in Healthcare Management

The State of New Jersey requires candidates for the CPA examination to have completed a minimum of 150 credit hours of higher education. The MBA helps students comply with the 150-credit rule while earning a graduate degree. The requirement can be satisfied in either of two ways: (1) students who have obtained an undergraduate Accounting degree may continue to earn a general MBA; (2) students who have undergraduate degrees in fields other than Accounting may earn an MBA with a specialization in Accounting. Students who have an undergraduate Accounting degree are not encouraged to pursue the MBA Accounting Track.

Please refer to the curriculum charts in the appendix for program requirements. All curriculum charts are detailed and displayed in Appendix "B."

- Post-MBA Certificate in Accounting
- Post-MBA Certificate in Healthcare Management

School of Education

DEAN: Lynn Romeo, EdD

ASSOCIATE DEAN: Jason Barr, PhD

The School of Education (SOE) was established in 1995 to broaden and increase support for Monmouth University's education programs. The goal of the School is to provide highly effective programs to prepare practitioners who can help all students to learn in diverse school settings. Candidates are mentored by a diverse faculty that models best practices grounded in research. The School seeks to foster collaboration and partnerships among University faculty, students, staff, school practitioners, and community representatives to improve student achievement. Programs are rooted in the belief that all students can learn and are guided by four key themes: (1) the importance of both pedagogical and content knowledge and a commitment to life-long learning, (2) an emphasis on collaboration and partnerships with schools and local communities, (3) the important role played by cultural diversity and individual differences in the teaching/learning process, and (4) the need to develop educational leadership skills consistent with professional ethics.

The School of Education consists of two departments. The Department of Curriculum and Instruction offers a Master of Education (MEd)

degree, as well as a Master of Arts in Teaching (MAT) degree, that leads to an initial certification (Elementary Track, Secondary Track, K-12 Track for Art, Health and Physical Education, Music, Chinese, Spanish, and Early Childhood Elementary Track) with options of blending various endorsements, such as Teachers of English as a Second Language (ESL), Teachers of Students with Disabilities (TSD), Middle School Teachers, and Supplemental Instruction in Reading and Mathematics. A Subject Endorsement in Chinese – Certificate of Eligibility with Advanced Standing (CEAS), endorsements in English as a Second Language, Bilingual/Bicultural, a certificate in Teaching English to Speakers of Other Languages (TESOL), and a post-master's certificate in Curriculum Studies or Education are also available. The Department of Educational Leadership, School Counseling, and Special Education offers a Master of Science in Education degree in the areas of Principal (with an option for Principal/School Administrator Track), School Counseling (with an option for Student Affairs and College Counseling Track), Reading Specialist, and Special Education (with an option for Teacher of Students with Disabilities, Autism, Teaching in Inclusive Settings, or Learning Disabilities Teacher – Consultant Tracks); graduate endorsements in

Education

Early Childhood, Teacher of Students with Disabilities, and Student Assistance Coordinator; and post-master's endorsements in Supervisor, Learning Disabilities Teacher Consultant, Director of School Counseling Services, and School Business Administrator. A certificate in Autism is also available.

The SOE programs emphasize state and national curriculum standards and research-based best practice designed to improve student learning and to prepare P-12 students to be successful in the 21st-century global economy. Programs are designed to improve a candidate's critical thinking, communication, and problem-solving skills as these apply to K-12 student learning. The School's programs also integrate state-of-the-art computer technologies that can be applied in K-12 classrooms, school administration, and student counseling. The School has its own computer lab and offers its own online and Web-enhanced courses.

The School's graduate faculty members are experienced practitioner-scholars whose teaching reflects the most recent theory and research that candidates can apply as best practice in diverse classroom and school settings to develop effective schools and improve student learning. All programs incorporate integrated field experiences to enable candidates to work with students in actual school settings and encourage interaction with teachers, administrators, and community representatives.

CURRICULUM AND INSTRUCTION

Wendy Harriott, Chair, Department of Curriculum and Instruction

Judith Bazler, Professor. EdD, University of Montana. Specialty is curriculum design and science education and informal science (e.g., museums). Founder of the Smart Discovery Center, Bethlehem, Pennsylvania.

Laurel Chehayl, Assistant Professor. PhD, Kent State University. Curriculum and Instruction: Teacher Education, Secondary Literacy, Curriculum Studies.

Letitia Graybill, Lecturer. EdD, Rutgers University. Professional interests include issues in science and society and applications of computer technology to classroom teaching.

Wendy Harriott, Associate Professor and Chair. PhD, Pennsylvania State University. Professional interests include special education, behavior management, pre-service and in-service teacher training.

Jiwon Kim, Lecturer. BA, MA, Korea University, Seoul, South Korea; PhD, Purdue University.

Stacy Lauderdale, Assistant Professor. PhD, University of California, Riverside. Professional interests include Autism Spectrum Disorders.

Bruce A. Normandia, Associate Professor. EdD, Rutgers University. Professional interests include equity and access to important mathematics for all learners.

William Stanley, Professor. EdD, Rutgers University. Professional interests include foundations, curriculum development, and social studies.

Dorothy Varygiannes, Lecturer. EdD, Seton Hall University. Specialty is mathematics education.

MASTER OF EDUCATION (MEd)

Please refer to the curriculum chart in the appendix for program requirements. All curriculum charts are detailed and displayed in Appendix "B."

- MEd Master of Education

MASTER OF ARTS IN TEACHING (MAT)

MAT students are expected to have completed the content discipline prior to beginning the graduate program. Some Monmouth University students are admitted to graduate study before a coherent sequence of at least thirty credits in a recognized liberal arts discipline (e.g., art, English, mathematics) has been completed. These students are expected to do all remaining undergraduate course work at Monmouth. In cases where the student is unable to take the appropriate classes at Monmouth due to time conflicts, the students may be given permission to take one or all of these discipline-specific courses at a two-year institution. In these limited cases, the Monmouth University MAT students who obtain permission to enroll at two-year institutions while in the MAT program may transfer the credits to Monmouth during their last semester in the MAT program. These credits will be posted to a Monmouth University undergraduate transcript after completion of their MAT program so as to comply with New Jersey Code Section 6A:9-5.11.

Please refer to the curriculum charts in the appendix for program requirements. All curriculum charts are detailed and displayed in Appendix “B.”

- MAT Initial Certification, Early Childhood Elementary Track (P-3 Early Childhood Certification with Elementary K-5 Certification)
- MAT Initial Certification, Elementary Track (K-5 Elementary Certification)
- MAT Initial Certification, Elementary Track (K-5 Elementary Certification) with Endorsement in Teacher of Students with Disabilities
- MAT Initial Certification, Elementary Track (K-5 Elementary Certification) with Endorsement in English as a Second Language (ESL)
- MAT Initial Certification, Elementary Track (K-5 Elementary Certification) with Teacher of Supplemental Instruction in Reading and Mathematics
- MAT Initial Certification, Elementary Track and Middle School Endorsement Track (K-5 Certification with Content Specialization Endorsement 5-8); Elementary Track and Middle School Endorsement in: English, Social Studies, Science, or Mathematics
- MAT Initial Certification, Secondary Track with 9-12 Certification and Subject Endorsement in English, Social Studies, Mathematics, Biology, Chemistry, and Physical Science
- MAT Initial Certification, Secondary Track with 9-12 Certification and Subject Endorsement in English, Social Studies, Mathematics, Biology, Chemistry, and Physical Science with Endorsement in English as a Second Language (ESL)
- MAT Initial Certification, Secondary Track with 9-12 Certification and Subject Endorsement in: English, Social Studies, Mathematics, Biology, Chemistry, and Physical Science with Endorsement in Teacher of Students with Disabilities
- MAT Initial Certification, K-12 (Certification K-12 Track and Subject Endorsement); K-12 Certification in: Art, Health and Physical Education, and Music

- MAT Initial Certification, K-12 (Certification K-12 Track and Subject Endorsement); K-12 Certification in: Spanish or Chinese
- MAT Initial Certification, Spanish or Chinese K-12 Subject Specific with Endorsement in English as a Second Language (ESL)

EDUCATIONAL LEADERSHIP, SCHOOL COUNSELING, AND SPECIAL EDUCATION

Tina Paone, Chair, Department of Educational Leadership, School Counseling, and Special Education

Harvey Allen, Assistant Professor. EdD, Rutgers University. Areas of professional interest include mathematics, interdisciplinary teaming, and middle school design.

Jason Barr, Associate Professor and Associate Dean. PhD, Fordham University. Trained in developmental theory with specific emphasis on the application of developmental theory. Areas of interest include empathy in adolescence and children's task persistence.

Mary Lee Bass, Lecturer. EdD, Rutgers University. Areas of interest include strategy instruction, content literacy, early literacy, adult literacy instruction, pre-service teacher training, and developmental reading instruction.

Mary Brennan, Specialist Professor. MS, Lehman College. Areas of interest include learning disabilities assessment and education, student advocacy, and in-service training.

JoAnne Cascia, Assistant Professor. EdD, Nova Southeastern University. Professional interests include language development and disorders, articulation disorders, sensory integration disorders, autism, and supervision.

Carolyn Groff, Assistant Professor. PhD, Rutgers University. Specialty is literacy/language arts and elementary education.

Pamela Jones, Specialist Professor. MA Audiology, Montclair University; MA Speech-Language Pathology, Kean University. Professional interests include early identification of hearing loss and central auditory processing disorders, aphasia, craniofacial disorders including cleft palate, autism, language disorders, and feeding and swallowing disorders.

Jose M. Maldonado, Associate Professor. PhD, University of Arkansas. Areas of interest include multicultural counseling and school counseling.

Cynthia O'Connell, Specialist Professor. MEd, The College of New Jersey, Post Master's Certificate in School Counseling, Director of School Counseling and Student Assistance Coordinator, Georgian Court University. Professional interests include school counseling topics such as school climate change, at-risk youth, careers, and spirituality in counseling.

Tina Paone, Associate Professor and Chair. PhD, University of Nevada, Reno. Areas of professional interest include school counselor, education and supervision, group counseling, substance abuse awareness programs, and play therapies.

Lynn Romeo, Dean and Associate Professor. EdD, Rutgers University. Areas of professional interest include literacy, comprehension instruction, mentoring, and electronic dialoguing.

Terri Rothman, Associate Professor. PhD, University of Albany, State University of New York. Areas of interest include factors that promote success for at-risk children (including children with disabilities and chronic health problems), multicultural approaches to child development, social and psychological foundations of education, and applied research.

Lilly Steiner, Assistant Professor. EdD, Boston University; MA, University of North Dakota; BA, University of Wisconsin-LaCrosse. Research interests include family literacy and creating strong home-school partnerships.

MASTER OF SCIENCE IN EDUCATION (MSEd)

Please refer to the curriculum charts in the appendix for program requirements. All curriculum charts are detailed and displayed in Appendix "B."

- MSEd Principal
- MSEd Principal/School Administrator Track
- MSEd Reading Specialist
- MSEd School Counseling
- MSEd School Counseling - Student Affairs and College Counseling Track
- MSEd Special Education - Teacher of Students with Disabilities Track
- MSEd Special Education - Teaching in Inclusive Settings Track

- MSEd Special Education - Learning Disabilities Teacher-Consultant Track
- MSEd Special Education - Autism Track

CERTIFICATE PROGRAMS

The School of Education at Monmouth University also offers certificate programs. The post-baccalaureate TESOL Certificate program provides training to those who are not certified K-12 classroom teachers but are interested in receiving formal TESOL training. This training enables them to teach English as a Second Language in adult communities or abroad.

The Autism Certificate is a completely online certificate program recommended for teachers, related service providers, and Child Study Team members or other professionals to develop a clear understanding of the characteristics of students with Autism Spectrum Disorders, as well as to learn effective, research-based teaching strategies; social, communicative, and behavioral interventions; and valuable supports for use within the educational environment.

The School of Education also offers two post-master's certificate programs: Curriculum Studies and Education. The Curriculum Studies program is a fifteen-credit, highly personalized program, designed to meet the professional interests and individual goals of the candidates. All of the courses in this program are hybrid courses that mix both classroom and online learning. This certificate provides candidates with a comprehensive examination of the field, authentic experience working in their field of expertise, and a critical exploration of their role as leaders. The Certificate in Education accommodates candidates' diverse needs for courses in a variety of fields and areas of interest. The program offers a unique opportunity to engage in a concerted course of study that offers a purposeful examination of issues significant in education today. A critical examination of the role of the classroom teacher is also offered.

ENDORSEMENTS

The School of Education at Monmouth University also offers six graduate endorsements: Bilingual/Bicultural, English as a Second Language (ESL), Early Childhood, Teacher of Students with Disabilities, Student Assistance Coordinator, and a Subject Endorsement in Chinese – Certificate of Eligibility with Advanced Standing (CEAS); and four post-master's endorsements: Supervisor, Director of

School Counseling Services, Learning Disabilities Teacher-Consultant, and School Business Administrator. These programs are for teachers and counselors who wish to change specialties or enhance their skills in dealing effectively with diverse populations in the schools. Students may earn graduate endorsements without matriculating into a master's degree program. Post-master's endorsements require a master's degree as a prerequisite. All programs are approved by the New Jersey State Department of Education.

The subject endorsement in Chinese - Certificate of Eligibility with Advanced Standing (CEAS) is a twenty-four-credit non-degree program (fifteen credits of course work and nine credits of student teaching) that prepares teachers for K-12 Chinese classrooms. Students may apply directly to the program after earning a bachelor's degree in the Chinese language and culture or equivalent. Students with a strong Chinese language and culture background who are seeking a career change to become a first-time teacher may also apply.

***Subject Endorsement in Chinese – Certificate of Eligibility with Advanced Standing (CEAS)**

ED510	Foundations of Education	3.0 credits
ED550	Teaching Diverse Populations	3.0 credits
ED582	World Language Education	3.0 credits
FO599	Independent Study in the Teaching of World Languages	3.0 credits
ED599	NCATE for Chinese.	3.0 credits
FO-LTIOPI	Oral Proficiency Chinese (a) (b) (Interim High)	0.0 credits
ED593	Student Teaching	
or		
ED594	Supervised Teaching.	9.0 credits
TOTAL		24.0 credits

* Subject certification in Chinese requires a minimum of thirty credits in a coherent sequence in the language and cultures of China.

a) LTIOPI taken with Language Testing International at www.language-testing.com

b) Passing score required prior to student/supervised teaching

The New Jersey education endorsements can be obtained after the completion of a program if the student takes the following course work:

• **Bilingual/Bicultural Endorsement**

EN563	Language and Linguistics	3.0 credits
ED583	Theories and Practice of ESL Instruction, Part I.	3.0 credits
ED584	Theories and Practice of ESL Instruction, Part II	3.0 credits
ED586	Bilingual Education: Theories and Practice	3.0 credits
TOTAL		12.0 credits

• **English as a Second Language (ESL) Endorsement**

EN563	Language and Linguistics	3.0 credits
ED606	Human and Intercultural Relations (for MEd students)	3.0 credits
EDL575	Methods of Teaching Language Arts and Content Literacy at the Elementary Level	
or		
ED529	Content Literacy	3.0 credits
ED550	Teaching Diverse Populations	3.0 credits
ED583	Theories and Practice of ESL Instruction, Part I	3.0 credits
ED584	Theories and Practice of ESL Instruction, Part II . . .	3.0 credits
TOTAL		18.0 credits

• **Graduate Endorsement: Early Childhood**

EDL502	Development and Learning	3.0 credits
EDL521	Early Childhood Family . . .	3.0 credits
EDL522	Early Literacy and Language Development.	3.0 credits
EDL560	Early Childhood Assessment Curriculum.	4.0 credits
TOTAL		13.0 credits

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• **Graduate Endorsement: Student Assistance Coordinator**

PC540	Introduction to Alcohol and Drug Abuse	3.0 credits
PC515	Risk and Resiliency in Children and Adolescents	
or		
EDC510	Human Growth and Development	
or		
SW509	Human Behavior in the Social Environment	3.0 credits
PC546	Substance Awareness in the Schools	
or		
SW628	School Social Work	3.0 credits
PC542	Treatment of Alcohol and Substance Abuse	
or		
EDC/ SW604	Clinical Practice in Addiction	3.0 credits
PC510	Community Mental Health	
or		
SW518	Global Community Practice	3.0 credits
or		
EDC555	School Counseling Program Planning and Practice	3.0 credits
PC680	Clinical Internship	
or		
EDC610	SAC Internship	
or		
SW630	Field Practicum III	3.0 credits
TOTAL		21 credits

• **Graduate Endorsement: Teacher of Students with Disabilities**

EDL515	Advanced Literacy Instruction	3.0 credits
EDS535	Technology and Students with Disabilities	3.0 credits
EDS537	Collaborating with Families, Students, and Professionals in Community and Educational Settings	3.0 credits
EDS500	Integrated Approach to Foundations of Special Education	3.0 credits

EDS534	Classroom Management in Inclusive Settings	3.0 credits
EDS552	Methods of Teaching Students with Disabilities	3.0 credits
EDS572	Assessment Strategies and Application in the Classroom	3.0 credits
TOTAL		21.0 credits

• **Post-Master's Endorsement: Learning Disabilities Teacher-Consultant**

EDL515	Advanced Literacy Instruction	3.0 credits
EDS532	Physiological Aspects of Learning	3.0 credits
EDS550	Learning Theories and Applications in Inclusive Settings	3.0 credits
EDS537	Collaborating with Families, Students, and Professionals in Community and Educational Settings	3.0 credits
EDS568	Advanced Instructional Methods in Special Education	3.0 credits
EDS570	Assessment and Curricula Interventions and Strategies	3.0 credits
EDS590	Diagnosis and Correction of Learning Disabilities	3.0 credits
EDS610	Internship in Learning Disabilities Teacher-Consultant	3.0 credits
TOTAL		24.0 credits

• **Post-Master's Endorsement: Supervisor**

EDL536	Instructional Theory and Curriculum Design, P-12	3.0 credits
EDL569	Public School Supervision	3.0 credits
EDL582	Practicum in Supervision and Curriculum, P-12	3.0 credits
EDL593	Administration, Supervision, and Consultation in Literacy	3.0 credits
TOTAL		12.0 credits

- ***Post-Master's Endorsement: Director of School Counseling Services***

EDL530	School Law	3.0 credits
EDC565	Supervision of Counselors	3.0 credits
EDL536	Curriculum Development and Design	3.0 credits
	TOTAL	9.0 credits

- ***Post-Master's Endorsement: School Business Administrator***

EDL504	Introduction to Educational Leadership, P-12.	3.0 credits
EDL530	School Law and Policy . . .	3.0 credits
EDL531	Economics and School Business Leadership.	3.0 credits
EDL532	Human Resource Management and School Finance	3.0 credits
EDL534	Principles of Accounting for School Business Administrators . .	3.0 credits
EDL535	School Facilities Planning and Management	3.0 credits
	TOTAL	18.0 credits



The Marjorie K. Unterberg School of Nursing and Health Studies

DEAN: Janet Mahoney, PhD

ASSOCIATE DEAN: Sharon W. Stark, PhD

The Marjorie K. Unterberg School of Nursing and Health Studies was established in 1998. The school offers an upper-division Bachelor of Science in Nursing (BSN) program for registered nurses; an RN to MSN Direct Program for registered nurses; a Master of Science in Nursing (MSN) degree for nurses seeking preparation as an adult and gerontological or family nurse practitioner, nurse administrator, nurse educator, school nurse, family psychiatric and mental health nurse practitioner, or forensic nurse; and a post-master's Doctor of Nursing Practice (DNP) degree for nationally certified nurse-practitioners and nurse executives. Five post-master's certificates are available for master's degree-prepared nurses seeking preparation as an adult and gerontological or family nurse practitioner, nurse administrator, family psychiatric and mental health nurse practitioner, or nurse educator. Graduate certificates are available for school nurses and forensic nurses. We also offer a health studies major for non-nursing majors; a health studies/physical education major; a health studies/physical education and education major; a health studies minor for non-nursing majors; and an undergraduate interdisciplinary certificate in gerontology.

Registered nurses with a bachelor's degree in a field other than nursing can bridge into the master's program by taking only three upper-division nursing courses prior to taking courses in the MSN track of his or her choice. Students are allowed to take preparatory nursing courses concurrently with graduate courses when scheduling allows. The School also houses the Sigma Theta Tau student honor society, Lambda Delta Chapter, the International Nursing Honor Society and Eta Gamma Sigma National Health Education Honor Society.

The School of Nursing and Health Studies reflects in its philosophy the mission of Monmouth University: to provide a learning process and environment that enables students to realize their full potential and enhance the quality of life for individuals, families, groups, and the community. Advanced nursing practice facilitates cost-effective consumer access to healthcare services of high quality and fosters consumer responsibility for informed decision-making with respect to self care.

The mission of the BSN program at Monmouth University is to prepare registered nurses for professional practice through integration of a general, liberal education with professional learning and activity. The professional component of this education is designed to prepare professional

nurses to promote, restore, and maintain health for individuals, families, groups, and the community.

The faculty believes that nursing is a learned profession with a unique body of knowledge. Nursing is not only a science arrived at through scientific research but also an art which reflects the performance of skilled tasks and human interaction. Such breadth of professional knowledge can only be attained within the system of higher education. The baccalaureate is the first professional degree in nursing. It prepares a generalist and is the basis for graduate study and continuing education in nursing.

Professional nursing education focuses on the development of an accountable practitioner and responsible citizen. Professional nurses need knowledge of the liberal arts and sciences in order to understand the interrelating factors that influence the health of individuals and society. This knowledge facilitates their special obligation to promote a healthy environment for all persons. Further, this knowledge enriches the conceptual base that supports both critical thinking and ethical decision-making expected of the professional nurse.

Education for nursing is idealistic and future-oriented yet sufficiently realistic to provide students with an opportunity to develop justifiable confidence in their intellectual, as well as clinical, proficiency in the practice of nursing. This preparation can occur only within an environment that allows for individual differences and fosters personal integration, healthy self-esteem, vital social awareness, enjoyment of leisure, and a sense of commitment to the attitudes and values of the nursing profession.

The faculty believes that education is an active, ongoing process involving student-teacher collaboration and that learning is an experiential activity. They believe that the teaching-learning process involves not only the teacher and the student but also the social system within a framework of dynamic relationships that promotes the change and growth of individuals. It is recognized that students have the ultimate responsibility for their own learning and professional growth.

Students are viewed as unique individuals with varying learning styles. Therefore, a variety of experiences and teaching strategies are used within the program to enhance the development of cognitive, affective, and psychomotor abilities within the student.

In the belief that professional nurses must possess the capacity to modify their roles and

responsibilities as healthcare continues to change, the faculty looks to baccalaureate education to provide students with knowledge of nursing science, enabling them to develop their personal philosophy and framework for nursing practice. This framework encompasses an understanding of the past, the present, and the emerging roles of the professional nurse. To fulfill the expanding role of professional nursing, baccalaureate education is essential.

The MSN program was established in 1995 and was designed to meet the needs of clients in the Central New Jersey area for nurses with advanced nursing degrees and/or certifications. In addition, it strives to serve the needs of nurses seeking advanced education. Specializations are offered in: Adult Nurse Practitioner, Family Nurse Practitioner, Family Psychiatric and Mental Health Nurse Practitioner, Nursing Administration, Nursing Education, School Nursing, and Forensic Nursing. Graduates of the program are prepared to take the appropriate certification exam.

The DNP program was established in 2011 and was designed to address the complexity of healthcare systems by producing clinical leaders who can excel in highly complex and rapidly evolving healthcare environments. The DNP is designed for nationally certified nurse practitioners and nurse executives.

Student Honor Society: Sigma Theta Tau, Lambda Delta Chapter - Theta Tau, the International Nursing Honor Society.

HEALTH STUDIES AND PHYSICAL EDUCATION

*James Konopack, Chair, Department of
Health Studies and Physical Education*

NURSING

Rose Knapp, Chair, Nursing Department

Bojana Beric, Assistant Professor. PhD, Steinhardt School of Education, New York University. MD, University of Novi Sad, Serbia, medical faculty; MA, Montclair State University, NJ. Certified Health Education Specialist (CHES). Specialty areas and interests include preparation of public health workforce, methods of communicating health information, health promotion, global health issues, and teaching.

Tresa Dusaj, Assistant Professor. PhD (c), Rutgers University; BSN, Johns Hopkins University; MS, New York University. Specialty areas include nursing education, technology, and pediatrics.

Kathryn Fleming, Specialist Professor. PhD, MSN, CPHG University of Medicine and Dentistry of New Jersey. Specialty areas include nursing informatics, quality management, and process improvement.

Cira Fraser, Associate Professor. PhD, Adelphi University, RN, ACNS-BC. Specialty interest areas include nursing research, chronic illness, and multiple sclerosis.

Christopher A. Hirschler, Assistant Professor and Faculty Director of Study Abroad. PhD, Cleveland State University. Specialty area interests include health studies topics, vegan beliefs, and environmental issues.

Andrea Hope, Assistant Professor. EdD, CHES, Teachers College, Columbia University. Specialty areas and interests include physical activity and nutrition, childhood obesity prevention, development of worksite health promotion programming, and women's health.

Mariama Hubbard, Assistant Professor. DNP, RN, APN-C, FNP-BC, ACNS-BC, CWOCN, University of Medicine and Dentistry New Jersey. Specialty areas and interests include family nurse practitioner, adult health, wound ostomy care, chronic diseases, and online education.

Laura T. Jannone, Associate Professor and Director of the MSN Program. EdD, Teachers College, Columbia University. NJ-CSN, FNASN. Specialty areas and interests are tobacco prevention and cessation, school nursing, and health policy.

Barbara Johnston, Professor, Hess Chair and Director of the DNP Program. PhD, RN, CNE, Hofstra University. Specialty areas and interests include gerontological topics, pharmacology, and distance education.

Laura Kelly, Associate Professor. PhD, Rutgers University. Adult Psychiatric Clinical Nurse Specialist and Family Psychiatric Nurse Practitioner. Specialty areas include sexually transmitted diseases and lesbian health concerns.

Rose Knapp, Assistant Professor and Chair of the Nursing Department. DNP, University of Miami. Specialty interest areas include acute care issues, disaster preparedness, and primary care issues.

James F. Konopack, Associate Professor and Chair, Department of Health Studies and Physical Education. PhD, University of Illinois, Health Studies. Specialty interest areas include physical activity, aging, and health promotion.

Janet Mahoney, Professor and Dean. PhD, APN-BC, ENA, New York University. Specialty areas and interests include nursing research, nursing administration, and gerontological nursing.

Marta Neumann, Lecturer. PhD, Academy of Physical Education, Wroclaw, Poland. BA, MA, College of Physical Education, Wroclaw, Poland. Specialty areas and interests include exercise physiology, physical education, physical fitness and yoga.

Sue Polito, Specialist Professor. MSN, Monmouth University. Adult and Geriatric Nurse Practitioner. Specialty areas include healthy aging, cognitive decline, and end-of-life care.

Julie Schaaff, Lecturer. MS, University of Delaware. Specialty areas include biomechanics, mind-body fitness and health studies.

Patricia Sciscione, Specialist Professor. PhD (c), Seton Hall University. MSN, Kean University. Certified School Nurse. Specialty areas and interests include school nursing and emergency nursing.

Sharon W. Stark, Associate Professor and Associate Dean. PhD, Widener University. Adult and Gerontological Nurse Practitioner. Certified Forensic Nurse (CFN). NAPG Credentialed Professional Gerontologist. Specialty areas and interests are gerontology/geriatrics, adult nursing, health education, and forensic nursing.

Mary Ann Troiano, Associate Professor and Assistant Director of the DNP Program. DNP, Waynesburg University. Family Nurse Practitioner. Child Care Health Consultant. Specialty areas include women's health, adolescents, and child care.

MASTER OF SCIENCE IN NURSING (MSN)

The faculty of the School of Nursing and Health Studies believe that the Monmouth University graduate programs in nursing prepare the graduate for advanced nursing practice and extend the values of autonomy, leadership, and professionalism that are stressed in the undergraduate nursing program to the nurse prepared at the graduate level. The function of the graduate is to promote, restore, and main-

tain health and/or allow for a peaceful, dignified death. Advanced nursing practice requires master's preparation and, where available, certification in a specialty area of practice by a recognized nursing certification program. Advanced nursing practice is based on a unique body of knowledge derived from scientific research and clinical practice. This knowledge base enhances the graduate's ability to synthesize interrelating factors that influence the health of individuals and populations in their environment. The faculty believes that the nurse in advanced practice is proficient in a defined body of knowledge and a selected area of nursing practice. The nurse in advanced practice may work in an independent setting or in collaborative practice with others.

The nurse in advanced practice implements the roles of educator, researcher, advocate, clinician, consultant, collaborator, and manager of systems through independent nursing assessment, diagnosis, treatment, referral, and evaluation of individuals, families, groups, communities, and healthcare systems in a variety of settings.

The MSN program is composed of three major areas:

1. A graduate nursing core that provides the theoretical and research foundation necessary for advanced nursing practice;
2. An advanced nursing practice concentration that provides the student with the skills necessary to have a positive impact on healthcare;
3. Detailed study and practice in the selected area of specialization.

The faculty believe that education for the nurse in advanced practice must be a realistic, idealistic, future-oriented, teaching-learning process that promotes the development of the cognitive, affective, and psychomotor abilities contributing to professional growth and ultimate personal responsibility for continued learning. This education helps the graduate to develop justifiable confidence in the intellectual and clinical proficiency necessary for advanced practice. This process enriches the conceptual base that supports both the critical thinking and ethical decision-making expected of the nurse in advanced practice. It strengthens the sense of commitment to the attitudes and values of the nursing profession.

The faculty believe that education at the graduate level is essential to provide students with an expanded and enhanced knowledge of nursing sci-

ence. This level of education enables students to perfect their personal philosophy for advanced nursing practice, to understand the emerging roles of the professional nurse, and to modify their roles and responsibilities as healthcare continues to change. Students may transfer a maximum of nine credits to be applied toward the master's degree, provided the courses were completed with a grade of "B" or better and that the courses are appropriate for the graduate track.

MSN School Nursing for Non-Certified Nurses

School Nurses who are emergency-certified through the New Jersey State Department of Education or who work full-time as a school nurse for a minimum of six months may have NU 587P waived if they provide a letter of verification from a school official. School Nurse Students who show evidence of teaching health in a school system may have NU 588P waived if they provide a letter of verification from a school official. At the discretion of their advisor, School Nurse Students with a baccalaureate degree in a field other than nursing may be required to take RN 500B or equivalent continuing education units in adult or pediatric physical assessment. At the discretion of their advisor, non-certified School Nurse Students with a baccalaureate degree in a field other than nursing may be required to take RN 500F and/or RN 500G.

MSN School Nursing for Certified School Nurses

Students with a baccalaureate degree in a field other than nursing may be required to take RN 500B or equivalent continuing education units in adult or pediatric physical assessment at the discretion of their advisors. Certified School Nurse Students with a baccalaureate degree in a field other than nursing may be required to take RN 500F and/or RN 500G at the discretion of their advisor.

RN to MSN Direct Program

The RN to MSN Direct Program is designed to allow nurses to more quickly attain a Master of Science in Nursing degree. Registered nurses who presently hold an associate degree or diploma in nursing will be able to earn an MSN degree without earning a baccalaureate degree after completing courses totaling 150 credits. Through full-time or part-time study, RNs are provided the opportunity to advance their professional careers.

Students are accepted into the RN to MSN Direct Program as graduate students. Successful completion of thirty credits of preparatory RN graduate courses (RN500 A-K) is a prerequisite for taking nursing graduate (NU) courses. Students need a minimum GPA of 2.75 in RN courses.

Prior to acceptance into the RN to MSN Direct Program, registered nurse applicants must complete all required undergraduate course work which includes: English Composition I and II, Microbiology, Anatomy and Physiology I and II, Chemistry, Introduction to Psychology, and an additional three credits of an introductory social science course. A grade of "C" or better is required in order for these courses to transfer to Monmouth University. Additionally, students must provide an undergraduate transcript confirming their attainment of at least fifty-one undergraduate credits.

Students are required to complete thirty graduate RN credits and thirty-eight to forty-five graduate nursing credits depending on the selected MSN track. In order to earn a Master of Science in Nursing degree, as stipulated by the State of New Jersey, students must document completion of at least 150 credits. **Please note that graduate tuition and fees apply.**

Please refer to the curriculum charts in the appendix for program requirements. All curriculum charts are detailed and displayed in Appendix "B."

- MSN: Adult and Gerontological Nurse Practitioner
- MSN: Adult and Gerontological Nurse Practitioner (RN to MSN Direct)
- MSN: Family Nurse Practitioner
- MSN: Family Nurse Practitioner (RN to MSN Direct)
- MSN: Nursing Administration
- MSN: Nursing Administration (RN to MSN Direct)
- MSN: School Nursing for Certified School Nurses
- MSN: School Nursing for Certified School Nurses (RN to MSN Direct)
- MSN: School Nursing – Non-Certified School Nurses
- MSN: School Nursing – Non-Certified School Nurses (RN to MSN Direct)
- MSN: Nursing Education

- MSN: Nursing Education (RN to MSN Direct)
- MSN: Forensic Nursing
- MSN: Forensic Nursing (RN to MSN Direct)
- MSN: Family Psychiatric and Mental Health Nurse Practitioner
- MSN: Family Psychiatric and Mental Health Nurse Practitioner (RN to MSN Direct)

GRADUATE CERTIFICATE IN SCHOOL NURSING, SCHOOL NURSING NON-INSTRUCTIONAL, AND FORENSIC NURSING

The Monmouth University Graduate Certificate in School Nursing is intended for registered nurses interested in completing the requirements for the New Jersey School Nurse Certificate and/or the New Jersey School Nurse Certificate Non-Instructional. At the discretion of their advisor, School Nurse Students with a baccalaureate degree in a field other than nursing may be required to take RN500B or the equivalent continuing education units in adult or pediatric physical assessment. At the discretion of their advisor, non-certified School Nurse Students with a baccalaureate degree in a field other than nursing may be required to take RN500F and/or RN500G. (Students with a baccalaureate degree in nursing will generally receive transfer credits for the preparatory courses.)

The Monmouth University Graduate Certificate in Forensic Nursing is intended for registered nurses interested in providing direct services to individuals and consultation to healthcare and law-related agencies. The program will prepare graduates to work in a variety of areas, including child/elder abuse assessment and evaluation, domestic violence intervention, sexual assault examination, mass disaster response, and death investigation.

Please refer to the curriculum charts in the appendix for program requirements. All curriculum charts are detailed and displayed in Appendix "B."

- Forensic Nursing
- School Nursing
- School Nursing - Non-Instructional

POST-MASTER'S CERTIFICATES

Monmouth's post-master's certificates are designed for nurses who have already completed a

master's degree in nursing. The Nurse Practitioner certificate program places advanced practice nurses in primary care or other relevant settings to work with persons in their environment through independent nursing assessment, diagnosis, and treatment or referral to another practitioner when necessary. The Administration certificate program prepares nurses to function in management and executive positions. The Nurse Educator certificate program prepares nurses to teach in the clinical or academic setting.

Students may transfer a maximum of six credits to be applied toward the certificate, provided the courses were completed with a grade of "B" or better and that the courses are appropriate for the certificate program. Students may select to specialize in the following clinical areas: Adult Nurse Practitioner, Family Nurse Practitioner, Nursing Administration, Nursing Education, and Adult Psychiatric and Mental Health Advanced Practice Nursing.

Please refer to the curriculum charts in the appendix for program requirements. All curriculum charts are detailed and displayed in Appendix "B."

- Adult and Gerontological Nurse Practitioner
- Family Nurse Practitioner
- Nursing Administration
- Nursing Education
- Family Psychiatric and Mental Health Nurse Practitioner

DOCTOR OF NURSING PRACTICE (DNP)

The Doctor of Nursing Practice (DNP) program at Monmouth University was established in

2011. The DNP program is a thirty-six credit post-master's degree program that prepares nurse executives and nurse practitioners with the skills necessary to influence and implement quality health care improvements. The DNP curriculum focuses on evidence-based practice, organizational and systems leadership, information technology, interprofessional collaboration, emerging practice challenges, and implementing translational research and science into practice.

This use of advanced clinical skills and research is consistent with Monmouth University's commitment to personalized education. A capstone project, designed to bring together the theoretical and practical work in and out of the classroom, is a requirement for all students enrolled.

Throughout the program, students gain the knowledge and skills necessary to influence access to health care, to promote safety standards, and to advocate for policy changes on a local, regional, and national level so that delivery systems can be improved. In order to enter the DNP program, the student must be a graduate of an accredited Master in Nursing program, have a current RN license, and be nationally certified as a nurse executive or nurse practitioner. Please refer to the *Admission* section of this catalog for additional admission requirements.

Please refer to the curriculum charts in the appendix for program requirements. All curriculum charts are detailed and displayed in Appendix "B."

- Doctor of Nursing Practice

The School of Social Work

DEAN: *Robin Mama, PhD*

DIRECTOR OF THE BSW PROGRAM:

Kelly Ward, PhD

DIRECTOR OF THE MSW PROGRAM:

Rosemary Barbera, PhD

Social workers are concerned with improving the health and quality of life of persons who are disconnected or excluded from larger society. Social workers engage in practice at all levels, from working with children to working with communities and governments. The profession and the program at Monmouth are particularly concerned with human rights and social and economic justice, the representation and support of vulnerable or oppressed segments of the population, and direct-action strategies to bring about positive change for the disenfranchised.

The central mission of the School of Social Work at Monmouth University is to prepare its graduates for professional social work practice that strives to secure social and economic justice, advance human rights, and improve the quality of life of vulnerable families, individuals, organizations, communities, and nations on the local, national, and global levels.

The MSW Program at Monmouth University prepares graduates for advanced social work practice in one of two unique concentrations:

- Clinical Practice with Families and Children
- International and Community Development

On the foundation of a liberal arts tradition, students are engaged to broaden and challenge their understanding, analysis, and evaluation of human experiences and societies in the past and in the contemporary world, and of families and individuals of varied cultural and social contexts.

The curriculum supports this mission through three perspectives: social and economic justice through the advancement of human rights, strengths-based empowerment, and practice with families within a global context. Families within a global context define the initial focal social unit for all social work practice at Monmouth University.

Our three perspectives inform both our BSW and MSW programs as they contribute to the development of students' knowledge, values, and skills:

1. To conceptualize and contribute to social work theory, knowledge, values, and skills on a generalist level for BSW students, and on an advanced, concentration-specific level for MSW students through three inter-related perspectives: social and economic

- justice through the advancement of human rights, strengths-based empowerment, and practice with families within a global context;
2. To develop the skills to understand, analyze, and evaluate the quality of life and well-being of vulnerable families, individuals, organizations, communities, and nations that is grounded in a strengths-based empowerment approach for social and economic justice and human rights;
 3. To prepare social work practitioners to develop and systematically apply knowledge, values, skills, and ethics in their work with families, individuals, organizations, communities, and nations of diverse cultural contexts in working collaboratively toward the prevention and solution of social problems;
 4. To think critically, analyze, produce, and disseminate research that informs theory, policy, practice, and evaluation in social work;
 5. To collaborate with and support vulnerable populations through advocacy, social action, volunteerism, service, education, and consultation, working from a strengths-based empowerment approach for social and economic justice and human rights.

Rosemary Barbera, Associate Professor and Associate Director of the Institute for Global Understanding. PhD, Bryn Mawr College. Areas of interest are human rights and social justice, participatory action research, and community organizing. Current research is on the effects of human rights violations on collective participation and community organizing with diverse communities.

Carolyn Bradley, Associate Professor. Ph.D, Fordham University. Areas of interest are addictions, spirituality, gay/lesbian/bisexual/transgender issues. Current research is on spirituality and social work practice.

Michael Cronin, Assistant Professor. MSW, Colombia University; PhD, Yeshiva University. Research interests in areas of international social work, healthcare and social policy, disaster management, social gerontology, and cultural competence.

Kimberly Hanbury, Specialist Professor. BA, Loyola College; MSW, Monmouth University. Areas of interest include child welfare. Professional experience

is in the area of child welfare including child abuse/neglect and adoption services.

Christa Hogan, Lecturer. BSW, Monmouth University; MSW, Fordham University. Extensive practice in geriatric social work as well as in specialized school settings working with special needs children. Her private practice focuses on individual counseling to children, adolescents, and adults. She also provides hospice services to the terminally ill.

Robin Mama, Professor and Dean. PhD, Bryn Mawr College. Areas of interest include occupational safety and health, field education, and culturally competent social work practice. Current research projects include international social work and human rights.

Golam Mathbor, Associate Dean of the Wayne D. McMurray School of Humanities and Social Sciences, Professor. PhD, University of Calgary. Areas of interest include development and analysis of social policies and services, community organizing and social action, social planning, community development and community participation, and international social work. Current research interests include sustainable development of coastal communities, international development, and multicultural social work.

Elena Mazza, Assistant Professor. PhD, New York University. MSW, Fordham University. Areas of interest are mental health, children's mental health, and community-based mental health. Current research is on gatekeeping in social work education and mental illness and school integration.

Rebecca McCloskey, Specialist Professor. MSW, Ohio State University. Career has been spent working with children diagnosed with chronic and life-threatening illness, developmental delays, and disabilities. She is interested in healthcare issues and the psychosocial impact of serious illness.

Helen O'Brien, Assistant Professor. PhD, New York University. Areas of interest are health and mental health, HIV/AIDS, child maltreatment, and the cultural impacts on parenting.

Michelle Ann Scott, Assistant Professor. BA, Clark University; MSW, PhD, University of California, Berkeley. Areas of interest include adolescent depression, adolescent suicide prevention, school-based screening, mental health services

and financing, college mental health, and initiation of alcohol use by adolescents. Current research includes evaluation of the preparation of high school students with mental health problems and the transition to college.

Nora Smith, Associate Professor. PhD, State University of New York at Albany. Areas of interest include child welfare, substance abuse, and families. Current research includes family reunification for substance-affected families, the Adoption and Safe Families Act, and child welfare consumer and service provider perspectives.

Kelly Ward, Professor. PhD, Fordham University. Areas of interest include addictions, substance abuse populations, and the impact of addiction on families. Current research includes all aspects of addiction.

School of Social Work Honor Society: Phi Alpha: Graduate and Undergraduate

Master of Social Work Concentrations

There are two concentrations offered at Monmouth University at the graduate level: Clinical Practice with Families and Children (CPFC) and International and Community Development (ICD). Common to both concentrations is a commitment to the mission of the School of Social Work at Monmouth University: improving the quality of life of vulnerable individuals, families, groups, and communities on the local, national, and international levels.

The courses in the Clinical Practice with Families and Children (CPFC) concentration prepares students for advanced social work practice with individuals, couples, families, and groups. It builds on the foundation-year course work where the full complement of social work roles was explored. The advanced year, however, focuses primarily on clinical counseling skills and culturally competent use of self in complex working relationships with clients and client groups. While the emphasis is on clients' strengths, and working together toward their empowerment is continued, students learn about and apply clinical skills to family, children, and mental-health agency settings; child welfare, criminal justice, and host settings in which clinical social work most often takes place.

The International and Community Development (ICD) concentration primarily uses community development theory and practice to

address developing-world social and economic justice, inequality, oppression, and discrimination issues in developed and developing countries. Culturally competent community development respects the integrity and worth of individuals and communities with diverse backgrounds. ICD focuses the practice of social work at mezzo and macro levels with agencies and client populations within the context of global interdependence of social problems. Courses stress the knowledge, values, skills, and ethics of practice at the mezzo and macro levels, with specific content on the ethics of the International Federation of Social Workers and the declarations of the United Nations.

Please refer to the curriculum charts in the appendix for program requirements. All curriculum charts are detailed and displayed in Appendix "B."

- MSW Clinical Practice with Families and Children Concentration
- MSW International and Community Development Concentration

POST-MASTER'S CERTIFICATE: PLAY THERAPY

The Post-Master's Certificate in Play Therapy is an eighteen-credit program and provides the 150-course-hour requirement. Additionally, students in this program work toward acquiring the necessary 500 hours of experiential practice in play therapy and fifty hours of supervision, as required by the Association for Play Therapy (APT), Inc., for the Registered Play Therapist (RPT) certification.

Please refer to the curriculum chart in the appendix for program requirements. All curriculum charts are detailed and displayed in Appendix "B."

- Post-Master's Certificate: Play Therapy

Addiction Professionals Certification Board of New Jersey, Inc.:

Since the fall of 2000, the School of Social Work at Monmouth University, in cooperation with the Addiction Professionals Certification Board of New Jersey, Inc., has offered the course work needed for the Certified Alcohol and Drug Counselor (CADC) certification. In the summer of 2004, the certification became a license. The Department of Social Work continues to work with the State of New Jersey, Department of Law and Public Safety, Division of Consumer Affairs, Board of Marriage and Family

Therapists, Drug and Alcohol Committee to provide the course work needed for the state-issued Licensed Certified Alcohol and Drug Counselor (LCADC).

The School of Social Work recognizes the need for addictions training to serve the substance abuse-affected population and their families. In order to serve this special population, the State Board requires that proper certifications be in place or in process.

Any MSW student (in the CPFC concentration) who takes the elective course SW 604 and a one-credit course that are offered each year here at Monmouth University will have completed the necessary course work towards his or her LCADC. Students who are completing their internship hours in a drug and alcohol placement may count those hours towards the required field hours for the LCADC as well as their MSW degree. The course work and field hours are good for five years after they have been taken, and students are required to keep their own records. All other requirements towards the LCADC will need to be met by the student on his or her own, according to the State of New Jersey, Department of Law and Public Safety, Division of Consumer Affairs, Board of Marriage and Family Therapists, Drug and Alcohol Committee. For additional information regarding the requirements for the LCADC, please contact:

State Board of Marriage and Family
Therapy Examiners
Alcohol and Drug Counselor Committee
PO Box 45040
124 Halsey Street, 12th Floor
Newark, NJ 07101
(973) 504-6582

Master of Social Work/Master of Divinity Dual Degree Program:

Monmouth University's School of Social Work and the Theological School of Drew University have an agreement in which students can pursue a Master of Social Work and Master of Divinity degree, which is known as the MSW/MDiv degree program. This program allows accepted social work candidates to complete the Master of Divinity degree at Drew University, and accepted divinity candidates to complete the Master of Social Work degree in a four-year period.

Joint Degree Program: Dual Master's Degrees in Social Work (MSW) and Public Policy (MA-PP)

The MSW program offers interested students an opportunity to earn a second master's degree in Public Policy (MA), after completion of their MSW requirements. Students who complete the sixty-credit MSW can use up to twelve credits from the MSW courses toward the MA in Public Policy. Students who complete the Advanced Standing (thirty-credit) MSW can use up to six credits of MSW courses toward the MA in Public Policy. Please use the following table as a guide:

Master's in Social Work (Clinical)

SW503: Practice with Individuals and Families
SW505: Social Welfare Policy and Services I
SW507: Social Work Research
SW509: Human Behavior I
SW510: Field Practicum I
SW513: Social Work Practice with Groups
SW515: Social Welfare Policy and Services II
SW518: Global Community Practice
SW519: Human Behavior II
SW520: Field Practicum II
SW627: Implications of Social Justice and Human Rights for Social Work
SW669: Applications of Social Justice and Human Rights in Social Work
SW605: *Advanced Clinical Practice with Families*
SW626: *Evaluation of Practice Effectiveness*
SW645: *Clinical Seminar in Advanced Family Practice*
SW665: *Advanced Clinical Practice with Children*
SW630: *Field Practicum III-FC*
SW640: *Field Practicum IV-FC*
SW618: Social Work Administration

Electives – choose 2 of the 5 classes listed below:

SW614: Grant Writing
SW618: Social Work Administration
SW619: Social Work Supervision
SW624: Issues in International Health Care
SW652: Civil Society, NGO's, and Social Work

Master's in Social Work (ICD)

SW503: Practice with Individuals and Families
SW505: Social Welfare Policy and Services I

SW507: Social Work Research
 SW509: Human Behavior I
 SW510: Field Practicum I
 SW513: Social Work Practice with Groups
 SW515: Social Welfare Policy and Services II
 SW518: Global Community Practice
 SW519: Human Behavior II
 SW520: Field Practicum II
 SW627: Implications of Social Justice and Human Rights for Social Work
 SW669: Applications of Social Justice and Human Rights in Social Work
SW617: Advanced Practice in Planning and Social Policy
SW625: Evaluation of Programs and Services
SW615: Issues in International Development
SW655: Comparative International Social Development
SW631: Field Practicum III-CL
SW641: Field Practicum IV-CL
SW618: Social Work Administration

Electives – choose 2 of the 5 classes listed below:

SW614: Grant Writing
SW618: Social Work Administration
SW619: Social Work Supervision
SW624: Issues in International Health Care
SW652: Civil Society, NGO's and Social Work

Master's in Public Policy

PS510: Policy Analysis
 PS516: Research Methods
 PS589: Public Policy Practicum (Internship)
PS563: Global Policy and Issues
 PS595: Research Proposal

PS596: Research Project

PS518: Theory, Policy, and Ethics
 PS596: Public Policy Research Project
 PS597: Portfolio

PS617: Social Planning

PS563: Global Policy and Issues (which can be substituted with SW518)

OR

PS566: Comparative Public Policy

PS589: Practicum

PS618: Social Work Administration

PS618: Social Work Administration

PS514: Public Opinion and Polling

PS524: Public Opinion and the Media

PS525: Political Communication

PS522: History of Urbanization in America

PS553: Gender, Family, and Policy

PS530: Environmental Policy

PS582: Global Organizations

PS585: American Foreign Policy

PS598: Special Topics/Special Projects

PS599: Readings and Research

Notes:

1. Plain text = required course
2. *Italicized text = course is specific to concentration for the MSW program*
3. **Bold text = electives**

Public Policy must have a minimum of twelve credits

Social Work (both concentrations) must have a minimum of six credits



Student Services

The Division of Student and Community Services at Monmouth University offers many important student services for resident and commuter students. Staff members promote personal and intellectual growth, while aiding students in resolving problems and helping them adapt to the college experience. The Student Handbook provides a more in-depth description of these services and all the regulations relevant to student life. Students should become familiar with the handbook at the start of every academic year.

SERVICES FOR STUDENTS: ORIENTATION

A student's introduction to student life at Monmouth begins even before classes start. All new students participate in orientation programs designed specifically for their needs.

First-year students

All new first-year students, commuters and residents, are expected to take part in an intensive two-day, one-night New Student Orientation Program during the month of July. This structured program includes educational and social activities designed to ease the transition to college life at

Monmouth and to give students opportunities to meet and interact with other new students. Prior to the program, students must complete an online Math Placement Test. During orientation, students will attend an advising/registration program during which they will work with a First-Year Advisor to develop a schedule for the fall semester. They will also meet faculty, staff, and students with whom they'll be interacting during the first year.

Families of first-year students have opportunities to come to campus to learn about life at Monmouth University during their student's first year on campus. The first is a Family Program, offered in June, before New Student Orientation. Families will receive important information about their student's upcoming transition into life as a university student and meet representatives from across campus that can provide information during our Resource Fair. All are invited back to campus again for Family Weekend, which usually takes place in October or November.

Transfer Students

The Center for Student Success (CSS) coordinates the connections between full-time and part-time transfer students (with eighteen or more credits) and their academic departments to ensure a smooth transition to Monmouth University. The

Student Services

Associate Dean for CSS Support Services and Articulation and Student Development Counselors are available to assist transfer students with their personal adjustment and educational plans.

At the beginning of each semester, all new transfer students are welcomed to the University at a specially designed orientation program.

HOUSING OPTIONS

Residents

The University offers a variety of housing options in seventeen locations: Beechwood, Birch, Cedar, Mullaney, Spruce, Willow, Laurel, Elmwood, Pinewood, Oakwood, Redwood, and Maplewood Halls; the Garden, Great Lawn, Fountain Garden, and Diplomat apartment complexes; and Pier Village. Living styles include traditional room arrangements, usually for first-year students; suite style, usually for first-year and upper-class students; and apartments for juniors and seniors. Residence halls are typically co-ed by floor, and the majority of students share double rooms. In an effort to make a comfortable match, new students are asked to complete a questionnaire before room assignments are made. Housing is guaranteed for first-year students only.

Each residential area is staffed by full-time professional Area Coordinators who reside on campus. Each hall is staffed by Resident Assistants, all of whom are intensively trained in providing assistance, information, activities, and programs for resident students. The Associate Vice President for Student Services, two Associate Directors of Residential Life, and one Assistant Director of Residential Life reside near campus and provide additional, professional support for the Residence Life program.

All on-campus halls provide laundry facilities that utilize vending cards, which can be purchased on campus. All resident students not living in a University-owned or -sponsored apartment are required to be on the meal plan of the Residence Dining Hall. Students may choose either a carte blanche plan, which allows you unlimited access to the Residential Dining Hall, or one of three "block" meal plans, which provides students with a set number of meals for the semester. First-year students may not select a "block" lower than 195 until their sophomore year.

Cars are unnecessary, as everything generally is within walking distance of campus. Many students use bicycles. While students are not prohibited

from bringing cars (parking is extremely limited and a parking decal is required), they are discouraged from having cars on campus so that they may fully experience University life and all that it has to offer.

Commuters

There are traditional, nontraditional, full-time, part-time, graduate, and undergraduate students who commute to campus every year. Monmouth University recognizes that its commuter students are unique and that they have a variety of needs which the University attempts to address each semester. As such, the Office of Off-Campus and Commuter Services (OCCS) is available to provide support and guidance to all of the commuter students who attend Monmouth University. Commuter students are notified as early as summer orientation where information sessions are offered. They can also communicate with student leaders to find out how to navigate the programs and services that are available on campus. Students who have an interest in getting involved are encouraged to contact the Office of Student Activities or any of the ninety recognized clubs and organizations that exist at Monmouth.

There are a wide range of extracurricular events and leadership opportunities that take place, and programs are planned so that commuters can participate during the day. Furthermore, commuter students may choose from a number of dining options that include a la carte and meal plan services in the Student Center Cafeteria, Java City, Bey Hall Express, the Magill Commons Dining Hall, and the Café at the Library. Commuter students will find parking at any time of the day or night. For more information, contact OCCS at 732-263-5651 or refer to the Office's Web site at www.monmouth.edu/commuter.

STUDENT SERVICES

Health Services is open to all students whether they live on or off campus. All matriculating students born after 1956 must show proof of two measles, two mumps, and one rubella immunization. Students taking nine (9) or more credits must show proof of having completed the Hepatitis B series. Resident students are required to receive the meningitis vaccine. There is no fee to be medically evaluated. Students are responsible for any costs that may be incurred for outside referrals, prescriptions, special services, laboratory, and diagnostic procedures.

Students are seen on a walk-in basis. Appointments are required for Women's Clinic, physicals, and psychiatric evaluations. Services include: diagnosis and treatment of common ambulatory illnesses and injuries, immunizations, allergy injections, physicals, GYN services, drug and alcohol screening, psychiatric evaluation, and medication titration.

The Health Center hours are: Monday through Thursday, 8:45 a.m. to 7 p.m., and Friday, 8:45 a.m. to 5 p.m.

Health Services is staffed with three nurse practitioners, a nurse practitioner/director, a licensed drug and alcohol counselor, a part-time general practitioner physician, and a part-time psychiatrist. Monmouth Medical Center, a community teaching hospital, offers complete medical and psychiatric services and is within a mile and a half of the University.

The Department of Counseling and Psychological Services provides free, confidential psychological counseling to Monmouth University students on a "first-come, first-served" basis. The professional staff of licensed psychological counselors supports students in addressing a variety of personal issues, including general mental health, anxiety and stress management, depression, emotional crises, family issues, interpersonal conflicts, and more. Mental health hotlines connect students to both on- and off-campus assistance on a 24-hour basis. The Counseling Center is located on the third floor of the Rebecca Stafford Student Center and is open from 8:45 a.m. to 5 p.m., Monday through Friday. Evening appointments are available on Tuesdays and Wednesdays until 7 pm. Contact us by e-mail at mucounseling@monmouth.edu or by calling 732-571-7517. Additional information regarding clinical counseling services and a list of Web-based resources may be found on the University Web site under Campus Life.

The **Office of International Student and Faculty Services** provides assistance to students and faculty from other countries with their adjustment to life in the United States and Monmouth University. A full-time International Student Services Assistant Director is available to provide personal and immigration advising and cross-cultural counseling.

The **Office of Veteran Services** is a one-stop, point-of-contact for all of our veteran students, active duty and reserve personnel, and dependents of military personnel. This office provides assistance, advocacy, and mentoring as well as advising the

Monmouth University Veterans' Association. The Office of Veteran Services is located on the second floor of the Rebecca Stafford Student Center. The office hours are Monday through Friday 8:45 a.m. to 5 p.m.

CO-CURRICULAR PROGRAMS

Athletics

Athletics constitute an integral part of a Monmouth University education. The Division I athletic program offers excellent opportunities for qualified athletes who wish to participate and a special level of enthusiasm and excitement for the entire University community.

The athletics program fields men's varsity teams in baseball, basketball, cross-country, football, golf, indoor track and field, lacrosse, soccer, tennis, and outdoor track and field. Women's varsity teams participate in basketball, bowling, cross-country, field hockey, golf, indoor track and field, lacrosse, soccer, softball, tennis, and outdoor track and field.

Student Activities

The Office of Student Activities and Student Center Operations provides a variety of programs and opportunities that are intended to assist in the social, cultural, and intellectual development of our students. The office is responsible for the coordination of cultural and social activities reflecting the diverse population of the University, encourages student participation in clubs and organizations, is involved in the coordination of campus and multicultural activities, provides leadership trainings, oversees Fraternity and Sorority Life and the operation of the Student Center, and supports and provides weekend programming and a film series.

Leadership Programs

The Office of Student Activities and Student Center Operations coordinate a variety of leadership programs and initiatives for the campus community. There is a fall leadership symposium for student organizations and a spring leadership series of workshops for students; a student involvement fair; and student group and leader recognition events, societies, and awards. For more information, please contact the office at 732-571-3586.

STUDENT ORGANIZATIONS

There are more than eighty-five different clubs and organizations on campus. Active involvement in a club or organization helps a student develop new leadership skills and meet new friends. Students can select from clubs related to their majors or take the opportunity to join something related to a special interest or hobby. Each year the Office of Student Activities and Student Center Operations hosts an Involvement Fair to assist students in getting connected to a club or organization. Students should read the bulletin boards, table tents, e-mail, electronic boards, and the student newspaper, *The Outlook*, to learn more about club activities throughout the year.

Student Center

An integral part of Monmouth's overall campus life program, the Student Center serves as a gathering area for all segments of the University community. It is an area where students meet informally and formally to share common interests and develop friendships. The Student Center includes dining facilities, lounges, the Sovereign Bank office and ATM, a computer lab, and meeting rooms, and is the site of many campus and community events. The facility also houses the Student Government Association, the Student Activities Board, and many student organization offices.

The Student Center is the site of the Division of Student and Community Services, the Center for Student Success, the Office of Career Services, Student Activities/Operations, Judicial Affairs, International Student Services, Central Scheduling, the Office of Off-Campus and Commuter Services, Conference and Event Services, the Study Abroad Office, the Office of Student Employment, the Academic Foundations Office, the Office for Disability Services, and the Office of Veteran Services.

Student Activities Board

The Student Activities Board (SAB) is a student organization advised by the Office of Student Activities and Student Center Operations. Concerts, speakers, comedians, bus trips, novelty programs, festivals, and MAC shows (at subsidized ticket prices) are among the many events sponsored. The SAB presents numerous opportunities for students to get involved both as spectators and as active board members. Students can join eight committees, which

include: Novelty, Awareness, Diversity Programs, Major Events, Comedy, Concerts, Festivals, and Travel and Tour. Involvement in SAB may relate to a student's major or may just be something enjoyable.

Cultural Activities

The Lauren K. Woods Theatre is the home of the Department of Music and Theatre Arts, offering a schedule of student productions during the academic year, and the professional theatre, The Shadow Lawn Stage, in the summer. The Theatre major at Monmouth University is a challenging program that guides students as they grow into accomplished performers, stage managers, designers, or technicians. Applied Music study in voice, piano, woodwinds, brass, guitar, strings, and percussion serves students interested in a major in Music Education, Music Performance, or Music Industry. Private weekly instrumental or vocal instruction with a professional is available to all students regardless of their major.

Participation in all department performance ensembles from theatrical productions to chorus, chamber choir, chamber orchestra, and others is open to all students.

The award-winning Center for the Arts at Monmouth University features the Performing Arts, the Visiting Writers, and the Art Now Series; the full season of the Met Opera and the National Theatre of London LIVE in HD; the MAC Concert Series; and the 800 Gallery, Ice House Gallery, and Pollak Gallery exhibitions. Events are free or only \$5.00 for Monmouth University students. For more information and a full schedule of events, please visit www.monmouth.edu/arts

While Monmouth has no religious affiliation, it does recognize the important place that religion has in the lives of many of its students. Cru, the Catholic Centre, Hillel, and the Muslim Student Association are all active on campus. In addition, churches and synagogues representing the major religious faiths are within convenient reach of the campus and are available for services and personal counseling. A listing of area places of worship is available at the Office of Student Services.

Recreation

The William T. Boylan Gymnasium provides facilities to support varsity competition and recreation, including a swimming pool (non-competition), three full basketball courts, a fitness center, and

the Sports Medicine Department. Outdoor facilities available to students for their recreational use and varsity competition include: tennis courts, an eight-lane track, a Field Turf football/lacrosse field, and grass soccer, baseball, and softball fields. There is a year-round Intramural Sports Program, which includes games and sports such as basketball, dodge ball, flag football, softball, volleyball, poker, home run derby, 3-point contest, knockout, Baggo, soccer, and Wiffle ball.

SOCIETIES

Greek Letter Organizations

Currently there are five social fraternities, five social sororities, two culturally based sororities, and one special interest fraternity on campus. The fraternities include: Phi Kappa Psi, Tau Kappa Epsilon, Sigma Pi, Theta Xi, and Sigma Tau Gamma. The sororities include: Alpha Sigma Tau, Alpha Xi Delta, Delta Phi Epsilon, Phi Sigma Sigma, and Zeta Tau Alpha. The two culturally based organizations are Lambda Theta Alpha Latin Sorority, Inc., and Alpha Kappa Alpha Sorority, Inc. The one special interest fraternity is Alpha Kappa Psi, a professional business fraternity.

Honor Societies

Academic departments sponsor honor societies to give recognition to outstanding scholarship in a particular area. Student Services does not oversee academic honor societies.

Membership in Lambda Sigma Tau (the University-wide honor society) is the highest academic honor at Monmouth University and is awarded to upper-class students on the basis of outstanding scholarship.

Omicron Delta Kappa, a national leadership society, recognizes upper-class students who have demonstrated leadership on campus. Phi Eta Sigma is a freshman leadership honor society acknowledging academic excellence and involvement in student activities.

The Gamma Sigma Alpha, National Greek Academic Honor Society, recognizes fraternity and sorority members who have achieved high levels of academic success.

AWARDS

Students are eligible for nonacademic awards that are given annually.

Outstanding Student Award

The Student Government Association sponsors this award given to the graduating senior who, through creative leadership and ability, has made a contribution of lasting value to the future of Monmouth University. The name of the winner is announced at Commencement in May.

STUDENT CODE OF CONDUCT

Monmouth University offers its students the opportunity for maximum intellectual and personal growth by providing a variety of experiences, activities, and services that are designed to complement classroom work and provide opportunities for individual maturation.

The University recognizes and respects the students' personal freedom and assures maximum individual liberty within the limits necessary for the orderly operation of the University. In response, students must observe rules and regulations necessary for the proper functioning of the institution.

Each individual has the right and responsibility to bring to the attention of an administrative or Student Government official any violations of personal freedom or the regulations of the University.

Additional information regarding the Student Code of Conduct is contained in the Student Handbook. The Student Handbook is available online at www.monmouth.edu/studenthandbook.



Directories

OFFICERS

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Marcia Sue Clever, MD, Vice Chairman
John R. Garbarino, Treasurer
Michael A. Plodwick '82, Secretary

TRUSTEES

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 Owner/Executive Director
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 Warren, NJ

Virginia S. Bauer (2009)
 Chief Executive Officer
 GTBM, Inc.
 East Rutherford, NJ

Francis V. Bonello, Esq. (2010)
 Of Counsel
 Wilentz, Goldman and Spitzer, P.A.
 Eatontown, NJ

A. David Brown, Jr. '65 (2009)
 Executive Vice President/Chief
 Administrative Officer
 Ashley Stewart
 Secaucus, NJ

Judith Cerciello '96 (ex officio)
 Director of Social Services
 Leisure Chateau Care Center
 Lakewood, NJ

Rosa Chaviano-Moran, DMD (2006)
 Director of Multicultural Affairs
 UMDNJ/NJDS
 Newark, NJ

Marcia Sue Clever, MD (2003)
 Red Bank, NJ

Dennis M. Coleman, Esq. (2008)
 Partner
 Ropes and Gray
 Boston, MA

William P. Dioguardi, Jr. '80 (2006)
 Chairman and CEO
 Four Springs Capital, LLC
 Avon-By-The-Sea, NJ

Marti S. Egger '81 (2002)
 Senior Account Manager, Supplier
 Services
 IMS, Inc.
 Parsippany, NJ

Vice Admiral Paul G. Gaffney II (ex-officio)
 President
 Monmouth University
 West Long Branch, NJ

John R. Garbarino (2004)
 Chairman and CEO
 OceanFirst Bank
 Toms River, NJ

John A. Greco, Jr. '74 (2009)
 Greco Associates
 Berkeley Heights, NJ

Jan Greenwood, PhD (2001)
 Greenwood/Asher Associates, Inc.
 Miramar Beach, FL

Marianne Hesse (2007)
 The Hesse Companies
 Atlantic Highlands, NJ

Kenneth W. Hitchner, III (2007)
 Partner and Managing Director
 Goldman Sachs Group, Inc.
 New York, NY

Frederick J. Kaeli, Jr. '61 (2010)
 Atlantic Highlands, NJ

Robert E. McAllan '69 (2003)
 Chief Executive Officer
 Press Communications, LLC
 Neptune, NJ

Henry D. Mercer, III '87 (2010)
 President
 Mercer Capital Advisors, Inc.
 Little Silver, NJ

Thomas J. Michelli (2006)
 President
 Michelli Associates, Inc.
 Wayside, NJ

Directories

H. William Mullaney (2006)
Ocean, NJ

Tavit O. Najarian, Sc. D. (2005)
President
Najarian Associates, Inc.
Eatontown, NJ

Jeana M. Piscatelli '01, '02 (2010)
Managing Director Institutional Fx Sales
Wells Fargo Bank
New York, NY

Michael A. Plodwick '82 (2009)
Middletown, NJ

Thomas A. Porskievies '82 '86 (1998)
Vice President Strategic
Planning/Development
L-3 Communications ILEXSystems, Inc.
Eatontown, NJ

Steven J. Pozyski '73 (2003)
President
SJP Properties
Parsippany, NJ

David A. Reale '96 (2011)
Vice President
Phoenix Tube Company, Inc.
Bethlehem, PA

Robert B. Sculthorpe '63 (2003)
New York, NY

Michelle Spicer Toto '94 (2011)
Vice President
PKM Panel Systems Corporation
South River, NJ

James S. Vaccaro, III
Executive Vice President and Chief
Operating Officer
Springpoint Senior Living, Inc.
Princeton, NJ

LIFE TRUSTEES

Paul W. Corliss (2000)
President and CEO
The Silver Fox Club
Manasquan, NJ

Alan E. Davis, Esq. (1995)
Partner
Greenbaum, Rowe, Smith, & Davis, LLP
Woodbridge, NJ

Judith Ann Eisenberg
Vero Beach, FL

Alfred L. Ferguson, Esq. (1998)
Of Counsel
McCarter & English
Newark, NJ

Harold L. Hodes '65 (1997)
Senior Partner
Public Strategies Impact, LLC
Trenton, NJ

John H. Kessler '69 (1997)
Senior Vice President
RBC Wealth Management
West Palm Beach, FL

Stephen M. Parks '68 (1998)
Palm Beach Gardens, FL

William B. Roberts
President
Monmouth Capital
New York, NY

Alfred J. Schiavetti, Jr. (1997)
President
Navesink Associates, LLC
Red Bank, NJ

TRUSTEES EMERITI

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Chairman and President
Arrowpac, Inc.
North Bergen, NJ

Thomas P. Kiely, HN '98
Middletown, NJ

Charles T. Parton, HN '01
Rumson, NJ

Jules L. Plangere, Jr., HN '86
Spring Lake, NJ

Richard S. Sambol, HN '04
Chairman of the Board
The Sambol Companies
Toms River, NJ

FORMER PRESIDENTS

Edward G. Schlaefter (1933-1956)*

Eugene H. Lehman (1956-1957)

Edward G. Schlaefter (1957-1962)

William G. Van Note (1962-1971)

Richard J. Stonesifer (1971 – 1979)

Samuel H. Magill, PhD (1980-1993)
President Emeritus

Rebecca Stafford, PhD (1993-2003)
President Emerita

(*Dean)

ADMINISTRATION

OFFICERS

Paul G. Gaffney II (2003)
President
BS, U.S. Naval Academy; MSE., Catholic
University of America; MBA,
Jacksonville University

Thomas Pearson (1978)
Provost/Vice President for Academic Affairs
BA, Santa Clara University; MA, PhD,
University of North Carolina

William G. Craig (1981)
Vice President for Finance
BS, Seton Hall University; CPA, NJ

Grey J. Dimenna, Esq. (1995)
Vice President and General Counsel
BA, State University of New York at
Binghamton; JD, Syracuse University
College of Law

Robert D. Mc Caig, EdD (2005)
Vice President for Enrollment Management
BA, Penn State University; MA, Arcadia
University;
EdD, Temple University

Marilyn McNeil, PhD (1994)
Vice President and Director of Athletics
B.R.E., The University of Calgary; MA,
McGill University, EdD, Washington
State University

Mary Anne Nagy (1986)
Vice President for Student and
Community Services
Acting Vice President for University
Advancement
BS, Springfield College; MEd., Monmouth
College; MBA, Monmouth University

Patricia Swannack (1975)
Vice President for Administrative Services
BS, Monmouth University

Edward Christensen, PhD (1996)
Vice President for Information
Management
AS, George Washington University; BS,
Southern Illinois University; MBA,
PhD, Rutgers University

OFFICE OF THE PRESIDENT

Paul G. Gaffney II (2003)

President
BS, U.S. Naval Academy; MSE., Catholic University of America; MBA, Jacksonville University

Annette Gough (1989)

Executive Assistant to the President
AA, Monmouth University

Janet Fell (1987)

Special Assistant to the Board of Trustees
BA, Thomas Edison State College

OFFICE OF THE GENERAL COUNSEL

Grey J. Dimenna, Esq. (1995)

Vice President and General Counsel
BA, State University of New York at Binghamton
JD, Syracuse University College of Law

Julian R. Williams, Esq. (2011)

Director of Affirmative Action and Human Relations
BA, University of Michigan, Ann Arbor
JD, Michigan State University College of Law

Rhonda M. Rehm, Esq. (2002)

Assistant General Counsel
BA, Rutgers University; MBA, Rutgers University, School of Business;
JD, Rutgers University, School of Law

Charlene K. Diana, Esq. (2005)

Assistant General Counsel
BA, John Jay College of Criminal Justice
JD, Roger Williams University School of Law

Melissa "Mel" Dale, Esq. (2011)

Director of Compliance
BM, Lebanon Valley College
JD, Earle Mack School of Law, Drexel University

Antonia M. Berbrick, CPA (2008)

Assistant Vice President to the Vice President and General Counsel
Director of Internal Audit
BS, Monmouth University

Sandra M. Kosinski (2011)

Assistant Director of Internal Audit
BS, Kean University

ACADEMIC AFFAIRS

Thomas Pearson (1978)

Provost/Vice President for Academic Affairs
BA, Santa Clara University; MA, PhD, University of North Carolina at Chapel Hill

Mercy O. Azeke (2009)

Dean of the Center for Student Success
BS, University of Nigeria; MEd, EdD, Temple University

Kevin Dooley (2005)

Dean of the Honors School
BA, Monmouth University
MA, Rutgers University; PhD, Rutgers University

Jacqueline-Ann Ferguson (2004)

Assistant Vice President for Academic Budgets and Financial Analysis
BS, Brooklyn College; MBA, Monmouth University

Stanton W. Green (2004)

Dean of the Wayne D. McMurray School of Humanities and Social Sciences
BA, University of New York at Stony Brook; MA, PhD, University of Massachusetts, Amherst

Janet Mahoney (1995)

Dean of the Marjorie K. Unterberg School of Nursing and Health Studies
RN, St. Mary's Hospital; BSN, Monmouth College; MSN, Seton Hall University; PhD, New York University

Robin Mama (1992)

Dean of the School of Social Work
BSW, College of Misericordia; MSS, PhD, Bryn Mawr College

Donald M. Moliver (1982)

Dean of the Leon Hess Business School
BA, Fairleigh Dickinson University; MA, PhD, Virginia Polytechnic Institute and State University. State Certified General Real Estate Appraiser for New Jersey and New York

Datta V. Naik (1977)

Vice Provost and Dean of the Graduate School and Continuing Education
B.Sc., St. Xavier's College, University of Bombay, Goa, India; PhD, University of Notre Dame

Judith L. Nye (1987)

Associate Vice President for Academic Foundations – General Education
BS, MS, PhD, Virginia Commonwealth University

Susan J. O'Keefe (1981)

Associate Vice President for Academic Administration and Registrar
AB, Douglass College; MS, Rutgers University

Michael A. Palladino (1999)

Dean of the School of Science
BS, The College of New Jersey (Trenton State College); PhD, University of Virginia

Lynn Romeo (1994)

Dean of the School of Education
BA, Glassboro State College; MA, Kean University; EdD, Rutgers University

Saliba Sarsar (1985)

Associate Vice President for Global Initiatives
BA, Monmouth College; PhD, Rutgers University

Ravindra N. Sharma (2006)

Dean of the University Library
BA, MA, Delhi University, India; MLS, University of North Texas; PhD, State University of New York at Buffalo

Kathleen Snedden (1986)

Assistant to the Provost

David B. Strohmetz (1996)

Associate Vice President for Academic and Institutional Assessment
BA, Dickinson College; MA, PhD, Temple University

Leon Hess Business School

Donald M. Moliver (1982)

Dean of the Leon Hess Business School
BA, Fairleigh Dickinson University; MA, PhD, Virginia Polytechnic Institute and State University. State Certified General Real Estate Appraiser for New Jersey and New York

Gilda M. Agacer (1998)

Associate Dean of the Leon Hess Business School
BA, University of the East Philippines; M.I.B.S., PhD, University of South Carolina

Janeth Merkle

Assistant to the Dean

Noah Hart (2004)

Assistant Dean of the Leon Hess Business School
BA, Livingston College, Rutgers University; MEd, The College of New Jersey; M.Div., Eastern Baptist Theological Seminary; EdD Rutgers University

Theresa Lowy (2001)

Associate Director of the Kislak Real Estate Institute

Gertrude Murphy (1982)

Administrative Coordinator

Peter Reinhart, Esq.

Director, Kislak Real Estate Institute
JD, Rutgers Law School, Camden; BA, Franklin and Marshall.

Douglas Stives (2006)

Director of the MBA Program;
Specialist Professor, Accounting
BS, MBA, Lehigh University

School of Education

Lynn Romeo (1994)

Dean of the School of Education
BA, Glassboro State College; MA, Kean University; EdD, Rutgers University

Jason Barr (2005)

Associate Dean of the School of Education
BA, University of Hartford; MA, New York University; PhD, Fordham University

Christine Borlan (2003)

Credential Officer

Carrie Digironimo (2005)

Advising Liaison
BA, Adams State College; MAT, MEd, Monmouth University

Gil Eckert (2011)

Assessment Project Coordinator
MS, Kean University; BS, Stockton State College; CNE, Certified Network Engineer, Novell

Patricia Heaney (2007)

Director of Field Placements
BA, St. Peter's College; MEd, William Paterson University

Marta Jahn (2007)

Coordinator of Early Field Placements
AAS, Bergen Community College

Jenifer Joyce '87, '97 (1999)

Program Advisor
BS, MAT, Monmouth University

Janis Marcus (2000)

Academic Advisement Liaison
BSW, Ohio State University; MEd, Northeastern University

Sarah Moore (2004)

MAT Program Coordinator
BA, Siena College; MA, Georgian Court College

Vacant

Professional Development School Administrator

School of Humanities and Social Sciences

Stanton W. Green (2004)

Dean of the Wayne D. McMurray School of Humanities and Social Sciences
BA, University of New York at Stony Brook; MA, PhD, University of Massachusetts, Amherst

Kelly Barratt (2011)

Marketing Coordinator for the Arts

Chris Cavallaro (1992)

Director of Broadcast Engineering
BA, Monmouth University

Eileen Chapman (2006)

Assistant Director of Performing Arts Series

Mark Ludak (2007)

Compliance Officer/Technical Specialist
BA, Monmouth University, MFA, Hunter College; Parsons School of Design

Scott Knauer (2005)

Director of Galleries and Collections
BFA, University of Wisconsin; MFA, Ohio University

Golam Mathbor (1999)

Associate Dean of the Wayne D. McMurray School of Humanities and Social Sciences
BSS, MSS, LL.B., University of Dhaka; MSW, McGill University; PhD, The University of Calgary

Patrick Murray (2005)

Director of the Polling Institute
AB, Lafayette College; MA, Rutgers University

Vaune Peck (1987)

Counselor and Coordinator of Arts Programming and Promotion

Eric Reisher (2002)

Broadcast Technical Assistant
BA, Monmouth University

Lorna Schmidt (1999)

Director of Advising, Department of Communication
BA, Eastern Illinois University; MA, Emerson College

Michael Thomas (1997)

Assistant Dean of the Wayne D. McMurray School of Humanities and Social Sciences
BA, Hamilton College; MFA, Syracuse University

School of Nursing and Health Studies

Janet Mahoney (1995)

Dean of the Marjorie K. Unterberg School of Nursing and Health Studies
RN, St. Mary's Hospital; BSN, Monmouth College; MSN, Seton Hall University; PhD, New York University

Cira Fraser (1996)

Coordinator of the BSN Program
RN, St. Vincent's Medical Center; BSN, The College of Staten Island; MS, Rutgers University; PhD, Adelphi University

Laura Jannone (2000)

Director of the MSN Program
RN, Christ Hospital; BSN, Jersey City State College; MS, Jersey City University; EdD, Teachers College Columbia

James Konopack (2006)

Coordinator of Health Studies
BA, Cornell University; EdM, Boston University; PhD, University of Illinois

Barbara Paskewich (2001)

Special Projects Coordinator
BA, Monmouth University; MA, Montclair State University; RN, Anne May School of Nursing

Sharon W. Stark (1996)

Associate Dean of the Marjorie K. Unterberg School of Nursing and Health Studies
BS, Thomas Edison State College; MSN, Rutgers University; PhD, Widener University

School of Science

Michael A. Palladino (1999)
Dean of the School of Science
BS, The College of New Jersey (Trenton State College); PhD, University of Virginia

Joseph Chung (2001)
UNIX Administrator and Teacher
BS, MS, PhD, University of Illinois at Chicago

Lynn Dietrich (2011)
Coordinator of the Mathematics Center
BS, Monmouth University; MA, Georgian Court University

Catherine N. Duckett (2009)
Associate Dean of the School of Science
BA, Brown University; MA, University of Texas at Austin; PhD, Cornell University

Merrily Ervin (1997)
Coordinator of SC 100
BA, University of California-Davis; MS, PhD, Rutgers University

Rigoberto Garcia (2005)
Chemistry Technician/Chemical Hygiene Officer
BA, Thomas Edison State College

Anne Marie Lavin (1996)
Biology-Chemistry Lab Supervisor/Compliance Officer
BS, Kean College

Anthony MacDonald (2005)
Director of the Urban Coast Institute
BA, Middlebury College; JD, Fordham University

James Nickels (2007)
Marine Scientist, Urban Coast Institute
MS, Montclair State University

Barbara Reagor (2004)
Director of the Rapid Response Institute
BS, Monmouth University; MS, PhD, Seton Hall University

Janice Rohn (2012)
Coordinator of Information Technology
BA, Thomas Edison State College; MS, National Technological University

John A. Tiedemann (1998)
Assistant Dean of the School of Science
Director of the Marine and Environmental Biology and Policy Program
BS, Upsala College; MS, Florida Institute of Technology

School of Social Work

Robin Mama (1992)
Dean of the School of Social Work
BSW, College of Misericordia; MSS, PhD, Bryn Mawr College

Leah Lazzaro (2006)
Field Placement Coordinator, School of Social Work
BA, Penn State University; MSW, Monmouth University

Paul Longo (1999)
Director of Field and Professional Development, School of Social Work
BA, MSW, Rutgers University

Graduate School and Continuing Education

Datta V. Naik (1977)
Vice Provost and Dean of the Graduate School and Continuing Education
B.Sc., St. Xavier's College, University of Bombay, Goa, India; PhD, University of Notre Dame

Anthony Lazroe (2007)
Director of the Office of Grants and Contracts
BA, Long Island University; MA, Northern Illinois University

Monmouth University Library

Ravindra N. Sharma (2006)
Dean of the University Library
BA (honors), MA, Delhi University, India; MLS, University of North Texas; PhD, State University of New York at Buffalo

Susan Bucks (2010)
Instructor Librarian
Instructional Services/Reference/ Government Documents
BA, MA, Rutgers University

Matthew Doyle (2012)
Assistant Librarian – Reference
BA, MLIS, Rutgers University

Eleanora Dubicki (2003)
Associate Librarian
BA, Douglass College; MLS, MBA, Rutgers University

Rachel Gardner (1989)
Associate Librarian; Coordinator of Information Services and Collection Development
BA, Vassar College; MA, Middlebury College; MLS, Rutgers University

George Germek (2006)
Assistant Librarian – Reference Coordinator
BS Kean University; MA Rutgers University; MLIS Rutgers University

Aurora Ioanid (1996)
Associate Librarian; Head of Technical Services
MA, University of Bucharest, Romania; MLS, Columbia University

Mary Beth Meszaros (2008)
Assistant Librarian – Bibliographic Instruction
BA, MA, Villanova University; MLIS, Drexel University, PhD, University of Pennsylvania

Academic Administration

Susan J. O'Keefe (1981)
Associate Vice President for Academic Administration and Registrar
AB, Douglass College; MS, Rutgers University

Laura Papa Babbin, Esq. (1991)
Director of Registration and Records
BA, Drew University; MBA, Monmouth University; JD, Concord Law School

Debbie Mellish (1979)
Assistant Director of Registration and Records for Scheduling
AAS, Brookdale Community College

Lynn Reynolds (2002)
Associate Registrar
BA, Monmouth University

LacyJane Ryman-Mescal (2008)
Assistant Director of Registration and Records for Graduation
BA, The College of New Jersey

Karen Wyant (2001)
Assistant Director of Registration and Records for WEB and Curriculum Management

Academic and Institutional Assessment

David B. Strohmetz (1996)

Associate Vice President for Academic and Institutional Assessment
BA, Dickinson College; MA, PhD, Temple University

Eleanor C. Swanson (1994)

Director of Institutional Research
BA, University of Arizona; MA, PhD, University of Connecticut

Global Initiatives

Saliba Sarsar (1985)

Associate Vice President for Global Initiatives
BA, Monmouth College; PhD, Rutgers University

Aaron Ansell (2007)

Director of the Jewish Culture Program
BA, University of California, San Diego; MA, PhD, University of Chicago

Robyn Asaro (1998)

Assistant Director of Study Abroad
BA, State University of New York at Buffalo

Vacant

Associate Director, Institute for Global Understanding

Christopher Hirschler (2009)

Faculty Director of Study Abroad
BS, Excelsior College; MA, State University of New York; PhD, Cleveland State University

Nancy Mezey (2002)

Director, Institute for Global Understanding
BA, Vassar College; MA, PhD, Michigan State University

Barbara Nitzberg (1996)

Assistant Director of International Student and Faculty Services
BA, MA, Monmouth University

Joseph Patten (2002)

Director of the Global Leadership Institute and of the Washington Semester
BA, Kean University; MA, West Virginia University; PhD, West Virginia University

Richard Veit (2000)

Director of the Center for Excellence in Teaching and Learning
BA, Drew University; MA, College of William and Mary; PhD, University of Pennsylvania

Academic Foundations – General Education

Judith L. Nye (1987)

Associate Vice President for Academic Foundations – General Education
BS, MS, PhD, Virginia Commonwealth University

Beatrice M. Rogers (1993)

Assistant Vice President for Academic Foundations – General Education
BS, Allegheny College; MBA, Monmouth College

Center for Student Success

Mercy O. Azeke (2009)

Dean of the Center for Student Success
BS, University of Nigeria; MEd, EdD, Temple University

Skip Carey (2005)

Director of Disability Services for Students
BA, Marist College; MA, New Jersey City University

Carolyn Chirichello (2000)

Assistant Director, Disability Services for Students
BA, University of California, Santa Cruz; MS, San Jose State University

Dorothy Cleary (2010)

Director, Tutoring and Writing Services
MSEd, Walden University

William F. Hill (1977)

Assistant Dean for Career Services
BA, St. Peter's College; MA, Manhattan College

Colleen Johnson (1981)

Director, Educational Opportunity Fund Program
BA, MSEd, Monmouth College

Jean Judge (1984)

Associate Dean for Support Services and Articulation
BS, Georgian Court College; MA, Trenton State College

Deborah Kavourias (2003)

Director Academic Advising
BS, Syracuse University; MA, Iona College

Kathleen Kennedy (1989)

Director of Cooperative Education
BS, University of Dayton; MS, Wright State University

Erin Kenney (2004)

Disability Specialist, Disability Services for Students
BS, Marist College; MSW, Fordham University

Lori Lichter (1983)

Student Development Counselor
BA, MA, Montclair State University

Nicole Martinez (2006)

Counselor and Freshman Coordinator, Educational Opportunity Fund
BA, MA, Monmouth University

Danielle Schrama (1999)

Coordinator of Academic Advising and Career Initiatives
BS, MS, Monmouth University

Tyrone M. Smith (2009)

Counselor, Educational Opportunity Fund
BA, MEd, Monmouth University

Marilyn Ward (1996)

Coordinator of Service Learning and Community Programs
BA, Seton Hill College

Lupita Yonker (2002)

Assistant Director, Educational Opportunity Fund
BA, MA, Bowling Green State University

FINANCE

William G. Craig (1981)

Vice President for Finance
BS in Business Administration, Seton Hall University; CPA, NJ

Ruth Saporito (1982)

Assistant to the Vice President for Student Financial Appeals
AA, Hershey Jr. College; M.T. Harrisburg School of Medical Technology, ASCP

Philip Bodner (1997)

Associate Vice President & Controller
B.B.A., Bernard M. Baruch (C.U.N.Y.); MBA, Wagner College

Shelley Carlock (2010)

Accountant
BBA, Pace University

Marilyn Cusick (1990)

Manager of Cashiering
BS, Monmouth University

Ellen Dombroski (1997)

Assistant Controller
BS, Seton Hall University; CPA, NJ

Maureen Dries (2003)

Assistant Accountant
BS, Trenton State College; MBA;
Pace University

Catherine Duriske (1994)

Director of Investment Accounting
BS, Montclair State College; CPA, NJ

Josephine Estelle (2001)

Accountant
BS, Georgian Court College

Jonas Javier (2007)

Bursar
BS, New Jersey Institute of
Technology

Norma Johnson (1997)

Manager of Payroll Services
BA, Lynchburg College

Betsy Lunney (1981)

Assistant Controller
BBA, Suffolk University; MBA,
Monmouth University

Mohieb Mohsen (2010)

Loans and Collections Administrator
BS, Cairo University

Camille Peterson (1993)

Assistant Bursar

Laurie Stanton (1987)

Accounts Payable Manager
AA, Brookdale Community College

Melissa Sweeney (2007)

Accountant
BS, Rutgers School of Business;
MBA, Monmouth University

John Gavin (1991)

Associate Vice President for Budgets and
Finance
BS, MBA, Seton Hall University

Gary Phoebus (1994)

Copy Center Manager

William T. Rainey (1982)

Bookstore Manager
BA, Rutgers University

Kathy Booth (1985)

Assistant Bookstore Manager

Nikki Hernandez (2000)

Assistant Manager of Course
Materials
BA, Monmouth University

Mark Miranda (2005)

Director of Purchasing
BS, St. John's University

Patricia Curtis (2006)

Box Office Manager
BA, Montclair University

Edward Christensen (1996)

Vice President for Information
Management
AS, George Washington University; BS,
Southern Illinois University; MBA, PhD,
Rutgers University

Patricia Dodd (1999)

Assistant to the Vice President for
Information Management
AAS, Monmouth University

John Cavallo (1997)

Director, Information Logistics and
Security
BA, Monmouth University

Theodore Tsoutsas (2001)

Software Licensing Administrator
Assistant LMS Administrator

Information Support

Wendy Savoth (2004)

Associate Vice President for Information
Support
BS, University of Connecticut; MS,
Monmouth University

Max Bado (2011)

Technology Support Specialist
BA, Bucknell University

Lydonna (Sue) Baklarz (2007)

Computer Systems Analyst

Joseph Bembry (2000)

Director of Computer Support
BA, Monmouth University

Karen M. Blaney (2007)

Technology Support Manager/IT
Project Manager

Mary Caroli (2003)

Technology Support Manager/IT
Project Manager
AAS, Brookdale Community College

Edward Carson (2004)

Computer Systems Analyst

Robert Coles (2007)

Computer Trainer
BA, MA, Monmouth University

Deborah Cotler (2005)

Director of Instructional Support
BA, State University of New York,
Albany; EdM, Boston University

Aditi (Rupa) Dasgupta (2008)

Graphic Web Designer/Videographer
BA, University of Virginia; MFA,
Parsons Institute

Wayne Elliott (2002)

Instructional Technologist and LMS
Administrator
BA, Monmouth University

Tease Gould (1995)

Senior Technology Support
Manager/IT Project Manager
BS, College of Saint Elizabeth;
MSEd, Monmouth University

Joseph Huybens (2001)

Computer Systems Analyst

Kristen Kormann (1998)

Senior Technology Support
Manager/IT Project Manager

Ronald Lawson (2006)

Computer Systems Analyst
AS, Devry University

Aileen (Teri) Monahan (2008)

Technology Support Manager/IT
Project Manager
AS, Staten Island Community
College; BS, C.U.N.Y.

Marijean Nagy (1999)

Senior Technology Support
Manager/IT Project Manager
BA, Felician College; MS, Villanova
University

Billy Pachamango (2001)

Computer Systems Analyst
AS, Devry University

Linda Puches (2006)

Instructional Designer
BA, Fordham University; MA, Kean
University

Directories

Glenn Schacht (2000)
Computer Systems Assistant

Michael Seeley (2005)
Computer Systems Analyst
AAS, Bergen Community College

Lynn Stipick (1997)
Director of Help Desk and Training
BS, West Chester State University

Michael Walsh (2002)
Technology Support Manager/IT
Project Manager
BA, Purdue University; MA, The
Richard Stockton College of New
Jersey

Information Operations

John Sonn (1988)
Associate Vice President for Information
Operations
BA, Rutgers University

James Allan (2004)
System Administrator
AA, Brookdale Community College

Paula Cannella (2000)
System Administrator
BA, Monmouth University

Robert Carsey (1998)
Director of Server Operations
BS, MS, Monmouth University

Alan Chiu (2000)
Programmer/Analyst
BA, Guangzhou Institute of Foreign
Languages

Daniel Franciscus (2011)
System Administrator
BS, Capella University

Kathleen Crawley (2002)
Senior Programmer/Analyst

Eric Joyce (1999)
Director of Infrastructure Operations
Brick Computer Institute

Charles Kittner (2010)
Programmer/Analyst
Diploma in Computer Technology,
New York University

Mary Latteri (2002)
Programmer/Analyst
BS, Monmouth University

Michael McGuire (2007)
Network Systems Administrator
BA, Moravian College

Steven Mervine (2004)
Director of Media Operations
BS, Monmouth University

Don Reynolds (2005)
Programmer/Analyst

Carlton Richardson (2008)
System Administrator

Gary Rosenberg (2001)
Manager, Telecommunications

Thomas Shenko (1999)
Senior Programmer/Analyst
AA, DeVry Technical Institute

Charles (Joe) Strickland (1993)
Network Administrator

Bonnie Ullmeyer (1997)
Director of Enterprise Programming
and Integration
BS, Monmouth University

STUDENT and COMMUNITY SERVICES

Mary Anne Nagy (1986)
Vice President for Student and
Community Services
BS, Springfield College; MEd., Monmouth
College; MBA, Monmouth University

James Pillar (1995)
Associate Vice President for Student
Services
BS, Millersville University; MBA,
West Chester University

Paul Dement (2005)
Director of Government and
Community Relations
BA, Pennsylvania State University

Petra Ludwig (2003)
Director of Public Affairs
BA, Clark University

Mark Holfelder (2000)
Associate Director of Residential Life
BA, Widener University; MS, West
Chester University

Raymond D. Gonzalez (2004)
Associate Director of Housing
Operations
BA, Binghamton University; MS,
Syracuse University

Megan Jones (2000)
Assistant Director of Residential Life
and Judicial Affairs
BS, Rutgers University; MS,
Monmouth University

Elizabeth (Anton) O'Brien (2006)
Area Coordinator
BS, S.U.N.Y. Oneonta; MEd.,
Monmouth University

Christopher McKittrick (2006)
Area Coordinator
BS, MA, The College of New Jersey

Corey Inzana (2006)
Area Coordinator
BS, Quinnipiac University; MBA,
Monmouth University

Eric F. Mochnacz (2005)
Area Coordinator
BA, Seton Hall University; MEd.,
Monmouth University

Kerby Vincent (2010)
Area Coordinator
BA, MA, The College of New Jersey

Tony Conard (2011)
Area Coordinator
BS, Loyola University; MS, Florida
State University

Amy Bellina (1994)
Director of Student Activities and
Student Center Operations
BA, University of Pittsburgh; MA,
Indiana University of Pennsylvania

Heather Kelly (2004)
Assistant Director of Student
Activities for Multicultural and
Diversity Initiatives
BA, S.U.N.Y. University; MS,
Syracuse University

Megan McGowan (2010)
Assistant Director of Student
Activities and
Student Center Operations
BS, MS, Springfield College

Shannon Killeen (2002)
Assistant Vice President for Student
Services
BA, Glassboro State College; MA,
Rowan College

Susan Damaschke (2009)
Coordinator of Transitions and
Leadership Programs
BA, Bucknell University; MS, Miami
University

Kathy Maloney (2001)
Director of Health Services
BSN, Georgetown University; MBA,
The George Washington
University; MSN, Monmouth
University

Louise Bosman (1997)
University Nurse Practitioner
BSN, MSN, Monmouth University

Mary Lou Dalessandro (2000)
University Nurse Practitioner
BA, Rutgers University; BSN, MSN,
Monmouth University

Donna MacLachlan (2008)
University Nurse Practitioner
BSN, University of Wisconsin,
Madison
MSN, Monmouth University

Suanne Schaad (2005)
Substance Awareness Coordinator
BA, Loyola College (MD); MA,
Monmouth University

Luann Russell (2010)
Director of Conference and Event
Services
BS, Georgian Court College

Nicole Frame (2010)
Assistant Director of Conference and
Event Services
BS, The College of New Jersey; MA,
Monmouth University

Vaughn Clay (1994)
Director of Off Campus and
Commuter Services
BS, MA, Indiana University of
Pennsylvania

Jeffrey Hood (2010)
Coordinator of Veteran Services
BS, University of Southern Colorado

Franca Mancini, PhD (1985)
Director of Counseling and
Psychological Services
BA, Monmouth University; PhD,
University of Rome, Italy

Lorraine Chiavetta (2010)
Psychological Counselor
BA, Wheaton College; PsyD, Rutgers
University

Tom McCarthy (2007)
Assistant Director of Counseling and
Psychological Services
BA, MA, Monmouth University

UNIVERSITY ADVANCEMENT

Mary Anne Nagy (1986)
Acting Vice President for University
Advancement
BS, Springfield College; MSED.,
Monmouth College; MBA, Monmouth
University

Jacqueline Bartley-Oxley (2007)
Associate Vice President of
Development
BA, Boston College; JD, Seton Hall
University School of Law

Jan Connolly (2002)
Director of Special Events and
Programs
BS, University of Evansville

Marian Dalton (2003)
Senior Special Events Coordinator

Shari DeAnni (2005)
Assistant to the Vice President of
University Advancement

G. Anthony DelFranco (2000)
Director of Annual Fund Gifts
BS, Northern Michigan University

Laura Embrey (2012)
Assistant Director of Alumni Affairs
BA, Monmouth University

Elizabeth Esten (2012)
Associate Director of Alumni Affairs
BS, Boston University

Lucille Flynn (2002)
Associate Vice President of
University Advancement
BS, Seton Hall University

Charles Gerdon (2011)
Major Gifts Officer
BA, Stockton State College; MA,
Montclair State University

Freda Karpf '75, '08 (1999)
Assistant Director of Prospect
Research and Advancement
Proposal Writer and Grants
Coordinator
BA, MSW, Monmouth University

Thomas E. Klimchak (2002)
Director of Advancement Services
BA, Millersville University

Michael S. Maiden, Jr. '07 (2005)
Director of Advancement Publications
BA, Boston University; MA,
Monmouth University

Sharon Miggins '06 (2002)
Assistant Director of Special Events
and Programs
AAS, Fashion Institute of Technology;
BS, College of Staten Island; MAL,
Monmouth University

Heather Mistretta (2006)
Assistant Editor
BA, American University

Samantha Murphy '08 (2010)
Phonathon Manager
BA, Monmouth University

Marilynn W. Perry (1996)
Director of Alumni Affairs
BA, St. Lawrence University

Kevin Scally '07 (2009)
Annual Fund Marketing Manager
BA, Monmouth University

Georgina West '02 (1997)
Director of Gift Planning and
Resource Development
BS, Northern Illinois University; MA,
Monmouth University

ENROLLMENT MANAGEMENT

Robert D. Mc Caig, EdD (2005)
Vice President for Enrollment
Management
BA, Penn State University; MA, Arcadia
University; EdD, Temple University

Andrea S. Bornstein (1977)
Assistant to the Vice President for
Enrollment Management

Lauren Vento Cifelli (2000)
Assistant Vice President of
Enrollment Management
BA, BS, MA, Monmouth University

Victoria Bobik (2005)
Director of Undergraduate Admission
BA, Colgate University; MA,
University of South Carolina

Andrew Amendola (2008)
Admission Counselor
BA, Monmouth University; MS,
Monmouth University

Reve Anderko (2009)
Admission Counselor
BA, Moravian College

Brittany Barton (2009)
Admission Counselor
BA, Muhlenberg College

Danielle Colbert (2007)
Assistant Director of Undergraduate
Admissions
BA, Lafayette College

Patrick Dorsey (2005)

Associate Director of Undergraduate Admission
BS, Fairleigh Dickinson University; MEd, Monmouth University

Kamal Kornegay (2004)

Associate Director of Undergraduate Admission
BA, Rowan University

Lesbia Ortiz-Torres (2004)

Assistant Director of Undergraduate Admission
BA, Inter America University

Christine Benol (1991)

Vice President of Enrollment Management
Director of Enrollment Research and Technical Support
BA, Monmouth University; MEd, Monmouth University

Patricia Barr (1980)

Associate Director for Enrollment Credit Evaluation
BA, Monmouth University; MEd, Monmouth University

Kathleen Dennis (1993)

Enrollment Research Coordinator
BA, College of Saint Elizabeth

Barbara Growney (1994)

Director of Admission Processing
BS, Monmouth University; MEd, Monmouth University

Jaclyn A. Rizzo (2007)

Assistant Director of Admission Processing
BA, Kean University

Kevin L. Roane (1993)

Director of Graduate Admission
BS, Fairleigh Dickinson University

Laurie Kuhn (1999)

Associate Director of Graduate Admission
BA, State University of New York at Oneonta; MBA, Baruch College-Mount Sinai School of Medicine

Terry DeTuro (2006)

Assistant Director of Graduate Admission
BA, Rider University; MEd, University of Virginia

Andrea Thompson (2007)

Graduate Admission Counselor
BA, Marymount Manhattan College; MAT, Monmouth University

Claire Alasio (1997)

Associate Vice President of Enrollment Management/Director of Financial Aid
BA, Roanoke College; MAEd, Virginia Polytechnic Institute and State University

Kristen Isaksen (1997)

Associate Director of Financial Aid
BA, Dickinson College; MEd., Monmouth University

Tabitha Conlan (2001)

Senior Financial Aid Counselor
BS, Georgian Court College

Sandra Crawford (2008)

Financial Aid Counselor
BA, Muhlenberg College

Marilyn Dorsey (1985)

Direct Lending Coordinator

Nancy Hanson (1997)

Assistant Director of Financial Aid
BS, MBA, Monmouth University

Robert C. Hennessey (2001)

Assistant Director of Financial Aid
BS, West Chester University

Sarah Savarese (2001)

Director of Enrollment Publications and Communications
BA, The College of New Jersey; MBA, Monmouth University

Todd Lesser (2009)

Web Writer
Enrollment Publications and Communications
BA, Rutgers University; MS, New Jersey Institute of Technology

Lauren Harms-Kreig (2008)

Social Media and Design Specialist
BA, Monmouth University

Eileen Reinhard (2004)

Assistant Director for Enrollment Publications and Communications
BA, Seton Hall University

Robert E. Smith (2004)

Senior Website Developer
BS, Boston University

Vera Towle (2008)

Senior Communication Design Specialist
BA, Georgian Court University

Janine Frederick (2010)

Enrollment Publications and Communications
Assistant Website Developer

ADMINISTRATIVE SERVICES

Patricia Swannack (1975)

Vice President for Administrative Services
BS, Monmouth University

Kara Sullivan (1998)

Assistant to the Vice President for Administrative Services
AAS, Brookdale Community College

Robert Cornero (1996)

Associate Vice President for Campus Planning and Construction
BE, Stevens Institute of Technology

Lester Hauck (1988)

Director of Facilities Management for Operations
BS, Monmouth University

Richard Su (1990)

Director of Compliance and Special Event Services
BA, Monmouth University

Kevin G. Franken, Sr. (2007)

Business Manager
BA, Towson University, BS, College of St. Elizabeth; MS, New Jersey Institute of Technology

Timothy Orr (1996)

Construction Manager
BS, Geneva College

Monica Bottone (1994)

Assistant to the Directors of Facilities Management and Grant Manager
BA, Montclair State University; MA, New York University

Maureen Coffey (1999)

Director of HRIS, Employment and Communications
BS, MBA, Monmouth University

Robyn Salvo (2006)

Director of Human Resources
BA, College of New Jersey

Maureen Slendorn (2007)

Manager of Recruiting and Staffing
BS, Georgian Court University

Aimee M. Parks (2000)

Assistant Director of Human Resources for Student Employment
BA, MA, Monmouth University

Sharon Smith (1996)
Employee Benefits Administrator

William McElrath (2003)
Chief, MUPD
BA, Kings College; MA, Seton Hall University

Dean Volpe
Captain of Police, MUPD

ATHLETICS

Marilyn McNeil (1994)
Vice President and Director of Athletics
B.P.E., The University of Calgary; MA, McGill University, EdD; Washington State University

Terence Archer (2008)
Assistant Football Coach
BA, Monmouth University

Courtney Ball (2009)
Cheerleading Coach
BS, Monmouth University

Devin Barry (2007)
Assistant Coach Track
BS, Mount St. Mary's University

Stephen Bazaz (2009)
Intramural and Club Sport Assistant
BA, Monmouth University

James Belanger (2009)
Assistant Coach Baseball
BS, University of Louisville

Louie Berndt (2009)
Head Coach Softball
BS Western Michigan, Nicholls State University

Tom Bieber (2008)
Director of Athletics Academic Support
BS, Slippery Rock University; MBA, Monmouth University

Andy Bobik (1996)
Associate Head Coach Football
BA, Colgate

Kevin Callahan (1992)
Head Coach, Football
BA, University at Rochester

Richard Callahan (2011)
Assistant Coach Men's Basketball
BS, Salem College, MS, Syracuse University

Reggie Carney (2011)
Assistant Coach Women's Basketball
BS, Northern Arizona University

Rich Carragher (2001)
Assistant Athletics Director for Event Management
BS, St. Joseph's University

Jon Cascone (1997)
Director of Recreation and Intramurals
BS, MA, East Stroudsburg University

Vanessa Christensen (2006)
Assistant Athletics Trainer
BS, West Chester University; MEd, Monmouth University

Joe Compagni (1995)
Director, Track & Field and Cross Country
BA, University of Delaware; MPS, University of Delaware, Cornell University

Mickey Cook (2006)
Head Coach Men's Tennis
BS, Rutgers University

Chris Damian (2005)
Assistant Coach Football/Video Coordinator
BA, Monmouth University, MS Ed, Wagner College

Gregory Decos (1999)
Assistant Athletics Director
Equipment, Laundry Services

Vincent DeStasio (2005)
Team Physician
BS, Monmouth University; University of Iowa

Marquetta Dickens (2011)
Assistant Coach Women's Basketball
BS, North Carolina Central University

Jill DiSanti (2007)
Assistant Field Hockey Coach
BS, Quinnipiac University; MA, Monmouth University

Karen Edson (1969)
Associate Athletics Director for Business

Dean Ehehalt (1994)
Head Coach, Baseball
BSEd, MEd, East Carolina University

Sam Ferry (2011)
Director of Men's Basketball Operations
BS, Vanderbilt University

Carli Figlio (2005)
Head Coach Field Hockey
BA, Kent State University; BS, Monmouth University

Abe Flores (2003)
Assistant Coach Men's and Women's In/Outdoor Track
BA Fine Arts; MAEd, University of Southern California

Brian Gabriel (2004)
Assistant Coach/Recruiting Football
BA Sienna College

Jeff Gallo (2005)
Assistant Coach Football
BS, Monmouth University; MBA, Monmouth University

Eileen Ghant (2011)
Assistant Lacrosse Coach
BS, Rutgers University

Karen Grygiel (2010)
Head Coach, Women's Bowling
BS, Vanderbilt University

Rachelle Held (2012)
Associate Athletics Director of Student Development/SWA
BA, MSA, Canisius College

Brian Hirshblond (2003)
Assistant Coach Men's and Women's Track and Field
BA, Monmouth University

Mike Iuliucci (2009)
Assistant Equipment Manager & Recreation
BA, Robert Morris University

John Jackman (1993)
Director of the Fitness Center

Juwan Jackson (2010)
Assistant Coach Football
BA, Marist College; MBA, Wagner College

Ruth Jamnik (2011)
Assistant Athletic Director for Student Development
BA, Kean College

Amanda Kuperavage (2011)
Assistant Strength and Conditioning Coach
BS, DeSales University; MA, Gardner-Webb University

Taryn Landers (2008)
Track and Field Operations Coordinator
BA, Lafayette University

Hugh MacDonald (2008)

Assistant Coach Men's Soccer
BA, Monmouth University

Megan McAllister (2011)

Assistant Coach Softball
BS, University of Georgia

Robert McCourt (2004)

Head Coach, Men's Soccer
BA, Adelphia University

Sherri McDonald (2002)

Head Coach, Women's Golf
BA, Pennsylvania State University

David Motisi (2009)

Assistant Athletics Trainer
BS, Quinnipiac University

Patrice Murray (1988)

Head Coach, Women's Tennis
BA, MA, Monmouth University

Ed Occhipinti (2006)

Assistant Athletics Director for
Marketing, Advertising and
Promotions
BA, MA, Monmouth University

Rick Oliveri (2011)

Assistant Coach Baseball
BS, University of Buffalo; MBA,
Lincoln Memorial

Greg Ott (2011)

Athletics Communication Assistant
BS, Springfield College

Jenny Palmateer (2011)

Head Coach Women's Basketball
BA, North Carolina State University

Jasmina Perazic (2011)

Assistant Coach Women's Basketball
BA, University of Maryland

Derrick Phelps (2011)

Assistant Coach Men's Basketball
BA, University of North Carolina

Brian Reese (2011)

Assistant Coach, Men's Basketball
BA, University of North Carolina

Tim Rehm (2008)

Coordinator Strength and Conditioning
BS, Springfield College

King Rice (2011)

Head Men's Basketball Coach
BA, University of North Carolina

Jon Roos (2011)

Assistant Athletics Director for Sales
and Development
BA, University of Tennessee; MBA,
Lynn University

Kylee Rossi (2012)

Assistant Coach, Women's Soccer
BA, University of Tennessee

Simon Rosenblum (2002)

Associate Director of Sports Medicine
BS, Waynesburg College; MEd, Old
Dominion

Nicholas Scaramazza (2011)

Assistant Athletics Trainer
BS, West Chester University of
Pennsylvania

Dennis Shea (1993)

Director of Golf
BS, Ithaca College

Jeff Stapleton (1990)

Senior Associate Athletics Director for
Internal Affairs
BA, Hobart College

Alex Stein (2007)

Assistant Athletics Trainer
BS, William Patterson; MEd,
University of Virginia

Meg Tarrant (2011)

Director of Women's Basketball
Operations
BS, MA, Seton Hall University

Chris Tobin (2000)

Associate Athletics Director for
Athletics Communication
BS, College of New Jersey

Kristine Turner (1998)

Head Coach, Women's Soccer
BS, College of New Jersey; MEd,
Lafayette College

Scott Van Zile (2000)

Assistant Coach/Offensive
Coordinator Football
BA, Towson University

Greg Viscomi (2006)

Assistant Athletics Director for
Communications and New Media
BA, Towson University; MS, Canisius
College

Robert Voorhees (2003)

Director of Aquatics

Jarred Weiss (2009)

Assistant Athletics Business Manager
BA, Monmouth University; MA,
Monmouth University

Denise Wescott (2009)

Head Coach, Lacrosse
BS, MS, University of Maryland

Chuck Whedon (2012)

Associate Athletic Director of Sports
Medicine
BS, Slippery Rock University; MS,
University of Kansas

Dan Wojtaszek (2011)

Intramural and Club Sport Assistant
BS, Rutgers University

Larry Zdilla

Assistant Coach Football
BS, MEd, California University of
Pennsylvania

FACULTY

EMERITUS FACULTY

Derek A. Barnes

Professor Emeritus of Physics
B.A., M.A., Ph.D., Christ Church, Oxford
University, England

Willard Bastian

Associate Professor Emeritus of
Computer Science
B.Ch.E., John Hopkins University; M.S.,
Princeton University

Donald Bretzger

Professor Emeritus of Chemistry
B.S., Ursinus College; M.S., Ph.D.,
University of Delaware

Richard E. Brewer

Associate Professor Emeritus of English
B.A., Drew University; B.D., Th.M.,
Princeton Theological Seminary; M.A.,
Rutgers University

Robert Brooks

Associate Librarian Emeritus
B.A., B.S.L.S., University of North
Carolina; M.S.Ed., Monmouth College

Godfrey Buzzelli

Associate Professor Emeritus of Physical
Education
Ed.B., Ed.M., University of Buffalo

John E. Carson

Associate Professor Emeritus of
Mathematics
B.A., Drew University; M.S., New York
University

Floyd R. Deardorff

Assistant Professor Emeritus of
Mathematics
B.A., Temple University; M.A., Catholic
University

Philip C. Donahue

Associate Professor Emeritus of History
B.S., Temple University; M.A., University
of Pennsylvania

Francis Patrick Dooley

Professor Emeritus of History
A.B., Villanova University; M.A., Ph.D.,
University of Maryland

Donald Dorfman

Professor Emeritus of Biology
B.S., Monmouth College; M.S., University
of Connecticut; Ph.D., Rutgers University

Harris Drucker

Professor Emeritus of Software Engineering
B.S.E.E., Pennsylvania State University;
M.S.E., Ph.D., University of Pennsylvania

Stanley Dubroff

Associate Professor Emeritus of Business
Law
B.S., Drexel University; J.D., Temple
University

William R. Feist

Associate Professor Emeritus of Finance
B.A., Princeton University; M.S.Ed.,
University of Pennsylvania; M.A., Lehigh
University; Ph.D., Temple University

Albert Friedman

Professor Emeritus of Sociology
A.B., A.M., Ph.D., University of Michigan

Carol A. Giroud

Professor Emerita of Physical Education
B.S., University of North Carolina at
Greensboro; M.Ed., University of North
Carolina; Ph.D., Union Graduate School

Richard Guilfoyle

Professor Emeritus of Mathematics
B.S., C.W. Post College; M.S., Ph.D.,
Stevens Institute of Technology

C. Dale Haase

Associate Professor Emeritus of Music
B.S., Mannes College of Music; B.S.,
M.A., Teachers College, Columbia
University

James A. Heely

Associate Professor Emeritus of
Accounting
B.B.A., Saint Francis College; M.B.A.,
Fairleigh Dickinson University; CPA,
New York

Doris K. Hiatt (1979)

Associate Professor Emerita of Psychology
A.B., Cornell University; Ph.D., City
University of New York

Waltraud Hieslmair

Associate Professor Emerita of Physics
B.S., M.S., University of Vienna, Austria

Robert L. Huber

Associate Professor Emeritus of
Communication
B.A., Montclair State College; M.A.,
Adelphi University

Edward Jankowski

Professor Emeritus of Art and Design
BFA, Layton School of Art; MFA,
University of Wisconsin

Barbara Harris Jaye

Professor Emerita of English
B.A., City College of New York; M.A.,
Ph.D., Rutgers University

Margaret G. Juckett

Associate Professor Emerita of
Management
B.S., West Virginia Wesleyan College;
M.A., University of Kentucky; M.B.A.,
Monmouth College

Quentin Keith

Associate Professor Emeritus of English
B.A., Lehigh University; B.A., (Hons.),
M.A., Kings College, Cambridge
University, England

Louis J. Kijewski

Professor Emeritus of Physics
B.A., La Salle College; M.A., Columbia
University; Ph.D., New York University

Glenn King

Professor Emeritus of History and
Anthropology
B.A., Cornell University; M.A., University
of California at Los Angeles; Ph.D.,
University of California at Berkeley

Carl M. Koreen

Associate Professor Emeritus of
Mathematics
B.S., M.S., Louisiana State University

Richard A. Kuntz

Professor Emeritus of Mathematics
B.S., Monmouth College; M.A., Ph.D.,
University of Maryland

Susan Kuykendall

Associate Librarian Emerita
B.S., Trinity University; M.L.S., Rutgers
University

Marilyn M. Lauria

Associate Professor Emerita of Nursing
B.S.N., Hunter College; M.Ed., Ed.D.,
Teachers College, Columbia University

R. Kaiser-Lenoir

Professor Emeritus of Foreign Languages
Licence es Lettres, Sorbonne; Diplome
d'Etudes Litteraires Superieures,
C.A.P.E.T., Strasbourg

Murray Levine

Associate Professor Emeritus of English
B.A., New York University; M.A., Harvard
University

Helen T. MacAllister

Associate Professor Emerita of Biology
B.S., Douglass College; M.S., Rutgers
University

David Martin

Professor Emeritus of English
B.A., Providence College; M.A., University
of Rhode Island; Ph.D., New York
University

Donald B. McKenzie

Professor Emeritus of English
Ph.D., University of Pennsylvania

Rose Mary Miller

Associate Professor Emerita of
Mathematics
B.S., Middlebury College; Ed.M.,
University of Vermont; Post-Master's
Certificate, University of Maine

Thomas F. Murtha

Associate Professor Emeritus of Physical
Education
B.S., Long Island University; M.S.,
Newark State College

Howard Nitzberg

Professor Emeritus of Foreign Languages
A.B., M.A., Brooklyn College; Ph.D., New
York University

Richard Paris (1987)

Associate Professor Emeritus of English
B.A., University of California at Berkeley;
M.A., San Francisco State University;
Ph.D., University of California at
Berkeley

Marilyn A. Parker

Professor Emerita of Chemistry
B.S., University of Wisconsin; Ph.D.,
University of Washington

Richard Pirchner

Associate Professor Emeritus of
Computer Science
B.S., University of Dayton; M.S., St.
John's University

Directories

Alicia E. Portuondo

Professor Emerita of Foreign Languages
Licenciado en Filosofía y Letras;
University, Cuba; M.A., Rutgers
University; Ph.D., New York University

Robert Rechnitz

Professor Emeritus of English
B.S., Northwestern University; M.A.,
Columbia University; Ph.D., University
of Colorado

Walter Reichert

Associate Professor Emeritus of
Computer Science
B.S.M.E., Drexel Institute of Technology;
Ph.D., University of Pittsburgh

Thomas Reiter

Professor Emeritus of English
B.A. Loras College (IA); M.A., University
of Virginia; Ph.D., University of
Massachusetts

Everett Rich

Associate Professor Emeritus of
Communication
B.S., M.S., Emerson College

Benjamin Rigberg

Professor Emeritus of History
B.S., Temple University; M.A., University
of Illinois; Ph.D., University of
Pennsylvania

Martin J. Ryan

Associate Professor Emeritus of Art
B.S., M.A., Columbia University

Pierre J. Salmon

Associate Professor Emeritus of
Accounting
B.S.B.A., Boston College; M.B.A., New
York University; CMA, CPA, New Jersey

Aaron H. Schectman

Professor Emeritus of Education
B.S., M.Ed., Ed.D., Rutgers University

Morris R. Short

Professor Emeritus of Philosophy
B.A., M.A., George Washington
University; Ph.D., Columbia University

Caryl Sills

Associate Professor Emerita of English
B.A., Northwestern University; M.A.T.,
Monmouth College; Ed.D., Rutgers
University

Robert J. Sipos

Professor Emeritus of English
B.S., Fordham College; M.A., Teachers
College; M.A., New York University

Thomas Smith

Associate Professor Emeritus of
Mathematics
B.S., Nicholls State College, M.S.;
Louisiana State University; Ph.D.,
Louisiana State University

Viola T. Snow

Associate Professor Emerita of Education
B.S., M.S.Ed., Monmouth College; Ed.D.,
Rutgers University

Leonard E. Spiegel

Professor Emeritus of Biology
A.B., Drew University; M.S., Northwestern
University; Ph.D., Cornell University

Kenneth R. Stunkel (1965)

Professor Emeritus of History
B.A., M.A., Ph.D., University of Maryland

Tadeusz Swietochowski

Professor Emeritus of History
Magister, University of Warsaw; M.A.,
American University of Beirut; Ph.D.,
New York University

Mary E. Swigonski (1997)

Associate Professor Emerita of Social
Work
B.A., Allentown College of St. Francis de
Sales; M.S.W., Marywood College;
Ph.D., Rutgers University

D. Robert Teeters

Professor Emeritus of Physics
B.A., Oregon State College; M.A., Ph.D.,
University of California at Berkeley

Arie van Everdingen

Associate Professor Emeritus of Art
B.F.A., M.F.A., Alfred University

Hildegard Webb

Associate Librarian Emerita
B.A., Wake Forest University; M.L.S.,
Rutgers University

Richard E. Weber

Professor Emeritus of Economics
B.A., M.A., Ph.D., Rutgers University

Ruth C. West

Associate Professor Emerita of Education
B.A., Barnard College; M.A., Ed.D.,
Teachers College, Columbia University

William F. Wetzel

Assistant Professor Emeritus of Music
B.A., M.A., Montclair State College

Richard Wilson

Associate Professor Emeritus of Business
Administration
A.B., Columbia College; J.D., St. John's
University; L.L.M., New York University;
Member of New York Bar

William A. Wollman

Associate Professor Emeritus of Music
B.Mus., Manhattan School of Music; M.A.,
Teachers College, Columbia University;
Ed.D., New York University

William A. Yaremchuk

Professor Emeritus of Communication
A.B., Fairmont (W. Va.) State College;
M.A., West Virginia University; Ph.D.,
New York University

Theresa Julia Zielinski

Professor Emerita of Chemistry
B.S., M.S., Ph.D., Fordham University

FACULTY

Julius O. Adekunle (1996)

Professor of History
B.A., University of Ife, Nigeria; M.A.,
University of Ibadan, Nigeria; Ph.D.,
Dalhousie University, Canada

Gilda M. Agacer (1998)

Associate Professor of Accounting and
Associate Dean of the Leon Hess
Business School
B.A., University of the East Philippines;
M.I.B.S., Ph.D., University of South
Carolina

G. Oty Agbajoh-Laoye (1997)

Associate Professor of English
B.A., M.A., Ph.D., University of Ibadan,
Nigeria

Gwendolyn Alexis (2005)

Associate Professor of Management
B.S., University of Southern California;
M.A.R., Yale University Divinity School;
M.A., Graduate Faculty New School;
Ph.D., New School for Social Research

Harvey Allen (2006)

Assistant Professor of Educational
Leadership, School Counseling and
Special Education
B.A., M.A., Montclair State College; Ed.D.,
Rutgers University

Sheri Anderson (2005)

Specialist Professor of Theatre
B.A., William Jewell College; M.F.A.,
University of California, San Diego;
M.A., Monmouth University

Aaron Ansell (2007)

Assistant Professor of History and
Anthropology and Director of the Jewish
Culture Program
B.A., University of California, San Diego;
M.A., Ph.D., University of Chicago

Nahid Aslanbeigui (1988)

Professor of Economics
B.A., University of Tehran; M.A.; Ph.D.,
University of Michigan

Mary Kate Azcuy (2004)

Associate Professor of English
B.S., Monmouth University; M.A., New
York University; Ph.D., Drew University

Barrie Bailey (2001)

Associate Professor of Finance
B.S., M.B.A.; Ph.D., University of Central
Florida

Thomas Baker (2004)

Associate Professor of Art
B.F.A., East Carolina University; M.F.A.,
University of Wisconsin

Daniel Ball (2007)

Assistant Professor of Management and
Marketing
B.S., Western New England College;
M.S., Lehigh University; M.S.,
Rensselaer Polytechnic Institute; Ph.D.,
University of Massachusetts

Rosemary Barbera (2005)

Associate Professor of Social Work;
Director of the MSW Program
B.A., M.A., La Salle University; M.S.W.,
Ph.D., Bryn Mawr College

Jason Barr (2005)

Associate Professor of Education,
Associate Dean, School of Education
B.A., University of Hartford; M.A., New
York University; Ph.D., Fordham
University

Mary Lee Bass (2004)

Lecturer of Education
B.S., Millersville University; M.S.Ed.,
Monmouth University; Ed.D., Rutgers
University

Richard Bastian (2006)

Lecturer of Mathematics
B.S., City College of New York; M.S.,
Columbia University; Ph.D., Johns
Hopkins University

Judith Bazler (1997)

Professor of Education
B.S., Northern Illinois University; M.Ed.,
Ed.D., University of Montana

Noel Belinski (2008)

Lecturer of English
B.A., Barnard College of Columbia
University; M.A.T., Monmouth University

Bojana Beric (2006)

Assistant Professor of Nursing and Health
Studies
M.A., Montclair State University; Ph.D.,
University of Novi Sad, Yugoslavia;
Ph.D., New York University

Stanley S. Blair (1996)

Associate Professor of English
B.A., Gardner-Webb College; M.A.,
Marquette University; Ph.D., Duke
University

Heidi Bludau (2012)

Lecturer of History and Anthropology
BA, Med, Texas A&M University; MA,
ABD, Indiana University

Kristin Bluemel (1994)

Professor of English, McMurray Bennett
Endowed Chair
B.A., Wesleyan University; M.A., Ph.D.,
Rutgers University

Barbara Lynn Bodner (1988)

Professor of Mathematics
B.S., Fairleigh Dickinson University; M.S.,
Pennsylvania State University; Ed.D.,
Rutgers University

Gregory Bordelon (2012)

Lecturer of Political Science
JD, Louisiana State University

Carolyn Bradley (2005)

Associate Professor of Social Work
B.A., College of St. Elizabeth; M.S.W.,
Ph.D., Fordham University

Mary Brennan (2005)

Specialist Professor of Education
B.A., Dominican College; M.S., Lehman
College

Karen T. Bright (1996)

Associate Professor of Art
B.F.A., University of the Arts; M.F.A.,
Cranbrook Academy of Art

Liora Brosh (2006)

Lecturer of English
B.A., M.A., The Hebrew University,
Jerusalem; Ph.D., New York University

Heather Brown (2010)

Assistant Professor of English
B.A., Hollins University; M.A., University
of North Carolina; Ph.D., University of
Maryland

John J. Burke (1996)

Associate Professor of Theatre
B.A., Seton Hall University; M.A.T., Jersey
City State College; M.A.L.S., New
School - Graduate Faculty; Ph.D.,
Michigan State University

David U. Burkholder (2009)

Assistant Professor of Psychological
Counseling
B.S., Geneva College, M.Ed., Ohio
University, Ph.D., Kent State University

John Buzza (2005)

Specialist Professor of Management and
Marketing
B.S., Monmouth University; M.S.,
University of Phoenix

Kenneth Campbell (1986)

Professor of History
B.A., Virginia Commonwealth University;
M.A., Ph.D., University of Delaware

JoAnne Cascia (2012)

Assistant Professor of Education
BA, MA, Kean University; EdD, Nova
Southeastern University

Alan A. Cavaiola (1996)

Professor of Psychological Counseling
B.A., Monmouth College; M.A., Fairleigh
Dickinson University; Ph.D., Hofstra
University

Suneal Chaudhary (2007)

Assistant Professor Mathematics
B.S., California Tech; M.S., Ph.D., UCLA

Laurel Chehayl (2006)

Assistant Professor of Curriculum and
Instruction
B.S., M.Ed., Ph.D., Kent State University

Micah Chrisman (2007)

Assistant Professor of Mathematics
B.S., M.S., Virginia Tech; Ph.D., University
of Hawai'i at Manoa

Edward W. Christensen (1996)

Associate Professor of Management; Vice
President for Information Management
A.S., George Washington University; B.S.,
Southern Illinois University; M.B.A.,
Ph.D., Rutgers University

Andreas C. Christofi (1997)

Associate Professor of Finance, Chair,
Department of Economics, Finance and
Real Estate
B.A., Graduate Industrial School of
Thessaloniki, Greece; M.B.A., University
of New Orleans; Ph.D., Pennsylvania
State University

Directories

Natalie Ciarocco (2007)

Associate Professor of Psychology
B.A., M.A., Ph.D., Case Western Reserve University

Andrew L. Cohen (2007)

Professor of Art; Chair of the Department of Art and Design
B.A., Indiana University, M.A., Ph.D., University of Chicago

Gregory J. Coram (1987)

Associate Professor of Criminal Justice
B.A., Wheeling College; M.S., Psy.D., Indiana State University

Joseph Coyle (2002)

Associate Professor of Mathematics
B.S., Miami University; M.S., Ph.D., University of Dayton

Pat Hill Cresson (1995)

Professor of Art
B.S., University of Wisconsin; M.F.A., Pratt Institute

Michael Cronin (2010)

Assistant Professor of Social Work
B.A., Northeastern University; MSW, Columbia University; Ph.D., Yeshiva University

Rekha Datta (1995)

Professor of Political Science
B.A., M.A., Presidency College, University of Calcutta, India; Ph.D., University of Connecticut

Margaret Del Guercio (1988)

Associate Professor of English
B.A., M.A., Montclair State College; Ph.D., New York University

Chad Dell (1996)

Associate Professor of Communication;
Chair of the Department of Communication
B.A., M.A., Ph.D., University of Wisconsin-Madison

John W. Demarest (1976)

Professor of Psychology
B.A., State University of New York (Brockport); M.A., Connecticut College; Ph.D., State University of New York at Stony Brook

Andrew Demirjian (2007)

Specialist Professor of Communication
B.A., Clark University; M.F.A., Hunter College

Pedram Patrick Daneshgar (2010)

Assistant Professor of Biology
B.A., University of Delaware; M.S., Saint Joseph's University; Ph.D., University of Florida

Christopher DeRosa (2004)

Associate Professor of History
B.A., Columbia University; Ph.D., Temple University

Vincent M. DiMattio (1968)

Professor of Art
B.F.A., Massachusetts College of Art; M.F.A., Southern Illinois University

Lisa Dinella (2006)

Assistant Professor of Psychology
B.A., The College of New Jersey; M.S., Ph.D., Arizona State University

Donna Montanaro Dolphin (1987)

Associate Professor of Communication
B.A., Clark University; M.A., Montclair State College; M.F.A., Mason Gross School of the Arts, Rutgers University

Kevin Dooley (2005)

Associate Professor of Political Science and Dean of the Honors School
B.A., Monmouth University; M.A., Rutgers University; Ph.D., Rutgers University

Maureen Dorment (2006)

Lecturer of History and Anthropology
B.S., Georgetown University; M.S., Monmouth University

Ellen Doss-Pepe (2006)

Lecturer of Biology
B.S., University of Scranton; Ph.D., Rensselaer Polytechnic Institute

Susan Douglass (2002)

Specialist Professor of History and Anthropology
B.A., M.A., Brooklyn College, City University of New York

Matthew Doyle (2012)

Lecturer, Library
BA, MLIS, Rutgers University

Eleanora Dubicki (2003)

Associate Librarian
B.A., Douglass College; M.L.S., M.B.A., Rutgers University

Tresa Dusaj (2009)

Assistant Professor of Nursing and Health Studies
BSN, Johns Hopkins University; MS, New York University

Dana J. Ehret (2011)

Instructor of Biology
PhD, University of Florida

Azzam Elayan (2006)

Lecturer of Chemistry, Medical Technology and Physics
B.S., Bethlehem University, Israel; Ph.D., Wesleyan University

Josh Emmons (2010)

Assistant Professor of English
B.A., Oberlin College; M.F.A., The University of Iowa

Heide Estes (1998)

Associate Professor of English
B.A., University of Pennsylvania; M.A., M.Phil., Ph.D., New York University

Prescott Evarts, Jr. (1966)

Professor of English
B.A., Harvard College; M.A., Ph.D., Columbia University

Linda Flaming (2003)

Associate Professor of Accounting, Chair of the Department of Accounting
B.S., University of Science and Arts of Oklahoma; B.A., M.S., Queens College, City University of New York; Ph.D., University of Oklahoma

Kathryn Fleming (2011)

Specialist Professor of Nursing
PhD, University of Medicine and Dentistry of New Jersey

Luis Flores-Portero

Lecturer, Educational Leadership, School Counseling, And Special Education
BA, Universidad de Extremadura; MA, Western Michigan University; PhD, The Pennsylvania State University

Ronald G. Frangipane (1997)

Associate Professor of Music
B.A., Eastman School of Music; M.F.A., Goddard College

Cira Fraser (1998)

Associate Professor of Nursing
B.S., The College of Staten Island; M.S., Rutgers University, Newark; Ph.D., Adelphi University

Aaron Furgason (2004)

Associate Professor of Communication
B.A., Monmouth University; M.A., Emerson College; Ph.D., Rutgers State University of New Jersey

Frank Fury (2007)

Lecturer of English
B.A., Boston College; Ph.D., Drew University

Priscilla Gac-Artigas (1995)

Professor of Foreign Language Studies
B.A., University of Puerto Rico; Ph.D., University of Franche-Comte, France

Rachel Gardner (1989)

Associate Librarian
B.A., Vassar College; M.A., Middlebury College; M.L.S., Rutgers University

Ivan A. Gepner (1973)

Associate Professor of Biology and Chair of the Department of Biology
B.A., Rutgers University; M.A., Ph.D., Princeton University

George Germek (2006)

Associate Librarian
B.A., B.S., Kean University; M.A., M.L.S., Rutgers University

Michael Gillette

Specialist Professor of Music and Theatre Arts
B.A., Hamilton College; M.A., Yale University

Elizabeth Gilmartin (2004)

Lecturer of English
B.A., Georgian Court College; M.A., Seton Hall University; Ph.D., New York University

Bonnie Gold (1998)

Professor of Mathematics
A.B., University of Rochester; M.A., Princeton University; Ph.D., Cornell University

Edward Gonzalez-Tennent (2011)

Assistant Professor of Anthropology
Director of the Geographic Information Systems (GIS) Program; PhD, University of Florida.

Albert Gorman (2007)

Specialist Professor of Criminal Justice
B.A. Iona College; M.A., City University of New York

Susan M. Goulding (1996)

Associate Professor of English; Chair, Department of English
B.A., M.A., Adelphi University; Ph.D., New York University

Neil Graves (2008)

Lecturer of English
B.A., University of Manchester; M.A., University of Newcastle; Ph.D., Oxford University

Letitia Graybill (2004)

Lecturer of Education
A.B., City University of New York, Hunter College; Ed.M., Harvard University; Ed.D., Rutgers University

Stanton W. Green (2004)

Professor of Anthropology;
Dean of the Wayne D. McMurray School of Humanities and Social Sciences
B.A., New York University; M.A., Ph.D., University of Massachusetts, Amherst

Brian Greenberg (1990)

Professor of History; Jules L. Plangere, Jr. Endowed Chair in American Social History
B.A., Hofstra University; M.A., State University of New York at Albany; Ph.D., Princeton University

Michelle Grillo (2010)

Assistant Professor of Criminal Justice
B.S., M.A., University of Massachusetts Lowell; M.A., Ph.D., Rutgers University

Carolyn Groff (2007)

Assistant Professor of Education
B.A., Mount Holyoke College; Ph.D., Rutgers University

Susan Gupta (2006)

Associate Professor of Management and Marketing
B.S., M.S., University of Missouri-Columbia; Ph.D., University of Tennessee

Stephanie Hall (2009)

Assistant Professor of Psychological Counseling
B.A. University of Kentucky; M.A. Louisiana Tech University; Ph.D., University of New Orleans

Kimberly Hanbury (2008)

Specialist Professor of Social Work
B.A., Loyola College; M.S.W., Monmouth University

Amy Handlin (1991)

Associate Professor of Marketing
B.A., Harvard University; M.B.A., Columbia University; Ph.D., New York University

Wendy A. Harriott (2000)

Associate Professor of Education; Chair, Department of Curriculum and Instruction
B.S., Bloomsburg University; M.S., Marywood College; Ph.D., Pennsylvania State University

Matthew Harmon

Specialist Professor of Communication
BA, MA, Monmouth University

Mary Harris (2011)

Specialist Professor of Communication
B.A., Rowan University; M.A., Monmouth University

Christine Hatchard (2010)

Specialist Professor of Psychology
B.A., Monmouth University; M.S., Psy.D., Chestnut Hill College

Yihong He (2002)

Associate Professor of Accounting
B.S., M.S., NanKai University, Tianjin, China; Ph.D., Cleveland State University

Christopher A. Hirschler (2009)

Assistant Professor of Nursing
B.S., Excelsior College; M.A., State University of New York; Ph.D., Cleveland State University

Shannon Hokanson (2005)

Lecturer of Communication
B.A., M.A., Monmouth University

Robyn Holmes (1993)

Professor of Psychology
B.A., M.A., Ph.D., Rutgers University

Andrea Hope (2007)

Assistant Professor of Nursing and Health Studies
B.S. Montclair State University; M.S., The American University; Ed.D., Teachers College, Columbia University

Ursula Howson (2006)

Assistant Professor of Biology
B.S., Lebanon Valley College; M.S., University of Arizona; Ph.D., University of Delaware

Mariama Hubbard (2011)

Assistant Professor of Nursing
DNP, University of Medicine and Dentistry New Jersey

Bradley Ingebrethsen (2004)

Lecturer of Chemistry, Medical Technology and Physics
B.S., Brooklyn College City University of New York; M.S., Ph.D., Clarkson University

Aurora Ioanid (1996)

Associate Librarian, Head of Technical Services
M.A., University of Bucharest, Romania; M.L.S., Columbia University

Jeffrey Jackson (2011)

Assistant Professor of English
BA, Linfield College; MA, Portland State University; PhD, Rice University

Directories

Laura T. Jannone (2003)

Associate Professor of Nursing and
Director of the M.S.N. Program
B.S.N., M.S., New Jersey City State
College; Ph.D., Columbia University

Scott Jeffrey (2009)

Assistant Professor of Management
BSC, MBA Santa Clara University; Ph.D.,
University of Chicago

Joanne Jodry (2003)

Specialist Professor of Psychological
Counseling
M.A., Monmouth University, EdD, Argosy
University; DMH, Drew University

Barbara Johnston (2008)

Professor and Hess Chair in Nursing
Education; Director of the DNP Program
B.S., M.S., Hunter College; Ph.D., Hofstra
University

Edward Johnston (2010)

Specialist Professor of Art and Design
B.A., M.Ed., University of Notre Dame;
MFA, University of Michigan

Pamela Jones (2012)

Specialist Professor of Education
BS, Stockton State College; MA, Montclair
University; MA, Kean University

George Kapalka (2001)

Professor of Psychological Counseling
and Interim Chair of the Department of
Psychological Counseling
B.A., M.A., Manhattan School of Music;
M.A., Kean University; Ph.D., Fairleigh
Dickinson University

Laura Kelly (2003)

Associate Professor of Nursing
B.S.N., Monmouth University; M.S.,
Rutgers University; Ph.D., Rutgers
University

Jiwon Kim (2010)

Lecturer of Curriculum and Instruction
B.A., M.A., Korea University, Seoul, South
Korea; Ph.D., Purdue University

Sung-Ju Kim (2012)

Assistant Professor of Social Work
BA, Dong-Guk University; MS, Case
Western Reserve University; ABD,
Indiana University

Kathryn Kloby (2007)

Assistant Professor of Political Science
B.A., Marywood College; M.S., Montclair
State University; Ph.D., Rutgers
University

Rose Knapp (2010)

Assistant Professor of Nursing; Chair,
Department of Nursing
B.A. State University of Plattsburgh; M.S.,
Seton Hall University; DNP, University
of Miami

James Konopack (2006)

Assistant Professor of Nursing and Health
Studies; Chair, Department of Health
and Physical Education
B.A., Cornell University; M.E., Boston
University; Ph.D. University of Illinois

Michiko Kosaka (1986)

Associate Professor of Computer Science
B.A., Manhattanville College; M.A., Ph.D.,
New York University

Dmytro Kosenkov (2012)

Assistant Professor of Chemistry
BS, MS, National Taras Shevchenko
University of Kyiv; PhD, Jackson State
University

Jamie Kretsch (2007)

Specialist Professor of Software
Engineering
B.S., Monmouth University; M.S.,
University of Wisconsin-Madison

Robin Kurcharczyk (2005)

Lecturer of Chemistry, Medical
Technology, and Physics
B.A., Douglass College, Rutgers
University; Ph.D., Yale University

Thomas Lamatsch (2012)

Assistant Professor of Political Science
BA, University Stuttgart; MA, PhD,
University of Connecticut

Massimiliano Lamberto (2006)

Associate Professor of Chemistry, Medical
Technology and Physics
B.S., M.S., University of Messina, Italy;
Ph.D., University of Southampton,
United Kingdom

Stacy Lauderdale (2011)

Assistant Professor of Education
B.S., Clemson University; M.A., California
State University, Northridge; Ph.D.,
University of California, Riverside

Matthew Lawrence (2012)

Specialist Professor of Communication
BA, The College of New Jersey; MFA,
Boston University

Gary Lewandowski (2002)

Associate Professor of Psychology; Chair,
Department of Psychology
B.A., Millersville University; M.A., Ph.D.,
State University of New York at Stony
Brook

Kathryn A. Lionetti (1990)

Associate Professor of Biology
B.S., Ph.D., State University of New York
at Stony Brook

Jean Li (2011)

Lecturer of History
PhD, University of California, Berkeley.

Linda Littman (2005)

Lecturer of English
B.A., State University of New York; M.S.,
Canisius College; M.A., Columbia
University; Ph.D., Teachers College,
Columbia University

Biye (Betty) Liu (2000)

Professor of Mathematics
B.S., M.S., Nanjing University, China;
Ph.D., University of Maryland

Weizheng Liu (1994)

Professor of Criminal Justice; Chair of the
Department of Criminal Justice
B.A., M.A., Jilin University, China; Ph.D.,
Indiana University of Pennsylvania

Dorothy Lobo (2002)

Associate Professor of Biology
B.A., Immaculate College; Ph.D., Catholic
University of America

Brian Lockwood (2010)

Assistant Professor of Criminal Justice
B.A., College of New Jersey; M.A., ABD,
Temple University

Min-Hua Lu (1991)

Associate Professor of Marketing; Chair
Marketing and International Business
B.A., M.A., Beijing Institute of Foreign
Trade; D.B.A., George Washington
University

Jia Luo (2011)

Lecturer, Chemistry, Medical Technology
and Physics
B.A., University of Science and
Technology, China; Ph.D., University of
Pittsburgh

Francis C. Lutz (1996)

Professor of Electrical Engineering
B.S., New Jersey Institute of Technology;
M.S., Ph.D., New York University

James P. Mack (1974)

Professor of Biology
B.S., Monmouth College; M.S., William
Paterson College; Ed.D., Teachers
College, Columbia University

Alison Maginn (1997)

Associate Professor of Foreign Language Studies
B.A., University of Ulster, Northern Ireland;
M.A., Ph.D., University of Wisconsin

Y. Lal Mahajan (1979)

Associate Professor of Economics and Finance
B.A., University of Panjab, India; M.A., University of Chicago; Ph.D., Northern Illinois University; Ph.D., Rutgers University

Janet Mahoney (1995)

Professor of Nursing
Dean of the Marjorie K. Unterberg School of Nursing and Health Studies
R.N., St. Mary's Hospital; B.S.N., Monmouth College; M.S.N., Seton Hall University; Ph.D., New York University

Jose M. Maldonado (2005)

Associate Professor of Education
B.A., East Stroudsburg University; M.Ed., Lehigh University; M.S., Wilkes University; Ph.D., University of Arkansas

Srikantaiah Mallikarjun (1967)

Professor of Physics
B.Sc., M.Sc., University of Mysore, India; A.M., Ph.D., University of London, England

Robin Mama (1992)

Professor of Social Work
Dean of the School of Social Work
B.S.W., College of Misericordia; M.S.S., Ph.D., Bryn Mawr College

Colleen Manzetti (2012)

Assistant Professor of Nursing
BS, Rutgers University; MSN, Monmouth University; DNP, Samford University

Mirta Barrea Marlys (2003)

Associate Professor of Foreign Language Studies
Chair of the Department of Foreign Language Studies
B.A., Rutgers University; M.A., Villanova; Ph.D., University of Pennsylvania

David C. Marshall (2004)

Associate Professor of Mathematics;
Chair, Department of Mathematics
B.A., California State University at Fullerton; Ph.D., University of Arizona

Susan H. Marshall (2004)

Associate Professor of Mathematics
B.S., Wake Forest University; Ph.D., University of Arizona

Anne Massoni (2008)

Specialist Professor of Art and Design
B.A., Connecticut College; M.F.A., Ohio University

Golam Mathbor (1999)

Professor of Social Work; Associate Dean of the Wayne D. McMurray School of Humanities and Social Sciences
B.S.S., M.S.S., Bachelor of Law (L.L.B.), University of Dhaka, Bangladesh; M.S.W., McGill University; Ph.D., The University of Calgary

Elena Mazza (2005)

Assistant Professor of Social Work
B.S.W., Monmouth University; M.S.W., Fordham University; PhD, New York University

Sheila McAllister (2007)

Assistant Professor of Communication
B.A., M.A., William Paterson University; Ph.D., Rutgers University

Rebecca McCloskey (2010)

Specialist Professor of Social Work
B.A., Seton Hall University; M.S.W., Ohio State University

James McDonald (1999)

Associate Professor of Software Engineering
B.S.E.E., New Jersey Institute of Technology; M.S.E.E., Massachusetts Institute of Technology; Ph.D., New York University School of Engineering

Frederick L. McKittrick (1994)

Associate Professor of History; Chair of Department of History and Anthropology
B.A., M.A., Ph.D., Columbia University

Marilyn McNeil (1994)

Vice President and Director of Athletics; Associate Professor of Physical Education
B.P.E., The University of Calgary; M.A., McGill University; Ed.D., Washington State University

Mary Beth Meszaros (2008)

Associate Librarian
B.A., Villanova University; M.S., Drexel University; Ph.D., University of Pennsylvania

Nancy Mezey (2002)

Associate Professor of Sociology
B.A., Vassar College; M.A., Ph.D., Michigan State University

Allen Milewski (2003)

Associate Professor of Software Engineering
B.A., University of Wisconsin; M.A., Ph.D., Brown University

Kenneth Mitchell (2006)

Associate Professor of Political Science
B.A., University of California; M.S., London School of Economics; D.Phil., Oxford University, United Kingdom

William P. Mitchell (1968)

Professor of Anthropology
Freed Foundation Endowed Chair in Social Science; A.B., Brooklyn College; Ph.D., University of Pittsburgh

Gregory Moehring (2011)

Associate Professor of Chemistry and Chair, Chemistry, Med Tech and Physics
Ph.D., Purdue University

Donald M. Moliver (1982)

Professor of Economics;
Dean of the Leon Hess Business School; Pozycki Endowed Professor of Real Estate
B.A., Fairleigh Dickinson University; M.A., Ph.D., Virginia Polytechnic Institute

John Morano (1988)

Professor of Communication
B.A., Clark University; M.A., Pennsylvania State University

Joseph Mosca (1987)

Associate Professor of Management; Chair, Department of Management and Decision Sciences
B.A., M.A., Montclair State College; Ed.D., New York University

Mihaela Moscaliuc (2011)

Assistant Professor of English
BA, MA, Al.I.Cuza University; MA, Salisbury University; MFA, New England College; PhD, University of Maryland

Datta V. Naik (1977)

Professor of Chemistry; Dean of the Graduate School and Continuing Education and Vice Provost
B.Sc., St. Xavier's College, University of Bombay, Goa, India; Ph.D., University of Notre Dame

Enoch L. Nappen (1960)

Associate Professor of Political Science
B.A., M.A., Rutgers University; Ph.D., New York University

Roy L. Nersesian (1985)

Associate Professor of Management
B.S., Rensselaer Polytechnic Institute;
M.B.A., Harvard Business School

Marta Neumann (2009)

Lecturer of Nursing and Health Studies
B.A., M.A. College of Physical Education,
Wroclaw, Poland; Ph.D., Academy of
Physical Education, Wroclaw, Poland

Bruce Normandia (2000)

Associate Professor of Education
B.S., Seton Hall University; M.A.,
Montclair State College; Ed.D., Rutgers
University

Eleanor M. Novek (1996)

Associate Professor of Communication
B.A., Georgia State University; M.A.,
Ph.D., University of Pennsylvania

Judith L. Nye (1988)

Associate Professor of Psychology;
Associate Vice President of Academic
Foundations; B.S., M.S., Ph.D., Virginia
Commonwealth University

Guy B. Oakes (1968)

Professor of Philosophy and Corporate
Values;
Kvernland Endowed Chair in Philosophy
and Corporate Social Policy
A.B., University of Chicago; Ph.D., Cornell
University

Mohammad S. Obaidat (1996)

Professor of Computer Science
BSEE, Aleppo University; MSEE, PhD,
Ohio State University

Helen O'Brien (2008)

Assistant Professor of Social Work
B.A., Pace University; M.S.W., Columbia
University; Ph.D., New York University

Cynthia O'Connell (2012)

Specialist Professor of Education
BS, Douglas College; MEd, The College
of New Jersey

Patrick O'Halloran (2003)

Associate Professor of Economics
B.A., M.A., Ph.D., University of Wisconsin

Michael Palladino (1999)

Associate Professor of Biology;
Dean of the School of Science
B.S., The College of New Jersey (Trenton
State College); Ph.D., University of
Virginia

Emanuel Palsu-Andriescu (2010)

Lecturer of Mathematics
B.S., M.S., Al.I. Cuza University, Romania;
Ph.D., Rutgers University

Wai Kong Pang (2008)

Assistant Professor of Mathematics
B.S., Brigham Young University; M.S.,
Ph.D., Texas Tech University

Tina Paone (2006)

Associate Professor of Educational
Leadership, School Counseling and
Special Education
Chair, Department of Educational
Leadership, School Counseling and
Special Education
B.A., University of Tampa; M.A., Ph.D.,
University of Nevada

Katherine Parkin (2003)

Associate Professor of History
B.A., Lake Forest College; Ph.D., Temple
University

Abha Sood Patel (2005)

Lecturer of English
B.A., M.A., University of Delhi; Ph.D.,
Indian Institute of Technology

Joseph N. Patten (2002)

Associate Professor of Political Science,
Chair of the Department of Political
Science
Director of the Washington Semester
B.A., Kean University; M.A., Ph.D., West
Virginia University

David P. Paul III (1998)

Associate Professor of Marketing
B.S., Hampden-Sydney College; D.D.S.,
Medical College of Virginia; M.B.A.,
Ph.D., Old Dominion University

David E. Payne (1986)

Associate Professor of Psychology
B.A., University of Mississippi; M.A.,
M.Phil., Ph.D., Columbia University

Thomas Pearson (1978)

Professor of History; Vice President for
Academic Affairs and Provost
B.A., Santa Clara University; M.A., Ph.D.,
University of North Carolina at Chapel Hill

Karen Pesce (2008)

Lecturer of Biology
B.A., B.S., M.S., Seton Hall University;
Ph.D., Rutgers University

Terri Peters (2001)

Associate Professor of Education
B.A., M.S., Ph.D., State University of New
York at Albany

Michael Phillips (2007)

Assistant Professor of Communication
B.A., George Mason University; M.A., St.
John's College; Ph.D., University of
Maryland

Sue E. Polito (2004)

Specialist Professor of Nursing and
Health Studies
B.A., Providence College; M.S.N.,
Monmouth University

Steven Pressman (1981)

Professor of Economics
B.A., Alfred University; M.S., Syracuse
University; Ph.D., New School for Social
Research

Bruce Ralli (2007)

Lecturer of Mathematics
B.A., West Virginia University; M.A.,
Georgian Court University

Peter Reinhart, Esq. (2011)

Specialist Professor
Director of the Kislak Real Estate Institute
BA, Franklin and Marshall; JD, Rutgers-
Camden

Ronald L. Reisner (1995)

Associate Professor of Criminal Justice
B.A., Brooklyn College; Ph.D., Columbia
University; J.D., Rutgers University
School of Law

Benedicte Reyes (2002)

Associate Professor of Economics
B.A., Ecole Supérieure de Commerce de
Reims, France; M.B.A., Temple
University; Ph.D., Columbia University

Maryanne Rhett (2008)

Assistant Professor of History and
Anthropology
B.A., University of South Carolina; M.A.,
University of Arizona; Ph.D.,
Washington State University

Dennis Rhoads (1995)

Professor of Biology
B.A., University of Delaware; Ph.D.,
University of Cincinnati

Nicole Ricciardi (2007)

Assistant Professor of Music and Theatre
Arts
B.A., Drew University; M.F.A., Carnegie
Mellon University

Michael Richison

Specialist Professor of Art and Design
B.F.A., Calvin College; M.F.A., Cranbrook
Academy of Art

Julia Riordan-Goncalves (2007)

Assistant Professor of Foreign Language
Studies
B.A., Dickinson College; M.A., ABD,
University of North Carolina at Chapel
Hill

Joseph Rocereto (2006)

Assistant Professor of Management and Marketing
B.A., Dickinson College; M.B.A., Ph.D., Drexel University

Janice Rohn (2012)

Specialist Professor of Computer Science and Software Engineering
BA, Thomas Edison State College; MS, National Technological University

Lynn Andrews Romeo (1994)

Associate Professor of Education; Dean of the School of Education
B.A., Glassboro State College; M.A., Kean College; Ed.D., Rutgers University

Daniela Rosca (1998)

Associate Professor of Software Engineering
M.S., Polytechnic University of Bucharest; Ph.D., Old Dominion University

Stuart Rosenberg (2010)

Associate Professor of Management and Marketing
B.A., Marquette University, M.A., University of Wisconsin-Madison; MBA, Ph.D., Fordham University

Gloria Rotella (2006)

Specialist Professor of Music and Theatre Arts
B.A., M.A., New Jersey City University; M.S., Monmouth University; Ed.D., Rutgers University

Alishea Rowley (2012)

Specialist Professor of Psychological Counseling
BS, Florida Agricultural and Mechanical University; MA, University of Central Florida; PhD, North Carolina State University

Betty Sanchez (2012)

Specialist Professor of Foreign Language Studies
BS, Colegio Universitario de Caracas; BA, MFA, Brooklyn College; MA, Montclair State University

Rebecca Sanford (2004)

Associate Professor of Communication
B.A., University of Pittsburgh; M.A., Monmouth University; Ph.D., Temple University

Saliba Sarsar (1985)

Professor of Political Science; Associate Vice President for Global Initiatives
B.A., Monmouth College; Ph.D., Rutgers University

Paul G. Savoth (1986)

Associate Professor of Accounting and Business Law
B.A., Middlebury College; J.D., Seton Hall University; CPA, New Jersey

Julie Schaaff (2011)

Lecturer, School of Nursing and Health Studies
B.A., Bucknell University, M.A., University of Delaware

Richard Scherl (2002)

Associate Professor of Computer Science
B.A., Columbia University; M.A., University of Chicago; Ph.D., University of Illinois

Karen Schmelzkopf (1998)

Associate Professor of Geography
B.A., M.A., Florida Atlantic University; Ph.D., Pennsylvania State University

William Schreiber (2006)

Lecturer of Chemistry, Medical Technology and Physics;
Coordinator, Clinical Laboratory Sciences and Medical Technology Programs
B.S., Massachusetts Institute of Technology; Ph.D., University of Rochester

Solomon Z. Schuck (1966)

Associate Professor of Psychological Counseling
B.S., City College of New York; Ph.D., New York University

Alan Schwerin (1996)

Associate Professor of Philosophy
B.A., M.A., Rhodes University; Ph.D., Rice University

Patricia Sciscione (2010)

Specialist Professor of Nursing
M.S.N., Kean University

Michelle Ann Scott (2008)

Assistant Professor of Social Work
B.A., Clark University; M.S.W., Ph.D., University of California, Berkeley

Robert E. Scott (2005)

Specialist Professor of Communication
B.A., Monmouth University; M.F.A., University of Miami

Robert Scott, III (2005)

Associate Professor of Economics
B.A., Western State College of Colorado; M.A., Ph.D., University of Missouri

Brion Sever (1998)

Associate Professor of Criminal Justice
B.S., M.S., Ph.D., Florida State University

Jennifer Shamrock (2004)

Lecturer of Communication
B.A., LaSalle University; M.A., University of Maine; Ph.D., Arizona State University

Deanna Shoemaker (2005)

Associate Professor of Communication
B.F.A., Webster University; M.A., Ph.D., University of Texas at Austin

Eugene S. Simko (1978)

Associate Professor of Management
B.B.A., M.B.A., Temple University; Ph.D., Baruch College of the City University of New York

Kristine Simoes (2001)

Specialist Professor of Communication
B.A., Rowan University; M.A., Rowan University

Maria Simonelli (2007)

Lecturer of Foreign Language Studies
M.A., Licio Statale Nola, Italy; Ph.D., Universita di Napoli, Italy

Pasquale Simonelli (2005)

Lecturer of Philosophy
Liberal Arts Major, Collegio DeMerode; Ph.D., Universita di Napoli, Italy

Michaeline Skiba (2003)

Associate Professor of Management
B.S., M.S., Loyola University; M.S., Boston College; Ed.D., Columbia University

Donald R. Smith (2002)

Associate Professor of Management
B.A., Cornell University; M.S., Columbia University; Ph.D., University of California at Berkeley

Nora Smith (2000)

Associate Professor of Social Work
B.S., M.S., Ph.D., State University of New York at Albany

William Stanley (2003)

Professor of Education
B.A., Kean College; M.A., Ed.D., Rutgers University

Janice Stapley (1990)

Associate Professor of Psychology
B.A., Russell Sage College; M.S.; Ph.D., Rutgers University

Sharon W. Stark (1996)

Associate Professor of Nursing; Associate Dean of the School of Nursing
B.S., Thomas Edison State College; M.S.N., Rutgers University; Ph.D., Widener University

Directories

Sue Starke (2000)

Associate Professor of English
B.A., Wellesley College; Ph.D., Rutgers University

Lilly Steiner (2010)

Assistant Professor of Educational Leadership, School Counseling and Special Education
B.A., University of Wisconsin; M.A., University of North Dakota; Ed.D., Boston University

Douglas Stives (2006)

Specialist Professor of Accounting; Director of the M.B.A. Program
B.S., M.B.A., Lehigh University

David Strohmetz (1996)

Professor of Psychology; Associate Vice President for Academic and Instructional Assessment
B.A., Dickinson College; M.A., Ph.D., Temple University

Don R. Swanson (1995)

Professor of Communication and Chair of the Department of Philosophy, Religion, and Interdisciplinary Studies
B.A., Augustana College; M.A., University of Montana; Ed.D., University of Northern Colorado

G. Boyd Swartz (1966)

Professor of Mathematics
B.S.E.E., M.S.E.E., Lehigh University; M.S., Ph.D., New York University

Danuta Sz wajkajzer (2004)

Lecturer of Chemistry
M.S., Technical University of Warsaw; M.S., University of Rochester; Ph.D., Rutgers University

William M. Tepfenhart (1999)

Associate Professor of Software Engineering
B.S., M.S., Ph.D., University of Texas at Dallas

David J. Tietge (2002)

Associate Professor of English
B.A., University of North Iowa; M.A., Indiana State University; Ph.D., South Illinois University at Carbondale

Tsanangurayi Tongesayi (2006)

Associate Professor of Chemistry, Medical Technology and Physics
B.S., M.S., University of Zimbabwe; Ph.D., West Virginia University

David Tripold (2002)

Associate Professor of Music, Chair of the Department of Music and Theatre Arts
B.M., M.M., Westminster Choir College of Rider University; Ph.D., Drew University

Mary Ann Troiano (2001)

Associate Professor of Nursing and Health Studies; Assistant Director of the DNP Program
B.S.N., Long Island University; M.S.N., Wagner College

Frances K. Trotman (1995)

Professor of Psychological Counseling
B.A., City College; M.S.Ed., City University; M.Phil., Ph.D., Columbia University

Nancy Uddin (1999)

Associate Professor of Accounting
B.A., William Paterson University; Ph.D., Rutgers University

Jack M. Van Arsdale (1965)

Associate Professor of Software Engineering
B.S., Monmouth College; M.S.E.E., Polytechnic Institute of Brooklyn

Michelle Van Volkom (2007)

Lecturer of Psychology
B.A., Seton Hall University; M.A.; Ph.D., State University of New York at Albany

Dorothy Varygiannes (2007)

Lecturer of Education
B.A., New Jersey City University; M.A., Montclair State University; Ed.D., Seton Hall University

Richard Veit (2000)

Associate Professor of Anthropology and Director of the Center for Excellence in Teaching and Learning
B.A., Drew University; M.A., College of William and Mary; Ph.D., University of Pennsylvania

Lisa Vetere (2005)

Associate Professor of English
B.A., Siena College; M.A., St. Bonaventure University; Ph.D., Lehigh University

Marina Vujnovic (2008)

Assistant Professor of Communication
B.A., University of Zagreb; M.A., University of Northern Iowa; Ph.D., University of Iowa

Jiacun Wang (2004)

Associate Professor of Software Engineering; Chair of the Department of Computer Science and Software Engineering
B.S., Jiangsu University of Science and Technology; M.S.; Ph.D., Nanjing University of Science and Technology

Kelly Ward (1999)

Professor of Social Work; Director, BSW Program
B.S., Eastern Michigan University; B.S.W., Rutgers University; Ph.D., Fordham University

Michael Waters (2008)

Professor of English
B.A., M.A., State University of New York; M.F.A., University of Iowa; Ph.D., Ohio University

Sherry Wien (2001)

Associate Professor of Communication
B.A., Lynchburg College; M.A., Penn State University; Ph.D., Rutgers University

Hettie Williams (2007)

Lecturer of History
B.A., Rowan University; M.A., Monmouth University

Charles Willow (2004)

Associate Professor of Management
B.S., Hanyang University; M.S., Hanyang University; M.S., Texas A&M University; Ph.D., University of Houston

Chiu-Yin (Cathy) Wong (2011)

Assistant Professor of Curriculum and Instruction
B.A., Brigham Young University; M.A., Ph.D., Texas Tech University

George Wurzbach (2009)

Specialist Professor of Music and Theatre Arts
B.A., Brooklyn College CUNY; M.A., Hunter College CUNY

Cui Yu (2002)

Associate Professor of Computer Science
B.S., Nanjing University of Aeronautics & Astronautics; Ph.D., National University of Singapore, Singapore

Minna Yu (2010)

Assistant Professor of Accounting
B.A., M.S., Dongbei University, China; Ph.D., Kent State University

Ronald Zhao (2002)

Associate Professor of Accounting
B.A., Fudan University, China; M.A., Shanghai Foreign Language Institute, China; M.B.A., Yale School of Management; Ph.D., Texas Tech University

Jing Zhou (2004)

Associate Professor of Art
B.A., Sichuan Fine Arts Institute; M.F.A., Georgia Southern University

Monmouth University

Academic Calendar

FALL SEMESTER 2012

September 2012

End of Continuing Registration	Thursday, August 30, 2012
CLASSES BEGIN (8:30 A.M.)	Tuesday, September 4, 2012
Late Registration or Program Changes	Tuesday–Tuesday, September 4-11, 2012
Leave of Absence Deadline	Tuesday, September 11, 2012
Opening Convocation	Wednesday, September 12, 2012

October 2012

Last Day to Withdraw from Pattern “A” Sessions	Monday, October 1, 2012
Founders’ Day Convocation	Wednesday, October 10, 2012
Fall Holiday; No Thursday or Friday Classes	Thursday–Friday, October 11-12, 2012
Pattern “A” Classes End	Monday, October 22, 2012
Pattern “B” Classes Begin	Tuesday, October 23, 2012
Undergraduate Midterm Grades Due in Office of Registration and Records*	Tuesday, October 23, 2012

November 2012

Deadline to submit graduation applications for January 2013 Graduation	Thursday, November 1, 2012
Last Day to Withdraw with “W” Grade (not “A” or “B” pattern classes)	Tuesday, November 6, 2012
Last Day to submit substitutions and/or waivers for January 2013 Graduation	Thursday, November 15, 2012
Last Day to Withdraw from Pattern “B” Classes	Monday, November 19, 2012
Thursday Classes Meet on Tuesday, Nov. 20	Tuesday, November 20, 2012
Friday Classes Meet on Wednesday, Nov. 21	Wednesday, November 21, 2012
Thanksgiving Recess	Thursday–Friday, November 22-23, 2012

December 2012

Pattern “B” Classes End	Friday, December 14, 2012
Classes End	Friday, December 14, 2012
Final Examination Period	Saturday–Friday, December 15-21, 2012
Final Grades Due 6 A.M.*	Thursday, December 27, 2012

* Grades will be posted on WEBstudent approximately 2 days after the Office of Registration and Records has received all grades.

Academic Calendar

SPRING SEMESTER 2013

January 2013

End of Continuing Registration.....	Thursday, January 17, 2013
COMMENCEMENT	Friday, January 18, 2013
Martin Luther King Holiday	Monday, January 21, 2013
CLASSES BEGIN 8:30 A.M.....	Tuesday, January 22, 2013
Late Registration or Program Changes	Tuesday–Tuesday, January 22-29, 2013
Leave of Absence Deadline	Tuesday, January 29, 2013

February 2013

Last Day to Withdraw from Pattern “A” Classes	Monday, February 18, 2013
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March 2013

Graduation Applications due for May 2013	Friday, March 1, 2013
Pattern “A” Classes End	Monday, March 11, 2013
Pattern “B” Classes Begin	Tuesday March 12, 2013
Undergraduate Midterm Grades Due in Office of Registration and Records*	Tuesday, March 12, 2013
Spring Recess.....	Saturday–Friday, March 16-22, 2011

April 2013

Last Day to Withdraw with “W” Grade (not pattern “A” or “B” classes).....	Monday, April 1, 2013
Academic Advising and Priority/Early Registration	Thursday, April 4, 2013 to
for Summer, Fall and Spring	Friday, April 19, 2013
Last Day to Withdraw from Pattern “B” Classes	Monday, April 15, 2013
Last day to submit substitutions and/or waivers	
For May 2013 graduation	Monday, April 15, 2013

May 2013

CLASSES END.....	Monday, May 6, 2013
Reading Day	Tuesday, May 7, 2013
Final Examination Period	Wednesday, May 8, 2013 to Tuesday, May 14, 2013
Grades Due 10 P.M.	Thursday, May 16, 2013
COMMENCEMENT	Wednesday, May 22, 2013

June 2013

Graduation Applications due for July 2013	Saturday, June 15, 2013
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* Grades will be posted on WEBstudent approximately 2 days after the Office of Registration and Records has received all grades.

Directions

1. **From the Garden State Parkway:** Take Exit 105. The Parkway offramp leads directly onto Route 36 East. Continue on Route 36 East approximately three miles to Route 71 South. Go approximately one mile and Route 71 will fork left and become Cedar Avenue. Enter the campus through the Norwood Avenue entrance.
 2. **From the NJ Turnpike:** From the South, take Turnpike North to Exit 7A. After the toll plaza, take I-195 East to Shore Points. Approaching Belmar, I-195 becomes NJ Route 138. After crossing the Garden State Parkway, exit right to NJ Route 18 North, marked Eatontown. Take the Deal Road exit and drive east to the intersection at Monmouth Road. Turn left and proceed to the third traffic light, which is Cedar Avenue. Turn right onto Cedar (also labeled NJ Route 71 South) and follow to campus. Enter the campus through the Norwood Avenue entrance.
 3. **From the NJ Turnpike:** From the North, take Turnpike South to Exit 11 (Garden State Parkway South), Take Exit 105 as outlined in #1 above.
 4. **From Trenton and Points West:** Take I-195 East, and follow instructions outlined in #2 above.
 5. **From Freehold area:** Take US Route 9 South to I-195 East. Follow instructions outlined in #2 above.
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MONMOUTH UNIVERSITY CAMPUS MAP

VEHICULAR ENTRANCES

- A, B Students
- C, E Visitors & Employees
- D Students & Library
- E Poliak Theatre
- F Guests
- G Lauren K. Woods Theatre & Students
- 1 Elmwood Hall
- 2 Pinewood Hall
- 3 Willow Hall
- 4 Laurel Hall
- 5 Beechwood Hall
- 6 Spruce Hall
- 7 Cedar Hall
- 8 Health Center/Birch Hall
- 9 Garden Apartments
- 10 Great Lawn Apartments
- 11 Oakwood Hall
- 12 Redwood Hall
- 51 Maplewood Hall
- 53 Mulhenny Hall

ADMINISTRATION AND ACADEMIC BUILDINGS

- 13 Plangere Center for Communication
- 14 Art Gallery & Academic Building
- 15 Lauren K. Woods Theatre Complex
- 17 Woodrow Wilson Hall & Auditorium
- 18 Woodrow Wilson Annex
- 19 Rillary Ice House Gallery
- 20 Art Workshop
- 22 600 Art Building
- 23 Thomas A. Edison Science Hall
- 24 James and Marlene Howard Hall
- 25 Poliak Theatre and Art Gallery
- 26 Lein Hoss Business School in Samuel E. and Millie Bay Hall
- 27 Pedestrian Underpass

ATHLETIC DEPARTMENT

- 28 Offices
- 29 Center for Rapid Response
- 30 University Police
- 31 Facilities Management
- 32 Greenhouse
- 33 Doherty House
- 37 Alumni House
- 48 Robert E. McAllan Hall
- 50 Monmouth University Library

RECREATION/FOOD SERVICE

- 34 Samuel Hays Magill Commons, The Club, Dining Hall
- 38 Messer Field
- 40 William T. Boylan Gymnasium and Richard E. Steadman Natatorium
- 41 Multipurpose Activity Center
- 42 Rebecca Stafford Student Center
- 43 Baseball Field
- 44 Practice Field
- 45 "So Sweet A Cat" Field
- 46 Hockey Field
- 46 Tennis Courts
- 47 Women's Softball Field
- 49 Great Lawn Fields
- 52 Lois Blonder Sculpture Garden
- University House
- Running Day Running Club
- Fitness Center
- Yoga
- Bow Office

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 799. 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 2012. Monmouth University maintains the most current course descriptions on their WEBSITE, which can be accessed through the University's WEBstudent menu.

Appendix A: Course Descriptions

ANTHROPOLOGY

AN 501 Cr. 3.0

Anthropological Theory

A seminar style course that presents students with a survey of the theories that have shaped the thinking of anthropologists for over a century. We cover theories relevant to all four subfields of anthropology (cultural, archaeological, linguistic and biological), and compare them through a very general set of questions. The five questions asked are 1) How does society hold itself together? (structure); 2) How does society change? (history); 3) How aware are people of their society and its changes? (subjectivity); 4) How are people able to change their society? (agency); and 5) How do people divide society into groups? (alterity). Course Type(s): none

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 506 Cr. 3.0

Historical Archaeology

An intensive introduction to historical and industrial archaeology (c. 1492+). Topics covered include exploration, imperialism, colonization, industrialization and urbanism. Archaeological field methods and the interpretation of material culture are also introduced. Also listed as History 506. Course Type(s): HSUS

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 520 Cr. 3.0

Field Methods in Archaeology

An introduction to archaeological field methods: survey and excavation. Students will also learn excavation procedures, descriptive note writing, and drawing, and be introduced to archaeological photography, mapping, reporting, conservation and curation. Supervised fieldwork will be conducted on archaeological sites. Also listed as History 520. Course Type(s): none

AN 524 Cr. 3.0

Introduction to Geographical Information Systems (GIS)

Provides both the theoretical and methodological background for proficient use of Geographical Information Systems (GIS). A multidisciplinary integration of theories and applications pertinent to both natural and social science research. Lectures and discussions will introduce the conceptual and methodological platform that is necessary to design, implement, and interpret GIS research. Weekly lab exercises will develop problem-solving skills and emphasize common research techniques in GIS. Students will also learn field techniques of spatial data collection. In sum, demonstrates how both GIS tools and a geographic perspective may be applied to a broad range of social and ecological research problems. Also listed as Geography 524. Course Type(s): TL

AN 532 Cr. 3.0

Native American History and Prehistory

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. Also listed as History 532. Course Type(s): HSNW, HSWLD

AN 534 Cr. 3.0

Landscapes: Theory and Interpretation

In the last three decades, social theorists have begun to consider how space may constrain and influence both human experience and perception. In this theoretical discussion, landscape has emerged as a central concept, an analytical lens through which researchers may consider

how the contours of social space are both the producers and products of human action. This class critically examines the theoretical underpinnings of these recent conceptual developments. It investigates theories of environment, space, and place, while critiquing and analyzing how such theories have been applied to empirical contexts.

Course Type(s): none

AN 540 **Cr. 3.0**

Psychological Anthropology

An introduction to the subfield of psychological anthropology. Research and inquiry in psychological anthropology is rooted in two traditions. The first is culture and personality which is aligned with psychoanalytical thought; the second is cognitive anthropology which emphasizes cultural models of thought. A fundamental pursuit in psychological anthropology is the relationship between culture, behavior, and thought. Psychological anthropology seeks to understand the relationship between individual and sociocultural phenomena-between polar extremes such as personality and mind and society and culture. Explores how culture and psyche affect each other. Topics include: theoretical frameworks; culture and personality, human development, emotion, self, and mental illness.

Course Type(s): none

AN 542 **Cr. 3.0**

Economic Anthropology

Examines human systems of production, distribution and consumption around the world - in short, cross-cultural economics. We consider how various economic systems differ from market capitalism, and therefore also analyze how capitalism itself operates on its periphery. We analyze the processes through which markets and money spread throughout the world, as well as their (often violent) interaction with local economic systems. As such, this inquiry raised fundamental questions about social inequality that we explore throughout the course, such as: Why are some people poor and others rich? How do people in different contexts understand these differences? How do economic disparities affect human desire, value, morality and choice?

Course Type(s): none

AN 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 map-

ping, and how in turn mapping influences history and ideology. Also listed as History 562.

Course Type(s): none

AN 572 **Cr. 3.0**

The 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. Also listed as History 572.

Course Type(s): HSEU, HSWLD

AN 573 **Cr. 3.0**

Ecological Imperialism

Ecological History will examine the relationship between human society(ies) and the natural world over recorded time. As an interdisciplinary exercise this class will draw on the natural sciences, anthropology, and history to better understand the biological, cultural, imperial, ethical, economic, religious, political, and global ramifications of the relationship between humanity and humanity's natural surroundings. Also listed as History 573.

Course Type(s): HSWLD

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 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. Also listed as History 585.

Course Type(s): HSNW

Appendix A: Course Descriptions

AN 586 **Cr. 3.0**

Precolumbian Civilizations: The Aztec and Inka States

An intensive examination of the emergence, growth and conquest of two native states from the ancient Americas: the Inka and the Aztec. Lectures and discussions examine the social, cultural and political contexts of these two Native American states, while applying broader anthropological theories of state genesis, power apparatuses, and social transformation. Considers the causes and consequences of the Spanish and Portuguese conquests within the Americas through an intensive discussion of the establishment of colonial societies in the sixteenth century. Also will examine how the Precolumbian and colonial history of this region intimately linked to the contemporary politics of Latin American nations.

Course Type(s): none

AN 589 **Cr. 3.0**

Formation of the Global System

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. Also listed as History 589.

Course Type(s): HSNW, HSWLD

AN 595 **Cr. 3.0**

Anthropology Internship/Practicum

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 anthropology, museum studies, public history, and geography.

Course Type(s): none

AN 598 **Cr. 3.0**

Special Topics in Anthropology

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

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

AN 691 **Cr. 3.0**

Anthropology Thesis (Research)

Reading and research leading to significant written work, under the direction of a member of the anthropology faculty. Prerequisite: Fifteen credits in Anthropology.

Course Type(s): none

AN 692 **Cr. 3.0**

Anthropology Thesis (Writing)

Reading and research leading to significant written work, under the direction of a member of the anthropology faculty. Prerequisite: Eighteen credits in Anthropology.

Course Type(s): none

AN CPE **Cr. 0.0**

Anthropology Comprehensive Exam

The Anthropology comprehensive exam is a zero credit course for students which will allow students who have completed thirty credits of graduate coursework in anthropology to take a comprehensive exam and complete their degree.

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

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

Prepares pre-service teachers to implement a discipline-based sequential curriculum in the art content area. Satisfies the requirements of the NJCCCS (New Jersey Core Curriculum Content+Standards). Prerequisite: Permission of the instructor or department chair. Course Type(s): none

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 nineteenth 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. 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 from 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. (Cannot be taken to fulfill an MS or an MAT 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. (Cannot be taken to fulfill an MS or an MAT in Biology without permission of the appropriate departments.) Course Type(s): none

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

Appendix A: Course Descriptions

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): none

BUSINESS

BU 588 **Cr. 1.0**

Business Practice and Experience

Provides the opportunity for MBA graduate students to obtain related experience in employment at a local company or institution with Monmouth University sponsorship. Available to MBA students who have completed at least nine credit hours of graduate courses at the 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

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

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

Focus on management control systems, which are processes intended to help implement strategies. Includes discussion and critical examination of concepts, text, and cases designed to allow students to gain knowl-

edge, 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. A discussion of the management of globalization through global-coordination governance is at the end of the course.

Prerequisites: 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.

Appendix A: Course Descriptions

Prerequisites: Economics 501 and Management 506 or equivalent.

Course Type(s): MBA.E

BE 598 **Cr. 3.0**

Special Topics: Economics

Subject matter varies according to the interest of the students and the professor. 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

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

Review and reinforce concepts and techniques of finan-

cial 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. Readings are supplemented 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. Individual, as well as corporate investment and financing decisions under uncertainty, are dealt with.

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: Finance 511 or equivalent.

Course Type(s): none

BF 535 **Cr. 3.0**

International Finance

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

Subject matter varies according to the interest of the students and the professor. 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 nine 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 services. 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, materials contained in previous courses, as well as skills taught in general business courses, are incorporated into a unified examination of critical issues facing the health care services environment. 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.

Prerequisites: 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 – 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

Appendix A: Course Descriptions

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

Subject matter varies according to the interest of the students and the professor. 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 nine 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

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.

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 529 Cr. 3.0

Project Management

Project management is introduced from an applied managerial perspective with an emphasis on the behaviors, tools, and topics that managers will encounter throughout the life cycle of a project. The overall project phases of initiating, planning and design, executing, monitoring and controlling, and closing projects will be covered.

Prerequisite: Management 502.

Course Type(s): none

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

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 organiz-

ing 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

Subject matter 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 nine credits of graduation.

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 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

Appendix A: Course Descriptions

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): MBA.K

BK 598 **Cr. 3.0**

Special Topics in Marketing

Subject matter varies according to the interest of the students and the professor. 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 nine 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

Students gain 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

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

Subject matter varies according to the interest of the stu-

dents and the professor. 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 501 **Cr. 3.0**

Communication Theory

Introduces foundational ideas in the fields of human and mass communication and the ways scholars have developed these through research. Highlights theories that apply to public service communication (social responsibility, relationship building, etc.). Students learn to write literature review exploring recognized branch of theory.

Course Type(s): EN.RW

CO 502 **Cr. 3.0**

Research Methods in Communication and Mass Media

Introduces commonly employed quantitative and qualitative research techniques in communication as well as research ethics. Students learn to design a research project, conduct pilot study, and write formal proposal. Research for the public good will be emphasized.

Course Type(s): none

CO 503 **Cr. 3.0**

Graduate Foundations in Communication

Introduces new students to the field of communication, its history, branches and disciplines, emphasizing communication for the public good. Assists students in meeting demands of graduate study, using research resources, and understanding departmental policies. Establishes public service objectives of the program. Introduces options for final thesis or project. Students create a plan of study to guide future course and project selections.

Course Type(s): none

CO 504 **Cr. 3.0**

Principles of Public Relations

Explores the theoretical foundations and principles that encompass the field and practice of public relations. 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): none

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): none

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

Appendix A: Course Descriptions

explored within the framework of intensive media study.
Course Type(s): none

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): TPS

CO 509 **Cr. 3.0**

Communication, Culture, and Community

Fosters an understanding of community as a communication concept and explores the performance of community roles through civic engagement and democratic participation. Students will explore the nature of community, the impact of institutions in everyday life, the consequences of individual, social, and global privilege, and the role of personal responsibility in communities. Students test the possibilities and problems of contemporary forms of community through a community-based service project.
Course Type(s): TPS

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): TPS

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): TPS

CO 516 **Cr. 3.0**

Public Relations and Fundraising for Nonprofits

Through case study analysis, practical assignments, and examination of key public relations theories, this course provides an understanding of the important role that public relations plays in furthering the mission and goals of nonprofit and non-government organizations (NGOs). Instruction focuses on using effective public relations techniques to gain support from different constituencies.
Course Type(s): TPS

CO 520 **Cr. 3.0**

Communication Ethics

Communication ethics is the study of the principles that govern the conduct of private and public communication in the pursuit of the personal and common good. Provides an introduction to communication ethics through the writings of important ancient and contemporary scholars.
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): none

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

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): none

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 561 Cr. 3.0

Message Construction: Audio, Video and Web

With the development of the new technologies and World Wide Web in particular visual communication has become major disciplines in today's media. This team-taught class deals with both theory and practice of achieving good message design to influence targeted audiences. Students are introduced to the process and theory of audio and video production for Web-based message construction.

Course Type(s): none

Appendix A: Course Descriptions

CO 565 **Cr. 3.0**

Special Event Planning and Promotion

Many organizations use events as a public relations strategy to build and maintain relationships with key stakeholders. Through case study analysis, practical assignments, and examination of key public relations theories, this course introduces students to successful event planning and promotion. Emphasis is on creating, organizing, identifying sponsors, publicizing and implementing special events.

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 consent 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 595 **Cr. 3.0**

Corporate and Public Communication Internship

Designed for students with less than one year professional experience. Supervised practical work experience with media outlets, advertising and promotion agencies, public relations firms, film companies, etc. Involves cooperative efforts of departmental faculty and employers. Exposure to current and innovative techniques in research, management and creative activities while offering practical experience.

Prerequisite: Consent of the graduate advisor and placement.

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. 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): none

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 691 **Cr. 3.0**

Communication Thesis Proposal

A two-semester sequence of an independent research study in consultation with a faculty thesis advisor. In this first semester, the student will select an area of communication research and develop a thesis proposal. The completed 10-15 page proposal will include a research question or hypothesis, rationale for study, literature review, methodology, and (if applicable) approval from the Institutional Review Board for research involving human participants.

Prerequisites: Communication 501, 502, 503 and completion of 9 graduate level communication credits (or approved equivalent), and permission of the faculty thesis advisor.

Course Type(s): none

CO 692 **Cr. 3.0**

Communication Thesis II

A two-semester sequence of an independent research study in consultation with a faculty thesis advisor. In the second semester, the student will complete work to execute the thesis proposal from Communication 691. The completed 25-30 page thesis will include a research question or hypothesis, rationale for study, literature review, methodology, results, discussion, conclusion, complete bibliography, and appropriate appendices. Upon completion of the study, the student is required to defend the thesis before a faculty committee and to make a presentation in Communication COL, Graduate Colloquium.

Prerequisite: Communication 691.

Course Type(s): none

CO 693 **Cr. 3.0**

Communication Project Proposal

A two-semester sequence of an independent professional project in consultation with a faculty project advisor. In the first semester, the student will review relevant trade and scholarly literature and conduct research leading to the development of a project proposal. The student must receive approval of the project advisor based on a demonstration of his or her pre-existing competence with media message construction.

Prerequisites: Communication 501, 502, 503 and comple-

tion of nine graduate level communication credits.
Course Type(s): none

CO 694 **Cr. 3.0**

Communication Project

A two-semester sequence of an independent professional project in consultation with a faculty project advisor. In the second semester the student will complete work to execute the project proposal from Communication 693. The project requires the production and execution of a professional-quality media message of significant length and value for a public service organization as well as a well-researched paper documenting and justifying the process. Upon completion of the project, the student is required to defend the project before a faculty committee and to make a presentation in Communication COL, Graduate Colloquium.

Prerequisites: Communication 693 and permission of the faculty project advisor.

Course Type(s): none

CO COL **Cr. 1.0**

Colloquium in Communication

Required in first semester of graduate study. Department faculty will present their areas of research and graduate courses they teach. Students network with other students, professors, and speakers from various branches of the field of communication. Graduating students present their research in this forum. (One section required)

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 introduction 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): TPS

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

Appendix A: Course Descriptions

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 Design and Management***

Introduction to database systems, data modeling, design

theory and methodologies, query languages and query processing. Coverage of relational database model and design, normalization process, SQL, hands-on database design and application development.
Prerequisite: Computer Science 503 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. 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***

Advanced 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). Flavored with UNIX; 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 methods and algorithms used to incorporate intelligence into computer programs. Topics include search techniques, representation and reasoning, and machine learning. Applications of these methods are stressed. Also covers implementation of some of the fundamental algorithms.
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 queuing 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. Also covers 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 529 **Cr. 3.0**

Web Services and .NET

Introduction to web services. Theoretical and practical coverage of client-server architecture, communication protocols, messaging, including XML and SOAP transactions. .NET Framework architecture is used for the applications. We contrast with other platforms, e.g. Java-based web services. Students implement web services and simple clients on PC's or mobile devices.

Prerequisite: Computer Science 503 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

Appendix A: Course Descriptions

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

Database System Implementation

DBMS architecture, data storage and indexing, query processing and optimization, transaction management and recovery, and some issues related to advanced database applications.

Prerequisites: Computer Science 502 and 503, both 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.

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 twenty one 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 eighteen credit hours of graduate courses (500 level), with a minimum GPA of 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

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 and 520; both passed with a grade of B- or higher.

Course Type(s): none

CS 625 **Cr. 3.0**

Internet Crawler

In-depth coverage of the crawler component of modern search engine. Examination of the architecture of crawlers; algorithms for visitation, retrieval and processing of Web pages; link analysis, (e.g. PageRank computation). Coverage of ethical and legal issues of customized Web robots. Students build automatic internet crawlers.

Prerequisite: Computer Science 529 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. 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 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. 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

Appendix A: Course Descriptions

dealt with as well. 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**

Computer Science 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 691 **Cr. 3.0**

Computer Science Thesis I

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 692 **Cr. 3.0**

Computer Science Thesis II

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.)

Prerequisite: Computer Science 691.

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. 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. (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. 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. 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

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

Advanced 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

Provides the theoretical framework for the understanding of criminal behavior and the strategies employed in providing treatment and support services to the inmate. Focuses 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 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): none

CJ 540 Cr. 3.0

Spatial Analysis and Modeling in Geographic Information Systems

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.

Prerequisite: Criminal Justice 500.

Course Type(s): none

CJ 542 Cr. 3.0

Computer Application in Criminal Justice

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

Probes 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

Examines 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

Examines the role of leader or visionary in analyzing and

Appendix A: Course Descriptions

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

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

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 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 595 **Cr. 3.0**

Geographic Information Systems, Crime Mapping, and Analysis

Incorporates GIS into criminal justice by including the use of crime mapping and analysis in problem solving. 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. 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): none

CJ 598 **Cr. 1.0 - 3.0**

Special Topics in Criminal Justice

Subject matter varies with the interest of the students and the professor. 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 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 610 **Cr. 3.0**

Introduction to Homeland Security: Principles and Policies

Overview of homeland security basic management concepts, issues contributing to terroristic acts and critical analysis of terrorist activities.

Course Type(s): none

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 620 **Cr. 3.0**

Terrorism: Causes and Consequences- The Unconventional Threat

Provides students with an in-depth examination of the unconventional threat of terrorism and its impact on the Homeland Security enterprise by exploring the overall phenomena of terrorism as well as the complex motivations, ideologies, goals and tactics of various domestic and international groups. Cultural, religious and economic influences on terrorism, and media impact, will be considered. Students will analyze these groups in light of historical, contemporary and potential future acts of terrorism in order to understand the causes, consequences, and impact terrorism has on our society. Balances out topical issues related to state terrorism, political terrorism, religious and apocalyptic violence, the media and terrorism, weapons of mass destruction, terrorist tactics and targeting, and the operational and organizational dynamics of terrorism.

Course Type(s): none

CJ 625 **Cr. 3.0**

Terroristic Crime Scene Investigation

Utilizing modern investigative technology in terroristic crime scenes; specialized evidence collection; role of crime scene manager.

Course Type(s): none

CJ 630 **Cr. 3.0**

Intelligence for the Homeland Security Practitioner

Acquaints students with the concepts and practices involved in the process of collecting, analyzing and evaluating intelligence and in managing the intelligence function, as well as the influence of intelligence in shaping homeland security decision making at the federal, state and local levels. It examines the structures, roles, and interactions of the foreign and domestic intelligence communities, the intelligence gathering and analysis of capabilities of criminal justice and private sector entities, and the use of intelligence processes to support homeland security investigations, planning, and intelligence applications to support strategic decision making.

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 640 **Cr. 3.0**

Multidisciplinary Approach to Homeland Security

Acquaints students with the concepts and practices among the various disciplines within the homeland security domain that provide the architecture for the nation's preparedness strategy. Provides an understanding of how the law, constitution and interaction between the various disciplines of homeland security and defense, in theory and practice affect the development and execution of homeland security operations, strategies, and policies in general. Explores the collaborative efforts of multiple disciplines drawn from all levels of the public and private sectors, how they integrate with one another, and how they collectively factor into the prevention of, response to, and recovery from major events. Conversely, it will enhance the students understanding of the various disciplines associated with homeland security including law enforcement, fire services, emergency management, infrastructure custodians, the military, public health, and government administrators.

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

Appendix A: Course Descriptions

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 691 **Cr. 3.0**

Criminal Justice Thesis I

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 692 **Cr. 3.0**

Criminal Justice Thesis II

Independent investigation of special topics reflecting the research interests of the sponsoring professor.
Prerequisite: Criminal Justice 691.
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, political, psychological, 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. Fieldwork is required.
Prerequisites: Education 510 and 550.
Course Type(s): none

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. Can be designed individually, based on strengths of students and their interest in personal professional development in an area of concentration in science curriculum. 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. Students will explore major scientific advances over the past 100 years and the resulting problems that these advances have wrought. 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

Addresses two issues in today's field of education: ESL students in mainstream classrooms and students with special needs in inclusion classrooms. The relevant topics will be explored from a multicultural perspective to provide teacher candidates with a theoretical foundation, an understanding of their legal responsibility, and an opportunity to design instruction addressing various needs of diverse students in an inclusive setting. Fieldwork is required.
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 children and adolescents. 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 from grades 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 Educational Leadership 575.
Course Type(s): MAT

ED 556 **Cr. 3.0**

Teaching Elementary Mathematics

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 construct a conceptual as well as a procedural understanding of mathematics. Fieldwork is required.
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. Fieldwork is required.
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. Fieldwork is required.
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. Fieldwork is required.
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. Fieldwork is required.
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. Focuses on teaching science through inquiry as defined by state and national standards for science education. Fieldwork is required.
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. Fieldwork is required.
Prerequisite: Education 560 or 566.
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. Fieldwork is required.
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. Fieldwork is required.
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. Fieldwork is required.
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. Course design will foster the development of effective inquiry-based curriculum activities making effective use of community-based resources.

Fieldwork is required.

Prerequisite: Education 560 or 579.

Course Type(s): none

ED 582 **Cr. 3.0**

World Language Education

Issues and practices in world language education.

Fieldwork is required.

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 is required.

Prerequisites: Education 529, 550, and 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.

Fieldwork is required.

Prerequisite: Education 560 or 578.

Course Type(s): none

ED 586 **Cr. 3.0**

Bilingual Education: Theories and Practices

Emphasizing on teaching content in bilingual/bicultural education, an understanding of bilingual development and available dual language program models for language and literacy development. How bilingual/bicultural programs based on community needs can be developed, implemented, and assessed will be explored with the embedded theories and research studies in bilingual/bicultural education carefully examined.

Fieldwork is required.

Prerequisite: Education 583.

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. Fieldwork is required.

Prerequisites: Education 510, 550, and 552 and a minimum GPA of 3.00.

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.

Appendix A: Course Descriptions

Permission of the MAT Director is required to register.
Course Type(s): none

ED 596 **Cr. 3.0**

Methods of Teaching Health K-12

Focuses on the planning, development, and teaching of health education in K-12 school settings. Emphasis will be placed on using recent data and contextual information to design instruction that focuses on the importance of exercise, family and community, school and work environments, and diet to promoting and maintaining good health throughout life for students with diverse needs and from diverse backgrounds. Fieldwork is required.
Prerequisites: Education 510, 550, and 552.
Course Type(s): none

ED 597 **Cr. 3.0**

Methods of Teaching Physical Education K-12

Designed to present current methods and techniques of teaching physical education to students in grades K-12. Particular attention will be on new techniques for adjusting tasks for a wide variety of children's interests, abilities, and learning styles, and ensuring safe use of equipment in physical education. As well, lifetime sports and activities for students with diverse needs and from diverse backgrounds will be highlighted. Fieldwork is required.
Prerequisites: Education 510, 550, and 552.
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 608 **Cr. 3.0**

Curriculum in the Classroom

Today's practitioners must strike a balance between state and national curriculum standards and the needs and expectations of their own classroom. Candidates will examine various facets of curriculum specific to their professional environment.
Course Type(s): none

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**

Fundamentals of Curriculum Studies

The emergence of the field from the early twentieth century. 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

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

Serves to extend the examination of the evolution and current conditions of the field of curriculum studies initiated in fundamentals of curriculum studies. Introduces the work of core philosophies that inform contemporary curriculum work and encourage participants' analysis of various influential voices in the field. Primary goals 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 630 **Cr. 3.0**

Research in Curriculum Studies

The possession of effective research skills is an integral and necessary proficiency for success in the field of Curriculum Studies. Candidates will engage in the exploration of both qualitative and quantitative research methodologies. They will then design an investigation, apply for Institutional Research Board approval, and conduct a study relevant to their professional milieu and the field.

Prerequisite: Education 624.

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

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

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 698 **Cr. 3.0**

Special Topics in Curriculum and Instruction

The subject matter varies with the interest of the candidates and the professor teaching the course. The exact nature of the topic covered in any given semester is indicated on the candidate's transcript. The course curriculum will include a variety of readings, as well as a research-based summative course assessment.

Prerequisite: Permission of the program director.

Course Type(s): none

Appendix A: Course Descriptions

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

EDUCATION – EDUCATIONAL COUNSELING

EDC 500 Cr. 3.0

Introduction to Professional Counseling

Designed as an introduction to the counseling profession with an emphasis on school counseling and student affairs. 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, student affairs and the culture of schools and university, differentiates school counseling and student affairs from other counseling specialties and other school professionals, and provides the basis for continued studies in the counseling program.

Course Type(s): none

EDC 501 Cr. 3.0

Student Affairs and College Counseling

A comprehensive study of the theory and practice of student affairs and college counseling with an emphasis on preparing students to work in professional positions in higher education for the purpose of demonstrating the knowledge, skills and practices necessary to promote the development of postsecondary students.

Course Type(s): none

EDC 505 Cr. 3.0

Counseling and Ethical Practice

An intensive introduction to counseling skills and ethical principles within the school/university 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/student affairs practice with children, families, and young adults is emphasized. 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 and young adult 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. 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. Designed to understand what it is like to be a member of a counseling group. A pass/fail course, solely based on attendance, participation, and disposition.

Prerequisite: Educational Counseling 535.

Course Type(s): none

EDC 525 Cr. 3.0

Assessment for Counseling

Covers the theories and practice of selection, administration, and interpretation of various instruments used in school and university 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, adults, and school personnel. 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

Explores the major counseling theories and related techniques with emphasis on translating counseling theory into effective practice with children, adolescents, adults, and families in schools and universities. Special attention is given to experiential analysis and the demonstration of effective school counseling skills using the various theoretical modalities. 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

Diversity and Social Justice

Experiential and clinical opportunities to become multiculturally competent school/university 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

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. 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

Designed to explore career counseling, development theory, and practices with consideration for life roles, diversity issues, and nontraditional careers within the context of a school and university settings. Theories, models, techniques, and resources including consultation 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 Consultation

A comprehensive data-driven overview of the theory and practice for designing, implementing, and evaluating a comprehensive school counseling program P-12.

Consultation within a school setting will be emphasized in this course. Multidimensional approaches will be studied, including school-based consultation, case consultation, systems consultation, and consultation with a school counseling program. 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 Counseling

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

Appendix A: Course Descriptions

environment. Includes 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

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. 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. 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

EDC 575 **Cr. 3.0**

Alcohol and Drug Assessment and Counseling

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 580 **Cr. 3.0**

Behavioral Issues in Counseling

Designed to explore the contemporary behavioral issues that affect pre-school through university level students and their families. Emphasis will be placed on a comprehensive understanding of commonly encountered behavioral issues such as ADD/ADHD, Persuasive Development Disorders, and Mood Disorders. Students will learn the process of identification, assessment, intervention, and follow-up of working with students with such issues.

Course Type(s): none

EDC 598 **Cr. 3.0**

Special Topics in Educational Counseling

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

Course Type(s): none

EDC 599 **Cr. 3.0**

Independent Study in Educational Counseling

Independent research in education in an area not substantially treated in a regular course offering; under the supervision of a counseling 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

EDC 600 **Cr. 3.0**

Practicum in Counseling

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

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

Course Type(s): none

EDC 601 **Cr. 3.0**

Internship in Counseling I

An intensive internship, 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 or student affairs professional. Includes a requirement of documented supervised work as a student school counselor under the supervision of a practicing school counselor/student affairs professional 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 twenty four credits.

Corequisite: EDC Comprehensive Exam.

Course Type(s): none

EDC 602 Cr. 3.0

Internship in 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 or student affairs professional. Includes a requirement of documented supervised work as a student school counselor under the supervision of a practicing school counselor/student affairs professional and intensive individual and group supervision in the university seminar through videotaped and/or audio taped sessions.

Prerequisite: Educational Counseling 601.

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, the effects of the extended family and systemic community of those who use substances are addressed. 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. 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, supervised experience in the school, which allows students to intern as a student assistance coordinator. This is the culminating activity of the student assistance coordinator program in which students will apply what they have learned in a school setting.

Prerequisites: Fifteen credits and permission of the instructor.

Course Type(s): none

EDC CPE Cr. 0.0

Counseling Preparatory 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. Must be taken during Internship 1 and 2.

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 eight. 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 popula-

Appendix A: Course Descriptions

tion 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. Fieldwork is required.

Course Type(s): none

EDL 504 **Cr. 3.0**

Introduction to Educational Leadership and Supervision for Student Learning P-12

An introduction to the conceptual, theoretical, and practical foundations of educational administration and supervision. Examines the knowledge and research base of learning theory and the role of administrators and supervisors as instructional leaders in transferring theory into best practices to enhance student learning and sustain professional learning communities.

Course Type(s): none

EDL 505 **Cr. 3.0**

Anatomy and Physiology of Speech and Hearing

Designed to present specialized knowledge relevant to the understanding of speech communication. Through text, lecture, and a variety of multi-media sources, students will be introduced to the anatomical structures and physiological mechanisms essential for speech production.

Specifically, the anatomy and physiology of respiration, phonation, articulation, and resonance will be covered in depth. It will also contain an overview of the neuroanatomy and neurophysiology essential to human communication.

Course Type(s): none

EDL 506 **Cr. 3.0**

Introduction to Human Neuroscience

Provides an initial exposure to neuroscience, the study of how nervous systems control behavior. It begins with a superficial discussion of some of the intrinsic properties of neurons, the cells that enable information to flow through the nervous system, and then how they talk to each other. We then put neurons together and begin to discuss the circuits underlying higher-order phenomena such as sensory perception, motor action, and cognition.

Course Type(s): none

EDL 507 **Cr. 3.0**

Introduction to Communication Disorders

A survey of problems in speech, language, and hearing, and their effects on communication. Serves as an introduction to normal communicative processes and to disorders of communication.

Course Type(s): none

EDL 508 **Cr. 3.0**

Introduction to Language Development

Addresses the major issues involved in first-language acquisition, including the child's production and perception of speech sounds (phonology), the acquisition of the lexicon (semantics), the comprehension and production of structured word combinations (syntax), and the ability to use language to communicate (pragmatics).

Course Type(s): none

EDL 509 **Cr. 3.0**

Introduction to Speech and Hearing Science

An introduction to the study, analysis, and measurement of components and processes involved in production and reception of sound. It is a Linguistics Studies course.

Course Type(s): none

EDL 510 **Cr. 3.0**

Introduction to Phonetics

Introduces articulatory and acoustic phonetics, with an emphasis on the production and perception of sounds of the world's languages. The lectures will concentrate on some of the general principles involved in speech production and how to articulate and transcribe the sounds in the IPA (International Phonetic Alphabet) chart. In section meetings, you will have practical experience in producing and transcribing a variety of sounds as well as in observing acoustic data.

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 paraprofessionals. 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

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 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

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 col-

leagues 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 531 Cr. 3.0

Economics and School Business Leadership

Should be thought of as an applied economics course. It will focus on the topics that are of the greatest interest and importance to school business administrators. Applies topics in economic theory to administrative decision making. This course is concerned with the relationships between schools, consumers, and the economic environment in which they operate.
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

Appendix A: Course Descriptions

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. 3.0

Principles of Accounting for School Business Administrators

Provides the candidate with a basic understanding of the General Accepted Accounting Procedures (GAAP) used in the School Business Administrator's office. The topics of tax levies, budgeting, purchasing, bidding, and referenda will also be discussed.

Course Type(s): none

EDL 535 Cr. 3.0

School Facilities Planning and Management

Provides school district administrators the fundamental concepts of planning, designing and constructing new educational facilities and/or the rehabilitation, remodeling or modernization of existing facilities. Additionally, the course includes operation and maintenance programs.

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 551 Cr. 3.0

The In's and Out's and Do's and Don'ts of Embracing Technology Tools in the Classroom

Focuses on the use of educational technology in classroom settings and the strategies, resources, planning, and assessment of an effective program. Addresses collaboration with colleagues regarding the ethical boundaries of excursions, ways to fit in technology that saves time and provides meaningful experiences to learners at all levels and curricular areas. Students will become familiar with relevant text materials and participate in an exploration of resource options for utilizing technology for various purposes during instructional planning and execution of plans. Materials, methods and strategies will be prepared and ready-to-utilize for authentic purposes, upon completion of this course.

Course Type(s): none

EDL 552 Cr. 3.0

Creative Technology: Utilizing Technology to Ignite a Passion for Learning

Through graphic design and the integration of digital photography, Flip Video, software such as PowerPoint, the Print Shop, and multi-media projection devices, the opportunity to use technology for stimulating, engaging and motivating students will be explored. Enables students to explore and develop exciting learning experiences. Includes ways to utilize resources in routine lesson planning and to make technology an exciting aspect of all lesson plans.

Course Type(s): none

EDL 553 Cr. 3.0

Technology Integration: Methods for Successfully Meeting Diverse Learning Needs Within a Classroom

Expands further upon the various forms of technology available for classroom use. Students will develop engaging learning activities designed to meet the diverse learning needs within a classroom. Opportunities will be provided to explore the various possibilities for modifications and adaptations made possible via specific technology tools. Helps students maximize learning opportunities

through the use of Podcasts, instant messaging, text-to-speech capabilities, WebQuests, and more.

Prerequisites: Educational Leadership 551 and 552.

Course Type(s): none

EDL 554 **Cr. 3.0**

A Proactive Approach to Technology Implementation Across the Curriculum

Focus is on helping students infuse teaching with meaningful technology across the curriculum. Students will have the opportunity to create, share, demonstrate and showcase a portfolio of resources, strategies, methods and varied options for technology integration through the creation of an authentic classroom technology plan. Through collaboration, guidance practice then independent work, students will embrace all aspects of technology integration and work step-by-step to create a ready-to-use plan.

Prerequisites: Educational Leadership 551 and 552.

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 eight.

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

Involves a field-based component, which 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 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 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. Fieldwork is required.

Appendix A: Course Descriptions

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

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, Supervision and Curriculum P-12 I

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 including curriculum review and revisions. 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 and Supervision 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 mentor is expected 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 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 600 **Cr. 3.0**

Current Issues in Speech- Language Pathology

Acquaints students with the fields of speech-language pathology and audiology. A wide range of communication processes will be discussed as well as some of the communication disorders that can affect these processes. Discussions will also be about what speech-language pathologists (SLPs) and audiologists do in order to facilitate communication in individuals with communicative impairments.

Course Type(s): none

EDL 601 **Cr. 3.0**

Research Methodology and Applications I

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, students will be

guided 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 605 **Cr. 3.0**

Advanced Language Development

Focuses on the development of language in typical children, in preparation for working with children with language impairment. The following topics will be covered: definition of language, communication, and other basic terms; theoretical views of how children develop language; social, cognitive, biological, and cultural influences on language development; methods of studying and assessing speech and language development; methods of facilitating language development; development of pragmatics, semantics, and morphology; development of literacy.

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 610 **Cr. 3.0**

Neurological Basis of Communication

Presents the foundations of the neurosciences to speech, language, and hearing. Both normal and abnormal neurological systems in communication disorders are discussed as well as the basic science foundation of the neurosciences.

Course Type(s): none

EDL 615 **Cr. 3.0**

Medical Speech-Language Pathology

Addresses the methods used for assessment procedures in speech and language pathology. The student will gain experience in testing, observation, decision making, and report writing.

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 focused on. Using the ELCC Standards as a guide, the practical applications of contemporary principles of educational leadership through a 150 hour internship experience are explored.

Prerequisite: Educational Leadership 589.

Course Type(s): none

EDL 625 **Cr. 3.0**

Diagnostic Methods in Communication Disorders

Prepares graduate students to evaluate clients referred for communication disorders and to employ information gained from assessment to inform clinical decision-making and intervention.

Prerequisite: Educational Leadership 615.

Course Type(s): none

Appendix A: Course Descriptions

EDL 630 **Cr. 3.0**

Early Childhood Language Disorders

Addresses the nature, etiology, and clinical management of language disorders in preschool children from birth through age five years.

Course Type(s): none

EDL 635 **Cr. 3.0**

School Age Child Language Disorders

Addresses etiologies, characteristics, assessment, and intervention for language learning disabilities common in school-aged children, with particular emphasis on academic and cognitive aspects of language use in classroom context.

Course Type(s): none

EDL 640 **Cr. 3.0**

Acquired Adult Language Disorders

Addresses the nature, etiology, and clinical management of adults with acquired language disorders, with primary emphasis on aphasia and related cognitive disorders.

Course Type(s): none

EDL 645 **Cr. 3.0**

Phonological Disorders

Focuses on the practical application of phonological theory to techniques and procedures used for the assessment and intervention of speech disorders. It will include an analysis of the application of phonological theory to linguistic diversity.

Course Type(s): none

EDL 650 **Cr. 3.0**

Fluency Disorders

Designed to provide a comprehensive analysis of the theories of fluency disorders, diagnostic procedures, and treatment strategies. Behaviors related to fluency disorders will be examined. Current research literature for the management of fluency disorders will be included.

Course Type(s): none

EDL 655 **Cr. 3.0**

Voice Disorders

Addresses the nature, etiology, and clinical management techniques for individuals who have voice disorders resulting from both hyperfunctional and organic etiologies. Alaryngeal communication also will be addressed.

Course Type(s): none

EDL 660 **Cr. 3.0**

Motor Speech Disorders

Addresses the nature, etiology, and clinical management of motor speech disorders, with primary emphasis on apraxia and the dysarthrias.

Course Type(s): none

EDL 665 **Cr. 3.0**

Neuromotor Disorders

Emphasis is on diagnosing and treating the various types of motor speech disorders. Accordingly, this course will integrate academic and clinical aspects of motor speech disorders. Emphasis will be placed on the neurophysiologic bases of motor speech disorders.

Course Type(s): none

EDL 670 **Cr. 3.0**

Speech-Language Pathology in the Schools

Addresses the organization, materials, and methods for conducting speech, language, and hearing services in elementary and secondary schools.

Course Type(s): none

EDL 671 **Cr. 3.0**

Advanced Practice with Children

Designed for play therapy students; 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

Provides an in-depth understanding of the history and theories of play therapy. Emphasis is placed on the understanding of the roles of therapists and parents through the play process. Diversity and multicultural considerations for theoretical perspectives are highlighted. Also listed as Psychological Counseling 672 and Social Work 672.

Course Type(s): none

EDL 673 **Cr. 3.0**

Advanced Techniques in Play Therapy

Provides students with the opportunity to develop techniques and methods of play therapy. Emphasis is placed on working with children, adolescents, and adults through

individual, group, and family play therapy. Major topics include group play therapy, family play therapy, short term play therapy, and sand tray/sand play therapy. Additionally, diversity and multicultural considerations are highlighted. Also listed as Psychological Counseling 673 and Social Work 673.
Course Type(s): none

EDL 674 **Cr. 3.0**

Play Therapy for Children at Risk

Focus is on play therapy with vulnerable and high risk children. Emphasis on working with children, adolescents, and adults using play therapy in trauma and crisis situations are highlighted. Special attention is given to social issues that can lead to/or exacerbate trauma or crisis. Also listed as Psychological Counseling 674 and Social Work 674.
Course Type(s): none

EDL 678 **Cr. 3.0**

Comprehensive Examination for Speech and Language Pathology

A summative assessment related to the comprehensive examination of learning outcomes at the culmination of professional preparation. An Advanced Review of Speech-Language Pathology, for speech-language pathology students preparing to take departmental comprehensive examinations as well as the Praxis Examination in Speech-Language Pathology. Students must take and pass a comprehensive exam prior to graduation.
Course Type(s): none

EDL 680 **Cr. 3.0**

Research Methods

Addresses research methodologies and problem solving related to speech pathology and audiology and its literature with an emphasis on application.
Course Type(s): none

EDL 685 **Cr. 3.0**

Thesis Seminar

Focuses on the development of a thesis problem, the design of a research plan, collection and analysis of data, and writing of a formal thesis report.
Prerequisite: Educational Leadership 680.
Course Type(s): none

EDL 691 **Cr. 3.0**

Diagnostic Practicum

Provides clinical practicum hours in the assessment of speech and language in children and adults. Students will

plan and carry out diagnostic assessments. 100 hours required.

Prerequisite: Educational Leadership 615.

Course Type(s): none

EDL 692 **Cr. 3.0**

Clinical Practicum

Provides clinical practicum hours in the therapeutic management of speech and language disorders. 100 hours required.

Prerequisites: Educational Leadership 691 and completion of thirty six credits.

Course Type(s): none

EDL 693 **Cr. 3.0**

Internship

Internship takes place at a facility where services are provided to various populations. Clinical experience is provided in either an educational setting or at a health care facility. Two hundred hours required.

Prerequisites: Educational Leadership 691 and 692.

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

Appendix A: Course Descriptions

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 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.

Fieldwork is required.

Prerequisite: Special Education 572.

Course Type(s): MAT

EDS 535 Cr. 3.0

Technology and Students with Disabilities

Focus is 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 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

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: Special Education 500, 535, 537, and 572.

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. 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 is required.)

Prerequisite: Special Education 500.

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.

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

Appendix A: Course Descriptions

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 and 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.
Prerequisites: Special Education 568, 570, and completion of eighteen 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 601 **Cr. 3.0** ***Applied Behavior Analysis: Selecting, Defining and Measuring Behavior and Evaluating Behavior Change***

Includes an overview of basic concepts associated with applied behavior analysis. Candidates will examine selecting, defining, and measuring target behaviors, as well as, learning to evaluate and analyze behavior change. Ethical considerations for behavior analysts and interpreting research related to behavior analytic principles are also explored.

Course Type(s): none

EDS 602 **Cr. 3.0** ***Applied Behavior Analysis: Reinforcement, Punishment and the Development of the New Behavior***

Includes detailed information on types of reinforcement and reinforcement schedules, punishment by stimulus presentation and removal, and antecedent variables. Developing new behaviors by utilizing imitation, shaping, and chaining is also discussed.

Prerequisite: Special Education 601.

Course Type(s): none

EDS 603 **Cr. 3.0** ***Applications of Applied Behavior Analysis (ABA) Principles***

Includes detailed information on decreasing behavior utilizing nonpunishment procedures, verbal behavior, self-management, contingency contracting and generalization of behavior. Ethical considerations for behavior analysts and functional behavior assessments are also discussed. Field experience required.

Prerequisites: Special Education 601 and 602; and students must be enrolled in the Applied Behavior Analysis or the Basics of Applied Behavior Analysis certificate program.

Course Type(s): none

EDS 604 Cr. 3.0

Assessment and Analysis of Behavior Change

Includes detailed information on conducting functional behavior assessments (FBA) and choosing the appropriate treatment package based on the results of the FBA. Emphasis is also placed on identification of appropriate replacement behaviors based on the function of the behavior and intervention development. (Field Experience is required.)

Prerequisites: Special Education 601, 602, and 603.

Course Type(s): none

EDS 605 Cr. 3.0

Research and Advanced Topics: in Autism and ABA

Includes detailed information on evidence-based practices associated with autism spectrum disorders. Emphasis is also placed on interpretation/analysis of peer-reviewed journal articles associated with autism interventions. (Field experience is required.)

Prerequisites: Special Education 601, 602, 603, and 604.

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: Special Education 570 and 590; and approval of the program director.

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): EN.4, EN.RW

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): none

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): EN.1, EN.LT

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): EN.1, EN.LT

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): EN.1, EN.LT

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): EN.2, EN.LT

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): EN.1, EN.LT

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): EN.3, EN.LT

EN 530 Cr. 3.0

Contemporary World Literature

Major literary texts from three broad areas of the non-Western world (African Diaspora, Asia, and the Middle East) will be critically examined, including literary trends,

Appendix A: Course Descriptions

theories, and criticism. Selections will be drawn from poetry, fiction, non-fiction, and drama.

Course Type(s): EN.3, EN.LT

EN 532 Cr. 3.0

South Asian Literature

Traces the development of twentieth-century South Asian fiction, poetry, and essays in English alongside 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): EN.3, EN.LT

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): EN.2, EN.LT

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): EN.2, EN.LT

EN 540 Cr. 3.0

Modernism in Britain

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

Course Type(s): EN.2, EN.LT

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): EN.LT

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): EN.2, EN.LT

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): EN.2, EN.LT

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): EN.4, EN.RW

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): EN.4, EN.RW

EN 548 Cr. 3.0

Rhetoric of Science and Society

Examination of how language-using agents (corporate, governmental, educational, journalistic, and scientific) outside the activities of a professional scientific community (and sometime within it) rely on the dominance and force of scientific language and its symbol systems to influence the society we live in.

Course Type(s): EN.4, EN.RW

EN 550 Cr. 3.0

Feminist Theory and Criticism

Examines the theories and strategies developed and used by feminist theorists and literary critics to explore a range of visual and written texts. Includes focus on gen-

der-related experiences in literature and culture.
Course Type(s): EN.4, EN.RW

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): EN.RW

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): EN.1, EN.5, EN.LT

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): EN.2, EN.5, EN.LT

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): EN.4, EN.RW

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): EN.2, EN.LT

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): EN.2, EN.5, EN.LT

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): EN.LT

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 in Creative Writing: Non-Fiction
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): EN.CW, EN.RW

EN 609 **Cr. 3.0**
Seminar in Creative Writing: 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): EN.CW

EN 611 **Cr. 3.0**
Seminar in Creative Writing: Fiction
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): EN.CW

Appendix A: Course Descriptions

EN 613 Cr. 3.0

Seminar in Creative Writing: Playwriting

In a workshop format, students will write, critique and perform stage readings of their classmates' plays.

Course Type(s): EN.CW

EN 615 Cr. 3.0

Seminar in Creative Writing: 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): EN.CW

EN 617 Cr. 3.0

Advanced Academic Writing

Designed for the graduate student interested in sharpening his or her writing skills for the purpose of developing publication-quality articles. Content and assignments are structured in such a way as to provide practice in accelerated academic prose and, ideally, to produce a publication-quality article by the end of the course. Taught in a lecture/discussion and workshop format.

Course Type(s): EN.RW

EN 619 Cr. 3.0

Writing and the World Wide Web

A study of theories and concepts of writing and rhetoric in digital media with emphasis on the uses of verbal and visual media in digital spaces, such as web sites, blogs, and wikis. Topics examined include authorship, narrative, and multimedia participation, design, and creation.

Course Type(s): EN.RW

EN 644 Cr. 3.0 - 6.0

Manuscript Seminar

Completion of the writing of the manuscript under the continuing direction of the mentor in consultation with another full-time faculty member, at least one of whom must be a member of the Graduate Faculty 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. The completed manuscript will be accompanied by an annotated bibliography

and a brief introduction. Mixed genre manuscripts are discouraged. May be taken for either three or six credits.

Prerequisite: Completion of eighteen credits.

Course Type(s): none

EN 691 Cr. 3.0

English 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 another full-time faculty member, at least one of whom must be a member of the Graduate Faculty 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 under the direction of the professor in that course. By the end of the semester, students will submit a 25-item annotated bibliography and a ten-page review of recent scholarship.

Prerequisites: Completion of twelve credits and a minimum GPA of 3.00. A student who wishes to complete Thesis Development in Summer must register in Session C, and then only with a Thesis Advisor in residence for the majority of the term and with permission of the Graduate Program Director.

Course Type(s): none

EN 692 Cr. 3.0

English Thesis Writing

Completion of the writing of the thesis under the continuing direction of a thesis advisor. The thesis must comprise of between thirty and sixty pages (not including works cited) and will be evaluated by the thesis advisor in consultation with another full-time faculty member, at least one of whom must be a member of the Graduate Faculty in the Monmouth University Department of English. Once the thesis has been judged as satisfactory by both readers, the Graduate Program will schedule an oral defense to be attended by both readers as well as the Graduate Program Director.

Prerequisites: Satisfactory completion of Thesis Development (EN 691), completion of twenty one credits, and a minimum GPA of 3.00. Students may not register for Thesis Writing (EN 692) in a summer session.

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): TPS

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): TPS

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, 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 last twelve credits of graduation and have a GPA of at least 3.00.

Course Type(s): TPS

GEOGRAPHIC INFORMATION SYSTEMS

GO 500 Cr. 3.0

Theories and Methods of Geographic Information Systems

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): none

GO 501 Cr. 3.0

Advanced GIS Applications and Project Implementation

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): none

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

Appendix A: Course Descriptions

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

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): none

GO 524

Cr. 3.0

Introduction to Geographical Information Systems (GIS)

Provides both the theoretical and methodological background for proficient use of Geographical Information Systems (GIS). A multidisciplinary integration of theories and applications pertinent to both natural and social science research. Lectures and discussions will introduce the conceptual and methodological platform that is necessary to design, implement, and interpret GIS research. Weekly lab exercises will develop problem-solving skills and emphasize common research techniques in GIS. Students will also learn field techniques of spatial data collection. In sum, demonstrates how both GIS tools and a geographic perspective may be applied to a broad range of social and ecological research problems. Also listed as Anthropology 524.

Course Type(s): TL

GO 530

Cr. 3.0

Advanced Techniques and Technology in GIS

Covers 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): none

GO 540

Cr. 3.0

Spatial Analysis

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): none

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

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 595

Cr. 3.0

Geographic Information Systems Internship Seminar

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 ten – fifteen 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.

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

Explores US Women's History and focus on how women of different socioeconomic backgrounds, races, and ethnic groups have experienced cultural transformations and political change. 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. Also listed as AN 506.

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, eco-

Appendix A: Course Descriptions

conomic, 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**

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

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 520 **Cr. 3.0**

Field Methods Arch

An introduction to archaeological field methods: survey and excavation. Students will also learn excavation procedures, descriptive note writing, and drawing, and be introduced to archaeological photography, mapping, reporting, conservation and curation. Supervised fieldwork will be conducted on archaeological sites. Also listed as Anthropology 520.

Course Type(s): none

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 Urbanization in America

Provides 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 home fronts, 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, HSWLD

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 censorship. 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 nations' 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 cov-

ered 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

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. Also be listed Anthropology 532.

Course Type(s): HSNW, HSWLD

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

The objective 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

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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, HSPRE

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

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. Also listed as Anthropology 562.

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

The 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. Also listed as Anthropology 572.

Course Type(s): HSEU, HSWLD

HS 573 Cr. 3.0

Ecological Imperialism

Ecological History will examine the relationship between human society(ies) and the natural world over recorded time. As an interdisciplinary exercise this class will draw on the natural sciences, anthropology, and history to better understand the biological, cultural, imperial, ethical, economic, religious, political, and global ramifications of the relationship between humanity and humanity's natural surroundings. Also listed as Anthropology 573.

Course Type(s): 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.

Also listed as Anthropology 585.

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. Begins by examining the concept of nationalism in Europe, how it was applied in Africa, and how it contributed to the strug-

Appendix A: Course Descriptions

gle for independence.

Course Type(s): HSNW, HSWLD

HS 588 **Cr. 3.0**

Decolonization in Africa 1940-1960

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. Also listed as Anthropology 589.

Course Type(s): HSNW, HSWLD

HS 590 **Cr. 3.0**

Paris, 1919: A World History

Offers an examination of the Paris Peace Conference following World War One taking into account the ideologies and global themes of the time. Of particular interest, the course will examine nationalism, imperialism, state formation, militarism, and racism.

Course Type(s): 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**

History Internship/Practicum

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

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

HS 691 **Cr. 3.0**

History Master's Thesis I

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

Course Type(s): none

HS 692 **Cr. 3.0**

History Masters Thesis II

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

HS THD **Cr. 0.0**

Thesis Defense

Course Type(s): none

HOMELAND SECURITY

HLS 610 **Cr. 3.0**

Introduction to Homeland Security: Principles and Policies

Overview of homeland security basic management concepts, issues contributing to terroristic acts, and critical

analysis of terrorist activities.

Effective Fall 2013.

Course Type(s): none

HLS 620 **Cr. 3.0**

Terrorism: Causes and Consequences: The Unconventional Threat

Provides students with an in-depth examination of the unconventional threat of terrorism and its impact on the Homeland Security enterprise by exploring the overall phenomena of terrorism as well as the complex motivations, ideologies, goals and tactics of various domestic and international groups. Cultural, religious and economic influences on terrorism, and media impact, will be considered. Students will analyze these groups in light of historical, contemporary and potential future acts of terrorism in order to understand the causes, consequences, and impact terrorism has on our society. Balances out topical issues related to state terrorism, political terrorism, religious and apocalyptic violence, the media and terrorism, weapons of mass destruction, terrorist tactics and targeting, and the operational and organizational dynamics of terrorism.

Effective Fall 2013.

Course Type(s): none

HLS 630 **Cr. 3.0**

Intelligence for the Homeland Security Practitioner

Acquaints students with the concepts and practices involved in the process of collecting, analyzing and evaluating intelligence and in managing the intelligence function, as well as the influence of intelligence in shaping homeland security decision making at the federal, state and local levels. It examines the structures, roles, and interactions of the foreign and domestic intelligence communities, the intelligence gathering and analysis of capabilities of criminal justice and private sector entities, and the use of intelligence processes to support homeland security investigations, planning, and intelligence applications to support strategic decision making.

Effective Fall 2013.

Course Type(s): none

HLS 640 **Cr. 3.0**

Multidisciplinary Approach to Homeland Security

Acquaints students with the concepts and practices among the various disciplines within the homeland security domain that provide the architecture for the nation's preparedness strategy. Provides an understanding of how the law, constitution and interaction between the various disciplines of homeland security and defense, in theory and practice affect the development and execution of

homeland security operations, strategies, and policies in general. Explores the collaborative efforts of multiple disciplines drawn from all levels of the public and private sectors, how they integrate with one another, and how they collectively factor into the prevention of, response to, and recovery from major events. Conversely, it will enhance the students understanding of the various disciplines associated with homeland security including law enforcement, fire services, emergency management, infrastructure custodians, the military, public health, and government administrators.

Effective Fall 2013.

Course Type(s): none

HLS 660 **Cr. 3.0**

Psychology of Fear Management And Terrorism

Discusses the psychology of fear and provides students with an in-depth examination of the psychological consequences of terrorism on a community. Students will be exposed to the neurobiology of fear including predictors of maladaptive/pathological response.

Prerequisites: Homeland Security 610, 620, 630, and 640.

Effective Fall 2013.

Course Type(s): none

HLS 670 **Cr. 3.0**

Constitutional Issues in Homeland Security

Provides students with an in-depth examination of the US Constitution and statutory authorities in the Homeland Security Era. Students will analyze the manner in which the US Government balances public security and individual rights during homeland security crisis. Balances out topical issues related to national security threats and Constitutional and statutory authorities that impact fundamental freedoms in the Homeland Security Era.

Prerequisites: Homeland Security 610, 620, 630, and 640.

Effective Fall 2013.

Course Type(s): none

HLS 675 **Cr. 3.0**

Technology for Homeland Security

Provides students with an overview of myriad technologies that have helped to shape the homeland security enterprise. Students will examine critical infrastructure and key resources threats and vulnerabilities that characterize the homeland security operational environment. Students will explore how past, present and emerging technologies have been used and how they might be used in the future. Balances out topical issues related to risk, perception of risk, technological capabilities, security, cyber-attacks, health issues, legal issues that impact the

Appendix A: Course Descriptions

homeland security. Students will explore elements of cyber terrorism and emerging technologies that can facilitate and strengthen capability specific national priorities in order to improve national preparedness.

Prerequisites: Homeland Security 610, 620, 630, and 640. Effective Fall 2013.

Course Type(s): none

HLS 680 **Cr. 3.0**

Comparative Government for Homeland Security

Provides students with an in-depth examination of other countries homeland security governance and policies with a focus on counterterrorism laws, security, law enforcement, emergency response, and public health. Students will analyze other countries traditions, political and bureaucratic institutions and policies that might inform the U.S. homeland security enterprise. Designed to provide students with homeland security related lessons learned and smart practices employed by other countries that if adapted, scaled and measured to the vision, mission, and purpose of a U.S. jurisdiction/organization might make safe and secure the Nation.

Prerequisites: Homeland Security 610, 620, 630, and 640. Effective Fall 2013.

Course Type(s): none

HLS 685 **Cr. 3.0**

Strategic Plan for Homeland Security

Provides students with an in-depth examination of strategic planning and especially as it relates to the homeland security enterprise. Students will explore how organizations identify, plan, and implement their strategy objectives. Students will analyze past, current, and future homeland security strategy objectives and identify both lessons learned and not learned. Students will develop a comprehensive strategic homeland security strategy to make safe and secure the Nation.

Prerequisites: Homeland Security 610, 620, 630, and 640. Effective Fall 2013.

Course Type(s): none

HLS 690 **Cr. 3.0**

Knowledge Into Practice: Homeland Security Capstone Course

Provides students with a synthesis and evaluation of Monmouth University's Masters in Homeland Security core curriculum functions and competencies: (1) Political, legal, and managerial context of homeland security. (2) Technology and its applications to homeland security. (3) Research, program evaluation, and needs assessment and their application to homeland security. (4) Current

and emerging homeland security threats. Students will prepare an evidence-based research paper that applies the core curriculum functions and competencies to a related homeland security issue.

Prerequisites: Homeland Security 610, 620, 630, and 640. Effective Fall 2013.

Course Type(s): none

HLS 695 **Cr. 3.0**

Policy Analysis and Research Methodology in Homeland Security

Requires students to construct an original research proposal that critically analyzes one aspect of the Homeland Security field within the United States of America. To do so, the course begins with a review of the tenets of sound research in the social sciences and proceeds with the development of a research proposal that includes the formulation of a research question and subsequent hypotheses, a review of the pertinent literature, and the development of a detailed methodology with which to conduct the research. Additional attention is devoted to the practical, ethical, and political issues that arise when conducting research and evaluation within the agencies, organizations, practices, and policies that fall under the auspices of the Department of Homeland Security.

Prerequisites: Homeland Security 610, 620, 630, and 640. Effective Fall 2013.

Course Type(s): none

HLS 699 **Cr. 3.0**

Independent Study in Homeland Security

Provides a students the opportunity to focus on a specific area of interest within Homeland security. Research, reading and faculty-student communications will result in a significant written project. The supervising faculty member will meet weekly with the student to monitor progress and provide feedback.

Prerequisite: Prior permission of the selected faculty member, program director and chair. Effective Fall 2013.

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

MARINE SCIENCES

MS 598A 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 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 introduction 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

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MA 595 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, both 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): NU.EL, TPS

NU 509 Cr. 3.0

Health Informatics and Concepts for Advanced Nursing Practice

Overview of applied knowledge of information systems, computers, and technology in direct healthcare. Computer, information, and health literacy related to nursing informatics. A review of methodology of analyzing, formalizing, and processing information through computers that influence clinical practice, management, education, and research. Overview of qualitative and quantitative approaches to knowledge development in nursing.

Concepts and theories in nursing and related disciplines to enhance evidence based practice.

Prerequisite: Nursing 512.

Course Type(s): NU.EL

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 for Advanced Nursing Practice

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 509.

Course Type(s): none

NU 514 Cr. 3.0

Data Management for Advanced Nursing Practice

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. Prerequisites: Nursing 509 and 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.

Course Type(s): NU.EL

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 Nursing Practice

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 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.

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. 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, and 535.

Corequisite: Nursing 542.

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

Appendix A: Course Descriptions

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. 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, and 535.

Corequisite: 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

Provides 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 562 **Cr. 3.0**

Tests and Measures

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 psy-

chomotor 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.

Prerequisite: Nursing 518.

Course Type(s): none

NU 566P **Cr. 3.0**

Nurse Educator Practicum

Focuses on 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.

Corequisite: Nursing 566S.

Course Type(s): none

NU 566S **Cr. 3.0**

Nurse Educator Seminar

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

The principles of forensic science and forensic nursing will be introduced. 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 responsibilities 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): NU.EL

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

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

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

A continuation of the examination and analysis of the role of the school nurse as healthcare provider, health educator, health counselor, and interdisciplinary team member. An expansion of 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

Introduction to 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, organiza-

Appendix A: Course Descriptions

tion 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

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, organization 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

A continuation 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

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

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 practice) 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 Gerontology

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. A process driven course which 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-Gerontology

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 - Gerontology

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 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 - Gerontology

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. A process-driven course which will require extensive reading in the student's specialty area. An extension of Advanced Practice Nursing I: Adult-Gerontology.

Prerequisite: Nursing 621.

Corequisites: Nursing 624P and 624S.

Course Type(s): none

NU 624P Cr. 3.0

Advanced Practice Nursing Practicum: Adult-Gerontology

Delivery of primary health care to adults and adolescents with common health problems, including collections 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-Gerontology

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 with 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. A process-driven course which 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, plan-

Appendix A: Course Descriptions

ning, 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. A process-driven course which 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

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 635 **Cr. 2.0**

Advanced Practice Nursing Pediatrics

Detailed case study analysis of health problems including pathophysiology, epidemiology, strengths and weakness-

es of assessment of data collection, diagnostic process, planning, intervention, and evaluation. Interview and physical examination techniques for collecting subjective and objective data in pediatric care, both acute and chronic illness in culturally diverse pediatric 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.

Corequisite: Nursing 635P.

Course Type(s): none

NU 635P **Cr. 1.0**

Advanced Practice Nursing Pediatrics Practicum

Deliver primary care to pediatric clients with common health problems including collection of subjective and objective data using the techniques of interview and physical examination; diagnose and plan care for acute and chronic illness in culturally diverse pediatric populations utilizing community resources; use communication skills for health teaching and counseling and to motivate pediatric clients and their families for positive health-maintenance. Expand the traditional nursing role to the advanced practice nurse (APN) role through the incorporation of evidence based practice, personal knowledge, and ethics. Establish collaborative relationships with other health care providers for comprehensive care.

Corequisite: Nursing 635.

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.

Corequisites: Nursing 662P and 662S.

Course Type(s): none

NU 662P **Cr. 2.0**

Nursing Administration I Practicum

Students observe and participate in the middle-level man-

agement/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 662S and 662P.

Corequisites: Nursing 664P and 664S.

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 669 **Cr. 3.0**

Family Psychiatric/Mental Health Nursing I: Practice with Children and Adolescents

Examines psychological theories, assessment techniques and psychopharmacologic interventions for working directly with children, adolescents, and their caretakers. Emphasizes evidence-based interventions that address diverse groups of children or adolescents within their social contexts(e.g., peer group, school, family, neighborhood). Special attention will be given to issues of diversity as it relates to building therapeutic relationships and intervening with children, adolescents and their families.

Treatment planning and specific methodologies for working therapeutically with children and adolescents, students will be placed in clinical sites concurrently with this course (NU 670).

Prerequisites: Nursing 521, 524, 535, 543, and 544.

Corequisites: Nursing 670P and 670S.

Course Type(s): none

NU 670P **Cr. 2.0**

Family Psychiatric/Mental Health Nursing I: Practice with Children and Adolescents Practicum

Delivery of mental health care to children and adolescents 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 521, 524, 535, 543, and 544.

Corequisite: Nursing 669 and 670S.

Course Type(s): none

Appendix A: Course Descriptions

NU 670S Cr. 1.0

Family Psychiatric/Mental Health Nursing I: Practice with Children and Adolescents Seminar

Delivery of mental health care to children and adolescents 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 521, 524, 535, 543, and 544.

Corequisites: Nursing 669 and NU 670P.

Course Type(s): none

NU 671 Cr. 3.0

Advanced Practice Psychiatric/ Mental Health Nursing I

Focuses on advanced knowledge of psychiatric/mental health nursing. Assessment, treatment planning and therapeutic interventions with individuals, families and groups will be introduced. Offers 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/Mental Health Nursing 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

Builds upon the foundation course NU 671. As clinicians there is an ever-pressing need to interpret theory and engage in practice inclusively. Examines 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, 672P and 672S.

Corequisites: Nursing 674P and 674S.

Course Type(s): none

NU 674P Cr. 3.0

Advanced Practice Psychiatric Mental Health Nursing Practicum II

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 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, 672P and 672S.

Corequisites: Nursing 673 and 674S.

Course Type(s): none

NU 674S Cr. 1.0

Advanced Practice Psychiatric Mental Health Nursing Lab and Seminar II

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

Provides 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

NU 701 Cr. 3.0

Translating Evidence to Clinical Practice

Components central to the concept of evidence-based practice are introduced and emphasis is placed on evaluating systematically, research and evidence from multiple sources. Critical appraisal of evidence utilizing clinical informatics, databases, multidisciplinary best practices, and systematic reviews of randomized clinical trials will be included in an approach to a clinical question or problem for a practice change. Strategies for creating a culture of evidence-based practice for individuals and clinical systems will be explored. Tools for diffusing the change or innovation are included. The concept of translational science will prepare students to begin formulation of a capstone project.

Course Type(s): none

NU 702 Cr. 3.0

Health Promotion in Diverse Populations

Examines the influence of culture on nursing care delivery. Explores the DNP's role in providing culturally appropriate care for increasingly diverse populations. The focus of the course is on global health issues, factors affecting health, disparities in health care and infrastructure of populations. Student's will utilize evidence-based research to analyze various social, cultural, and economic factors that impact health, illness and the perceptions/behaviors of diverse ethnic and minority groups as they relate to health promotion. Content includes an examination of social, psychological, and cultural theories, a review of current research about health and illness beliefs/behaviors, and the development of health promotion strategies to improve care provided to individuals, aggregates and populations.

Course Type(s): none

NU 703 Cr. 3.0

Epidemiology and Genetics/Genomics

Explores key features of Epidemiological and Genetic concepts and theories in relation to populations. Epidemiological principles will be examined in relation to public health issues to plan and evaluate strategies to prevent illness and study diseases. Provides investigation into regional and national databases regarding health disparities, disease entities and genetic problems. Enables the student to identify risk factors for genetic disease and determine optimal treatment approaches to clinical practice utilizing evidence-based practice. The student will explore the influence of genetics and genomics on human diseases as they relate to the ethical, legal and financial responsibilities of the advanced practice nurse.

Course Type(s): none

NU 704 Cr. 3.0

Issues in Aging

Explores concepts and principles of aging using a systems approach to examine chronic disease, variations in presentation of the aged in disease, and evidence-based practice implications for health promotion, education, health care interventions and ethical, legal and practice responsibilities of the nurse in advanced practice. Healthcare delivery systems and barriers to health care access among older adults will be examined. Leadership roles in creating change and implementing models of care for aging populations are incorporated.

Course Type(s): none

Appendix A: Course Descriptions

NU 715 Cr. 3.0

Organizational Leadership in Health Care

Examines organizational systems and processes that emphasize the demand for clinical practice leadership, improvement of health outcomes and ensured patient safety. Students are provided the tools to develop expertise in assessing the vision, mission and organizational strategic plans. Emphasis is placed on executive decision making, leading change efforts, and instituting innovative methodologies for system improvement. Organizational behaviors directed towards quality improvement, negotiation, conflict resolution, performance evaluation and ethical conduct in a business environment. Enhances the student's ability to use power and influence to achieve goals, to build teams and alliances, establish strong communication channels, and empower others.

Course Type(s): none

NU 716 Cr. 3.0

Health Care Policy for Advocacy in Health Care

Examines healthcare economics, political and public health issues, and their relation to development and implementation of health policies at regional, national and international levels. Health policy influences multiple care delivery issues, including health disparities, underserved populations, cultural sensitivity, ethics, law, health care financing, and issues of equity and social justice in the delivery of health care. The DNP role will be discussed in the creation of such policies.

Course Type(s): none

NU 717 Cr. 3.0

Emerging Health Care Risks

Provides an exploration of the risks health care personnel deal with: environmental catastrophes, (Chemical, Biological, Radiation), nuclear attacks, disease outbreaks and global conflicts. Focus is on identification/detection, impact on health and healthcare resources and principles of remediation. The course analyzes local, regional, national, and international response preparedness and effectiveness, and the role of public health workers in the prevention, and management of these threats.

Course Type(s): none

NU 718 Cr. 3.0

Health Care Economics and Financial Management

Provides an in-depth exploration of economics and finance, budget, reimbursement mechanisms and innovative business models for health care organizations and practice settings. Students will have an opportunity to develop and review business plans and to evaluate cost-

benefit analyses as they relate to the DNP role. The practical application of management of financial resources, tools for decision making and communication strategies will be integrated.

Course Type(s): none

NU 730 Cr. 2.0

Capstone Seminar I

The DNP Capstone culminates in a practice immersion experience that affords the student the opportunity to integrate and synthesize information from a variety of areas and previous coursework to exhibit mastery of an advanced specialty within nursing practice. Students will demonstrate synthesis of their DNP education and advanced nursing practice specialty to evoke practice improvement and change in a practice setting and/or an organizational system. Students will share their journey toward developing their capstone project through class discussion using a variety of communication modalities. In consultation with the DNP faculty advisor and clinical site preceptor, students will select an area of specialty practice and propose a change project. The end result will be a project based on the principles of evidence-based practice. This will provide a foundation for continued scholarship while making significant contributions in the student's area of interest in practice or administration.

Prerequisites: Nursing 701, 702, 703, 704, 715, 716, 717, and 718, all passed with a grade of B or higher.

Corequisite: Nursing 731.

Course Type(s): none

NU 731 Cr. 4.0

Practicum I

This course engages students in advanced nursing practice in the clinical and administrative arenas to develop their nursing specialty expertise at the highest level of complexity. Students will use scholarly evidence to develop and plan a DNP project for improvement or change in their practice or administrative area. The final DNP project will serve to advance nursing practice, improve patient or population outcomes and enhance organizational system change. The DNP practicum documents outcomes of the student's educational experiences and guides the direction of the capstone project. It provides a measureable medium for evaluating the immersion experience, and summarizes the student's growth in knowledge and expertise. It will serve as a foundation for future scholarly practice. DNP Essentials state that graduates should have 1000 hours of combined clinical and experience through the MSN and DNP studies. It is expected that all students in the DNP program complete 500 hours in addi-

tion to the 500 hours completed in their master's level program. Nurse Practitioners and Nurse Administrator students may continue to work in their work site, with the stipulation that the student, in collaboration with the school, will work with their employer and preceptor to design a special experience, to assume new responsibilities, and complete a special project. It is expected that students will complete 250 hours in the fall semester and 250 hours in the spring semester, for a total of 500 hours. Weekly journals document the student's progress. Students will keep a log of clinical hours.

Prerequisites: Nursing 701, 702, 703, 704, 715, 716, 717, and 718, all passed with a grade of B or higher.

Corequisite: Nursing 730.

Course Type(s): none

NU 732

Cr. 2.0

Capstone Seminar II

The DNP Capstone II seminar builds on the content and processes developed in Capstone I seminar for implementation of the DNP project. Students will share their journey of implementation and evaluation of their DNP project through class discussion using a variety of communication modalities. Weekly seminars are an integral part in the success of the project. In consultation with the DNP faculty advisor and clinical site preceptor, students will implement and evaluate their change project. This course is a continuation of Capstone Course I. Students will continue to integrate and apply information from a variety of areas to demonstrate expertise in an advanced specialty within nursing practice. Students will continue to demonstrate synthesis of the DNP education and advanced nursing practice specialty to evoke practice improvement and change in their practice settings. Students will gain an in-depth and integrative experience resulting in a practice-related written project outcome at their clinical site which is subjected to peer and professional scrutiny. Students will disseminate the outcomes of their project through peer reviewed professional publication and presentations.

Prerequisites: Nursing 730 and 731, both passed with a grade of B or higher.

Corequisite: Nursing 733.

Course Type(s): none

NU 733

Cr. 4.0

Practicum II

A continuation of Practicum I. Students continue to develop their advanced nurse practitioner and nursing administrative skills at the highest level of complexity while they implement their project for improvement or change in a practice setting. Students will complete their project and

evaluate outcomes. The DNP Practicum will continue to document outcomes of the student's educational experiences, provide a measureable medium for evaluating the immersion experience, and summarize the student's growth in knowledge and expertise. Students will continue to apply and analyze evidence to improve practice with patient and population health outcomes or system quality improvement. Weekly journals show the progression of the student's progress. Students need to keep a log of all their hours. DNP Essentials state that graduates should have 1000 hours of combined clinical and experience through the MSN and DNP studies. It is expected that all students in the DNP program complete 500 hours in addition to the 500 hours completed in their master's level program. Nurse Practitioners and Nurse Administrator students may continue to work in their own work site, with the stipulation that the student, in collaboration with the school, will work with their employer and preceptor to design a special experience, to assume new responsibilities, or complete a special project. It is expected that students will complete 250 hours in the fall semester and 250 hours in the spring semester, for a total of 500 hours.

Prerequisites: Nursing 730 and 731, both passed with a grade of B or higher.

Corequisite: Nursing 732.

Course Type(s): none

RN 500A

Cr. 3.0

Issues and Trends in Professional Nursing

Utilizing the Monmouth University philosophy of nursing, the course explores the role of the nurse as a professional practitioner and as a member of the health care team. Content includes: trends and issues affecting health care of consumers, nursing, nursing education, and the health care delivery system, professional accountability, legal and ethical concerns, client advocacy, as well as political and social issues related to health care.

Course Type(s): none

RN 500B

Cr. 3.0

Individual Health Assessment

Theory and practice of health-assessment skills, identification of deviations from normal, and documentation of findings. Use of techniques in a university laboratory to collect subjective and objective assessment data from a developmental, hereditary, environmental, and nutritional perspective. Relationship of health assessment to the role and responsibilities of the professional nurse in application of the nursing process. Application of these skills is expected in Nursing 415.

Course Type(s): none

Appendix A: Course Descriptions

RN 500C

Cr. 3.0

Human Sexuality

An introductory course designed to provide the student with a factual background as well as an in-depth understanding of his or her own and others' sexuality and how it affects health. Focuses on developing an understanding of the essential components of human sexuality and their interrelationship with human development. Social, cultural and developmental determinants will be examined for their influence upon human sexuality. Examines the relationship between human sexuality and professional nursing practice. Content will include: the use of a sexual history in the nursing assessment, sexually transmitted disease, effects of pregnancy and aging on sexuality, effects of medical, surgical, and chronic health problems on an individual's sexual functioning and identity. The role of the nurse as an educator/counselor is discussed.

Course Type(s): none

RN 500D

Cr. 3.0

Transcultural Health

Focus on African, Asian, Caribbean, South and Latin-American, Middle-East, and Indian beliefs, values and health practices, physical and psychological threats to health, and ethical issues. Differences of cultural beliefs related to health, illness, and the impact on the delivery of healthcare will be examined.

Course Type(s): none

RN 500E

Cr. 3.0

Wisdom, Wellness and Aging

Provides an understanding of the cross-cultural variations in the status of aging and health in older adults. Examples of various cultures include examining older adults from non-English speaking countries such as North and South Korea, Iran, Mexico, China, and Brazil.

Examines older adults from these diverse populations as well as other nations. Topics to be covered include examinations of health implications on aging populations in non-English speaking countries. Compare countries, such as Japan, India, and Nigeria, to explore how their specific culture influences caregiving, social support networks, and community. Specific, cultural views of love, intimacy, and sexuality in older adults will be examined.

Course Type(s): none

RN 500F

Cr. 3.0

Community Health Nursing I: Nursing of the Young Family

The family as the basic unit of care in the community: a developmental approach to the nursing care of expanding

families from conception through adolescence; the concept of health, environmental, and genetic influences; impact of political and economic policies, educational principles, ethics, health promotion, illness prevention, and common deviations from health.

Course Type(s): none

RN 500G

Cr. 3.0

Community Health Nursing II: Nursing of Communities

Care of groups and communities: a developmental approach focusing on young adulthood through senescence; community health and public health theories, epidemiology, health promotion, illness prevention, research, ethics, palliative care, vulnerable populations, and common deviations from health.

Course Type(s): none

RN 500H

Cr. 3.0

Community Health Nursing Lab

The twelve-hour clinical laboratory for Community Health Nursing. The nursing process is applied in a variety of community settings to clients from the formation of the family through senescence. Application of principles of health education, health promotion, and illness prevention in a culturally sensitive manner.

Course Type(s): none

RN 500I

Cr. 3.0

Nursing for the Future

The acquisition of knowledge and skills necessary for personal and professional growth designed to address the elements of successful leadership in a manner that is practical and relevant for today's professional nurse.

Course Type(s): none

RN 500J

Cr. 3.0

Health Policy

Delves into the core elements that define health policy. Describes factors such as the healthcare delivery systems (public/non-profits vs. private/for profits), access to care, healthcare financing, quality of care issues, and social issues such as gender and culture and their impact on health and healthcare. The dynamics of the policy making process at different levels (federal, state, and local) will be explored, along with the policy analysis and how policy influences health care decisions. The complexities and challenges of health care reform will be identified.

Course Type(s): none

RN 500K 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 perspectives of violence. Course 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 responsibilities associated with identification and reporting violence are identified. Measures to identify and prevent violence are analyzed. Additionally, methods of treatment for victims and perpetrators of violence are evaluated. 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): none

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): TPS

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. Particular attention is paid to the data collection and sample design, survey research methods, questionnaire development, and data collection and analysis. Students are taught 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. An opportunity is provided to apply what students learn in class to actual research projects, including the ones they will design themselves. 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

Provides 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 eco-

Appendix A: Course Descriptions

conomic 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 communication 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 interplay between international organizations, non-governmental organizations, and traditional states and the ways in which these actors seek diplomatic solutions to environmental problems is also covered.
Course Type(s): none

PS 533 **Cr. 3.0**

The History of Public Policy in the United States

The objective 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): 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. A comparative approach will be taken to examine policies both in the US and within other countries. Also discussed will be family activism aimed at affecting policy in the US.
Course Type(s): none

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

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. 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 595 **Cr. 3.0**

Political Science 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 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

Designed to deepen the student's knowledge of the information and skills needed to organize and manage a modern human service not-for-profit organization. Except for those in private practice, most social workers function within an organization or agency environment - very often in the not-for profit sector. Within five years many holding MSW degrees will hold management positions in those organizations. Allows students to gain some preparation for this future possibility, at the same time providing them with the tools to understand administrative processes in their organizations. Also listed as Social Work 618.

Course Type(s): TPS

PS 691 **Cr. 3.0**

Public Policy Research Design

The first of a two-part research writing project (PS 691-Public Policy Research Design) and PS 692-Public Policy Masters Thesis). Students in this class will construct a research proposal in partial fulfillment of the research project requirement. Students will also form their research project committee by selecting a faculty member from the department (project supervisor) and second reader (from within or outside the department). The proposal will include the research question, research design, and literature review. Upon completion of the proposal writing (20 pages) the student will defend the proposal.

Course Type(s): none

PS 692 **Cr. 3.0**

Public Policy Masters Thesis

The second of a two-part research writing project (PS 691-Public Policy Research Design and PS 692-Public Policy Masters Thesis). In this part (PS 692), students will work with the committee selected for PS 691 (Research Design) and work under their guidance to complete the research Masters thesis and presentation/defense at a departmental colloquium.

Prerequisites: Political Science 516 and 691.

Course Type(s): none

PS CPE **Cr. 0.0**

Public Policy Comprehensive Exam

Public Policy Comprehensive Exam

Appendix A: Course Descriptions

Prerequisites: Political Science 510, 516, 518, and 691.
Course Type(s): none

PSYCHOLOGICAL COUNSELING

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. Assists 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 opportunity for students to become aware of counseling career opportunities in the region is provided. Must be taken during the first term of study in the MS in Mental Health Counseling and the MA in Psychological Counseling. 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): none

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): none

PC 510 Cr. 3.0 *Community Mental Health*

An overview of mental health counseling within community and health/human services settings. Reviews prevention, intervention, needs assessment, as well as, program implementation and evaluation, in a comprehensive way. 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

PC 512 Cr. 3.0 *Psychopathology*

Offers an intensive investigation of current thinking regarding the etiology and development of aberrant behavior; theory in the light of experimental findings and clinical applications. Limited to Psychological Counseling majors. Course Type(s): none

PC 515 Cr. 3.0 *Human Development Through the Life Span*

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 *Counseling and Sexuality*

Introduction to human sexuality and related issues that counselors may encounter in their work. Students will learn about normal and abnormal sexual functioning. Aims to desensitize students and provide introspection about diverse expression of sexuality; not designed to train students as sex therapists. 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 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, lan-

guage 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): none

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

Students are given 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): none

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): none

PC 526 **Cr. 3.0**
Case Conceptualization

Allows students to put into practice all aspects of case conceptualization. Students will enter this class with the basic understanding of counseling theories, assessment, and psychopathology. Techniques and approaches for chosen theories, basic skills, and differential diagnosis will be reviewed and practiced. Students will develop an approach or style, based on known theory and technique. They will be able to identify how and why an intervention is chosen according to theory and knowledge in the field. Limited to Psychological Counseling majors.
Prerequisites: Psychological Counseling 505, 512, and 525.
Course Type(s): none

PC 528 **Cr. 3.0**
Family Counseling: Theory and Technique

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

Examines counseling theories and techniques as they relate to diversity in the client population. Limited to Psychological Counseling majors.
Course Type(s): none

Appendix A: Course Descriptions

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. Limited to Psychological Counseling majors.

Course Type(s): none

PC 533 Cr. 3.0

Marriage and Couples Counseling

Students are provided with an overview of the historical development, theoretical framework, and conceptual directions in the field of marriage and couples counseling. 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

Wellness and Counseling

Exploration of the human condition from a strength based wellness perspective, to further enhance counselor identity. Through self exploration, hands on experiences, and interactive discussions, students explore human motivation, unconscious drives, anxieties, aspects of personality, and spiritual and existential meaning within a wellness context. Allows students to become more aware of their own drives toward health and wellness and translate that understanding to the therapeutic relationship and counseling. For Psychological Counseling students only.

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): none

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.

Prerequisite: Psychological Counseling 540.

Course Type(s): none

PC 544 Cr. 3.0

Advanced Alcohol and Drug Counseling

Covers advanced topics that are introduced in Psychological Counseling 542 and is therefore dedicated to addiction counselor skill building. Advanced topics include skill building in areas of counselor ethics, motivational interviewing and motivational enhancement skills, group counseling skills, community and professional skills, counseling skills needed to work effectively with individuals impacted by HIV/AIDS, and counseling skills needed to work with those impacted by gambling addictions and clinical supervision skills. Limited to Psychological Counseling majors.

Prerequisites: Psychological Counseling 540 and 542.

Course Type(s): none

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): none

PC 546 Cr. 3.0

Substance Awareness in the Schools

A comprehensive study of the role of the Substance Awareness Coordinator in the Schools K-12. The areas that will be included for study will be a review of research based awareness and prevention programs as related to ATOD as seen in the school systems. School law, regulations, and policies, as it relates to substance abuse in the schools, as well as how well/consistent it is followed based on the school culture and the dynamics in a particular district. Prevention and advocacy will be emphasized as a large part of the SAC position, as well as learning to work within the school culture. Curriculum planning and staff education and development in chemical health will be an essential part of the course. Negotiating the systems to maximize potential of the SAC position will be the main focus. Limited to Psychological Counseling majors.

Prerequisite: Psychological Counseling 540.

Course Type(s): none

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. Limited to Psychological Counseling majors.
Course Type(s): none

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. Career theories, life-span development, and assessment instruments used in career counseling are reviewed. 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): none

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. Limited to Psychological Counseling majors.
Course Type(s): none

PC 595 Cr. 3.0

Psychological Counseling Practicum

Students integrate theory and practice in the counseling profession through an off-campus practicum. In addition to the requirement of 100 hours of supervised field service in an approved counseling agency, students also attend class each week which consists of group supervision. During class the students also review relevant professional, ethical and legal issues in counseling (for example assessment procedures, treatment planning, best empirically proven interventions, confidentiality, etc. Limited to Psychological Counseling majors who have completed at least 21 credits, 12 of which include selected core courses (e.g. PC 505, PC 512, PC 525, and PC 550. Registration is by special application, requiring the signature of the advisor and the Field Placement Coordinator.
Course Type(s): none

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. Limited to Psychological Counseling majors only.
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. Limited to Psychological Counseling majors only.
Prerequisites: Prior permission of the directing professor and department chair.
Course Type(s): none

PC 601 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. Limited to Psychological Counseling majors.
Course Type(s): none

PC 603 Cr. 3.0

Research Methods in Counseling

Reviewing the literature, problem hypothesis research, naturalistic observation, survey and interview procedures, and experimental methods are discussed. Limited to Psychological Counseling majors.
Prerequisite: Psychological Counseling 601 or permission of the instructor.
Course Type(s): none

PC 671 Cr. 3.0

Advanced Practice with Children

Designed for play therapy students, 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

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PC 672 Cr. 3.0

Advanced Theory in Play Therapy

Provides an in-depth understanding of the history and theories of play therapy. Emphasis is placed on the understanding of the roles of therapists and parents through the play process. Diversity and multicultural considerations for theoretical perspectives are highlighted. Also listed as Educational Leadership 672 and Social Work 672.

Course Type(s): none

PC 673 Cr. 3.0

Advanced Techniques in Play Therapy

Provides students with the opportunity to develop techniques and methods of play therapy. Emphasis is placed on working with children, adolescents, and adults through individual, group, and family play therapy. Major topics include group play therapy, family play therapy, short term play therapy, and sand tray/sand play therapy. Additionally, diversity and multicultural considerations are highlighted. 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

Focus is on play therapy with vulnerable and high risk children. Emphasis on working with children, adolescents, and adults using play therapy in trauma and crisis situations are highlighted. Special attention is given to social issues that can lead to/or exacerbate trauma or crisis. 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 of a two course sequence focusing on the application of the play therapy theories and techniques. Students will acquire experience using play therapy theories and techniques which can be used towards the requirements for RPT certification. Students will process the clinical experience of play with children and adolescents, with a review of advanced skills, assessment and treatment planning during individual and group supervision in the university seminar through videotape sessions and discussion. The therapeutic relationship is emphasized. Limited to Play Therapy (C.P.SW.PT) program majors. Students cannot enroll in SW/PC 676 at the same time. Also listed as Social Work 675.

Prerequisite: Prior permission of the C.P.SW.PT.Program Coordinator.

Course Type(s): none

PC 676 Cr. 3.0

Play Therapy Practicum Seminar II

Second of a two course sequence focusing on the application of the play therapy theories and techniques. Students will acquire experience using play therapy theories and techniques which can be used towards the requirements for RPT certification. Students will process the clinical experience of play with children and adolescents, with a review of advanced skills, assessment and treatment planning during individual and group supervision in the university seminar through videotape sessions and discussion. Legal and ethical issues, transference/countertransference, and working with parents/caregivers are emphasized. Limited to Play Therapy (C.P.SW.PT) program majors. Cannot enroll in SW/PC 675 at the same time. Also listed as Social Work 676.

Prerequisite: Prior permission of the C.P.SW.PT.Program Coordinator.

Course Type(s): none

PC 680 Cr. 3.0

Clinical Internship in Professional Counseling I

Designed to provide students intensive experience where they can integrate their academic learning during clinical experience. In addition to the requirement of 300 hours of supervised field service in an approved counseling agency, they also attend class each week. The weekly class consists of group supervision and a review of relevant professional, ethical and legal issues in counseling (for example assessment procedures, treatment planning, best empirically proven interventions, confidentiality, etc. Limited to Psychological Counseling majors who have completed at least 30 graduate credits.

Prerequisites: Psychological Counseling 526 and 595, and approval of the department. Registration is by special application, requiring the signature of the advisor and the Field Placement Coordinator.

Course Type(s): none

PC 681 Cr. 3.0

Clinical Internship in Professional Counseling II

Continuation of Clinical Internship I (PC 680). Limited to Psychological Counseling majors.

Prerequisite: Psychological Counseling 680.

Course Type(s): none

PC 682 Cr. 3.0

Clinical Internship in Professional Counseling III

Continuation of Clinical Internship II (PC 681). Limited to Psychological Counseling majors.

Prerequisites: Psychological Counseling 681 and the

Psychological Counseling Exam.
Course Type(s): none

PC 691 Cr. 3.0

Psychological Counseling Research Study

Empirical research under the supervision of a sponsoring faculty member to data collection and significant written work. Limited to Psychological Counseling majors.

Prerequisite: Permission of the sponsoring instructor and departmental approval.

Course Type(s): none

PC 692 Cr. 3.0

Psychological 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. Limited to Psychological Counseling majors.

Prerequisites: Psychological Counseling 601, completion of twenty seven total credits within the program, 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. Limited to Psychological Counseling majors.

Prerequisite: Successful completion of thirty nine credits.

Corequisite: PC 680.

Course Type(s): none

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

Develops 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. 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 grade of B or higher in this course in order to proceed to the next course.

Course Type(s): none

SW 513 Cr. 3.0

Social Work Practice in Groups

Builds on social work practice, knowledge, skills and techniques learned in Social Work 503. 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

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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.

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

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 course in order to proceed to the next course.

Prerequisite: Social Work 510 passed with a grade of "B" or higher.

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

Highlights 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

Deals with the practice of social work with substance abusing clients. It is meant to supplement material covered in SW 604 (Clinical Practice in Addictions) 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, the effects on, and needs of, the extended family and systemic community of those who use substances, will be addressed. 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.

Prerequisite: Must be an advanced standing student or equivalent.

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

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

Provides 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): TPS

SW 615 **Cr. 3.0**

Issues in International and Community Social Work

Designed to introduce the student to global arenas for social work activities. Different perspectives on, and realities of development and underdevelopment; policies and practices 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. Emphasis is to give the impact of social welfare policy decisions upon oppressed population groups including their implications for human rights and social and economic justice. The relationship and tensions between first and third world development are explored using social and economic development policy concepts such as Appropriate Technology (AT), Center Periphery Phenomenon (CPP) and other analytical constructs. Policy areas for international development include; health care, income, social security and social welfare, housing, transportation, housing, transportation, environment, education, social justice and corrections, employment (both formal and informal sectors) and peace and insecurity. Knowledge, skills and awareness for community development work in multicultural and transnational settings are emphasized in this course. Understanding the generic community development process is a critical component of learning to work in this field and to achieve socially just policies for individual, families, organizations and communities in a global context. Special attention is given to social diversity in community development with oppressed populations i.e., overcoming sexism, ageism, racism, ableism, ethnocentrism, classism and militarism.

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 patho-

Appendix A: Course Descriptions

logical 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**

Seminar on Emerging Challenges in International and Community Social Work

Addresses some of the emerging challenges facing social workers in international and community arenas. Many of these challenges are related to the rapidly changing nature of life in the twenty-first century. Focuses on these emerging challenges as they relate to the quality of life for people around the world. Special attention will be made to conceptualize emerging challenges, themes and issues using a social justice and human rights framework. Will run as a seminar where students will be involved in the generation of topics and discussions related to those topics.

Prerequisite: Must be an advanced standing student or equivalent.

Course Type(s): none

SW 618 **Cr. 3.0**

Social Work Administration

Designed to deepen the student's knowledge of the information and skills needed to organize and manage a modern human service not-for-profit organization. Except for those in private practice, most social workers function within an organization or agency environment-very often in the not-for profit sector. Within five years many holding MSW degrees will hold management positions in those organizations. Allows students to gain some preparation for this future possibility, at the same time providing them with the tools to understand administrative processes in their organizations. Also listed as Political Science 618.

Prerequisite: Must be an advanced standing student or equivalent.

Course Type(s): TPS

SW 619 **Cr. 3.0**

Social Work Supervision

Familiarizes students with the basic concepts of supervision as a vital component of social work practice in three areas: practice skills, administrative needs and evaluation. Covers a historical and theoretical view of supervision,

techniques, styles, supervise 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**

Program Planning and Evaluation

Provides information about the techniques and procedures involved in the planning process and in the application of research methods to social work practice at the community level. Focus will be on the conceptualization of a social program and on process or planning and the outcome evaluation research. Different approaches to planning and evaluation from a strengths-based empowerment perspective will be surveyed. Students will deal with the theoretical and practical problems of planning and evaluating social welfare programs and services for individuals and families in a global context.

Prerequisite: Must be an advanced standing student or equivalent.

Course Type(s): none

SW 626 **Cr. 3.0**

Evaluation of Practice Effectiveness

Provides 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 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

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. Provides 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 629 Cr. 3.0

Spirituality and Social Work

Provides a forum in which students will explore spirituality in Social Work practice. Through a critically reflective approach, this course prepares students to respond competently and ethically to diverse spiritual perspectives in relation to themselves, their clients and the helping relationships they create with them.

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. Students must receive a grade of B or higher in this course in order to proceed to the next course.

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. Students must receive a grade of B or higher in this course in order to proceed to the next course.

Prerequisite: Must be an advanced standing student or equivalent.

Course Type(s): none

SW 632 Cr. 3.0

Crisis Intervention

Examines the multiple definitions, concepts, and models of crisis intervention. Addresses the issue of scope and timing of services. Additionally, the issue of categories of events: private vs. public will be discussed. The education and training of the crisis intervention specialist will also be explored. The effect of a crisis on the individual, the family and the community is considered. Sociocultural factors will be considered also.

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. Students must receive a grade of B or higher in this course in order to proceed to the next course.

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. Students must receive a grade of B or higher in this course in order to proceed to the next course.

Prerequisite: Must be an advanced standing student or equivalent.

Course Type(s): none

SW 645 Cr. 3.0

Clinical Social Work Assessment Diagnosis and Intervention Planning

Addresses advanced assessment, diagnosis and intervention planning with adults. Examines the use of advanced theory in understanding problem formulation,

Appendix A: Course Descriptions

assessment, diagnosis and intervention planning utilizing a clinical social work approach. Attention is directed to sociocultural factors, policy issues and global environment considerations which impact diagnosis and intervention with persons seeking clinical social work services. The impact of poverty, racism, sexism, homophobia and various manifestations of institutionalized oppression upon clients and clinicians is considered. Intervention methods which enhance adaptive functioning and resiliency are explored. Provides students with an understanding of social work values and ethics as directly related to clinical work, the relevance of critical thinking skills, and the importance of collaborative intervention planning and evaluation of treatment effectiveness.
Prerequisite: Must be an advanced standing student or equivalent.
Course Type(s): none

SW 650 **Cr. 3.0**

Diagnosing the Social Work Client

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

Addresses 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): TPS

SW 655 **Cr. 3.0**

Comparative International and Community Policy and Practice

Designed to broaden student's exposure to world problems and to the existence of alternative solutions to social problems through an economic and social justice approach. The interrelationship between domestic and

international social welfare issues will be highlighted, and the functions and contributions of social work internationally will be examined. Also makes 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

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

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

Second of a two-course sequence examining the implications and applications of social justice and human rights within social work. Guides students in the practice and application of social justice and human rights theories within their concentration-specific engagement with social work. Students undertake the implementation of a project that advances social justice and human rights as appropriate to their concentration area and practice interests.
Prerequisites: Must be an advanced standing student or equivalent, and Social Work 627.
Course Type(s): none

SW 671 Cr. 3.0

Advanced Practice with Children

Designed for play therapy students, 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

Provides an in-depth understanding of the history and theories of play therapy. Emphasis is placed on the understanding of the roles of therapists and parents through the play process. Diversity and multicultural considerations for theoretical perspectives are highlighted. Also listed as Educational Leadership 672 and Psychological Counseling 672.

Course Type(s): none

SW 673 Cr. 3.0

Advanced Techniques in Play Therapy

Provides students with the opportunity to develop techniques and methods of play therapy. Emphasis is placed on working with children, adolescents, and adults through individual, group, and family play therapy. Major topics include group play therapy, family play therapy, short term play therapy, and sand tray/sand play therapy. Additionally, diversity and multicultural considerations are highlighted. 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

Focus is on play therapy with vulnerable and high risk children. Emphasis on working with children, adolescents, and adults using play therapy in trauma and crisis situations are highlighted. Special attention is given to social issues that can lead to/or exacerbate trauma or crisis.

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 of a two course sequence focusing on the applica-

tion of the play therapy theories and techniques. Students will acquire experience using play therapy theories and techniques which can be used towards the requirements for RPT certification. Students will process the clinical experience of play with children and adolescents, with a review of advanced skills, assessment and treatment planning during individual and group supervision in the university seminar through videotape sessions and discussion. The therapeutic relationship is emphasized. Limited to Play Therapy (C.P.SW.PT) program majors. Students cannot enroll in SW/PC 676 at the same time. Also listed as Psychological Counseling 675.

Prerequisite: Prior permission of the C.P.SW.PT.Program Coordinator.

Course Type(s): none

SW 676 Cr. 3.0

Play Therapy Practicum Seminar II

Second of a two course sequence focusing on the application of the play therapy theories and techniques. Students will acquire experience using play therapy theories and techniques which can be used towards the requirements for RPT certification. Students will process the clinical experience of play with children and adolescents, with a review of advanced skills, assessment and treatment planning during individual and group supervision in the university seminar through videotape sessions and discussion. Legal and ethical issues, transference/countertransference, and working with parents/caregivers are emphasized. Limited to Play Therapy (C.P.SW.PT) program majors. Cannot enroll in SW/PC 675 at the same time. Also listed as Psychological Counseling 676.

Prerequisite: Prior permission of the C.P.SW.PT.Program Coordinator.

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

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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

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

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. Uses 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 soft-

ware 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

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, 503, Software Engineering 504 and 510.

Course Type(s): none

SE 570 Cr. 3.0

Software Systems Design

Students will learn how to design large software systems based on current practices. Covers 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

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

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 and Software Engineering 504.

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. Available to Software Engineering graduate students who have completed at least eighteen 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

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 break-points, and requirements.

Prerequisites: Software Engineering 565 and 570.

Course Type(s): none

SE 602 Cr. 3.0

Technology Assessment

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.

Prerequisites: Software Engineering 565 and 570.

Course Type(s): none

SE 603 Cr. 3.0

MOST Implementation

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.

Prerequisites: Software Engineering 565 and 570.

Course Type(s): none

SE 605 Cr. 3.0

Software Implementation and Reuse

Explores contemporary topics in systematic software implementation and reuse. 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. Concentrates 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. Illustrates 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 implement solutions to problems.

Prerequisites: Software Engineering 565 and 570.

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: Software Engineering 565 and 570.

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.

Prerequisite: Software Engineering 565.

Course Type(s): none

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SE 615 Cr. 3.0

Usability Engineering/Human-Computer Interaction

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. Prepares students to perform usability tasks directly or to successfully manage and collaborate with usability experts. Prerequisite: Software Engineering 565.

Course Type(s): none

SE 616 Cr. 3.0

Extensible Markup Language (xml)

Presents XML fundamental concepts, XML as a document format, XML as a data format, and special topics in using XML.

Prerequisite: Computer Science 501B.

Course Type(s): none

SE 620 Cr. 3.0

Networked Software Systems I

Network Computing Models, Concepts and Requirement specification; Techniques for Interprocess Communication; Message Passing; Remote procedures calls; Directory Service; Synchronization; Task Partition and Allocation; Threads; Security and Authentication; Time Management.

Prerequisites: Software Engineering 565 and 570.

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: Software Engineering 565 and 570.

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: Software Engineering 565 and 570.

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.
Prerequisites: Software Engineering 565 and 570.
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.
Prerequisites: Software Engineering 565 and 570.
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.
Prerequisite: Software Engineering 504.
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.
Prerequisite: Software Engineering 504.
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. This experiential course involves 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 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: Software Engineering 565 and 570.
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.
Prerequisite: Computer Science 503.
Course Type(s): none

SE 691 **Cr. 3.0**

Software Engineering 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

Appendix A: Course Descriptions

reviewer from outside the software engineering department may be asked to serve as a committee member. Limited to Software Engineering majors.

Prerequisites: Software Engineering 565, 570, and 580 and prior permission of the advising professor.

Course Type(s): none

SE 692

Cr. 3.0

Software Engineering 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 691 and prior permission of the advising professor.

Course Type(s): none

SE 695A

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. 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. Prerequisites: Software Engineering 565, 570, and 580. Course Type(s): none

SE 695B

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. Students 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 695A. 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. An experience meant to focus learning on an area of special interest to the student.

Prerequisite: Approval of the department.

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

THEATRE

TH 526 Cr. 3.0

Comedy and Drama in Western Culture

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



Appendix B: Graduate Curriculum Charts

Monmouth University's 2012-2013 official curriculum charts (as of June 2012) appear in this appendix. Degree programs begin on page B4, and certificate programs begin on page B83. Please visit the Registrar's pages within the Academics section of Monmouth University's WEBSITE (www.monmouth.edu/registrar) or WEBstudent (<https://webadvisor.monmouth.edu/datatel/openweb/st/stmenu.html>) for curriculum charts and additional information.

Graduate Programs

MA Anthropology – Thesis Track.....B4	MS Computer Science—Computer Networks Non-Thesis Track.....B14
MA Anthropology – Non-Thesis Track.....B5	MS Computer Science—Databases and Intelligent Information Systems Thesis Track.....B15
MBA.....B6	MS Computer Science—Databases and Intelligent Information Systems Non-Thesis TrackB16
MBA—AccountingB7	MS Computer Science—Security of Computer Systems and Networks Thesis TrackB17
MBA—FinanceB8	MS Computer Science—Security of Computer Systems and Networks Non-Thesis TrackB18
MBA—Real EstateB9	MA Corporate and Public CommunicationB19
MBA, Concentration in Healthcare Management...B10	MA Criminal Justice—ThesisB20
MS Computer Science – Thesis Track.....B11	MA Criminal Justice—Non-Thesis.....B21
MS Computer Science – Non-Thesis Track.....B12	MA Criminal Justice – Homeland Security Track...B22
MS Computer Science—Computer Networks Thesis Track.....B13	

Appendix B: Curriculum Charts 2012-2013

Master of Education	B23	MAT Initial Certification—Secondary Track, Endorsement in English as a Second Language (ESL).....	B43
MS Education—Principal.....	B24	MAT Initial Certification—K-12 Track, Spanish or Chinese, Endorsement in English as a Second Language (ESL).....	B44
MS Education – Principal/School Administrator.....	B25	MAT Initial Certification – K-12 Track, K-12 Certification in Health and Physical Education	B45
MS Education—Reading Specialist	B26	MAT Initial Certification – Secondary Track, Endorsement in Teacher of Students with Disabilities	B46
MS Education—School Counseling	B27	MA English with a Concentration in Creative Writing.....	B47
MS Education – Speech – Language Pathology ...	B28	MA English with a Concentration in Literature – Thesis Track.....	B48
MS Education – Student Affairs and College Counseling Track	B29	MA English with a Concentration in New Jersey Studies	B49
MS Education - Special Education – Autism Track	B30	MA English with a Concentration in Rhetoric and Writing.....	B50
MS Education – Special Education – Learning Disabilities Teacher-Consultant Track	B31	MA History.....	B51
MS Education – Special Education – Teaching in Inclusive Settings Track	B32	MA History—European Specialization	B52
MS Education – Special Education – Teacher of Students with Disabilities Track	B33	MA History—U.S. Specialization	B53
MAT Initial Certification—Early Childhood Elementary Track	B34	MA History—World Specialization.....	B54
MAT Initial Certification—Elementary Track.....	B35	MS Homeland Security (new for fall, 2013)	B55
MAT Initial Certification – Elementary Track K5 with an Endorsement in English as a Second Language (ESL).....	B36	MS Nursing—Administration	B56
MAT Initial Certification—Elementary Track and Middle School Endorsement	B37	MS Nursing – Administration (RN to MSN).....	B57
MAT Initial Certification – Elementary Track K5 with an Endorsement in Teacher of Students with Disabilities	B38	MS Nursing—Adult and Gerontological Nurse Practitioner	B58
MAT Initial Certification – Elementary Track K5 with Supplemental Instruction in Reading and Mathematics.....	B39	MS Nursing – Adult and Gerontological Nurse Practitioner (RN to MSN)	B59
MAT Initial Certification – Secondary Track	B40	MS Nursing—Family Nurse Practitioner	B60
MAT Initial Certification – Secondary Track, Art or Music.....	B41	MS Nursing – Family Nurse Practitioner (RN to MSN)	B61
MAT Initial Certification—Secondary Track, Spanish or Chinese.....	B42	MS Nursing—Family Psychiatric and Mental Health Nurse Practitioner	B62
		MS Nursing—Family Psychiatric and Mental Health Nurse Practitioner (RN to MSN)	B63

MS Nursing—Forensic Nursing.....	B64
MS Nursing – Forensic Nursing (RN to MSN)	B65
MS Nursing—Nursing Education	B66
MS Nursing—Nursing Education – (RN to MSN)	B67
MS Nursing—School Nursing for Certified School Nurses.....	B68
MS Nursing—School Nursing for Certified School Nurses – (RN to MSN).....	B69
MS Nursing – School Nursing – Non-Certified School Nurses.....	B70
MS Nursing – School Nursing – Non-Certified School Nurses (RN to MSN).....	B71
MS Mental Health Counseling.....	B72
MA Psychological Counseling	B73
MA Psychological Counseling – Addiction Studies Track	B74
MA Public Policy – Thesis Track.....	B75
MA Public Policy – Non-Thesis Track	B76
MSW—Clinical Practice with Families and Children.....	B77
MSW—International and Community Development	B78
MS Software Engineering	B79
MS Software Engineering—Advanced Track.....	B80
MS Software Engineering—Non-Thesis Track.....	B81

Doctorate Programs

DNP – Doctor of Nursing Practice	B82
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Graduate Certificates

Certificate: Autism	B83
Certificate: Computer Science Software Design & Development	B84

Certificate: Criminal Justice Administration	B85
Certificate: Forensic Nursing.....	B86
Certificate: Homeland Security.....	B87
Certificate: Human Resources Management and Communication	B88
Certificate: Strategic Public Relations and New Media	B89
Certificate: Public Service Communication Specialist.....	B90
Certificate: School Nursing.....	B91
Certificate: School Nursing—Non-Instructional	B92
Certificate: Software Development.....	B93
Certificate: Software Engineering.....	B94
Certificate: Teaching English to Speakers of Other Languages	B95

Post-Master's Certificates

Post-Master's Certificate: Accounting	B96
Post-Master's Certificate: Adult and Gerontological Nurse Practitioner	B97
Post-Master's Certificate: Family Nurse Practitioner	B98
Post-Master's Certificate: Curriculum Studies.....	B99
Post Master's Certificate: Education	B100
Post-Master's Certificate: Family Psychiatric and Mental Health Nurse Practitioner.....	B101
Post-Master's Certificate: Healthcare Management	B102
Post-Master's Certificate: Nursing Administration	B103
Post-Master's Certificate: Nursing Education	B104
Post-Master's Certificate: Play Therapy.....	B105

Master of Arts in Anthropology (Thesis Track)	
REQUIREMENTS: 30 Credits	Credits
AN501: Anthropological Theory	
or	
AN502: Culture and Society	3.0
AN520: Field Methods in Archaeology	3.0
AN524: Introduction to Geographical Information Systems (GIS)	3.0
Take 2 courses from among: AN506, AN513, AN534, AN540, AN542, AN589, or AN598	6.0
Take 2 courses from among: AN504, AN532, AN575, AN585, AN586, AN595, or AN598	6.0
Choose an additional course from any Topical, Regional, or Methods Course	3.0
AN691: Anthropology Thesis (Research)	3.0
and	
AN692: Anthropology Thesis (Writing)	3.0
TOTAL CREDITS FOR MASTER OF ARTS IN ANTHROPOLOGY = 30.0	

MA.AN.NTT.12

Master of Arts in Anthropology (Non-Thesis Track)	
REQUIREMENTS: 30 Credits	Credits
AN501: Anthropological Theory	
or	
AN502: Culture and Society	3.0
AN520: Field Methods in Archaeology	3.0
AN524: Introduction to Geographical Information Systems (GIS)	3.0
Take 2 courses from among: AN506, AN513, AN534, AN540, AN542, AN589, or AN598	6.0
Take 2 courses from among: AN504, AN532, AN575, AN585, AN586, AN595, or AN598	6.0
Choose an additional course from any Topical, Regional, or Methods Course	3.0
6 Credits in Anthropology	3.0
and	3.0
AN-CPE: Comprehensive Exam	0.0
TOTAL CREDITS FOR MASTER OF ARTS IN ANTHROPOLOGY = 30.0	

Master of Business Administration	
REQUIREMENTS: 48 Credits	Credits
BE501: Economics for Management	3.0
BM502: Management and Organizational Behavior	3.0
BA503: Financial Accounting	3.0
BM506: Graduate Business Statistics	3.0
BM507: Production and Operations Management and Lab	3.0
BK509: Marketing Management	3.0
BF511: Business Finance	3.0
BM515: Ethics, Law and Social Responsibility	3.0
BA541: Managerial Accounting	3.0
BM563: International Business	
or BK535: International Marketing Management	
or BF535: International Finance	
or BE574: Globalization	3.0
BM520: Management Information Systems	
or BM565: Management of Technology	
or BM521: Seminar in E-Commerce	3.0
BE561: Managerial Economics	
or BE571: Economic Policy in Society	
or BE575: Analysis and Forecasting	
or BF517: Financial Institutions and Markets	
or BF522: Corporate Finance	
or BF535: International Finance	
or BE574: Globalization	3.0
BM525: Management for Human Resources	
or BM563: International Business	3.0
BK533: Marketing Research	
or BK535: International Marketing Management	
or BK539: Promotional Strategy	
or BK540: Consumer Behavior	
or BK541: Advertising and Media Management	3.0
BM549: Management Science	
or BM556: Principles of Logistics Management	3.0
BM590: Strategic Management	3.0
TOTAL CREDITS FOR MASTER OF BUSINESS ADMINISTRATION = 48.0	

MBA.BA.12

Master of Business Administration - Accounting Track	
BUSINESS REQUIREMENTS: 36 Credits	Credits
BE501: Economics for Management	3.0
BM502: Management and Organizational Behavior	3.0
BA503: Financial Accounting	3.0
BM506: Graduate Business Statistics	3.0
BM507: Production and Operations Management and Lab	3.0
BK509: Marketing Management	3.0
BF511: Business Finance	3.0
BM515: Ethics, Law and Social Responsibility	3.0
BM520: Management Information Systems	
or BM565: Management of Technology	
or BM521: Seminar in E-Commerce	3.0
BM525: Management for Human Resources	
or BM563: International Business	3.0
BK533: Marketing Research	
or BK535: International Marketing Management	
or BK539: Promotional Strategy	
or BK540: Consumer Behavior	
or BK541: Advertising and Media Management	3.0
BM590: Strategic Management	3.0
ACCOUNTING TRACK REQUIREMENTS:	18 Credits
BA510: Business Income Tax	3.0
BA512: Selected Topics in Financial Accounting	3.0
BA515: Advanced Accounting Practice	3.0
BA541: Managerial Accounting	3.0
BA560: Auditing Practices and Cases	3.0
BL501: Legal Environment of Business	3.0
TOTAL CREDITS FOR MASTER OF BUSINESS ADMINISTRATION - ACCOUNTING TRACK = 54.0	

Master of Business Administration - Finance Track	
BUSINESS REQUIREMENTS: 36 Credits	Credits
BE501: Economics for Management	3.0
BM502: Management and Organizational Behavior	3.0
BA503: Financial Accounting	3.0
BM506: Graduate Business Statistics	3.0
BM507: Production and Operations Management and Lab	3.0
BK509: Marketing Management	3.0
BM515: Ethics, Law, and Social Responsibility	3.0
BA541: Managerial Accounting	3.0
BM520: Management Information Systems	
or BM565: Management of Technology	
or BM521: Seminar in E-Commerce	3.0
BM525: Management for Human Resources	
or BM563: International Business	3.0
BK533: Marketing Research	
or BK535: International Marketing Management	
or BK539: Promotional Strategy	
or BK540: Consumer Behavior	
or BK541: Advertising and Media Management	3.0
BM590: Strategic Management	3.0
FINANCE TRACK REQUIREMENTS:	15 Credits
BF511: Business Finance	3.0
BF517: Financial Institutions and Markets	3.0
BF522: Corporate Finance	3.0
BF523: Investments	3.0
BF535: International Finance	3.0
TOTAL CREDITS FOR MASTER OF BUSINESS ADMINISTRATION - FINANCE TRACK = 51.0	

MBA.RL.12

Master of Business Administration - Real Estate Track	
BUSINESS REQUIREMENTS: 36 Credits	Credits
BE501: Economics for Management	3.0
BM502: Management and Organizational Behavior	3.0
BA503: Financial Accounting	3.0
BM506: Graduate Business Statistics	3.0
BM507: Production and Operations Management and Lab	3.0
BK509: Marketing Management	3.0
BF511: Business Finance	3.0
BM515: Ethics, Law and Social Responsibility	3.0
BA541: Managerial Accounting	3.0
BM563: International Business	
or BK535: International Marketing Management	
or BF535: International Finance	
or BE574: Globalization	3.0
BM520: Management Information Systems	
or BM565: Management of Technology	
or BM521: Seminar in E-Commerce	3.0
BM590: Strategic Management	3.0
REAL ESTATE TRACK REQUIREMENTS:	15 Credits
BR510: Real Estate Law	3.0
BR/BF525: Real Estate Analysis	3.0
BR527: Real Estate Finance, Investment, and Tax	3.0
BR530: Real Estate Lease and Negotiations	3.0
BR580: Regulation and Real Estate Development Process	3.0
TOTAL CREDITS FOR MASTER OF BUSINESS ADMINISTRATION - REAL ESTATE TRACK = 51.0	

Master of Business Administration with a Concentration in Healthcare Management	
BUSINESS REQUIREMENTS: 39 Credits	Credits
BE501: Economics for Management	3.0
BM502: Management and Organizational Behavior	3.0
BA503: Financial Accounting	3.0
BM506: Graduate Business Statistics	3.0
BM507: Production and Operations Management and Lab	3.0
BK509: Marketing Management	3.0
BM515: Ethics, Law and Social Responsibility	3.0
BA541: Managerial Accounting	3.0
BF511: Business Finance	3.0
BM563: International Business	
or BK535: International Marketing Management	
or BF535: International Finance	
or BE574: Globalization	3.0
BM520: Management Information Systems	
or BM565: Management of Technology	
or BM521: Seminar in E-Commerce	3.0
BK533: Marketing Research	
or BK535: International Marketing Management	
or BK539: Promotional Strategy	
or BK540: Consumer Behavior	
or BK541: Advertising and Media Management	3.0
BM590: Strategic Management	3.0
CONCENTRATION IN HEALTHCARE MANAGEMENT REQUIREMENTS: 15 Credits	
BH571: Introduction to the US Healthcare System	3.0
BH572: Healthcare Economics	3.0
BH573: Management of Healthcare Organizations	3.0
BH574: Seminar in Healthcare Management	3.0
BH575: Healthcare Management Residency	3.0
TOTAL CREDITS FOR MASTER OF BUSINESS ADMINISTRATION WITH A CONCENTRATION IN HEALTHCARE MANAGEMENT = 54.0	

MS.CS.TT.12

Master of Science in Computer Science - Thesis Track	
FOUNDATION REQUIREMENTS: 15 Credits*	Credits
CS501B: Program Development	3.0
CS502: Theoretical Foundations of Computer Science	3.0
CS503: Data Structures and Algorithms	3.0
CS505: Operating Systems Concepts	3.0
CS509: Advanced Object-Oriented Programming and Design	3.0
PROGRAM REQUIREMENTS: 30 Credits	Credits
CS512: Algorithm Design	3.0
CS514: Networks	3.0
CS517: Database Design and Management	3.0
CS520: Introduction to Intelligent Systems	3.0
Choose: 12 Credits from CS511 or higher	12.0
CS691: Computer Science Thesis I	3.0
CS692: Computer Science Thesis II	3.0
TOTAL CREDITS FOR THE MASTER OF SCIENCE IN COMPUTER SCIENCE THESIS TRACK = 45.0	
*Up to 15 credits may be waived upon evaluation of prior academic preparation	

Master of Science in Computer Science - Non-Thesis Track	
FOUNDATION REQUIREMENTS: 15 Credits*	Credits
CS501B: Program Development	3.0
CS502: Theoretical Foundations of Computer Science	3.0
CS503: Data Structures and Algorithms	3.0
CS505: Operating Systems Concepts	3.0
CS509: Advanced Object-Oriented Programming and Design	3.0
PROGRAM REQUIREMENTS: 30 Credits	Credits
CS512: Algorithm Design	3.0
CS514: Networks	3.0
CS517: Database Design and Management	3.0
CS520: Introduction to Intelligent Systems	3.0
Choose: 12 Credits from CS511 or higher	12.0
Choose: 6 Credits from 600+ level CS courses	6.0
TOTAL CREDITS FOR THE MASTER OF SCIENCE IN COMPUTER SCIENCE NON-THESIS TRACK= 45.0	

***Up to 15 credits may be waived upon evaluation of prior academic preparation**

MS.CSCN.TT.12

Master of Science in Computer Science Computer Networks - Thesis Track	
FOUNDATION REQUIREMENTS: 15 Credits*	Credits
CS501B: Program Development	3.0
CS502: Theoretical Foundations of Computer Science	3.0
CS503: Data Structures and Algorithms	3.0
CS505: Operating Systems Concepts	3.0
CS509: Advanced Object-Oriented Programming and Design	3.0
PROGRAM REQUIREMENTS: 30 Credits	Credits
CS512: Algorithm Design	3.0
CS514: Networks	3.0
CS517: Database Design and Management	3.0
CS520: Introduction to Intelligent Systems	3.0
CS535: Telecommunications	3.0
CS635: Wireless Network Systems and Security	3.0
Choose: 3 credits from among: CS518, CS525, CS526, CS528, CS537, CS550, CS551, or CS628	3.0
Choose: 3 credits from CS511 or higher	3.0
CS691: Computer Science Thesis I	3.0
CS692: Computer Science Thesis II	3.0
TOTAL CREDITS FOR THE MASTER OF SCIENCE IN COMPUTER SCIENCE - COMPUTER NETWORKS - THESIS TRACK = 45.0	
*Up to 15 credits may be waived upon evaluation of prior academic preparation	

Master of Science in Computer Science Computer Networks Non-Thesis Track	
FOUNDATION REQUIREMENTS: 15 Credits*	Credits
CS501B: Program Development	3.0
CS502: Theoretical Foundations of Computer Science	3.0
CS503: Data Structures and Algorithms	3.0
CS505: Operating Systems Concepts	3.0
CS509: Advanced Object-Oriented Programming and Design	3.0
PROGRAM REQUIREMENTS: 30 Credits	Credits
CS512: Algorithm Design	3.0
CS514: Networks	3.0
CS517: Database Design and Management	3.0
CS520: Introduction to Intelligent Systems	3.0
CS535: Telecommunications	3.0
CS635: Wireless Network Systems and Security	3.0
CS525: Simulation	3.0
Choose: 3 credits from among: CS526, CS528, CS533, CS535, CS537, CS550, CS551, or CS628	3.0
Choose: 6 credits from CS511 or higher with at least 3 credits at the 600 level	6.0
TOTAL CREDITS FOR THE MASTER OF SCIENCE IN COMPUTER SCIENCE - COMPUTER NETWORKS NON-THESIS TRACK = 45.0	
*Up to 15 credits may be waived upon evaluation of prior academic preparation	

MS.CSII.TT.12

Master of Science in Computer Science Databases and Intelligent Information Systems - Thesis Track	
FOUNDATION REQUIREMENTS: 15 Credits*	Credits
CS501B: Program Development	3.0
CS502: Theoretical Foundations of Computer Science	3.0
CS503: Data Structures and Algorithms	3.0
CS505: Operating Systems Concepts	3.0
CS509: Advanced Object-Oriented Programming and Design	3.0
PROGRAM REQUIREMENTS: 30 Credits	Credits
CS512: Algorithm Design	3.0
CS514: Networks	3.0
CS517: Database Design and Management	3.0
CS520: Introduction to Intelligent Systems	3.0
Choose: 6 credits from among: CS521, CS523, CS530, CS531, CS533, CS618, CS529, or CS625	6.0
Choose: 6 credits from CS511 or higher	6.0
CS691: Computer Science Thesis I	3.0
CS692: Computer Science Thesis II	3.0
TOTAL CREDITS FOR THE MASTER OF SCIENCE IN COMPUTER SCIENCE - DATABASES AND INTELLIGENT INFORMATION SYSTEMS - THESIS TRACK = 45.0	
*Up to 15 credits may be waived upon evaluation of prior academic preparation	

Master of Science in Computer Science Databases and Intelligent Information Systems Non-Thesis Track	
FOUNDATION REQUIREMENTS: 15 Credits*	Credits
CS501B: Program Development	3.0
CS502: Theoretical Foundations of Computer Science	3.0
CS503: Data Structures and Algorithms	3.0
CS505: Operating Systems Concepts	3.0
CS509: Advanced Object-Oriented Programming and Design	3.0
PROGRAM REQUIREMENTS: 30 Credits	Credits
CS512: Algorithm Design	3.0
CS514: Networks	3.0
CS517: Database Design and Management	3.0
CS520: Introduction to Intelligent Systems	3.0
CS533: Database System Implementation	3.0
Choose: 6 credits from among: CS521, CS522, CS523, CS530, CS531, CS618, CS529, or CS625	6.0
Choose: 6 credits from CS511 or higher	6.0
Choose: 3 credits from 600+ level	3.0
TOTAL CREDITS FOR THE MASTER OF SCIENCE IN COMPUTER SCIENCE - DATABASES & INTELLIGENT INFORMATION SYSTEMS NON-THESIS TRACK = 45.0	
*Up to 15 credits may be waived upon evaluation of prior academic preparation	

MS.CSIS.TT.12

Master of Science in Computer Science Security of Computer Systems & Networks - ThesisTrack	
FOUNDATION REQUIREMENTS: 15 Credits*	Credits
CS501B: Program Development	3.0
CS502: Theoretical Foundations of Computer Science	3.0
CS503: Data Structures and Algorithms	3.0
CS505: Operating Systems Concepts	3.0
CS509: Advanced Object-Oriented Programming and Design	3.0
PROGRAM REQUIREMENTS: 30 Credits	Credits
CS512: Algorithm Design	3.0
CS514: Networks	3.0
CS517: Database Design and Management	3.0
CS518: Fundamentals of Computer Security and Cryptography	3.0
CS520: Introduction to Intelligent Systems	3.0
CS628: Security of E-Systems and Networks	3.0
Choose 3 credits from among: CS525, CS526, CS528, CS533, CS537, CS550, CS551, or CS635	3.0
Choose: 3 credits from CS511 or higher	3.0
CS691: Computer Science Thesis I	3.0
CS692: Computer Science Thesis II	3.0

**TOTAL CREDITS FOR THE MASTER OF SCIENCE IN COMPUTER SCIENCE -
SECURITY OF COMPUTER SYSTEMS & NETWORKS - THESIS TRACK = 45.0**

***Up to 15 credits may be waived up on evaluation of prior academic preparation**

Master of Science in Computer Science Security of Computer Systems & Networks Non-Thesis Track	
FOUNDATION REQUIREMENTS: 15 Credits*	Credits
CS501B: Program Development	3.0
CS502: Theoretical Foundations of Computer Science	3.0
CS503: Data Structures and Algorithms	3.0
CS505: Operating Systems Concepts	3.0
CS509: Advanced Object-Oriented Programming and Design	3.0
PROGRAM REQUIREMENTS: 30 Credits	Credits
CS512: Algorithm Design	3.0
CS514: Networks	3.0
CS517: Database Design and Management	3.0
CS518: Fundamentals of Computer Security and Cryptography	3.0
CS520: Introduction to Intelligent Systems	3.0
CS628: Security of e-Systems & Networks	3.0
CS635: Wireless Network Systems and Security	3.0
Choose: 6 credits from CS511 or higher	6.0
Choose: 3 credits from among: CS525, CS526, CS528, CS533, CS535, CS537, CS550, or CS551	3.0
TOTAL CREDITS FOR THE MASTER OF SCIENCE IN COMPUTER SCIENCE - SECURITY OF COMPUTER SYSTEMS & NETWORKS NON-THESIS TRACK = 45.0	
*Up to 15 credits may be waived upon evaluation of prior academic preparation	

MA.CPC.12

Master of Arts in Corporate and Public Communication	
REQUIREMENTS: 31 Credits	Credits
CO-COL: Colloquium in Communication	1.0
CO501: Communication Theory	3.0
CO502: Research Methods in Communication and Mass Media	3.0
CO503: Graduate Foundations in Communication	3.0
CO509: Communication, Culture, and Community	3.0
CO-CPE - CO Comprehensive Exam	0.0
THESIS or PROJECT:	
CO691: Communication Thesis Proposal	
and	
CO692: Communication Thesis	
or	
CO693: Communication Project Proposal	
and	3.0
CO694: Communication Project	3.0
ELECTIVES:	
Choose 12 credits in Communication	12.0
TOTAL CREDITS FOR MASTER OF ARTS IN CORPORATE AND PUBLIC COMMUNICATION = 31.0	

Master of Arts in Criminal Justice - Thesis Track	
REQUIREMENTS: 30 Credits	Credits
CJ502: Advanced Criminology	3.0
CJ512: Psychopathology	3.0
CJ525: Applied Data Analysis in Criminal Justice	3.0
CJ545: Seminar: Ethics, Law, and Society	3.0
CJ572: Civil Rights and Liberties	3.0
CJ535: Evaluation Strategies For Criminal Justice	3.0
CJ691: Criminal Justice Thesis I	3.0
CJ692: Criminal Justice Thesis II	3.0
Choose 6 credits from the following: CJ530, CJ542, CJ550, CJ555, CJ560, CJ562, CJ565, CJ575, CJ615, CJ610, CJ625, CJ635, CJ650	6.0
TOTAL CREDITS FOR MASTER OF ARTS IN CRIMINAL JUSTICE THESIS TRACK = 30.0	

MA.CJ.NTT.12

Master of Arts in Criminal Justice - Non-Thesis Track	
REQUIREMENTS: 30 Credits	Credits
CJ502: Advanced Criminology	3.0
CJ512: Psychopathology	3.0
CJ525: Applied Data Analysis in Criminal Justice	3.0
CJ545: Seminar: Ethics, Law, and Society	3.0
CJ572: Civil Rights and Liberties	3.0
CJ-CPE: Comprehensive Exam	0.0
Choose 15 credits from the following: CJ530, CJ535, CJ542, CJ550, CJ562, CJ555, CJ560, CJ565, CJ575, CJ610, CJ615, CJ625, CJ635, CJ650	15.0
TOTAL CREDITS FOR MASTER OF ARTS IN CRIMINAL JUSTICE = 30.0	

Master of Arts in Criminal Justice - Homeland Security Track	
REQUIREMENTS: 30 Credits	Credits
CJ502: Advanced Criminology	3.0
CJ512: Psychopathology	3.0
CJ525: Applied Data Analysis in Criminal Justice	3.0
CJ545: Seminar: Ethics, Law, and Society	3.0
CJ572: Civil Rights and Liberties	3.0
CJ610: Introduction to Homeland Security: Principles and Policies	3.0
CJ620: Terrorism: Causes & Consequences: The Unconventional Threat	3.0
CJ630: Intelligence for the Homeland Security Practitioner	3.0
CJ640: Multidisciplinary Approach to Homeland Security	3.0
CJ650: Cyber Terrorism	3.0
CJ-CPE: Comprehensive Exam	0.0
TOTAL CREDITS FOR MASTER OF ARTS IN CRIMINAL JUSTICE HOMELAND SECURITY TRACK = 30.0	

M.ED.12

Master of Education (M.Ed.)	
REQUIREMENTS: 30 Credits	Credits
ED606: Diversity in Education	3.0
ED610: Education in a Democratic Society	3.0
ED624: Research in Teaching Practice	3.0
ED608: Curriculum in the Classroom	3.0
ED626: Assessment Practice Now and When	3.0
ELECTIVES:	
15 credits of advisor approved coursework in an area of interest	15.0
TOTAL CREDITS FOR MASTER OF EDUCATION = 30.0	

Master of Science in Education: Principal	
REQUIREMENTS: 30 Credits	Credits
EDL504: Introduction to Educational Leadership & Supervision for Student Learning P-12	3.0
EDL536: Curriculum Development and Design	3.0
EDL569: Public School Supervision and Communication	3.0
EDL593: Administration and Supervision of Literacy Practices and Professional Development for School Leaders	3.0
EDL530: School Law and Policy	3.0
EDL532: Human Resource Management and School Finance	3.0
EDL533: Community Relations	3.0
EDL606: Research Based Program Evaluation & Decision Making	3.0
EDL588: Practicum in School Leadership, Supervision, and Curriculum (P-12) I	3.0
EDL589: Practicum in School Leadership, Supervision (P-12) II	3.0
TOTAL CREDITS FOR MASTER OF SCIENCE IN EDUCATION: PRINCIPAL = 30.0	

MSED.EDPR.SA.12

Master of Science in Education: Principal/School Administrator	
REQUIREMENTS: 33 Credits	Credits
EDL504: Introduction to Educational Leadership and Supervision for Student Learning P-12	3.0
EDL536: Curriculum Development & Design	3.0
EDL569: Public School Supervision and Communication	3.0
EDL593: Administration and Supervision of Literacy Practices and Professional Development for School Leaders	3.0
EDL530: School Law and Policy	3.0
EDL532: Human Resource Management & School Finance	3.0
EDL533: Community Relations	3.0
EDL606: Research Based Program Evaluation & Decision Making	3.0
EDL588: Practicum in School Leadership, Supervision, and Curriculum P-12 I	3.0
EDL589: Practicum in School Leadership and Supervision P-12 II	3.0
EDL620: Practicum in Executive Leadership	3.0
TOTAL CREDITS FOR MASTER OF SCIENCE IN EDUCATION: PRINCIPAL/SCHOOL ADMINISTRATOR = 33.0	

Master of Science in Education: Reading Specialist	
REQUIREMENTS: 30 Credits	Credits
EDL515: Advanced Literacy Instruction	3.0
EDL516: Literacy Strategy for All Learners I	3.0
EDL517: Literacy Strategy for All Learners II	3.0
EDL525: Multicultural Literature and Literacy	3.0
EDL526: Strategies for Teaching Writing, K-12	3.0
EDL527: Literacy Trends and Issues	3.0
EDL564: Assessment & Instruction in Literacy I	3.0
EDL565: Assessment & Instruction in Literacy II	3.0
EDL585: Practicum in Literacy	3.0
EDL593: Administration and Supervision of Literacy Practices and Professional Development for School Leaders	3.0
TOTAL CREDITS FOR MASTER OF SCIENCE IN EDUCATION: READING SPECIALIST = 30.0	

MSED.COUNSEL.12

Master of Science in Education: School Counseling	
REQUIREMENTS: 48 Credits	Credits
EDC500: Introduction to Professional Counseling	3.0
EDC505: Counseling and Ethical Practice	3.0
EDC510: Human Growth & Development	3.0
EDC540: Group Counseling	3.0
EDC530: Counseling Theory and Practice	3.0
EDC520: The Group Experience	3.0
EDC545: Career Development and Counseling	3.0
EDC535: Diversity and Social Justice	3.0
EDC550: Counseling At-Risk Children and Families	3.0
EDC525: Assessment for Counseling	3.0
EDC600: Practicum in Counseling	3.0
EDC555: School Counseling Program Planning and Consultation	3.0
EDC601: Internship in Counseling I	3.0
EDC602: Internship in Counseling II	3.0
EDC-CPE: Counseling Preparatory Comprehensive Exam	0.0
EDC580: Behavioral Issues in Counseling	3.0
EDL601: Research Methodology and Applications I	3.0

**TOTAL CREDITS FOR MASTER OF SCIENCE IN EDUCATION:
SCHOOL COUNSELING = 48.0**

NOTE:

* Completion of this program does not qualify student for LPC Certification.

Master of Science in Education Speech - Language Pathology	
FOUNDATION REQUIREMENTS: 18 Credits (a)	Credits
EDL505: Anatomy and Physiology of Speech and Hearing	3.0
EDL506: Introduction to Human Neuroscience	3.0
EDL507: Introduction to Communication Disorders	3.0
EDL508: Introduction to Language Development	3.0
EDL509: Introduction to Speech and Hearing Science	3.0
EDL510: Introduction to Phonetics	3.0
ADVANCED COURSE REQUIREMENTS: 60 Credits	Credits
EDL600: Current Issues in Speech-Language pathology	3.0
EDL605: Advanced Language Development	3.0
EDL610: Neurological Basis of Communication	3.0
EDL615: Medical Speech-Language Pathology	3.0
EDL625: Diagnostic Methods in Communication Disorders	3.0
EDL630: Early Childhood Language Disorders	3.0
EDL635: School Age Child Language Disorders	3.0
EDL640: Acquired Adult Language Disorders	3.0
EDL645: Phonological Disorders	3.0
EDL650: Fluency Disorders	3.0
EDL655: Voice Disorders	3.0
EDL660: Motor Speech Disorders	3.0
EDL665: Neuromotor Disorders	3.0
EDL670: Speech-Language Pathology in the Schools	3.0
EDL680: Research Methods	3.0
EDL685: Thesis Seminar	3.0
EDL678: Comprehensive Exam	3.0
EDL691: Diagnostic Practicum	3.0
EDL692: Clinical Practicum	3.0
EDL693: Internship	3.0
Minimum Credits For Master of Science in Education Speech - Language Pathology = 78.0	
*Up to 18 credits may be waived upon evaluation of prior academic preparation	

MSED.SACC.12

Master of Science in Education: Student Affairs and College Counseling	
REQUIREMENTS: 48 Credits	Credits
EDC505: Counseling and Ethical Practice	3.0
EDC510: Human Growth & Development	3.0
EDC540: Group Counseling	3.0
EDC530: Counseling Theory and Practice	3.0
EDC520: The Group Experience	3.0
EDC545: Career Development and Counseling	3.0
EDC535: Diversity and Social Justice	3.0
EDC525: Assessment for Counseling	3.0
EDC600: Practicum in Counseling	3.0
EDC601: Internship in Counseling I	3.0
EDC602: Internship in Counseling II	3.0
EDC-CPE: Counseling Preparatory Comprehensive Exam	0.0
EDC580: Behavioral Issues in Counseling	3.0
EDL601: Research Methodology and Applications I	3.0
EDC501: Student Affairs and College Counseling	3.0
EDC500: Introduction to Professional Counseling	3.0
EDL541: Administration in Higher Education	3.0
TOTAL CREDITS FOR MASTER OF SCIENCE IN EDUCATION: STUDENT AFFAIRS AND COLLEGE COUNSELING = 48.0	

NOTE:

* Completion of this program does not qualify student for LPC Certification or K-12 School Counselor Certification.

Master of Science in Education: Special Education - Autism Track	
REQUIREMENTS:	Credits
EDL515: Advanced Literacy Instruction	3.0
EDS530: Research Issues and Trends in Special Education	3.0
EDS535: Technology and Students with Disabilities	3.0
EDS537: Collaborating with Families, Students, and Professionals in Community and Educational Settings	3.0
AUTISM REQUIREMENTS:	Credits
EDS502: Autism: Characteristics, Etiology, and Current Issues	3.0
EDS542: Communication and Social Competence Skills	3.0
EDS566: Assessment and Interventions for Individuals with Autism I	3.0
EDS567: Assessment and Interventions for Individuals with Autism II	3.0
EDS571: Management of Challenging Behaviors	3.0
EDS580: Research Seminar in Autism	3.0
TOTAL CREDITS FOR MASTER OF SCIENCE IN EDUCATION: SPECIAL EDUCATION - AUTISM TRACK = 30.0	

MSED.YI.LDTC.12

Master of Science in Education: Special Education - Learning Disabilities Teacher - Consultant Track	
REQUIREMENTS: 12 Credits	Credits
EDL515: Advanced Literacy Instruction	3.0
EDS530: Research Issues and Trends in Special Education	3.0
EDS535: Technology and Students with Disabilities	3.0
EDS537: Collaborating with Families, Students, and Professionals in Community and Educational Settings	3.0
LDTC REQUIREMENTS: 18 Credits	Credits
EDS532: Physiological Aspects of Learning	3.0
EDS550: Learning Theories and Applications in Educational Settings	3.0
EDS568: Advanced Instructional Methods in Special Education	3.0
EDS570: Assessment and Curricula Interventions and Strategies	3.0
EDS590: Diagnosis and Correction of Learning Disabilities	3.0
EDS610: Internship in Learning Disabilities Teacher-Consultant	3.0
TOTAL CREDITS FOR MASTER OF SCIENCE IN EDUCATION: SPECIAL EDUCATION LEARNING DISABILITIES TEACHER - CONSULTANT TRACK = 30.0	

Master of Science in Education: Special Education - Teaching In Inclusive Settings	
REQUIREMENTS:	Credits
EDL515: Advanced Literacy Instruction	3.0
EDS530: Research Issues and Trends in Special Education	3.0
EDS535: Technology and Students with Disabilities	3.0
EDS537: Collaborating with Families, Students, and Professionals in Community and Educational Settings	3.0
INCLUSIVE SETTINGS REQUIREMENTS:	Credits
EDS522: Accommodating Learners with Special Needs in Inclusive Settings	3.0
EDS534: Classroom Management in Inclusive Settings	3.0
EDS550: Learning Theories and Applications in Educational Settings	3.0
EDS568: Advanced Instructional Methods in Special Education	3.0
EDS572: Assessment Strategies and Applications in the Classroom	3.0
Elective course in Special Education or Literacy	3.0
TOTAL CREDITS FOR MASTER OF SCIENCE IN EDUCATION: SPECIAL EDUCATION - TEACHING IN INCLUSIVE SETTINGS TRACK = 30.0	

MSED.YI.TSD.12

Master of Science in Education - Special Education with an Endorsement in Teacher of Students with Disabilities	
REQUIREMENTS:	Credits
EDL515: Advanced Literacy Instruction	3.0
EDS530: Research Issues and Trends in Special Education	3.0
EDS535: Technology and Students with Disabilities	3.0
EDS537: Collaborating with Families, Students, and Professionals in Community and Educational Settings	3.0
TEACHER OF STUDENTS WITH DISABILITIES REQUIREMENTS:	Credits
EDS534: Classroom Management in Inclusive Settings	3.0
EDS572: Assessment Strategies & Applications in the Classroom	3.0
EDS500: Integrated Approach to Foundations of Special Education	3.0
EDS522: Accommodating Learners with Special Needs in Inclusive Settings	3.0
EDS552: Methods of Teaching Students with Disabilities	3.0
Elective course in Special Education or Literacy	3.0
TOTAL CREDITS FOR MASTER OF SCIENCE IN EDUCATION - SPECIAL EDUCATION WITH AN ENDORSEMENT IN TEACHER OF STUDENTS WITH DISABILITIES = 30.0	

Master of Arts in Teaching - Initial Certification Early Childhood Elementary Track (P-3 Early Childhood Certification with Elementary K-5 Certification)	
REQUIREMENTS: 40 Credits	Credits
ED510: Foundations of Education	3.0
EDL502: Development and Learning in Early Childhood	3.0
EDL522: Early Literacy and Language Development	3.0
EDL521: Early Childhood Family, School and Community Collaboration in a Diverse Society	3.0
ED550: Teaching Diverse Populations	3.0
EDL560: Early Childhood Curriculum Assessment for Inclusive Environments	4.0
ED556: Teaching Elementary Mathematics	3.0
ED562: Methods of Teaching Science at the Elementary Level	3.0
EDL575: Methods of Teaching Language Arts and Content Literacy at the Elementary Level	3.0
ED576: Teaching Social Studies at the Elementary Level	3.0
ED593: Student Teaching (a)	
or	
ED594: Supervised Teaching (a)	9.0
(a) Students must complete the appropriate test requirement(s) with a passing score prior to student/supervised teaching	
TOTAL CREDITS FOR MASTER OF ARTS IN TEACHING - INITIAL CERTIFICATION (P-3, K-5) EARLY CHILDHOOD - ELEMENTARY TRACK = 40.0	

NOTE:

The P-3, K-5 certification requires completion of Liberal Arts, Science, dual content or interdisciplinary academic major or a minimum of 60 semester hours/credits in Liberal Arts or Science.

MAT.EDE.12

Master of Arts in Teaching - Initial Certification Elementary Track (K-5 Elementary Certification)	
REQUIREMENTS: 36 Credits	Credits
ED510: Foundations of Education	3.0
ED552: Child and Adolescent Development	3.0
ED550: Teaching Diverse Populations	3.0
EDL503: Literacy Instruction	3.0
ED556: Teaching Elementary Mathematics	3.0
ED562: Methods of Teaching Science at the Elementary Level	3.0
EDL575: Methods of Teaching Language Arts & Content Literacy at the Elementary Level	3.0
ED576: Teaching Social Studies at the Elementary Level	3.0
Choose: 1 course from among: ED606, ED583, EDS534, EDS535, or ED524	3.0
ED593: Student Teaching (a)	9.0
or ED594: Supervised Teaching (a)	
(a) Students must complete the appropriate test requirement(s) with a passing score prior to student/supervised teaching	
TOTAL CREDITS FOR MASTER OF ARTS IN TEACHING - INITIAL CERTIFICATION ELEMENTARY TRACK = 36.0	

NOTE:

The elementary school certification requires completion of Liberal Arts, Science, dual content or interdisciplinary academic major or a minimum of 60 semester hours/credits in Liberal Arts or Science.

MAT.EDE.ESL.12

Master of Arts in Teaching - Initial Certification Elementary Track (K-5) with an Endorsement in English as a Second Language	
REQUIREMENTS: 45 Credits	Credits
ED510: Foundations of Education	3.0
ED552: Child and Adolescent Development	3.0
ED550: Teaching Diverse Populations	3.0
EDL503: Literacy Instruction	3.0
ED556: Teaching Elementary Mathematics	3.0
ED562: Methods of Teaching Science at the Elementary Level	3.0
EDL575: Methods of Teaching Language Arts and Content Literacy at the Elementary Level	3.0
ED576: Teaching Social Studies at the Elementary Level	3.0
EN563: Linguistics and the English Language	3.0
ED583: Theories and Practice of ESL Instruction Part I	3.0
ED606: Diversity in Education	3.0
ED584: Theories and Practice of ESL Instruction Part II	3.0
ED593: Student Teaching (a)	
or	
ED594: Supervised Teaching (a)	9.0
<i>(a) Students must complete the appropriate test requirement(s) with a passing score prior to student/supervised teaching</i>	
TOTAL CREDITS FOR MASTER OF ARTS IN TEACHING - INITIAL CERTIFICATION ELEMENTARY TRACK (K-5) WITH AN ENDORSEMENT IN ENGLISH AS A SECOND LANGUAGE = 45.0	

NOTE:

The elementary school certification requires completion of Liberal Arts, Science, dual content or interdisciplinary academic major or a minimum of 60 semester hours/credits in Liberal Arts or Science.

MAT.EN.EDM.12
MAT.MA.EDM.12
MAT.SC.EDM.12
MAT.SS.EDM.12

Master of Arts in Teaching - Initial Certification Elementary Track with Middle School Endorsement (K-5 Certification with Content Specialization Endorsement 5-8)	
REQUIREMENTS: 39 Credits	Credits
ED510: Foundations of Education	3.0
ED550: Teaching Diverse Populations	3.0
ED552: Child & Adolescent Development	3.0
ED528: Middle Level Learning and Teaching	3.0
EDL503: Literacy Instruction	3.0
ED556: Teaching Elementary Mathematics	3.0
ED562: Methods of Teaching Science at the Elementary Level	3.0
EDL575: Methods of Teaching Language Arts & Content Literacy at the Elementary Level	3.0
ED576: Teaching Social Studies at the Elementary Level	3.0
Content Methods I (3.00 credits):	
Program	Content Methods I
<u>English</u>	<u>ED578</u>
<u>Mathematics</u>	<u>ED564</u>
<u>Science</u>	<u>ED566</u>
<u>Social Studies</u>	<u>ED579</u>
	3.0
ED593: Student Teaching (a)	
or	
ED594: Supervised Teaching (a)	9.0
(a) Students must complete the appropriate test requirement(s) with a passing score prior to student/supervised teaching	

**TOTAL CREDITS FOR MASTER OF ARTS IN TEACHING - INITIAL CERTIFICATION
ELEMENTARY TRACK & MIDDLE SCHOOL ENDORSEMENT = 39.0**

NOTE

*Fifteen (15) semester hour credits in a Content Area related to the NJ Core Curriculum Content Standards required.

Master of Arts in Teaching - Initial Certification Elementary Track (K-5) with an Endorsement in Teacher of Students with Disabilities	
REQUIREMENTS: 48 Credits	Credits
ED510: Foundations of Education	3.0
ED552: Child and Adolescent Development	3.0
ED550: Teaching Diverse Populations	3.0
EDL503: Literacy Instruction	3.0
ED556: Teaching Elementary Mathematics	3.0
ED562: Methods of Teaching Science at the Elementary Level	3.0
EDL575: Methods of Teaching Language Arts and Content Literacy at the Elementary Level	3.0
ED576: Teaching Social Studies at the Elementary Level	3.0
EDS535: Technology and Students with Disabilities	3.0
EDS537: Collaborating with Families, Students, and Professionals in Community and Educational Settings	3.0
EDS534: Classroom Management in Inclusive Settings	3.0
EDS572: Assessment Strategies and Applications in the Classroom	3.0
EDS552: Methods of Teaching Students with Disabilities	3.0
ED593: Student Teaching (a)	9.0
or ED594: Supervised Teaching (a)	
(a) Students must complete the appropriate test requirement(s) with a passing score prior to student/supervised teaching	

TOTAL CREDITS FOR MASTER OF ARTS IN TEACHING - INITIAL CERTIFICATION ELEMENTARY TRACK (K-5) WITH AN ENDORSEMENT IN TEACHER OF STUDENTS WITH DISABILITIES = 48.0

NOTE:

The elementary school certification requires completion of Liberal Arts, Science, dual content or interdisciplinary academic major or a minimum of 60 semester hours/credits in Liberal Arts or Science.

MAT.EDE.RM.12

Master of Arts in Teaching - Initial Certification Elementary Track (K-5 Elementary Certification) with Supplemental Instruction in Reading and Mathematics	
REQUIREMENTS: 36 Credits	Credits
ED510: Foundations of Education	3.0
ED552: Child and Adolescent Psychology	3.0
ED550: Teaching Diverse Populations	3.0
EDL503: Literacy Instruction	3.0
ED556: Teaching Elementary Mathematics	3.0
ED554: Supplemental Instruction in Reading and Mathematics	3.0
ED562: Methods of Teaching Science at the Elementary Level	3.0
EDL575: Methods of Teaching Language Arts and Content Literacy at the Elementary Level	3.0
ED576: Teaching Social Studies at the Elementary Level	3.0
ED593: Student Teaching (a)	
or	
ED594: Supervised Teaching (a)	9.0
(a) Students must complete the appropriate test requirement(s) with a passing score prior to student/supervised teaching	
TOTAL CREDITS FOR MASTER OF ARTS IN TEACHING - INITIAL CERTIFICATION ELEMENTARY TRACK (K-5 ELEMENTARY CERTIFICATION) WITH SUPPLEMENTAL INSTRUCTION IN READING AND MATHEMATICS = 36.0	

NOTE:

The elementary school certification requires completion of Liberal Arts, Science, dual content or interdisciplinary academic major or a minimum of 60 semester hours/credits in Liberal Arts or Science.

MAT.SCI.EDS.12
 MAT.MA.EDS.12
 MAT.EN.EDS.12
 MAT.SS.EDS.12

Master of Arts in Teaching - Initial Certification Secondary Track (9-12 Certification and Subject Endorsement)		
REQUIREMENTS: 36 Credits		Credits
ED510: Foundations of Education		3.0
ED550: Teaching Diverse Populations		3.0
ED552: Child and Adolescent Development		3.0
ED529: Content Literacy		3.0
Content Methods I & II (6.00 credits):		
<u>Program</u>	<u>Content Methods I</u>	<u>Content Methods II</u>
Sciences	ED566	ED567
English	ED578	ED585
Mathematics	ED564	ED565
Social Studies	ED579	ED580
		6.0
Choose:		
3 courses from among:		
ED606, ED583, EDS534, EDS535, ED599, ED524		9.0
ED593: Student Teaching (a)		
or		
ED594: Supervised Teaching (a)		9.0
<i>(a) Students must complete the appropriate test requirement(s) with a passing score prior to student/supervised teaching</i>		
TOTAL CREDITS FOR MASTER OF ARTS IN TEACHING - INITIAL CERTIFICATION SECONDARY TRACK = 36.0		

MAT.AR.ED.12
MAT.MU.ED.12

Master of Arts in Teaching - Initial Certification in Art or Music (K-12 Certification and Subject Endorsement)	
REQUIREMENTS: 36 Credits	Credits
ED510: Foundations of Education	3.0
ED550: Teaching Diverse Populations	3.0
ED552: Child & Adolescent Development	3.0
ED529: Content Literacy	3.0
ED587: Integrated Methods in K-12 Education	3.0
ED599: Independent Study	
or	
AR599: Independent Study (Art)	
or	
MU599: Independent Study (Music)	3.0
Electives:	
Take 3 courses from among: ED606, ED583, EDS534, EDS535, ED524	9.0
ED593: Student Teaching (a)	
or	
ED594: Supervised Teaching (a)	9.0
<i>(a) Students must complete the appropriate test requirement(s) with a passing score prior to student/supervised teaching</i>	

**TOTAL CREDITS FOR MASTER OF ARTS IN TEACHING - INITIAL CERTIFICATION
IN ART/MUSIC K-12 = 36.0**

Master of Arts in Teaching - Initial Certification - Spanish or Chinese (K-12 Certification and Subject Endorsement)	
REQUIREMENTS: 36 Credits	Credits
ED510: Foundations of Education	3.0
ED550: Teaching Diverse Populations	3.0
ED552: Child & Adolescent Development	3.0
ED529: Content Literacy	3.0
FO599: Independent Study in the Teaching of World Languages	3.0
ED599: NCATE for Chinese	
or	
FS599: Introduction to Linguistics for Spanish	3.0
ED582: World Language Education	3.0
FO-LTIOPI: Oral Proficiency: Spanish (advanced low), Chinese (Interm. High)(a)	0.0
Electives:	
Take 2 courses from among: ED606, ED583, EDS534, EDS535, ED599, ED524	6.0
ED593: Student Teaching (b)	
or	
ED594: Supervised Teaching (b)	9.0
(a) LTI-OPI taken with Language Testing International at www.languageTesting.com (b) Students must complete the appropriate test requirement(s) with a passing score prior to student/supervised teaching	
TOTAL CREDITS FOR MASTER OF ARTS IN TEACHING - INITIAL CERTIFICATION SPANISH OR CHINESE K-12 CERTIFICATION = 36.0	

MAT.SCI.EDS.ESL.12

MAT.MA.EDS.ESL.12

MAT.EN.EDS.ESL.12

MAT.SS.EDS.ESL.12

Master of Arts in Teaching - Initial Certification Secondary Track (9-12 Certification and Subject Endorsement) with Endorsement in English as a Second Language		
REQUIREMENTS: 39 Credits		Credits
ED510: Foundations of Education		3.0
ED550: Teaching Diverse Populations		3.0
ED552: Child and Adolescent Development		3.0
ED529: Content Literacy		3.0
Content Methods I & II (6.00 credits):		
<u>Program</u>	<u>Content Methods I</u>	<u>Content Methods II</u>
Sciences	ED566	ED567
English	ED578	ED585
Mathematics	ED564	ED565
Social Studies	ED579	ED580
		6.0
EN563: Linguistics and the English Language		3.0
ED583: Theories and Practice of ESL Instruction Part I		3.0
ED606: Diversity in Education		3.0
ED584: Theories and Practice of ESL Instruction Part II		3.0
ED593: Student Teaching (a)		
or		
ED594: Supervised Teaching (a)		9.0
(a) Students must complete the appropriate test requirement(s) with a passing score prior to student/supervised teaching		
TOTAL CREDITS FOR MASTER OF ARTS IN TEACHING - INITIAL CERTIFICATION SECONDARY TRACK WITH AN ENDORSEMENT IN ENGLISH AS A SECOND LANGUAGE = 39.0		

Master of Arts in Teaching - Initial Certification - Spanish or Chinese (K-12 Certification and Subject Endorsement) with Endorsement in English as a Second Language	
REQUIREMENTS: 39 Credits	Credits
ED510: Foundations of Education	3.0
ED550: Teaching Diverse Populations	3.0
ED552: Child & Adolescent Development	3.0
ED529: Content Literacy	3.0
FO599: Independent Study in the Teaching of World Languages	3.0
ED599: NCATE for Chinese	
or	
FS599: Introduction to Linguistics for Spanish	3.0
ED582: World Language Education	3.0
FO-LTIOPI: Oral Proficiency: Spanish (Advanced Low), Chinese (Interm. High)(a)	0.0
EN563: Linguistics and the English Language	3.0
ED606: Diversity in Education	3.0
ED584: Theories and Practice of ESL Instruction Part II	3.0
ED593: Student Teaching (b)	
or	
ED594: Supervised Teaching (b)	9.0
(a) LTI-OPI taken with Language Testing International at www.languageTesting.com (b) Students must complete the appropriate test requirement(s) with a passing score prior to student/supervised teaching	

**TOTAL CREDITS FOR MASTER OF ARTS IN TEACHING - INITIAL CERTIFICATION
SPANISH OR CHINESE K-12 CERTIFICATION WITH ENDORSEMENT IN ENGLISH AS
A SECOND LANGUAGE = 39.0**

MAT.HEPE.ED.12

Master of Arts in Teaching - Initial Certification with Endorsements in K-12 Education in Health and Physical Education	
REQUIREMENTS: 36 Credits	Credits
ED510: Foundations of Education	3.0
ED550: Teaching Diverse Populations	3.0
ED552: Child & Adolescent Development	3.0
ED529: Content Literacy	3.0
ED596: Methods of Teaching Health K-12	3.0
ED597: Methods of Teaching Physical Education K-12	3.0
Electives: Take 3 courses from among: ED606, ED583, EDS534, EDS535, ED524	9.0
ED593: Student Teaching (a)	
or	
ED594: Supervised Teaching (a)	9.0
(a) Students must complete the appropriate test requirement(s) with a passing score prior to student/supervised teaching	
TOTAL CREDITS FOR MASTER OF ARTS IN TEACHING - INITIAL CERTIFICATION IN K-12 EDUCATION IN HEALTH AND PHYSICAL EDUCATION = 36.0	

MAT.SCI.EDS.TSD.12
 MAT.MA.EDS.TSD.12
 MAT.EN.EDS.TSD.12
 MAT.SS.EDS.TSD.12

Master of Arts in Teaching - Initial Certification Secondary Track with Endorsements in 9-12 Subject Specific and Teacher of Students with Disabilities			
REQUIREMENTS: 42 Credits			Credits
ED510: Foundations of Education			3.0
ED550: Teaching Diverse Populations			3.0
ED552: Child and Adolescent Development			3.0
ED529: Content Literacy			3.0
Content Methods I & II (6.00 credits):			
<u>Program</u>	<u>Content Methods I</u>	<u>Content Methods II</u>	
Sciences	ED566	ED567	
English	ED578	ED585	
Mathematics	ED564	ED565	
Social Studies	ED579	ED580	6.0
Electives:			
EDS534: Classroom Management in Inclusive Settings			3.0
EDS535: Technology and Students with Disabilities			3.0
EDS537: Collaborating with Families, Students, and Professionals in Community and Educational Settings			3.0
EDS552: Methods of Teaching Students with Disabilities			3.0
EDS572: Assessment Strategies and Applications in the Classroom			3.0
ED593: Student Teaching (a)			
or			
ED594: Supervised Teaching (a)			9.0
(a) Students must complete the appropriate test requirement(s) with a passing score prior to student/supervised teaching			

**TOTAL CREDITS FOR MASTER OF ARTS IN TEACHING - INITIAL CERTIFICATION
 SECONDARY TRACK WITH ENDORSEMENTS IN 9-12 SUBJECT SPECIFIC AND
 TEACHER OF STUDENTS WITH DISABILITIES = 42.0**

MA.EN.CW.12

Master of Arts in English with a Concentration in Creative Writing	
REQUIREMENTS: 30 Credits	Credits
EN502: Seminar in Literary Research	3.0
Literature Before 1800: Choose 1 Course Designated with the Course*Type: EN.1	3.0
Literature After 1800: Choose 1 Course Designated with the Course*Type: EN.2	3.0
World Literature: Choose 1 Course Designated with the Course*Type: EN.3	3.0
Creative Writing: Take 4 courses in Creative Writing* Designated with Course*Type: EN.CW <i>*(may be repeated for credit)</i>	12.0
EN644: Manuscript Seminar <i>*(may be taken in two semesters)</i>	6.0
TOTAL CREDITS FOR MASTER OF ARTS IN ENGLISH WITH A CONCENTRATION IN CREATIVE WRITING = 30.0	

Master of Arts in English with a Concentration in Literature	
REQUIREMENTS: 30 Credits	Credits
EN502: Seminar in Literary Research	3.0
Literature Before 1800: Choose 1 Course Designated with the Course*Type: EN.1	3.0
Literature After 1800: Choose 1 Course Designated with the Course*Type: EN.2	3.0
World Literature: Choose 1 Course Designated with the Course*Type: EN.3	3.0
Language and Theory: Choose 1 Course Designated with the Course*Type: EN.4	3.0
THESIS AND ELECTIVES	
EN691: Thesis Development	3.0
EN692: Thesis Writing	3.0
Three additional English courses at the 500+ level; Two of which must be Designated with the Course*Type: EN.LT	9.0
Total Credits for Master of Arts in English with a Concentration in Literature = 30.0	

MA.EN.NJ.12

Master of Arts in English with a Concentration in New Jersey Studies	
REQUIREMENTS: 30 Credits	Credits
EN502: Seminar in Literary Research	3.0
Literature Before 1800: Choose 1 Course Designated with the Course*Type: EN.1	3.0
Literature After 1800: Choose 1 Course Designated with the Course*Type: EN.2	3.0
World Literature: Choose 1 Course Designated with the Course*Type: EN.3	3.0
Language and Theory: Choose 1 Course Designated with the Course*Type: EN.4	3.0
American Literature: Choose 1 Course Designated with the Course*Type: EN.5	3.0
EN565: New Jersey's Literary Heritage	3.0
HS530: New Jersey History	3.0
Thesis and Electives:	
EN691: Thesis Development : New Jersey Literature	3.0
EN692: Thesis Writing: New Jersey Literature	3.0
Total Credits for Master of Arts in English with a Concentration in New Jersey Studies = 30.0	

NOTE:

No new students will be admitted to this program effective July 1, 2012

Master of Arts in English with a Concentration in Rhetoric and Writing	
REQUIREMENTS: 30 Credits	Credits
EN502: Seminar in Literary Research	3.0
Literature Before 1800: Choose 1 Course Designated with the Course*Type: EN.1	3.0
Literature After 1800: Choose 1 Course Designated with the Course*Type: EN.2	3.0
World Literature: Choose 1 Course Designated with the Course*Type: EN.3	3.0
Rhetoric and Writing: Take 4 courses in Rhetoric and Writing Designated with Course*Type: EN.RW	12.0
Thesis: EN691: Thesis Development	3.0
EN692: Thesis Writing	3.0
TOTAL CREDITS FOR MASTER OF ARTS IN ENGLISH WITH A CONCENTRATION IN RHETORIC AND WRITING = 30.0	

MA.HS.NTT.12
MA.HS.TT.12

Master of Arts in History	
REQUIREMENTS: 30 Credits	Credits
HS501: Historical Criticism or HS502: The Great Writings of History	3.0
1 U.S. History course designated with Course*Type: HSUS	3.0
1 European History course designated with Course*Type: HSEU	3.0
One World or Non-Western History course designated with Course*Types: HSWLD or HSNW	3.0
CHOOSE:	
12 Credits of History Electives	12.0
6 credits of History Coursework	6.0
and HS-CPE: Comprehensive Exam	0.0
or	
HS691: History Master's Thesis I	3.0
and HS692: History Master's Thesis II	3.0
and HS-THD Thesis Defense	0.0
TOTAL CREDITS FOR MASTER OF ARTS IN HISTORY = 30.0	

*Students interested in pursuing the thesis option must consult with the department before changing their program.

MA.HS.EURO.NTT.12
MA.HS.EURO.TT.12

Master of Arts in History: European Specialization	
REQUIREMENTS: 30 Credits	Credits
HS501: Historical Criticism or HS502: The Great Writings of History	3.0
European Specialization: Take 5 courses designated with Course*Type: HSEU	15.0
Take one U.S. History course designated with Course*Type: HSUS	3.0
Take one World or Non-Western History course designated with Course*Types: HSWLD or HSNW	3.0
6 credits of History Coursework	6.0
and HS-CPE: Comprehensive Exam	0.0
or	
HS691: History Master's Thesis I	3.0
and HS692: History Master's Thesis II	3.0
and HS-THD Thesis Defense	0.0
TOTAL CREDITS FOR MASTER OF ARTS IN HISTORY: EUROPEAN SPECIALIZATION = 30.0	

*Students interested in pursuing the thesis option must consult with the department before changing their program.

MA.HS.US.NTT.12
MA.HS.US.TT.12

Master of Arts in History: U.S. Specialization	
REQUIREMENTS: 30 Credits	Credits
<div> <div> <div>HS501: Historical Criticism</div> <div>or</div> <div>HS502: The Great Writings of History</div> </div> <div> <div>United States Specialization:</div> <div>Take 5 courses courses designated with Course*Type: HSUS</div> <div>1 European History course designated with Course*Type: HSEU</div> <div>1 World or Non-Western History course designated with Course*Types: HSWLD or HSNW</div> <div>6 credits of History Coursework</div> <div>and HS-CPE: Comprehensive Exam</div> <div>or</div> <div> <div>HS691: History Master's Thesis I</div> <div>and HS692: History Master's Thesis II</div> <div>and HS-THD Thesis Defense</div> </div> </div> </div>	<div> <div>3.0</div> <div>15.0</div> <div>3.0</div> <div>3.0</div> <div>6.0</div> <div>0.0</div> <div>3.0</div> <div>3.0</div> <div>0.0</div> </div>
TOTAL CREDITS FOR MASTER OF ARTS IN HISTORY: U.S. SPECIALIZATION = 30.0	

*Students interested in pursuing the thesis option must consult with the department before changing their program.

MA.HS.WLD.NTT.12
MA.HS.WLD.TT.12

Master of Arts in History: World Specialization	
REQUIREMENTS: 30 Credits	Credits
HS501: Historical Criticism or HS502: The Great Writings of History	3.0
HS503: Introduction to the Study of World History	3.0
World History Specialization: Take 2 courses designated with Course*Type: HSWLD	6.0
Take 2 World or Non-Western History courses designated with the Course*Types: HSWLD or HSNW	6.0
Take 2 U.S. or European History courses designated with the Course*Types: HSUS or HSEU	6.0
6 credits of History Coursework	6.0
and HS-CPE: Comprehensive Exam	0.0
or	
HS691: History Master's Thesis I	3.0
and HS692: History Master's Thesis II	3.0
and HS-THD Thesis Defense	0.0
TOTAL CREDITS FOR MASTER OF ARTS IN HISTORY: WORLD SPECIALIZATION = 30.0	

*Students interested in pursuing the thesis option must consult with the department before changing their program.

MS.HLS.13

Master of Science in Homeland Security (New Program in Fall 2013)	
REQUIREMENTS: 33 Credits	Credits
HLS610: Intro to Homeland Security: Principles and Policies	3.0
HLS620: Terrorism: Causes and Consequences - The Unconventional Threat	3.0
HLS630: Intelligence for the Homeland Security Practitioner	3.0
HLS640: Multidisciplinary Approach to Homeland Security	3.0
HLS650: Policy Analysis and Research Methodology	3.0
HLS660: Psychology of Fear Management and Terrorism	3.0
HLS670: Constitutional Issues in Homeland Security	3.0
HLS675: Technology for Homeland Security	3.0
HLS680: Comparative Government for Homeland Security	3.0
HLS685: Strategic Planning for Homeland Security	3.0
HLS690: Knowledge into Practice: Homeland Security Capstone	3.0
TOTAL CREDITS FOR MASTER OF SCIENCE IN HOMELAND SECURITY = 33.0	

Master of Science in Nursing: Nursing Administration	
GRADUATE NURSING CORE: 15 Credits	Credits
NU508: Factors Affecting Healthcare I	3.0
NU509: Health Informatics and Concepts for Advanced Nursing Practice	3.0
NU512: Nursing Research for Advanced Nursing Practice	3.0
NU514: Data Management for Advanced Nursing Practice	3.0
NU518: Education and Motivation of Nursing Clients	3.0
NURSING ADMINISTRATION CONCENTRATION: 9 Credits	Credits
BE501: Economics for Management or BH572: Health Care Economics	3.0
BM502: Management and Organizational Behavior	3.0
BA503: Financial Accounting	3.0
NURSING ADMINISTRATION SPECIALTY: 12 Credits	Credits
NU661: Nursing Administration I (a)	3.0
NU662P: Nursing Administration Practicum I	2.0
NU662S: Nursing Administration Seminar I (a)	1.0
NU663: Nursing Administration II (a)	3.0
NU664P: Nursing Administration Practicum II	2.0
NU664S: Nursing Administration Seminar II (a)	1.0
(a) Must be passed with a grade of "B" or better	
TOTAL CREDITS FOR MASTER OF SCIENCE IN NURSING: NURSING ADMINISTRATION = 36.0	

MS Nursing Administration (RN to MSN Direct) on next page

MSN.ADMIN.RN.12

Master of Science in Nursing: Nursing Administration (RN to MSN Direct)	
RN REQUIREMENTS (waived if student completed a BSN): 30 Credits (a)	Credits
RN500A: Issues and Trends in Professional Nursing	3.0
RN500B: Individual Health Assessment	3.0
RN500D: Transcultural Health	3.0
RN500E: Wisdom, Wellness & Aging	3.0
RN500F: Community Health Nursing I: Nursing of Young Families	3.0
RN500G: Community Health Nursing II: Nursing of Communities	3.0
RN500H: Community Health Nursing Lab	3.0
RN500I: Nursing for the Future	3.0
RN500J: Health Policy	3.0
RN500K: Interpersonal Violence	3.0
GRADUATE NURSING CORE: 15 Credits	Credits
NU508: Factors Affecting Healthcare I	3.0
NU509: Health Informatics and Concepts for Advanced Nursing Practice	3.0
NU512: Nursing Research for Advanced Nursing Practice	3.0
NU514: Data Management for Advanced Nursing Practice	3.0
NU518: Education and Motivation of Nursing Clients	3.0
NURSING ADMINISTRATION CONCENTRATION: 9 Credits	Credits
BE501: Economics for Management	
or BH572: Health Care Economics	3.0
BM502: Management and Organizational Behavior	3.0
BA503: Financial Accounting	3.0
NURSING ADMINISTRATION SPECIALTY: 12 Credits	Credits
NU661: Nursing Administration I (b)	3.0
NU662P: Nursing Administration Practicum I (b)	2.0
NU662S: Nursing Administration Seminar I (b)	1.0
NU663: Nursing Administration II (b)	3.0
NU664P: Nursing Administration Practicum II (b)	2.0
NU664S: Nursing Administration Seminar II (b)	1.0

TOTAL CREDITS FOR MASTER OF SCIENCE IN NURSING: NURSING ADMINISTRATION = 36.0 (Advanced standing with a BSN) or 66.0 (RN admit)

(a) RN courses carry institutional credit for calculation in tuition and fees, financial aid and student status (full or part-time). RN courses do not carry graduate academic credit, nor will their completion be reflected in the graduate grade point average (GPA).

(b) Must be passed with a grade of "B" or better

MSN.ADULT.12

Master of Science in Nursing: Adult-Gerontological Nurse Practitioner	
GRADUATE NURSING CORE: 15 Credits	Credits
NU508: Factors Affecting Healthcare I	3.0
NU509: Health Informatics and Concepts for Advanced Nursing Practice	3.0
NU512: Nursing Research for Advanced Nursing Practice	3.0
NU514: Data Management for Advanced Nursing Practice	3.0
NU518: Education and Motivation of Nursing Clients	3.0
APN CONCENTRATION: 13 Credits	Credits
NU521: Pathophysiology and Histology (a)	3.0
NU524: Pharmacology for APN (a)	3.0
NU535: Advanced Health Assessment (a)	3.0
NU541: Primary Care (a)	3.0
NU542: Primary Care Laboratory	1.0
CLINICAL SPECIALTY ADULT: 14 Credits	Credits
NU621: Advanced Practice Nursing I Adult-Gero (a)	3.0
NU622P: Advanced Practice Nursing Practicum I Adult-Gero	3.0
NU622S: Advanced Practice Nursing Seminar I Adult-Gero (a)	1.0
NU623: Advanced Practice Nursing II Adult-Gero (a)	3.0
NU624P: Advanced Practice Nursing Practicum II Adult-Gero	3.0
NU624S: Advanced Practice Nursing Seminar II Adult-Gero (a)	1.0
(a) Must be passed with a grade of "B" or better.	
MINIMUM CREDITS FOR MASTER OF SCIENCE IN NURSING: ADULT-GERONTOLOGICAL NURSE PRACTITIONER = 42.0	

MSN.ADULT.RN.12

Master of Science in Nursing: Adult-Gerontological Nurse Practitioner (RN to MSN Direct)	
RN REQUIREMENTS (waived if student completed a BSN): 30 Credits(a)	Credits
RN500A: Issues and Trends in Professional Nursing	3.0
RN500B: Individual Health Assessment	3.0
RN500D: Transcultural Health	3.0
RN500E: Wisdom, Wellness & Aging	3.0
RN500F: Community Health Nursing I: Nursing of Young Families	3.0
RN500G: Community Health Nursing II: Nursing of Communities	3.0
RN500H: Community Health Nursing Lab	3.0
RN500I: Nursing for the Future	3.0
RN500J: Health Policy	3.0
RN500K: Interpersonal Violence	3.0
GRADUATE NURSING CORE: 15 Credits	Credits
NU508: Factors Affecting Healthcare I	3.0
NU509: Health Informatics and Concepts for Advanced Nursing Practice	3.0
NU512: Nursing Research for Advanced Nursing Practice	3.0
NU514: Data Management for Advanced Nursing Practice	3.0
NU518: Education and Motivation of Nursing Clients	3.0
APN CONCENTRATION: 13 Credits	Credits
NU521: Pathophysiology and Histology (b)	3.0
NU524: Pharmacology for APN (b)	3.0
NU535: Advanced Health Assessment (b)	3.0
NU541: Primary Care (b)	3.0
NU542: Primary Care Laboratory	1.0
CLINICAL SPECIALTY ADULT: 14 Credits	Credits
NU621: Advanced Practice Nursing I: Adult-Gero (b)	3.0
NU622P: Advanced Practice Nursing Practicum I Adult-Gero	3.0
NU622S: Advanced Practice Nursing Seminar I Adult-Gero (b)	1.0
NU623: Advanced Practice Nursing II Adult-Gero (b)	3.0
NU624P: Advanced Practice Nursing Practicum II Adult-Gero	3.0
NU624S: Advanced Practice Nursing Seminar II Adult-Gero (b)	1.0
TOTAL CREDITS FOR MASTER OF SCIENCE IN NURSING: ADULT-GERONTOLOGICAL NURSE PRACTITIONER = 42.0 (Advanced standing with a BSN) or 72.0 (RN admit)	
(a) RN courses carry institutional credit for calculation in tuition and fees, financial aid and student status (full or part-time). RN courses do not carry graduate academic credit, nor will their completion be reflected in the graduate grade point average (GPA).	
(b) Must be passed with a grade of "B" or better	

MSN.FAMILY.12

Master of Science in Nursing: Family Nurse Practitioner	
GRADUATE NURSING CORE: 15 Credits	Credits
NU508: Factors Affecting Healthcare I	3.0
NU509: Health Informatics and Concepts for Advanced Nursing Practice	3.0
NU512: Nursing Research for Advanced Nursing Practice	3.0
NU514: Data Management for Advanced Nursing Practice	3.0
NU518: Education and Motivation of Nursing Clients	3.0
APN CONCENTRATION: 16 Credits	Credits
NU521: Pathophysiology and Histology (a)	3.0
NU524: Pharmacology for Advanced Nursing Practice (a)	3.0
NU535: Advanced Health Assessment (a)	3.0
NU541: Primary Care (a)	3.0
NU542: Primary Care Laboratory (a)	1.0
NU635: Advanced Practice Nursing Pediatrics (a)	2.0
NU635P: Advanced Practice Nursing Pediatrics Practicum	1.0
CLINICAL SPECIALTY FAMILY: 14 Credits	Credits
NU631: Advanced Practice Nursing I Family (a)	3.0
NU632P: Advanced Practice Nursing Practicum I Family	3.0
NU632S: Advanced Practice Nursing Seminar I Family (a)	1.0
NU633: Advanced Practice Nursing II Family (a)	3.0
NU634P: Advanced Practice Nursing Practicum II Family	3.0
NU634S: Advanced Practice Nursing Seminar II Family (a)	1.0
(a) Must be passed with a grade of "B" or better.	
TOTAL CREDITS FOR MASTER SCIENCE IN NURSING: FAMILY NURSE PRACTITIONER = 45.0	

MSN.FAMILY.RN.12

Master of Science in Nursing: Family Nurse Practitioner (RN to MSN Direct)	
RN REQUIREMENTS (waived if student completed a BSN): 30 Credits (a)	Credits
RN500A: Issues and Trends in Professional Nursing	3.0
RN500B: Individual Health Assessment	3.0
RN500D: Transcultural Health	3.0
RN500E: Wisdom, Wellness & Aging	3.0
RN500F: Community Health Nursing I: Nursing of Young Families	3.0
RN500G: Community Health Nursing II: Nursing of Communities	3.0
RN500H: Community Health Nursing Lab	3.0
RN500I: Nursing for the Future	3.0
RN500J: Health Policy	3.0
RN500K: Interpersonal Violence	3.0
GRADUATE NURSING CORE: 15 Credits	Credits
NU508: Factors Affecting Healthcare I	3.0
NU509: Health Informatics and Concepts for Advanced Nursing Practice	3.0
NU512: Nursing Research for Advanced Nursing Practice	3.0
NU514: Data Management for Advanced Nursing Practice	3.0
NU518: Education and Motivation of Nursing Clients	3.0
APN CONCENTRATION: 16 Credits	Credits
NU521: Pathophysiology and Histology (b)	3.0
NU524: Pharmacology for Advanced Nursing Practice (b)	3.0
NU535: Advanced Health Assessment (b)	3.0
NU541: Primary Care (b)	3.0
NU542: Primary Care Laboratory (b)	1.0
NU635: Advanced Practice Nursing Pediatrics (b)	2.0
NU635P: Advanced Practice Nursing Pediatrics Practicum	1.0
CLINICAL SPECIALTY FAMILY: 14 Credits	Credits
NU631: Advanced Practice Nursing I Family (b)	3.0
NU632P: Advanced Practice Nursing Practicum I Family (b)	3.0
NU632S: Advanced Practice Nursing Seminar I Family (b)	1.0
NU633: Advanced Practice Nursing II Family (b)	3.0
NU634P: Advanced Practice Nursing Practicum II Family (b)	3.0
NU634S: Advanced Practice Nursing Seminar II Family (b)	1.0
TOTAL CREDITS FOR MASTER SCIENCE IN NURSING: FAMILY NURSE PRACTITIONER = 45.0 (Advanced Standing with a BSN) or 75.0 (RN admit)	
(a) RN courses carry institutional credit for calculation in tuition and fees, financial aid and student status (full or part-time). RN courses do not carry graduate academic credit, nor will their completion be reflected in the graduate grade point average (GPA).	
(b) Must be passed with a grade of "B" or better	

Master of Science in Nursing: Family Psychiatric and Mental Health Nurse Practitioner	
GRADUATE NURSING CORE: 15 Credits	Credits
NU508: Factors Affecting Healthcare I	3.0
NU509: Health Informatics and Concepts for Advanced Nursing Practice	3.0
NU512: Nursing Research for Advanced Nursing Practice	3.0
NU514: Data Management for Advanced Nursing Practice	3.0
NU518: Education and Motivation of Nursing Clients	3.0
APN CONCENTRATION: 13 Credits	Credits
NU521: Pathophysiology and Histology (a)	3.0
NU524: Pharmacology for Advanced Nursing Practice (a)	3.0
NU535: Advanced Health Assessment (a)	3.0
NU543: Diagnosis & Treatment of Psychopathology (a)	3.0
NU544: Diagnosis & Treatment of Psychopathology Lab and Seminar (a)	1.0
CLINICAL SPECIALTY: 20 Credits	Credits
NU669: Family Psychiatric/Mental Health Nursing I: Practice with Children and Adolescents (a)	3.0
NU670P: Family Psychiatric/Mental Health Nursing I: Practice with Children and Adolescents Practice Practicum	2.0
NU670S: Family Psychiatric/Mental Health Nursing I: Practice with Children and Adolescents Practice Seminar (a)	1.0
NU671: Advanced Practice Psychiatric/Mental Health Nursing I (a)	3.0
NU672P: Advanced Practice Psychiatric/MHN Practicum I	3.0
NU672S: Advanced Practice Psychiatric/MHN Seminar I (a)	1.0
NU673: Advanced Practice Psychiatric/Mental Health Nursing II (a)	3.0
NU674P: Advanced Practice Psychiatric/MHN Practicum II	3.0
NU674S: Advanced Practice Psychiatric/MHN Lab &Seminar II (a)	1.0
(a) Must be passed with a grade of "B" or better.	
TOTAL CREDITS FOR MASTER SCIENCE IN NURSING: FAMILY PSYCHIATRIC AND MENTAL HEALTH NURSE PRACTITIONER = 48.0	

MSN.PSYC.RN.12

Master of Science in Nursing: Family Psychiatric and Mental Health Nurse Practitioner (RN to MSN Direct)	
RN REQUIREMENTS (waived if student completed a BSN): 30 Credits (a)	Credits
RN500A: Issues and Trends in Professional Nursing	3.0
RN500B: Individual Health Assessment	3.0
RN500D: Transcultural Health	3.0
RN500E: Wisdom, Wellness & Aging	3.0
RN500F: Community Health Nursing I: Nursing of Young Families	3.0
RN500G: Community Health Nursing II: Nursing of Communities	3.0
RN500H: Community Health Nursing Lab	3.0
RN500I: Nursing for the Future	3.0
RN500J: Health Policy	3.0
RN500K: Interpersonal Violence	3.0
GRADUATE NURSING CORE: 15 Credits	Credits
NU508: Factors Affecting Healthcare I	3.0
NU509: Health Informatics & Concepts for Advanced Nursing Practice	3.0
NU512: Nursing Research Advanced Nursing Practice	3.0
NU514: Data Management for Advanced Nursing Practice	3.0
NU518: Education & Motivation of Nursing Clients	3.0
APN CONCENTRATION: 13 Credits	Credits
NU521: Pathophysiology and Histology (b)	3.0
NU524: Pharmacology for Advanced Nursing Practice (b)	3.0
NU535: Advanced Health Assessment (b)	3.0
NU543: Diagnosis & Treatment of Psychopathology (b)	3.0
NU544: Diagnosis & Treatment of Psychopathology Clinical Lab (b)	1.0
CLINICAL SPECIALTY: 20 Credits	Credits
NU669: Family Psychiatric/Mental Health Nursing I: Practice with Children and Adolescents (b)	3.0
NU670P: Family Psychiatric/Mental Health Nursing I: Practice with Children and Adolescents Practice Practicum	2.0
NU670S: Family Psychiatric/Mental Health Nursing I: Practice with Children and Adolescents Practice Seminar (b)	1.0
NU671: Advanced Practice Psychiatric/Mental Health Nursing I (b)	3.0
NU672P: Advanced Practice Psychiatric/MHN Practicum I	3.0
NU672S: Advanced Practice Psychiatric/MHN Seminar I (b)	1.0
NU673: Advanced Practice Psychiatric/Mental Health Nursing II (b)	3.0
NU674P: Advanced Practice Psychiatric/MHN Practicum II	3.0
NU674S: Advanced Practice Psychiatric/MHN Lab & Seminar II (b)	1.0
Minimum Credits For Master of Science in Nursing: Family Psychiatric and Mental Health Nurse Practitioner (RN to MSN Direct) = 48.0 or (Advanced standing with a BSN) = 78.0 (RN admit)	

(a) RN courses carry institutional credit for calculation in tuition and fees, financial aid and student status (full or part-time). RN courses do not carry graduate academic credit, nor will their completion be reflected in the graduate grade point average (GPA).

(b) Must be passed with a grade of "B" or better

Master of Science in Nursing: Forensic Nursing	
GRADUATE NURSING CORE: 15 Credits	Credits
NU508: Factors Affecting Healthcare I	3.0
NU509: Health Informatics and Concepts for Advanced Nursing Practice	3.0
NU512: Nursing Research for Advanced Nursing Practice	3.0
NU514: Data Management for Advanced Nursing Practice	3.0
NU518: Education and Motivation of Nursing Clients	3.0
ADVANCED PRACTICE CONCENTRATION: 15 Credits	Credits
NU521: Pathophysiology and Histology (a)	3.0
NU524: Pharmacology for Advanced Nursing Practice (a)	3.0
NU535: Advanced Health Assessment (a)	3.0
NU543: Diagnosis and Treatment of Psychopathology (a)	3.0
CJ585: Forensic Pathology (a)	3.0
FORENSIC NURSING SPECIALTY: 9 Credits	Credits
NU575: Issues in Forensic Nursing (a)	3.0
NU576: Interpersonal Violence (a)	3.0
NU578P: Forensic Nursing Practicum	2.0
NU578S: Forensic Nursing Seminar (a)	1.0
NU SANE: A Sexual Assault Nurse Examiner (SANE) or Mediocolegal Death Investigation college level course or continuing education course of at least 40 hours.	0.0
(a) Must be passed with a grade of "B" or better.	
TOTAL CREDITS FOR MASTER OF SCIENCE IN NURSING: FORENSIC NURSING = 39.0	

MSN.FO.RN.12

Master of Science in Nursing: Forensic Nursing (RN to MSN Direct)	
RN REQUIREMENTS (waived if student completed a BSN): 30 Credits (a)	Credits
RN500A: Issues and Trends in Professional Nursing	3.0
RN500B: Individual Health Assessment	3.0
RN500D: Transcultural Health	3.0
RN500E: Wisdom, Wellness & Aging	3.0
RN500F: Community Health Nursing I: Nursing of Young Families	3.0
RN500G: Community Health Nursing II: Nursing of Communities	3.0
RN500H: Community Health Nursing Lab	3.0
RN500I: Nursing for the Future	3.0
RN500J: Health Policy	3.0
RN500K: Interpersonal Violence	3.0
GRADUATE NURSING CORE: 15 Credits	Credits
NU508: Factors Affecting Healthcare I	3.0
NU509: Health Informatics and Concepts for Advanced Nursing Practice	3.0
NU512: Nursing Research for Advanced Nursing Practice	3.0
NU514: Data Management for Advanced Nursing Practice	3.0
NU518: Education and Motivation of Nursing Clients	3.0
ADVANCED PRACTICE CONCENTRATION: 15 Credits	Credits
NU521: Pathophysiology and Histology (b)	3.0
NU524: Pharmacology for Advanced Nursing Practice (b)	3.0
NU535: Advanced Health Assessment (b)	3.0
NU543: Diagnosis and Treatment of Psychopathology (b)	3.0
CJ585: Forensic Pathology (b)	3.0
FORENSIC NURSING SPECIALTY: 9 Credits	Credits
NU575: Issues in Forensic Nursing (b)	3.0
NU576: Interpersonal Violence (b)	3.0
NU578P: Forensic Nursing Practicum	2.0
NU578S: Forensic Nursing Seminar (b)	1.0
NU SANE: A Sexual Assault Nurse Examiner (SANE) or Medicolegal Death Investigation college level course or Continuing Education course of at least 40 hours.	0.0
TOTAL CREDITS FOR MASTER OF SCIENCE IN NURSING: FORENSIC NURSING = 39.0 (Advanced standing with a BSN) or 69.0 (RN admit)	

(a) RN courses carry institutional credit for calculation in tuition and fees, financial aid and student status (full or part-time). RN courses do not carry graduate academic credit, nor will their completion be reflected in the graduate grade point average (GPA).

(b) Must be passed with a grade of "B" or better

Master of Science in Nursing: Nursing Education	
GRADUATE NURSING CORE: 15 Credits	Credits
NU508: Factors Affecting Healthcare I	3.0
NU509: Health Informatics and Concepts for Advanced Nursing Practice	3.0
NU512: Nursing Research for Advanced Nursing Practice	3.0
NU514: Data Management for Advanced Nursing Practice	3.0
NU518: Education and Motivation of Nursing Clients	3.0
ADVANCED PRACTICE CONCENTRATION: 9 Credits	Credits
NU521: Pathophysiology and Histology (a)	3.0
NU524: Pharmacology for Advanced Nursing Practice (a)	3.0
NU535: Advanced Health Assessment (a)	3.0
NURSING EDUCATION SPECIALTY: 12 Credits	Credits
NU562: Tests and Measures (a)	3.0
NU564: Curriculum Development and Instruction in Nursing (a)	3.0
NU566P: Nurse Educator Practicum	3.0
NU566S: Nurse Educator Seminar (a)	3.0
<i>(a) Must be passed with a grade of "B" or better.</i>	
TOTAL CREDITS FOR MASTER OF SCIENCE IN NURSING: NURSING EDUCATION = 36.0	

MSN.ED.RN.12

Master of Science in Nursing: Nursing Education (RN to MSN Direct)	
RN REQUIREMENTS (waived if student completed a BSN): 30 Credits (a)	Credits
RN500A: Issues and Trends in Professional Nursing	3.0
RN500B: Individual Health Assessment	3.0
RN500D: Transcultural Health	3.0
RN500E: Wisdom, Wellness & Aging	3.0
RN500F: Nursing of Young Families	3.0
RN500G: Nursing of Communities	3.0
RN500H: Community Health Nursing	3.0
RN500I: Nursing for the Future	3.0
RN500J: Health Policy	3.0
RN500K: Interpersonal Violence	3.0
GRADUATE NURSING CORE: 15 Credits	Credits
NU508: Factors Affecting Healthcare I	3.0
NU509: Health Informatics and Concepts for Advanced Nursing Practice	3.0
NU512: Nursing Research Advanced Nursing Practice I	3.0
NU514: Data Management for Advanced Nursing Practice	3.0
NU518: Education and Motivation of Nursing Clients	3.0
ADVANCED PRACTICE CONCENTRATION: 9 Credits	Credits
NU521: Pathophysiology and Histology (b)	3.0
NU524: Pharmacology for Advanced Nursing Practice (b)	3.0
NU535: Advanced Health Assessment (b)	3.0
NURSING EDUCATION SPECIALTY: 12 Credits	Credits
NU562: Tests and Measures (b)	3.0
NU564: Curriculum Development and Instruction in Nursing (b)	3.0
NU566P: Nurse Educator Practicum	3.0
NU566S: Nurse Educator Seminar (b)	3.0
TOTAL CREDITS FOR MASTER OF SCIENCE IN NURSING: NURSING EDUCATION = 36.0 (Advanced standing with a BSN) or 66.0 (RN admit)	
(a) RN courses carry institutional credit for calculation in tuition and fees, financial aid and student status (full or part-time). RN courses do not carry graduate academic credit, nor will their completion be reflected in the graduate grade point average (GPA).	
(b) Must be passed with a grade of "B" or better	

MSN.SCH.CERT.12

Master of Science in Nursing: School Nursing for Certified School Nurses	
GRADUATE NURSING CORE: 12 Credits	Credits
NU508: Factors Affecting Healthcare I	3.0
NU509: Health Informatics and Concepts for Advanced Nursing Practice	3.0
NU512: Nursing Research for Advanced Nursing Practice	3.0
NU514: Data Management for Advanced Nursing Practice	3.0
SCHOOL NURSING CONCENTRATION: 9 Credits	Credits
NU521: Pathophysiology and Histology (a)	3.0
NU524: Pharmacology for Advanced Nursing Practice (a)	3.0
NU535: Advanced Health Assessment (a)	3.0
SCHOOL NURSING SPECIALTY: 9 Credits	Credits
NU585: School Nursing I (a)	3.0
NU586: School Nursing II (a)	3.0
HE584: Curriculum & Instruction in Health Education (a)	3.0
(a) Must be passed with a grade of "B" or better	
TOTAL CREDITS FOR MASTER SCIENCE IN NURSING FOR CERTIFIED SCHOOL NURSES: SCHOOL NURSING = 30.0	

NOTE:

Students without a BSN may need to complete undergraduate credits in foundation courses.

MSN.SCH.CERT.RN.12

Master of Science in Nursing: School Nursing for Certified School Nurses (RN to MSN Direct)	
RN REQUIREMENTS (waived if student completed a BSN): 30 Credits (a)	Credits
RN500A: Issues and Trends in Professional Nursing	3.0
RN500B: Individual Health Assessment	3.0
RN500D: Transcultural Health	3.0
RN500E: Wisdom, Wellness & Aging	3.0
RN500F: Community Health Nursing I: Nursing of Young Families	3.0
RN500G: Community Health Nursing II: Nursing of Communities	3.0
RN500H: Community Health Nursing Lab	3.0
RN500I: Nursing for the Future	3.0
RN500J: Health Policy	3.0
RN500K: Interpersonal Violence	3.0
GRADUATE NURSING CORE: 12 Credits	Credits
NU508: Factors Affecting Healthcare I	3.0
NU509: Health Informatics and Concepts for Advanced Nursing Practice	3.0
NU512: Nursing Research for Advanced Nursing Practice	3.0
NU514: Data Management for Advanced Nursing Practice	3.0
SCHOOL NURSING CONCENTRATION: 9 Credits	Credits
NU521: Pathophysiology and Histology (b)	3.0
NU524: Pharmacology for Advanced Nursing Practice (b)	3.0
NU535: Advanced Health Assessment (b)	3.0
SCHOOL NURSING SPECIALTY: 9 Credits	Credits
NU585: School Nursing I (b)	3.0
NU586: School Nursing II (b)	3.0
HE584: Curriculum & Instruction in Health Education (b)	3.0
TOTAL CREDITS FOR MASTER SCIENCE IN NURSING: SCHOOL NURSING FOR CERTIFIED SCHOOL NURSES = 30.0 (Advanced standing with a BSN) or 60.0 (RN admit)	

NOTE:

Students without a BSN may need to complete undergraduate credits in foundation courses.

(a) RN courses carry institutional credit for calculation in tuition and fees, financial aid and student status (full or part-time). RN courses do not carry graduate academic credit, nor will their completion be reflected in the graduate grade point average (GPA).

(b) Must be passed with a grade of "B" or better

Master of Science in Nursing: School Nursing for Non-Certified School Nurses	
GRADUATE NURSING CORE: 12 Credits	Credits
NU508: Factors Affecting Healthcare I	3.0
NU509: Health Informatics and Concepts for Advanced Nursing Practice	3.0
NU512: Nursing Research for Advanced Nursing Practice	3.0
NU514: Data Management for Advanced Nursing Practice	3.0
SCHOOL NURSING CONCENTRATION: 9 Credits	Credits
NU521: Pathophysiology and Histology (a)	3.0
NU524: Pharmacology for Advanced Nursing Practice (a)	3.0
NU535: Advanced Health Assessment (a)	3.0
SCHOOL NURSING SPECIALTY: 20 Credits	Credits
NU585: School Nursing I (a)	3.0
NU586: School Nursing II (a)	3.0
NU587P: School Nursing I: Practicum	2.0
NU587S: School Nursing I: Seminar (a)	2.0
NU588P: School Nursing II: Practicum	2.0
NU588S: School Nursing II: Seminar (a)	2.0
HE584: Curriculum & Instruction in Health Education (a)	3.0
ED606: Diversity in Education or ED510: Foundations of Education	3.0
(a) Must be passed with a grade of "B" or better	
TOTAL CREDITS FOR MASTER SCIENCE IN NURSING: SCHOOL NURSING FOR NON-CERTIFIED SCHOOL NURSES = 41.0	

NOTE:

Students without a BSN may need to complete undergraduate credits in foundation courses.

MSN.SCH.NI.RN.12

Master of Science in Nursing: School Nursing for Non-Certified School Nurses (RN to MSN Direct)	
RN REQUIREMENTS (waived if student completed a BSN): 30 Credits (a)	Credits
RN500A: Issues and Trends in Professional Nursing	3.0
RN500B: Individual Health Assessment	3.0
RN500D: Transcultural Health	3.0
RN500E: Wisdom, Wellness & Aging	3.0
RN500F: Community Health Nursing I: Nursing of Young Families	3.0
RN500G: Community Health Nursing II: Nursing of Communities	3.0
RN500H: Community Health Nursing Lab	3.0
RN500I: Nursing for the Future	3.0
RN500J: Health Policy	3.0
RN500K: Interpersonal Violence	3.0
GRADUATE NURSING CORE: 12 Credits	Credits
NU508: Factors Affecting Healthcare I	3.0
NU509: Health Informatics and Concepts for Advanced Nursing Practice	3.0
NU512: Nursing Research for Advanced Nursing Practice	3.0
NU514: Data Management for Advanced Nursing Practice	3.0
SCHOOL NURSING CONCENTRATION: 9 Credits	Credits
NU521: Pathophysiology and Histology (b)	3.0
NU524: Pharmacology for Advanced Nursing Practice (b)	3.0
NU535: Advanced Health Assessment (b)	3.0
SCHOOL NURSING SPECIALTY: 20 Credits	Credits
NU585: School Nursing I (a)	3.0
NU586: School Nursing II (a)	3.0
NU587P: School Nursing I: Practicum	2.0
NU587S: School Nursing I: Seminar (a)	2.0
NU588P: School Nursing II: Practicum	2.0
NU588S: School Nursing II: Seminar (a)	2.0
HE584: Curriculum & Instruction in Health Education (a)	3.0
ED606: Diversity in Education	
or	
ED510: Foundations of Education	3.0
TOTAL CREDITS FOR MASTER SCIENCE IN NURSING: SCHOOL NURSING FOR NON-CERTIFIED SCHOOL NURSES = 41.0 (Advanced standing with a BSN) or 71.0 (RN admit)	

NOTE:

Students without a BSN may need to complete undergraduate credits in foundation courses.

(a) RN courses carry institutional credit for calculation in tuition and fees, financial aid and student status (full or part-time). RN courses do not carry graduate academic credit, nor will their completion be reflected in the graduate grade point average (GPA).

(b) Must be passed with a grade of "B" or better

Master of Science in Mental Health Counseling	
REQUIREMENTS: 60 Credits	Credits
PC505: Mental Health Counseling	3.0
PC506: Testing & Assessment in Counseling	3.0
PC510: Community Mental Health	3.0
PC512: Psychopathology	3.0
PC515: Human Development Through the Lifespan	3.0
PC525: Counseling Theory & Techniques	3.0
PC526: Case Conceptualization	3.0
PC529: Multicultural Counseling	3.0
PC545: Psychopharmacology	3.0
PC550: Group Counseling	3.0
PC570: Career Counseling	3.0
PC595: Psychological Counseling Practicum	3.0
PC601: Understanding Stats in Counseling Research	3.0
PC603: Research Methods in Counseling	3.0
PC680: Clinical Internship in Professional Counseling I	3.0
PC681: Clinical Internship in Professional Counseling II	3.0
PC682: Clinical Internship in Professional Counseling III	3.0
PC-CPE: Comprehensive Examination	0.0
ELECTIVES:	
Choose 9 credits from 500-600 level courses in Psychological Counseling	9.0
TOTAL CREDITS FOR MASTER OF SCIENCE IN MENTAL HEALTH COUNSELING = 60.0	

MA.PC.12

Master of Arts in Psychological Counseling	
REQUIREMENTS: 30 Credits	
PC505: Mental Health Counseling	3.0
PC506: Testing & Assessment in Counseling	3.0
PC510: Community Mental Health	3.0
PC512: Psychopathology	3.0
PC525: Counseling Theory and Techniques	3.0
PC550: Group Counseling	3.0
PC595: Psychological Counseling Practicum	3.0
ELECTIVES: Choose counseling electives from among: PC500, PC600 level courses or other courses as approved by advisor	9.0
TOTAL CREDITS FOR MASTER OF ARTS IN PSYCHOLOGICAL COUNSELING = 30.0	

Master of Arts in Psychological Counseling - Addiction Studies Track	
REQUIREMENTS: 33 Credits	
PC505: Mental Health Counseling	3.0
PC510: Community Mental Health	3.0
PC512: Psychopathology	3.0
PC525: Counseling Theory and Techniques	3.0
PC550: Group Counseling	3.0
PC595: Psychological Counseling Practicum	3.0
PC540: Introduction to Alcohol & Drug Abuse	3.0
PC542: Treatment of Alcohol & Drug Abuse	3.0
PC544: Advanced Alcohol & Drug Counseling	3.0
PC545: Psychopharmacology	3.0
PC546: Substance Awareness in Schools	3.0
TOTAL CREDITS FOR MASTER OF ARTS IN PSYCHOLOGICAL COUNSELING - ADDICTION STUDIES TRACK = 33.0	

MA.PSPO.NTT.12

Master of Arts in Public Policy - Non-Thesis Track	
REQUIREMENTS: 30 Credits	Credits
PS510: Policy Analysis	3.0
PS516: Research Methods	3.0
PS518: Theory, Policy, and Ethics	3.0
PS595: Public Policy Practicum (Internship)	3.0
PS691: Public Policy Research Design	3.0
PS597: Portfolio	0.0
ELECTIVES:	
Select 15 credits from among:	
PS514: Public Opinion and Polling	
CO/PS524: Public Opinion and the Media	
CO/PS525: Political Communication	
SW617: Advanced Practice in Planning and Social Policy	
SW/PS618: Social Work Administration	
HS/PS522: History of Urbanization in America	
PS553: Gender, Family, and Policy	
PS530: Environmental Policy	
PS563: Global Policy and Issues	
PS566: Comparative Public Policy	
PS585: American Foreign Policy	
PS598: Special Topics/Special Projects	
PS599: Readings and Research	15.0
PS-CPE: Public Policy Comprehensive Exam	0.0
TOTAL CREDITS FOR MASTER OF ARTS IN PUBLIC POLICY = 30.0	

Master of Arts in Public Policy - Thesis Track	
REQUIREMENTS: 30 Credits	Credits
PS510: Policy Analysis	3.0
PS516: Research Methods	3.0
PS518: Theory, Policy, and Ethics	3.0
PS595: Public Policy Practicum (Internship)	3.0
PS691: Public Policy Research Design	3.0
PS692: Public Policy Masters Thesis	3.0
PS597: Portfolio	0.0
ELECTIVES:	
Select 12 credits from among:	
PS514: Public Opinion and Polling	
CO/PS524: Public Opinion and the Media	
CO/PS525: Political Communication	
SW617: Advanced Practice in Planning and Social Policy	
SW/PS618: Social Work Administration	
HS/PS522: History of Urbanization in America	
PS553: Gender, Family, and Policy	
PS530: Environmental Policy	
PS563: Global Policy and Issues	
PS566: Comparative Public Policy	
PS585: American Foreign Policy	
PS598: Special Topics/Special Projects	
PS599: Readings and Research	12.0
TOTAL CREDITS FOR MASTER OF ARTS IN PUBLIC POLICY - THESIS TRACK = 30.0	

*Students interested in pursuing the thesis option must consult with the department before changing their program.

MSW.FC.12

Master of Social Work with a Concentration in Clinical Practice with Families and Children (CPFC)	
FOUNDATION COURSES: 30 Credits	Credits
SW503: Practice with Individuals and Families	3.0
SW505: Social Welfare Policy and Services I	3.0
SW507: Social Work Research	3.0
SW509: Human Behavior in the Social Environment I	3.0
SW510: Field Practicum I	3.0
SW513: Social Work Practice in Groups	3.0
SW515: Social Welfare Policy and Services II	3.0
SW518: Global Community Practice	3.0
SW519: Human Behavior in the Social Environment II	3.0
SW520: Field Practicum II	3.0
ADVANCED CORE COURSES: 6 Credits	Credits
SW627: Implications of Social Justice and Human Rights for Social Work	3.0
SW669: Applications of Social Justice and Human Rights in Social Work	3.0
FAMILY AND CHILDREN CONCENTRATION: 18 Credits	Credits
SW605: Clinical Practice with Families	3.0
SW626: Evaluation of Practice Effectiveness	3.0
SW645: Clinical Social Work Assessment Diagnosis & Intervention Planning	3.0
SW665: Advanced Clinical Practice with Children	3.0
SW630: Field Practicum III - FC	3.0
SW640: Field Practicum IV - FC	3.0
ELECTIVES: 6 Credits	Credits
Two courses from approved departmental selections 600+	6.0
TOTAL CREDITS FOR MASTER OF SOCIAL WORK: PRACTICE WITH FAMILIES AND CHILDREN (PFC) = 60.0	

Master of Social Work with a Concentration in International and Community Development (ICD)	
FOUNDATION COURSES: 30 Credits	Credits
SW503: Practice with Individuals and Families	3.0
SW505: Social Welfare Policy and Services I	3.0
SW507: Social Work Research	3.0
SW509: Human Behavior in the Social Environment I	3.0
SW510: Field Practicum I	3.0
SW513: Social Work Practice in Groups	3.0
SW515: Social Welfare Policy and Services II	3.0
SW518: Global Community Practice	3.0
SW519: Human Behavior in the Social Environment II	3.0
SW520: Field Practicum II	3.0
ADVANCED CORE COURSES: 6 Credits	Credits
SW627: Implications of Social Justice and Human Rights for Social Work	3.0
SW669: Applications of Social Justice and Human Rights in Social Work	3.0
INTERNATIONAL CONCENTRATION: 18 Credits	Credits
SW617: Seminar on Emerging Challenges in International and Community Social Work	3.0
SW615: Issues in International and Community Social Work	3.0
SW625: Program Planning and Evaluation	3.0
SW655: Comparative International and Community Policy and Practice	3.0
SW631: Field Practicum III - CI	3.0
SW641: Field Practicum IV - CI	3.0
ELECTIVES: 6 Credits	
Two courses from approved departmental selections 600+	6.0
TOTAL CREDITS FOR MASTER OF SOCIAL WORK: INTERNATIONAL AND COMMUNITY DEVELOPMENT (ICD) = 60.0	

MS.SE.12

Master of Science in Software Engineering	
REQUIREMENTS: 42 Credits	Credits
FOUNDATION COURSES: (a)	
CS501B: Program Development	3.0
CS503: Data Structures and Algorithms	3.0
SE504: Principles of Software Engineering	3.0
SE510: Object Oriented Analysis & Design	3.0
CORE COURSES:	
SE565: Software Systems Requirements	3.0
SE570: Software Systems Design	3.0
SE575: Software Verification, Validation & Maintenance	3.0
SE580: The Process of Software Engineering	3.0
ELECTIVE COURSES:	
12 Elective Credits from Among: SE601, SE602, SE603, SE605, SE610, SE611, SE615, SE620, SE621, SE625, SE626, SE630, SE631, SE637, SE638, SE650, SE651, SE652, SE660, SE699, CS514, or CS517	12.0
Choose: SE695A and SE695B: Practicum or SE691A and SE692B: Thesis	6.0
TOTAL CREDITS FOR MASTER OF SCIENCE IN SOFTWARE ENGINEERING = 42.0	
(a) Up to 12 credits of Foundation Courses may be waived upon evaluation of prior academic preparation in CS and SE	

Master of Science in Software Engineering - Advanced Thesis Track	
REQUIREMENTS: Core Courses	Credits
SE565: Software Systems Requirements	3.0
SE570: Software System Design	3.0
SE580: The Process of Engineering Software	3.0
REQUIREMENTS:	Credits
Choose TWO SETS of guided electives from among: SE601: Outsourcing: Specifications and Strategies and SE602: Technology Assessment SE620: Network Software Systems I and SE621: Network Software Systems II SE625: Information Systems Architecture and SE626: Information Systems Engineering SE630: Real-Time Software Analysis and Specification and SE631: Real-Time Software Design and Implementation SE637: Wireless Communications and SE638: Communications Systems SE650: Software Project Management and SE651: Software Organization Management	12.0
REQUIREMENTS: Electives	Credits
Choose 3 credits from among: SE601, SE602, SE603, SE605, SE610, SE611, SE615, SE620, SE625, SE626, SE630, SE631, SE637, SE638, SE650, SE651, SE652, SE660, SE698, SE699, CS514, CS517, CS533, BM565	3.0
REQUIREMENTS: Two Semester Thesis	Credits
SE691A: Thesis Research	3.0
SE692B: Thesis Research	3.0
TOTAL CREDITS FOR MASTER OF SCIENCE IN SOFTWARE ENGINEERING - ADVANCED THESIS TRACK = 30.0	

NOTE:

* This track is open only to students with an undergraduate degree in Software Engineering.

MS.SE.ADV.NTT.12

Master of Science in Software Engineering - Advanced Non-Thesis Track	
REQUIREMENTS: Core Courses	Credits
SE565: Software Systems Requirements	3.0
SE570: Software System Design	3.0
SE580: The Process of Engineering Software	3.0
REQUIREMENTS:	Credits
Choose THREE SETS of guided electives from among: SE601: Outsourcing: Specifications and Strategies and SE602: Technology Assessment SE620: Network Software Systems I and SE621: Network Software Systems II SE625: Information Systems Architecture and SE626: Information Systems Engineering SE630: Real-Time Software Analysis and Specification and SE631: Real-Time Software Design and Implementation SE637: Wireless Communications and SE638: Communications Systems SE650: Software Project Management and SE651: Software Organization Management	18.0
REQUIREMENTS: Electives	Credits
Choose 3 credits from among: SE601, SE602, SE603, SE605, SE610, SE611, SE615, SE620, SE625, SE626, SE630, SE631, SE637, SE638, SE650, SE651, SE652, SE660, SE698, SE699, CS514, CS517, CS533, BM565	3.0
TOTAL CREDITS FOR MASTER OF SCIENCE IN SOFTWARE ENGINEERING ADVANCED NON-THESIS TRACK = 30.0	

NOTE:

* This track is open only to students with an undergraduate degree in Software Engineering.

Doctor of Nursing Practice	
DNP REQUIREMENTS: 36 Credits	Credits
NU701: Translating Evidence to Clinical Practice	3.0
NU702: Health Promotion in Diverse Populations	3.0
NU703: Epidemiology and Genetics/Genomics	3.0
NU704: Issues in Aging	3.0
NU715: Organizational Leadership in Health Care	3.0
NU716: Health Care Policy for Advocacy in Health Care	3.0
NU717: Emerging Health Care Risks	3.0
NU718: Health Care Economics and Financial Management	3.0
NU730: Capstone Seminar I	2.0
NU731: Practicum I	4.0
NU732: Capstone Seminar II	2.0
NU733: Practicum II	4.0
TOTAL CREDITS FOR DOCTOR OF NURSING = 36.0	

NOTE:

All courses must be passed with a grade of "B" or better.

C.GR.ED.AUT.12

Graduate Certificate in Autism	
REQUIREMENTS: 15 Credits	Credits
EDS502: Autism: Characteristics, Etiology, and Current Issues	3.0
EDS542: Communication and Social Competence Skills	3.0
EDS566: Assessment & Interventions for Individuals with Autism I	3.0
EDS567: Assessment & Interventions for Individuals with Autism II	3.0
EDS571: Management of Challenging Behaviors	3.0
TOTAL CREDITS FOR GRADUATE CERTIFICATE IN AUTISM = 15.0	

Graduate Certificate in Computer Science: Software Design & Development	
REQUIREMENTS: 15 Credits	Credits
CS501B: Program Development	3.0
CS502: Theoretical Foundations of Computer Science	3.0
CS503: Data Structures and Algorithms	3.0
CS505: Operating Systems Concepts	3.0
CS509: Advanced Object-Oriented Programming and Design	3.0
TOTAL CREDITS FOR GRADUATE CERTIFICATE IN COMPUTER SCIENCE: SOFTWARE DESIGN & DEVELOPMENT = 15.0	

C.GR.CJ.12

Graduate Certificate in Criminal Justice Administration	
REQUIREMENTS: 12 Credits	Credits
CJ545: Seminar: Ethics, Law, and Society	3.0
CJ550: Seminar: Police Administration	3.0
CJ560: Seminar: Leadership and Management	3.0
CJ542: Computer Application in Criminal Justice or CJ575: Professionalism in Criminal Justice	3.0
TOTAL CREDITS FOR GRADUATE CERTIFICATE IN CRIMINAL JUSTICE ADMINISTRATION = 12.0	

Graduate Certificate: Forensic Nursing	
FORENSIC CONCENTRATION: 15 Credits	Credits
NU521: Pathophysiology and Histology (a)	3.0
NU524: Pharmacology for Advanced Nursing Practice (a)	3.0
NU535: Advanced Health Assessment (a)	3.0
NU543: Diagnosis and Treatment of Psychopathology (a)	3.0
CJ585: Forensic Pathology (a)	3.0
FORENSIC NURSING SPECIALTY: 9 Credits	Credits
NU575: Issues in Forensic Nursing (a)	3.0
NU576: Interpersonal Violence (a)	3.0
NU578P: Forensic Nursing Practicum	2.0
NU578S: Forensic Nursing Seminar (a)	1.0
NU SANE: A Sexual Assault Nurse Examiner (SANE) or Mediocolegal Death Investigation college level course or continuing education course of at least 40 hours.	0.0
<i>(a) Must be passed with a grade of "B" or better.</i>	
TOTAL CREDITS FOR GRADUATE CERTIFICATE: FORENSIC NURSING = 24.0	

C.GR.CJ.HLS.12

Graduate Certificate in Homeland Security	
REQUIREMENTS: 12 Credits	Credits
CJ610: Introduction to Homeland Security: Principles and Policies	3.0
CJ620: Terrorism: Causes and Consequences - The Unconventional Threat	3.0
CJ630: Intelligence for the Homeland Security Practitioner	3.0
CJ640: Multidisciplinary Approach to Homeland Security	3.0
TOTAL CREDITS FOR GRADUATE CERTIFICATE IN HOMELAND SECURITY = 12.0	

Graduate Certificate in Human Resources Management and Communication	
REQUIREMENTS: 15 Credits	Credits
<p>CHOOSE:</p> <p>Three courses from among the following:</p> <p>CO505: Interpersonal Communication</p> <p>CO507: Organizational Communication</p> <p>CO508: Executive Communication</p> <p>CO512: Intercultural Communication and Diversity Management</p> <p>CO514: Conflict Management and Negotiation</p> <p>CO540: Organizational Training and Consulting</p> <p>CO595: Corporate and Public Communication Internship*</p> <p><i>*(strongly recommended for students with less than one year of professional experience)</i></p> <p>BM502: Management and Organizational Behavior</p> <p>BM525: Management for Human Resources</p>	<p>9.0</p> <p>3.0</p> <p>3.0</p>
TOTAL CREDITS FOR GRADUATE CERTIFICATE IN HUMAN RESOURCE MANAGEMENT AND COMMUNICATION = 15.0	

C.GR.CO.PR.12

Graduate Certificate in Strategic Public Relations and New Media	
REQUIREMENTS: 12 Credits	Credits
CO504: Principles of Public Relations	3.0
CO526: Advanced Public Relations Planning	3.0
Choose 1 course from among:	
CO527: Crisis and Issues Management	
CO516: Public Relations and Fundraising for Non-Profit	
CO565: Special Event Planning and Promotion	
CO595: Corporate and Public Communication Internship*	3.0
<i>*(strongly recommended for students with less than one year of professional experience)</i>	
Choose 1 course from among:	
CO520: Communication Ethics	
CO524: Public Opinion and Media	
CO530: Mass Media: Public Interest, Corporate Profit	
CO532: Global Media and New Technologies	
CO595: Corporate and Public Communication Internship*	
<i>*(strongly recommended for students with less than one year of professional experience)</i>	3.0
TOTAL CREDITS FOR GRADUATE CERTIFICATE IN STRATEGIC PUBLIC RELATIONS AND NEW MEDIA = 12.0	

Graduate Certificate in Public Service Communication Specialist	
REQUIREMENTS: 12 Credits	Credits
<p>CHOOSE:</p> <p>Four courses from among the following:</p> <p>CO512: Intercultural Communication and Diversity Management</p> <p>CO514: Conflict Management and Negotiation</p> <p>CO516: Public Relations and Fundraising</p> <p>CO523: Persuasion, Social Influence</p> <p>CO525: Political Communication</p> <p>CO527: Crisis and Issue Management</p> <p>CO530: Mass Media: Public Interest, Corporate Profit</p> <p>CO540: Organizational Training and Consulting</p> <p>PS514: Public Opinion and Polling</p> <p>PS518: Theory, Policy, Ethics</p>	12.0
TOTAL CREDITS FOR GRADUATE CERTIFICATE IN PUBLIC SERVICE COMMUNICATION SPECIALIST = 12.0	

C.GR.NU.SC.12

Graduate Certificate: School Nursing	
REQUIREMENTS: 23 Credits	Credits
School Nurse Concentration:	
ED606: Human and Intercultural Relations in Education	3.0
ED510: Foundations of Education	3.0
HE584: Curriculum and Instruction in Health Education (a)	3.0
NU585: School Nursing I (a)	3.0
NU586: School Nursing II (a)	3.0
NU587P: School Nursing I: Practicum	2.0
NU587S: School Nursing I: Seminar (a)	2.0
NU588P: School Nursing II: Practicum	2.0
NU588S: School Nursing II: Seminar (a)	2.0
(a) Must be passed with a grade of "B" or better.	
TOTAL CREDITS FOR GRADUATE CERTIFICATE: SCHOOL NURSING = 23.0	

NOTE:

Students without a BSN may need to complete undergraduate credits in foundation nursing courses.

Graduate Certificate: School Nursing - Non-Instructional	
REQUIREMENTS: 16 Credits	Credits
School Nurse Non-Instructional Concentration:	
ED606: Human and Intercultural Relations in Education	3.0
ED510: Foundations of Education	3.0
NU585: School Nursing I (a)	3.0
NU586: School Nursing II (a)	3.0
NU587P: School Nursing I: Practicum	2.0
NU587S: School Nursing I: Seminar (a)	2.0
(a) Must be passed with a grade of "B" or better.	
TOTAL CREDITS FOR GRADUATE CERTIFICATE SCHOOL NURSING - NON-INSTRUCTIONAL = 16.0	

NOTE:

Students without a BSN may need to complete undergraduate credits in foundation nursing courses.

C.GR.SD.12

Graduate Certificate in Software Development	
REQUIREMENTS: 18 Credits	Credits
CS501B: Program Development	3.0
CS503: Data Structures and Algorithms	3.0
SE510: Analysis and Design	3.0
SE515: Disciplined Software Development	3.0
SE504: Principles of Software Engineering	3.0
SE699: Short Project Course (Independent Study)	3.0
TOTAL CREDITS FOR GRADUATE CERTIFICATE IN SOFTWARE DEVELOPMENT = 18.0	

Graduate Certificate in Software Engineering	
REQUIREMENTS: 18 Credits	Credits
SE561: Mathematical Foundations of Software Engineering	3.0
SE565: Software Systems Requirements	3.0
SE570: Software Systems Design	3.0
SE575: Software Verification, Validation & Maintenance	3.0
SE580: The Process of Software Engineering	3.0
SE650: Software Project Management	3.0
TOTAL CREDITS FOR GRADUATE CERTIFICATE IN SOFTWARE ENGINEERING = 18.0	

C.GR.ED.TESOL.12

Graduate Certificate in Teaching English to Speakers of Other Languages	
REQUIREMENTS: 18 Credits	Credits
EN563: Linguistics and the English Language	3.0
ED606: Diversity in Education	3.0
ED575: Methods of Teaching Language Arts and Content Literacy At the Elementary Level	
or ED529: Content Literacy	
or EN558: Teaching Composition	3.0
ED550: Teaching Diverse Populations	3.0
ED583: Theories and Practice of ESL Instruction Part I	3.0
ED584: Theories and Practice of ESL Instruction Part II	3.0
TOTAL CREDITS FOR GRADUATE CERTIFICATE IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES = 18.0	

NOTE:

*Non-native speakers of English are required to take and pass the English Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT). Contact the Language Testing International Center (www.languagetesting.com). Monmouth University's School of Education requires a copy of the proficiency certificates for both the OPI and WPT.

THIS CERTIFICATE DOES NOT LEAD TO THE NJDOE ESL ENDORSEMENT.

Post-Master's Certificate in Accounting	
REQUIREMENTS: 15 Credits	Credits
BA510: Business Income Tax	3.0
BA512: Selected Topics in Financial Accounting	3.0
BA515: Advanced Accounting Practice	3.0
BA541: Managerial Accounting	3.0
BA560: Auditing Practices and Cases	3.0
TOTAL CREDITS FOR POST-MASTER'S CERTIFICATE IN ACCOUNTING = 15.0	

C.P.APN.A.12

Post-Master's Certificate: Adult Gerontological Nurse Practitioner	
APN CONCENTRATION: 13 Credits	Credits
NU521: Pathophysiology and Histology (a)	3.0
NU524: Pharmacology for APN (a)	3.0
NU535: Advanced Health Assessment (a)	3.0
NU541: Primary Care (a)	3.0
NU542: Primary Care Laboratory	1.0
CLINICAL SPECIALTY - ADULT: 14 Credits	Credits
NU621: Advanced Practice Nursing I Adult-Gero (a)	3.0
NU622P: Advanced Practice Nursing Practicum I Adult-Gero	3.0
NU622S: Advanced Practice Nursing Seminar I Adult-Gero (a)	1.0
NU623: Advanced Practice Nursing II Adult-Gero (a)	3.0
NU624P: Advanced Practice Nursing Practicum II Adult-Gero	3.0
NU624S: Advanced Practice Nursing Seminar II Adult-Gero (a)	1.0
(a) Must be passed with a grade of "B" or better.	
Minimum Credits for Post-Master's Certificate: Adult Gerontological Nurse Practitioner = 27.0	

Post-Master's Certificate: Family Nurse Practitioner	
APN CONCENTRATION: 16 Credits	Credits
NU521: Pathophysiology and Histology (a)	3.0
NU524: Pharmacology for Advanced Nursing Practice (a)	3.0
NU535: Advanced Health Assessment (a)	3.0
NU541: Primary Care (a)	3.0
NU542: Primary Care Laboratory (a)	1.0
NU635: Advanced Practice Nursing Pediatrics (a)	2.0
NU635P: Advanced Practice Nursing Pediatrics Practicum	1.0
CLINICAL SPECIALTY - FAMILY: 14 Credits	Credits
NU631: Advanced Practice Nursing I Family (a)	3.0
NU632P: Advanced Practice Nursing Practicum I Family	3.0
NU632S: Advanced Practice Nursing Seminar I Family (a)	1.0
NU633: Advanced Practice Nursing II Family (a)	3.0
NU634P: Advanced Practice Nursing Practicum II Family	3.0
NU634S: Advanced Practice Nursing Seminar II Family (a)	1.0
(a) Must be passed with a grade of "B" or better.	
TOTAL CREDITS FOR POST-MASTER'S CERTIFICATE: FAMILY NURSE PRACTITIONER = 30.0	

C.P.ED.CUR.12

Post-Master's Certificate in Curriculum Studies	
REQUIREMENTS: 15 Credits	Credits
ED630: Research in Curriculum Studies	3.0
ED616: Fundamental of Curriculum Studies	3.0
ED618: Survey of Curricular Paradigms	3.0
ED620: Philosophy and Curriculum	3.0
ED658: Advanced Curriculum Studies	3.0
TOTAL CREDITS FOR POST-MASTER'S CERTIFICATE IN CURRICULUM STUDIES = 15.0	

Post-Master's Certificate in Education	
REQUIREMENTS: 15 Credits	Credits
Take One Course From Among: ED610, ED616, EDL536, or EDS535	3.0
Take One Course From Among: ED624, ED618, EDL606, or EDS500	3.0
Take One Course From Among: ED606, ED620, EDL515, or EDS522	3.0
Take One Course From Among: ED608, ED630, EDL522, or EDS530	3.0
Take One Course From Among: ED626, ED658, EDL526, or EDS502	3.0
TOTAL CREDITS FOR POST-MASTER'S CERTIFICATE IN EDUCATION= 15.0	

C.P.MSN.PSYC.12

Post-Master's Certificate: Family Psychiatric and Mental Health Nurse Practitioner	
APN CONCENTRATION: 13 Credits	Credits
NU521: Pathophysiology and Histology (a)	3.0
NU524: Pharmacology for Advanced Nursing Practice (a)	3.0
NU535: Advanced Health Assessment (a)	3.0
NU543: Diagnosis & Treatment of Psychopathology (a)	3.0
NU544: Diagnosis & Treatment of Psychopathology Lab and Seminar (a)	1.0
CLINICAL SPECIALTY - Psychiatric/Mental Health: 20 Credits	Credits
NU669: Principles of Child & Adolescent Nurse Practitioner (a)	3.0
NU670P: Principles of Child & Adolescent Nurse Practitioner	2.0
NU670S: Principles of Child & Adolescent Nurse Practitioner (a)	1.0
NU671: Advanced Practice Psychiatric/Mental Health Nursing I (a)	3.0
NU672P: Advanced Practice Psychiatric/MHN Practicum I	3.0
NU672S: Advanced Practice Psychiatric/MHN Seminar I (a)	1.0
NU673: Advanced Practice Psychiatric/Mental Health Nursing II (a)	3.0
NU674P: Advanced Practice Psychiatric/MHN Practicum II	3.0
NU674S: Advanced Practice Psychiatric/MHN Seminar II (a)	1.0
(a) Must be passed with a grade of "B" or better.	
TOTAL CREDITS FOR POST-MASTER'S CERTIFICATE: FAMILY PSYCHIATRIC AND MENTAL HEALTH NURSE PRACTITIONER = 33.0	

Post-Master's Certificate in Healthcare Management	
REQUIREMENTS: 15 Credits	Credits
BH571: Introduction to the U. S. Healthcare System	3.0
BH572: Healthcare Economics	3.0
BH573: Management of Healthcare Organizations	2.0
BH574: Seminar in Healthcare Management	4.0
BH575: Healthcare Management Residency	3.0
or	
BH599: Healthcare Management Research	
TOTAL CREDITS FOR POST-MASTER'S CERTIFICATE: IN HEALTHCARE MANAGEMENT = 15.0	

C.P.MSN.AD.12

Post-Master's Certificate: Nursing Administration	
BUSINESS REQUIREMENTS: 9 Credits	Credits
BE501: Economics Management or BH572: Health Care Economics	3.0
BM502: Management and Organizational Behavior	3.0
BA503: Financial Accounting	3.0
NURSING ADMINISTRATION SPECIALTY: 12 Credits	Credits
NU661: Nursing Administration I (a)	3.0
NU662P: Nursing Administration Practicum I	2.0
NU662S: Nursing Administration Seminar I (a)	1.0
NU663: Nursing Administration II (a)	3.0
NU664P: Nursing Administration Practicum II	2.0
NU664S: Nursing Administration Seminar II (a)	1.0
<i>(a) Must be passed with a grade of "B" or better</i>	
TOTAL CREDITS FOR POST-MASTER'S CERTIFICATE: NURSING ADMINISTRATION = 21.0	

Post-Master's Certificate: Nursing Education	
ADVANCED PRACTICE CONCENTRATION: 9 Credits	Credits
NU521: Pathophysiology and Histology (a)	3.0
NU524: Pharmacology for Advanced Nursing Practice (a)	3.0
NU535: Advanced Health Assessment (a)	3.0
NURSING EDUCATION SPECIALTY: 12 Credits	Credits
NU562: Tests and Measures (a)	3.0
NU564: Curriculum Development and Instruction in Nursing (a)	3.0
NU566P: Nurse Educator Practicum	3.0
NU566S: Nurse Educator Seminar (a)	3.0
(a) Must be passed with a grade of "B" or better.	
TOTAL CREDITS FOR POST-MASTER'S CERTIFICATE: NURSING EDUCATION = 21.0	

C.P.SW.PT.12

Post-Master's Certificate: Play Therapy	
REQUIREMENTS: 18 Credits	Credits
SW671: Advanced Practice with Children	3.0
SW672: Advanced Theory in Play Therapy	3.0
SW673: Advanced Techniques in Play Therapy	3.0
SW674: Play Therapy for Children at Risk	3.0
SW675: Play Therapy Practicum Seminar I	3.0
SW676: Play Therapy Practicum Seminar II	3.0
TOTAL CREDITS FOR POST-MASTER'S CERTIFICATE IN PLAY THERAPY = 18.0	

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MONMOUTH
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WHERE LEADERS LOOK *forward*