

# GRADUATE CATALOG



2013-2014

**MONMOUTH  
UNIVERSITY**

WHERE LEADERS LOOK *forward*

# MONMOUTH UNIVERSITY

## Graduate Catalog

**2 0 1 3 – 2 0 1 4**

Date of Publication: August 2013

**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.

# Contents

<b><i>Responsibility and Policies of the University</i></b> .....	<b>4</b>
<b><i>Directory in Brief</i></b> .....	<b>5</b>
<b><i>The University</i></b> .....	<b>7</b>
<b><i>Admission</i></b> .....	<b>13</b>
<b><i>Tuition and Fees</i></b> .....	<b>25</b>
<b><i>Financial Aid</i></b> .....	<b>31</b>
<b><i>Academic Programs, Support Services, and Regulations</i></b> .....	<b>39</b>
<b><i>The Wayne D. McMurray School of Humanities and Social Sciences</i></b> .....	<b>55</b>
<b><i>School of Science</i></b> .....	<b>71</b>
<b><i>Leon Hess Business School</i></b> .....	<b>79</b>
<b><i>School of Education</i></b> .....	<b>85</b>
<b><i>The Marjorie K. Unterberg School of Nursing and Health Studies</i></b> .....	<b>91</b>
<b><i>School of Social Work</i></b> .....	<b>99</b>
<b><i>Student Services</i></b> .....	<b>105</b>
<b><i>Directories</i></b> .....	<b>107</b>
<b><i>Appendix A: Course Descriptions</i></b> .....	<b>A1</b>
<b><i>Appendix B: Curriculum Charts</i></b> .....	<b>B1</b>
<b><i>Appendix C: Academic Calendars</i></b> .....	<b>C1</b>
<b><i>Appendix D: Index</i></b> .....	<b>D1</b>
<b><i>Appendix E: Map and Directions</i></b> .....	<b>E1</b>

---

### **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 will remain in effect during the student's career at Monmouth University unless rescinded in writing by the student. The FERPA Waiver form is available in e-FORMS which are accessible from the WEBstudent menu.

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, available in e-FORMS, which are accessible from the WEBstudent menu. 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](http://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, 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 peoples 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 Services**

571-3471  
 William F. Hill, Assistant Dean

**Cashier's Office**

571-7540  
 Marilyn Cusick, Manager

**Center for Student Success &  
 First Year Advising**

263-5281  
 Danielle Schrama, Director of Academic Advising

**Center for Student Success &  
 Academic Advising**

571-7522  
 Mercy Azeke, Dean

**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  
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  
Edward Christensen, Interim 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  
Lynn Reynolds, Registrar

### **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 & 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 Services**

571-3542, Dorothy Cleary, Director of Tutoring  
and Writing Services

### **Undeclared Majors Advising Program**

571-3588  
Jean Judge, Associate Dean

### **Writing Services and Supplemental Instruction**

571-7542  
Neva Lozada, Assistant Director of Writing  
Services and Supplemental Instruction

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, history, 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 157-acre campus, considered to be one of the most beautiful in New Jersey, includes among its fifty-seven 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 2012 the **Monmouth University Health Sciences Center** opened at the Monmouth Corporate Park Center on Highway 36, West Long Branch. This center is approximately two miles from the main campus and currently houses the Department of Psychological Counseling. In the Fall of 2014, the new Physician's Assistant program is scheduled to open at this location.

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 nineteen 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 architectural 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 twenty-four 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; and **Joan and Robert Rechnitz Hall**, which houses the department of Art and Design and the Rechnitz Gallery. **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**. Additional off-campus housing is the **University Bluffs**, which is a six apartment building complex located on 2.7 acres on the ocean in Long Branch.

## **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 eighty-six undergraduate and graduate degree programs and concentrations. Beginning in the Fall of 2014, Monmouth University is planning to offer the new MS in Physician's Assistant program. For more information about this program, please visit the Web site at <http://www.monmouth.edu/school-of-nursing-health/ms-in-physician-assistant.aspx>. In 2011, Monmouth University started offering its first doctorate-level program, the Doctor of Nursing Practice (DNP), which is housed in the School of Nursing and Health Studies. Within Monmouth's student body, thirty-two states and forty-eight 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 baccalaureate, master's and DNP nursing programs at Monmouth University are accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791;

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, <http://abet.org>; the undergraduate Advanced Computing Concentration program is accredited by the Computing Accreditation Commission of ABET, <http://abet.org>; the degrees in Clinical Laboratory Science and Medical Technology are accredited by the Commission on Accreditation of Allied Health Education Professions (CAAHEP) or by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS); 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 programs are accredited by the National Addiction Studies Accreditation Committee (NASAC) and the department 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
Vincent Dimattio	2013

Linda Silverstein	2005
Franca Mancini	2006
Annette Gough	2007
Doreen Brown	2008
Sandy Villa	2008
William Mitchell	2009
Brian Garvey	2010
Heather Kelly	2011
Richard Veit	2012
Reenie Menditto	2013

## 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 2013 are:

Ann Nowick	1980
Carol Giroud	1981
Jack Christie	1982
George Smith	1982
Richard Steadman	1983
Alfred Brown	1984
Jane Freed	1985
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	1993
Carol Neuer	1993
Deanna Scherrer	1994
Sandra G. Epstein	1995
Gertrude Murphy	1996
Marilyn Parker	1996
Susan Kuykendall	1997
John Bolton	1998
James Mack	1999
Debbie Mellish	1999
Marianne Seitz	2000
Vernon Churchill	2001
Richard Guilfoyle	2002
Thomas Murtha	2003
Ella Elizabeth Boyington	2004
Koorleen Minton	2004

### 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
Kristen Isaksen	2013
Kara Sullivan	2013

### 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*

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.

Note that Monmouth University faculty members have access to Turnitin (<http://www.turnitin.com>), a Web-based plagiarism detection resource that compares the text of student papers to an extensive electronic database. This database includes current and

archived internet resources, periodicals, journals and other publications, and past student papers from Monmouth and other educational institutions. All student assignments may be subject to submission for textual similarity review to [turnitin.com](http://turnitin.com) for the detection of plagiarism. All submitted papers may be included as source documents in the Turnitin reference database (solely for the purpose of detecting plagiarism of such papers). Faculty are expected to inform students in advance about which assignments will be checked for originality using Turnitin. Use of the Turnitin serviced is subject to the Usage Policy posted on the Turnitin site.

# 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](http://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.

## **GRADUATE APPLICATION DEADLINES\***

July 15	Fall Semester
November 15	Spring Semester
May 1	Summer Sessions

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

### **\*Doctor of Nursing Practice (DNP)**

#### **\*Speech-Language Pathology**

February 1 Summer start only

### **\*Master of Social Work (MSW)**

#### **\*Physician Assistant Program**

March 15 Fall start only

### **\*Accelerated Graduate Programs**

May 1 Master of Arts in Teaching (MAT), twelve-month program, summer start only

July 15 Master of Business Administration (MBA), twelve-month program, fall start only

November 15 Teacher of Students with Disabilities (TSD), fifteen-month program, spring start only

November 15 Master of Arts in Teaching (MAT), sixteen- and eighteen-month programs, spring start only

**GRADUATE PROGRAM ADMISSION  
REQUIREMENTS**

**Note: Graduate students are prohibited from matriculating in more than one graduate program at the same time.**

**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  
CONCENTRATION 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  
(MS)**

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 from the Web site: [www.monmouth.edu/university/requirements-and-forms.aspx](http://www.monmouth.edu/university/requirements-and-forms.aspx)).

**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/admission/graduate/MSWAutobioStatement.pdf](http://www.monmouth.edu/admission/graduate/MSWAutobioStatement.pdf).
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.

## Graduate Admission

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.

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

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.

*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 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.
2. GRE scores (taken within the last five years). Students who hold a master's degree or higher from an accredited institution are not required to submit GRE scores.
  3. Essay, 500 words or more explaining why the student wishes to pursue a career in Speech-Language Pathology.
  4. Two professional letters of recommendation
  5. Interviews are required of all applicants. Applicants will be instructed how to complete the interview after they have submitted their application for graduate admission.

*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 SCIENCE IN EDUCATION (MSEd)

1. Applicant must be a certified teacher. (Does not apply to MSEd School Counseling and Student Affairs College Counseling.)
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

(Available Summer, 2014, pending accreditation approval)

1. Possession of a baccalaureate degree with a minimum 3.0 overall GPA.

### 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 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:

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 their BCBA or BCaBA.

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

## Graduate Admission

### **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.

### **Graduate Endorsement: English as a Second Language (ESL):**

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: 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: 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: Supervisor:**

1. Possession of a master's degree in Education.
2. See the MEd 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 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.
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.

## Graduate Admission

### MASTER OF SCIENCE PHYSICIAN ASSISTANT- NEW OFFERING effective for FALL, 2014

1. Submit a completed application;
2. Possession of a baccalaureate degree from a regionally accredited college or university;
2. A minimum cumulative GPA of 3.0 on a 4.0 scale and a minimum 3.0 in prerequisite courses;
3. Successful completion of the following prerequisite courses with a grade of "C" or better: Human Anatomy and Physiology I and II; Chemistry I and Chemistry II; Biology I; Microbiology (all science courses must have laboratory component); General Psychology; and any one of the following math courses; pre-calculus, calculus, or statistics;
4. A minimum of 200 documented hours of shadowing/volunteering/clinical work experience;
5. Achieve a GRE score within the 50th percentile, with a preference of a combined verbal and quantitative score of greater than 1100; completion of the GRE is waived for Monmouth University students applying to the program.
6. Submit three letters of recommendation;
8. Personal interview with the Admissions Committee;
9. Complete a background check prior to matriculation;
10. Prior to matriculation, complete a technical standard certification

### 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-INSTRUC- TIONAL, 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**

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.

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 thirty 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.

### **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 and submit an application fee. 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 pro-

## Graduate Admission

grams—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 ( English Language Assessment )\***
  - Minimum score requirement 77
- **ESOL ( 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 student'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.

## *Graduate Admission*

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 mili-

tary 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 13, 2013. 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 13, 2013

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 13, 2013, for the Summer 2013, Fall 2013, and Spring 2014 Semesters

#### • UNDERGRADUATE

12 - 18 credits .....	\$15,195.00 (\$314.00*)
Each credit in excess of 18 .....	\$880.00/credit
9 - 11.5 credits .....	\$880.00/credit (\$314.00*)
Less than 9 credits .....	\$880.00/credit (\$157.00*)
Auditor Program .....	\$293.00/credit
Summer Session .....	\$744.00/credit

#### • GRADUATE

9 or more credits .....	\$963.00/credit (\$314.00*)
Less than 9 credits .....	\$963.00/credit (\$157.00*)
Auditor Program .....	\$322.00/credit
Summer Session .....	\$974.00/credit

#### • SENIOR CITIZENS (Undergraduate and Graduate)

9 or more credits .....	\$253.00/credit (\$314.00*)
Less than 9 credits .....	\$253.00/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.....	4,115.00
Double Room.....	3,520.00
Triple Room .....	2,451.00
Elmwood/Pinewood	
Single Room, small.....	3,180.00
Single Room .....	4,046.00
Double Room.....	3,208.00
Triple Room .....	2,382.00
Oakwood/Redwood	
Double Room.....	3,976.00
Triple Room .....	2,906.00
Garden Apartment.....	
	4,579.00
Great Lawn/Maplewood	
Double Room.....	4,133.00
Triple Room .....	3,264.00
Birch Triple	
Double Room.....	3,995.00
Mullaney Hall	
Double.....	3,425.00
Triple .....	2,684.00
Fountain Gardens	
Double Room.....	4,271.00
Quad Room .....	3,824.00

### • Pier Village

Double - Annual Contract** .....	11,033.00
----------------------------------	-----------

\*\*Billed in four cycles, see below:

Summer session A	482.00
Summer session E	1,769.00
Fall	4,150.00
Spring	4,632.00

### • University Bluffs Apartments

Double - Per Semester.....	4,432.00
Double - Annual Contract** .....	10,312.00

\*\*Billed in four cycles, see below:

Summer session A	451.00
Summer session E	1,654.00
Fall	3,878.00
Spring	4,329.00

### • Intersession Housing

Residence Halls .....	186.00
Apartments .....	301.00

### • Study Abroad

*Florence – Italy (room charge)*

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

*Regent's College – London (room and board)*

Single .....	6,973.00
Double .....	5,639.00
Triple.....	5,198.00

*Macquarie University – Australia (room charge)*

Single .....	6,184.00
--------------	----------

*Spain (Summer) (room charge)*

Double .....	1,650.00
--------------	----------

CONTRACT CANCELLATION FEE .....500.00

### • BOARD

105 Meals plus points plan .....	2,283.00
195 Meals plus points plan .....	2,409.00
225 Meals plus points plan .....	2,485.00
Carte Blanche meal plan.....	2,568.00

### 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
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.....	186.00
Garden Apartment – per week .....	301.00
Great Lawn Apartment – per week .....	301.00
University Bluffs Apartments – per week .....	301.00

**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, non-matriculated 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.

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

## Tuition and Fees

**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](http://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 [http://www.monmouth.edu/registrar/registration\\_information/default.asp](http://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 <http://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](mailto: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.gov](http://www.fafsa.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 (DRT) 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 enrollment (i.e., credit hours) status
- Lack of satisfactory academic progress
- Receipt of financial aid from an outside source
- Discrepancies noted as a result of the verification process

### **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.

Awards are not made in combination with the following forms of assistance: tuition remission, Math/Science Educator Scholarships, and senior citizen tuition discounts. However, the Second Master's Scholarship may be combined with the following; as long as it does not exceed tuition and fees (fees do not include books): graduate assistantships, and employer tuition reimbursement. Scholarships are renewable throughout the duration of the student's enrollment, provided that the student maintains a minimum cumulative grade point average of 3.00. Second Master's Scholarships are also available in the summer.

#### • *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.

Awards are not made in combination with the following forms of assistance: tuition remission, Second Master's Scholarships, and senior citizen tuition discounts. However, the Math/Science Educators Scholarship may be combined with the following; as long as it does not exceed tuition and fees (fees do not include books): graduate assistantships, and employer tuition reimbursement. Scholarships

are renewable throughout the duration of the student's enrollment, provided that the student maintains a minimum cumulative grade point average of 3.00. Math/Science Educators Scholarships are also available in the summer.

- *Yellow Ribbon Grant*

Monmouth University has voluntarily entered into a Yellow Ribbon Agreement with the Department of Veterans Affairs (VA). The agreement is completed on an annual basis and includes the maximum number of students to be funded, degree level, and the maximum contribution by the University. The University's contribution is matched by the VA. Students must be 100% eligible for Post 9/11 benefits to qualify for the program. All interested students must complete the University's online application at [www.monmouth.edu/university/yellow-ribbon-program.aspx](http://www.monmouth.edu/university/yellow-ribbon-program.aspx)

A Certificate of Eligibility and DD-214 are required from all students at least two weeks prior to the start of their first semester. At present, the University provides funding for up to forty (40) students – both undergraduate and graduate. Awards are made on a first come, first served basis and students are notified of their eligibility through an award letter. Students serving on active duty are not eligible for the Yellow Ribbon Program. Students in the Yellow Ribbon Program are not eligible for other institutional grants or scholarships. For students attending a full academic year, Yellow Ribbon benefits are generally awarded in the spring semester after the Post 9/11 benefits have been exhausted. Awards are renewable, provided that the student remains enrolled as a full-time student and meets the established standards of Satisfactory Academic Progress for federal and state awards.

- *Five Year Program Award*

Awards of up to \$3,000 are made to Monmouth University graduates who start and complete the five year programs. Students must be full time graduate students (nine credits or more per semester) and the only eligibility requirement is that the student is admitted to the graduate program; the Office of Graduate Admission will advise the Financial Aid Office of eligible recipients, as there is no separate application process. For renewal of the award, students must maintain a cumulative grade point average of 3.0 or better for their graduate

course work. Students may receive this award in addition to the graduate fellowship or a graduate assistantship, but the total of all institutional aid (e.g., fellowship, five year award, and assistantship) cannot exceed tuition and fees; the award may not be made in conjunction with tuition remission. If the student has an assistantship during the academic year that covers all tuition and fee charges, then student may use the five year award for summer course work, as long as the total dollar value of the award does not exceed \$3,000 in the fiscal year.

- *Athletic Scholarships*

The Department of Athletics offers a limited number of grants-in-aid, frequently called athletic scholarships, to student-athletes who are graduate students and who have remaining eligibility as per NCAA bylaws. These grants-in-aid are offered and renewed at the discretion of the head coach with the consent and approval of the Director of Athletics and the Director of Financial Aid, within the guidelines prescribed by Monmouth University, and the National Collegiate Athletic Association (NCAA). Grants-in-aid are made for the academic year; funding for summer course work is available is awarded at the discretion of the Director of Athletics.

- *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 \$3,496 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

## Financial Aid

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 Loan*

The Federal Direct Unsubsidized 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 1.501% of the principal amount of the loan. A promissory note for the Federal Direct Unsubsidized Loan will be supplied by the Financial Aid Office. Unsubsidized 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 PLUS Loan for Graduate Students*

Eligibility requirements for the loan 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 Direct Unsubsidized 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 4.204%. 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](http://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

## Financial Aid

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 disbursed). 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 Rhetoric and Writing
- History
- Psychological Counseling
- Public Policy

## *Programs, Services, and Regulations*

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

- Homeland Security
- Mental Health Counseling

*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 Specialist

### 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
- Information Science – Effective Fall, 2014
- 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 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
- Student Affairs and College Counseling
- Speech-Language Pathology (Available Summer, 2014, pending accreditation approval)

*Completion of these certificate programs leads to the following:*

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

*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 – 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-Gerontological Nurse Practitioner
- Post-Master's Certificate: 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)

Completion of the following program leads to the Master of Science in Physician Assistant: (Effective Fall, 2014)

- Physician Assistant (PA)

### **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 information about Experiential Education and volunteer opportunities in nonprofit agencies, schools, and

## Programs, Services, and Regulations

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, by e-mail at [tutoringservices@monmouth.edu](mailto:tutoringservices@monmouth.edu) or visit the Tutoring Services Web site at [www.monmouth.edu/tutoring](http://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 by e-mail at [writingservices@monmouth.edu](mailto:writingservices@monmouth.edu) or visit the Writing Services Web site at [www.monmouth.edu/writing](http://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](http://www.monmouth.edu/si).

The **Math Learning Center**, located in Howard Hall room 203, 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. For more information contact the Department of Mathematics at 732-571-4461.

### **Disability Services**

Accommodations and support services are available to students with learning disabilities and/or ADHD, visual or hearing impairments, physical disabilities, medical diagnoses and health conditions, and psychological/psychiatric 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 (DDS) works with students who choose to register with the office, submit documentation that supports the request for accommodations, and self-disclose to their professors each semester.

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, 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 office. Documentation must include a specific diagnosis of a disability and support the particular academic accommodation(s) being requested. Students should contact the DDS office for particular documentation requirements or questions about eligibility or services.

### **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 HelpDesk, with multimedia equipment, and troubleshooting problems with computer hardware and software.

For all information management service needs, call the HelpDesk at 732-923-4357, 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 [http://www.monmouth.edu/Campus\\_Technology.aspx](http://www.monmouth.edu/Campus_Technology.aspx).

### GRADES

The grading system is as follows:

<b>A, A-</b>	<b>Exceptional performance</b>
<b>B+, B, B-</b>	<b>Strong performance</b> (for undergraduate students); <b>Average</b> (for graduate courses)
<b>C+, C, C-</b>	<b>Adequate performance</b> (for undergraduate courses); <b>Poor</b> (for graduate courses)
<b>D+, D, D-</b>	<b>Poor performance</b> (available for undergraduate courses only)

**F: Failing performance.** 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 develop-

mental 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 matricu-

## *Programs, Services, and Regulations*

lated 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.

Note that Monmouth University faculty members have access to Turnitin (<http://www.turnitin.com>), a Web-based plagiarism detection resource that compares the text of student papers to an extensive electronic database. This database includes current and archived internet resources, periodicals, journals and other publications, and past student papers from Monmouth and other educational institutions. All student assignments may be subject to submission for textual similarity review to turnitin.com for the detection of plagiarism. All submitted papers may be included as source documents in the Turnitin reference database (solely for the purpose of detecting plagiarism of such papers). Faculty are expected to inform students in advance about which assignments will be checked for originality using Turnitin. Use of the Turnitin serviced is subject to the Usage Policy posted on the Turnitin site.

### **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. 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 Standing: DNP Program**

A grade of "B" or better in each of the DNP courses is required to satisfy the course work in the curriculum. The student who earns less than a "B" in a course will be allowed to repeat that course only once. Two grades below a "B" in any individual course or two grades below "B" in different courses will be grounds for dismissal from the DNP program. If a student is required to repeat a course for academic reasons, a formal request to repeat the course and continue in the program with a new cohort, should be filed with the director of the program. On approval, the student must meet with the academic advisor for a new

## Programs, Services, and Regulations

program plan with a subsequent cohort. If a student earns less than a “B” in a repeated course, the student will be academically dismissed from the DNP program. All courses must be completed with a grade of “B” or better before starting the capstone sequence. A student in the DNP program is required to maintain a minimum cumulative average of 3.0 during the program, and, meet all other academic standards of the Graduate School.

### **Graduate Semester Academic Probation**

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

1. Anytime the student’s GPA is less than 3.00;
2. After receiving an “F” grade;
3. After receiving more than one grade below a “B-”

### **Graduate Academic Dismissal\***

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

1. Upon receiving a grade of “F” and one grade below “B-” and a GPA less than 3.00;
2. Six credits of “C+”, “C”, or “C-” and a GPA less than 3.00;
3. Two consecutive semesters and twelve credits attempted with a GPA less than 3.00

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

\* Please see the *Doctoral Grading Policy* section of the is catalog for separate academic standing criteria.

### **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 semes-

ter 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.”

### **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. *(Please refer to the Academic Honesty policy included in this catalog for more information)*

### **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 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 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 sixty-credit MSW Program will be able to transfer a maximum of twelve 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. The maximum course load for summer school is 12 credits.

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 alert 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>), social media posts, or from one of the local radio stations or TV channels listed below:

#### **FM**

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

#### **AM**

710 WOR New York  
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
- Change-of-class notifications
- Academic standings

## *Programs, Services, and Regulations*

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*

*ASSOCIATE DEAN: Michael Thomas, MFA*

The Wayne D. McMurray School of Humanities and Social Sciences offers nine master's degree programs (Anthropology, Corporate and Public Communication, Criminal Justice, English, History, Homeland Security, Mental Health Counseling, Psychological Counseling, and Public Policy), as well as twenty-five 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 provide 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, the Jules Plangere Jr. Chair in American Social History endowed through a gift of Life Trustee Jules Plangere Jr., and the McMurray-Bennett Endowed Chair in the Humanities. Professor William Mitchell, an anthropologist, occupies the Freed Chair; Professor Brian Greenberg of the History Department occupies the Plangere Chair; and Professor Kristen Blumel of the English Department occupies the Wayne D. McMurray-Bennett Chair.

## ***ANTHROPOLOGY***

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

*Richard Veit, Coordinator of Anthropology*

**Veronica M. Davidov**, Assistant Professor of Anthropology. PhD, New York University. Area of research interest includes cultures of Latin American and ecotourism in the Amazon. Teaching focus includes anthropological theory, ethnographic methods, area studies (Latin American), political ecology, and globalization.

**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.

**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**, 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 thirty 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 of Animation. BA, MEd, University of Notre Dame; MFA, University of Michigan.

**Mark Ludak**, Specialist Professor and Director of Compliance. MFA, Hunter College Parsons School of Design.

**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 experimental 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

**Moyi Jia, Lecturer**. PhD, Ohio University. Areas of specialization include organizational communication, intercultural communication, emotion in the workplace and classroom, social support, social media and socialization.

mjia@monmouth.edu

**Matthew Lawrence**, Specialist Professor. MFA, Boston University. Areas of specialization include narrative and documentary film and video production, screenwriting, and media literacy.

malawren@monmouth.edu

**Sheila McAllister**, Associate 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 journal-

## Humanities and Social Sciences

ism 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. Interests include political communication, rhetoric, critical/cultural studies, and gender. 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. 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 communication 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*

**John Comisky**, Assistant Professor. MS, Naval Post Graduate School. Areas of interest include homeland security, intelligence nexus to local crime and the role of local police in national intelligence.

**Gregory J. Coram**, Associate Professor and Associate Chair. 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. Research interests include the applications of Geographic Information Systems (GIS) in the study of offending, environmental criminology, and juvenile delinquency.

**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 (MA)

The Master of Arts in Criminal Justice at Monmouth University offers a broad perspective on the criminal justice system, its various institutions and

## Humanities and Social Sciences

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.

*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

### MASTER OF SCIENCE IN HOMELAND SECURITY (MS)

The Master of Science in Homeland Security program was designed to develop scholar practitioners through a liberal arts education predicated on Constitutional diligence and critical thinking to counter the uncertain, ambiguous, complex and ever-changing nature of homeland security and emergency management.

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

- MS in Homeland Security

### 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*

**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 and the Wayne D. McMurray-Helen Bennett Endowed Chair in the Humanities. 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, and book history.

**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**, 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.

**Melissa Febos**, Assistant Professor. MFA, Sarah Lawrence College. Specialty is creative nonfiction, with additional interests in fiction, poetry, Contemporary American Literature, and Women's Studies.

**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.

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

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

**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 curriculum, 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

#### FOREIGN LANGUAGE STUDIES

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

**Mirta Barrea-Marlys**, Associate Professor and Chair. 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.

**Luis Flores-Portero**, Lecturer of Spanish. PhD, The Pennsylvania State University. Areas of specialization include Latin American literature and culture, Mexican literature, and the narrative of the Mexican revolution.

**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.

**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.

**Frederick L. McKittrick**, Associate Professor and Chair. 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, 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.

**Brook Nappi**, Instructor. MA, Montclair State University.

**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**, 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

*Joseph Rapolla, Interim 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 "The 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 fifty 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**, Associate 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 Miserables*, *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.

**Joseph Rapolla**, Instructor and Interim Chair. MBA, Monmouth University. A recognized music industry innovator, who built and led Integrated Marketing departments at Universal and Warner Music Group. He co-founded a D2C/CRM Marketing Agency and a Social Research Agency, and directed relationship marketing for

the video game division of Def Jam Enterprises. He has directed programs for top talent, such as Madonna, Bon Jovi, U2, and Sting, and has partnered with the world's leading entertainment, media, and consumer brands and agencies. He has earned two Gold Records for his work.

**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 seven years, Dr. Rotella oversees Performance Classes, juries, and Senior Recitals. As director

of the Music Education program, she assists students through their junior/senior teaching and also 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 a multi-award-winning composer, performer, and producer. His work with the music comedy group Modern Man earned a BackStage Magazine Bistro Award and several MAC Award nominations. His most recent contribution to the album, *Comedians and Angels* earned a 2009 Grammy Award nomination for folk music legend Tom Paxton. As a composer he recently scored theme and segment music for the PBS series *Real Simple* and created the sound design for the "Roaring Mountain" with composer John Deak and librettist Bill Gordh, debuted by the New York Philharmonic at Lincoln Center. During the past four theater seasons as Music Director at Monmouth University he has composed and conducted original scores that were premiered by the Music and Theatre Arts student.

### **PHILOSOPHY, RELIGION, AND INTERDISCIPLINARY STUDIES**

*Golam Mathbor, Chair, Department of Philosophy, Religion, and Interdisciplinary Studies*

**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.

**George Gonzalez**, Assistant Professor. ThD, Harvard Divinity School.

**Golam Mathbor**, Professor, Associate Dean of the Wayne D. McMurray School of Humanities and Social Sciences, and Chair. 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.

### **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).

**Johanna Foster**, Assistant Professor of Sociology. PhD, Rutgers University.

**Kathryn Kloby**, Associate 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 and Chair. 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**, Professor and Associate Vice President for Global Initiatives. 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**, Associate 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.

**Jamie Goodwin**, Instructor. PhD, Ball State University. Research interests include attachment theory, friendships and relational aggression/victimization, gender issues and feminism, couples and family counseling, human sexuality, and sexual assault. Additional interest includes the psychological and sociocultural aspects of internet fandom.

**Christine Hatchard**, Assistant Professor. BA, Monmouth University; MS, PsyD, Chestnut Hill College. Specialization in object relations therapy and emotion, personality assessment, eat-

ing disorders, human sexuality and therapeutic considerations in the context of mother-daughter sexual abuse.

**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**, Professor and Chair. 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. Strohmetz**, 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**, Specialist Professor and 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 research interest 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 Chair. PhD, Fairleigh Dickinson University. Specialization in the areas of mental health 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 Psychological Counseling 505, 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 Psychological Counseling 505, Mental Health Counseling, during their first term of study.

The programs are accredited by the National Addiction Studies Accreditation Committee (NASAC). 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 pro-

## *Humanities and Social Sciences*

vide 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.) Psychological Counseling 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 Laboratory Science, and Software Engineering, as well as minors in Biology,

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

The School of Science also offers master's degrees in Computer Science and Software Engineering. The undergraduate Bachelor of Science in Computer Science Advanced Computing Concentration program is accredited by the Computing Accreditation Commission of ABET, <http://www.abet.org>. The undergraduate Bachelor of Science in Software Engineering program is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>. 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 Laboratory Science are accredited by the Commission on Accreditation of Allied Health Education Professions (CAAHEP) or 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 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 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 Memorial Institute for the Prevention of Terrorism (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; Radio Frequency Identification (RFID), large scale systems 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 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 Urban Coast Institute (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 com-

munities. The UCI efforts focus on the following program areas:

- Coastal Law and Policy
- Coastal Watershed Management
- Coastal Communities and Economies
- Regional Ecosystem Management

## **BIOLOGY**

*Bernadette Dunphy, 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.

**Bernadette Dunphy**, Specialist Professor. PT, D.PT, University Medicine and Dentistry, NJ. Specializes in physical therapy, sports medicine and anatomy and physiology.

**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).

**Tiffany Medley**, Lecturer. PhD, City University of New York.

**Michael A. Palladino**, Dean, School of Science and 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 envi-

ronment 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.

**Kayla Lewis**, Assistant Professor. PhD, Georgia Institute of Technology. Geophysics, Computer modeling of processes associated with climate change.

**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.

**Jonathan Ouellet**, Assistant Professor. PhD, University of Sherbrooke. Biochemistry, main research interests consist of nucleic acid structure and folding dynamics.

**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 Swajkajzer**, Lecturer. PhD, Rutgers University. Biophysical chemistry. Chemistry of proteins and nucleic acids, thermodynamics of drugs binding to DNA, mechanisms of recogni-

tion 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.

**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**, 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**, 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, require-

ments 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 mathematics, 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.

**Micah Chrisman**, Associate 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.

**Zachary Kudlak**, Assistant Professor. PhD, University of Rhode Island. Interests include combinatorics, difference equations, graph theory, and mathematical pedagogy.

**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.



## Leon Hess Business School

*DEAN: Donald M. Moliver, PhD, CRE, MAI*

*ASSOCIATE DEAN: Gilda Agacer, PhD*

*INTERIM MBA PROGRAM EXECUTIVE*

*DIRECTOR: Peter Reinhart, Esq.*

*MBA PROGRAM DIRECTOR: Susan Gupta, PhD*

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 Decision Sciences 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 Joseph McManus, is also part of the Leon Hess 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; CPA, Oklahoma. Teaching interests include all levels of financial and managerial accounting. Research interests are in tax, audit, accounting, and investor 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; LL.M., Villanova University. Interests include various areas of business law and federal taxation.

**Douglas Stives**, Specialist Professor. 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.

**John Burke**, Specialist Professor of Finance. MBA, Indiana University. His professional career spanned twenty-seven years on both the sell-side and buy-side of Wall Street. He spent ten years at PaineWebber, Inc., where he was a Managing Director, heading the Global Equity Derivatives group, with operations in New York, London, and Tokyo; he was also responsible for Proprietary Trading. He subsequently spent two years at Deutsche Bank, AG as Director and Co-Head of the Global Structured Products Group with operations in New York, Frankfurt, London and Tokyo, as well as running Proprietary Trading in New York. After twelve years on the sell-side, Professor Burke moved to the buy-side and formed the Rumson Capital LLC, a \$500mm hedge fund, engaging in global arbitrage strategies, which he ran for fifteen years.

**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.

**Judex Hyppolite**, Assistant Professor. PhD, Indiana University.

**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, Director of the Kislak Real Estate Institute, and Interim MBA Program Executive Director. 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, start-up business financing, and interpreting the work of Kenneth Boulding.

## **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**, Associate 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. MA, University of Phoenix. Primary interests include teaching, entrepreneurial endeavors, and philanthropic activities.

**Edward W. Christensen**, Associate Professor, Vice President for Information Management, and Interim Dean of the Library. 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 J. McManus**, Assistant Professor and Director of the Center for Entrepreneurship. PhD, Rutgers University, MBA, Pepperdine University, JD, Rutgers University School of Law, Camden. Research interests include organizational misconduct, business ethics, corporate social responsibility, and social entrepreneurship.

**Joseph B. Mosca**, Associate Professor and Chair. EdD, New York University. Primary specializations 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 twenty-first century.

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

**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 and MBA Program Director. PhD, University of Tennessee-Knoxville. Primary interests include international and global marketing and brand management, national culture measures and cultural value dimensions, environment and behavior and the context of decision making, cross cultural virtual teams, and sustainable (environment, societal, and economic) community development.

**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**, Associate Professor. PhD, Drexel University. Primary research interests are brand anthropomorphization, 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 Arts in Teaching (MAT)

degree, that leads to an initial certification (Early Childhood Elementary Track, Elementary Track, Secondary Track, K-12 Track for Art, Health and Physical Education, Music, Chinese, and Spanish) with options of blending various endorsements, such as English as a Second Language (ESL), Teachers of Students with Disabilities (TSD), and Middle School Teachers, a Subject Endorsement in Chinese – Certificate of Eligibility with Advanced Standing (CEAS), endorsements in English as a Second Language, Bilingual/Bicultural, and a certificate in Teaching English to Speakers of Other Languages (TESOL). Curriculum and Instruction also offers a MEd in Special Education (with an option for Teacher of Students with Disabilities, Autism, Teaching in Inclusive Settings, or Learning Disabilities Teacher – Consultant Tracks). A graduate endorsement in Teacher of Students with Disabilities and a post-master's endorsement in Learning Disabilities Teacher Consultant 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), School Counseling, Student Affairs and College Counseling, Reading Specialist, and Speech-Language Pathology; graduate endorse-

## Education

ments in Early Childhood and Student Assistance Coordinator; and post-master's endorsements in Supervisor and Director of School Counseling Services.

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 P-12 student learning. The School's programs also integrate state-of-the-art computer technologies that can be applied in P-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.

**Mary Brennan**, Specialist Professor. MS, Lehman College. Areas of interest include learning disabilities assessment and education, student advocacy, and in-service training.

**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, and inclusive education.

**Jiwon Kim**, Assistant Professor. BA, MA, Korea University, Seoul, South Korea; PhD, Purdue University.

**Stacy Lauderdale-Littin**, Assistant Professor. PhD, University of California, Riverside. Professional interests include Autism Spectrum Disorders.

**Carol McArthur-Amedeo**, Lecturer. EdD, Rutgers University. Professional interests include teacher retention in special education, science education, and students with emotional and behavioral disabilities.

**Bruce A. Normandia**, Associate Professor. EdD, Rutgers University. Professional interests include equity and access to important mathematics for all learners.

**Kathleen Rapp**, Instructor. MEd, Monmouth University.

**Dorothy Varygiannes**, Lecturer. EdD, Seton Hall University. Specialty is mathematics education.

**Cathy Wong**, Assistant Professor. PhD, Texas Tech University.

### 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 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)

#### 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 Special Education - Autism 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

#### **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.

**Kerry Carley-Rizzutto**, Assistant Professor. MA, Brooklyn College.

**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**, Associate Professor. PhD, Rutgers University. Specialty is literacy/language arts and elementary education.

**Pamela Jones**, Specialist Professor and Clinical Director of Speech-Language Pathology. 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 includ-

## Education

ing 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.

**Elisabeth Mlawski**, Assistant Professor of Speech-Language Pathology. MS, Northern Arizona University. Research interests include effectiveness of treatment, language development across the lifespan, and language and literacy in school-age children.

**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 counseling, group counseling, diversity, and play therapy.

**Patricia Remshifski**, Assistant Professor. PhD, Seton Hall University.

**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.

**Pietro Sasso**, Assistant Professor. PhD, Old Dominion University. Research interests include masculinity, alcohol misuse, and identity development in traditional college students as well as academic advising and the college fraternity/sorority experience. Member of ACA, NACADA, NASPA, ACPA, and AFA.

**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 Student Affairs and College Counseling
- MSEd Speech-Language Pathology (Available Summer, 2014, pending accreditation approval)

\* Successful completion of the MSEd Principal or MSEd Principal/School Administrator programs also lead to Supervisor certification.

## 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.

## 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, and Learning Disabilities Teacher-Consultant. These programs are for teachers and counselors who wish to change spe-

cialties 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 stu-

dent 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.

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



# ***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-gerontological or family nurse practitioner, nurse administrator, nurse educator, school nurse, 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-gerontological or family nurse practitioner, nurse administrator, psychiatric and mental health nurse practitioner, or nurse educator. Graduate certificates are available for school nurses and forensic nurses. We also offer a Bachelor of Science in Health Studies program for non-nursing majors; a Bachelor of Science in Health Physical Education program; a Bachelor of Science in Health and Physical Education and Education program with an Endorsement in K-12 Education in

Health and Physical Education; 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 three upper-division nursing courses at Monmouth University 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; Epsilon Gamma Chapter 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 mission of the Health Studies program is to increase students' knowledge in a variety of health disciplines by teaching students to: analyze the causes and means of preventing disease and illness while seeking optimal health, develop the responsibilities and competencies of effective health educators, and advocate for the health of others. The mission of the Health and Physical Education program is to prepare well-rounded undergraduates for careers in health and physical education through a curriculum that combines courses in health education with a strong foundation in exercise science.

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-Gerontological Nurse Practitioner, Family Nurse Practitioner, 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.

Starting in Fall, 2014 (pending accreditation), Monmouth University will offer a full-time Physician Assistant (PA) program to prepare students to enter this highly sought-after profession. With an increasing need for healthcare providers, the PA field is

expected to grow rapidly through the next decade. This three-year Master of Science program will provide close, personalized training so that students can successfully achieve PA certification.

**Student Honor Societies: Lambda Delta Chapter - Sigma Theta Tau, the International Nursing Honor Society; Epsilon Gamma Chapter – Eta Sigma Gamma National Health Education Honor Society.**

## **NURSING**

*Rose Knapp, Chair, Nursing*

**Bojana Beric**, Assistant Professor. PhD, Steinhardt School of Education, New York University. MD, University of Novi Sad, Serbia, medical faculty; MA, Montclair State University. 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.

**Carol A. Biscardi**, PA-C, Clinical Professor, PA Program Director. PhD, Seton Hall University. Specialty areas of interest include pediatrics, general surgery, primary care, patient communication, professionalism, and clinical research.

**Tresa Dusaj**, Assistant Professor. PhD (c), Rutgers University; BSN, Johns Hopkins University; MS, New York University, RN, CNE. 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 preven-

tion, development of worksite health promotion programming, and women's health.

**Mariama Hubbard**, Assistant Professor. DNP, University of Medicine and Dentistry, RN, APN-C, FNP-BC, ACNS-BC, CWOCN. 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, pathophysiology, and distance/online 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, ACNP-BC. Specialty interest areas include acute care and emergency nursing issues, pharmacology and primary care, and disaster preparedness.

**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.

**Joseph L. Monaco**, PA-C, Clinical Professor and Director of Clinical Education. MSJ, Seton Hall University Law School. Specialty interest areas include emergency medicine, primary care, substance abuse medicine, health care policy, and pharmacotherapeutics.

**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 ANP-C, GNP-C. Specialty areas include healthy aging, cognitive decline, and end-of-life care.

**Julie Schaaff**, Lecturer in Health Studies. 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. ANP-BC, GNP-BC. Certified Forensic Nurse (CFN). NAPG Credentialed Professional Gerontologist (CPG). Specialty areas and interests are gerontology/geriatrics, adult nursing, health education, and forensic nursing.

**Mary H. Stern**, PA-C, Specialist Professor and Academic Coordinator. MEd, Rutgers University. Specialty areas and interests include neonatology, pediatric cardiology, employee health and wellness.

**Mary Ann Troiano**, Associate Professor. DNP, Waynesburg University, FNP-BC. 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 MSN graduate is to promote, restore, and maintain 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 science. 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. The BSN and MSN nursing programs are accredited by the Commission on Collegiate Nursing

Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791.

### **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.

Depending on the selected MSN track, 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-Gerontological Nurse Practitioner
- MSN: Family Nurse Practitioner
- MSN: Nursing Administration
- MSN: School Nursing for Certified School Nurses
- MSN: School Nursing – Non-Certified School Nurses
- MSN: Nursing Education
- MSN: Forensic Nursing
- MSN: Psychiatric and Mental Health

### **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

## Nursing and Health Studies

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 with a baccalaureate degree in nursing 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 prepares 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-Gerontological Nurse Practitioner, Family Nurse Practitioner, Nursing Administration, Nursing Education, and Psychiatric and Mental Health Nurse Practitioner.

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

- Adult-Gerontological Nurse Practitioner
- Family Nurse Practitioner

- Nursing Administration
- Nursing Education
- 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.

The use of advanced clinical skills and research is consistent with Monmouth University's commitment to personalized education. A capstone change 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 leadership 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, students must be graduates of an accredited Master's level nursing program, have a current RN license, and be nationally certified as a nurse executive or nurse practitioner. The DNP program is accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791. 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

### Master of Science – Physician Assistant – Fall, 2014 (pending accreditation)

The MS in Physician Assistant is a full-time, ninety-five-credit program that begins each fall and lasts for thirty-six months. One class is admitted per

year. The program is cohort-based, meaning that students have a predetermined course schedule each semester and move along in the program with the same group of peers. They also take classes at the Monmouth University Health Sciences Center in Monmouth Park Corporate Center. As a result, students are able to support each other and work and study in a community-like atmosphere.

Monmouth University has applied for Accreditation-Provisional from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). Monmouth University's PA program anticipates matriculating its first class in September 2014, pending Accreditation-Provisional in September 2013. Accreditation-Provisional is an accreditation status for a new PA program that has not yet enrolled students, but at the time of its comprehensive accreditation review has demonstrated its preparedness to initiate a program in accordance with the accreditation standards. Students must graduate from an accredited program in order to be eligible to sit for the Physician Assistant National Certifying Examination (PANCE).

The mission of the Monmouth University physician assistant program is to educate physician assistants to provide compassionate, patient-centered, quality healthcare in a variety of settings. Program graduates will possess clinical skills to serve a diverse patient population and have the ability to advance the profession through leadership and research.

Our goals are to prepare physician assistants who:

- Function as high-quality physician assistants providing primary care in a variety of medical or surgical specialties.
- Learn how to integrate critical thinking and clinical reasoning into an evidence-based approach to patient management.
- Understand the importance of delivering high-value, cost-conscious care while adding quality improvement to a practice setting.

- Develop professional skills in order to work as collaborative members of the healthcare team.
- Understand and respect diversity with interpersonal skills that allow effective communication with patients, their families, physicians, and other healthcare professionals.
- Develop an intellectual curiosity by engaging in critical evaluation of the practice of medicine through research and publishing.

The program consists of two phases: **the didactic phase and the clinical phase**. The didactic phase is forty-two weeks consisting of classroom and clinical skills laboratory instruction, with hospital and clinic experiences. The clinical phase consists of sixty weeks of clinical clerkships, in which students are assigned to preceptors at various hospitals and physician offices. Course descriptions are located in *Appendix "A"* of this catalog. Please refer to the Admissions section of this catalog for the admission requirements. **Students must successfully complete all courses and clinical clerkships in order to be eligible to graduate from the program.**

**Meeting minimal requirements does not guarantee an interview with the Admissions Committee nor guarantee admission to the program.** Applications are reviewed on a space-available basis. We recommend that you submit your application as early as possible, as space in our program is limited. The program does not grant advanced standing for prior course work or experiential learning.

Upon acceptance to this program, students will be required to meet health and immunization requirements. More information can be found in the Physician's Assistant Handbook, posted on our Web site at: <http://www.monmouth.edu/pa>.

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

- Physician Assistant



# 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 interrelated 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.

**Rebecca Anthony**, Instructor. MSW, West Chester University; MED, Widener University. Areas of interest include clinical practice with adolescents around the topics of sexuality, trauma, sexual health, sexual abuse, LGBTQ populations, mental health, domestic violence, stress management and bullying prevention.

**Barbara Arrington**, Instructor. MSW, Monmouth University. Areas of interest include working with individuals with sustained traumatic or acquired brain injuries along with national and international experience in community resource development, non-profit program management and education.

**Rosemary Barbera**, Associate Professor and Director of the MSW Program. 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. PhD, Fordham University. Areas of interest are addictions, spirituality, gay/lesbian/bisexual/transgen-

der issues. Current research is on spirituality and social work practice.

**Michael Cronin**, Assistant Professor. MSW, Columbia 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-Paglino**, 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.

**Sung-Ju Kim**, Assistant Professor. PhD, Indiana University. Areas of interest include management, leadership, fundraising, philanthropic giving, and program/practice evaluation.

**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 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 and Director of the BSW Program. 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*

## Social Work

*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 a comprehensive 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.

Throughout the academic year, many programs are offered to continue the transition process. The SHADOW Program, First-Year Service Project, leadership development opportunities, and social programming are led by the Coordinator of Transition and Leadership Programs.

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 the 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.

## *Student Services*

### **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 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 sixteen locations: Beechwood, Birch, Cedar, Mullaney, Spruce, Willow, Laurel, Elmwood, Pinewood, Oakwood, Redwood, and Maplewood Halls; the Garden, Great Lawn, and University Bluffs 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. First-year and sophomore housing is guaranteed for students who submit the required enrollment and housing deposits and housing contract by the required deadline. For first-year students, the deadline is May 1.

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](http://www.monmouth.edu/commuter).

### **STUDENT SERVICES**

**Health Services** is open to all students whether they live on or off campus. All students, aged

thirty (30) years or younger, must show proof of two measles, two mumps, and one rubella immunization and if taking nine (9) or more credits must show proof of having completed the Hepatitis B series. All resident students, regardless of age, 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, 8:00 a.m. to 7 p.m., and Friday, 8:00 a.m. to 5 p.m.

Health Services is staffed with four 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, Wednesday and Friday. Evening appointments are available on Tuesdays and Wednesdays until 7 pm. Contact us by e-mail at [mucounseling@monmouth.edu](mailto: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 NCAA 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. It encourages student participation in clubs and organizations, is involved in the coordination of campus and multicultural activities, provides leadership training for student organizations, oversees Fraternity and Sorority Life and the operation of the Student Center, and supports and provides weekend programming and a film series. It also sponsors an involvement fair and provides student group and leader recognition opportunities.

## **STUDENT ORGANIZATIONS**

There are more than eighty-five different clubs and organizations on campus. Active involve-

## *Student Services*

ment 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, social media sites, e-mail, electronic boards, the student newspaper, *The Outlook*, and the Calendar of Events 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 and Faculty 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 Department of Music and Theatre Arts, housed in the Lauren K. Woods Theatre, offers a wide ranging schedule of concerts, recitals and theatrical productions during the academic year, and a professional theatre, the Shadow Lawn Stage, in the summer. The department offers performance opportunities in concert chorus, chamber choir, glee clubs, chamber orchestra, jazz band, and pep band. Applied music study is offered to all music and theatre majors in voice, piano, woodwinds, brass, guitar, strings, and percussion.

The award-winning Center for the Arts presents a rich array of performances by nationally and internationally recognized artists in dance, theatre, contemporary, classical, and folk music; as well as children's theatre, film screenings, visiting writers, gallery exhibitions, live screenings of the Met Opera and The National Theatre of London and much more! Students receive a FREE ticket to two performing arts events each year and all other events are either free or \$5. For more information and a full schedule of events, please visit [www.monmouth.edu/arts](http://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, the Muslim Student Association, Chabad, and the Coptic Orthodox Club 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 and Community Services.

### **Recreation**

The William T. Boylan Gymnasium provides facilities to support intramurals and recreation, including a swimming pool, two full basketball courts, and a bowling center. Outdoor facilities available to students for their recreational use include: tennis courts, an eight-lane track, a Field Turf football/lacrosse field, and grass soccer, 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,

three-point contest, knockout, Baggo, soccer, water polo, and Whiffle ball.

## **SOCIETIES**

### ***Greek Letter Organizations***

Currently there are five National Interfraternity Conference (NIC) fraternities, six National Panhellenic Conference (NPC) 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 Omicron Pi, 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](http://www.monmouth.edu/studenthandbook).



# Directories

## OFFICERS

**Robert B. Sculthorpe '63, Chairman**  
**Marcia Sue Clever, MD, Vice Chairman**  
**James S. Vaccaro, III, Treasurer**  
**Michael A. Plodwick '82, Secretary**

## TRUSTEES

**Jerome P. Amedeo '90 (2007)**  
Owner/Executive Director  
Camp Harmony, Inc.  
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

**Paul R. Brown, PhD (2013)**  
President  
Monmouth University  
West Long Branch, NJ

**Thomas D. Byer '67 (2013)**  
Senior Vice President  
UBS Financial Services, Inc.  
Richmond, VA

**Judith Cerciello '96 (ex officio)**  
Director of Social Services  
Leisure Chateau Care Center  
Lakewood, NJ

**Marcia Sue Clever, MD (2003)**  
Red Bank, NJ

**Dennis M. Coleman, Esq. (2008)**  
Partner  
Ropes and Gray  
Boston, MA

**John C. Conover, III (2013)**  
John C. Conover Agency  
Asbury Park, NJ

**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

**John R. Garbarino (2004)**  
Chairman and CEO  
OceanFirst Bank  
Toms River, 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

**Henry D. Mercer, III '87 (2010)**  
President  
Mercer Capital Advisors, Inc.  
Little Silver, NJ

**Thomas J. Michelli (2006)**  
President  
Michelli Associates, Inc.  
Wayside, NJ

**Tavit O. Najarian, Sc. D. (2005)**  
President  
Najarian Associates, Inc.  
Eatontown, NJ

**Jeana M. Piscatelli '01, '02 (2010)**  
Director Institutional Fx Sales  
Wells Fargo Bank  
New York, NY

**Michael A. Plodwick '82 (2009)**  
Middletown, NJ

## Directories

**Thomas A. Porskievics '82 '86 (1998)**  
Belford, 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

**Carol A. Stillwell (2012)**  
President  
Stillwell-Hansen, Inc.  
Edison, NJ

**Webster B. Trammell, Jr., PhD '70, '73**  
Vice President Development, Community  
and Government  
Brookdale Community College  
Lincroft, NJ

**James S. Vaccaro, III (2010)**  
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 (1993)**  
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

**Robert E. McAllan '69 (2003)**  
Chief Executive Officer  
Press Communication, LLC  
Neptune, NJ

**Stephen M. Parks '68 (1998)**  
Palm Beach Gardens, FL

**William B. Roberts (1996)**  
President  
Monmouth Capital  
New York, NY

**Alfred J. Schiavetti, Jr. (1997)**  
President  
Navesink Associates, LLC  
Red Bank, NJ

### TRUSTEES EMERITI

**Paul S. Doherty, Jr. '67, HN '04**  
Chairman and President  
Arrowpac, Inc.  
North Bergen, NJ

**Thomas P. Kiely, HN '98**  
Middletown, NJ  
Charles T. Parton, HN '01  
Rumson, 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. Schlaefer (1933-1956)\***

**Eugene H. Lehman (1956-1957)**

**Edward G. Schlaefer (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

**Paul G. Gaffney II (2003-2013)**  
President Emeritus

(\*Dean)

### ADMINISTRATION

#### OFFICERS

**Paul R. Brown, PhD (2013)**  
President  
BA, Franklin and Marshall College, MA,  
PhD, University of Texas at Austin

**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  
Interim 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 R. Brown, PhD (2013)**  
President  
BA, Franklin and Marshall College  
MPA, PhD, University of Texas at Austin

**Annette Gough (1989)**

Executive Assistant to the President  
BA, 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

**Nina M. Anderson (2013)**

Director, Office of Equity and Diversity  
BA, College of William and Mary; JD,  
University of Wisconsin Law School

**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

**Sandra M. Kosinski (2011)**

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 and Academic Advising  
BS, University of Nigeria; MEd, EdD,  
Temple University

**Edward Christensen (1996)**

Interim Dean of the Library and Vice  
President for Information  
Management  
AS, George Washington University;  
BS, Southern Illinois University;  
MBA, PhD, Rutgers 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  
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

**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

**Claude E. Taylor (2005)**

Athletics Professor-in-Residence  
BA, MA, West Chester 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

**Susan Gupta (2006)**

Interim Director of the MBA Program  
BS, MS, University of Missouri-  
Columbia; PhD, University of  
Tennessee

**Janeth Merkle**

Assistant to the Dean

**Theresa Lowy (2001)**

Associate Director of the Kislak Real  
Estate Institute

**Gertrude Murphy (1982)**

Administrative Coordinator

**Peter Reinhart, Esq.**

Director, Kislak Real Estate Institute  
Interim Executive Director of the  
MBA Program  
JD, Rutgers Law School, Camden;  
BA, Franklin and Marshall.

## Directories

### 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  
Specialist Professor of Art  
(Photography)  
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)**

Associate 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

#### **Carol Biscardi (2012)**

Director of the Physician's Assistant  
Program  
Clinical Professor  
PhD, Seton Hall University

#### **Kenneth Faistl (2013)**

Co-Medical Director of the  
Physician's Assistant Program  
Clinical Professor

#### **Joseph DePasquale (2013)**

Co-Medical Director of the  
Physician's Assistant Program  
Clinical Professor

#### **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)**

Chair of Health Studies Department  
BA, Cornell University; EdM, Boston  
University; PhD, University of  
Illinois

#### **Joseph Monaco (2012)**

Director of Clinical Education,  
Physician's Assistant Program  
Clinical Professor  
MSJ, Seton Hall University Law  
School

#### **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

**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

**Janice Rohn (2012)**

Information Technology Coordinator  
Specialist Professor in Computer  
Science  
BA, Thomas Edison State College;  
MA, 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

**Lynn Dietrich (2011)**

Coordinator of the Mathematics Center  
BS, Monmouth University; MA,  
Georgian Court University

**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

**Laura Babbin (1991)**

Coordinator of Academic Compliance  
and Effectiveness  
BA, Drew University; MBA,  
Monmouth University; JD, Concord  
Law School

**Monmouth University Library**

**Edward Christensen (1996)**

Interim Dean of the Library and Vice  
President for Information  
Management  
AS, George Washington University;  
BS, Southern Illinois University;  
MBA, PhD, Rutgers University

**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)**

Specialist Librarian  
BA, MA, Villanova University; MLIS,  
Drexel University, PhD, University  
of Pennsylvania

**Academic Administration**

**Lynn K. Reynolds (2002)**

Registrar  
BA, MA, Monmouth University

**Marc Jose (2012)**

Associate Registrar for Technology  
BS, Bloomfield College

**Debbie Mellish (1979)**

Assistant Director of Registration and  
Records for Scheduling  
AAS, Brookdale Community College

**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  
Interim Director of the Institute for Global  
Understanding  
BA, Monmouth College; PhD, Rutgers  
University

## Directories

### **Robyn Asaro (1998)**

Assistant Director of Study Abroad  
BA, State University of New York at  
Buffalo

### **Marina Vujnovic (2008)**

Associate Director, Institute for  
Global Understanding  
B.A., University of Zagreb, M.A.,  
University of Northern Iowa; Ph.D.,  
University of Iowa

### **Christopher Hirschler (2009)**

Faculty Director of Study Abroad  
BS, Excelsior College; MA, State  
University of New York; PhD,  
Cleveland State University

### **Barbara Nitzberg (1996)**

Assistant Director of International  
Student and Faculty Services  
BA, MA, Monmouth University

### **Joseph Patten (2002)**

Director of the Washington Semester  
BA, Kean University; MA, West  
Virginia University; PhD, West  
Virginia University

## **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

### **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

## **Center for Student Success**

### **Mercy O. Azeke (2009)**

Dean of the Academic Advising and 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

### **Noah Hart (2004)**

Coordinator of First Year Advising  
BA, Livingston College, Rutgers  
University; MEd, The College of  
New Jersey; M.Div., Eastern  
Baptist Theological Seminary; EdD  
Rutgers 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

### **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)**

Director of Academic Advising  
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

**David Tsong (2012)**  
Copy Center Manager  
BA, Syracuse University

**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  
Interim Dean of the Library  
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 Bemby (2000)**  
Director of Computer Support  
BA, MA, Monmouth University

**Karen M. Blaney (2007)**  
Enterprise Application Support  
Specialist

**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)**  
Enterprise Application Support  
Specialist  
BS, College of Saint Elizabeth;  
MSEd, Monmouth University

**Joseph Huybens (2001)**  
Computer Systems Analyst

**Kristen Kormann (1998)**  
Enterprise Application Support  
Specialist

**Ronald Lawson (2006)**  
Computer Systems Analyst  
AS, DeVry University

**Aileen (Teri) Monahan (2008)**  
Enterprise Application Support  
Specialist  
AS, Staten Island Community  
College; BS, C.U.N.Y.

**Marijean Nagy (1999)**  
Enterprise Application Support  
Specialist  
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

**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)**  
Director, Enterprise Application  
Support  
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

## Directories

**Matthew Girard (2013)**

System Administrator  
Brick Computer Science Institute

**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

**Corey Inzana (2006)**

Area Coordinator  
BS, Quinnipiac University; MBA,  
Monmouth University

**Tony Conard (2011)**

Area Coordinator  
BS, Loyola University; MS, Florida  
State University

**Jeffrey Miele (2013)**

Area Coordinator  
BA, Rowan University; MA, Rowan  
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

**Lita Abrazaldo-Richards (2012)**

Nurse Practitioner  
BSN, St. Louis 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

**Carol Huggler (2012)**

Nurse Practitioner  
BSN, Wilkes College; MSN,  
Monmouth University

**Suane 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

**Theresa Jaeger (2012)**

Psychological Counselor  
BA, St. Peter's College; MA Hunter College, CUNY; PhD, Seton Hall University

**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

**Christopher McKittrick (2006)**

Psychological Counselor  
BS, MA, The College of New Jersey

**UNIVERSITY ADVANCEMENT**

**Mary Anne Nagy (1986)**

Interim Vice President for University Advancement  
BS, Springfield College; MEd., Monmouth College; MBA, Monmouth University

**Jacqueline Bartley-Oxley (2007)**

Associate Vice President of Development  
BA, Boston College; JD, Seton Hall University School of Law

**Terence Bodak (2012)**

Phonathon Manager  
BA, Monmouth University

**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

**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)**

Director of Prospect Research and Resource Development  
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

**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  
BS, Northern Illinois University; MA, Monmouth University

**ENROLLMENT MANAGEMENT**

**Robert D. Mc Caig (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

**Tyler Bischoff (2012)**

Admission Counselor  
BA, Monmouth University

**Emma Caban (2012)**

Admission Counselor  
BA, Monmouth University

**Michael Cardonick (2012)**

Admission Counselor  
BA, BS, Monmouth University

**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

**Lauren Puglisi (2012)**

Admission Counselor  
BA, Arcadia University  
MA, Georgian Court University

**Lucia Riotta (2012)**

Admission Counselor  
BA, MBA, Monmouth University

**Debbie Seals**

Assistant to the Office of Undergraduate Admission

**Christine Benol (1991)**

Vice President of Enrollment Management  
Director of Enrollment Research and Technical Support  
BA, Monmouth University; MEd, Monmouth University

**Kathleen Dennis (1993)**

Transfer Credit Evaluator  
BA, College of Saint Elizabeth

## Directories

### **Barbara Growney (1994)**

Director of Admission Processing  
BS, Monmouth University; MEd,  
Monmouth University

### **Rosetta Arce (2013)**

Assistant Director of Admission  
Processing  
BS, Monmouth 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)**

Assistant Director of Financial Aid  
BS, Georgian Court University

### **Sandra Crawford (2008)**

Financial Aid Counselor  
BA, Muhlenberg College; MA,  
Monmouth University

### **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

### **Jonathan Conner (2013)**

Web and Social Media Specialist  
BFA, Pacific Northwest College of Art

### **Janine Frederick (2010)**

Enrollment Publications and  
Communications  
Assistant Website Developer

### **Todd Lesser (2009)**

Web Writer  
Enrollment Publications and  
Communications  
BA, Rutgers University; MS, New  
Jersey Institute of Technology

### **Eileen Reinhard (2004)**

Assistant Director for Enrollment  
Publications and Communications  
BA, Seton Hall University; MA,  
Monmouth University

### **Robert E. Smith (2004)**

Senior Website Developer  
BS, Boston University

### **Vera Towle (2008)**

Senior Communication Design  
Specialist  
BA, Georgian Court University; MA,  
Monmouth University

## 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

### **Melissa "Mel" Dale, Esq. (2011)**

Director of Compliance and Mail  
Room Operations  
BM, Lebanon Valley College; JD,  
Earle Mack School of Law, Drexel  
University

### **Richard Su (1990)**

Director of Compliance and Special  
Event Services  
BA, Monmouth University

### **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; MBA,  
Monmouth University

### **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

### **Kathy Stein (2003)**

Senior Benefits Administrator  
BS, Monmouth University

### **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

**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

**George Brown (2012)**

Assistant Baseball Coach  
BS, St. John's University

**Kevin Callahan (1992)**

Head Coach, Football  
BA, University at Rochester

**Richard Callahan (2011)**

Assistant Coach Men's Basketball  
BS, Salem College, MS, Syracuse  
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

**Marvin Clecidor (2012)**

Assistant Football Coach  
BS, Lafayette College

**Joe Compagni (1995)**

Director, Track & Field and Cross  
Country  
BA, University of Delaware; MPS,  
University of Delaware, Cornell  
University

**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 Eehalt (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

**Brian Fisher (2012)**

Head Coach, Men's Lacrosse  
BA, Rutgers 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

**Andrew Geison (2012)**

Assistant Men's Lacrosse Coach  
BA, University of Maryland; MEd,  
Rutgers University

**Eileen Ghant (2011)**

Assistant Lacrosse Coach  
BS, Rutgers University

**Karen Grygiel (2010)**

Head Coach, Women's Bowling  
BS, Vanderbilt University

**Samantha Hegman (2012)**

Director of Compliance  
BS, Monmouth University; MS,  
Adelphia

**Brian Hirshblond (2003)**

Assistant Coach Men's and Women's  
Track and Field  
BA, Monmouth University

**Corey Hubbard (2013)**

Headcoach Men's Tennis  
BA, Texas A&M University

**Mike Iulucci (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 Director of Student  
Development  
BA, Kean College

**Amanda Kuperavage (2011)**

Assistant Strength and Conditioning  
Coach  
BS, DeSales University; MA,  
Gardner-Webb 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

**Patrice Murray (1988)**

Head Coach, Women's Tennis  
BA, MA, Monmouth University

**Ed Occhipinti (2006)**

Assistant Athletics Director for  
Marketing  
BA, MA, Monmouth University

**Rick Oliveri (2011)**

Assistant Coach Baseball  
BS, University of Buffalo  
MBA, Lincoln Memorial

## Directories

### **Greg Ott (2011)**

Athletics Communication Assistant  
BS, Springfield College

### **Jenny Palmateer (2011)**

Head Coach Women's Basketball  
BA, North Carolina State University

### **Rachelle Paul (2012)**

Associate Athletics Director of  
Student Development/SWA  
BA, MSA, Canisius College

### **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

### **Carithia Rivers (2013)**

Assistant Coach Women's Basketball  
BS, North Carolina State University

### **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

### **Charles Smith (2012)**

Coordinator of Athletic Event  
Management  
BS, University of Memphis; MA,  
Grambling State University

### **Jeff Stapleton (1990)**

Senior Associate Athletics Director for  
Internal Affairs  
BA, Hobart College

### **Chris Tarello (2012)**

Assistant Cross Country Coach  
BA, Rider University

### **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

**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

**Francis C. Lutz (1996)**

Professor Emeritus of Electrical  
Engineering  
B.S., New Jersey Institute of Technology;  
M.S., Ph.D., New York 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

**Alicia E. Portuondo**

Professor Emerita of Foreign Languages  
Licenciado en Filosofia y Letras;  
Licenciado en Derecho, Oriente  
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 Pittsburg

## Directories

### **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

### **Kenneth R. Stunkel (1965)**

Professor Emeritus of History  
B.A., M.A., Ph.D., University of Maryland

### **G. Boyd Swartz (1966)**

Professor Emeritus of Mathematics  
B.S.E.E., M.S.E.E., Lehigh University;  
M.S., Ph.D., New York University

### **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

### **Rebecca Anthony (2012)**

Instructor of Social Work  
MSW, West Chester University; MEd,  
Widener University

### **Barbara Arrington (2012)**

Instructor of Social Work  
MSW, Monmouth University

### **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)**

Associate 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

**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

**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

**John Burke (2011)**

Specialist Professor of Economics and  
Finance  
MBA, Indiana 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

**Kerry Carley-Rizzuto (2012)**

Assistant Professor of Education  
MA, Brooklyn College

**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

**Laurel Chehayl (2006)**

Assistant Professor of Curriculum and  
Instruction  
B.S., M.Ed., Ph.D., Kent State University

**Micah Chrisman (2007)**

Associate 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

**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

**John Comiskey (2012)**

Assistant Professor of Criminal Justice  
MS, Naval Post Graduate School

**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

## Directories

### **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

### **Pedram Patrick Daneshgar (2010)**

Assistant Professor of Biology  
B.A., University of Delaware; M.S., Saint  
Joseph's University; Ph.D., University of  
Florida

### **Rekha Datta (1995)**

Professor of Political Science  
B.A., M.A., Presidency College, University  
of Calcutta, India; Ph.D., University of  
Connecticut

### **Veronica Davidov (2013)**

Assistant Professor Anthropology  
PhD, New York University

### **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

### **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)**

Associate 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

### **Bernadette Dunphy (2011)**

Specialist Professor of Biology and Interim  
Chair of Biology  
PT, D.PT, University Medicine and  
Dentistry, NJ.

### **Tresa Duszaj (2009)**

Assistant Professor of Nursing and Health  
Studies  
BSN, Johns Hopkins University; MS, New  
York University

### **Azzam Elayan (2006)**

Lecturer of Chemistry, Medical Laboratory  
Science 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)**

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

### **Melissa Febos (2013)**

Assistant Professor of English  
MFA, Sarah Lawrence College

### **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

### **Johanna Foster (2013)**

Assistant Professor of Sociology  
PhD, Rutgers 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  
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

**George Gonzalez (2013)**

Assistant Professor of Philosophy and  
Religion  
ThD, Harvard Divinity School

**Edward Gonzalez-Tennent (2011)**

Assistant Professor of Anthropology  
Director of the Geographic Information  
Systems (GIS) Program; PhD,  
University of Florida.

**Jamie Goodwin (2012)**

Instructor of Psychology  
PhD, Ball State University

**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

**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)**

Associate Professor of Education  
B.A., Mount Holyoke College; Ph.D.,  
Rutgers University

**Susan Gupta (2006)**

Associate Professor of Management and  
Marketing  
Interim MBA Director  
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-Paglino (2008)**

Specialist Professor of Social Work  
B.A., Loyola College; M.S.W., Monmouth  
University

**Gary Handler (2013)**

Specialist Professor of Psychological  
Counseling  
PhD, New York 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 (2012)**

Specialist Professor of Communication  
BA, MA, Monmouth University

**Mary Harris (2011)**

Specialist Professor of Communication  
MA, Monmouth University; BA, Rowan  
University

**Christine Hatchard (2013)**

Assistant 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

**Christa Hogan (2012)**

Lecturer of Social Work  
MSW Fordham 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

**Judex Hyppolite (2013)**

Assistant Professor of Economics,  
Finance and Real Estate  
PhD, Indiana University

**Bradley Ingebretsen (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

## Directories

### **Jeffrey Jackson (2012)**

Assistant Professor of English  
BA, Linfield College; MA, Portland State  
University; PhD, Rice University

### **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

### **Moyi Jia (2013)**

Lecturer of Communication  
PhD, Ohio University

### **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 and  
Clinical Director of Speech-Language  
Pathology  
BS, Stockton State College; MA, Montclair  
University; MA, Kean University

### **George Kapalka (2001)**

Professor of Psychological Counseling  
and  
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 (2013)**

Assistant Professor of Curriculum and  
Instruction  
B.A., M.A., Korea University, Seoul, South  
Korea; Ph.D., Purdue University

### **Sung-Ju Kim (2013)**

Assistant Professor of Social Work  
BA, Dong-Guk University; MS, Case  
Western Reserve University; PhD,  
Indiana University

### **Kathryn Kloby (2007)**

Associate 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)**

Associate Professor of 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

### **Zachary Kudlak (2013)**

Assistant Professor of Mathematics  
PhD, University of Rhode Island

### **Robin Kurcharczyk (2005)**

Lecturer of Chemistry, Medical Laboratory  
Science, 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  
Laboratory Science 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)**

Professor of Psychology; Chair,  
Department of Psychology  
B.A., Millersville University; M.A., Ph.D.,  
State University of New York at Stony  
Brook

### **Kayla Lewis (2013)**

Assistant Professor Chemistry, Medical  
Laboratory Science and Physics  
PhD, Georgia Institute of Technology

### **Kathryn A. Lionetti (1990)**

Associate Professor of Biology  
B.S., Ph.D., State University of New York  
at Stony Brook

### **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

### **Biyue (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., PhD,  
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

**Mark Ludak (2013)**

Specialist Professor of Art (Photography)  
Director of Compliance  
MFA, Hunter College

**Jia Luo (2011)**

Lecturer, Chemistry, Medical Technology  
and Physics  
B.A., University of Science and Technology,  
China; Ph.D., University of Pittsburgh

**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

**Srikantiah 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

**Golam Mathbor (1999)**

Professor of Social Work; Chair of  
Philosophy, Religion, and  
Interdisciplinary Studies  
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)**

Associate Professor of Communication  
B.A., M.A., William Paterson University;  
Ph.D., Rutgers University

**Carol McArthur-Amedeo (2011)**

Lecturer of Education  
EdD, 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

**Joseph McManus (2013)**

Assistant Professor of Management and  
Decision Sciences  
PhD, Rutgers 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

**Tiffany Medley (2013)**

Lecturer of Biology  
PhD, City University of New York

**Mary Beth Meszaros (2008)**

Specialist 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

**Elisabeth Mlawski (2013)**

Assistant Professor of Speech-Language  
Pathology  
MS, Northern Arizona University

**Gregory Moehring (2011)**

Associate Professor of Chemistry and  
Chair, Chemistry, Medical Laboratory  
Science 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

## Directories

### **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

### **Brooke Nappi (2012)**

Instructor of History and Anthropology  
MA, Montclair State University

### **Roy L. Nersesian (1985)**

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

### **Jonathan Ouellet (2012)**

Assistant Professor of Chemistry  
PhD, University of Sherbrooke

### **Michael Palladino (1999)**

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

**Joseph Rapolla (2013)**

Specialist Professor and Interim Chair of Music and Theatre Arts  
MBA, Monmouth University

**Kathleen Rapp (2011)**

Instructor of Education  
MEd, Monmouth University

**Peter Reinhart, Esq. (2011)**

Specialist Professor  
Director of the Kislak Real Estate Institute  
Interim Executive Director of the MBA Program  
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

**Patricia Remshifski (2013)**

Assistant Professor of Speech Language Pathology  
PhD, Seton Hall University

**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)**

Associate 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

**Ellen Rubinstein (2011)**

Lecturer of Chemistry  
PhD, University of Notre Dame

**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

**Pietro Sasso (2012)**

Assistant Professor of Education  
PhD, Old Dominion 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 of Health Studies  
BA, Bucknell University, MA, 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 Laboratory Science and Physics;  
Coordinator, Clinical Laboratory Sciences and Medical Laboratory Science 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

## Directories

### **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

### **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

### **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

### **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

### **Mary Stern (2013)**

Specialist Professor, Physician's Assistant  
Program  
MEd, Rutgers University

### **Douglas Stives (2006)**

Specialist Professor of Accounting;  
Director of the M.B.A. Program  
B.S., M.B.A., Lehigh University

### **David Strohmets (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  
B.A., Augustana College; M.A., University  
of Montana; Ed.D., University of  
Northern Colorado

### **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)**

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  
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  
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)**

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)**

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



## **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 2013. Monmouth University maintains the most current course descriptions on their WEBSITE, which can be accessed through the University's WEBstudent menu (<https://webadvisor.monmouth.edu/datatel/openweb/st/stmenu.html>).

## Appendix A: Course Descriptions

### ANTHROPOLOGY

#### **AN 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 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 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 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, conserva-

tion, and curation. Supervised fieldwork will be conducted on archaeological sites. Also listed as History 520.  
Course Type(s): none

#### **AN 522** **Cr. 3.0**

##### ***Ethnographic Methods***

An overview of ethnographic research design and methods employed in anthropology. Students will practice research design and methods, data analysis, and write-up techniques. Students will engage questions of ethics through research practice and theoretical discussion.  
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 mapping, and how in turn mapping influences history and ide-

ology. 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 pre-Columbian 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**

#### ***Pre-Columbian 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 pre-Columbian and colonial history of this region are intimately linked to the contemporary politics of Latin American nations.

Course Type(s): none

### **AN 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 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: 15 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.

Prerequisite: thirty graduate credits in Anthropology.

Course Type(s): none

### **AN THD** **Cr. 0.0**

#### ***Thesis Defense***

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

## Appendix A: Course Descriptions

course. Students who receive less than a B- will be required to repeat the course. Students will be allowed to repeat the course no more than once. A second grade below a B- will make students ineligible to continue in programs requiring this course. Also listed as Nursing 521.

Course Type(s): none

### **BY 599** **Cr. 2.0 - 4.0**

#### ***Biological Research***

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

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

Course Type(s): 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 multistate 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 U.S. 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 knowledge, insights, and analytical skills related to how a firm's manager would go about designing and using planning and control systems to implement a firm's strategies. Prerequisite: Accounting 541. Course Type(s): none

**BA 555 Cr. 3.0**

***Contemporary Accounting Theory***

This course identifies the elements of accounting theory and then relates those elements to specific problem areas in accounting. The focus will be on controversial topics and the need for accurate data in this ever-changing information age. Prerequisite: Accounting 541. Course Type(s): none

**BA 560 Cr. 3.0**

***Auditing Practices and Cases***

Acquaints students with auditing standards and procedures associated with examination of financial statements. Students who successfully complete this course will be able to understand the role and methods of independent auditors and the legal and ethical environment in which an auditor functions. Prerequisite: Accounting 512. Course Type(s): none

**BA 598 Cr. 3.0**

***Special Topics in Accounting***

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

**BA 599 Cr. 3.0**

***Business Research***

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

and department chair.  
Course Type(s): none

**BUSINESS – ECONOMICS**

**BE 501 Cr. 3.0**

***Economics for Management***

Microeconomic and macroeconomic concepts and problems of the economic society and their relationship to the business sector; the forces that determine the composition and allocation of resources in 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. Prerequisite: Economics 501 and Finance 511. Course Type(s): MBA.E, MBA.I

**BE 575 Cr. 3.0**

***Analysis and Forecasting***

Identification, analysis, and appraisal of forces influencing the course of economic activity; evaluation of theories

## Appendix A: Course Descriptions

and models of cycles and growth; and various forecasting and projecting techniques.

Prerequisites: Economics 501 and Management 506 or equivalent.

Course Type(s): MBA.E

### **BE 598** **Cr. 3.0**

#### ***Special Topics: Economics***

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 nine 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 financial management learned in earlier coursework and, in addition, demonstrate the application of these tools to real-world situations through the utilization of case studies. The emphasis will be on valuation analysis. Students will learn to develop analytical and case presentation skills that are essential attributes for a successful corporate career.

Consequently, considerable weight will be placed on verbal and written communication skills as evidenced in the case presentations and analyses. 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**

**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 MBA 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

## Appendix A: Course Descriptions

### BUSINESS - LAW

#### **BL 501** **Cr. 3.0**

##### ***Legal Environment of Business***

Government regulation affects every facet of how a business operates. Therefore, it is important for business students to understand the fundamental legal principles of contracts, crimes, torts, business organizations, property, negotiable instruments, and the employment relationship. Course Type(s): none

#### **BL 551** **Cr. 3.0**

##### ***Law, Government, and Business***

The legal environment in which business organizations function; the nature of law, its sources, and the factors that shape it; recent trends of public regulation of commerce, competition, freedom of contract, and labor-management relations. Course Type(s): none

#### **BL 598** **Cr. 1.0 - 3.0**

##### ***Special Topics in Business Law***

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 organizing and planning through seminars, case studies, and simulation of global enterprise; the formulation and implementation of competitive strategy.

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

Course Type(s): none

**BM 598** **Cr. 3.0**

***Special Topics in Management***

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

## Appendix A: Course Descriptions

### **BK 533** **Cr. 3.0**

#### ***Marketing Research***

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

Prerequisites: Marketing 509 and Management 506.

Course Type(s): MBA.K

### **BK 535** **Cr. 3.0**

#### ***International Marketing Management***

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

Prerequisite: Marketing 509.

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

### **BK 539** **Cr. 3.0**

#### ***Promotional Strategy***

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

Prerequisite: Marketing 509.

Course Type(s): MBA.K

### **BK 540** **Cr. 3.0**

#### ***Consumer Behavior***

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

Prerequisite: Marketing 509.

Course Type(s): MBA.K

### **BK 541** **Cr. 3.0**

#### ***Advertising and Media Management***

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

Prerequisite: Marketing 509.

Course Type(s): 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 students 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 a pilot study, and write a 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 encoun-

## Appendix A: Course Descriptions

ters, 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 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 sociocultural 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 nonprofit 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

## Appendix A: Course Descriptions

### **CO 561** **Cr. 3.0**

#### ***Message Construction: Audio, Video, and Web***

With the development of new technologies and the World Wide Web in particular, visual communication has become a major discipline 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

### **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.

Prerequisite: 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 ten to fifteen 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 nine 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 twenty-five to thirty 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 completion 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

## Appendix A: Course Descriptions

### **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.). Prerequisite: Computer Science 503, passed with a grade of B- or higher.  
Course Type(s): none

### **CS 509** **Cr. 3.0**

#### ***Advanced Object-Oriented Programming and Design***

Object-oriented programming and design, using a language different from that used in CS 501B. Used in classes, inheritance, polymorphism, and libraries. Prerequisite: Computer Science 501B, passed with a grade of B- or higher.  
Course Type(s): none

### **CS 511** **Cr. 3.0**

#### ***Technical Communication***

Preparation, analysis, synthesis, and presentation of system documentation, technical papers, and data flow diagrams; literature search. Prerequisite: Open only to those students accepted in the MS 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***

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. Also listed as MIS 514. For Computer Science students only. 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. For Computer Science students only. Also listed as MIS 517. 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. Prerequisite: Computer Science 514, 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 life cycle. 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, and 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 PCs 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 environ-

## Appendix A: Course Descriptions

ments. Prerequisites: Computer Science 502 and 509, both passed with a grade of B- or higher.  
Course Type(s): none

### **CS 531** **Cr. 3.0** ***Intelligent Interfaces***

Computer-human interfaces that use speech understanding and image processing (such as handwriting).  
Prerequisites: Computer Science 503 and 520, both passed with a grade of B- or higher.  
Course Type(s): none

### **CS 532** **Cr. 3.0** ***Compiler Design***

The major techniques used in compiler writing, lexical analysis, syntax analysis, storage management, error detection and recovery, and code generation. Tools for compiler writing (LEX, YACC, etc.).  
Prerequisite: Computer Science 512, passed with a grade of B- or higher.  
Course Type(s): none

### **CS 533** **Cr. 3.0** ***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 MS 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; and 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. 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

## Appendix A: Course Descriptions

### **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 network (WLAN) technologies, architectures, protocols, and standards, and advanced topics. Security of WLANs, wireless sensor networks (WSNs), cellular systems, and Bluetooth and Home RF networks will be dealt with as well. 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 (GIS). 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; and 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; and 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 Geographic Information Systems (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

## Appendix A: Course Descriptions

- 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 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 MA in Criminal Justice/Crime Mapping Concentration.  
Course Type(s): none
- CJ 595** **Cr. 3.0**  
**Geographic Information Systems, Crime Mapping, and Analysis**  
Incorporates Geographic Information Systems (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 615 Cr. 3.0**

***Terrorism: Crisis and Trauma***

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

**CJ 625 Cr. 3.0**

***Terroristic Crime Scene Investigation***

Utilizing modern investigative technology in terroristic 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 applica-

tions 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 650 Cr. 3.0**

***Cyber Terrorism***

Explores how new technology throughout the world has contributed to terroristic crimes and how information and communication technology (ICT) has become a tool, a target, and a place of criminal activity threatening national security. Topics of study include: the information environment as crime scene, computer use in crimes, political terrorism, hacking, unauthorized access, and identity theft.  
Course Type(s): none

**CJ 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 050 Cr. 0.0**

***English as a Second Language Instruction for Graduate International Students***

Course Type(s): none

## Appendix A: Course Descriptions

### **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***

Focuses 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, understanding 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

## Appendix A: Course Descriptions

### **ED 567** **Cr. 3.0** ***Methods of Teaching Science at the Secondary Level II***

Science methods for initial MAT 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 disci-

plines. 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, including: 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 non-print 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***

Emphasis 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 course work. Permission of the MAT Director is required to register.

Course Type(s): none

**ED 594** **Cr. 9.0**

***Supervised Student Teaching***

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

Prerequisites: Passing score on the appropriate Praxis test(s) prior to registration and completion of all coursework. Permission of the MAT Director is required to register.

Course Type(s): none

**ED 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. In addition, 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

## Appendix A: Course Descriptions

### **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 pluralistic 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

**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

## Appendix A: Course Descriptions

### **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, and 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 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 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

## Appendix A: Course Descriptions

### **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 preschool 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 601A** **Cr. 3.0**

#### ***Internship in Counseling I: School Counseling***

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. Students in the school counseling track should register for EDC 601A and students in the student affairs/college counseling track should register for EDC 601B.

Prerequisites: Educational Counseling 525, 540, and 600, and completion of twenty-four credits.

Corequisite: EDC Comprehensive Exam.

Course Type(s): none

### **EDC 601B** **Cr. 3.0**

#### ***Internship in Counseling I: Student Affairs/College Counseling***

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 audiotaped sessions. Students in the school counseling track should register for EDC 601A and students in the student affairs/college counseling track should register for EDC 601B.

Prerequisites: Educational Counseling 525, 540, and 600, and completion of twenty-four credits.

Corequisite: EDC Comprehensive Exam.

Course Type(s): none

### **EDC 602A** **Cr. 3.0**

#### ***Internship in Counseling II: School Counseling***

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 profes-

sional. 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 audiotaped sessions. Students in the school counseling track should register for EDC 602A and students in the student affairs/college counseling track should register for EDC 602B.

Prerequisite: Educational Counseling 601A or 601B.

Corequisite: EDC Comprehensive Exam.

Course Type(s): none

**EDC 602B Cr. 3.0**  
***Internship in Counseling II: Student Affairs/College Counseling***

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 audiotaped sessions. Students in the school counseling track should register for EDC 602A and students in the student affairs/college counseling track should register for EDC 602B.

Prerequisite: Educational Counseling 601A or 601B.

Corequisite: EDC Comprehensive Exam.

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***

Provides a historical perspective on family-centered practice. Introduces major theories and intervention types that are the foundation for clinical work with diverse families.

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: Psychological Counseling 540, Psychological Counseling 515 or Educational Counseling 510 or Social Work 509; Psychological Counseling 542 or Educational Counseling 604 or Social Work 604; and Psychological Counseling 510 or Social Work 518; Educational Counseling 555 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

## Appendix A: Course Descriptions

### **EDL 503** **Cr. 3.0**

#### ***Literacy Instruction***

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

Provides an understanding of the anatomical structures, as well as the physiological and functional mechanisms essential for speech production. Specifically, the anatomy and physiology of respiration, phonation, articulation, resonance, and hearing will be covered in depth.

Course Type(s): none

### **EDL 506** **Cr. 3.0**

#### ***Neuroscience in Speech and Hearing***

Students will learn the neuroanatomical and neurophysiological underpinnings of speech, language, and hearing and will study how the nervous system controls behavior. Examines the intrinsic properties of neurons, and 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***

Provides an overview to the fields of speech pathology, audiology, and education of the hearing impaired. Provides information regarding the nature, etiology, symp-

toms, and remediation of organic and neurogenic disorders of speech, language, and hearing. Provides an overview of various speech, language, and hearing disorders; the factors related to the causes and severity of these disorders and roles of professionals associated with the diagnosis and treatment, specifically speech language pathologists and audiologists.

Course Type(s): none

### **EDL 508** **Cr. 3.0**

#### ***Introduction to Language Development***

Provides an overview of language development in typically developing individuals from birth to maturity. Provides introduction to the normal acquisition of language including the components of language, as well as the physical, social, and cognitive basis for language. Theories of language development and how language evolves from infancy to adulthood will be discussed. Cultural influences on language development will also be explored.

Course Type(s): none

### **EDL 509** **Cr. 3.0**

#### ***Introduction to Speech and Hearing Science***

Provides instruction in the anatomy and physiology of the interrelated movements and acoustics of the speech and hearing mechanisms.

Course Type(s): none

### **EDL 510** **Cr. 3.0**

#### ***Introduction to Phonetics***

Provides students with the skills needed to produce, transcribe, and describe, in articulatory terms, the individual sounds used in speech. Provides an introduction to sound patterns, phonetic transcriptions using the International Phonetic Alphabet, acoustic aspects of phonetics, and the application of these skills to clinical practice. Dialects and derivations of the English language will be explored.

Course Type(s): none

### **EDL 515** **Cr. 3.0**

#### ***Advanced Literacy Instruction***

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

Course Type(s): MAT

**EDL 516** **Cr. 3.0*****Literacy Strategies for All Learners I***

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

Course Type(s): none

**EDL 517** **Cr. 3.0*****Literacy Strategies for All Learners II***

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

Course Type(s): none

**EDL 521** **Cr. 3.0*****Early Childhood Family, School, and Community Collaboration in a Diverse Society***

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 genres for children and young adults will be presented, studied, and integrated into a Teacher Work Sample. Coaching colleagues and paraprofessionals is emphasized.

Prerequisite: Educational Leadership 515.

Course Type(s): none

**EDL 526** **Cr. 3.0*****Strategies for Teaching Writing, K-12***

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

Course Type(s): none

**EDL 527** **Cr. 3.0*****Literacy Trends and Issues***

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

Prerequisite: Educational Leadership 515.

Course Type(s): none

**EDL 530** **Cr. 3.0*****School Law and Policy***

A study of court decisions addressing the legal principles affecting education, schools, and school professionals. Constitutional, statute, and administrative laws related to education are examined and analyzed through case studies and Socratic methods.

Course Type(s): none

**EDL 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 relation-

## Appendix A: Course Descriptions

ships 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

### **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 Generally Accepted Accounting Principles (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 multimedia 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 assess-

ment 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

## Appendix A: Course Descriptions

### **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.

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**

***Practical and Contemporary Issues in Speech Language Pathology***

Explores assessment and intervention of communication disorders in a culturally and linguistically diverse environment. Consideration is given to cultural differences, social dialect, and limited English proficiency as well as the influence of other languages on spoken and written English. Additional topics will include teletherapy, advances in augmentative communication, and transgender voice therapy.  
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 604 Cr. 3.0**

***Clinical Methods in Speech-Language Pathology***

Introduction to therapeutic methodologies in preparation for participation in clinical practicum. Provides advanced instruction in evidence-based therapeutic methods and documentation in speech-language pathology. Students will be prepared to engage in informative clinical decision making and intervention. Includes instruction of therapy techniques and procedures, as well as the development of professional goal and report writing skills.  
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 Language Disorders and Aphasia***

Addresses the nature, etiology, and clinical management of adults with acquired language disorders, with primary emphasis on aphasia and related cognitive disorders as well as Traumatic Brain Injury (TBI). Students study the structures and functions of the central and peripheral nervous system as they relate to human speech, language, and cognition.  
Course Type(s): none

**EDL 614 Cr. 3.0**

***Assessment and Treatment of Dysphagia***

Examines assessment and intervention for feeding and swallowing disorders in children and adults. Addresses the implementation of clinical examination procedures and interpretation of instrumental diagnostic procedures. Instructional strategies for rehabilitation and compensatory feeding strategies will be provided.  
Course Type(s): none

## Appendix A: Course Descriptions

### **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**

#### ***Assessment Procedures in Speech-Language Pathology***

An overview of diagnostic tests and procedures used in assessment of speech and language disorders. Students learn the principles of measurement including reliability and validity, the calculation and interpretation of standardized test results, and standard deviations and informal measures to assess communication skills.

Prerequisite: Educational Leadership 615.

Course Type(s): none

### **EDL 630** **Cr. 3.0**

#### ***Pediatric Language Disorders***

Examines the communicative behaviors of infants, toddlers, and preschoolers at risk for or diagnosed as having a communication disorder. Students learn etiologies, characteristics, assessment, and intervention strategies that are appropriate for treating children with language disorders. Emphasis will be placed on academic and cognitive aspects of language use in classroom context.

Course Type(s): none

### **EDL 636** **Cr. 3.0**

#### ***Communication in Pervasive Development and Autism Spectrum Disorders***

Provides students with information regarding the types of Autism Spectrum Disorders and the unique communication skills of individuals with Pervasive Development Disorder and Autism Spectrum Disorders. Students learn therapy techniques and alternative communication methods. This course will use a life-span perspective.

Course Type(s): none

### **EDL 642** **Cr. 3.0**

#### ***Craniofacial Disorders and Cleft Palate***

Provides a study of the etiology, assessment, and treatment of the oral cleft and other craniofacial anomalies. Includes discussion of the roles of various specialists represented on an interdisciplinary team. Extends the foun-

ation knowledge of the speech-language pathology student relevant to the nature of cleft palate and assists the student with acquisition of knowledge about the development, assessment, and treatment of cleft palate and other disorders of the head and neck.

Course Type(s): none

### **EDL 644** **Cr. 3.0**

#### ***Audiology and Aural Rehabilitation***

Examines techniques employed in assessing hearing function in adults and children and studies the pathologies of the auditory and related systems. Provides an introduction to the impact of hearing loss on speech and language development, communication, education, and psycho-social development. Students gain practical experience, developing aural rehabilitation/habilitation programs using technological aids for the hearing impaired. Examines techniques employed in assessing hearing function in adults and children and studies the pathologies of the auditory and related systems. Provides an introduction to the impact of hearing loss on speech and language development, communication, education, and psycho-social development. Students gain practical experience developing aural rehabilitation/habilitation programs using technological aids for the hearing impaired.

Course Type(s): none

### **EDL 645** **Cr. 3.0**

#### ***Disorders of Articulation and Phonology***

Examines both typical and disordered phonetic and phonological development in children, the nature of nonorganic articulation and phonological disorders, the evaluation process, and appropriate intervention strategies.

Course Type(s): none

### **EDL 650** **Cr. 3.0**

#### ***Fluency Disorders***

Reviews stuttering and dysfluency behaviors; historical and etiological description and treatment; current theories of stuttering; contemporary research in the field; and treatment of stuttering.

Course Type(s): none

### **EDL 655** **Cr. 3.0**

#### ***Laryngectomy and Voice Disorders***

Examines the nature and etiology of a variety of vocal pathologies, laryngectomies, and disorders of resonance including transgender voice therapy and vocal therapy for singers. Students learn diagnostic and treatment strategies for remediation as well as the evaluation and analysis of normal and abnormal voice and resonance. Case

studies and guided observations will be used.  
Course Type(s): none

**EDL 660 Cr. 3.0**

***Motor Speech Disorders***

Examines the neurological basis of acquired and congenital motor speech disorders including dysarthria and apraxia as well as the accompanying communication disorders that result from damage to the central nervous and peripheral nervous systems. Students learn the principles and procedures for the assessment and remediation of motor speech disorders.

Course Type(s): none

**EDL 664 Cr. 3.0**

***Audiology and Aural Rehabilitation***

Examines techniques employed in assessing hearing function in adults and children and studies the pathologies of the auditory and related systems. Provides an introduction to the impact of hearing loss on speech and language development, communication, education, and psycho-social development. Students gain practical experience developing aural rehabilitation programs using technological aids for the hearing impaired. Examines techniques employed in assessing hearing function in adults and children and studies the pathologies of the auditory and related systems. Provides an introduction to the impact of hearing loss on speech and language development, communication, education, and psycho-social development. Students gain practical experience developing aural rehabilitation/habilitation programs using technological aids for the hearing impaired.

Course Type(s): none

**EDL 670 Cr. 3.0**

***Speech-Language Pathology in the Schools***

Teaches students the design, organization, and administration of a school speech pathology program. Students will learn the unique needs of a school program, IEP development, service delivery models, and the application of federal and state regulations to determine eligibility for services.

\*NOTE: This course is required for New Jersey Department of Education Certification as a Speech Language Specialist.

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 679 Cr. 3.0**

***Diagnostic Practicum in Speech-Language Pathology***

Provides clinical practicum hours in the assessment of speech and language in children and adults. Students will plan, carry out, and report diagnostic assessments.

Course Type(s): none

## Appendix A: Course Descriptions

### **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 681** **Cr. 3.0**

#### **Clinical Practicum I**

Provides supervised clinical practicum hours in therapeutic management of speech and language disorders in Monmouth University's off-campus Center for Communication, Literacy, and Learning located within the Long Branch Public Schools.

Prerequisite: Twenty-five hours of supervised clinical observation.

Course Type(s): none

### **EDL 682** **Cr. 3.0**

#### **Clinical Practicum II**

Provides supervised clinical practicum hours in therapeutic management of speech and language disorders in Monmouth University's off-campus Center for Communication, Literacy, and Learning located within the Long Branch Public Schools.

Prerequisite: Educational Leadership 681.

Course Type(s): none

### **EDL 683** **Cr. 3.0**

#### **External Clinical Practicum I**

Provides supervised clinical practicum at an off-campus facility serving a variety of populations. Examples of placement sites include acute-care hospitals, rehabilitation centers, long-term care facilities, and private practices.

Prerequisite: Educational Leadership 682.

Course Type(s): none

### **EDL 684** **Cr. 3.0**

#### **External Clinical Practicum II**

Provides supervised clinical practicum at an off-campus facility serving a variety of populations. Examples of placement sites include acute-care hospitals, rehabilitation centers, long-term care facilities, and private practices.

Prerequisite: Educational Leadership 683.

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

### **EDL CPE** **Cr. 0.0**

#### **Comprehensive Examination**

Students will complete a comprehensive project demonstrating their clinical and research skills.

Prerequisite: Educational Leadership 680.

Course Type(s): none

## **EDUCATION – SPECIAL EDUCATION**

### **EDS 500** **Cr. 3.0**

#### **Integrated Approach to Foundations of Special Education**

Focuses on topics related to Special Education as a profession; the study of legal, social, and educational issues related to diverse students across the life span; research-based approaches for assessment, intervention, and remediation for students with disabilities; and technology applications in the classroom guided by the Council for Exceptional Children Code of Ethics and the Professional Practice Standards for Teachers of Exceptional Learners, and the New Jersey Professional Teaching Standards.

Course Type(s): MAT

### **EDS 502** **Cr. 3.0**

#### **Autism: Characteristics, Etiology, and Current Issues**

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

Course Type(s): none

### **EDS 522** **Cr. 3.0**

#### **Accommodating Learners with Special Needs in Inclusive Settings**

Designed to explore the concept of inclusion, discuss it from a theoretical and practical perspective, and present strategies necessary for inclusion to be successful.

Included will be an emphasis on instructional strategies, differentiated instruction, accommodations and modifications, and communication and consultation techniques for co-teaching and professional collaboration.

Course Type(s): none

**EDS 530** **Cr. 3.0**

***Research Issues and Trends in Special Education***

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

Course Type(s): none

**EDS 532** **Cr. 3.0**

***Physiological Aspects of Learning***

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

Course Type(s): none

**EDS 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 life span, 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; and 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

## Appendix A: Course Descriptions

### **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

### **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; and 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

## Appendix A: Course Descriptions

### **EDS 606** **Cr. 3.0**

#### ***Ethics and Professionalism for Behavioral Analysis***

Content focuses on ethical considerations and professionalism within the field of behavior analysis. Emphasis is placed on interpretation/analysis of case studies in order to identify ethical and best practices within the field. Skills in collaboration, feedback, goal setting, termination, and follow-up are discussed, and integration of ethical and legal procedures into behavioral analytic practice with individuals and families is emphasized.

Prerequisites: Special Education 601, 602, 603, 604, and 605.

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 LDTTC 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, theories, and criticism. Selections will be drawn from poetry, fiction, non-fiction, and drama.

Course Type(s): EN.3, EN.LT

**EN 533** **Cr. 3.0**

***Literature of Immigration***

Examines literature written by first- or second-generation immigrants, about the experiences of emigration and immigration to North America; it combines close analysis with historical contextualization, and includes discussion of critical and theoretical works on immigrant identities and subjectivities. Focuses on narratives of immigration from areas outside Western Europe.

Course Type(s): EN.3

**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 a 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 gender-related experiences in literature and culture.

Course Type(s): EN.4, EN.RW

## Appendix A: Course Descriptions

- 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.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.LT
- EN 563** **Cr. 3.0**  
**Linguistics and the English Language**  
Includes 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.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. This course may be retaken for credit.  
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. The course may be retaken for credit.  
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. This course may be retaken for credit.  
Course Type(s): EN.CW

**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. This course may be retaken for credit.

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. This course may be retaken for credit.

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*****Manuscript Seminar I***

The writing of a manuscript of poetry, or fiction, or creative non-fiction, developed under the direction of and evaluated by a manuscript 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 emphasis will be on the manuscript as an integral unit, thematically and stylistically, rather than on individual works. The manuscript may contain work, substantially revised, completed in previous graduate creative writing courses. By the end of the semester, students will submit twenty

annotations and twenty pages of manuscript. A student who wishes to complete Manuscript Seminar I in the Summer must register in Session C, and then only with a Manuscript Mentor in residence for the majority of the term and with permission of the Graduate Program Director. This course is only available in Fall, Spring, and Summer Session C.

Prerequisites: Completion of twelve credits in English and a minimum GPA of 3.00.

Course Type(s): none

**EN 645** **Cr. 3.0*****Manuscript Seminar II***

Completion of the writing of the manuscript, and revision, under the continuing direction of 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 completed manuscript must comprise of at least forty pages of poetry, fiction, creative non-fiction, or drama, and will be accompanied by a brief aesthetic statement.

Once the manuscript 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. Students may not register for Manuscript Seminar II (EN 645) in a Summer session.

Prerequisites: English 644 or permission of the Graduate Program Director; completion of twenty-one credits in English, and a minimum GPA of 3.00.

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 twenty-five-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 the 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

## Appendix A: Course Descriptions

### **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 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 LTI0PI** **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, and 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

**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 techniques 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

## Appendix A: Course Descriptions

### **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 to 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. 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.

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**

#### ***U.S. Women's History***

Explores U.S. Women's History and focuses 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; and postwar struggles resulting in the adoption of the Constitution.

Course Type(s): HSUS

**HS 514** **Cr. 3.0**

***Readings on the Jacksonian Era***

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

Course Type(s): HSUS

**HS 515** **Cr. 3.0**

***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

## Appendix A: Course Descriptions

### **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 use 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 nation's history.

Course Type(s): HSUS

### **HS 530** **Cr. 3.0**

#### ***New Jersey History***

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

Course Type(s): HSUS

### **HS 531** **Cr. 3.0**

#### ***Studies in Ancient History***

Readings and discussion of principal aspects of Graeco-Roman culture, with emphasis on the 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 listed as 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 poli-

cy 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, and science and the occult.  
Course Type(s): HSEU

**HS 536** **Cr. 3.0**  
***The Reformation***

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

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

A study of European history from the Treaty of Westphalia to the French Revolution, emphasizing the contrast between political and military developments and cultural and intellectual trends. Special emphasis on the development of absolutism in France, Prussia, Austria, Spain, and Russia, the struggle against absolutism in Britain, Sweden, and the Netherlands; and 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 set-

tlement 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

## Appendix A: Course Descriptions

### **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 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 con-

quest to contemporary peasant society. The evolution and nature of pre-Columbian 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 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 and 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 struggle 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; and 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 twelve 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 Master's 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

## Appendix A: Course Descriptions

### HOMELAND SECURITY

#### **HLS 610** **Cr. 3.0**

##### ***Foundations of Homeland Security***

Overview of homeland security basic management concepts, issues contributing to terroristic acts, and critical analysis of terrorist activities.

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.

Course Type(s): none

#### **HLS 630** **Cr. 3.0**

##### ***Homeland Security Intelligence***

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

#### **HLS 640** **Cr. 3.0**

##### ***Interdisciplinary 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

#### **HLS 650** **Cr. 3.0**

##### ***Cyber Security***

Examines current and emerging cyber threats and vulnerabilities. Focuses on policies and practices that govern cyberspace. Information systems technologies impact every aspect of twenty-first century society and governance. At the same time, cyber capabilities hazard personal liberties, privacy, and homeland security. Students will explore emerging technologies that can facilitate and strengthen capability-specific national priorities to secure our cyberspaces and the homeland.

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.

Course Type(s): none

#### **HLS 665** **Cr. 3.0**

##### ***Emergency Management for Homeland Security***

Examines the core principles of emergency management: prevention, mitigation, communication, response, and recovery. Focuses on the Federal Emergency Management Agency's 2011 Whole Community approach to emergency management. Will assess emergency management's civil defense legacy to the current all-hazards role applied at the federal, state, and local levels.

Students will examine the role of emergency managers in

the homeland security framework through case studies. Incorporates real-world catastrophes that may occur immediately prior to/during the course semester.  
Course Type(s): none

**HLS 670 Cr. 3.0**

***Constitutional Issues in Homeland Security***

Provides students with an in-depth examination of the U.S. Constitution and statutory authorities in the Homeland Security Era. Students will analyze the manner in which the U.S. Government balances public security and individual rights during homeland security crises. 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.  
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, and legal issues that impact 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.  
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.  
Course Type(s): none

**HLS 685 Cr. 3.0**

***Strategic Plan for Homeland Security***

Provides students with an in-depth examination of strategic planning, 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.  
Course Type(s): none

**HLS 690 Cr. 3.0**

***Policy Analysis and Research Methods 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 hypothesis, 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.  
Course Type(s): none

**HLS 695 Cr. 3.0**

***Knowledge Into Practice: Homeland Security Capstone Course***

Provides students with a synthesis and an 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 in homeland security, (3) Research, program evaluation, and needs assessment and their application to homeland security, and (4) Current and emerging homeland security threats. Students prepare an evidence-based research paper that applies the core curriculum functions and competencies to a related homeland security issue. Prerequisite: Homeland Security 690.  
Course Type(s): none

## Appendix A: Course Descriptions

### **HLS 699** **Cr. 3.0**

#### ***Independent Study in Homeland Security***

Provides 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.

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 pre-programmed 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

## **LIBERAL ARTS**

### **LA 691** **Cr. 3.0**

#### ***Liberal Arts Advanced Paper/Project***

Independent project investigating an area of special interest to the student, based on previous course work in the

Liberal Arts program.

Course Type(s): LA

## **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.

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

Course Type(s): none

**MA 595** **Cr. 3.0**  
**Financial Mathematics Practicum**

Teamwork on substantial projects submitted by corporate sponsors. Students address practical quantitative problems from first formulation to final presentation, making full use of their modeling and computing skills. Projects will result in a final written report, formal defense, and presentation to corporate sponsor, faculty, and other students in the course. Prerequisites: Finance 511 and Mathematics 540, passed with a grade of C- or higher, and permission of the director of the MSFM or department chair.

Course Type(s): none

**MA 598** **Cr. 3.0**  
**Special Topics in Mathematics**

The subject matter varies with the interest of the students and the professor teaching the course. The exact nature of the topic covered in any given semester is indicated in the student's transcript. For the course to count for credit toward a particular graduate program outside mathemat-

ics, 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; and 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**

Introduction to the concept of informatics and its impact on decision making in nursing and allied health sciences. Review of the methodology of analyzing, formalizing and processing information applicable to all components of health and nursing practice: clinical practice, management, education, and research; and investigating determinants, conditions, elements, models and processes in order to design, implement, and test the effectiveness and efficiency of computerized information as it relates to nursing and health practice. Includes (1) an overview of the basic computer skills required to process electronic information, (2) identification of the nature and types of health, nursing and medical information available on the

## Appendix A: Course Descriptions

World Wide Web, (3) development of search skills associated with finding health, nursing, and medical information on the World Wide Web, and (4) linking electronic information to decision-making processes in nursing, medical, and allied health sciences.

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 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.

Prerequisite: Nursing 521.

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. 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.

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, and 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. 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.

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 in health. Various advanced nursing practice roles in health care, ethical and legal issues in clinical practice, application of research-based clinical outcomes,

and 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, and 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. 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.

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. 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.

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; and completing an initial psychiatric assessment and identifying psychopharmacologic interventions as appropriate. Establishment of collaborative role with other health care providers. 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.

## Appendix A: Course Descriptions

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 psychomotor domains as they relate to education. 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.  
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. 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.  
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. 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.  
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. 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.  
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 and 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 vic-

tims 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. 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.

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, as well as 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.

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.

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. 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.

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. 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.

Course Type(s): none

## Appendix A: Course Descriptions

### 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, organization and administration of the school health program as outlined in NJAC 6A:9 Professional Licensure and Standards of the NJ Board of Education Standards.

Prerequisite: Nursing 585.

Corequisite: Nursing 587S.

Course Type(s): none

### NU 587S

Cr. 2.0

#### **Seminar: School Nurse I**

Discusses the school nurse's role as a health care provider, health counselor, administrator and member of the interdisciplinary school team. Students who 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. 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.

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.

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.

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 practica) in a specialized area of interest to the student. Weekly consultations with supervising faculty member.

Course Type(s): none

### NU 621

Cr. 3.0

#### **Advanced Practice Nursing I: Adult Gerontology**

Detailed case study analysis of common health problems of adult and geriatric clients including pathophysiology, epidemiology, strengths and weaknesses of assessment of data collection, diagnostic process, planning, intervention, and evaluation. Interview and perform physical examination techniques for collecting subjective and objective data in primary, acute, and long-term care settings; deriving differential 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 will be explored. Expansion of traditional nursing role to the advanced practice nurse (APN) role through the incorporation of evidence-based practice, personal knowledge, and ethics will be discussed. The course is process driven and will require extensive reading in the student's specialty area. 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.

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 and geriatric clients with common health problems including collection

of subjective and objective data using the techniques of interview and physical examination; deriving differential 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 interdisciplinary practice 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**

Delivery of primary health care to adults and geriatric clients with common health problems including collection of subjective and objective data using the techniques of interview and physical examination; deriving differential 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 interdisciplinary practice with other health care providers. 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. Corequisites: Nursing 621 and 622P. Course Type(s): none

**NU 623 Cr. 3.0**

**Advanced Practice Nursing II: Adult-Gerontology**

A continuation of Nursing 621. Detailed case study analysis of health problems including pathophysiology, epidemiology, strengths and weaknesses of assessment data collection, diagnostic process, planning, intervention, and evaluation. Interview and physical examination techniques for collecting subjective and objective data in primary, 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 the 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. 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 pro-

grams requiring this course.

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 adult/gerontological and adolescent clients with common health problems including collection of subjective and objective data using the techniques of interview and physical examination; deriving diagnoses; planning care for acute and chronic illness using community resources; communication for health teaching, counseling, and motivating clients for positive health maintenance. Establishment of interdisciplinary practice 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**

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

## Appendix A: Course Descriptions

noses; planning care for acute and chronic illness in culturally diverse populations utilizing community resources; use of communication for health teaching and counseling and to motivate clients for positive health maintenance will be explored. Expansion of traditional nursing role to the advanced practice nurse (APN) role through the incorporation of evidence-based practice, personal knowledge, and ethics will be discussed. A process-driven course which will require extensive reading in the student's specialty area. 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.

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. 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.

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. 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.

Corequisites: Nursing 631 and 632P.

Course Type(s): none

### **NU 633** **Cr. 3.0**

#### ***Advanced Practice Nursing II: Family***

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

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. 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.

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. 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.

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 weaknesses 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. 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.

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. 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.

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 management/administrative process in a variety of health care organizations. For the required practicum, the student selects a nursing service compatible with the student's individual goals. Socialization into the middle management and administrative roles permits 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

## Appendix A: Course Descriptions

### 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 permits students to assess, plan, implement, and refine their skills as beginning practitioners as managers and leaders of nursing and patient-care services. 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.

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. 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.

Prerequisites: Nursing 661, 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. 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.

Prerequisites: Nursing 661, 662S, and 622P.

Corequisites: Nursing 663 and 664P.

Course Type(s): none

### NU 669

Cr. 3.0

#### ***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 will be evaluated. Students will be placed in clinical sites concurrently with this course (NU 670). 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.

Prerequisites: Nursing 521, 524, 535, 543, and 544.

Corequisites: Nursing 670P and 670S.

Course Type(s): none

### NU 670P

Cr. 2.0

#### ***Psychiatric Mental Health Nurse Practitioner 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, 533, 543, and 544.

Corequisites: Nursing 669 and Nursing 670S.

Course Type(s): none

**NU 670S** **Cr. 1.0**  
**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. 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.

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. 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.

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. 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.

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

## Appendix A: Course Descriptions

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). 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.

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. 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 pro-

grams requiring this course.  
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. Students must earn a grade of B or higher in this course or it will have to be repeated.

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. Students must earn a grade of B or higher in this course or it will have to be repeated.

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. Students must earn a grade of B or higher in this course, or it will have to be repeated.

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. Students must earn a grade of B or higher in this course or it will have to be repeated.

Course Type(s): none

**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, build teams and alliances, establish strong communication channels, and empower others. Students must earn a grade of B or higher in this course or it will have to be repeated.

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. Students must earn a grade of B or higher in this course or it will have to be repeated.

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. Students must earn a grade of B or higher in this course or it will have to be repeated.

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

## Appendix A: Course Descriptions

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. Students must earn a grade of B or higher in this course or it will have to be repeated.

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 course work 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. Students must earn a grade of B or higher in this course or it will have to be repeated.

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 addition 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, 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. Students must earn a grade of B or higher in this course or it will have to be repeated.

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 the 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. Students must earn a grade of B or higher in this course or it will have to be repeated.

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 1,000 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, 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. Students must earn a grade of B or higher in this course or it will have to be repeated.  
 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

**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,

## Appendix A: Course Descriptions

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 Laboratory***

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/nonprofits 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 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

**PHYSICIAN'S ASSISTANT (THIS PROGRAM IS EFFECTIVE FALL 2014)**

**PHA 601** **Cr. 5.0**  
**Human Anatomy**

Anatomy is a central focus of basic science education. During this course the student is introduced to gross anatomy presented by the regional approach. The student becomes familiar with the back, chest, upper extremity, abdomen, pelvis, lower extremity, neck, head, the central nervous system, and internal viscera. Instruction is primarily in lecture and lab format. However, atlases, computer programs, and other visual aids are available. Student performance is evaluated in both written and practical examinations.  
Effective Fall 2014.  
Course Type(s): none

**PHA 602** **Cr. 3.0**  
**Human Physiology**

Provides a basic understanding of human physiology, conducted in a lecture format.  
Effective Fall 2014.  
Course Type(s): none

**PHA 603** **Cr. 5.0**  
**Introduction to Patient Assessment**

Students will be introduced to basic history-taking and physical-examination techniques, psychosocial development and behavior, and the effective relationship between the physician assistant, other health professionals, and the patient. Techniques of physical examination and use of examining equipment are introduced. Students are assigned to preceptors for the purpose of taking complete histories and performing complete physical examinations on patients.  
Effective Fall 2014.  
Course Type(s): none

**PHA 604** **Cr. 2.0**  
**Behavioral Medicine**

Provides an overview of psychiatric concepts and an introductory approach to the evaluation of patients with behavioral issues. Includes a discussion of various psychiatric syndromes, with a review of casual factors and clinical presentation. Provides an overview of normal human behavior development over the life span. The impact that psychological problems have on the total health care of the patient will be emphasized.  
Effective Fall 2014.  
Course Type(s): none

**PHA 605** **Cr. 3.0**  
**Health Promotion**

Designed to prepare students to provide health care and patient education using a patient-centered approach. Students will receive in-depth instruction in the principles of the patient-provider relationship, disease and the illness experience, health promotion and disease prevention. Includes an overview of basic nutrition standards and guidelines, fundamentals of nutrition assessment, nutrition throughout the lifecycle, and nutritional management of various disease states. The student will learn how to diagnose and manage nutritional problems, order appropriate diet prescriptions, as well as learn when to refer to the Registered Dietitian.  
Effective Fall 2014.  
Course Type(s): none

**PHA 606** **Cr. 4.0**  
**Physical Diagnosis**

Continuation on the focus of Introduction to Patient Assessment on developing physical examination skills and the process of clinical data collection. Introduces the process of clinical reasoning and decision making. Attention will be provided to the recognition and appropriate description of common abnormal physical findings. Emphasis will be placed on the analysis and interpretation of clinical data that occurs during the process of formulating a differential diagnosis. Effective Fall 2014.  
Course Type(s): none

**PHA 607** **Cr. 5.0**  
**Diagnostic and Clinical Procedures**

Instruction in interpretation of and indications for clinical laboratory tests, electrocardiography, and diagnostic radiography. Identification and understanding of normal and abnormal results, and correlation with medical cases will be emphasized. The final exam emphasizes critical thinking with case-based analysis.  
Effective Fall 2014.  
Course Type(s): none

**PHA 608** **Cr. 2.0**  
**Pharmacology for Physician Assistants**

Covers the most common classes of medications and their use in a variety of medical conditions. The primary focus of this course is the mechanism of actions of these drug classes and a description of different types of drug-receptor interactions. This basic pharmacology course allows the physician assistant student to better understand the clinical use of drugs covered in Clinical Therapeutics (PHA 609). Effective Fall 2014.

## Appendix A: Course Descriptions

Corequisite: Physician Assistant 609.  
Course Type(s): none

### **PHA 609** **Cr. 2.0** ***Clinical Therapeutics***

Designed to demonstrate the practical application of pharmaceutical science as utilized for the formulation of drug therapy decisions. Effective Fall 2014.  
Corequisite: Physician Assistant 608.  
Course Type(s): none

### **PHA 610** **Cr. 3.0** ***Pathophysiology***

Focuses on the fundamentals of the pathologic changes that occur in different organs of the body. Gross and microscopic specimens are used to provide a clear understanding of the disease processes that affect the human body. Conducted as a lecture series that is supplemented by readings, lecture notes that will be emailed to the student, and a review of pathologic slides and specimens when appropriate. Provides an understanding of the pathologic process that leads to clinical signs and symptoms of diseases. Effective Fall 2014.  
Course Type(s): none

### **PHA 611** **Cr. 3.0** ***Neuroscience***

Covers the basic structure, organization, and function of the central nervous system (CNS). Lectures and laboratories focus on understanding localization of function within specific structures and pathways of the brain and spinal cord, and typical syndromes associated with vascular accidents, trauma, or diseases of the various parts of the CNS. Neuroscience is a foundational course addressing basic anatomy and physiology of the nervous system. Neuroscience incorporates the view that individuals actively use their bodies in typical and adaptive strategies to achieve mastery in life roles. Behaviors are learned and generated through normal functioning of the nervous system. With damage to the central nervous system, behavior-and therefore function-is altered. The CNS has the capacity to adapt or compensate behaviorally. Prepares students in programs of occupational therapy, physical therapy and physician assistant with knowledge about normal function, the effects of damage, and neural plasticity in preparation for clinical intervention. Effective Fall 2014.  
Course Type(s): none

### **PHA 612** **Cr. 1.0** ***Introduction to the Physician's Assistant Profession***

Introduces the student to the physician assistant profession and professional practice issues. Includes the history of the Physician Assistant profession, significance of the PA-Physician team, professional organizations, professionalism, and professional development. Effective Fall 2014.  
Course Type(s): none

### **PHA 621** **Cr. 5.0** ***Topics in Medicine and Surgery***

Instructs students in the various disease entities in preparation for clinical internships. Students will develop their knowledge base in the etiology, clinical presentation, differential diagnoses, and therapeutic approach to disease processes. This course is composed of a series of lectures provided by primary care practitioners and specialists. Topics covered include a full range of adult and pediatric health problems. An introduction to the fields of Obstetrics/Gynecology, Ophthalmology, and Surgery is included. Attention is focused on data collection, problem solving, clinical decision making, and the importance of incorporating patient education and preventive counseling in the clinical encounter. Effective Fall 2014.  
Corequisite: Physician Assistant 622.  
Course Type(s): none

### **PHA 622** **Cr. 2.0** ***Clinical Management***

Using literature searches, critical analysis, and newly acquired medical information students study various clinical patient scenarios and apply basic medical knowledge in an effort to evaluate and recommend appropriate treatment. Students will employ all the tools acquired in previous courses to analyze these scenarios to develop realistic diagnoses, problem lists, and plans incorporating the proper ancillary clinical and diagnostic methods appropriate for supporting the diagnosis. The student will also be required to recommend therapeutic measures as deemed necessary. This is the first student effort to organize all of the knowledge gained to date and to exercise this knowledge in true patient management. Effective Fall 2014.  
Corequisite: Physician Assistant 621.  
Course Type(s): none

### **PHA 625** **Cr. 2.0** ***Research Methods I***

An exploration in the fundamental concepts of research in the health sciences. Problem finding, formulation of a

research question, research methodology, design, and data collection and interpretation will be addressed. Ethical considerations in research will be discussed. Published research articles will be critically analyzed. At the conclusion of the course, the students will have developed the framework of an original study, which will be further developed in Physician Assistant 626. Effective Fall 2014.  
Course Type(s): none

**PHA 626** **Cr. 2.0**  
***Biostatistics for Physician Assistants Research***

The goal of this course is to enhance each student's understanding and effective use of the techniques used to describe and analyze data in health sciences. The intention is not to produce the sophistication in statistics, computer programming, or psychomotor application needed to develop and carry out major research projects. Rather, it is an introductory level course with the objective of developing students' competence in the application of the basic statistical techniques used to explore, describe, and analyze information for research or evaluation purposes. Effective Fall 2014.  
Course Type(s): none

**PHA 632** **Cr. 2.0**  
***Biomedical Ethics***

The application of human and professional values, judgments, and choices to selective ethical dilemmas that arise in clinical practice. Traditional and contemporary approaches to resolving professional dilemmas will be discussed as well as ethics related to the delivery of health care. Effective Fall 2014.  
Course Type(s): none

**PHA 633** **Cr. 2.0**  
***Epidemiology for Physician Assistants***

Provides a basic understanding of the epidemiologic method of identifying disease-causing agents. Emphasizes the generation of hypotheses based on descriptive epidemiologic data, the testing of hypotheses by analytical epidemiologic research, the determination of casualty, and the value of epidemiologic research in developing disease-prevention programs. Effective Fall 2014.  
Course Type(s): none

**PHA 635** **Cr. 1.0**  
***Research Methods II***

Many of the tasks of this course are related to the completion of the research study which was begun in Research Methods I (PHA 625). Much of the work of this single-credit course is accomplished through small group

activities outside of formal class sessions. Class sessions for the course are infrequent. These will be lecture-discussion sessions in which we will meet to discuss topics designed to facilitate the completion of the research study and to enhance knowledge of medical research in general. Reading assignments should be completed prior to these meetings so that class discussions can be meaningful. Lecture notes, assignments and announcements will be posted on the e-Campus course site. Students should check both class and Web-based discussions. Effective Fall 2014.

Prerequisite: Physician Assistant 625.  
Course Type(s): none

**PHA 636** **Cr. 2.0**  
***Health Care Policy***

The overall goal of this course is to provide the student with information regarding the various topics related to the U.S. health care delivery system. The student will also be made aware of the impact that health care policy and managed care has on the total health of a patient. The course is given during the final semester of the third professional year so the student can incorporate clinical skills with an analytical perspective on those issues that drive the current health care system. Classes will be conducted as a series of group discussions supported by the required textbook readings, e-Campus posted articles, and small- group-led discussions on those articles with analysis focused on how each affects cost, quality and access to medical care. Attention will be given to the current events surrounding the issue of health care reform. Additionally, the course will be augmented by occasional guest lecturers. Effective Fall 2014.  
Course Type(s): none

**PHA 651** **Cr. 5.0**  
***Clinical Clerkships I***

Clinical Clerkship year 1 is the first of two years of clinical clerkships providing the physician assistant student with the real-time patient/clinician exposures across required core and elective clinical experiences. In all experiences the student will be a member of either a health care delivery team and/or paired with a licensed practitioner in each medical discipline or service. Students are at all times held to the highest standards of professionalism and personal integrity. Effective Fall 2014.  
Course Type(s): none

## Appendix A: Course Descriptions

### **PHA 652** **Cr. 12.0**

#### ***Clinical Clerkships II***

Clinical Clerkship year 2 is the second clinical clerkship providing the physician assistant student with the real-time patient/clinician exposures across required core and elective clinical experiences. In all experiences the student will be a member of either a health care delivery team and/or paired with a licensed practitioner in each medical discipline or service. Students are at all times held to the highest standards of professionalism and personal integrity.

Effective Fall 2014.

Course Type(s): none

### **PHA 653** **Cr. 10.0**

#### ***Clinical Clerkships III***

Clinical Clerkship year 3 is the third clinical clerkship providing the physician assistant student with the real-time patient/clinician exposures across required core and elective clinical experiences. In all experiences the student will be a member of either a health care delivery team and/or paired with a licensed practitioner in each medical discipline or service. Students are at all times held to the highest standards of professionalism and personal integrity.

Effective Fall 2014.

Course Type(s): none

### **PHA 654** **Cr. 12.0**

#### ***Clinical Clerkships IV***

Clinical Clerkship year 4 is the fourth clinical clerkship providing the physician assistant student with the real-time patient/clinician exposures across required core and elective clinical experiences. In all experiences the student will be a member of either a health care delivery team and/or paired with a licensed practitioner in each medical discipline or service. Students are at all times held to the highest standards of professionalism and personal integrity.

Effective Fall 2014.

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 515** **Cr. 3.0**

#### ***Public Policy Research Design***

Introduces students to the different research techniques widely practiced in the field of public policy. Students will learn about the research process, from conceptualization to operationalization and measurement. Students examine the importance of writing the literature review and articulating the research question; explore various research designs such as experiments, survey research, and other methods for collecting data. Other issues such as sampling, validity, and reliability are addressed. Class discussions, exercises, readings, and other materials will equip students with the skills to design a piece of policy research to, for example, assess policy proposals and programs.

Course Type(s): none

### **PS 516** **Cr. 3.0**

#### ***Research Methods***

Introduces students to widely used analytical and data presentation techniques in the field of public policy. Students will explore descriptive and inferential statistics. Using Excel and Statistical Package for the Social Sciences, students learn how to build a data set, how to acquire secondary data, and how to clean and analyze data. Students will learn about distributions and how to interpret findings. Determining whether research findings are capable of making inferences is examined through regression analysis. Data presentation techniques are addressed to strengthen the skills of students to translate quantitative information to a broad audience.

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 economic urban landscape. Also listed as History 522.

Course Type(s): none

**PS 524** **Cr. 3.0**

***Public Opinion and the Media***

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

Course Type(s): none

**PS 525** **Cr. 3.0**

***Political Communication***

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

ronmental 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 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 U.S. 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 twenty-first 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. Through an exten-

## Appendix A: Course Descriptions

sive 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-911 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 (MAPP). The portfolio displays academic and professional development and learning gained from the MAPP 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, while 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 692** **Cr. 3.0**

#### ***Public Policy Master's Thesis***

Students have the option of completing the comprehensive exam or thesis to satisfy the program requirements. With the thesis, students design and implement an original research project. Students will select and work with a first and second reader from among graduate program or affiliated faculty. The thesis involves writing the literature review, developing data collection instruments, data collection, and presentation of results. Results are presented at a thesis defense organized by the program director. Prerequisites: Political Science 515 and PS 516.  
Course Type(s): none

**PS CPE Cr. 0.0**

**Public Policy Comprehensive Exam**

Public Policy Comprehensive Exam 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, and 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 counsel-

ing 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. in a multicultural 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

## Appendix A: Course Descriptions

### **PC 518** **Cr. 3.0**

#### ***Psychology of the Exceptional Child***

The cognitive, social, and emotional growth, diagnosis, and potentials of the exceptional child; mental retardation, language disorders, motor coordination disorders, blindness, and the gifted child; some fieldwork 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 integrate, 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 him or her to be a coun-

selor. 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

**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**

***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 (SAC) 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 Alcohol, Tobacco and of Drugs (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

## Appendix A: Course Descriptions

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 transcultural 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 supervi-

sion. 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 twenty-four credits, twelve 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

**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 is 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 videotaped 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***

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 thirty graduate credits.

Prerequisites: Psychological Counseling 526 and 595, and approval of the department. Registration is by special

## Appendix A: Course Descriptions

application, requiring the signature of the advisor and the Field Placement Coordinator.

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 501, 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 in relation to interviewing skills and assessment strategies. The course integrates ethical/value standards, multicultural and diverse contexts, and populations at risk. Effective practice methods, ethical issues, and the problem-solving process are incorporated.

As of Fall 2013, students must earn a grade of B or high-

er in this course or it will have to be repeated.

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***

This is the first part of a yearlong seminar required of all first-year MSW students completing a field internship. The purpose of the seminar is to integrate experiences from the field with course work, discussion, and personal reflections. Students must earn a grade of B or higher in this course or it will have to be repeated.

Course Type(s): none

### **SW 513** **Cr. 3.0**

#### ***Social Work Practice in Groups***

Builds on social work practice, knowledge, skills, and techniques. Describes social work practice with groups. It begins by delving into the history of group work in social work practice. Essentially, the course will explain the

stages of group development, as well as concepts and theories related to group work treatment. In addition, different styles of group leadership will be presented, as well as group member roles. Students will be expected to role-play various stages of group development. Group process will also incorporate an ecosystems perspective, with overall emphasis on empowerment utilizing a strengths perspective. Special attention will be given to human rights, social and economic justice, diversity, and cultural issues with respect to social work practice with groups. Students must earn a grade of B or higher or it will have to be repeated.

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***

Required of all graduate social work majors, this course 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. Examines international organizing movements and how these compare to organizing efforts in the United States. Students must earn a grade of B or higher in this course or it will have to be repeated.

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, and communities.

Prerequisite: Social Work 509.

Course Type(s): none

**SW 520** **Cr. 3.0**

***Field Practicum II***

The second part of a yearlong seminar required of all first-year MSW students completing a field internship. The seminar is generalist in focus. Students must receive a grade of B or higher in this course or it will have to be repeated. 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

## Appendix A: Course Descriptions

### **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 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***

Provides a historical perspective on family-centered practice. Introduces major theories and intervention types that are the foundation for clinical work with diverse families. Also listed as Educational Counseling 605. Students must earn a grade of B or higher in this course or it will have to be repeated.

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***

This is the first course in the concentration on International and Community Development. It is 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 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 Global North and Global South development and practice are explored. Policy areas for international and community development include: health care, income, social security and social welfare, housing, transportation, environment, education, social justice and corrections, employment (both formal and informal sectors), and peace and security.

Knowledge skills and awareness for community practice work in multicultural and transnational settings are emphasized in this course. Understanding the generic community practice process is a critical component of learning to work in this field and to achieve socially just policies with 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. Students must earn a grade of B or higher or it will have to be repeated.

Prerequisite: Must be an advanced-standing student or equivalent.

Course Type(s): none

**SW 616** **Cr. 3.0**

***Social Work Practice with the Aged***

Designed for students specializing in practice with the aged and their families. Examines normative and pathological aging personality. Emphasis is placed on the development of specialized knowledge and skills for assessment, intervention, and evaluation of a variety of issues and needs common in later life. Discussions on the applicability of certain interventions with the older adult and the family will be presented along with ethno-cultural 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 in which students will be involved in the generation of topics and discussions related to those topics. Students must earn a grade of B or higher in this course or it will have to be repeated.

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, while 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.

## Appendix A: Course Descriptions

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***

Required for advanced-standing students and those in the second year of the MSW program in the CPFC concentration. Focuses on advanced skills and particular techniques used with vulnerable and oppressed populations

at each stage of the direct-practice helping process and with difficult practice situations, such as resistant and involuntary clients, divorced families, child abuse and neglect, and other serious social problems affecting individuals, client groups, dyads, and family systems. Case examples representing complex client situations are drawn from the populations served by students in their fieldwork placements with a specific emphasis placed on working from a social justice and human rights perspective in the field. Students must earn a grade of B or higher in this course or it will have to be repeated.

Prerequisite: Must be an advanced-standing student or equivalent.

Course Type(s): none

### **SW 631** **Cr. 3.0** ***Field Practicum III CI***

The semester is spent examining issues and methods in international and community practice. Sometime will be spent considering an internship overseas in the spring semester. To this end, the course will expose all students to issues in living and working overseas and on cross-cultural understanding. Special attention is given to strategies that specifically target human rights issues, both in the United States and abroad. Designed to relate specifically to students completing their third semester of field practicum in a macro setting. Students must earn a grade of B or higher in this course or it will have to be repeated.

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 also be considered.

Prerequisite: Must be an advanced standing student or equivalent.

Course Type(s): none

### **SW 640** **Cr. 3.0** ***Field Practicum IV FC***

This second course in advanced fieldwork practice focuses on the application of social justice and human rights in practice with individuals, families and groups. Focuses on

how culture and the global environment influence assessment and intervention. Students must earn a grade of B or higher in this course or it will have to be repeated.  
Prerequisite: Must be an advanced-standing student or equivalent.  
Course Type(s): none

**SW 641** **Cr. 3.0**

***Field Practicum IV CI***

Designed to relate specifically to students completing their fourth semester of field practicum in a macro setting. Students are completing 250 hours of fieldwork during this semester while taking this class. Covers a topic of current interest in social work: cultural competency in the organization and best practice content and readings related to each student's specific field internship. Students must earn a grade of B or higher in this course or it will have to be repeated. 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, 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. Students must earn a grade of B or higher in this course or it will have to be repeated.  
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 (NGOs). Through 1960, social services were delivered almost exclusively by public and voluntary organizations. However, inclusion of 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. This course will also make students aware of the opportunities for international collegial exchange through participation in international social work organizations. Students must earn a grade of B or higher in this course or it will have to be repeated.  
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

## Appendix A: Course Descriptions

### **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.

Students must earn a grade of B or higher in this course or it will have to be repeated.

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 the equivalent, and Social Work 627.

Course Type(s): none

### **SW 671** **Cr. 3.0**

#### ***Advanced Practice with Children***

Designed for play therapy students and builds on 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.

Prerequisite: Prior permission of the CP.SW.PT program coordinator or MSW Director is required.

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 application of 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 videotaped 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 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 videotaped sessions and discussion. Legal and ethical issues, transference/counter-transference, 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 under the direction of a member of the social work faculty. Prior permission of the directing professor and department chair is required.

Prerequisite: Must be an advanced-standing student or equivalent.

Course Type(s): none

**SOCIOLOGY**

**SO 505 Cr. 3.0**

***Critical Issues in Crime and Delinquency***

An overview of some of the major problems confronting criminology and the criminal and juvenile justice systems. Current criminological literature and research will be evaluated in terms of its ability to suggest solutions to these problems.

Course Type(s): none

**SOFTWARE ENGINEERING**

**SE 504 Cr. 3.0**

***Principles of Software Engineering***

Basic introduction to software engineering; justification that software engineering is an engineering discipline. The two main components of the software engineering discipline - the software product and software process - will be discussed in detail. For design and verification, there will be a focus on traditional Structured-Analysis methods.

Limited to Software Engineering students.

Course Type(s): none

**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 software engineering, such as sets, relations, infinities, propositional logic, predicate logic, temporal logic, model checking, formal languages, and graphs. Limited to Software Engineering students.

Course Type(s): none

## Appendix A: Course Descriptions

### **SE 565** **Cr. 3.0**

#### **Software System Requirements**

Students will learn advanced methods in software system 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 Commercial Off-the-Shelf products (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 breakpoints, 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 nondeductibility 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

**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 asso-

## Appendix A: Course Descriptions

ciated 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. Also listed as MIS 550. For Software Engineering students only.

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 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. Resource management and allocation. Software project cost estimation. Algorithmic models for estimating costs:

## Appendix A: Course Descriptions

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. 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 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

## **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 playmaking 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): none

### **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 2013-2014 official curriculum charts (as of June 2013) appear in this appendix. Degree programs begin on page B4, and certificate programs begin on page B77. Please visit the Registrar's pages within the Academics section of Monmouth University's WEBSITE ([www.monmouth.edu/registrar](http://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 Track.....	B16
MBA—Accounting .....	B7	MS Computer Science—Security of Computer Systems and Networks Thesis Track.....	B17
MBA—Finance .....	B8	MS Computer Science—Security of Computer Systems and Networks Non-Thesis Track.....	B18
MBA—Real Estate .....	B9	MA Corporate and Public Communication .....	B19
MBA, Concentration in Healthcare Management...	B10	MA Criminal Justice—Non-Thesis.....	B20
MS Computer Science – Thesis Track.....	B11	MA Criminal Justice—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 2013-2014

MS Education—Principal.....	B23	MAT Initial Certification – K-12 Track, K-12 Certification in Health and Physical Education .....	B43
MS Education – Principal/School Administrator .....	B24	MAT Initial Certification – Secondary Track, Endorsement in Teacher of Students with Disabilities.....	B44
MS Education—Reading Specialist .....	B25	MA English with a Concentration in Creative Writing.....	B45
MS Education—School Counseling .....	B26	MA English with a Concentration in Literature – Thesis Track.....	B46
MS Education – Speech – Language Pathology (Available Summer, 2014, pending accreditation approval).....	B27	MA English with a Concentration in Rhetoric and Writing .....	B47
MS Education – Student Affairs and College Counseling Track .....	B28	MA History .....	B48
MS Education - Special Education – Autism Track .....	B29	MA History—European Specialization .....	B49
MS Education – Special Education – Learning Disabilities Teacher-Consultant Track .....	B30	MA History—U.S. Specialization .....	B50
MS Education – Special Education – Teaching in Inclusive Settings Track .....	B31	MA History—World Specialization.....	B51
MS Education – Special Education – Teacher of Students with Disabilities Track .....	B32	MS Homeland Security .....	B52
MAT Initial Certification—Early Childhood Elementary Track .....	B33	MS Information Systems – Management Track, Non-Thesis (new for fall, 2014).....	B53
MAT Initial Certification—Elementary Track.....	B34	MS Information Systems – Management Track, Thesis (new for fall, 2014) .....	B54
MAT Initial Certification – Elementary Track K5 with an Endorsement in English as a Second Language (ESL).....	B35	MS Information Systems – Technology Track, Non-Thesis (new for fall, 2014).....	B55
MAT Initial Certification—Elementary Track and Middle School Endorsement .....	B36	MS Information Systems – Technology Track, Thesis (new for fall, 2014) .....	B56
MAT Initial Certification – Elementary Track K5 with an Endorsement in Teacher of Students with Disabilities.....	B37	MS Nursing—Administration .....	B57
MAT Initial Certification – Secondary Track .....	B38	MS Nursing—Adult and Gerontological Nurse Practitioner .....	B58
MAT Initial Certification – Secondary Track, Art or Music.....	B39	MS Nursing—Family Nurse Practitioner .....	B59
MAT Initial Certification—Secondary Track, Spanish or Chinese.....	B40	MS Nursing—Psychiatric and Mental Health Nurse Practitioner .....	B60
MAT Initial Certification—Secondary Track, Endorsement in English as a Second Language (ESL).....	B41	MS Nursing—Forensic Nursing.....	B61
MAT Initial Certification—K-12 Track, Spanish or Chinese, Endorsement in English as a Second Language (ESL).....	B42	MS Nursing—Nursing Education .....	B62
		MS Nursing—School Nursing for Certified School Nurses.....	B63
		MS Nursing – School Nursing – Non-Certified School Nurses.....	B64
		MS Physician’s Assistant – (new for fall, 2014) .....	B65

## Appendix B: Curriculum Charts 2013-2014

MS Mental Health Counseling.....	B66
MA Psychological Counseling.....	B67
MA Psychological Counseling – Addiction Studies Track.....	B68
MA Public Policy – Thesis Track.....	B69
MA Public Policy – Non-Thesis Track.....	B70
MSW—Clinical Practice with Families and Children.....	B71
MSW—International and Community Development.....	B72
MS Software Engineering.....	B73
MS Software Engineering—Advanced Track.....	B74
MS Software Engineering—Non-Thesis Track.....	B75

### Doctorate Programs

DNP – Doctor of Nursing Practice.....	B76
---------------------------------------	-----

### Graduate Certificates

Certificate: Applied Behavior Analysis.....	B77
Certificate: Autism.....	B78
Certificate: Computer Science Software Design and Development.....	B79
Certificate: Criminal Justice Administration.....	B80
Certificate: Forensic Nursing.....	B81
Certificate: Homeland Security.....	B82
Certificate: Human Resources Management and Communication.....	B83
Certificate: Strategic Public Relations and New Media.....	B84
Certificate: Public Service Communication Specialist.....	B85
Certificate: School Nursing.....	B86
Certificate: School Nursing—Non-Instructional.....	B87
Certificate: Software Development.....	B88

Certificate: Software Engineering.....	B89
Certificate: Teaching English to Speakers of Other Languages.....	B90

### Post-Master's Certificates

Post-Master's Certificate: Accounting.....	B91
Post-Master's Certificate: Adult Gerontological Nurse Practitioner.....	B92
Post-Master's Certificate: Family Nurse Practitioner.....	B93
Post-Master's Certificate: Psychiatric and Mental Health Nurse Practitioner.....	B94
Post-Master's Certificate: Healthcare Management.....	B95
Post-Master's Certificate: Nursing Administration.....	B96
Post-Master's Certificate: Nursing Education.....	B97
Post-Master's Certificate: Play Therapy.....	B98

### Graduate Subject Endorsement

Chinese – Certificate of Eligibility with Advanced Standing (CEAS).....	B99
--	-----

### Graduate Endorsements

Bi-Lingual/Bi-Cultural.....	B100
Early Childhood.....	B101
English as a Second Language (ESL).....	B102
Student Assistance Coordinator.....	B103
Teacher of Students with Disabilities.....	B104

### Post-Master's Endorsements

Director of School Counseling Services.....	B105
Learning Disabilities Teacher-Consultant.....	B106
Supervisor.....	B107

<b>Master of Arts in Anthropology (Thesis Track)</b>	
<b>REQUIREMENTS: 30 Credits</b>	<b>Credits</b>
AN501: Anthropological Theory	3.0
Take 2 courses from among: AN520, AN522, and/or AN524	6.0
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	6.0
Choose an additional course from any Topical, Regional, or Methods Course	3.0
AN691: Anthropology Thesis (Research)	3.0
<b>and</b> AN692: Anthropology Thesis (Writing)	3.0
<b>TOTAL CREDITS FOR MASTER OF ARTS IN ANTHROPOLOGY = 30.0</b>	

MA.AN.NTT.13

Master of Arts in Anthropology (Non-Thesis Track)	
REQUIREMENTS: 30 Credits	Credits
AN501: Anthropological Theory	3.0
Take 2 courses from among: AN520, AN522, and/or AN524	6.0
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	6.0
Choose an additional course from any Topical, Regional, or Methods Course	3.0
6 Credits in Anthropology	3.0
<b>and</b>	3.0
AN-CPE: Anthropology Comprehensive Exam	0.0

<b>TOTAL CREDITS FOR MASTER OF ARTS IN ANTHROPOLOGY = 30.0</b>
--

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**

<b>Master of Business Administration - Accounting Track</b>	
<b>BUSINESS REQUIREMENTS: 36 Credits</b>	<b>Credits</b>
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
<b>ACCOUNTING TRACK REQUIREMENTS: 18 Credits</b>	<b>Credits</b>
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
<b>TOTAL CREDITS FOR MASTER OF BUSINESS ADMINISTRATION - ACCOUNTING TRACK = 54.0</b>	

<b>Master of Business Administration - Finance Track</b>	
<b>BUSINESS REQUIREMENTS: 36 Credits</b>	<b>Credits</b>
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
<b>FINANCE TRACK REQUIREMENTS: 15 Credits</b>	<b>Credits</b>
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
<b>TOTAL CREDITS FOR MASTER OF BUSINESS ADMINISTRATION - FINANCE TRACK = 51.0</b>	

<b>Master of Business Administration - Real Estate Track</b>	
<b>BUSINESS REQUIREMENTS: 36 Credits</b>	<b>Credits</b>
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
<b>REAL ESTATE TRACK REQUIREMENTS: 15 Credits</b>	<b>Credits</b>
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
<b>TOTAL CREDITS FOR MASTER OF BUSINESS ADMINISTRATION - REAL ESTATE TRACK = 51.0</b>	

<b>Master of Business Administration with a Concentration in Healthcare Management</b>	
<b>BUSINESS REQUIREMENTS: 39 Credits</b>	<b>Credits</b>
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
<b>CONCENTRATION IN HEALTHCARE MANAGEMENT REQUIREMENTS: 15 Credits</b>	
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
<b>TOTAL CREDITS FOR MASTER OF BUSINESS ADMINISTRATION WITH A CONCENTRATION IN HEALTHCARE MANAGEMENT = 54.0</b>	

MS.CS.TT.13

<b>Master of Science in Computer Science - Thesis Track</b>	
<b>FOUNDATION REQUIREMENTS: 15 Credits*</b>	<b>Credits</b>
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
<b>PROGRAM REQUIREMENTS: 30 Credits</b>	<b>Credits</b>
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
<b>TOTAL CREDITS FOR THE MASTER OF SCIENCE IN COMPUTER SCIENCE THESIS TRACK = 45.0</b>	

**\*Up to 15 credits may be waived upon evaluation of prior academic preparation**

<b>Master of Science in Computer Science - Non-Thesis Track</b>	
<b>FOUNDATION REQUIREMENTS: 15 Credits*</b>	
	<b>Credits</b>
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
<b>PROGRAM REQUIREMENTS: 30 Credits</b>	
	<b>Credits</b>
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
<b>TOTAL CREDITS FOR THE MASTER OF SCIENCE IN COMPUTER SCIENCE NON-THESIS TRACK= 45.0</b>	

**\*Up to 15 credits may be waived upon evaluation of prior academic preparation**

## MS.CSCN.TT.13

<b>Master of Science in Computer Science Computer Networks - Thesis Track</b>	
<b>FOUNDATION REQUIREMENTS: 15 Credits*</b>	<b>Credits</b>
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
<b>PROGRAM REQUIREMENTS: 30 Credits</b>	<b>Credits</b>
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
<b>TOTAL CREDITS FOR THE MASTER OF SCIENCE IN COMPUTER SCIENCE - COMPUTER NETWORKS - THESIS TRACK = 45.0</b>	
<b>*Up to 15 credits may be waived upon evaluation of prior academic preparation</b>	

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.13

<b>Master of Science in Computer Science Databases and Intelligent Information Systems - Thesis Track</b>	
<b>FOUNDATION REQUIREMENTS: 15 Credits*</b>	<b>Credits</b>
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
<b>PROGRAM REQUIREMENTS: 30 Credits</b>	<b>Credits</b>
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**

<b>Master of Science in Computer Science Databases and Intelligent Information Systems Non-Thesis Track</b>	
<b>FOUNDATION REQUIREMENTS: 15 Credits*</b>	
	<b>Credits</b>
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
<b>PROGRAM REQUIREMENTS: 30 Credits</b>	
	<b>Credits</b>
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.13

<b>Master of Science in Computer Science Security of Computer Systems &amp; Networks - ThesisTrack</b>	
<b>FOUNDATION REQUIREMENTS: 15 Credits*</b>	
	<b>Credits</b>
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
<b>PROGRAM REQUIREMENTS: 30 Credits</b>	
	<b>Credits</b>
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**

<b>Master of Science in Computer Science Security of Computer Systems &amp; Networks Non-Thesis Track</b>	
<b>FOUNDATION REQUIREMENTS: 15 Credits*</b>	
	<b>Credits</b>
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
<b>PROGRAM REQUIREMENTS: 30 Credits</b>	
	<b>Credits</b>
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.13

<b>Master of Arts in Corporate and Public Communication</b>	
<b>REQUIREMENTS: 31 Credits</b>	<b>Credits</b>
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 - Communication Comprehensive Exam	0.0
<p>THESIS <b>or</b> PROJECT:</p> <p>CO691: Communication Thesis Proposal</p> <p><b>and</b></p> <p>CO692: Communication Thesis</p> <p><b>or</b></p> <p>CO693: Communication Project Proposal</p> <p><b>and</b></p> <p>CO694: Communication Project</p>	
ELECTIVES:	
Choose 12 credits in Communication	12.0
<p><b>TOTAL CREDITS FOR MASTER OF ARTS IN CORPORATE AND PUBLIC COMMUNICATION = 31.0</b></p>	

<b>Master of Arts in Criminal Justice - Non-Thesis Track</b>	
<b>REQUIREMENTS: 30 Credits</b>	<b>Credits</b>
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
<b>TOTAL CREDITS FOR MASTER OF ARTS IN CRIMINAL JUSTICE = 30.0</b>	

MA.CJ.TT.13

<b>Master of Arts in Criminal Justice - Thesis Track</b>	
<b>REQUIREMENTS: 30 Credits</b>	<b>Credits</b>
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

<b>TOTAL CREDITS FOR MASTER OF ARTS IN CRIMINAL JUSTICE THESIS TRACK = 30.0</b>
---

<b>Master of Arts in Criminal Justice - Homeland Security Track</b>	
<b>REQUIREMENTS: 30 Credits</b>	<b>Credits</b>
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
HLS610: Foundations of Homeland Security	3.0
HLS620: Terrorism: Causes & Consequences: The Unconventional Threat	3.0
HLS630: Homeland Security Intelligence	3.0
HLS640: Interdisciplinary Approach to Homeland Security	3.0
HLS650: Cyber Security	3.0
CJ-CPE: Comprehensive Exam	0.0
<b>TOTAL CREDITS FOR MASTER OF ARTS IN CRIMINAL JUSTICE HOMELAND SECURITY TRACK = 30.0</b>	

MSED.EDPR.13

<b>Master of Science in Education: Principal</b>	
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

<b>TOTAL CREDITS FOR MASTER OF SCIENCE IN EDUCATION: PRINCIPAL = 30.0</b>
---

<b>Master of Science in Education: Principal/School Administrator</b>	
<b>REQUIREMENTS: 33 Credits</b>	<b>Credits</b>
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
<b>TOTAL CREDITS FOR MASTER OF SCIENCE IN EDUCATION: PRINCIPAL/SCHOOL ADMINISTRATOR = 33.0</b>	

<b>Master of Science in Education: Reading Specialist</b>	
<b>REQUIREMENTS: 30 Credits</b>	<b>Credits</b>
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
<b>TOTAL CREDITS FOR MASTER OF SCIENCE IN EDUCATION: READING SPECIALIST = 30.0</b>	

<b>Master of Science in Education: School Counseling</b>	
<b>REQUIREMENTS: 48 Credits</b>	<b>Credits</b>
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
EDC601A: Internship in Counseling I: School Counseling	3.0
EDC602A: Internship in Counseling II: School Counseling	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.

Informational Purposes Only

<b>Master of Science in Education Speech - Language Pathology</b>	
<b>FOUNDATION REQUIREMENTS: 18 Credits (a)</b>	
	<b>Credits</b>
EDL505: Anatomy and Physiology of Speech & Hearing Mechanism Mechanism	3.0
EDL506: Neuroscience in Speech and Hearing	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
<b>ADVANCED COURSE REQUIREMENTS: 60 Credits</b>	
	<b>Credits</b>
EDL600: Practical & Contemporary Issues in Speech-Language Pathology	3.0
EDL604: Clinical Methods in Speech-Language Pathology	3.0
EDL610: Neurological Language Disorders and Aphasia	3.0
EDL614: Assessment and Treatment of Dysphagia	3.0
EDL625: Assessment Procedures in Speech-Language Pathology	3.0
EDL630: Pediatric Language Disorders	3.0
EDL636: Communication in Pervasive Development and Autism Spectrum Disorders	3.0
EDL642: Craniofacial Disorders and Cleft Palate	3.0
EDL645: Disorders of Articulation and Phonology	3.0
EDL650: Fluency Disorders	3.0
EDL655: Laryngectomy and Voice Disorders	3.0
EDL660: Motor Speech Disorders	3.0
EDL664: Audiology and Aural Rehabilitation	3.0
EDL670: Speech-Language Pathology in the Schools	3.0
EDL679: Diagnostic Practicum in Speech-Language Pathology	3.0
EDL680: Research Methods	3.0
EDL681: Clinical Practicum I	3.0
EDL682: Clinical Practicum II	3.0
EDL683: External Clinical Practicum I	3.0
EDL684: External Clinical Practicum II	3.0
EDL-CPE: Comprehensive Exam	0.0

<b>Total Credits For Master of Science in Education Speech - Language Pathology = 78.0</b>
--

<b>*Up to 18 credits may be waived upon evaluation of prior academic preparation</b>
--

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
EDC601B: Internship in Counseling I: SACC	3.0
EDC602B: Internship in Counseling II: SACC	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.

MSED.YI.AUT.13

<b>Master of Science in Education: Special Education - Autism Track</b>	
<b>REQUIREMENTS:</b>	<b>Credits</b>
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
<b>AUTISM REQUIREMENTS:</b>	<b>Credits</b>
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
<b>TOTAL CREDITS FOR MASTER OF SCIENCE IN EDUCATION: SPECIAL EDUCATION - AUTISM TRACK = 30.0</b>	

<b>Master of Science in Education: Special Education - Learning Disabilities Teacher - Consultant Track</b>	
<b>REQUIREMENTS: 12 Credits</b>	<b>Credits</b>
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
<b>LDTC REQUIREMENTS: 18 Credits</b>	<b>Credits</b>
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
<b>TOTAL CREDITS FOR MASTER OF SCIENCE IN EDUCATION: SPECIAL EDUCATION LEARNING DISABILITIES TEACHER - CONSULTANT TRACK = 30.0</b>	

MSED.YI.INCL.13

<b>Master of Science in Education: Special Education - Teaching In Inclusive Settings</b>	
<b>REQUIREMENTS:</b>	<b>Credits</b>
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
<b>INCLUSIVE SETTINGS REQUIREMENTS:</b>	<b>Credits</b>
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
<b>TOTAL CREDITS FOR MASTER OF SCIENCE IN EDUCATION: SPECIAL EDUCATION - TEACHING IN INCLUSIVE SETTINGS TRACK = 30.0</b>	

<b>Master of Science in Education - Special Education with an Endorsement in Teacher of Students with Disabilities</b>	
<b>REQUIREMENTS:</b>	<b>Credits</b>
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
<b>TEACHER OF STUDENTS WITH DISABILITIES REQUIREMENTS:</b>	<b>Credits</b>
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
<b>TOTAL CREDITS FOR MASTER OF SCIENCE IN EDUCATION - SPECIAL EDUCATION WITH AN ENDORSEMENT IN TEACHER OF STUDENTS WITH DISABILITIES = 30.0</b>	

<b>Master of Arts in Teaching - Initial Certification Early Childhood Elementary Track (P-3 Early Childhood Certification with Elementary K-5 Certification)</b>	
<b>REQUIREMENTS: 40 Credits</b>	<b>Credits</b>
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)	
<b>or</b>	
ED594: Supervised Student 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  
(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.

<b>Master of Arts in Teaching - Initial Certification Elementary Track (K-5 Elementary Certification)</b>	
<b>REQUIREMENTS: 36 Credits</b>	<b>Credits</b>
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)	
<b>or</b>	
ED594: Supervised Student 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 = 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.13

<b>Master of Arts in Teaching - Initial Certification Elementary Track (K-5) with an Endorsement in English as a Second Language</b>	
<b>REQUIREMENTS: 45 Credits</b>	<b>Credits</b>
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)	
<b>or</b>	
ED594: Supervised Student 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.

<b>Master of Arts in Teaching - Initial Certification Elementary Track with Middle School Endorsement (K-5 Certification with Content Specialization Endorsement 5-8)</b>	
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>
ED593: Student Teaching (a)	
or	
ED594: Supervised Student 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 & MIDDLE SCHOOL ENDORSEMENT = 39.0**

**NOTE**

\*Fifteen (15) semester hour credits in a Content Area related to the NJ Core Curriculum Content Standards required.

## MAT.EDE.TSD.13

<b>Master of Arts in Teaching - Initial Certification Elementary Track (K-5) with an Endorsement in Teacher of Students with Disabilities</b>	
<b>REQUIREMENTS: 48 Credits</b>	<b>Credits</b>
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)	
<b>or</b>	
ED594: Supervised Student 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 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.SCI.EDS.13  
 MAT.MA.EDS.13  
 MAT.EN.EDS.13  
 MAT.SS.EDS.13

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:		6.0
<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
<b>Choose:</b>		
3 courses from among:		
ED606, ED583, EDS534, EDS535, ED599, ED524		9.0
ED593: Student Teaching (a)		
<b>or</b>		
ED594: Supervised Student Teaching (a)		9.0
<i>(a) Students must complete the appropriate test requirement(s) with a passing score prior to student/supervised teaching</i>		
<b>TOTAL CREDITS FOR MASTER OF ARTS IN TEACHING - INITIAL CERTIFICATION SECONDARY TRACK = 36.0</b>		

MAT.AR.ED.13  
MAT.MU.ED.13

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
<b>Electives:</b>	
Take 3 courses from among:	
ED606, ED583, EDS534, EDS535, ED524	9.0
ED593: Student Teaching (a)	
or	
ED594: Supervised Student Teaching (a)	9.0
<i>(a) Students must complete the appropriate test requirement(s) with a passing score prior to student/supervised teaching</i>	

<b>TOTAL CREDITS FOR MASTER OF ARTS IN TEACHING - INITIAL CERTIFICATION IN ART/MUSIC K-12 = 36.0</b>
--

<b>Master of Arts in Teaching - Initial Certification - Spanish or Chinese (K-12 Certification and Subject Endorsement)</b>	
<b>REQUIREMENTS: 36 Credits</b>	<b>Credits</b>
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	
<b>or</b>	
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
<b>Electives:</b>	
Take 2 courses from among: ED606, ED583, EDS534, EDS535, ED599, ED524	6.0
ED593: Student Teaching (b)	
<b>or</b>	
ED594: Supervised Student Teaching (b)	9.0
<p><i>(a) LTI-OPI taken with Language Testing International at <a href="http://www.languagetesting.com">www.languagetesting.com</a></i></p> <p><i>(b) Students must complete the appropriate test requirement(s) with a passing score prior to student/supervised teaching</i></p>	

**TOTAL CREDITS FOR MASTER OF ARTS IN TEACHING - INITIAL CERTIFICATION  
SPANISH OR CHINESE K-12 CERTIFICATION = 36.0**

MAT.SCI.EDS.ESL.13  
 MAT.MA.EDS.ESL.13  
 MAT.EN.EDS.ESL.13  
 MAT.SS.EDS.ESL.13

**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:	6.0
<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
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 Student 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**

<b>Master of Arts in Teaching - Initial Certification - Spanish or Chinese (K-12 Certification and Subject Endorsement) with Endorsement in English as a Second Language</b>	
<b>REQUIREMENTS: 39 Credits</b>	<b>Credits</b>
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	
<b>or</b>	
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)	
<b>or</b>	
ED594: Supervised Student Teaching (b)	9.0
<p>(a) LTI-OPI taken with Language Testing International at <a href="http://www.languagetesting.com">www.languagetesting.com</a></p> <p>(b) Students must complete the appropriate test requirement(s) with a passing score prior to student/supervised teaching</p>	

**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.13

<b>Master of Arts in Teaching - Initial Certification with Endorsements in K-12 Education in Health and Physical Education</b>	
<b>REQUIREMENTS: 36 Credits</b>	<b>Credits</b>
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
<b>Electives:</b> Take 3 courses from among: ED606, ED583, EDS534, EDS535, ED524	9.0
ED593: Student Teaching (a)	
<b>or</b>	
ED594: Supervised Student 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 K-12 EDUCATION IN HEALTH AND PHYSICAL EDUCATION = 36.0**

MAT.SCI.EDS.TSD.13  
 MAT.MA.EDS.TSD.13  
 MAT.EN.EDS.TSD.13  
 MAT.SS.EDS.TSD.13

<b>Master of Arts in Teaching - Initial Certification Secondary Track with Endorsements in 9-12 Subject Specific and Teacher of Students with Disabilities</b>		
<b>REQUIREMENTS: 42 Credits</b>	<b>Credits</b>	
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
<b>Electives:</b>		
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)		
<b>or</b>		
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 WITH ENDORSEMENTS IN 9-12 SUBJECT SPECIFIC AND  
 TEACHER OF STUDENTS WITH DISABILITIES = 42.0**

MA.EN.CW.13

<b>Master of Arts in English with a Concentration in Creative Writing</b>	
<b>REQUIREMENTS: 30 Credits</b>	<b>Credits</b>
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	3.0
EN645: Manuscript Seminar II	3.0
<b>TOTAL CREDITS FOR MASTER OF ARTS IN ENGLISH WITH A CONCENTRATION IN CREATIVE WRITING = 30.0</b>	

<b>Master of Arts in English with a Concentration in Literature</b>	
<b>REQUIREMENTS: 30 Credits</b>	<b>Credits</b>
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
<b>ELECTIVES:</b> Three additional English courses at the 500+ level; Two of which must be Designated with the Course*Type: EN.LT	9.0
<b>THESIS:</b> EN691: Thesis Development	3.0
EN692: Thesis Writing	3.0

<b>Total Credits for Master of Arts in English with a Concentration in Literature = 30.0</b>
--

MA.EN.RW.13

<b>Master of Arts in English with a Concentration in Rhetoric and Writing</b>	
<b>REQUIREMENTS: 30 Credits</b>	<b>Credits</b>
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 2 courses Designated with Course*Type: EN.RW	6.0
EN546: Historical Persuasion and Argumentation	3.0
<b>or</b>	
EN547: Definitions of Contemporary Rhetoric	
EN558: Teaching Composition	3.0
Thesis:	
EN691: English Thesis Development	3.0
EN692: English Thesis Writing	3.0
<b>TOTAL CREDITS FOR MASTER OF ARTS IN ENGLISH WITH A CONCENTRATION IN RHETORIC AND WRITING = 30.0</b>	

Master of Arts in History	
REQUIREMENTS: 30 Credits	Credits
HS501: Historical Criticism	
<b>or</b>	
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
<b>CHOOSE:</b>	
12 Credits of History Electives	12.0
6 credits of History Coursework	6.0
<b>and</b> HS-CPE: Comprehensive Exam	0.0
<b>or</b>	
HS691: History Master's Thesis I	3.0
<b>and</b> HS692: History Master's Thesis II	3.0
<b>and</b> 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.13  
MA.HS.EURO.TT.13

<b>Master of Arts in History: European Specialization</b>	
<b>REQUIREMENTS: 30 Credits</b>	<b>Credits</b>
HS501: Historical Criticism	
<b>or</b>	
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
<b>and</b> HS-CPE: Comprehensive Exam	0.0
<b>or</b>	
HS691: History Master's Thesis I	3.0
<b>and</b> HS692: History Master's Thesis II	3.0
<b>and</b> HS-THD Thesis Defense	0.0
<b>TOTAL CREDITS FOR MASTER OF ARTS IN HISTORY: EUROPEAN SPECIALIZATION = 30.0</b>	

\*Students interested in pursuing the thesis option must consult with the department before changing their program.

<b>Master of Arts in History: U.S. Specialization</b>	
<b>REQUIREMENTS: 30 Credits</b>	<b>Credits</b>
HS501: Historical Criticism	
<b>or</b>	
HS502: The Great Writings of History	3.0
United States Specialization:	
Take 5 courses courses designated with Course*Type: HSUS	15.0
1 European History course designated with Course*Type: HSEU	3.0
1 World or Non-Western History course designated with Course*Types: HSWLD or HSNW	3.0
6 credits of History Coursework	6.0
<b>and</b> HS-CPE: Comprehensive Exam	0.0
<b>or</b>	
HS691: History Master's Thesis I	3.0
<b>and</b> HS692: History Master's Thesis II	3.0
<b>and</b> HS-THD Thesis Defense	0.0
<b>TOTAL CREDITS FOR MASTER OF ARTS IN HISTORY: U.S. SPECIALIZATION = 30.0</b>	

\*Students interested in pursuing the thesis option must consult with the department before changing their program.

MA.HS.WLD.NTT.13  
MA.HS.WLD.TT.13

<b>Master of Arts in History: World Specialization</b>	
<b>REQUIREMENTS: 30 Credits</b>	<b>Credits</b>
HS501: Historical Criticism	
<b>or</b>	
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
<b>and</b> HS-CPE: Comprehensive Exam	0.0
<b>or</b>	
HS691: History Master's Thesis I	3.0
<b>and</b> HS692: History Master's Thesis II	3.0
<b>and</b> HS-THD Thesis Defense	0.0

<b>TOTAL CREDITS FOR MASTER OF ARTS IN HISTORY: WORLD SPECIALIZATION = 30.0</b>
---

\*Students interested in pursuing the thesis option must consult with the department before changing their program.

<b>Master of Science in Homeland Security</b>	
<b>REQUIREMENTS: 33 Credits</b>	<b>Credits</b>
HLS610: Foundations of Homeland Security	3.0
HLS620: Terrorism: Causes and Consequences - The Unconventional Threat	3.0
HLS630: Homeland Security Intelligence	3.0
HLS640: Interdisciplinary Approach to Homeland Security	3.0
HLS650: Cyber Security	3.0
HLS660: Psychology of Fear Management and Terrorism	3.0
HLS665: Emergency Management for Homeland Security	3.0
HLS675: Technology for Homeland Security	3.0
HLS685: Strategic Planning for Homeland Security	3.0
HLS690: Policy Analysis and Research Methods in Homeland Security	3.0
HLS695: Knowledge into Practice: Homeland Security Capstone	3.0
<b>TOTAL CREDITS FOR MASTER OF SCIENCE IN HOMELAND SECURITY = 33.0</b>	

MS.IS.M.NTT.14

**\*\*NEW PROGRAM IN FALL 2014\*\***

Informational Purposes Only

<b>Master of Science in Information Systems - Management Track (Non-Thesis)</b>	
<b>FOUNDATION REQUIREMENTS: 15 Credits*</b>	
	<b>Credits</b>
CS501A: Computer Programming Essentials	3.0
BM502: Management and Organizational Behavior	3.0
SE504: Principles of Software Engineering	3.0
BA503: Financial Accounting	3.0
BE501: Economics for Management	3.0
<b>PROGRAM REQUIREMENTS: 30 Credits</b>	
	<b>Credits</b>
BM520: Management Information Systems	3.0
MIS565: Software System Requirement	3.0
MIS525: Information System Architecture	3.0
BM565: Management of Technology	3.0
MIS550: Software Project Management	3.0
MIS551: Software Organization Management	3.0
<b>Choose 6 credits from among:</b> BK509, CS520, CS529, CS618, CS628, SE602, SE615, SE657, MIS517, MIS645, MIS665, MIS655, MIS660	6.0
MIS695A: Management Information System Practicum I	3.0
MIS695B: Management Information System Practicum II	3.0

<b>Total Credits for Master of Science in Information Systems - Management Track (Non-Thesis) = 45.0</b>
--

<b>*Up to 15 credits may be waived up on evaluation of prior academic preparation</b>
---

**\*\*NEW PROGRAM IN FALL 2014\*\***  
**Informational Purposes Only**

<b>Master of Science in Information Systems - Management Track (Thesis)</b>	
<b>FOUNDATION REQUIREMENTS: 15 Credits*</b>	<b>Credits</b>
CS501A: Computer Programming Essentials	3.0
BM502: Management and Organizational Behavior	3.0
SE504: Principles of Software Engineering	3.0
BA503: Financial Accounting	3.0
BE501: Economics for Management	3.0
<b>PROGRAM REQUIREMENTS: 30 Credits</b>	<b>Credits</b>
BM520: Management Information Systems	3.0
MIS565: Software System Requirement	3.0
MIS525: Information System Architecture	3.0
BM565: Management of Technology	3.0
MIS550: Software Project Management	3.0
MIS551: Software Organization Management	3.0
<b>Choose 6 credits from among:</b> BK509, CS520, CS529, CS618, CS628, SE602, SE615, SE615, SE657, MIS571, MIS645, MIS665, MIS655, MIS660	6.0
MIS691: Management Information System Thesis I	3.0
MIS692: Management Information System Thesis II	3.0

**Total Credits For Master of Science in Information Systems - Management Track (Thesis) = 45.0**

**\*Up to 15 credits may be waived up on evaluation of prior academic preparation**

MS.IS.T.NTT.14

**\*\*NEW PROGRAM IN FALL 2014\*\***

Informational Purposes Only

<b>Master of Science in Information Systems - Technology Track (Non-Thesis)</b>	
<b>FOUNDATION REQUIREMENTS: 15 Credits*</b>	
	<b>Credits</b>
CS501A: Computer Programming Essentials	3.0
CS501B: Program Development	3.0
BM502: Management and Organizational Behavior	3.0
SE504: Principles of Software Engineering	3.0
CS503: Data Structures and Algorithms	3.0
<b>PROGRAM REQUIREMENTS: 30 Credits</b>	
	<b>Credits</b>
BM520: Management Information Systems	3.0
MIS565: Software System Requirement	3.0
MIS525: Information System Architecture	3.0
MIS517: Database Design and Management	3.0
MIS575: Software Verification, Validation	3.0
MIS514: Networks	3.0
<b>Choose 6 credits from among:</b> BK509, BM525, CS520, CS529, CS618, CS628, SE602, SE615, SE657, MIS550, MIS551, MIS645, MIS655, MIS660, or MIS665	6.0
MIS695A: Management Information System Practicum I	3.0
MIS695B: Management Information System Practicum II	3.0

<b>Total Credits for Master of Science in Information Systems - Technology Track (Non-Thesis) = 45.0</b>
--

<b>*Up to 15 credits may be waived up on evaluation of prior academic preparation</b>
---

**\*\*NEW PROGRAM IN FALL 2014\*\***  
**Informational Purposes Only**

<b>Master of Science in Information Systems - Technology Track (Thesis)</b>	
<b>FOUNDATION REQUIREMENTS: 15 Credits*</b>	<b>Credits</b>
CS501A: Computer Programming Essentials	3.0
CS501B: Program Development	3.0
BM502: Management and Organizational Behavior	3.0
SE504: Principles of Software Engineering	3.0
CS503: Data Structures and Algorithms	3.0
<b>PROGRAM REQUIREMENTS: 30 Credits</b>	<b>Credits</b>
BM520: Management Information Systems	3.0
MIS565: Software System Requirement	3.0
MIS525: Information System Architecture	3.0
MIS517: Database Design and Management	3.0
MIS575: Software Verification, Validation	3.0
MIS514: Networks	3.0
<b>Choose 6 credits from among:</b> BK509, BM525, CS520, CS529, CS618, CS628, SE602, SE615, SE657, MIS550, MIS551, MIS645, MIS655, MIS660, or MIS665	6.0
MIS691: Management Information System Thesis I	3.0
MIS692: Management Information System Thesis II	3.0

**Total Credits For Master of Science in Information Systems - Technology Track (Thesis) = 45.0**

**\*Up to 15 credits may be waived up on evaluation of prior academic preparation**

MSN.ADMIN.RN.13

<b>Master of Science in Nursing: Nursing Administration</b>	
<b>RN REQUIREMENTS (waived if student completed a BSN): 30 Credits (a)</b>	<b>Credits</b>
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 the Young Family	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
<b>GRADUATE NURSING CORE: 15 Credits</b>	<b>Credits</b>
NU508: Factors Affecting Healthcare I	3.0
NU509: Health Informatics	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
<b>NURSING ADMINISTRATION CONCENTRATION: 9 Credits</b>	<b>Credits</b>
BE501: Economics for Management or BH572: Health Care Economics	3.0
BM502: Management and Organizational Behavior	3.0
BA503: Financial Accounting	3.0
<b>NURSING ADMINISTRATION SPECIALTY: 12 Credits</b>	<b>Credits</b>
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

<b>TOTAL CREDITS FOR MASTER OF SCIENCE IN NURSING: NURSING ADMINISTRATION = 36.0 (Advanced standing with a BSN) or 66.0 (RN admit)</b>
--

(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). RN's with a BA or BS degree in a discipline other than Nursing are required to take one, two, or three Monmouth RN500 courses as specified by the department. RN's without a BA or BS degree must take all RN500 courses at Monmouth.

(b) Must be passed with a grade of "B" or better

<b>Master of Science in Nursing: Adult-Gerontological Nurse Practitioner</b>	
<b>RN REQUIREMENTS (waived if student completed a BSN): 30 Credits(a)</b>	<b>Credits</b>
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
<b>GRADUATE NURSING CORE: 15 Credits</b>	<b>Credits</b>
NU508: Factors Affecting Healthcare I	3.0
NU509: Health Informatics	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
<b>APN CONCENTRATION: 13 Credits</b>	<b>Credits</b>
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	1.0
<b>CLINICAL SPECIALTY ADULT: 14 Credits</b>	<b>Credits</b>
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

<b>TOTAL CREDITS FOR MASTER OF SCIENCE IN NURSING: ADULT-GERONTOLOGICAL NURSE PRACTITIONER = 42.0 (Advanced standing with a BSN) or 72.0 (RN admit)</b>
---

<p>(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). RN's with a BA or BS degree in a discipline other than Nursing are required to take one, two, or three Monmouth RN500 courses as specified by the department. RN's without a BA or BS degree must take all RN500 courses at Monmouth.</p> <p>(b) Must be passed with a grade of "B" or better</p>
---

## MSN.FAMILY.RN.13

<b>Master of Science in Nursing: Family Nurse Practitioner</b>	
<b>RN REQUIREMENTS (waived if student completed a BSN): 30 Credits (a) Credits</b>	
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
<b>GRADUATE NURSING CORE: 15 Credits Credits</b>	
NU508: Factors Affecting Healthcare I	3.0
NU509: Health Informatics	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
<b>APN CONCENTRATION: 16 Credits Credits</b>	
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
<b>CLINICAL SPECIALTY FAMILY: 14 Credits Credits</b>	
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
<b>TOTAL CREDITS FOR MASTER SCIENCE IN NURSING: FAMILY NURSE PRACTITIONER = 45.0 (Advanced Standing with a BSN) or 75.0 (RN admit)</b>	

(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). RN's with a BA or BS degree in a discipline other than Nursing are required to take one, two, or three Monmouth RN500 courses as specified by the department. RN's without a BA or BS degree must take all RN500 courses at Monmouth.

(b) Must be passed with a grade of "B" or better

<b>Master of Science in Nursing: Psychiatric Mental Health</b>	
<b>RN REQUIREMENTS (waived if student completed a BSN): 30 Credits (a)</b>	<b>Credits</b>
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
<b>GRADUATE NURSING CORE: 15 Credits</b>	<b>Credits</b>
NU508: Factors Affecting Healthcare I	3.0
NU509: Health Informatics	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
<b>APN CONCENTRATION: 13 Credits</b>	<b>Credits</b>
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
<b>CLINICAL SPECIALTY: 20 Credits</b>	<b>Credits</b>
NU669: Psychiatric/MHN I: Practice with Children & Adolescents (b)	3.0
NU670P: Psychiatric/MHN I: Practice with Children & Adolescents Practice Practicum	2.0
NU670S: Psychiatric/MHN I: Practice with Children & Adolescents Practice Seminar (b)	1.0
NU671: Advanced Practice Psychiatric/MHN 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/MHN II (b)	3.0
NU674P: Advanced Practice Psychiatric/MHN Practicum II	3.0
NU674S: Advanced Practice Psychiatric/MHN Lab & Seminar II (b)	1.0
<b>Minimum Credits For Master of Science in Nursing: Psychiatric Mental Health = 48.0 (Advanced standing with a BSN) or 78.0 (RN admit)</b>	

(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). RN's with a BA or BS degree in a discipline other than Nursing are required to take one, two, or three Monmouth RN500 courses as specified by the department. RN's without a BA or BS degree must take all RN500 courses at Monmouth.

(b) Must be passed with a grade of "B" or better

<b>Master of Science in Nursing: Forensic Nursing</b>	
<b>RN REQUIREMENTS (waived if student completed a BSN): 30 Credits (a)</b>	
<b>Credits</b>	
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
<b>GRADUATE NURSING CORE: 15 Credits</b>	
<b>Credits</b>	
NU508: Factors Affecting Healthcare I	3.0
NU509: Health Informatics	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
<b>ADVANCED PRACTICE CONCENTRATION: 15 Credits</b>	
<b>Credits</b>	
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
<b>FORENSIC NURSING SPECIALTY: 9 Credits</b>	
<b>Credits</b>	
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: Sexual Assault Nurse Examiner (SANE)	
or Medicolegal Death Investigation college level course	
or Continuing Education course of at least 40 hours.	0.0
<b>TOTAL CREDITS FOR MASTER OF SCIENCE IN NURSING: FORENSIC NURSING = 39.0 (Advanced standing with a BSN) or 69.0 (RN admit)</b>	

(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). RN's with a BA or BS degree in a discipline other than Nursing are required to take one, two, or three Monmouth RN500 courses as specified by the department. RN's without a BA or BS degree must take all RN500 courses at Monmouth.

(b) Must be passed with a grade of "B" or better

<b>Master of Science in Nursing: Nursing Education</b>	
<b>RN REQUIREMENTS (waived if student completed a BSN): 30 Credits (a)</b>	
<b>Credits</b>	
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 the 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
<b>GRADUATE NURSING CORE: 15 Credits</b>	
<b>Credits</b>	
NU508: Factors Affecting Healthcare I	3.0
NU509: Health Informatics	3.0
NU512: Nursing Research Advanced Nursing Practice	3.0
NU514: Data Management for Advanced Nursing Practice	3.0
NU518: Education and Motivation of Nursing Clients	3.0
<b>ADVANCED PRACTICE CONCENTRATION: 9 Credits</b>	
<b>Credits</b>	
NU521: Pathophysiology and Histology (b)	3.0
NU524: Pharmacology for Advanced Nursing Practice (b)	3.0
NU535: Advanced Health Assessment (b)	3.0
<b>NURSING EDUCATION SPECIALTY: 12 Credits</b>	
<b>Credits</b>	
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
<b>TOTAL CREDITS FOR MASTER OF SCIENCE IN NURSING: NURSING EDUCATION = 36.0 (Advanced standing with a BSN) or 66.0 (RN admit)</b>	

(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). RN's with a BA or BS degree in a discipline other than Nursing are required to take one, two, or three Monmouth RN500 courses as specified by the department. RN's without a BA or BS degree must take all RN500 courses at Monmouth.

(b) Must be passed with a grade of "B" or better

## MSN.SCH.CERT.RN.13

<b>Master of Science in Nursing: School Nursing for Certified School Nurses</b>	
<b>RN REQUIREMENTS (waived if student completed a BSN): 30 Credits (a)</b>	<b>Credits</b>
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
<b>GRADUATE NURSING CORE: 12 Credits</b>	<b>Credits</b>
NU508: Factors Affecting Healthcare I	3.0
NU509: Health Informatics	3.0
NU512: Nursing Research for Advanced Nursing Practice	3.0
NU514: Data Management for Advanced Nursing Practice	3.0
<b>SCHOOL NURSING CONCENTRATION: 9 Credits</b>	<b>Credits</b>
NU521: Pathophysiology and Histology (b)	3.0
NU524: Pharmacology for Advanced Nursing Practice (b)	3.0
NU535: Advanced Health Assessment (b)	3.0
<b>SCHOOL NURSING SPECIALTY: 9 Credits</b>	<b>Credits</b>
NU585: School Nursing I (b)	3.0
NU586: School Nursing II (b)	3.0
HE584: Curriculum & Instruction in Health Education (b)	3.0
<b>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)</b>	

(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). RN's with a BA or BS degree in a discipline other than Nursing are required to take one, two, or three Monmouth RN500 courses as specified by the department. RN's without a BA or BS degree must take all RN500 courses at Monmouth.

(b) Must be passed with a grade of "B" or better

<b>Master of Science in Nursing: School Nursing for Non-Certified School Nurses</b>	
<b>RN REQUIREMENTS (waived if student completed a BSN): 30 Credits (a)</b>	<b>Credits</b>
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
<b>GRADUATE NURSING CORE: 12 Credits</b>	<b>Credits</b>
NU508: Factors Affecting Healthcare I	3.0
NU509: Health Informatics	3.0
NU512: Nursing Research for Advanced Nursing Practice	3.0
NU514: Data Management for Advanced Nursing Practice	3.0
<b>SCHOOL NURSING CONCENTRATION: 9 Credits</b>	<b>Credits</b>
NU521: Pathophysiology and Histology (b)	3.0
NU524: Pharmacology for Advanced Nursing Practice (b)	3.0
NU535: Advanced Health Assessment (b)	3.0
<b>SCHOOL NURSING SPECIALTY: 20 Credits</b>	<b>Credits</b>
NU585: School Nursing I (b)	3.0
NU586: School Nursing II (b)	3.0
NU587P: School Nursing I: Practicum	2.0
NU587S: School Nursing I: Seminar (b)	2.0
NU588P: School Nursing II: Practicum	2.0
NU588S: School Nursing II: Seminar (b)	2.0
HE584: Curriculum & Instruction in Health Education (b)	3.0
ED606: Diversity in Education or ED510: Foundations of Education	3.0
<b>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)</b>	

**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). RN's with a BA or BS degree in a discipline other than Nursing are required to take one, two, or three Monmouth RN500 courses as specified by the department. RN's without a BA or BS degree must take all RN500 courses at Monmouth.

(b) Must be passed with a grade of "B" or better

MS.PHA.14

**\*\*NEW PROGRAM IN FALL 2014\*\***  
**Informational Purposes Only**

<b>Master of Science Physician Assistant</b>	
<b>PHA REQUIREMENTS: 95 Credits</b>	<b>Credits</b>
PHA601: Human Anatomy	5.0
PHA602: Human Physiology	3.0
PHA603: Introduction to Patient Assessment	5.0
PHA604: Behavioral Medicine	2.0
PHA605: Health Promotion	3.0
PHA612: Introduction to Physician Assistant Profession	1.0
PHA606: Physical Diagnosis	4.0
PHA607: Diagnostic and Clinical Procedures	5.0
PHA608: Pharmacology for Physician Assistants	2.0
PHA609: Clinical Therapeutics	2.0
PHA610: Pathophysiology	3.0
PHA611: Neuroscience	3.0
PHA621: Topics in Clinical Medicine and Surgery	5.0
PHA622: Clinical Management	2.0
PHA651: Clinical Clerkships I	5.0
PHA652: Clinical Clerkships II	12.0
PHA625: Research Methods I	2.0
PHA626: Biostatistics for Physician Assistant Research	2.0
PHA653: Clinical Clerkships III	10.0
PHA632: Biomedical Ethics	2.0
PHA633: Epidemiology for Physician Assistants	2.0
PHA654: Clinical Clerkships IV	12.0
PHA635: Research Methods II	1.0
PHA636: Health Care Policy	2.0
<b>Total Credits For Master of Science Physician Assistant = 95.0</b>	

<b>Master of Science in Mental Health Counseling</b>	
<b>REQUIREMENTS: 60 Credits</b>	<b>Credits</b>
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
CLINICAL INTERNSHIP: 9 Credits of PC680: Clinical Internship in Professional Counseling	9.0
PC-CPE: Comprehensive Examination	0.0
ELECTIVES: Choose 9 credits from 500-600 level courses in Psychological Counseling	9.0
<b>TOTAL CREDITS FOR MASTER OF SCIENCE IN MENTAL HEALTH COUNSELING = 60.0</b>	

<b>Master of Arts in Psychological Counseling</b>	
<b>REQUIREMENTS: 30 Credits</b>	
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
<b>TOTAL CREDITS FOR MASTER OF ARTS IN PSYCHOLOGICAL COUNSELING = 30.0</b>	

<b>Master of Arts in Psychological Counseling - Addiction Studies Track</b>	
<b>REQUIREMENTS: 33 Credits</b>	
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
<b>TOTAL CREDITS FOR MASTER OF ARTS IN PSYCHOLOGICAL COUNSELING - ADDICTION STUDIES TRACK = 33.0</b>	

<b>Master of Arts in Public Policy - Thesis Track</b>	
<b>REQUIREMENTS: 30 Credits</b>	<b>Credits</b>
PS510: Policy Analysis	3.0
PS515: Public Policy Research Design	3.0
PS516: Research Methods	3.0
PS518: Theory, Policy, and Ethics	3.0
PS595: Public Policy Practicum (Internship)	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.

<b>Master of Arts in Public Policy - Non-Thesis Track</b>	
<b>REQUIREMENTS: 30 Credits</b>	<b>Credits</b>
PS510: Policy Analysis	3.0
PS515: Public Policy Research Design	3.0
PS516: Research Methods	3.0
PS518: Theory, Policy, and Ethics	3.0
PS595: Public Policy Practicum (Internship)	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
<b>TOTAL CREDITS FOR MASTER OF ARTS IN PUBLIC POLICY = 30.0</b>	

<b>Master of Social Work with a Concentration in Clinical Practice with Families and Children (CPFC)</b>	
<b>FOUNDATION COURSES: 30 Credits</b>	
	<b>Credits</b>
SW503: Social Work Practice with Individuals and Families (a)	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 (a)	3.0
SW513: Social Work Practice in Groups (a)	3.0
SW515: Social Welfare Policy and Services II	3.0
SW518: Global Community Practice (a)	3.0
SW519: Human Behavior in the Social Environment II	3.0
SW520: Field Practicum II (a)	3.0
<b>ADVANCED CORE COURSES: 6 Credits</b>	
	<b>Credits</b>
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
<b>FAMILY AND CHILDREN CONCENTRATION: 18 Credits</b>	
	<b>Credits</b>
SW605: Clinical Practice with Families and Children (a)	3.0
SW626: Evaluation of Practice Effectiveness	3.0
SW645: Clinical Social Work Assessment Diagnosis and Intervention Planning (a)	3.0
SW665: Advanced Clinical Practice with Children (a)	3.0
SW630: Field Practicum III - FC (a)	3.0
SW640: Field Practicum IV - FC (a)	3.0
<b>ELECTIVES: 6 Credits</b>	
	<b>Credits</b>
Two courses from approved departmental selections 600+	6.0
<i>(a) Must be passed with a grade of "B" or better</i>	
<b>Total Credits For Master of Social Work with a Concentration in Clinical Practice with Families and Children (CPFC) = 60.0</b>	

<b>Master of Social Work with a Concentration in International and Community Development (ICD)</b>	
<b>FOUNDATION COURSES: 30 Credits</b>	
	<b>Credits</b>
SW503: Practice with Individuals and Families (a)	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 (a)	3.0
SW513: Social Work Practice in Groups (a)	3.0
SW515: Social Welfare Policy and Services II	3.0
SW518: Global Community Practice (a)	3.0
SW519: Human Behavior in the Social Environment II	3.0
SW520: Field Practicum II (a)	3.0
<b>ADVANCED CORE COURSES: 6 Credits</b>	
	<b>Credits</b>
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
<b>INTERNATIONAL CONCENTRATION: 18 Credits</b>	
	<b>Credits</b>
SW617: Seminar on Emerging Challenges in International and Community Social Work (a)	3.0
SW615: Issues in International and Community Social Work (a)	3.0
SW625: Program Planning and Evaluation	3.0
SW655: Comparative International and Community Policy and Practice (a)	3.0
SW631: Field Practicum III - CI (a)	3.0
SW641: Field Practicum IV - CI (a)	3.0
<b>ELECTIVES: 6 Credits</b>	
	<b>Credits</b>
Two courses from approved departmental selections 600+ level	6.0
<i>(a) Must be passed with a grade of "B" or better</i>	
<b>Total Credits For Master of Social Work with a Concentration in International and Community Development (ICD) = 60.0</b>	

Master of Science in Software Engineering	
REQUIREMENTS: 42 Credits	Credits
<b>FOUNDATION COURSES: (a)</b>	
CS501B: Program Development	3.0
CS503: Data Structures and Algorithms	3.0
SE504: Principles of Software Engineering	3.0
SE510: Object-Oriented Analysis and Design	3.0
<b>CORE COURSES:</b>	
SE565: Software Systems Requirements	3.0
SE570: Software Systems Design	3.0
SE575: Software Verification, Validation and Maintenance	3.0
SE580: The Process of Engineering Software	3.0
<b>ELECTIVE COURSES:</b>	
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	
<b>or</b>	
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**

<b>Master of Science in Software Engineering - Advanced Thesis Track</b>	
<b>REQUIREMENTS: Core Courses</b>	<b>Credits</b>
SE565: Software Systems Requirements	3.0
SE570: Software System Design	3.0
SE580: The Process of Engineering Software	3.0
<b>REQUIREMENTS:</b>	<b>Credits</b>
Choose TWO SETS of guided electives from among: SE601: Outsourcing: Specifications and Strategies and SE602: Technology Assessment  SE620: Networked Software Systems I and SE621: Networked 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
<b>REQUIREMENTS: Electives</b>	<b>Credits</b>
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
<b>REQUIREMENTS: Two Semester Thesis</b>	<b>Credits</b>
SE691A: Thesis Research	3.0
SE692B: Thesis Research	3.0
<b>TOTAL CREDITS FOR MASTER OF SCIENCE IN SOFTWARE ENGINEERING - ADVANCED THESIS TRACK = 30.0</b>	

**NOTE:**

\* This track is open only to students with an undergraduate degree in Software Engineering.

MS.SE.ADV.NTT.13

<b>Master of Science in Software Engineering - Advanced Non-Thesis Track</b>	
<b>REQUIREMENTS: Core Courses</b>	<b>Credits</b>
SE565: Software Systems Requirements	3.0
SE570: Software System Design	3.0
SE580: The Process of Engineering Software	3.0
<b>REQUIREMENTS:</b>	<b>Credits</b>
<p>Choose THREE SETS of guided electives from among:</p> <p>SE601: Outsourcing: Specifications and Strategies and SE602: Technology Assessment</p> <p>SE620: Networked Software Systems I and SE621: Networked Software Systems II</p> <p>SE625: Information Systems Architecture and SE626: Information Systems Engineering</p> <p>SE630: Real-Time Software Analysis and Specification and SE631: Real-Time Software Design and Implementation</p> <p>SE637: Wireless Communications and SE638: Communications Systems</p> <p>SE650: Software Project Management and SE651: Software Organization Management</p>	18.0
<b>REQUIREMENTS: Electives</b>	<b>Credits</b>
<p>Choose 3 credits from among:</p> <p>SE601, SE602, SE603, SE605, SE610, SE611, SE615, SE620, SE625, SE626, SE630, SE631, SE637, SE638, SE650, SE651, SE652, SE660, SE698, SE699, CS514, CS517, CS533, BM565</p>	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
<b>TOTAL CREDITS FOR DOCTOR OF NURSING = 36.0</b>	

**NOTE:**

All courses must be passed with a grade of "B" or better.

<b>Graduate Certificate in Applied Behavior Analysis</b>	
<b>REQUIREMENTS: 18 Credits</b>	<b>Credits</b>
EDS601: Applied Behavior Analysis: Selecting, Defining and Measuring Behavior and Evaluating Behavior Change	3.0
EDS602: Applied Behavior Analysis: Reinforcement, Punishment and the Development of the New Behavior	3.0
EDS603: Applications of Applied Behavior Analysis (ABA) Principles	3.0
EDS604: Assessment and Analysis of Behavior Change	3.0
EDS605: Research and Advanced Topics: in Autism and Applied Behavior Analysis	3.0
EDS606: Ethics and Professionalism for Behavioral Analysis	3.0
<b>TOTAL CREDITS FOR GRADUATE CERTIFICATE IN APPLIED BEHAVIOR ANALYSIS = 18.0</b>	

<b>Graduate Certificate in Autism</b>	
<b>REQUIREMENTS: 15 Credits</b>	<b>Credits</b>
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

  

<b>TOTAL CREDITS FOR GRADUATE CERTIFICATE IN AUTISM = 15.0</b>
--

C.GR.CS.SE.13

<b>Graduate Certificate in Computer Science: Software Design &amp; Development</b>	
<b>REQUIREMENTS: 15 Credits</b>	<b>Credits</b>
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**

<b>Graduate Certificate in Criminal Justice Administration</b>	
<b>REQUIREMENTS: 12 Credits</b>	<b>Credits</b>
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**

C.GR.NU.FO.13

<b>Graduate Certificate: Forensic Nursing</b>	
<b>FORENSIC CONCENTRATION: 15 Credits</b>	<b>Credits</b>
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
<b>FORENSIC NURSING SPECIALTY: 9 Credits</b>	<b>Credits</b>
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>	
<b>TOTAL CREDITS FOR GRADUATE CERTIFICATE: FORENSIC NURSING = 24.0</b>	

<b>Graduate Certificate in Homeland Security</b>	
<b>REQUIREMENTS: 12 Credits</b>	<b>Credits</b>
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 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, Corporation 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

<b>TOTAL CREDITS FOR GRADUATE CERTIFICATE IN STRATEGIC PUBLIC RELATIONS AND NEW MEDIA = 12.0</b>
--

<b>Graduate Certificate in Public Service Communication Specialist</b>	
<b>REQUIREMENTS: 12 Credits</b>	<b>Credits</b>
<p>CHOOSE:                      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 for Nonprofits</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, Corporation Profit</p> <p>CO540: Organizational Training and Consulting</p> <p>PS514: Public Opinion and Polling</p> <p>PS518: Theory, Policy, Ethics</p>	<p>12.0</p>
<p><b>TOTAL CREDITS FOR GRADUATE CERTIFICATE IN                      PUBLIC SERVICE COMMUNICATION SPECIALIST = 12.0</b></p>	

Graduate Certificate: School Nursing	
REQUIREMENTS: 23 Credits	Credits
<b>School Nurse Concentration:</b>	
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
ED606: Diversity in Education	3.0
ED510: Foundations of Education	3.0
HE584: Curriculum and Instruction in Health Education (a)	3.0
<i>(a) Must be passed with a grade of "B" or better.</i>	

**TOTAL CREDITS FOR GRADUATE CERTIFICATE: SCHOOL NURSING = 23.0**

**NOTE:**

Students without a BSN may need to complete undergraduate credits in foundation nursing courses.

## C.GR.NU.SCNI.13

<b>Graduate Certificate: School Nursing - Non-Instructional</b>	
REQUIREMENTS: 16 Credits	Credits
<b>School Nurse Non-Instructional Concentration:</b>	
ED606: Diversity 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
<i>(a) Must be passed with a grade of "B" or better.</i>	

<b>TOTAL CREDITS FOR GRADUATE CERTIFICATE SCHOOL NURSING - NON-INSTRUCTIONAL = 16.0</b>
---

**NOTE:**

Students without a BSN may need to complete undergraduate credits in foundation nursing courses.

<b>Graduate Certificate in Software Development</b>	
<b>REQUIREMENTS: 18 Credits</b>	<b>Credits</b>
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**

<b>Graduate Certificate in Software Engineering</b>	
<b>REQUIREMENTS: 18 Credits</b>	<b>Credits</b>
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 Engineering Software	3.0
SE650: Software Project Management	3.0
<b>TOTAL CREDITS FOR GRADUATE CERTIFICATE IN SOFTWARE ENGINEERING = 18.0</b>	

<b>Graduate Certificate in Teaching English to Speakers of Other Languages</b>	
<b>REQUIREMENTS: 18 Credits</b>	<b>Credits</b>
EN563: Linguistics and the English Language	3.0
ED606: Diversity in Education	3.0
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](http://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.**

C.P.MBA.BA.13

<b>Post-Master's Certificate in Accounting</b>	
<b>REQUIREMENTS: 15 Credits</b>	<b>Credits</b>
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**

<b>Post-Master's Certificate: Adult Gerontological Nurse Practitioner</b>	
<b>APN CORE: 9 Credits (a) (b)</b>	<b>Credits</b>
NU521: Pathophysiology and Histology	3.0
NU524: Pharmacology for Advanced Nursing Practice	3.0
NU535: Advanced Health Assessment	3.0
<b>APN CONCENTRATION: 4 Credits</b>	<b>Credits</b>
NU541: Primary Care (a)	3.0
NU542: Primary Care Laboratory	1.0
<b>CLINICAL SPECIALTY - ADULT: 14 Credits</b>	<b>Credits</b>
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
<i>(a) Must be passed with a grade of "B" or better.</i>	
<i>(b) One or more courses may be waived if the student has completed equivalent courses at the graduate level with a grade of "B" (3.0) or better.</i>	
<b>Minimum Credits for Post-Master's Certificate: Adult Gerontological Nurse Practitioner = 27.0</b>	

<b>Post-Master's Certificate: Family Nurse Practitioner</b>	
<b>APN CORE: 9 Credits (a) (b)</b>	<b>Credits</b>
NU521: Pathophysiology and Histology	3.0
NU524: Pharmacology for APN	3.0
NU535: Advanced Health Assessment	3.0
<b>APN CONCENTRATION: 7 Credits</b>	<b>Credits</b>
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
<b>CLINICAL SPECIALTY - FAMILY: 14 Credits</b>	<b>Credits</b>
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
<i>(a) Must be passed with a grade of "B" or better.</i>	
<i>(b) One or more courses may be waived if the student has completed equivalent courses at the graduate level with a grade of "B" (3.0) or better.</i>	
<b>TOTAL CREDITS FOR POST-MASTER'S CERTIFICATE: FAMILY NURSE PRACTITIONER = 30.0</b>	

<b>Post-Master's Certificate: Psychiatric Mental Health Nurse Practitioner</b>	
<b>APN CORE: 9 Credits (a) (b)</b>	<b>Credits</b>
NU521: Pathophysiology and Histology	3.0
NU524: Pharmacology for APN	3.0
NU535: Advanced Health Assessment	3.0
<b>APN CONCENTRATION: 4 Credits</b>	<b>Credits</b>
NU543: Diagnosis & Treatment of Psychopathology (a)	3.0
NU544: Diagnosis & Treatment of Psychopathology Clinical Laboratory(a)	1.0
<b>CLINICAL SPECIALTY - Psychiatric/Mental Health: 20 Credits</b>	<b>Credits</b>
NU669: Psychiatric Mental Health Nursing I: Practice with Children & Adolscents (a)	3.0
NU670P: Psychiatric Mental Health Nurse Practitioner: Practice with Children & Adolscents Practicum	2.0
NU670S: Psychiatric Mental Health Nursing I: Practice with Children & Adolscents 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 Seminar II (a)	1.0
<p>(a) Must be passed with a grade of "B" or better.</p> <p>(b) One or more courses may be waived if the student has completed equivalent courses at the graduate level with a grade of "B" (3.0) or better.</p>	
<b>TOTAL CREDITS FOR POST-MASTER'S CERTIFICATE: PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER = 33.0</b>	

<b>Post-Master's Certificate in Healthcare Management</b>	
<b>REQUIREMENTS: 15 Credits</b>	<b>Credits</b>
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
<b>or</b>	
BH599: Independent Study: Healthcare Management Research	
<b>TOTAL CREDITS FOR POST-MASTER'S CERTIFICATE: IN HEALTHCARE MANAGEMENT = 15.0</b>	

<b>Post-Master's Certificate: Nursing Administration</b>	
<b>BUSINESS REQUIREMENTS: 9 Credits</b>	
	<b>Credits</b>
BE501: Economics Management	
<b>or</b>	
BH572: Health Care Economics	3.0
BM502: Management and Organizational Behavior	3.0
BA503: Financial Accounting	3.0
<b>NURSING ADMINISTRATION SPECIALTY: 12 Credits</b>	
	<b>Credits</b>
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>	
<b>TOTAL CREDITS FOR POST-MASTER'S CERTIFICATE: NURSING ADMINISTRATION =</b>	
<b>21.0</b>	

## C.P.MSN.ED.13

<b>Post-Master's Certificate: Nursing Education</b>	
<b>CORE REQUIREMENTS: 9 Credits (a) (b)</b>	<b>Credits</b>
NU521: Pathophysiology and Histology	3.0
NU524: Pharmacology for APN	3.0
NU535: Advanced Health Assessment	3.0
<b>NURSING EDUCATION SPECIALTY: 12 Credits</b>	<b>Credits</b>
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
<p><i>(a) Must be passed with a grade of "B" or better.</i></p> <p><i>(b) One or more courses may be waived if the student has completed equivalent courses at the graduate level with a grade of "B" (3.0) or better.</i></p>	
<b>TOTAL CREDITS FOR POST-MASTER'S CERTIFICATE: NURSING EDUCATION = 21.0</b>	

<b>Post-Master's Certificate: Play Therapy</b>	
<b>REQUIREMENTS: 18 Credits</b>	<b>Credits</b>
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
<b>TOTAL CREDITS FOR POST-MASTER'S CERTIFICATE IN PLAY THERAPY = 18.0</b>	

## END.ED.GR.CEAS.13

<b>Graduate *Subject Endorsement in Chinese - Certificate of Eligibility with Advanced Standing (CEAS)</b>	
REQUIREMENTS: 24 Credits	Credits
ED510: Foundations of Education	3.0
ED550: Teaching Diverse Populations	3.0
ED582: World Language Education	3.0
FO599: Independent Study in the Teaching of World Languages	3.0
ED599: NCATE for Chinese	3.0
FO-LTIOPI: Oral Proficiency: Chinese (Interm. High)(a)	0.0
ED593: Student Teaching (b)	9.0
<b>or</b>	
ED594: Supervised Student Teaching (b)	9.0
<i>(a) LTIOPI taken with Language Testing International at <a href="http://www.languageTesting.com">www.languageTesting.com</a></i>	
<i>(b) Passing score required prior to student/supervised teaching</i>	

**Total Credits for Graduate \*Subject Endorsement in Chinese - Certificate of Eligibility with Advanced Standing (CEAS) = 24.0**

**NOTE:**

Subject certification in Chinese requires a minimum of thirty credits in a coherent sequence in the language and cultures of China.

<b>Graduate Bi-Lingual/Bi-Cultural Endorsement</b>	
<b>REQUIREMENTS: 12 Credits</b>	<b>Credits</b>
EN563: Linguistics and the English Language	3.0
ED583: Theories and Practice of ESL Instruction Part I	3.0
ED584: Theories and Practice of ESL Instruction Part II	3.0
ED586: Bilingual Education: Theories and Practices	3.0

**Total Credits for Graduate Bi-Lingual/Bi-Cultural Endorsement = 12.0**

END.ED.GR.ECHILD.13

<b>Graduate Early Childhood Endorsement</b>	
<b>REQUIREMENTS: 13 Credits</b>	<b>Credits</b>
EDL502: Development and Learning in Early Childhood	3.0
EDL521: Early Childhood Family, School and Community Collaboration in a Diverse Society	3.0
EDL522: Early Literacy and Language Development	3.0
EDL560: Early Childhood Curriculum Assessment for Inclusive Environments	4.0

**Total Credits for Graduate Early Childhood Endorsement = 13.0**

<b>Graduate Endorsement: English as a Second Language (ESL) Endorsement</b>	
<b>REQUIREMENTS: 18 Credits</b>	<b>Credits</b>
EN563: Linguistics and the English Language	3.0
ED606: Diversity in Education	3.0
EDL575: Methods of Teaching Language Arts and Content Literacy at the Elementary Level or ED529: Content Literacy	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
<b>Total Credits for Graduate Endorsement: English as a Second Language (ESL) Endorsement = 18.0</b>	

END.ED.GR.SAC.13

<b>Graduate Student Assistance Coordinator Endorsement</b>	
<b>REQUIREMENTS: 21 Credits</b>	<b>Credits</b>
PC540: Introduction to Alcohol and Drug Abuse	3.0
PC515: Human Development Through the Life Span	3.0
or EDC510: Human Growth and Development	
or SW509: Human Behavior in the Social Environment I	
PC546: Substance Awareness in the Schools	3.0
or SW628: School Social Work	
PC542: Treatment of Alcohol and Drug Abuse	3.0
or EDC/SW604: Clinical Practice in Addictions	
PC510: Community Mental Health	3.0
or SW518: Global Community Practice	
PC510: Community Mental Health	3.0
or EDC610: SAC Internship	
or SW630: Field Practicum III FC	
EDC555: School Counseling Program Planning	3.0

<b>Total Credits for Graduate Student Assistance Coordinator Endorsement = 21.0</b>
---

<b>Graduate Teacher of Students with Disabilities Endorsement</b>	
<b>REQUIREMENTS: 21 Credits</b>	<b>Credits</b>
EDL515: Advanced Literacy Instruction	3.0
EDS535: Technology and Students with Disabilities	3.0
EDS537: Collaborating with Families, Students, and Professionals in Community and Educational Settings	3.0
EDS500: Integrated Approach to Foundations of Special Education	3.0
EDS534: Classroom Management in Inclusive Settings	3.0
EDS552: Methods of Teaching Students with Disabilities	3.0
EDS572: Assessment Strategies and Application in the Classroom	3.0
<b>Total Credits for Graduate Teacher of Students with Disabilities Endorsement = 21.0</b>	

END.ED.P.COUNSEL.13

<b>Post-Master's Endorsement: Director of School Counseling Services</b>	
<b>REQUIREMENTS: 9 Credits</b>	<b>Credits</b>
EDL530: School Law and Policy	3.0
EDC565: Supervision of Counselors	3.0
EDL536: Curriculum Development and Design	3.0

**Total Credits for Post-Master's Endorsement: Director of School Counseling Services = 9.0**

<b>Post-Master's Learning Disabilities Teacher-Consultant Endorsement</b>	
<b>REQUIREMENTS: 24 Credits</b>	<b>Credits</b>
EDL515: Advanced Literacy Instruction	3.0
EDS532: Physiological Aspects of Learning	3.0
EDS550: Learning Theories and Applications in Inclusive Settings	3.0
EDS537: Collaborating with Families, Students, and Professionals in Community and Education Settings	3.0
EDS568: Advanced Instructional Methods in Special Education	3.0
EDS570: Assessment and Curricula and Interventions and Strategies	3.0
EDS590: Diagnosis and Corrections of learning Disabilities	3.0
EDS610: Internship in Learning Disabilities Teacher-Consultant	3.0
<b>Total Credits for Post-Master's Learning Disabilities Teacher-Consultant Endorsement = 24.0</b>	

END.ED.P.SPVR.13

<b>Post-Master's Supervisor Endorsement</b>	
<b>REQUIREMENTS: 12 Credits</b>	<b>Credits</b>
EDL536: Instructional Theory and Curriculum Design, P-12	3.0
EDL569: Public School Supervision	3.0
EDL582: Practicum in Supervision and Curriculum, P-12	3.0
EDL593: Administration and Supervision of Literacy Practices and Professional Development for School Leaders	3.0

**Total Credits for Post-Master's Supervisor Endorsement = 12.0**



# Appendix C: Monmouth University Academic Calendar

## FALL SEMESTER 2013

### September 2013

End of Continuing Registration .....	Thursday, August 29, 2013
CLASSES BEGIN (8:30 A.M.) .....	Tuesday, September 3, 2013
Late Registration or Program Changes .....	Tuesday–Tuesday, September 3-10, 2013
Leave of Absence Deadline .....	Tuesday, September 10, 2013
“W”ithdrawal Deadline Pattern “A” Classes .....	Monday, September 30, 2013

### October 2013

Fall Holiday; No Thursday or Friday Classes .....	Thursday–Friday, October 10-11, 2013
Pattern “A” Classes End .....	Monday, October 21, 2013
Pattern “B” Classes Begin .....	Tuesday, October 22, 2013
Undergraduate Midterm Grades Due in Office of Registration and Records* .....	Tuesday, October 22, 2013

### November 2013

Deadline to submit graduation applications for January 2014 Graduation .....	Friday, November 1, 2013
Last Day to Withdraw with “W” Grade .....	Tuesday, November 5, 2013 (semester-long classes)
Last Day to submit substitutions and/or waivers for January 2014 Graduation .....	Friday, November 15, 2013
Last Day to Withdraw from Pattern “B” Classes .....	Monday, November 18, 2013
Thursday Classes Meet on Tuesday, Nov. 26 .....	Tuesday, November 26, 2013
Friday Classes Meet on Wednesday, Nov. 27 .....	Wednesday, November 27, 2013
Thanksgiving Recess .....	Thursday–Friday, November 28-29, 2013

### December 2013

Classes End .....	Friday, December 13, 2013
Final Examination Period .....	Saturday-Friday, December 14-20, 2013
Final Grades Due 6 A.M.* .....	Thursday, December 23, 2013

---

\* Grades will be posted on WEBstudent approximately 2 days after the Office of Registration and Records has received all grades.

*Appendix C: Academic Calendar*

**SPRING SEMESTER 2014**

**January 2014**

End of Continuing Registration .....Thursday, January 16, 2014  
COMMENCEMENT.....Friday, January 17, 2014  
Martin Luther King Holiday.....Monday, January 20, 2014  
CLASSES BEGIN 8:30 A.M. ....Tuesday, January 21, 2014  
Late Registration or Program Changes.....Tuesday–Tuesday, January 21-28, 2014  
Leave of Absence Deadline .....Tuesday, January 28, 2014

**February 2014**

Last Day to Withdraw from Pattern “A” Classes.....Monday, February 17, 2014

**March 2014**

Graduation Applications due for May 2013 .....Saturday, March 1, 2014  
Pattern “A” Classes End .....Monday, March 10, 2014  
Pattern “B” Classes Begin.....Tuesday March 11, 2014  
Undergraduate Midterm Grades Due in  
Office of Registration and Records\* .....Tuesday, March 11, 2014  
Spring Recess.....Saturday–Friday, March 15-21, 2014  
“W”ithdrawal Deadline (semester-long classes) .....Monday, March 31, 2014

**April 2014**

Academic Advising and Priority/Early Registration  
for Summer, Fall and Spring.....Thursday–Friday, April 3-18, 2014  
Last Day to Withdraw from Pattern “B” Classes.....Monday, April 14, 2014  
Last day to submit substitutions and/or waivers  
For May, 2014 graduation .....Tuesday, April 15, 2014

**May 2014**

CLASSES END .....Monday, May 5, 2014  
Reading Day.....Tuesday, May 6, 2014  
Final Examination Period .....Wednesday–Tuesday, May 7-13, 2014  
Grades Due 10 P.M.....Thursday, May 15, 2014  
COMMENCEMENT.....Wednesday, May 21, 2014

---

\* Grades will be posted on WEBstudent approximately 2 days after the Office of Registration and Records has received all grades.

# Appendix D: Index

## A

Academic Amnesty.....46

Academic Calendars .....Appendix C

Academic Definitions.....45

Academic Dismissal .....48

Academic Honesty .....11, 47

Academic Probation .....48

Academic Procedures .....51

Academic Progress .....35

Academic Regulations .....46

Academic Standing .....47

Academic Support Services .....41

Academic Support Services for Students  
with Disabilities .....42

Accounting Courses .....A6-A7

Accreditation .....9

Add/Drop .....51

Administration, University.....108-118

Admission, Requirements and  
Procedures .....14

Adult Applicants.....21

Adult and Gerontological Nurse  
Practitioner .....95, Appendix B

Alternative Loans .....35

Americans with Disabilities Act .....4

Anthropology Courses.....A2-A4

Anthropology, MA .....55, Appendix B

Appeals Process .....35

Applicants with Disabilities .....22

Application Deadlines.....13

Application for Graduation .....51

Application Process .....13, 31

Art Courses .....A4-A5

Assistantships .....5, 34

Attendance .....48

Auditor .....25, 46

## B

Bilingual/Bicultural Certification  
Endorsement .....88, Appendix B

Biographical Data.....4, 49

Biology Courses .....A5-A6

Business Law Courses .....A10

## C

Calendar (Academic).....Appendix C

Campus Facilities.....8

Campus Map .....Appendix E

Career Services .....41

Center for Student Success .....41

Change of Grade Requests .....45

Changing Majors .....51

Chemistry Courses .....A13

Chinese Subject  
Endorsement .....88, Appendix B

Communication Courses.....A13-A17

Communication,  
MA in Corporate and Public  
Communication .....59, Appendix B

Computer Science Courses .....A17-A22

Computer Science, MS Program .....75

## Appendix D: Index

Course Changes .....	51
Course Descriptions .....	Appendix A
Course Withdrawals .....	48
Credit Transfer .....	21
Criminal Justice Administration Certificate .....	60, Appendix B
Criminal Justice Courses .....	A22-A26
Criminal Justice Homeland Security Certificate .....	60, Appendix B
Criminal Justice, MA Program.....	60
Cultural Activities.....	108
Curriculum Charts.....	Appendix B
Degree Programs.....	B4-B76
Certificate Programs .....	B77-B99
Curriculum of Record .....	46

### D

Degree Programs.....	39-41
Directions.....	Appendix E
Directory.....	107
Directory in Brief .....	5
Disabilities Services .....	42
Dismissal, Academic .....	48
Doctor of Nursing Practice (DNP) .....	96, Appendix B
Drop/Add .....	51

### E

Early Childhood Certification Endorsement .....	88, Appendix B
Economics Courses .....	A7-A8
Education Courses.....	A25-A31
Education, Certificate and Endorsement Programs.....	88, Appendix B
e-FORMS .....	54
Endorsement Curriculum Charts .....	B100-B107
Education, MAT Programs .....	87
Education, MEd Programs.....	88

Educational Counseling Courses .....	A31-A44
Education, School of.....	85
Educational Leadership Courses .....	A35-A44
Educational Opportunity Fund (EOF) Grant.....	34
E-mail .....	54
Emergency Closing .....	53
Employment .....	34
English Courses.....	A48-A52
English, MA Program.....	61, Appendix B
English as a Second Language (ESL) Endorsement.....	88, Appendix B
Equal Opportunity Policy.....	4
Explanation of Tuition, Fees, and Expenses.....	27-28

### F

Faculty .....	9-10, 118-129
Family Educational Rights and Privacy Act.....	4
Family Nurse Practitioner .....	96, Appendix B
Federal Direct Parent for Graduate Students.....	34
Federal Direct Unsubsidized Stafford Loan .....	34
Fees .....	26-27
Final Examinations.....	49
Finance Courses .....	A8-A9
Financial Aid.....	31
Foreign Language Courses .....	A52
Former Students Applying for Readmission .....	21
Forensic Nursing Certificate .....	96, Appendix B
Full-Time Student.....	45
Funding Sources .....	32

### G

Geographic Information Systems Courses.....	A52-A54
Grade Point Averages.....	45
Grade Reports.....	45
Grades, Complaints about .....	45
Grading System .....	44-45
Graduate Admission Requirements and Procedures .....	13
Graduate Assistantships .....	5, 34
Graduate School .....	39
Graduate Scholarships and Grants.....	32
Graduation .....	49
Graduation, Application for.....	51

### H

Health Center.....	106-107
Healthcare Management MBA Program.....	83, Appendix B
Healthcare Management Courses.....	A9
Healthcare Management Post-Master's Certificate .....	83, Appendix B
History Courses.....	A53-A59
History, MA Program.....	63, Appendix B
History of the University .....	9
Homeland Security Courses .....	A60-A62
Housing Contract Refund Schedule....	30
Humanities and Social Sciences, Wayne D. McMurray School of.....	55
Human Relations Philosophy and Policy .....	4
Human Resources Management and Communication Certificate .....	59, Appendix B

### I

Independent Study.....	49
Information Technology Courses .....	A62
Instructional Technology Support.....	43
International Applicants .....	22

- International Transfer Applicants.....23
- International Student and Faculty Services .....107
- J**
- Joint Degree Program.....
- Social Work/Public Policy ....67, 102-103
- L**
- Learning Disabilities Teacher-Consultant Certification Endorsement .....88, Appendix B
- Leave of Absence .....52
- Leon Hess Business School .....79
- Library, Monmouth University.....43
- Loans .....34
- M**
- MAC .....8
- Management Courses .....A10-A11
- Map, Campus .....Appendix E
- Marine Science Courses .....A62
- Marketing Courses .....A11-A12
- Master of Arts in Corporate and Public Communication (MA)...58, Appendix B
- Master of Arts in Criminal Justice (MA) .....59, Appendix B
- Master of Arts in English (MA).....61, Appendix B
- Master of Arts in History (MA).....63, Appendix B
- Master of Arts in Psychological Counseling (MA).....69, Appendix B
- Master of Arts in Psychological Counseling –Addiction Studies Track.....69, Appendix B
- Master of Arts in Public Policy (MA).....67, Appendix B
- Master of Arts in Teaching (MAT).....86, Appendix B
- Master of Business Administration (MBA) .....82, Appendix B
- Master of Business Administration (MBA) with Track in Accounting.....83, Appendix B
- Master of Business Administration (MBA) with Track in Finance.....83, Appendix B
- Master of Business Administration (MBA) with Track in Real Estate.....83, Appendix B
- Master of Business Administration (MBA) in Healthcare Management .....83, Appendix B
- Master of Science in Computer Science (MS).....Appendix B
- Master of Science in Education Principal.....88, Appendix B
- Master of Science in Education (MSEd), Principal/School Administrator .....88, Appendix B
- Master of Science in Education (MSEd), Reading Specialist.....88, Appendix B
- Master of Science in Education (MSEd) School Counseling .....88, Appendix B
- Master of Science in Education (MSEd) School Counseling – Student Affairs College Counseling Track.....88, Appendix B
- Master of Science in Education (MSEd), Special Education – Teacher of Students with Disabilities Track.....87, Appendix B
- Master of Science in Education (MSEd), Special Education – Teaching in Inclusive Settings Track.....87, Appendix B
- Master of Science in Education (MSEd), Special Education – Learning Disabilities Teacher-Consultant Track .....87, Appendix B
- Master of Science in Education (MSEd), Special Education – Autism Track.....87, Appendix B
- Master of Science in Nursing (MSN) .....94, Appendix B
- Master of Science in Homeland Security .....60, Appendix B
- Master of Science in Mental Health Counseling (MS).....69, Appendix B
- Master of Science in Software Engineering (MS).....76, Appendix B
- Master of Social Work (MSW) .....101, Appendix B
- Mathematics Courses .....A62-A63
- Matriculated Student .....45
- Maximum Course Load .....45
- Military Applicants .....23
- Mission Statement.....2
- Multipurpose Activity Center .....8
- N**
- Nondisclosure .....24
- Nonmatriculated Student.....45
- Nursing Courses .....A63-A78
- Nursing, MSN Program....94, Appendix B
- Nursing Administration Certificate .....96, Appendix B
- Nursing Education Certificate .....96, Appendix B
- Nursing and Health Studies, Marjorie K. Unterberg School of.....91
- P**
- Parking Areas (see map).....Appendix E
- Participation in Commencement.....51
- Part-Time Student .....45
- Philosophy Courses .....A78-A79
- Physician's Assistant Program .....96-97, Appendix B
- Physician's Assistant Courses .....A79-A82
- Political Science Courses .....A82-A85
- Post-Master's Certificate in Accounting.....83, Appendix B
- Post-Master's Certificate in Adult and Gerontological Nurse Practitioner .....96, Appendix B
- Post-Master's Certificate in Psychiatric and Mental Health Practitioner .....96, Appendix B
- Post-Master's Certificate in Family Nurse Practitioner .....96, Appendix B

## Appendix D: Index

- Post-Master's Certificate in Healthcare Management .....83, Appendix B
- Post-Master's Certificate in Nursing Administration.....96, Appendix B
- Post-Master's Certificate in Nursing Education .....96, Appendix B
- Post-Master's Certificate in Play Therapy .....101, Appendix B
- Previous Course Work .....50
- Probation Criteria .....48
- Psychiatric and Mental Health Nurse Practitioner .....96, Appendix B
- Psychological Counseling Courses .....A85-A90
- Psychological Counseling, MA Program .....69, Appendix B
- Psychological Counseling Addiction Studies Track.....69, Appendix B
- Public Service Communication Specialist Certificate .....59, Appendix B
- R**
- Readmission to the University .....21
- Recreation .....108
- Real Estate Courses .....A12-A13
- Repeating a Course .....45
- Refund Policies .....28-30
- Refunding of Tuition and Fees .....29
- Registration .....52
- Rehabilitation Act of 1973 .....4
- Responsibility of the University .....4
- RN to MSN Program .....95
- S**
- Satisfactory Academic Progress .....35
- Scholarships and Grants .....32-34
- School Business Administrator Endorsement .....88, Appendix B
- School Nursing Certificate .....96, Appendix B
- School Nursing Non-Instructional Certificate .....96, Appendix B
- Science, School of .....71
- Social Work Courses.....A90-A98
- Social Work Program (MSW).....101-102
- Social Work, School of.....99
- Sociology Courses.....A97
- Software Development Certificate .....77, Appendix B
- Software Systems Design and Development Certificate .....77, Appendix B
- Software Engineering Certificate .....77, Appendix B
- Software Engineering Courses .....A90-A102
- Software Engineering, MS Program ...77
- Special Education Courses .....A43-A48
- Statement of Non-Discrimination .....4
- Strategic Public Relations and New Media Certificate .....59, Appendix B
- Student Assistance Coordinator Endorsement .....88, Appendix B
- Student (Biographical) Data .....40
- Student Center, Rebecca Stafford .....8, 104
- Student Code of Conduct.....109
- Student Complaints About Grades.....45
- Students with Disabilities .....42
- Student Services .....105
- Student Technology Assistant Program (STAP) .....44
- Submission of the Same Paper or Computer Program for Two Courses.....50
- Student Assistance Coordinator.....88, Appendix B
- Substitution of Requirements.....5-
- Supervisor Certification Endorsement .....88, Appendix B
- T**
- Taking Courses at Another Institution .....49
- Teacher of Student with Disabilities Certification Endorsement .....88, Appendix B
- Telephone Directory (see Directory in Brief) .....5
- Terms of Payment .....28
- Theatre Courses .....A102
- Theatre, Lauren K. Woods .....8, 104
- Time Limitation .....50
- Transcript Requests .....52
- Transfer Applicants.....20
- Transfer Credit (Previous Course Work) .....50
- Trustees .....107-108
- Tuition and Fees .....25
- Tuition and Fees, Explanation of .....27-28
- Tuition Payment Plan .....28
- U**
- Use of Other Coursework Toward a Certificate.....50
- Use of Other Coursework Toward a Degree Program .....50
- University Description .....1, 7-11
- V**
- Veterans and War Orphans, Admission of .....24
- Visiting Students .....21
- W**
- WEBstudent .....54
- Withdraw from University .....54
- Withdrawal from Courses.....48

## ***Appendix E: 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.
-



---

MONMOUTH  
UNIVERSITY

---

WHERE LEADERS LOOK *forward*