

undergraduate
UNDERGRADUATE CATALOG

2012-2013

MONMOUTH
UNIVERSITY

WHERE LEADERS LOOK *forward*

MONMOUTH UNIVERSITY

Undergraduate Catalog

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Date of Publication: August 2012

Applicability of Catalog:

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

Mission Statement of Monmouth University

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

Contents

<i>Responsibility and Policies of the University</i>	4
<i>Directory in Brief</i>	5
<i>The University</i>	7
<i>Admission</i>	13
<i>Tuition and Fees</i>	27
<i>Financial Aid</i>	33
<i>Academic Programs, Support Services, and Regulations</i>	41
<i>The Wayne D. McMurray School of Humanities and Social Sciences</i>	71
<i>School of Science</i>	91
<i>Leon Hess Business School</i>	101
<i>School of Education</i>	105
<i>The Marjorie K. Unterberg School of Nursing and Health Studies</i>	111
<i>School of Social Work</i>	117
<i>Student Services</i>	121
<i>Directories</i>	127
<i>Academic Calendars</i>	149-150
<i>Map and Directions</i>	151-152
<i>Appendix A: Course Descriptions</i>	A1
<i>Appendix B: Curriculum Charts</i>	B1
<i>Appendix C: Index</i>	C1

Responsibility of the University

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

Equal Opportunity Policy

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

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

Family Educational Rights and Privacy Act

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

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

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

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

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

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

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

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

Human Relations Philosophy and Policy

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

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

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

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

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

Directory in Brief

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

Academic Foundations - General Education

571-3683
 Judith Nye, Associate Vice President

Admission, Graduate

571-3561
 Kevin Roane, Director

Admission, Undergraduate

571-3456
 Victoria Bobik, Director

Athletics

571-3415
 Marilyn McNeil, Director

Bursar's Office

571-3454
 Jonas Javier, Bursar

Campus Tours

571-3456
 Victoria Bobik, Director

Career Planning

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

Career Services

571-3471
 William F. Hill, Assistant Dean

Cashier's Office

571-7540
 Marilyn Cusick, Manager

Center for Student Success

571-7522
 Mercy Azeke, Dean

Cooperative Education

571-3458
 Kathleen Kennedy, Director

Disability Services for Students

571-3460
 John Carey, Director

Educational Opportunity Fund

571-3462
 Colleen Johnson, Director

Financial Aid

571-3463
 Claire M. Alasio, Associate Vice President

Graduate Assistantships

571-7550
 Datta Naik, Dean

Graduate School

571-7550
 Datta Naik, Dean

Directory in Brief

Health Services

571-3464
Kathy Maloney, Director

Help Desk (e-mail and WEBadvisor)

571-3539
Cathy Davison, Help Desk Supervisor

Honors School

571-3620
Kevin Dooley, Dean

Housing

571-3465
James Pillar, Associate Vice President

International Student & Faculty Services

571-3478
Barbara Nitzberg, Assistant Director

Leon Hess Business School

571-3423
Donald M. Moliver, Dean

Library

571-3450
Ravindra Sharma, Dean

Mathematics Center

263-5305
Lynn Dietrich, Coordinator

Orientation, Undergraduate

571-3591
Amy Bellina, Director

Pre-Medical & Pre-Dental Careers

571-3687
Bernadette Dunphy, Co-Director
Dorothy Lobo, Co-Director

Psychological Services

571-7517
Franca Mancini, Director

Registration and Records

571-3477
Laura Papa Babbin, Director

Residential Life

571-3585
James Pillar, Associate Vice President

Scholarships

571-3463
Claire M. Alasio, Associate Vice President

School of Education

571-3437
Lynn Romeo, Dean

School of Humanities and Social Sciences

571-3419
Stanton Green, Dean

School of Nursing and Health Studies

571-3443
Janet Mahoney, Dean

School of Science

571-3421
Michael Palladino, Dean

School of Social Work

571-3543
Robin Mama, Dean

Service Learning & Community Programs

571-4411
Marilyn Ward, Coordinator

Student Activities

571-3586
Amy Bellina, Director

Student and Community Services

571-3417
Mary Anne Nagy, Vice President

Student Employment

571-3471
Aimee Parks, Assistant Director

Study Abroad

263-5377
Robin Asaro, Assistant Director

Tutoring and Writing Services

571-3542
Dorothy Cleary, Director

Undeclared Majors Advising Program

571-3588
Jean Judge, Associate Dean

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

The University

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

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

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

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

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

CAMPUS FACILITIES

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

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

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

The **Lauren K. Woods Theatre**, a former carriage house that retains many of its original 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 24-hour open lab; **Bey Hall**, the Leon Hess Business School building, which contains case study classrooms, seminar rooms, and a computer laboratory; **McAllan Hall**, which houses the School of Education, The Marjorie K. Unterberg School of Nursing and Health Studies, The School of Social Work, and the department of Criminal Justice; the new state-of-the-art **Jules Plangere Center**, which houses the department of Communication, Foreign Language Studies, and a Faculty Resource Center; **William T. Boylan Gymnasium**; ten traditional and suite-style, on-campus residence halls: **Beechwood, Cedar, Elmwood, Laurel, Mullaney, Oakwood, Pinewood, Redwood, Spruce, and Willow**; and three apartment-style facilities: the **Great Lawn Apartments**, the **Garden Apartments**, and **Maplewood Hall**.

HISTORY

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

1956, it was renamed Monmouth College and accredited by the state to offer four-year programs leading to the baccalaureate degree. Less than a decade later, it was authorized to offer master's degree programs. In March 1995, the New Jersey Commission on Higher Education designated Monmouth a teaching university pursuant to N.J.A.C. 9:1-3.1 et seq.

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

ACCREDITATION

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

THE FACULTY

The faculty at Monmouth University work together to provide challenging classroom environments that encourage student involvement and

ensure that Monmouth graduates leave the University ready to exercise socially responsible leadership in their professional and personal communities. The faculty take teaching and student learning seriously. To enhance their effectiveness, most have participated in faculty workshops on active learning techniques.

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

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

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

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

A member of the anthropology faculty, who regularly involves students in his research activities, explains: "It gives them opportunity to meet important

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

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

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

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

Everett L. Rich, Communication	1985
Doris K. Hiatt, Psychology	1986
Eugene S. Simko, Management	1987
Thomas S. Pearson, History	1988
Datta V. Naik, Chemistry	1989
Donald M. Moliver, Economics	1990
Robert S. Rouse, Chemistry	1991
Leonard Wollack, Marketing	1992
Arie van Everdingen, Art	1993
Mark Rodgers, Social Work	1994
Kenneth Campbell, History	1995
Margaret DelGuercio, English	1996
Marilyn Parker, Chemistry	1997
Gregory Coram, Criminal Justice	1998
Robyn Holmes, Psychology	1999
Robin Mama, Social Work	2000
Brian Garvey, English	2001
John Morano, Communication	2002
Rekha Datta, Political Science	2003
Judith Nye, Psychology	2004
Michael Palladino, Biology	2005
Bruce Normandia, Curriculum & Instruction	2006
Richard Veit, History and Anthropology	2007
Kelly Ward, Social Work	2008
Joseph Patten, Political Science	2009
David Tripold, Music and Theatre Arts	2010
Nancy Mezey, Political Science and Sociology	2011
Gary Lewandowski, Psychology	2012

AWARDS

Donald Warncke Award

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

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

Rose Iovino	1991
Demetrius Markov	1992
C. Dale Haase and Carol Neuer	1993
Deanna Scherrer	1994
Sandra G. Epstein	1995
Gertrude Murphy and Marilyn Parker	1996
Susan Kuykendall	1997
John Bolton	1998
Debbie Mellish and James Mack	1999
Marianne Seitz	2000
Vernon Churchill	2001
Richard Guilfoyle	2002
Thomas Murtha	2003
Koorleen Minton and Ella Elizabeth Boyington	2004
Linda Silverstein	2005
Franca Mancini	2006
Annette Gough	2007
Doreen Brown and Sandy Villa	2008
William Mitchell	2009
Brian Garvey	2010
Heather Kelly	2011
Richard Veit	2012

Stafford Presidential Award of Excellence

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

Bertha Hughes	2003
Datta Naik	2003

Maureen Paparella	2003
Patricia L. Swannack	2004
Samuel A. Weir	2005
Saliba Sarsar	2006
Debbie Mellish	2007
Mary Anne Nagy	2007
Colleen Johnson	2008
Jean Judge	2009
Sharon Smith	2010
Kevin Roane	2011
James Reme	2012

ACADEMIC HONESTY

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

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

Undergraduate Admission

FIRST-TIME, FIRST-YEAR APPLICANTS

Admission to Monmouth is based upon many factors. Recognizing that each student is different, Monmouth makes every attempt to ensure that its selection process is as fair to each student as possible. The admission process is need-blind, i.e., a family's ability to pay for college is not considered.

Admission to the University is at the discretion of the Admission Committee under the guidance and supervision of the Director of Undergraduate Admission. The applicant pool for fall admission changes each year; admission guidelines are established based upon the applicant pool and strategic objectives of the University. Factors considered in the application review process include the high school transcript with focus on cumulative grade point average and rigor of course work, standardized test scores, activities/work experience, community service, and leadership roles. The Committee reserves the right to make admission exceptions on the basis of the student's overall application and potential for success at Monmouth University.

Admission Requirements

A candidate for admission is required to: (1) be a graduate of an accredited secondary school or the equivalent; (2) have completed sixteen (16) Carnegie units to include the following: four units of

English, three units of mathematics, two units of social studies, two units of science, and five additional units of academic electives chosen from the following areas: English, social science, science, humanities, foreign languages, and mathematics; and (3) satisfy the University's requirements for grade point average and standardized test scores (SAT or ACT).

The application deadlines for first-time, full-time students are as follows:

The application deadline for early action is December 1. Early action is a nonbinding program geared toward students who meet the overall criteria for admission and have a strong desire to enroll at Monmouth. Early action candidates will be notified of an admission decision by January 15. Applicants may be offered admission, denied admission, or returned to the regular applicant pool for further consideration.

The application deadline for regular decision is March 1. This is the final application deadline for first-time, full-time students. Students who wish to apply for regular admission may file their credentials any time after the start term of their senior year. Applications received after the March 1 deadline will be considered on a space-available basis. Regular decision candidates who complete an application by March 1 will be notified of an admission decision by April 1.

Undergraduate Admission

Enrollment deposits are required of all undergraduate students who are accepting offers of admission to the University. For more than a decade, all available seats for the fall semester for full-time, first-year students have been claimed, through the submission of an enrollment deposit, by May 1, the National Candidates' Reply Date. Therefore, full-time, first-year students should submit the enrollment deposit as soon as possible.

First-year students may also apply for spring semester admission; the deadline for spring semester applications is December 1. First-year, full-time students who are entering in the spring semester should also submit the enrollment deposit as soon as possible in order to confirm intention to enroll.

Part-time and Transfer students:

The application deadline for the fall semester is July 15. The application deadline for the spring semester is December 1.

Adult students (24 years of age or older):

The application deadline for the fall semester is July 15. The application deadline for the spring semester is December 1.

An enrollment deposit is not required for part-time students; however, students must return an enrollment confirmation form to indicate the intent to enroll.

Admission Procedures

1. The Application for Admission must be completed in full, signed, and returned to the Office of Admission Processing. To obtain an application for admission, contact the Office of Admission Processing at 800-543-9671 or apply online at <http://www.monmouth.edu/apply>. A nonrefundable application fee is required.
2. The secondary school of the applicant must forward an official transcript to the Office of Admission Processing.
3. Official SAT or ACT score reports must be submitted. Test results may be either included on the official transcript provided by the applicant's secondary school or may be forwarded to Monmouth directly by the testing service. Monmouth University's code number for the SAT is 002416. The ACT code is 2571.

4. High school students are encouraged to complete the SAT or ACT with writing section no later than the fall term of their senior year.
5. Applicants who have satisfactorily completed the General Education Development (GED) test in lieu of high school graduation should request that an official score report be sent directly to the Monmouth University Office of Admission Processing. The scores can be obtained by calling the New Jersey Department of Education's GED Program's automated system at 609-777-1050.
6. All matriculating undergraduate students must complete the required medical forms prior to registration. Medical forms will be forwarded to students after the enrollment deposit is received by the University for completion by their physician. All required immunizations must meet current University policies.

Credit Accumulation

• Advanced Standing

Monmouth University grants college credit (Advanced Standing) for secondary school courses that have been validated by the Advanced Placement Examination Board. In most cases, credit is awarded for Monmouth University course equivalents of the subject matter covered by the examination when the AP examination scores are 3, 4, or 5. See the Advanced Placement Exams chart on the page that follows for specific Monmouth equivalencies.

Monmouth University accepts International Baccalaureate (IB) Diploma Program Credit based on Higher Level examination achievement. Scores of a 5, 6, or 7 must be earned in order to receive credit for the IB. International Baccalaureate courses are graded on a scale of 1 (minimum) to 7 (maximum). Official IB transcripts should be forwarded to the Office of Undergraduate Admission for official evaluation. Monmouth does not grant IB credits for subjects taken at the Standard Level.

Students will be given credit in specific subject areas on a course-by-course basis; credit policies will be determined by the academic department in which the credit will be transferred. Please refer to the chart that follows for a list of accepted IB course work.

CREDITS AWARDED FOR ADVANCED PLACEMENT EXAMS

AP EXAM	AP Score	Monmouth Credit Awarded for	Credits
Art-Drawing Portfolio	4, 5	AR-191	3
Art-Gen Portfolio	4, 5	AR-001	3
Art-Gen Portfolio	3	Apply to Department	0
Art-History of	4, 5	AR-241	3
Art-Studio Art 2-&3-d Port.	3, 4, 5	Apply to Department	0
Biology	3	BY-104	3
Biology	4, 5	BY-110	4
Calculus AB	3	No Credit	0
Calculus AB	4, 5	MA-125	4
Calculus BC	3	MA-125	4
Calculus BC	4, 5	MA-125 and MA-126	8
Chemistry	3	CE-101	3
Chemistry	4, 5	CE-111/CE111L	4
Chinese	3	FO-002	3
Chinese	4, 5	FO-002	6
Computer Science A Exam	4, 5	CS175	4
Environmental Science	3, 4, 5	BY-220	3
European History	3, 4, 5	HS-102	3
French	3	FF-201	3
French	4, 5	FF-201 and FF-202	6
French Literature	4, 5	FF-301	3
German	3	FG-201	3
German	4, 5	FG-201 and FG-202	6
Human Geography	3, 4, 5	GO-101	3
Italian	3	FO-002	3
Italian	4, 5	FO-002	6
Japanese	3	FO-002	3
Japanese	4, 5	FO-002	6
Language & Comp	3, 4, 5	EN-101	3
Latin	3	FL-002	3
Latin	4, 5	FL-002	6
Latin Literature	3	FL-002	3
Latin Literature	4, 5	FL-003	3
Literature & Comp	3	EN-001	3
Literature & Comp	4, 5	EN-202	3
Macroeconomics	3, 4, 5	BE-202	3
Microeconomics	3, 4, 5	BE-201	3
Music Theory	4, 5	MU221	3
Physics B	3	PH-101	3
Physics B	4, 5	PH-105 and PH-105L	4
Physics C Mech	3	PH-101	3
Physics C Mech	4, 5	PH-211 and PH-211L	5
Physics C E & M	3	PH-101	3
Physics C E & M	4, 5	PH-212 and PH-212L	5
PS Amer. Govt.	3, 4, 5	PS-103	3
PS Comp European Govts.	3, 4, 5	PS-101	3
Psychology	4, 5	PY-103	3
Spanish	3	FS-201	3
Spanish	4, 5	FS-201 and FS-202	6
Spanish Literature	4, 5	FS-301	3
Statistics	3, 4, 5	MA-151 or CJ-211	3
U.S. History	3, 4, 5	HS-104	3
World History	3, 4, 5	HS-101 or HS-102	3

Undergraduate Admission

International Baccalaureate Credit Acceptance

Subject	IB Level/Score	Course Equivalent	Credits
Best Language			
English:	Higher Level (HL) 5, 6, or 7	EN201 or EN202 (a)	3 credits
Second Language			
Languages:	Higher Level (HL) 5	F_ 201 & 202 (b)	6 credits
	Higher Level (HL) 6 or 7	F_ 201, 202 (b) and 300A or 300B	9 credits
Individuals and Societies			
Business & Management:	Higher Level (HL) 5, 6, or 7	BM250	3 credits
Geography:	Higher Level (HL) 5, 6, or 7	GO101	3 credits
Economics:	Higher Level (HL) 5, 6, or 7	BE200	3 credits
History:	Higher Level (HL) 5, 6, or 7	HS102 (c)	3 credits
Islamic History:	Higher Level (HL) 5, 6, or 7	HS102 (c)	3 credits
Information Technology:	Higher Level (HL) 5, 6, or 7	IT100	3 credits
Philosophy:	Higher Level (HL) 5, 6, or 7	PL001 Philosophy free elective (d)	3 credits
Psychology:	Higher Level (HL) 5, 6, or 7	PY103	3 credits
Anthropology:	Higher Level (HL) 5, 6, or 7	AN103	3 credits
Experimental Sciences			
Biology:	Higher Level (HL) 5	BY104	3 credits
	Higher Level (HL) 6 or 7	BY110 & BY111	8 credits
Chemistry:	Higher Level (HL) 5 or 6	CE101	3 credits
	Higher Level (HL) 7	CE111 & CE111L	4 credits
Physics:	Higher Level (HL) 5	PH101	3 credits
	Higher Level (HL) 6 or 7	PH105 & PH105L	4 credits
Environmental Systems:	Higher Level (HL) 5	BY 103	3 credits
	Higher Level (HL) 6 or 7	BY109 & BY220	7 credits
Mathematics and Computer Science			
Mathematics	Higher Level (HL) 5, 6, or 7	MA001 Mathematics free elective (c)	3 credits
Computer Science	Higher Level (HL) 5, 6, or 7	CS175	4 credits
The Arts			
Visual Arts	Higher Level (HL) 5, 6, or 7	AR001 Arts free elective (d)	3 credits
Music	Higher Level (HL) 5, 6, or 7	MU001 Music free elective (d)	3 credits
Theatre Arts	Higher Level (HL) 5, 6, or 7	TH001 Theatre free elective (d)	3 credits

(a) Students must apply to department for specification of course.

(b) Specific language course code will be determined on an individual basis.

(c) Students may apply to the department to specify course as alternate 100-level course.

(d) Students may apply to the department for evaluation for specific course credit.

- *Credits in Escrow*

Monmouth University provides a taste of college life as well as a head start in college for secondary school students who have completed at least their junior year. Credits earned are held in escrow and may be applied toward a degree at Monmouth after the student is matriculated as a regular student, or they may be transferred. By taking advantage of this opportunity and with careful planning of course sequences, it may be possible for a student to complete requirements for a baccalaureate degree in three calendar years.

Monmouth University also grants credit for college courses taken at another accredited institution while the student was still attending high school. In order to evaluate credit, official transcripts must be submitted from that institution for evaluation.

- *Homeschooled Students*

A candidate for admission who has been homeschooled is required to follow these guidelines in the application process. Please note that all homeschooled students are required to meet their home state requirements and submit appropriate supporting documentation demonstrating that they have done so, should they be asked to do so by Monmouth University.

1. Complete the application for admission in full and return to the Office of Admission Processing.
2. Submit the nonrefundable application fee.
3. Submit one of the following credentials:
 - a. Transcript from a homeschool program, private school, or primary teacher. Please note that if any part of your high school education was completed in a conventional public or private high school, Monmouth University requires the transcript of that academic work be sent directly from the registrar of that school. Additionally, if you have completed any college-level course work while in high school or to satisfy graduation requirements, submit all official transcripts. If course work is still in progress, submit a course schedule.
 - b. Portfolio of academic work completed to include syllabi, list of textbooks used, academic curriculum outline, and any other documentation of academic work com-

pleted. The portfolio must include grade evaluations by the primary teacher. Also required with the portfolio is Monmouth University's Curriculum Chart for Homeschooled Students. All students who apply to Monmouth University must demonstrate that they have completed the following Carnegie Units: four units of English, three units of mathematics, two units of social studies, two units of science, and five additional units of academic electives chosen from the following areas: English, social studies, science, humanities, foreign languages, and mathematics.

4. Submit official standardized test scores - either SAT or ACT. Score reports must be sent directly from the testing agency. Monmouth's SAT code is 002416. Monmouth's ACT code is 2571.

TRANSFER APPLICANTS

Monmouth University welcomes applications from transfer students who are in good academic standing at other accredited colleges or universities. Students from nonaccredited colleges may be admitted if they satisfy the admission requirements of Monmouth University. Students with a cumulative GPA of 2.25 or better will be *considered* for admission to the University. Students pursuing a major within the School of Education must have a minimum GPA of 2.75 according to New Jersey State Guidelines. Admission is determined by successful completion of course work over time and is not automatic; there may be instances when a student with a 2.25 GPA or greater will not be offered admission. Students who have been dismissed for academic reasons will not be considered for acceptance by Monmouth University until at least one academic semester has elapsed following their dismissal. Students suspended for disciplinary reasons from another institution must serve the term imposed by that suspension before Monmouth University will consider their application for admission.

Students offered provisional admission must be nonmatriculated and part-time. Conditions imposed on such students are as follows: they may earn no more than eighteen credits in that status and may carry no more than nine (9) credits per semester; they must reapply for admission after earning twelve to eighteen credits at Monmouth in order to matricu-

Undergraduate Admission

late and continue taking courses at the University. Admission as a matriculating student is contingent upon successful completion of course work. (See the *Changing from Non-Matriculated to Matriculated Status* section of the catalog for more details.)

The application deadline for the spring semester is December 1. The application deadline for the fall semester is July 15. If a student has attempted and received grades in twenty-four credits or more at or above the 100-level, the University will only look at the student's collegiate course work in determining admission. If a student has fewer than twenty-four credits, an official high school transcript and official SAT or ACT scores are required.

Transfer students must send official transcripts from all institutions attended previously, regardless of whether or not credit for such work is desired or expected. 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. Failure to declare attendance at any postsecondary institution where registration occurred may lead to disciplinary action and/or dismissal. When applying for transfer credit, students may be requested to submit official course descriptions.

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). Education majors may transfer a maximum of six

professional credits from a two-year school. Due to the individual review process required for evaluating music and art course work, students in these disciplines may require an audition or a portfolio review to determine equivalency for certain course work. Additional information is available from the Office of Undergraduate Admission. Students attending an accredited two-year institution in New Jersey may find transfer equivalencies through the New Jersey Transfer Initiative (www.njtransfer.org).

All candidates for bachelor's degrees must complete the University's general education requirements. Note that the course type(s) associated with a course are specific to course work taken at Monmouth University. Courses earned through transfer equivalency will not automatically earn the course type associated with the Monmouth University course equivalent. For instructions on how to have a transfer course reviewed to fulfill the General Education requirements of Technological Literacy, Reasoned Oral Discourse, Interdisciplinary Studies, Cultural Diversity, Global Understanding, or Experiential Education, students should contact the Associate Dean for Support Services and Articulation. Please refer to the information that follows concerning general education transfer equivalencies. Prospective students may contact the Office of Undergraduate Admission for further information.

- ***Police Academy Transfer Policy***

Students who successfully complete a New Jersey Police Academy program prior to enrolling in Monmouth University will be awarded six (6) Monmouth University credits (CJ101-Introduction to Criminal Justice and CJ225-Law Enforcement). Once matriculated into Monmouth University, no police academy credits will be awarded to students who subsequently enter a New Jersey Police Academy.

2012–2013 GENERAL EDUCATION REQUIREMENTS

Monmouth University Requirement

1. **First Year Seminar – 3 credits**
(FY 101)
2. **Reading & Writing – 6 credits**
(EN 101, 102)
3. **Mathematics – 3 credits**
(from subject “MA” except MA 050 or MA 101)
4. **Natural Sciences – 6 credits**
(from Biology [BY], Chemistry [CE], Physics [PH] or Science [SC])
5. **Literature – 3 credits**
(from courses designated with course type “LIT”)
6. **Aesthetics & Creativity – 3 credits**
(Art [AR], Music [MU], Theatre [TH], or Dance [DA]).
7. **Technological Literacy – 3 credits**
(from courses designated with course type “TL”)
8. **Reasoned Oral Discourse – 3 credits**
(from courses designated with course type “RD”)
9. **Historical Perspective – 3 credits**
(from courses designated with course type “HS.SV”)
10. **Social Sciences –3 credits**
(from courses designated with course type “SS.SV”)
11. **Historical Perspective or Social Sciences – 3 credits**
(from courses designated with course type “HS.SV or “SS.SV”)
12. **Interdisciplinary Studies – 3 credits**
(from courses designated as course type “ISP”)
13. **Cultural Diversity – 3 credits**
(from courses designated with course type “CD”)
14. **Global Understanding – 3 credits***
(from course designated with course type “GU”)

OR*

15. **Foreign Language – 6 credits**
16. **Experiential Education – 0 credits**
(one course designated with course type “EX”)
17. **Writing Intensive – 0 credits**
(two courses from within the Major designated with course type “WT”)

Transfer Equivalencies

(Waived for transfer students with a minimum of 18 transfer credits)

Any two English composition courses with similar content. Remedial English courses are not accepted.

Three credits from subject MA *excluding* MA 050 and MA 101.

Any two natural science courses in biology, chemistry, physics or science.

Any 200 level or above literature survey course.

Any course in art, dance, music, or theatre.

Any course that covers computer literacy, e-mail, Internet applications, and an integrated office suite in a Windows environment.

To be determined on an individual basis.

Any history survey course.

Three credits in any of the following disciplines: anthropology, economics, geography, political science, sociology, psychology, or Gender Studies 225.

Three credits in Historical Perspectives **OR** three credits in Social Sciences as listed above.

To be determined on an individual basis.

To be determined on an individual basis.

To be determined on an individual basis.

Two courses from the same foreign language.

To be determined on an individual basis.

To be determined on an individual basis.

Undergraduate Admission

For undergraduate students who attended accredited (by the Commission on Higher Education) two-year community or county colleges, the following applies:

1. Students transferring from a two-year institution may use up to seventy-two transfer credits toward a baccalaureate degree at Monmouth University, providing these credits fulfill degree requirements. Students who attended both two-year and four-year institutions may apply a maximum of twenty-four additional credits at the 200-level or higher (as determined by the four-year institution where these courses were taken) toward baccalaureate degree requirements at Monmouth University, providing these credits fulfill degree requirements. Students who attended only a four-year institution may apply a maximum of ninety-six credits toward a baccalaureate degree at Monmouth University, providing these credits fulfill degree requirements.
2. Full-time students at accredited community or county colleges who have maintained continuous semester-to-semester attendance and who graduate in five or fewer semesters in AA, AS, or AAS (nursing only) degree programs will be considered for acceptance as transfer students at Monmouth University. Provided such students begin their enrollment at Monmouth in the first or second semester immediately following their graduation from the two-year institution, they may elect to follow the Monmouth University curriculum that was in effect at the time they entered the two-year college. Students must request matriculation in the prior catalog by writing to the Office of Registration and Records within the first semester of attendance. Please be aware that accreditation or state mandate may make a program unavailable.
3. All other graduates of accredited community or county colleges who have earned AA, AS, or AAS (nursing only) degrees (full-time students taking more than five semesters to graduate or part-time students) will be considered for acceptance as transfer students at Monmouth University. Provided such students begin their enrollment at Monmouth in

the first or second semester immediately following their graduation from the two-year institution, they may elect to follow the Monmouth University curriculum that was in effect four semesters prior to their enrollment at Monmouth.

For all other undergraduate students who attended accredited (by the Commission on Higher Education) institutions, courses are transferred as follows:

1. Only courses in which earned grades were “C” or higher will be accepted. Furthermore:
 - a. No remedial courses will be accepted.
 - b. A maximum of four (4) physical education credits may transfer.
 - c. No personal development or vocational (e.g., secretarial, automotive) courses, unrelated to degree programs at Monmouth University, will transfer. (The designation “vocational” will be determined by the course description/syllabus, not necessarily by the discipline designation assigned at the previous institution.)
 - d. Courses that are more than five years old may be declined by the major department, but only in cases where the subject matter of these courses has undergone significant and substantial additions/revisions.
2. Courses will transfer at the number of credits assigned at the previous institution.
3. Each transfer student must complete at least thirty-two credits at Monmouth University, of which sixteen credits must be in the major. For business administration majors, at least fifty percent of their business requirements (business core and concentration(s)) must be completed at Monmouth University. For other graduation and residency requirements, please refer to the *Academic Programs, Support Services and Regulations* section of this Catalog.
4. Students changing majors will have their transfer credits re-evaluated by the new major department.
5. Undergraduate students who attended a study abroad program through their former institutions may be eligible for Experiential Education credit at Monmouth. The student must have earned a minimum of six credits

at the foreign institution, with grades of “C” or better. The study abroad courses must be noted on the academic transcript of the American institution and annotated as “study abroad.” See the Office of Registration and Records for additional information.

For undergraduate students who attended non-foreign, nonaccredited programs:

Courses other than nursing courses will transfer automatically only if a formal document of course equivalencies exists that was previously adopted by the University. When a formal document does not exist, courses taken in these nonaccredited programs will be evaluated on a case-by-case basis by the appropriate departments to determine acceptability for transfer. In all instances, conditions 1–4 above apply.

For nursing majors, nursing courses will transfer as described within the *Nursing and Health Studies* section of this Catalog. Non-nursing majors who have graduated from a diploma nursing school may transfer nursing courses by taking as many as four ACT/PEP tests as specified by the School of Nursing and Health Studies at Monmouth University. Each successfully passed examination may transfer as eight credits (8) of lower-division nursing courses. These credits may apply to the requirements of the major program as applicable. Students should consult with their major department chair for details.

For undergraduate students who attended foreign institutions:

The Monmouth University Transcript Evaluator will evaluate credentials submitted from foreign institutions. 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). Course descriptions in English must accompany transcripts. In all instances, conditions 1–4 above apply to foreign courses. Students may, upon request, be required to have previous academic work validated, at the students’ expense, through an outside credential evaluation service.

For undergraduate students who have served in the military:

Students who have completed basic training in any of the Armed Forces will automatically receive one (1) credit in physical education activities and one credit of health by virtue of that experience and presentation of official discharge documentation. Other credits earned while in the military may be considered for transfer credit upon presentation of official military transcript documentation to the Office of Undergraduate Admission.

Undergraduate Admission

Alternative Credit Options

- Credits Awarded for College Level Examination Program (CLEP)

GENERAL EXAMS (a)	Monmouth Credit Awarded for	Credits
EN-100 College Composition Modular (new 7/2010)	Apply to department	TBD
EN-101 College Composition (new 7/2010)	EN-101 College Composition I	3
MA-001 College Mathematics	MA-001 Math elective	3
EN-100 English Composition (until 7/2010)	Apply to Department	TBD
EN-101 English Comp w/Essay (until 7/2010)	EN-101 College Composition I	3
HU-100 Humanities	FE-001 Free Elective	3
PH-001 Natural Sciences	PH-001 Physics Elective	3
SS-001 Social Sciences & History	SS-001 Social Science Elect	3
 SUBJECT EXAMINATIONS (b)		
COMPOSITION AND LITERATURE		
EN-208 American Literature (until 07/2011)	EN-228 Foundations of American Lit.	3
EN-208 American Literature (new 07/2011)	EN-202 Literature II	3 (c)
EN-000 Analysis & Interpretation of Literature	No Credit	0
EN-206 English Literature (until 07/2011)	EN-227 Foundations of British Lit.	3
EN-206 English Literature (new 07/2011)	EN-202 Literature II	3
EN-101 Freshman College Composition (until 07/2010)	No Credit	0
 FOREIGN LANGUAGES		
FF-001 French Language	FF-201 Intermediate French I	3
FG-001 German Language	FG-201 Intermediate German I	3
FS-001 Spanish Language	FS-201 Intermediate Spanish I	3
 HISTORY AND SOCIAL SCIENCES		
PS-001 American Government	PS-103 American National Government	3
HS-103 History of US I	HS-103 US History I	3
HS-104 History of US II	HS-104 US History II	3
PY-203 Human Growth & Development	PY-203 Child Psychology	3
PY-201 Intro to Educational Psychology	PY/EDL-201 Educational Psychology	3
BE-202 Principles of Macroeconomics	BE-202 Macroeconomics	3
BE-201 Principles of Microeconomics	BE-201 Microeconomics	3
PY-103 Introduction to Psychology	PY-103 Intro to Psychology	3
SO-101 Intro to Sociology	SO-101 Intro to Sociology	3
HS-101 Western Civilization I	HS-101 West Civ. World Perspective 1	3
HS-102 Western Civilization II	HS-102 West Civ. World Perspective 2	3
 SCIENCE AND MATHEMATICS		
MA-001 Trigonometry (Until 2006)	MA-001 Math Elective	3
MA-101 College Algebra	MA-101 College Algebra	3
MA-109 College Algebra-Trigonometry (until 2006)	MA-109 Pre-Calculus Math	4
MA-109 Pre-Calculus (new 2007)	MA-001 Math Elective	3
MA-112 Calculus with Elem. Func. (until 2006)	MA-118 Quantitative Analysis Bus. II	3
MA-118 Calculus	MA-118 Quantitative Analysis Bus. II	3
BY-101 Biology	BY-101 Issues & Methods of Bio.	3
	or BY-102 Applied Biotech	
	or BY-103 Environmental Science	
	or BY-104 Human Biology	
CE-111 and CE-112 Chemistry	CE-111 Gen Chemistry I and Lab	4
	CE-112 Gen Chemistry II and Lab	4
 BUSINESS		
CS-001 Info Sys & Comp Apps.	IT-100 Information Technology	3
	or IT-102 Information Tech. for Scientists	
BA-251 Financial Accounting (new 07/2007)	BA-251 Principles of Financial Acctg.	3
BA-101 Principles of Accounting (until 06/2007)	BA-251 Principles of Financial Acctg.	3
BL-201 Introduction to Business Law	BL-201 Legal Environment of Business I	3
BK-250 Principles of Marketing	BK-250 Principles of Marketing	3
BM-250 Principles of Management	BM-250 Principles of Management	3

(a) Monmouth University grants three credits for each of the five General Examinations, completed with a minimum score of 52. CLEP exams taken prior to July 1, 2001, require a minimum score of 481.

(b) Monmouth University grants credit to the subject matter covered by the examination when the score is at or above the fiftieth percentile.

(c) EN202 equivalent for non-English majors only

While it is recommended that CLEP examinations be taken before admission to the University, individual exceptions will be considered subject to departmental approval.

- *Credit by Examination*

Credit by Examination is a process for granting academic credit for a life experience with an academic parallel. The term “life experience” connotes a learning experience equivalent to an academic course in an accredited institution on the college level. Credits obtained by examination are accorded the same status as transfer credit and consequently are not used in the computation of the grade point average. Credit by examination is counted as part of the maximum allowable transfer credits for an academic program. Undergraduate students earning credits by examination for foreign languages cannot use these credits to satisfy the cross-cultural general education requirement. These credits will not be included into the thirty-two credits needed to fulfill the Monmouth University residency requirement, but may be taken at any time during the student’s career at Monmouth.

Interested students should apply to the appropriate academic departments. Details about these procedures are available in the Office of Registration and Records.

- *Applied Music*

Applied Music is private instruction in a particular instrument or voice. The student should discuss his/her desire to take applied music with a Monmouth University music faculty member and then register directly in the Music Department. The student may earn as many as six (6) credits in Applied Music and will be awarded the credit after successful completion of the lessons and the payment of the credit by examination fee. Credit for Applied Music will be treated in the same manner as credit by examination (see above).

Additional guidelines are available online on the Office of Registration and Records forms webpage at <http://www.monmouth.edu/registrar/forms.asp>.

- *Prior Learning Assessment Program*

Students who have been working, managing a home, volunteering in the community, traveling, serving in the military, or studying independently may

have acquired some college-level learning from these experiences.

It is possible to have this learning evaluated and receive credit. Credit is granted for learning rather than the experience itself, and is awarded when the learning is closely related to the subject matter of a Monmouth course. Students who wish to earn credit for learning from work and life experience will be asked to prepare a portfolio that describes and documents that learning. Additional information is available from the Office of Registration and Records.

FORMER STUDENTS APPLYING FOR READMISSION

Readmission to the University

Former Monmouth University students not on a Leave of Absence who have not attended the University for at least one semester must submit an application for readmission. Applications are available in the Office of Admission. If the applicant has attended another institution in the interim, the applicant must have an official transcript forwarded to the Office of Admission Processing. Students will be re-evaluated based upon the full academic record and will be advised if further information is needed.

Readmission to the University after Academic Dismissal

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

Application for Academic Amnesty

(See Academic Amnesty.)

VISITING STUDENTS

Students from other institutions must provide a letter of permission from, and be in good academic standing at, the home institution. Applications are available from the Office of Admission. Admission as a visiting student does not constitute admission as a matriculated student. Eligible rising high school sen-

Undergraduate Admission

iors may enroll in college-level course work at Monmouth University. Eligibility will be determined by the Office of Undergraduate Admission based on a review of the student's academic credentials.

ADULT APPLICANTS

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

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

APPLICANTS WITH DISABILITIES

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

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

INTERNATIONAL APPLICANTS

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

Applicants for admission whose native language is not English must demonstrate English language proficiency. Such proficiency may be demonstrated by submitting an official score report from one of the following standardized tests and meeting the minimum score requirements. Students who have completed the equivalent of a baccalaureate or mas-

ter's degree at an accredited institution in a native, English-speaking country may be exempt from these standardized testing requirements.

- **TOEFL (Test of English as a Foreign Language)***

Minimum score requirements:

- Internet-based version 79

- **IELTS (International English Language Testing System)***

- Minimum score requirement 6
(with no less than a score of 5.5 on any section)

- **MELAB (Michigan English Language Assessment Battery)***

- Minimum score requirement 77

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

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

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

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

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

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

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

International Transfer Applicants

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

The records should list all courses the student has taken and grades received in each subject. Course descriptions and/or syllabi and the number of weeks and hours spent in lectures and laboratory work for each course are required of transfer applicants if transfer credit is expected. Only credits from recognized accredited institutions will be considered

for direct transfer into any degree program. All course work is subject to approval by the department chair of the specific program chosen; not all courses may transfer. A maximum of seventy-two credits will be allowed for undergraduates transferring from a two-year accredited institution; a maximum of ninety-six credits will be allowed when transferring from a four-year accredited institution.

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

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

Undergraduate 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 14, 2012. Monmouth University reserves the right to alter any and all charges and to do so within the academic year.

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

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

TUITION AND FEES PER SEMESTER

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

TUITION

• UNDERGRADUATE

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

• GRADUATE

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

• SENIOR CITIZENS (Undergraduate and Graduate)

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

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

Tuition and Fees

• RESIDENCE HALLS

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

• Pier Village

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

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

• Diplomat Apartments

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

**Billed in four cycles, see below:

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

• Intersession Housing

Residence Halls	179.00
Apartments	289.00

• Study Abroad:

Florence – Italy (room charge)

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

Regent's College – London (room and board)

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

Macquarie University – Australia

Single	5,500.00
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Spain (Summer)

Double room charge	1,435.00
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CONTRACT CANCELLATION FEE

• BOARD

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

OTHER FEES

(All fees are nonrefundable unless otherwise noted.)

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

PORTFOLIO ASSESSMENT FEES (per course)

Workshop	30.00
Assessment per academic area	225.00

CREDIT BY EXAMINATION FEES

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

SUMMER SESSION FEES

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

SUMMER ROOM RATES

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

PARKING FEES

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

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

Explanation of Tuition, Fees, and Deposits

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

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

tuition will be billed at the per-credit rate regardless of status.

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

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

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

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

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

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

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

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

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

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

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

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

Tuition and Fees

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

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

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

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

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

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

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

Terms of Payment

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

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

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

Tuition Payment Plan

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

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

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

REFUND POLICY

• Summer Sessions

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

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

REFUND POLICY FOR COMPLETE WITHDRAWALS

• *Fall and Spring Semesters*

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

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

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 and their families in developing a comprehensive educational financial plan. Students and families are strongly encouraged to call or visit the Financial Aid Office to engage in this planning process; the office may be reached by phone at 732-571-3463 or via e-mail at finaid@monmouth.edu.

APPLICATION PROCESS

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

The FAFSA is completed using the student's and parents' federal income tax returns and should also include Monmouth University's Title IV School Code (002616); where possible, students should utilize the Data Retrieval Tool on the FAFSA to import their tax information from the IRS's database into the FAFSA. Completed FAFSAs may be submitted to the U.S. Department of Education after January 1. Students are encouraged to retain a copy of the completed FAFSA for their records.

Monmouth University does not have established deadlines for processing financial aid. However, students are encouraged to file as soon after January 1 as possible, as funding for several types of financial aid is limited, and funds are awarded on a first-come, first-served basis. Further, New Jersey residents should be aware of the following state grant filing deadlines:

First time TAG recipients	October 1 of the academic year
Prior TAG recipients	June 1 of the preceding academic year
Spring Term only	March 1 of the academic year

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.

Financial Aid

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

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

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

FUNDING SOURCES

The student's financial aid package may be comprised of a combination of grant, scholarship, loan, and work-study funding. Grants and scholarships are forms of assistance that do not have to be repaid, while loans must be repaid with interest. (Note that interest rates and repayment terms vary as a function of the type of loan a student has secured.) The following paragraphs identify and describe the types of funding available at Monmouth University.

Undergraduate Grants and Scholarships

• Monmouth University Academic Scholarships and Grants

The primary form of assistance offered to full-time incoming freshmen and transfer students is provided through the Incentive Grant, Academic Grant, and Academic Excellence Scholarship programs. Awards are made by the Office of Undergraduate Admission to students who qualify on the basis of their prior academic performance; awards are not based upon financial need. New freshmen are evaluated on the basis of their cumula-

tive high school grade point average and their standardized test scores, while transfer awards are made based upon the student's cumulative college grade point average; award amounts will vary as a function of academic performance.

Awards are renewable for the entirety of the student's undergraduate career, provided the student maintains full-time enrollment status (at least twelve credit hours per semester) and a satisfactory level of academic progress. Students receiving the Incentive Grant are required to maintain a minimum cumulative grade point average of at least 2.00; Academic Grant recipients must maintain a minimum cumulative grade point average of at least 2.50; and Academic Excellence Scholarship recipients must maintain a minimum cumulative grade point average of at least 3.00. In the event that the student fails to maintain the grade point average as described above, the award may be reduced or cancelled. There is, however, an opportunity to appeal prior to any reduction or cancellation; please see the *Appeals Process* section.

Incentive Grants, Academic Grants, and Academic Excellence Scholarships may only be applied toward tuition assessed by Monmouth University and, therefore, cannot be applied toward housing costs. Further, these awards will not be awarded in conjunction with other institutional benefits, such as employee tuition remission or the tuition exchange program. Awards are available only during the regular academic year (i.e., fall and spring semesters) and are not offered during the summer terms. Awards may be applied toward study abroad only when tuition is assessed by Monmouth University. Students may apply these awards toward study at the Washington Center.

• Federal Pell Grant

The Federal Pell Grant ranges from \$600 to \$5,550 per year (based upon 2012-2013 funding levels) and is available to all undergraduate students who have demonstrated extreme financial need, as defined by the U.S. Department of Education; extreme financial need is evaluated using the completed FAFSA. Pell grants are available during the regular academic year (i.e., fall and spring semesters) and may be available during the summer term, depending upon each student's financial aid status during the academic year.

- *Federal Supplemental Educational Opportunity Grant (FSEOG)*

The FSEOG is awarded to undergraduate students who demonstrate extreme financial need and is generally awarded to students who are Pell Grant recipients. On average, Monmouth University awards \$600 to FSEOG recipients. Funding is limited and priority is given to students who have filed their financial aid application in a timely fashion. FSEOG is available during the regular academic year (i.e., fall and spring semesters) and may be available during the summer term.

- *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 that provides grants of up to \$4,000 per year (including the summer term); students may receive a maximum of \$16,000 in TEACH Grant funding for undergraduate studies. In exchange for receiving a TEACH Grant, the student must agree to serve as a full-time teacher in a high-need field (e.g., bilingual education and English language acquisition, foreign language, mathematics, reading specialist, science, special education, or other identified teacher shortage areas) in a public or private elementary or secondary school that serves low-income students. As a recipient of a TEACH Grant, the student must teach for at least four academic years within eight calendar years of completing the program of study for which the TEACH Grant was awarded. **IMPORTANT:** If the student fails to complete this service obligation, all TEACH Grants that the student received will be converted to a Federal Direct Unsubsidized Stafford Loan, with interest having accrued since the date the TEACH grants were originally disbursed. The student must then repay this loan to the U.S. Department of Education. 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 an undergraduate, post-baccalaureate, or 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 GPA of at least 3.25); and
- Sign a TEACH Grant Agreement to Serve, and complete an Entrance Counseling session.

- *New Jersey Tuition Aid Grant (TAG)*

Students who are full-time undergraduates, have demonstrated financial need (as determined by the FAFSA), and have been New Jersey residents for at least twelve consecutive months prior to the beginning of the academic year may be eligible to receive the TAG; parents of dependent students must also meet the New Jersey residency requirement. Final determinations of eligibility are made by the New Jersey Higher Education Student Assistance Authority (NJHESAA). For the 2011-2012 academic year, grant amounts range from approximately \$1,200 to \$10,980. Grants are renewable annually based upon continued financial need but will be awarded for a maximum of nine semesters of full-time undergraduate enrollment. Students who have not previously received a TAG must apply by completing the FAFSA by October 1 for the fall and spring semesters and by March 1 for the spring only. Prior TAG recipients must complete the FAFSA by June 1. TAGs are only available during the regular academic year (i.e., fall and spring semesters).

- *Educational Opportunity Fund (EOF) Grant*

The undergraduate EOF program is designed to provide access to higher education for New Jersey residents who might otherwise not have the opportunity to obtain a college education. An applicant to the EOF program must have been a

legal resident of New Jersey for at least twelve consecutive months prior to receipt of the grant, matriculate as a full-time student, have an economic background that reflects a history of poverty, and demonstrate the need for improvement of educational basic skills. Parents of dependent students must also meet the New Jersey residency requirement. Funding is, however, limited and there is a competitive application process. Students who believe they might qualify are encouraged to contact the University's EOF Office at 732-571-3462. New EOF students must complete the FAFSA by October 1, while current EOF students must complete it by June 1.

- *New Jersey Survivor Tuition Benefits Program*

The Survivor Tuition Benefits Program is for New Jersey residents who attend Monmouth University on, at least, a half-time basis who are spouses and/or dependents of emergency service personnel or law enforcement officers killed in the line of duty. Grants pay the actual cost of tuition up to the highest tuition charged at a New Jersey public institution of higher education. For the fall and spring terms, applications must have been submitted by October 1. Applications for the spring term only must be submitted by March 1. Applications are available on the NJHESAA site at www.hesaa.org. Survivor Tuition Benefits are only available during the regular academic year (i.e., fall and spring semesters) and only to those students who began their enrollment prior to Fall 2011.

- *Law Enforcement Officer Memorial Scholarship*

The Law Enforcement Officer Memorial Scholarship (LEOMS) benefits dependent children of New Jersey law enforcement officers who were killed in the line of duty. The scholarship is awarded up to the cost of attendance less any other scholarships, grants, benefits, and other assistance awarded under the NJHESAA statute and may be renewed for up to four years. Students must be U.S. citizens or eligible non-citizens and enrolled on a full-time basis. The application deadline for the fall and spring semesters is October 1, and for the spring only the deadline is March 1. An application may be downloaded from www.hesaa.org. The LEOMS is only available during the regular academic year (i.e., fall and spring semesters).

- *World Trade Center Scholarships*

Students—either dependent children or surviving spouses—should contact the Financial Aid Office directly for assistance in accessing the educational benefits that are available to them.

- *Athletic Grants*

Athletic grants are awarded upon the recommendation of the University's Department of Athletics and in accordance with NCAA guidelines.

- *University Endowed and Sponsored Scholarships*

The University offers a number of sponsored and endowed scholarships, which have been made possible through the generosity of friends of the University. All enrolled students automatically receive consideration for these awards, and there is no student-initiated application process. The Financial Aid Office will identify a preliminary pool of candidates for each scholarship, except where stipulated by the donor, and will select the candidate who most closely matches the donor-established criteria. Scholarship recipients will be notified via the Financial Aid Award Letter.

LOANS

- *Federal Direct Subsidized Stafford Loan*

This is a federally funded loan program that is available to any undergraduate student who has completed the FAFSA, demonstrated financial need, enrolled for at least six credit hours in one term, is a United States citizen or permanent resident, and who is not in default on a prior student loan; creditworthiness is not a requirement for the Stafford Loan. An undergraduate student may borrow between \$3,500 and \$5,500, depending upon class level. The interest rate is fixed at 6.8% for loans disbursed between July 1, 2012, and June 30, 2013. Interest does not accrue while the student is enrolled for at least six credit hours. Borrowers are charged, by the federal government, an up-front origination fee of 1.5% of the principal amount of the loan, but there is an up-front rebate of 1.0%. This rebate is maintained as long as the student makes the first twelve consecutive, on-time payments when the loan goes into repayment. The net origination fee of 0.5% is deducted proportionally from each disbursement of the student's loan. The student will begin repayment of the loan six months after graduation or cessation of half-time enrollment.

Subsidized Stafford Loans are available during the regular academic year (i.e., fall and spring semesters) and may be available during the summer term.

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

- *Federal Direct Unsubsidized Stafford Loan*

The Federal Direct Unsubsidized Stafford Loan is a low-interest-rate loan with eligibility requirements, terms, and conditions similar to those of the Subsidized Stafford Loan. The primary difference is that interest does accrue on the loan while the student is enrolled. All undergraduate students are eligible for \$2,000 in Unsubsidized Stafford Loan funds each academic year. Independent students (or dependent students, whose parents are unable to borrow a Federal Direct PLUS Loan, *see below*) may borrow additional amounts under the unsubsidized Federal Direct Stafford Loan program, as follows:

- \$4,000 per year for undergraduate students who have completed fewer than fifty-six credits
- \$5,000 per year for undergraduate students who have completed more than fifty-six credits

Unsubsidized Stafford Loans cannot exceed the student's budgeted cost of attendance in combination with other aid. The interest rate is fixed at 6.8%. Borrowers are charged, by the federal government, an up-front origination fee of 1.5% of the principal amount of the loan, but there is an up-front rebate of 1.0%. This rebate is maintained as long as the student makes the first twelve consecutive, on-time payments when the loan goes into repayment. The net origination fee of 0.5% is deducted proportionally from each disbursement of the student's loan. A promissory note for the Unsubsidized Stafford Loan will be supplied by the Financial Aid Office. Unsubsidized Stafford Loans are available during the regular academic year (i.e., fall and spring semesters) and may be available during the summer term.

Monmouth University is a Direct Lending institution, meaning that the University's Financial Aid

Office will provide the student with a promissory note for the Stafford Loan and will arrange to have the funds electronically transferred to the student's account. The student need not seek a loan application from a private banking institution.

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

Parents of eligible undergraduate students may apply for this non-need-based loan; eligible students must be enrolled at least half-time (six credit hours) and must have completed the FAFSA. Unlike the Stafford loans, PLUS borrowers must demonstrate creditworthiness. Eligible borrowers may borrow the difference between the cost of attending Monmouth and any financial aid the student receives. Borrowers are charged, by the federal government, an up-front origination fee of 4% of the principal amount of the loan. For loans disbursed after July 1, 2008, the interest rate is fixed at 7.9%. Unless the parent 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.

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

- *Federal Perkins Loan for Undergraduate Students*

The Perkins Loan Program is funded by the federal government and is awarded to students who demonstrate extreme financial need. The loan does not accrue interest while the student is enrolled at least half-time (six credit hours) but does begin to accrue interest, at a rate of 5%, nine months after the student has graduated, withdrawn from the University, or dropped below six credit hours of enrollment. The loan carries a ten-year repayment term. Regulation allows students to borrow up to \$5,500 annually, but the level of funding allotted to Monmouth University permits only an average award of approximately \$600 annually. Funding is limited, and priority is given to students who have filed their financial aid application in a timely fashion.

Financial Aid

Promissory notes for Perkins Loans are mailed to students prior to the beginning of the term.

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 www.monmouth.edu/alternative for assistance in selecting the loan that best suits their needs.

EMPLOYMENT

• *Federal Work Study for Undergraduate Students*

This federally funded program provides on- and off-campus employment in a variety of settings to eligible students. Students are compensated at a competitive wage and may work between five and twenty hours per week during the academic year. Students are paid by check bi-weekly; work study earnings are not credited to the student's account.

Eligibility and award amounts are based upon demonstrated financial need, in combination with the total amount of financial aid received by the student from all other sources. To be considered for the Federal Work Study program, the student must have filed the FAFSA. Funding is limited, and priority is given to students who have filed their financial aid application in a timely fashion. The average work study award made to students during the 2011–2012 academic year was \$2,000.

• *On-Campus Employment*

The University offers a limited number of part-time, on-campus jobs to students not eligible for Federal Work Study. Students are compensated at a competitive wage, dependent upon the skills required to perform the assigned tasks. Generally, students in this non-need-based employment program are limited to a maximum number of twenty hours per week.

For more information on employment, please call the Student Employment Office at 732-571-3471.

SATISFACTORY ACADEMIC PROGRESS

Federal regulations require institutions to establish minimum standards of satisfactory aca-

ademic 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 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, students must meet the following grade point average requirements to retain their eligibility for financial aid:

FRESHMEN	1.60
SOPHOMORES	2.00
JUNIORS	2.00
SENIORS	2.00

Please refer to Academic Definitions of freshman, sophomore, junior, and senior class standing.

Note: Students must have earned a cumulative GPA of 2.00 or better by the end of their second academic year, regardless of whether or not they have completed enough credits to attain junior class standing.

- **Pace:** All students must successfully complete at least 67% of the credit hours for which they enroll/attempt. Note that repeated courses and course work assigned grades of "W," "F," or "I" will not be counted as hours completed toward graduation but will be counted as attempted credits. Course work taken at the developmental level (i.e., courses num-

bered “050”) will also be counted as hours attempted. These factors should be kept in mind when planning a class schedule. Students receiving credit for courses transferred from another institution will have those credits counted as both attempted and completed credits in the evaluation of *Satisfactory Academic Progress*.

- **Maximum time frame:** Students must also meet the maximum time frame component of satisfactory academic progress. The maximum number of credits an undergraduate student may attempt and receive funding for is 192. This figure is 150% of the published number of credits (128) required to complete an undergraduate degree program.

All students must meet the minimum requirements, as previously noted, to retain their eligibility to receive federal (i.e., Pell Grant, work study, Stafford Loans, Perkins Loan, and SEOG) and state (i.e., TAG, EOF, and NJCLASS loans) funding. Additionally, students awarded the Monmouth Academic Excellence Scholarship, Monmouth Academic Grant, or Monmouth Incentive Grant must also meet the academic requirements for their particular award. Students receiving the Monmouth Academic Excellence Scholarship must maintain a cumulative grade point average of at least 3.00; students awarded the Monmouth Academic Grant must maintain a cumulative grade point average of at least 2.50; and students awarded the Monmouth Incentive Grant must maintain a cumulative grade point average of at least 2.00.

Appeals Process

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

of the outcome of their appeal.

Circumstances which might merit an appeal include, but are not limited to, the following: serious illness or injury to the student or a member of the student’s immediate family, a death in the immediate family, or divorce. Generally, only appeals that involve documentable circumstances beyond the student’s control which have had an impact upon the student’s academic performance will be considered. Supporting documentation of the circumstances forming the basis for the student’s appeal must be submitted with the appeal. Students who have been deemed ineligible in a prior semester, but who have since improved their performance to the required level, are also encouraged to submit an appeal for the reinstatement of their aid; the student’s financial aid will not be automatically reinstated.

RETURN OF FINANCIAL AID WHEN A STUDENT WITHDRAWS

The federal government mandates that students who withdraw from all classes may only keep the financial aid they have “earned” up to the time of withdrawal. 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 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

Financial Aid

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% mark 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 Subsidized Direct Loan
3. Federal Perkins Loan
4. Federal Direct PLUS (Parent) Loan
5. Federal Pell Grant
6. Federal Supplemental Educational Opportunity Grant (FSEOG)
7. 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 dis-

bursement 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. Pell Grant
2. SEOG
3. Subsidized Stafford Loan
4. Unsubsidized Stafford Loan
5. 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 and parents.

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 the *Tuition and Fees* section of this catalog for detailed information on the University’s tuition, fee, and room/board refund policies.

Undergraduate Academic Programs, Support Services and Regulations

DEGREE PROGRAMS

Monmouth University offers a variety of courses and programs at the undergraduate level. The curriculum provides for general education in the liberal arts and intensive study in one or more major disciplines. Classes are offered year-round during the day and in the evening. Candidates for bachelor's degrees may select majors or concentrations from the following (for specific details, please see the appropriate school section):

WAYNE D. McMURRAY SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEAN: *Stanton W. Green, PhD*

Completion of the following programs leads to the Bachelor of Arts (BA) Degree:

- Anthropology
- Art
- Art with a Concentration in Photography
- Communication
- Criminal Justice
- Criminal Justice with a Concentration in Homeland Security
- English

- English with a Concentration in Creative Writing
- Foreign Languages with a Concentration in Spanish
- Foreign Languages with a Concentration in Spanish and Communication
- Spanish and International Business
- History
- History-Political Science Interdisciplinary
- Interdisciplinary Studies
- Music
- Music with a Concentration in Music Industry
- Political Science
- Political Science with a Concentration in International Relations
- Psychology
- Sociology
- Theatre Arts

Completion of the following program leads to the Bachelor of Fine Arts (BFA) Degree:

- Fine Arts in Art with a Concentration in Animation
- Fine Arts in Art with a Concentration in Graphic Design

Programs, Services, and Regulations

SCHOOL OF SCIENCE

DEAN: Michael A. Palladino, PhD

Completion of the following programs leads to the Bachelor of Science (BS) Degree:

- Biology
- Biology with a Concentration in Molecular Cell Physiology
- Chemistry
- Chemistry with a Concentration in Advanced Chemistry
- Chemistry with a Concentration in Biochemistry
- Chemistry with a Concentration in Chemical Physics
- Clinical Laboratory Science with a Concentration in Cytotechnology
- Clinical Laboratory Science with a Concentration in Medical Laboratory Science
- Computer Science with a Concentration in Advanced Computing
- Computer Science with a Concentration in Applied Computing
- Marine and Environmental Biology and Policy
- Mathematics
- Mathematics with a Concentration in Statistics
- Medical Technology
- Software Engineering

LEON HESS SCHOOL OF BUSINESS

DEAN: Donald M. Moliver, PhD

Completion of the following program leads to the Bachelor of Science (BS) Degree:

- Business Administration with a Concentration in Accounting, Economics, Economics and Finance, Finance, International Business, Management, Marketing, Marketing and Management, or Real Estate

Completion of the following program leads to the Bachelor of Arts (BA) Degree:

- Spanish and International Business

SCHOOL OF EDUCATION

DEAN: Lynn Romeo, EdD

Completion of the following programs leads to the Bachelor of Arts (BA) Degree:

- Education (elementary or secondary). Must be combined with a content major from Anthropology, Art, English, English with a Concentration in Creative Writing, Foreign Language with a Concentration in Spanish, History, Music, or Political Science.
- Special Education Endorsement (elementary or secondary). Must be combined with a content major from Anthropology, English, English with a Concentration in Creative Writing, Foreign Language with a Concentration in Spanish, History, or Music and Education.

Completion of the following programs leads to the Bachelor of Science (BS) Degree:

- Education (elementary or secondary). Must be combined with a content major from Biology, Chemistry, Health/Physical Education, or Mathematics.

SCHOOL OF NURSING AND HEALTH STUDIES

DEAN: Janet Mahoney, PhD

Completion of the following program leads to the Bachelor of Science in Nursing (BSN) Degree:

- Nursing

Completion of the following programs leads to the Bachelor of Science (BS) Degree:

- Health Studies
- Health/Physical Education

SCHOOL OF SOCIAL WORK

DEAN: Robin Mama, PhD

Completion of the following program leads to the Bachelor of Social Work (BSW) Degree:

- Social Work

DEGREE REQUIREMENTS

Bachelor's Degrees

The fundamental purpose of Monmouth University is to foster a love of learning and enable our graduates to enjoy a better quality of life and contribute to the greater health and well-being of all communities, human and natural. A Monmouth University undergraduate education provides an understanding of the world in which we live, the skills and knowledge needed to pursue further education and a career, an awareness of civic responsibility including the opportunities for service and leadership in the public interest, and the ability to engage in a lifetime of learning. Specific learning goals are embodied within the six categories described below.

Monmouth University students will be prepared to embark on a journey of lifelong learning and will:

- (1) be empowered with a mastery of practical and intellectual skills, including writing, reading, speaking, qualitative and quantitative reasoning, technology, information literacy, and critical thinking;
- (2) be informed by knowledge of the natural and social sciences and basic forms of inquiry, including competence in basic research skills, scientific method, collaborative problem solving, and working in interdisciplinary groups;
- (3) have self-understanding based upon reflection, judgment, self-examination, independence of mind, and creativity;
- (4) have an understanding of the human experience based upon knowledge of history, culture, interdependence, equality, justice, diversity, commonality, and contemporary global affairs;
- (5) be responsible for ethics in social interactions, community involvement, and civic action; and
- (6) relate academic knowledge to broader life and career pursuits, and acquire a depth of knowledge in a major field.

All candidates for bachelor's degrees must complete the General Education Requirements listed on the following page. (Transfer students should also refer to the General Education Transfer Equivalencies, which are located in the Admissions section of this catalog.) These requirements, generally satisfied in the first two years, provide foundations designed to enhance all major courses of study. During the first semester at Monmouth, all first-year students take First Year Seminar. This course, taught by full-time faculty on a variety of engaging topics, introduces students to university-level academic culture and its norms, values, and practices.

In the senior year, all students take an interdisciplinary perspectives course that affords the opportunity to explore a focused problem, topic, or issue. The ability to bring a variety of intellectual tools to complex problems is encouraged, and course formats include discussion and group projects.

2012-2013 GENERAL EDUCATION REQUIREMENTS

COURSES AND TITLES	CREDITS
FIRST YEAR SEMINAR FY 101 (Waived for transfer students with a minimum of 18 transfer credits)	3
READING AND WRITING EN 101-102 College Composition I & II	6
MATHEMATICS One course from subject "MA" at the 100-level or higher (except MA101)	3
NATURAL SCIENCES Two courses from Biology (BY), Chemistry (CE), Physics (PH), or Science (SC)	6
LITERATURE One non-writing intensive 200-level course designated with course type "LIT"	3
AESTHETICS AND CREATIVITY One course from Art (AR), Music (MU), Theatre (TH), or Dance (DA)	3
TECHNOLOGICAL LITERACY One course designated with course type "TL"	3
REASONED ORAL DISCOURSE One course designated with course type "RD"	3
HISTORICAL PERSPECTIVE One course designated with course type "HS.SV"	3
SOCIAL SCIENCES One course designated with course type "SS.SV"	3
HISTORICAL PERSPECTIVE OR SOCIAL SCIENCE One course designated with course type "HS.SV" or "SS.SV"	3
CULTURAL DIVERSITY AND GLOBAL UNDERSTANDING One course designated with course type "CD" AND one course designated with course type "GU" OR Two courses from the SAME Foreign Language	6
INTERDISCIPLINARY PERSPECTIVES ON THE HUMAN EXPERIENCE One course designated with course Type "ISP"	3
COMPLETION OF TWO WRITING INTENSIVE COURSES WITHIN THE MAJOR	0
EXPERIENTIAL EDUCATION One course designed with course type "EX"	0

Note: No course may fulfill more than one of these general education requirements. However, a course that fulfills a major requirement or a requirement outside the major may also be used only once to partially fulfill these general education requirements.

Please visit the University Web site for information regarding General Education Curriculum and Learning Goals at www.monmouth.edu/academics/general_education.

Additional requirements including major requirements are referenced in the sponsoring school under the appropriate discipline. The major must be chosen by the end of the sophomore year. All majors require the completion of a minimum total of 128 credits, with at least 58 credits in courses at the 200-level or higher. In addition to completing all required course work for the degree, the cumulative grade point average must be at least 2.00 and the grade point average in the major at least 2.10 for courses completed at Monmouth. All students must complete the last 32 credits at Monmouth; this requirement is called the “residency requirement.” Residency requirements for transfer students are discussed further in the *Admission* section of this catalog under *Transfer Applicants*.

FIRST YEAR SEMINAR

FY 101 is a three-credit academic course designed to help new students make a successful transition into the intellectual life of Monmouth University. The course is taught on a variety of subjects by full-time professors from all academic disciplines, who engage students in scholarly inquiry within their areas of interest and expertise. Within the course, students will have the opportunity to sharpen higher-level academic skills, enhance awareness of ethical issues in academia in general and the course topic in particular, and expand their learning through University resources, activities, and events. Students gain experience in research, critical analysis, logical argumentation, oral discourse, and collaborative problem-solving. **First Year Seminar is a requirement for all first-year students entering Monmouth University with 18 credits or less and must be taken during the student's first semester at Monmouth.**

Additional information may be found at www.monmouth.edu/FYSeminar.

EXPERIENTIAL EDUCATION REQUIREMENTS

Students are required to satisfy the Experiential Education requirement, which they may fulfill in a variety of ways. Under the Experiential Education program, students gain valuable professional experience by successfully completing at least

one designated course in their major field participating in a faculty-sponsored internship, practicum, service learning or corporate project, cooperative education placement, or earning credit through the Washington Center or Study Abroad programs. Experiential Education courses are listed in the Catalog under each academic major in the “Search for Classes” section of WEBstudent, and on the program’s interactive Web site found at <http://www.monmouth.edu/exed/>. In general, students will engage in experiential course work in their junior or senior year in coordination with the pre-professional practice or community service interests associated with their majors.

Students who wish to learn more about Experiential Education and explore career and service learning opportunities, potential courses, and placement options in each academic discipline are encouraged to visit the program’s Web site. Students are also invited to contact the Offices of Service Learning and Community Programs and Cooperative Education located on the lower level of the Rebecca Stafford Student Center. Students should consult with their academic advisors or department chairs concerning how best to use departmental resources in the exploration of experiential education opportunities.

Students wishing to apply for Experiential Education credit should first consult with an advisor and the appropriate faculty member before submitting the Experiential Education application e-FORM. The e-FORMS are accessible from the WEBstudent menu.

Experiential Education Portfolio Policy

The portfolio process was designed for the nontraditional student who has returned to school after experience in the work world that can be documented (including military service) and serve as credit for the experiential education requirement within his or her major. Students who wish to submit a portfolio package for consideration in fulfillment of the Experiential Education general education requirement must produce a body of official documentation which is outlined below.

1. The departmental chair should initiate a memo to which all copies of the documentation from the student are attached. Chairs should indicate their agreement or reservations for approval and then forward the package to the faculty director of experiential education. The documentation must include:

Programs, Services, and Regulations

- a. résumé;
 - b. a minimum 3-5-page academic piece, such as a short research paper or reflection journal on past learning activities, if the student did not carry out the internship/service learning activity for academic credit or under faculty supervision (from any post-secondary institution);
 - c. academic transcript;
 - d. company/organization letters that verify work experience for which student is trying to get credit;
 - e. brief statement that outlines the time frame, circumstances, and manner under which the experience occurred.
 - f. Individual departments have the option to add additional requirements to this procedure.
2. After receiving and assessing such work, the chair will send the Dean's Office the completed academic piece and the student's portfolio; the Dean's Office will then forward this information to the Director of Experiential Education for final approval. After all of the appropriate signatures have been obtained, the memo will then be forwarded to the Registrar for appropriate accreditation.

Students must demonstrate through a detailed dossier a substantial background of career or community service experience related to their chosen program of study. While each department will determine the guidelines for portfolio experience, it is recommended that students have engaged in a particular career or community service activity for at least four consecutive years.

All portfolio dossiers must be reviewed and receive initial approval by the department chair before they are forwarded to the faculty director of the Experiential Education Program.

Students cannot exercise the portfolio option if the department of their chosen academic studies requires certain Experiential Education courses as part of their major.

Experiential Education Travel Class Policy

A travel class is defined as any trip taken with a faculty member to be exposed to learning opportunities out of the classroom.

Faculty may request that a travel class be considered as an experiential education class if the course meets the following guidelines:

1. Students will engage in a learning project, prearranged with a supervisor at the destination (not the faculty member) for a minimum of 50 hours/1 credit.
2. Students will produce a daily log, reflective essay, and an external evaluation from their supervisor while at the destination.
3. The course will comply with all other Experiential Education requirements regarding percentage of assignments and number of hours, etc.
4. If faculty offers the class for some students as Experiential Education and some without Experiential Education credit, classes can be cross-listed as such on a case-by-case basis.

DUAL MAJORS

Students wishing to simultaneously satisfy the requirements of two degree programs should observe the following guidelines:

- The "Change Program Major" e-FORM should be used to declare intent of satisfying the requirements of two degree programs.
- The official curriculum for each degree program is the curriculum in effect at the time of declaring that particular degree program.
- The student is responsible for coordinating the course requirements of the two curricula and should seek appropriate advising in both departments.
- The student will receive one diploma stating both major programs if each program is associated with the same degree; if the degrees are different, two diplomas will be issued. The fact of the dual majors should be declared before the time of the application for graduation.
- Students following dual programs must complete both programs to graduate.

MINORS

Minor programs are designed to let students pursue a guided course of study in an area outside their major. Minors normally require at least one-half

the number of credits of the major. Courses transferred into Monmouth University may apply toward the minor, but at least nine credits must be earned at Monmouth University. A 2.10 minimum grade point average is required in the minor.

Once a student declares a minor, his or her academic program will be modified to include the minor. The Registrar will record the minor on the student's transcript only after the student has completed the minor and has satisfied all requirements for the appropriate baccalaureate degree. Students with a declared but incomplete minor at the time of completion of their major will not graduate unless written notice is received by the Office of Registration and Records to delete the minor. The written notice must be received no later than ten (10) days prior to graduation.

Students cannot minor and major in the same discipline. Students cannot minor and major in the same department unless there are minimally nine distinct credits that are independent in each program. Students with two or more minors must also have a minimum of nine (9) distinct credits for each minor. Other restrictions might apply; see the individual curriculum charts for specifics.

Curriculum charts for minor programs are found in Appendix "B."

SECOND BACCALAUREATE DEGREE

Monmouth University graduates with a baccalaureate degree desiring to return to Monmouth University for an additional baccalaureate degree must satisfy, by taking additional courses, a minimum of 32 additional credits of the curriculum requirements in effect at time of readmission and declaration of the major. Any student who has completed a degree program at Monmouth University will be considered to have met the residency requirement, but transfer credits taken subsequent to the first degree

program may not be applied toward the second baccalaureate degree.

Students with baccalaureate degrees from other institutions who wish to enter Monmouth to receive a second baccalaureate degree will be accepted on a case-by-case basis and must satisfy the existing policy for transfer students. Please see the *Admission* section of this catalog for more details. Students may not pursue a second baccalaureate degree in the same major. Students requesting second baccalaureate degrees in a major where a graduate degree exists will likely be denied acceptance into the second baccalaureate degree upon School/department review. If an application for a second baccalaureate is considered, only credits relevant to the second baccalaureate degree will be evaluated for designated course credit; all other credits will be designated as free electives. Students enrolling for a second baccalaureate must satisfy all Monmouth general education requirements. A minimum of 32 curriculum credits must be completed to receive a baccalaureate degree. Additional credits may be necessary in order to satisfy curriculum requirements in the second baccalaureate.

ASSOCIATE DEGREES

Monmouth University has two programs leading to the Associate in Arts (AA) degree. The requirements of these programs are as follows:

AA—General Studies

63 credits of any bachelor's degree program, including English 101–102 and 6 credits of either history or literature.

AA—Elective Studies

63 credits, including all General Education Requirements, except for the perspectives requirement.

CREDITS AWARDED FOR ADVANCED PLACEMENT EXAMS

AP EXAM	AP Score	Monmouth Credit Awarded for	Credits
Art-Gen Portfolio	4, 5	AR-001	3
Art-Gen Portfolio	3	Apply to Department	0
Art-Drawing Portfolio	4, 5	AR-191	3
Art-History of	4, 5	AR-241	3
Art Studio Art 2-&3-d Port.	3, 4, 5	Apply to Department	0
Biology	3	BY-104	3
Biology	4, 5	BY-110	4
Chemistry	3	CE-101	3
Chemistry	4, 5	CE-111/CE-111L	4
Chinese	3	FO-002	3
Chinese	4, 5	FO-002	6
Computer Science A Exam	4, 5	CS-175	4
Environmental Science	3, 4, 5	BY-220	3
European History	3, 4, 5	HS-102	3
French	3	FF-201	3
French	4, 5	FF-201 and FF-202	6
French Literature	4, 5	FF-301	3
German	3	FG-201	3
German	4, 5	FG-201 and FG-202	6
Human Geography	3, 4, 5	GO-101	3
Italian	3	FO-002	3
Italian	4, 5	FO-002	6
Japanese	3	FO-002	3
Japanese	4, 5	FO-002	6
Language & Comp	3, 4, 5	EN-101	3
Latin	3	FL-002	3
Latin	4, 5	FL-002	6
Latin Literature	3	FL-002	3
Latin Literature	4, 5	FL-003	3
Literature & Comp	3	EN-001	3
Literature & Comp	4, 5	EN-202	3
Calculus AB	4, 5	MA-125	4
Calculus BC	3	MA-125	4
Calculus BC	4, 5	MA-125 and MA-126	8
Macroeconomics	3, 4, 5	BE-202	3
Microeconomics	3, 4, 5	BE-201	3
Music Theory	4, 5	MU-221	3
Physics B	3	PH-101	3
Physics B	4, 5	PH-105 and PH-105L	4
Physics C Mech	3	PH-101	3
Physics C Mech	4, 5	PH-211 and PH-211L	5
Physics C E & M	3	PH-101	3
Physics C E & M	4, 5	PH-212 and PH-212L	5
PS Amer. Govt.	3, 4, 5	PS-103	3
PS Comp European Govts.	3, 4, 5	PS-101	3
Psychology	4, 5	PY-103	3
Spanish	3	FS-201	3
Spanish	4, 5	FS-201 and FS-202	6
Spanish Literature	4, 5	FS-301	3
Statistics	3, 4, 5	MA-151 or CJ-211	3
U.S. History	3, 4, 5	HS-104	3
World History	3, 4, 5	HS-101 or HS-102	3

The Honors School

DEAN: Kevin Dooley, PhD

The Honors School offers a program for high-achieving students, doing so in a supportive learning community that provides enhanced curricular and co-curricular experiences. This program fosters enthusiasm for intellectual inquiry as a lifelong process and incorporates interdisciplinary approaches to education to encourage the intellectual growth and ethical growth necessary for a successful college and post-college life.

Honors students work closely with faculty mentors as they pursue scholarly research, writing, and dissemination. They complete 25 honors credits, 12 at the lower level in general education and 13 at the upper level in their major. Students fulfill their 12 general education credits by taking sections restricted to Honors students. Limited in size to no more than 20 students, these Honors classes promote faculty and student rapport and participation. Many courses, moreover, such as in English, History, Anthropology, Psychology, Sociology, and Political Science, are “clustered” together by a cohesive theme that encourages seeing the connections among different fields of study, thereby encouraging an integrative approach to learning. Students in the cluster take these courses together, further fostering friendship and collaborative learning. For students whose strengths lie in Math and Sciences, we also offer Honors sections at the lower level.

At the upper level, students complete 13 credits of Honors courses in the major, culminating in the Senior Honors Thesis. The thesis is completed as a tutorial, with the close support and intellectual guidance of faculty mentors.

Thanks to an ample budget comprised of both internal and external funds, the Honors experience is enriched by numerous social, cultural, and academic co- and extracurricular activities; over twenty cultural events are subsidized by the School every year. In addition, the Honors School offers awards for excellence starting in the freshman year and the opportunity in the junior and senior years for one of the five \$1,000 Jane Freed Grants-in-Aid-of-Creativity for the best Senior Honors Thesis proposals.

Many Honors students present their work at academic conferences, publish in professional journals, and present at national conferences. The five Freed Grant recipients may publish their theses in

the Honors undergraduate research journal, Crossroads. Honors students also enjoy enhanced opportunities after graduation. In addition to corporate placement, more than 50% of honors students go on to pursue graduate and professional degree programs. Graduation from the Honors School is noted on the student’s transcript and diploma. Best of all, honors students know that they have completed a program that encourages intellectual risk in a supportive and caring environment.

Study Abroad

Monmouth University encourages study abroad as an excellent means of globalizing one’s education. Qualified students can participate in study abroad either through the Monmouth University programs in London, Sydney, Cádiz, and Florence; through the College Consortium for International Studies (CCIS) program; or through any program offered by an approved or accredited U.S. institution of higher education. Students who plan to study abroad in a program other than one sponsored by Monmouth University cannot enroll through another school or consortium when that program is offered through Monmouth University.

Study abroad at any one of Monmouth’s programs satisfies the experiential education component of the general education requirements. Study abroad through other programs satisfies experiential education, providing that a minimum of six credits are successfully completed.

Students wishing to study abroad must meet the following qualifications:

1. At least sophomore status.
2. A minimum GPA of 2.75.
3. Not be on judicial probation.
4. Not be on academic probation.

Students must meet these criteria at the time of application and immediately prior to studying abroad. Failure to do so will result in the student’s removal from the study abroad program.

- *Monmouth University Study Abroad in London, Sydney, Cádiz, or Florence*

Tuition for the Monmouth study abroad programs is charged at the same rate as on-campus tuition. All merit awards and scholarships apply, except for athletic scholarships and tuition remission. Students attending the Monmouth programs will

Programs, Services, and Regulations

have all grades listed on their transcript, but the grades will not be calculated into their grade point average (GPA). Institutional credit will be granted for all earned grades.

Students considering this opportunity should consult with Ms. Robyn Asaro, Assistant Director for Study Abroad, on the first floor of the Rebecca Stafford Student Center.

- *CCIS Study Abroad Programs*

Students can choose to study abroad from more than 80 programs in 32 countries by using Monmouth's membership in the College Consortium for International Studies. CCIS is a nonprofit organization consisting of more than 135 public and private accredited colleges and universities in the United States. CCIS information can be obtained from their Web site at www.ccisabroad.org or in the Study Abroad Office. Monmouth University students interested in CCIS must meet the study abroad criteria specified above.

Students attending any CCIS program will have the grades earned listed on their transcript, but the grades will not be calculated into their grade point average (GPA). Grades earned must be a "C" or better to be awarded credit at Monmouth University. Students considering this opportunity should consult with Ms. Robyn Asaro, Assistant Director for Study Abroad, on the first floor of the Rebecca Stafford Student Center.

- *Non-Monmouth Study Abroad Programs*

Students who choose the option of studying abroad under the auspices of other accredited programs must meet the study abroad criteria specified above and should also follow the guidelines as provided on the "Study Abroad – non-Monmouth Program" form available from e-FORMS. The e-FORM will be electronically routed for approvals, with an e-mail confirmation when all approvals have been obtained. The final e-mail approval will include a copy of the approved form so the student can provide a copy to the other institution.

Students who execute a financial aid consortium agreement will have actual grades and credits posted on their Monmouth transcript. The grades will be calculated into the GPA. If the student does not use a financial aid consortium agreement, the courses will be posted as transfer ("T") credit for all grades earned of "C" or better. There is no GPA impact with "T" grades.

Students planning to attend a foreign institution must do so utilizing the services of an American university. Students are required to have the host school send an official transcript to the Registrar's Office. Students considering this opportunity should consult with the Office of Registration and Records, Wilson Hall, room 208.

The Washington Center

Monmouth University is affiliated with the Washington Center that provides semester and summer internship programs in Washington, DC, for all majors. Internships in the capital that combine on-the-job experience with academic study are available in the White House, Congress, the courts, cabinet-level agencies, think tanks, professional and trade associations, print and electronic media, financial institutions, law firms, with lobbyists, high-tech industries, museums, theaters, advertising agencies, and market research firms. The Monmouth University liaison to the Washington Center is Dr. Joseph Patten, Political Science Department, Bey Hall.

An internship course number will be assigned for use by any department wishing to place interns. Specific application of credits to degree requirements will be approved by the department chair and school dean in advance of enrolling. Students register for fifteen credits: twelve for the internship and three for the academic course. Students who successfully complete the Washington Center Program automatically satisfy the experiential education requirement.

Accelerated Programs

In several programs a student may complete requirements for a baccalaureate degree within three calendar years. Students who are considering such an accelerated program should consult with advisors to plan their course sequences carefully.

Certificate Programs

Certificate programs offer students an opportunity to obtain a concentrated education in a specialized area. Students who successfully complete the stated requirements and have a minimum GPA of 2.10 for the certificate courses will be awarded the appropriate certificate. Certificates are awarded on the dates when degrees are conferred. Students must complete the "Application for Graduation" e-

FORM the semester prior to the completion of the certificate. Certificates will be awarded after graduation from Monmouth University for students also in baccalaureate programs. Curriculum charts for certificate programs are available online through Monmouth University's homepage, www.monmouth.edu (Academics, Registrar, Curriculum Charts), or WEBstudent.

These Certificate Programs are not related in any way to Certification Endorsement Programs for teachers.

Air Force ROTC

Monmouth University and Rutgers University have an agreement permitting students at Monmouth University to cross-enroll in the Air Force Reserve Officers' Training Corps (ROTC) program at Rutgers University. The Air Force ROTC program provides students the opportunity to study and train for careers in the U.S. Air Force. Students who successfully complete the program are tendered commissions as second lieutenants.

To qualify for enrollment, a student must be physically qualified, be enrolled as a full-time student, and be of good moral character. Enrollment in the Air Force ROTC involves no military commitment during the freshman and sophomore years. The advanced portion of the program is contractual and is scheduled during the junior and senior years. Obligations include enrollment in the Reserves, successful completion of field training between sophomore and junior year, and acceptance of a reserve commission, if tendered.

Monmouth students must complete a "Permission to Take Courses" form prior to taking classes at Rutgers in order to have the ROTC credits apply toward degree requirements.

Students cross-enrolling for the ROTC courses are charged separately by Rutgers for these courses. Uniforms and textbooks are supplied to all students enrolled in both the basic and advanced programs. A deposit fee is required for textbooks and uniforms. This fee is refunded when textbooks and uniforms are returned. Students enrolled in the advanced program receive a subsistence allowance from the Air Force while enrolled.

Air Force ROTC scholarships of various lengths are available. These scholarships are awarded on the basis of academic performance, scores on the Air Force Officer Qualifying Test, results of a medical examination, and a personal interview.

For further information, call (732) 932-7706, write to Air Force ROTC Det 485, Rutgers University, 190 College Ave., New Brunswick, NJ, 08901-1199, or send an e-mail to rotc485@rci.rutgers.edu. Information is also available on the Web at <http://web.rutgers.edu/rotc485>.

Army ROTC

Monmouth University and Rutgers University have an affiliation agreement permitting students at Monmouth University to cross-enroll in the Army Reserve Officers' Training Corps (ROTC) program at Rutgers University. The Army ROTC program provides students the opportunity to study and train for careers as Commissioned Officers in the U.S. Army. Students who successfully complete the 4-year ROTC program and their undergraduate degree program commission as second lieutenants in the Active Duty Army, the Army Reserve, or the NJ Army National Guard.

To qualify for enrollment, a student must be physically qualified, be enrolled as a full-time student, and be of good moral character. Enrollment in the Army ROTC involves no military commitment during the freshman and sophomore years. The advanced portion of the program is contractual and is scheduled during the junior and senior years. Obligations include enrollment in the Reserves, successful completion of a Leadership Development and Assessment Course in the summer between the junior and senior years, and acceptance of a reserve commission.

Monmouth students must complete a "Permission to Take Courses" form prior to taking classes at Rutgers in order to have the ROTC credits apply toward degree requirements.

Students cross-enrolling for the ROTC courses are charged separately by Rutgers for these courses. Uniforms and textbooks are supplied to all students enrolled in both the basic and advanced programs. Contracted ROTC students receive a subsistence allowance from the U.S. Army Cadet Command.

Army ROTC scholarships of various lengths are available. Scholarships cover tuition and fees at Monmouth University and Rutgers University and a book stipend. These scholarships are awarded on the basis of academic performance, the Army Physical Fitness Test, results of a medical examination, and a personal interview.

For further information, call (732) 932-7313 x 10, write to Army ROTC, Rutgers University, 157

College Ave., New Brunswick, NJ 08901, or send an e-mail to Gail Lawrence, Secretary, Department of Military Science, at gaillawr@rci.rutgers.edu. Information is also available on the Web at <http://armyrotc.com/edu/rutgers/index.html>.

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 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.

Services for First Year Students

The Office of First Year Advising in the Center for Student Success is a key resource for first-year students (entering with less than 18 credits) at Monmouth University, offering academic advising and major and career services for all first-year students. First Year Advising offers programming designed to help first-year students experience the challenges, opportunities, and support needed to succeed at Monmouth. Students are encouraged to take part in academic and co-curricular activities that are supported by this office to promote their growth and learning.

Academic Advising. All first-year students receive comprehensive academic advising from specially trained faculty as part of our award-winning First Year Advising Program. Although most students tend to think of advising as simply registering for courses, the Office of First Year Advising strives to build an advising relationship that works holistically to help students develop their academic, career, personal, and social interests.

New Student Orientation. All incoming first-year students attend a two-day/one-night New Student Orientation in July. Orientation provides a snapshot view of life at MU: students meet faculty and advisors; register for their first semester; learn about academic, career, personal, and social choices; and, perhaps most importantly, make connections with other first-year students. Special programs are also offered to students matriculating in the spring semester.

Major and Career Choices. Monmouth University believes that everyone can benefit from career work, whether it involves help in choosing a major, access to career interest resources, development, mentoring, or a workshop on résumé writing. First Year Advising offers students a great deal of support with their major and career choices. Students can assess their career interests in a variety of ways, and

we strongly encourage all first-year students to begin this exploration as early as possible.

Online Community: SOAR. SOAR (Support, Orientation, Advisement, and Registration) is an online community for new students that provides important information relevant to their first year and beyond. SOAR provides critical information about many first-year experiences, including career and major exploration opportunities, help in understanding course requirements for majors, and information for building student schedules.

Parent Programs. It stands to reason that parents, guardians, and family members who are informed are better prepared to help their first-year students navigate the challenges ahead. Parents are encouraged to become familiar with transition issues, the nature of how a university works, the federal laws affecting the sharing of student information, and the wide variety of resources, support services, and activities available to students. The Center for Student Success coordinates Parent Programs designed to help family members of incoming first-year students learn more about Monmouth University and how to help their students make a successful transition to college life. Generally held in June (prior to their student's New Student Orientation), these programs provide a broad range of information and the opportunity to meet with representatives from various departments across campus.

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 manage-

ment, note-taking and listening skills, college textbook reading strategies, and test-taking preparation. For more information, please contact **Tutoring Services** at 732-263-5721 or visit the Tutoring Services Web site at www.monmouth.edu/tutoring.

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

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

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

Educational Opportunity Fund Program

The Educational Opportunity Fund (EOF) is one of the nation's most comprehensive and successful state-supported efforts to provide access to higher education for economically disadvantaged students. EOF assists low-income New Jersey residents by providing supplemental financial aid to help cover college costs and provides academic support services throughout the student's college career. EOF students must be enrolled full-time. A 5-week, residential, pre-freshman summer program is required of all incoming EOF freshmen. Additional information is available from the EOF Office, located in the 600 Building.

Disability Services

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

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

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

Pre-Professional Health Advising Programs

- *Pre-Professional Health Program for Medicine, Dentistry, and Other Health Careers:*

Designed to foster motivated, caring, and communicative students who intend to pursue careers as physicians and health care professionals, Monmouth University's pre-medical, pre-dental, and health careers program charts a uniform course of study under the mentorship of the Pre-Professional Health Advisory Committee (PPHAC). The program encompasses all undergraduates intending to attend medical school, dental school, or any graduate course of study in the health professions.

The PPHAC, founded in 1974, prepares undergraduates for medical school as well as other health professional schools, including dental, podiatric, physician assistant, physical therapy, chiropractic, veterinary medicine, public health, and occupational therapy. The Committee members are chosen from the science faculty and are selected for their knowledge of the health professions and gradu-

ate schools in health sciences. The Committee works closely with the Center for Student Success (CSS) and Undergraduate Admission.

While most pre-medical students major in the natural or physical sciences, an increasingly complex and global medical profession demands healthcare professionals to have broad cultural knowledge and excellent communication skills. Therefore, the Pre-Professional Health students may choose to major in English, History, Psychology, Business, etc. Regardless of major, Pre-Professional majors will develop a solid foundation in Biology, Chemistry, Physics, Mathematics, and the Humanities by completing an academic program developed by the University and required of most medical, dental, veterinary, podiatric, and physical therapy schools in the United States.

An intensive guidance program offered by the PPHAC begins as early as the freshman year. The sequential nature of the natural and physical science courses chosen requires careful planning if students are to meet the requirements of their chosen professional schools. Committee members attend the major national and regional health profession conferences to remain current, concerning both developments in the field and medical and professional school requirements. In addition to course advisement, PPHAC members provide students with information and guidance on admissions tests, such as the MCAT (Medical College Admission Test) and the DAT (Dental Admissions Test), and prepare students for entrance interviews at professional health-related schools. The Committee also composes and provides a comprehensive letter of recommendation to professional health schools, which is one of the most important parts of the admissions package. The PPHAC holds two comprehensive meetings, in October and March each year, for all Pre-Professional Health Students.

- *Monmouth Medical Center Scholars Program*

Monmouth University also offers the opportunity for select pre-medical students to participate in a "4 + 4" program through the Monmouth Medical Center Scholars Program. This program allows up to five high school seniors per year to be accepted as undergraduates at Monmouth University and gain automatic acceptance to Drexel University College of Medicine.

Students must plan to enter the disciplines of family medicine, general internal medicine, or gen-

eral pediatrics to participate in this program. They must complete a four-year undergraduate degree at Monmouth University, including a nine-credit clinical experience (MM490) at Monmouth Medical Center during their senior year and take six (6) credits of additional approved liberal arts courses. Upon graduation from Monmouth University, students commence medical studies at Drexel University College of Medicine.

To be considered for admission into the Scholars Program, candidates must have a combined Critical Reading and Mathematics SAT score of at least 1270. No individual score can be lower than 560. Candidates must have a high school grade point average of at least 3.50 (on a 4.00 scale). Accepted students must commit in writing to attend Drexel University College of Medicine by their junior year and express a willingness to do their residency program at Monmouth Medical Center upon graduation from the medical school.

- *Post-Baccalaureate Pre-Medical Program*

College graduates who wish to enter medical or other health professional schools but have not completed the prerequisite course requirements may enroll at Monmouth University to complete the necessary credits as a post-baccalaureate student. If interested, please contact the Office of Admissions at 732-263-5869. Once a student is admitted to Monmouth University as a post-baccalaureate student, the PPHAC provides academic advising in preparation for admission into a medical or other health professional school.

- *Monmouth University-Seton Hall University Physician Assistant Program*

The Monmouth University-Seton Hall University Physician Assistant Program is a dual degree program for students who wish to pursue a three-year Master of Science in Physician Assistant degree following a bachelor's degree at Monmouth University. The program provides admission of up to six qualified Monmouth students each year to attend Seton Hall University's Physician Assistant Master's Program. Monmouth University students may be admitted to the Seton Hall University program prior to their first semester or in the first and second year at Monmouth University. At the end of their third year, PPHAC officially recommends qualified Monmouth University students to the Seton Hall University

Program for admission. To qualify, students must receive a baccalaureate degree from Monmouth University and complete prescribed science courses with laboratory: Biology (4.0 credits), Human Anatomy and Physiology 1 and 2 (8.0 credits), Chemistry (8.0 credits), Microbiology (4.0 credits), Mathematics (pre-calculus 3.0 credits), and Psychology (3.0 credits). These students must also complete all of their course work with a minimum grade of C, their GPA must be 3.00 or better, they must have healthcare experience (minimum 100 hours), they must have a letter of recommendation from the PPHAC, and they must also complete a personal interview.

- *Monmouth University-Universidad Autónoma de Guadalajara Medical Program*

The Monmouth University-Universidad Autónoma de Guadalajara (MU-UAG) Medical Program offers interested Monmouth University students, who have completed a pre-medical curriculum and a baccalaureate degree, an opportunity to pursue medical education at Universidad Autónoma de Guadalajara (UAG), Guadalajara, Mexico.

The criteria for admission to the UAG School of Medicine for students in the MU-UAG Medical Program are: (1) a baccalaureate degree from Monmouth; (2) a minimum GPA of 3.00 at Monmouth; and (3) above-average scores on the MCAT taken within the past three years. The applicable MCAT average scores will be those that are in effect at UAG at the time of a student's matriculation in the program at Monmouth. The Admissions Committee of the UAG will reserve between two and six seats per term (two terms per year, August and January) for qualified students from the MU-UAG Medical Program. Students applying to the UAG School of Medicine must submit the appropriate application by the end of the spring semester of the junior year or upon completion of 90 credit hours, whichever comes first.

- *The University of Medicine and Dentistry of New Jersey – School of Osteopathic Medicine (UMDNJ-SOM)*

Monmouth University offers a cooperative academic arrangement between Monmouth University and UMDNJ-SOM so that highly qualified students can complete the required courses for the baccalaureate and osteopathic medicine degrees in

an eight-year sequence. This program is composed of four years of approved undergraduate study at Monmouth University and four years of study in Osteopathic at UMDNJ-SOM. Eligibility for entry into the program at the end of the sophomore year is limited to Monmouth University students who are citizens or permanent residents of the United States and who have completed a minimum of sixty (60) credits with a major in a pre-medical discipline, such as biology or chemistry, and meet the following requirements: (1) the GPA must be 3.5 or higher, (2) receive a recommendation of support from the PPHAC, and (3) submit scores of all components of the SAT or the ACT. The decision for final admission to medical school will be made by the UMDNJ-SOM and will be based on a candidate's satisfaction of the school's admission requirements.

Students interested in any of the pre-professional health programs should contact 732-571-3687 for specific requirements and to seek advising.

- *Law*

Those students interested in law as a profession or as an adjunct to other vocations can obtain the necessary pre-law preparation at Monmouth University. Several majors are appropriate as undergraduate preparation for a career in law. Students may also select a minor in Legal Studies. Faculty members dedicated to career advising help interested students plan their courses of study and provide advice and suggestions concerning the processing of law school applications. In general, the student should give special attention to developing the skills of lucid writing, logical thinking, and precise comprehension of language.

Monmouth University Library

The mission of the Monmouth University Library is to serve the faculty and students of the University by providing, as far as practicable, all library materials needed to support the curriculum and research needs of all students, faculty, and other users. The Monmouth University Library is the center of learning and research at Monmouth University and has a core collection reflecting cultural achievement throughout the ages, which provides a well-rounded perspective of contemporary civilization. In addition to the 347,000 print and electronic volumes, the collection includes subscriptions to approximately 46,915 periodicals, both print and electronic, with

extensive back files on microfilm and in bound volumes. The Library subscribes to 175 electronic databases and has over 750 traditional media. It is also a selective depository for United States and New Jersey government documents. In addition, the personal book collection of Lewis Mumford (1895–1990), a prominent American architectural critic and urban planner, is available by appointment for scholarly research.

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

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

The renovation of the University Library was completed in 2006 with an addition of 19,575 square feet of new space. Three group study rooms were added to the library with connection facilities to the Internet, plus the number of computers was increased in the building for the benefit of all library patrons. The world of higher learning, including millions of resources from all over the globe, is now available online to all users from the library, University offices, student dorms, and homes, twenty-four hours a day, seven days a week. The library has over 30,000 e-books in the collection and subscribes to 159 online databases. Mobile technology was introduced during the Spring 2011 semester. All patrons can access library materials and get library news through their smart mobile phones. In addition, they have access to over 1.5 billion records of over 10,000 libraries in 150 countries available via the mobile link to OCLC World Cat. Materials not found in the Monmouth University Library online catalog can be borrowed through the Inter Library Loan Department.

Also provided on the mobile Web site are links to other academic library catalogs. By selecting these links, users may directly search other libraries for materials. The University Library has a very good collection of rare books including the New Jersey Collection, Archives, and the Media Collection. The instruction lab

is located in the library for an Active Information Literacy Program taught by professional librarians. The library also has over 100 online LibGuides to assist students with their research needs.

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

Instructional Technology Support

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

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

All students are provided with an official e-mail account and storage for course-related files and Web pages. The Student Technology Assistant Program (STAP) provides students with the opportunity to learn about current technology, while earning cash and boosting their résumé. Each semester, approximately forty (40) undergraduate and graduate students from all majors join the program in one of several different positions. STAP members can be found working in the University's open computer labs, at the Student Help Desk, with multimedia equipment, creating Web sites, and troubleshooting problems with computer hardware and software.

For all information management service needs, call the Help Desk at 732-923-4357, 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/resources/campus_technology.

GRADES

The grading system is as follows:

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

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

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

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

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

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

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

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

calendar for the last date to withdraw in a given semester or term.

I: Incomplete. This grade is given in cases where permission has been granted by the instructor to postpone completion of specific required work, such as a laboratory project or report or a missed final examination. This grade is not intended for situations where, in the judgment of the instructor, the student must retake the course for an entire semester in order to earn a passing grade. The Incomplete grade, therefore, should not be used in cases where a grade of “W” or “F” would be appropriate. The student must complete the work within the time granted by the professor and no later than the end of the next regular semester. If the unfinished work is not completed within the specified time, an “F” grade will be recorded, unless the instructor indicates otherwise at the time the Incomplete was originally approved. Not available for thesis courses. For these 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.

Undergraduate 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; D+ = 1.3; D = 1.0; D- = 0.7; 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 and developmental courses). The official GPA is rounded to two decimal places.

To calculate the cumulative GPA, the total number of grade points awarded is divided by the total number of credits attempted (excluding with-

drawals) 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. General Education required courses are not included with the major GPA.

Grades received in developmental courses are not counted in the computation of the student’s semester or cumulative grade point averages. Refer to *Repeating a Course* for a discussion of repeating a course and its impact on the GPA.

Undergraduate: Repeating a Course: Impact on the GPA

Students may repeat once any regular course in which a grade of “F,” “D-,” “D,” “D+,” or “C”- has been assigned. On-demand or requested courses (independent studies, co-ops, special topics classes, etc.) are not grade repeatable, in that the second grade earned will not replace a prior grade. When a course is repeated, the second grade for the course will be used in calculating the cumulative grade point average, regardless of whether the second grade is higher or lower than the first. If both attempts of the course earned passing grades, only the most recent set of credits and grades will be applied to the student’s academic record. Students cannot repeat a scheduled course using an independent study for GPA improvement.

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.

Undergraduate Graduation Rates

Graduation rates for the student cohorts of first-time, full-time freshmen are available at the Office of Institutional Research located in Bey Hall.

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

Undergraduate Student Classification

• Regular (Matriculated)/Non-Matriculated

All students—those attending during the day, in the evening, or weekends—are classified as either regular (matriculated) or non-matriculated.

A regular (matriculated) student is one who has been admitted and who intends to earn a degree. The class standing is determined by the number of credits earned as follows:

Freshman:	0–28 1/2 credits
Sophomore:	29–56 1/2 credits
Junior:	57–90 credits
Senior:	90 1/2 or more credits

A non-matriculated student is one who is not a candidate for a degree. Non-matriculated students are subject to the same fees and regulations as regular students. See the Admission section of this catalog for further information about admission as a non-matriculated student.

• Full-Time/Part-Time

Undergraduates who carry 12 or more credits during a semester are classified as full-time students. The normal semester course load for full-time students is 15 to 18 credits. Those who carry fewer than 12 credits are classified as part-time students.

• Maximum Course Load

Undergraduate students who wish to carry more than 18 credits for a regular term must obtain the permission of the department chair. Students wishing to enroll for 21 or more credits need the permission of both their department chair and school dean. Undergraduate students are limited to twelve credits total for the summer without prior permission from the school dean. Students are strongly urged to avoid attempting more courses than they can complete satisfactorily.

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.

UNDERGRADUATE HONORS AND AWARDS

Dean's List

The Dean's List is the official recognition of an outstanding academic achievement. In order to qualify for this honor, a full-time student must complete 12 or more credits in the fall or spring semesters and not have an incomplete grade for any course other than HO 498, achieve a semester GPA of 3.50 or higher, and earn no grade lower than "C." This list is compiled each spring and fall semester immediately after the conclusion of the semester. Part-time students will be evaluated for inclusion on the fall or spring semester Dean's List each time 12 or more credits are accumulated in successive semesters. Credits utilized for inclusion on the Dean's List will not be considered for subsequent Dean's Lists.

Graduation with Honors

To be graduated with honors, a baccalaureate degree recipient must have earned at least 56 credits at Monmouth University and have a cumulative GPA no lower than 3.50. Three levels of honors are distinguished and indicated on the diploma: *cum laude* for students earning a GPA between 3.50 and 3.64; *magna cum laude* for students earning a GPA between 3.65 and 3.84; and *summa cum laude* for students earning a GPA between 3.85 and 4.00.

Students who received academic amnesty (see *Academic Amnesty* for more information) are not eligible to graduate with honors.

Department Honors

Department Honors are available for undergraduate students majoring in Art, Biology, Chemistry, English, Foreign Language with a Concentration in Spanish, Sociology, or Political Science. Department Honors are noted on the student transcript, and a letter will be issued by the chair of the department.

The Alumni Association Academic Achievement Award

This award is presented at Commencement to the student who completed all academic work at Monmouth University and has graduated with the highest grade point average.

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.

UNDERGRADUATE DEVELOPMENTAL COURSES

Developmental courses are defined as those that have pre-college-level content. Students are required to enroll in and successfully complete developmental courses that are specified as a result of the placement testing process. These courses are designed, and required of the students who place into them, in order to provide students with the skills needed to succeed in college-level work. Such courses carry institutional credit only, will not be used to satisfy degree requirements, will not be counted in the computation of the student's semester or cumulative grade point average, and will not be counted toward the total number of credits needed for graduation. However, successfully completed developmental courses will be considered in the calculation of 1) credit standing for priority registration, 2) credits earned for freshman athletes, and 3) credits completed for the determination of academic probation and eligibility for academic dismissal.

Students who successfully complete developmental mathematics will earn grades of "A" through "C-"; "D" grades are not used for developmental courses.

Students who are required to enroll in developmental courses, all of which carry the course number "050," must satisfactorily complete their developmental course work within one year following their initial registration. Students who, on the first attempt, make satisfactory progress but do not complete all course requirements will receive a grade of "R" (see "GRADING") and are required to re-register for that course during the following semester. Students who do not make satisfactory progress in developmental courses will receive a grade of "F" (see "GRADING"),

are required to re-register for that course during the following semester, and are on academic probation until the course is successfully completed.

Students who have not passed required developmental courses by the end of the second semester will be subject to review, and possible dismissal, by the Academic Standards and Review Committee.

ACADEMIC REGULATIONS

Undergraduate Academic Amnesty

Academic amnesty provides former students of Monmouth University an opportunity to improve their grade point averages by extending to them the privileges enjoyed by transfer students. A former student of Monmouth University must be away from the University for at least three years and have a cumulative grade point average less than 2.0 before being eligible to receive academic amnesty. Students considering academic amnesty must apply for amnesty concurrently with their application for readmission. If academic amnesty is granted, credit will be given for all courses with grades of "C" or better and as many courses with grades of "C-," "D+," "D," or "D-" as possible while maintaining a grade point average of 2.00 or better. All courses with "F" grades will be given amnesty. 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 taking courses that satisfy requirements that were satisfied prior to academic amnesty.

Academic amnesty may be granted to a student only once, and amnesty will be posted after the student re-matriculates at the University. A student receiving amnesty must still meet the residency requirement by taking the last 32 credits at Monmouth University with a minimum of 16 in the major field. Such students may not be considered for graduation with honors.

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 shall not be offered later for fulfillment of any degree requirement, and a grade point average adjusted by amnesty shall not be used to determine general honors upon graduation.

Evaluation of applications for academic amnesty shall be made by the Academic Standards

and Review Committee in consultation with the appropriate departments. 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.

Undergraduate Academic Probation

A major concern of the University is to provide students with appropriate notice whenever their academic status is in jeopardy. Academic probation is designed to serve this purpose.

Any full-time freshman student who fails to achieve a GPA of 1.50 following the first semester will be placed on academic probation; however, such a student who fails to earn at least a 1.50 GPA will be considered for academic dismissal (see below). Any part-time freshman student who fails to achieve a GPA of 1.50 during the first 19 college credits completed will be placed on academic probation. Any student who has earned a minimum of 80 credits and who fails to achieve the minimum major GPA as established by the content major will be placed on academic probation until his or her major GPA reaches the graduation minimum.

All other students are placed on probation

Programs, Services, and Regulations

when the cumulative GPA falls below 2.00. Additionally, any student who receives a grade of “F” in a developmental course will be placed on probation and will remain on probation until the course is successfully completed.

Students on probation should not be absent from any classroom exercise, scheduled class function, laboratory, or conference period. Furthermore, they may not compete in nor travel for varsity sports or hold office in any University organization. Students on academic probation are not permitted to self-register using WEBregistration, but instead must make all schedule changes with their academic advisor.

Students on probation are urged to seek academic counsel from their faculty advisors or department chairs to help them improve their academic standing. They may be advised to curtail employment, change their major curriculum (see Academic Probation), reduce the number of credits attempted, or restrict participation in extracurricular activities.

Students who are not on academic probation are considered to be in good academic standing.

Undergraduate Academic Dismissal

A student shall become subject to academic dismissal for any of the following conditions and may be dismissed without prior warning:

- For failing to meet these minimum standards:

<i>Credits Completed*</i>	<i>Minimum Cumulative GPA</i>
12–19 credits	1.00
19.5–35.5 credits	1.60
36–56.5 credits	1.80
57 and more credits	2.00

- For failing to earn a semester GPA of at least 1.00 (if a full-time student), or a GPA of 1.00 in any combined consecutive semesters within which at least twelve credits have been attempted (if a part-time student);
- For failure to earn a passing grade in a required course after the maximum number of allowable repeats. (see *Repeating a Course*);
- For failure to earn the minimum major GPA as set by the content major after three (3) consecutive semesters;

- For failure to successfully complete all required developmental courses within the first year of attendance;
- Upon the recommendation of the student's chair or school dean.

A student who has been dismissed for the first time has the right to appeal that decision in writing to the Academic Standards and Review Committee. Second dismissals are not subject to appeal except for factual error. A student may apply for readmission three years after the second dismissal. See *Readmission to the University after Academic Dismissal* for information on readmission following academic dismissal.

**Credits completed include credits for all courses not officially withdrawn from, and all transfer credits accepted by Monmouth University (though only credits earned at Monmouth are computed in the GPA).*

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 suspen-

sion and/or dismissal, and will not be permitted to “retroactively” enroll.

Course Withdrawals

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

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

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

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

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

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

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

Final Examinations

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

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

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

Graduation

All undergraduate students are required to complete a minimum of 128 credits. Some academic programs require more credits; see the individual curriculum charts located in Appendix “B” of this Catalog for program details. Additionally, all undergraduates must meet a minimum 2.00 overall grade point average (GPA), a minimum major GPA of 2.10 (except for Education majors who are held to a 2.75 minimum GPA), and, if applicable, a minimum 2.10 minor GPA. Calculation of a major GPA includes all courses taken within the major and courses cross-listed within a major.

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 Adobe print form, "Independent Study Application". Students can download and print this form from the Monmouth University Web site at <http://www.monmouth.edu/academics/registrar/form.asp>. They must 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.**

Five-Year Plans

An undergraduate, non-transfer applicant at Monmouth University who has been formally admitted into a five-year undergraduate/graduate degree plan must follow a prescribed sequence of courses for the intended five-year plan (<http://www.monmouth.edu/registrar>). The total credits of both degree programs must be equal to or greater than 158. A minimum of 128 credits must be applied toward an undergraduate degree, and a minimum of 30 graduate credits must be applied toward a graduate degree. A student enrolled in a five-year undergraduate/graduate degree plan must meet the degree requirements of the undergraduate program and graduate program to receive the respective degrees. To remain in the five-year plan, undergraduate students must maintain an undergraduate major GPA of 3.00 and an overall GPA of 2.75. Further details are available in the Office of Registration and Records.

Undergraduate Repeat Policy: Repeating a Course

A course in which a grade of "C" or higher has been earned may not be repeated without the student first obtaining written permission from the

appropriate department chair and the dean of the school in which the student is enrolled. If written permission is not received, the student may be administratively dropped from the course.

Students may repeat once any regularly offered course in which a grade of "F," "D-," "D," "D+," or "C-" has been assigned. On-demand or requested courses (independent studies, co-ops, special topics, service learning, or certain experiential education courses) are not grade-repeatable in that the second grade earned will not replace a prior grade. When a course is repeated, only the second grade for the course will be used in calculating the cumulative grade point average, regardless of whether the second grade is higher or lower than the first. If both attempts of the course earned passing grades, only the most recent set of credits and grades will be applied to the student academic record. Students cannot repeat a scheduled course with an independent study for GPA improvement. The permanent academic record will contain a listing of all course registrations and grades. Students wishing to repeat a course ordinarily should do so no later than the next time that course is offered at Monmouth University during the regular academic year. Exceptions must be approved by the advisor.

If, after repeating a course once, a grade of "C" or higher has not been earned, at the request of the student, a determination will be made by the appropriate dean, upon recommendation of the department chair, as to whether special circumstances exist to justify a second repeat of the course. When a course is repeated for the second time (third attempt), only the third grade for the course will be used in calculating the cumulative grade point average, regardless of whether the previous grades for that course are higher or lower than the third. A student found to be registered for a second repeat of a course, who has failed to obtain the dean's permission in advance, will be administratively dropped from the course.

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.

Undergraduates: Taking Courses at Another Institution

It is expected that Monmouth University students, once enrolled, will complete all degree requirements at Monmouth University. However, in recognition that students may, on occasion (usually in the summer), have sound academic or personal reasons to take courses at other accredited institutions, they may request permission to do so. In evaluating such requests, consideration will be given to the relationship between the student's classification and the type of institution the student seeks to attend.

A student who requests permission (using e-FORMS) to take courses at another institution must be in good academic standing. The student should not be enrolled in classes at Monmouth during the semester or term in which permission is sought. The student must receive permission in advance from the chair of the department in which the student's major is housed, the school dean, and the Registrar. The student must present supporting evidence of course equivalency. Permission is granted for free elective courses and required courses outside the major but not for general education or major courses. Major courses include courses within the concentration, if any. Students may not repeat a course at another institution that they have previously attempted at Monmouth University.

Once a student attains junior status (completed less than 57 credits), permission will not be given to take courses at any two-year institution. For credit to become part of the student's Monmouth University transcript, a grade of "C" or higher must be earned at the other institution. For such courses, the grade earned at the other institution does not calculate in the Monmouth University grade point average; a "T" grade is posted to the student's academic record, except when there is a financial aid consortium agreement in place, please refer to *Non-Monmouth Study Abroad Programs* in this catalog for more details. In accordance with Monmouth University's residency requirement, students who are within 32 credits of graduation are not eligible for this permission.

Graduate Courses for Undergraduates

An undergraduate student at Monmouth University who has completed 92 credits and has an

undergraduate major GPA of 3.25 and an overall GPA of 2.75 may apply for permission to the graduate program director to take up to nine (9) graduate credits while completing the work for an undergraduate degree. Permission to take such credits is at the discretion of the respective program director. These credits may count toward an undergraduate or graduate degree, but not toward both degrees, unless the student has been formally admitted into a five-year undergraduate/graduate plan and the sequence chart allows it (see *Five-Year Plans* for more information). Undergraduates selecting to use the course towards a graduate degree must have their graduate application on file in Admissions. In this case, the course will appear on the graduate transcript, provided that a minimum grade of "B" is earned in the course. A grade of "T" will appear on the transcript after the student matriculates into a graduate program. Students in a five-year undergraduate/graduate plan who maintain an undergraduate major GPA of 3.00 and an overall GPA of 2.75, and are within 36 credits of graduation, can take the prescribed number of graduate credits, not to exceed 18. Except where expressly outlined in the specific five-year plan sequence chart, credits will not be shared between an undergraduate or graduate program. Further details are available in the Office of Registration and Records.

Submission of the Same Paper or Computer Program for Two Courses

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

Undergraduate: Time Limitation for Completion of Requirements

The requirements of a particular baccalaureate curriculum must be satisfied within a period not exceeding **eight calendar years**. The Monmouth University catalog in effect at the time of admission, readmission, or change of major 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 eight calendar years a student has not completed the requirements of the curriculum, the student must update the curriculum of record (including general education requirements) to the most recent one that exists.

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.

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.

Undergraduates: Change of Majors

The choice of a major can have dramatic impact on life and career goals. Undergraduates considering changing majors should be aware that academic advising, including interest testing, is available to them through the Center for Student Success.

Students who wish to change their majors should seek the advice of the chair of the proposed new department and make themselves familiar with the requirements of the new major. To make the change, students should submit a “Request to Change Curriculum” e-FORM. (*Note: Freshmen students must consult with their advisors in the First Year Advising Office in order to change their major.*) The Office of Registration and Records will review the application and route it to all appropriate parties for their approval. Students will receive an e-mail once this form has been successfully processed. Students must fulfill the requirements of the new major that are in effect at the time of the change of major.

Undeclared majors are required to officially declare a major by the end of the sophomore year. Failure to do so will prevent registration for future semesters. An undeclared student who has maintained continuous matriculation under earlier general education requirements may elect to follow those general education requirements when declaring a major. See *Curriculum of Record* for additional information.

Changing From Non-Matriculated to Regular (Matriculated) Status

An undergraduate 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 regular (matriculated) student. If accepted as a regular student, he or she may declare a major (provided admission criteria, if any, of the particular major are met) or choose the undeclared status.

A non-matriculated undergraduate student who did not meet regular admission requirements when accepted in the provisional non-matriculated status must complete a minimum of 12 credits and a maximum of 18 credits of college-level course work

with a minimum grade point average of 2.00 before applying for admission as a regular student. The student will follow all curricular requirements in effect at the time of admission as a regular student.

Courses taken in the non-matriculated status will be considered for applicability toward degree requirements in the same way that courses taken in the matriculated status are considered. Undergraduate students wishing to change from non-matriculated to regular status should contact the Office of Undergraduate Admission.

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 require-

ments 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 concern-

ing 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 stu-

dents 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. Undergraduate students are limited to a maximum course load of twelve credits for the summer.

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

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

UNIVERSITY EMERGENCY CLOSING

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

FM

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

AM

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

TV

News 12 New Jersey
Channel 4 WNBC news

UNIVERSITY E-MAIL

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

- Grade reports
- Semester schedules
- Registration information
- Academic announcements
- Graduation deadlines
- Change-of-class notifications
- Academic standings

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

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

WEBstudent and e-FORMS

All currently registered Monmouth students have established WEBstudent accounts for use in schedule preparation, grade and transcript look-up, and academic audits. Students are encouraged to uti-

lize WEBstudent for retrieval of their academic information. Questions concerning the account can be answered by the Help Desk (732-571-3539), or documentation can be obtained from the WEBstudent site. Information obtainable online includes:

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

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

Current students initiate requests with the Academic Affairs Division by utilizing the e-FORMS selection available from their WEBstudent menu.

Instructions about how to use WEBstudent and e-FORMS are posted under "Instructions" on the WEBstudent main menu.

WITHDRAW FROM THE UNIVERSITY

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



The Wayne D. McMurray School of Humanities and Social Sciences

DEAN: Stanton W. Green, PhD

ASSOCIATE DEAN: Golam Mathbor, PhD

ASSISTANT DEAN: Michael Thomas, MFA

The Wayne D. McMurray School of Humanities and Social Sciences seeks, within the wider mission of Monmouth University, to prepare students for lifelong learning and effective engagement with a changing world. In part, this goal is pursued through general education, which conveys an understanding of human experience and society in the past and throughout the contemporary world. The humanities give critical insight into aspects of thought, values, and achievement in all times and places. The social sciences contribute an understanding of people living in various cultural and social contexts. Both areas provide a foundation for major courses of study that prepare students for productiveness and responsibility in both their careers and civic life. On the undergraduate and graduate levels, strong programs prepare students for successful entry into professions and offer satisfaction of advanced study.

The Wayne D. McMurray School offers twenty-four undergraduate degree programs and master's degrees in Anthropology, Corporate and Public Communication, Criminal Justice, English,

History, Mental Health Counseling, Psychological Counseling, and Public Policy. Among our academic goals are proficiency in all forms of communication; 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. Interdisciplinary studies are encouraged. All majors provide options for minors, double majors, concentrations, and interdisciplinary studies.

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

ANTHROPOLOGY

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

Richard Veit, Coordinator of Anthropology

Aaron Ansell, Assistant Professor of Anthropology. PhD, University of Chicago. Research interests

Humanities and Social Sciences

include money and value, hunger and development policy, patron-client exchange, and democratization in Northeast Brazil. Teaching areas include anthropological theory, Brazilian history and culture, food culture, sociolinguistics, and global development.

Edward Gonzalez-Tennent, Assistant Professor of Anthropology. Director of the Geographic Information Systems (GIS) Program. PhD, University of Florida. Research interests include historical archaeology, archaeological visualization, diaspora, anthropological GIS, historical inequality, and active projects in the American South and Caribbean. Teaching interests include GIS, archaeological theory, Caribbean archaeology, oral history, and popular culture.

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

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

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

Richard Veit, Associate Professor of Anthropology. PhD, University of Pennsylvania. Teaching areas include archaeology, historic preservation, North American Indians, and New Jersey history.

Research interests include historical archaeology, industrial archaeology, and early American Material Culture. Author of *Digging New Jersey's Past: Historical Archaeology in the Garden State*.

The Anthropology curriculum is designed to provide a liberal arts education that emphasizes the scientific study of humanity. Three areas of Anthropology are covered: Cultural Anthropology, the comparative study of human beliefs and behavior with special attention to non-Western societies; Archaeology, the study of the human cultural heritage from its prehistoric beginnings to the recent past; and Biological Anthropology, the study of racial variation and the physical and behavioral evolution of the human species. The goal of the Anthropology program is to provide students with a broad understanding of humanity that will be relevant to their professions, their daily lives, and their larger roles in the modern world.

Student Honor Society: Lambda Alpha, Alpha Chapter

BACHELOR OF ARTS WITH A MAJOR IN ANTHROPOLOGY

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

- Bachelor of Arts in Anthropology
- Bachelor of Arts in Anthropology and Education with Endorsement in Elementary Education
- Bachelor of Arts in Anthropology and Education with Endorsements in P-3 and Teacher of Students with Disabilities

Additional endorsements are available. Please refer to the School of Education or the curriculum charts located in Appendix "B."

ANTHROPOLOGY DEPARTMENT MINOR

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

- Minor in Anthropology
- Minor in Archaeology

ART AND DESIGN

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

Mark Ludak, Compliance Officer/
Technical Specialist

Scott Knauer, Director of Galleries and Collections

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

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

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

Pat Hill Cresson, Professor. MFA, Pratt Institute. Specialization includes computer graphics and graphic design. Her professional experience includes art direction and design from concept through print in the areas of publishing, corporate design, and computer illustration. Her fine art work is represented in a New York City gallery and has been shown nationally and internationally.

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

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

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

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

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

The Bachelor of Fine Arts Degree (BFA) in Art (with concentrations in Graphic Design and Animation) is a career-track program that prepares students for professional work in the fields of graphic design, computer graphics, Web design, animation or graduate school. Entering freshmen will be accepted as BFA degree candidates. As sophomores, or in the fourth semester at Monmouth University, BFA degree candidates will be required to pass the Sophomore Year Review (AR-REV). Upon successful completion of the Sophomore Year Review (AR-REV), BFA degree candidates will be officially accepted into the BFA degree program. If a student fails to pass the Sophomore Year Review (AR-REV), he or she will be referred to a Sophomore Year Review Committee (SYR Committee) which will determine whether the student should change his or her major or be given a conditional semester or year. Transfer students can declare themselves a BFA candidate upon acceptance to Monmouth University. Transfer students will also be required to pass the first given Sophomore Year Review (AR-REV).

The BA in Art is designed for students who seek a strong studio experience and the option of developing skills useful in several professional areas. The core of the degree is traditional studio work in foundations, drawing, painting, sculpture, printmaking, and ceramics. The BA in Art with a Concentration in Photography is a more focused program on photographic skills, both traditional and digital. All art and design majors are required to complete a one- to three-credit internship during their senior year. Additional internship and cooperative education opportunities are offered as electives starting in the junior year.

Department Honors will be earned based on the following criteria being met:

- An overall GPA of 3.3
- A major GPA of 3.5
- Completion of AR410 and AR411, Advanced Project 1 and 2

Humanities and Social Sciences

- Artifacts having been publicly presented with a reading and defense of research topic
- Project and paper to have a combined average of a “B” or better

BACHELOR OF FINE ARTS IN ART WITH A CONCENTRATION IN GRAPHIC DESIGN

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

- Bachelor of Fine Arts in Art with a Concentration in Graphic Design

BACHELOR OF FINE ARTS IN ART WITH A CONCENTRATION IN ANIMATION

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

- Bachelor of Fine Arts in Art with a Concentration in Animation

BACHELOR OF ARTS WITH A MAJOR IN ART

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

- Bachelor of Arts in Art
- Bachelor of Arts in Art with a Concentration in Photography
- Bachelor of Arts in Art and Education with Endorsements in Elementary Education
- Bachelor of Arts in Art and Education with Endorsements in K-12 Education

Additional endorsements are available. Please refer to the School of Education or the curriculum charts located in Appendix “B.”

ART DEPARTMENT MINORS

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

- Minor in Art
- Minor in Art History
- Minor in Asian Studies
- Minor in Graphic Design/Computer Graphics
- Minor in Interactive Media
- Minor in Photography

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

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

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

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

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

porate communication, and media writing. Areas of professional experience include digital cinema, media asset management, screenwriting, media history, and entertainment media technologies. Serves as faculty advisor for the student-operated Hawk TV News.
rescott@monmouth.edu

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

Deanna Shoemaker, Associate Professor. PhD, The University of Texas at Austin. Primary fields are Performance and Theater Studies, Communication Studies, and Gender Studies. Special interests include feminist performance practices, performance of literature, performance ethnography, and critical race theory. Research interests include cultural and aesthetic performances of femininity and critical staging of race/ethnicity and sexuality. Faculty advisor to *Comm Works*, Students Committed to Performance.

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

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

Marina Vujnovic, Assistant Professor. PhD, University of Iowa. Primary fields of research are participatory journalism and new media studies, media history and gender, critical political economy, and cultural studies. Research interests focus on international communication and global

Humanities and Social Sciences

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.

In our commitment to students' personal, professional and public success, the mission of the Department of Communication is to provide a rigorous, ethical, collaborative and culturally responsive learning environment. We embrace civic participation ideals and provide rich opportunities for written, oral, and technological communication competence, research skills, intercultural appreciation, and professional readiness.

The Department serves this mission at the undergraduate level through its three clusters: Journalism and Public Relations; Radio and Television, and Communication Studies.

Student Honor Societies: Alpha Epsilon Rho (Radio and Television), Lambda Pi Eta, the National Communication Honor Society.

BACHELOR OF ARTS WITH A MAJOR IN COMMUNICATION

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

- Bachelor of Arts in Communication

BACHELOR OF ARTS WITH A MAJOR IN FOREIGN LANGUAGES WITH A CONCENTRATION IN SPANISH AND COMMUNICATION

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

- Bachelor of Arts in Foreign Languages/Spanish Concentration and Communication (Journalism Cluster)
- Bachelor of Arts in Foreign Languages/Spanish Concentration and Communication (Radio and Television Cluster)

COMMUNICATION DEPARTMENT MINORS

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

- Minor in Communication
- Minor in Interactive Media
- Minor in Journalism
- Minor in Public Relations
- Minor in Screen Studies
- Minor in Sports Communication

CRIMINAL JUSTICE

Albert Gorman, Chair, Department of Criminal Justice

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.

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.

The Criminal Justice major is designed to provide a balanced and comprehensive overview of the nature and structure of the criminal justice system, with particular emphasis on preparation for careers in fields such as law, juvenile justice, corrections, criminal justice administration, and law enforcement. The program also provides a solid preparation for graduate study.

Student Honor Society: Alpha Pi Sigma, Omega Theta Phi Chapter

BACHELOR OF ARTS WITH A MAJOR IN CRIMINAL JUSTICE

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

- Bachelor of Arts in Criminal Justice
- Bachelor of Arts in Criminal Justice with a Concentration in Homeland Security

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

- Minor in Criminal Justice
- Minor in Criminal Justice/Forensic Investigation

ENGLISH

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

G. Oty Agbajoh-Laoye, Associate Professor and Director of the African-American Studies Program. PhD, University of Ibadan, Nigeria. Specialty is African Diaspora (African-American and Afro-

Caribbean literature in English) and African Postcolonial literature. Additional interests and current research include Black women's fiction and criticism, the Slave Narrative, and Oral tradition.

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

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

Stanley Blair, Associate Professor. PhD, Duke University. Specialty is American literature. Other interests are New Jersey literature, poetry, history of rhetoric, and popular culture.

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

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

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

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

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

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

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

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

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

Humanities and Social Sciences

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

Neil Graves, Lecturer. PhD, Oxford University. Specialties are 17th-century English poetry, English Renaissance drama, Shakespeare, and Milton.

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

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

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

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

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

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

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

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

The major in English is designed to serve various needs within the framework of traditional literary study. Sensitivity to texts and the attendant skills in writing and analysis are useful for careers in law, teaching, editing, journalism, freelance writing, government service, marketing, management, and business. Combining the major with another major is encouraged.

Departmental Honors will be earned based on the following criteria being met:

- An overall GPA of 3.3
- A major GPA of 3.5
- Fulfillment of the intermediate-level language requirement for English majors
- Two courses beyond those required for the English major as follows:
 - a. complete one course from list of EN 300-400 courses chosen with thesis advisor
 - b. complete a second course as an independent study/senior thesis with a grade of "B" or better

Student Honor Society: Sigma Tau Delta, Delta Chapter

BACHELOR OF ARTS WITH A MAJOR IN ENGLISH
Please refer to the following curriculum charts for program requirements. All curriculum charts are detailed and displayed in Appendix "B."

- Bachelor of Arts in English
- Bachelor of Arts in English with Concentration in Creative Writing
- Bachelor of Arts in English and Education with Endorsement in Elementary Education
- Bachelor of Arts in English with Concentration in Creative Writing and Education with Endorsement in Elementary Education
- Bachelor of Arts in English and Education with Endorsement in Secondary Education
- Bachelor of Arts in English with Concentration in Creative Writing and Education with Endorsement in Secondary Education in English
- Bachelor of Arts in English and Education with Endorsements in P-3 and Teacher of Students with Disabilities
- Bachelor of Arts in English with a Concentration in Creative Writing and Education with Endorsements in P-3 and Teacher of Students with Disabilities

Additional endorsements are available. Please refer to the School of Education or the curriculum charts located in Appendix "B."

ENGLISH DEPARTMENT MINORS

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

- Minor in Creative Writing
- Minor in English
- Minor in Writing

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.

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.

Student Honor Societies: Hispanic Honor Society: Sigma Delta Pi, Eta Pi Chapter; Italian Honor Society: Alpha Gamma Kappa

The Foreign Language curriculum provides the opportunity to concentrate in Spanish, to minor in Italian, and to study in Arabic, Chinese, French, German, Irish, and Latin.

Foreign Language Placement Policy**

- 101
 - No more than two years of the language in high school
- 102
 - three years of that language in high school or having completed 101
- 201
 - four years of that language in high school or having completed 102, or AP with a score of "2" or lower
- 202
 - having completed 201, or AP with a score of "3"
- 300+
 - five or more years of that language or AP with a score of "4" or higher
- Native speakers (students who speak Spanish, Italian, etc. as their first language) may not register in a class below the 201 level.
- Heritage speakers (students who verbally interacted with at least one parent in Spanish, Italian, etc.) may register in any course from 101 on upon consultation with the chair of the Department of Foreign Language Studies.

** Any student who registers for a language class and does not follow the policies above will be administratively dropped and placed into the appropriate level.

** Foreign Language courses 101, 102, 201, 202 are sequential and may not be taken out of order.

Humanities and Social Sciences

For any questions or concerns regarding this policy please call the Chair of the Department of Foreign Language Studies, Dr. Mirta Barrea-Marlys, at extension 5390.

Note: FS 300A, Advanced Spanish Conversation Review, is intended for non-native speakers of Spanish and is a co-requisite for FS 300B, Advanced Conversation and Composition, and a pre-requisite for all other 300- and 400-level courses in Spanish. FS 300A is designed to bridge the gap between lower- and upper-division courses by providing students with optimal opportunities to practice their oral language skills at the high intermediate/low advanced level. The course provides practice in all four language skills while placing special emphasis on conversation, listening, and oral presentation skills.*

**prerequisite: permission of instructor*

Note: FS 300B, Advanced Conversation and Composition, is a prerequisite for all 400-level courses in Spanish and should ideally be taken in the fifth or sixth semester of Spanish studies. The course is intended for both native and non-native speakers of Spanish and should be taken before or simultaneously with other 300-level courses in literature and culture. Non-native speakers of Spanish are required to take FS 300A in the same semester as FS 300B.

Language Study Abroad: Students who wish to take language courses abroad are referred to the pertinent information appearing under *Study Abroad* in this catalog. Those who wish to participate in a Study Abroad program should begin making plans before their sophomore year and consult with their advisors in the department, where the necessary information is available.

Note: In courses numbered above 300, it is presumed that the student has taken 201-202 (Intermediate) or equivalent to assure adequate reading facility in the foreign language. These courses are conducted wholly in the foreign language, so that FS 300B (Advanced Composition and Conversation) is regularly scheduled as a prerequisite or co-requisite to these courses. For courses numbered above 400, permission of the instructor may also be required. Please consult the departmental office.

Departmental Honors will be earned based on the following criteria being met:

- Overall GPA of 3.3.
- Major GPA of 3.5.
- Fulfillment of the intermediate level language requirement for Spanish majors.
- Two courses beyond those required for Spanish majors.
 - One course chosen from a list of Spanish 300-400 level per thesis advisor.
 - One independent study (FS499) to include writing of a thesis in consultation with a full-time Spanish Department faculty member. Thesis will be orally presented and defended to a committee of at least three faculty members (two from the Spanish Department full-time faculty).
- Thesis
- Thesis will be orally presented and defended to a committee of at least three faculty members (two from the Spanish Department full-time faculty).
- Length: for students of BA in Foreign Languages Spanish Concentration, thesis must be fifteen pages in Spanish; and for students with Honor in Spanish and Honor School, thesis must be twenty-five pages in Spanish.
- Thesis must earn a “B” or better

BACHELOR OF ARTS WITH A MAJOR IN FOREIGN LANGUAGES WITH A CONCENTRATION IN SPANISH

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

- Bachelor of Arts in Foreign Languages with a Concentration in Spanish
- Bachelor of Arts in Foreign Languages/Spanish and Education with Endorsement in Elementary Education
- Bachelor of Arts in Foreign Languages/Spanish and Education with Endorsement in K-12 Education in Spanish
- Bachelor of Arts in Foreign Languages/Spanish and Education with Endorsements in P-3 and Teacher of Students with Disabilities

Additional endorsements are available. Please refer to the School of Education or the curriculum charts located in Appendix “B.”

BACHELOR OF ARTS WITH A MAJOR IN FOREIGN LANGUAGES WITH A CONCENTRATION IN SPANISH AND COMMUNICATION

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

- Bachelor of Arts in Foreign Languages/Spanish Concentration and Communication (Journalism Cluster)
- Bachelor of Arts in Foreign Languages/Spanish Concentration and Communication (Radio and Television Cluster)

BACHELOR OF ARTS IN SPANISH AND INTERNATIONAL BUSINESS

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

- Bachelor of Arts in Spanish and International Business

FOREIGN LANGUAGE STUDIES MINORS

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

- Minor in Spanish
- Minor in Italian
- Minor in Spanish for Business

CERTIFICATE IN SPANISH LANGUAGE

Please refer to curriculum chart for program requirements. All curriculum charts are detailed and displayed in Appendix “B.”

HISTORY

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

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

Aaron Ansell, Assistant Professor. PhD, University of Chicago. Research interests include money and

value, hunger and development policy, patron-client exchange, and democratization in Northeast Brazil. Teaching areas include anthropological theory, Brazilian history and culture, food culture, sociolinguistics, and global development.

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

Christopher DeRosa, Associate Professor. PhD, Temple University. Fields include military history and American political history. Recent research concerns the political indoctrination of American soldiers.

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

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

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

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

Frederick L. McKittrick, Associate Professor 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, Interim Dean of the Honors School, and Freed Professor in the Social Sciences. PhD, University of Pittsburgh. Conducts research on peasant society, migra-

tion, and the Shining Path guerrilla war in Peru. Publications include: *Peasants on the Edge*, *Picturing Faith*, and *Voices from the Global Margin*. Co-chair of the Anthropology Section of the New York Academy of Sciences.

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

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

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

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

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

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

The History curriculum is designed to provide an understanding of the complex forces and values that have shaped the modern world and to prepare students for graduate school or for careers in teaching, museums and historical societies, the law, politics, public service, journalism, or business.

The Interdisciplinary History and Political Science curriculum is designed to provide training in both history and politics for students who wish

greater breadth of understanding of contemporary society in preparation for careers in business, law, politics, public service, or journalism.

Student Honor Society: Phi Alpha Theta

BACHELOR OF ARTS WITH A MAJOR IN HISTORY
Please refer to the following curriculum charts for program requirements. All curriculum charts are detailed and displayed in Appendix "B."

- Bachelor of Arts in History
- Bachelor of Arts History and Education with Endorsement in Elementary Education
- Bachelor of Arts in History and Education with Endorsement in Secondary Education in Social Studies
- Bachelor of Arts in History and Education with Endorsements in P-3 and Teacher of Students with Disabilities

Additional endorsements are available. Please refer to the School of Education or the curriculum charts located in Appendix "B."

BACHELOR OF ARTS WITH AN INTERDISCIPLINARY MAJOR IN HISTORY AND POLITICAL SCIENCE

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

- Bachelor of Arts in History/Political Science Interdisciplinary
- Bachelor of Arts in History/Political Science Interdisciplinary and Education with Endorsement in Elementary Education
- Bachelor of Arts in History/Political Science Interdisciplinary and Education with Endorsement in Secondary Education in Social Studies

Additional endorsements are available. Please refer to the School of Education or the curriculum charts located in Appendix "B."

HISTORY DEPARTMENT MINORS

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

- Minor in Geography

- Minor in Geographic Information Systems
- Minor in History

MUSIC AND THEATRE ARTS

David Tripold, Chair, Department of Music and Theatre Arts

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

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

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

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

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

Michael Gillette, Specialist Professor of Music/Music History, Conducting, and Violin, Director of the Chamber Orchestra. Master of Music, Yale University. For over thirty years, Michael Gillette has been a professional violinist in New York City and is currently a member of the Radio City Music Hall Orchestra, the American Ballet Theatre Orchestra, and the Mostly Mozart Festival Orchestra at Lincoln Center, and is principal second violin of the Little Orchestra Society. He has played for many Broadway productions, including *Les 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.

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

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

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

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

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

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

The Music curriculum is designed to provide specific knowledge and skills in music and a basic education in the liberal arts. Students entering the Department of Music are required to present evidence of proficiency in their major area of performance.

The Music Industry concentration is designed to prepare students for careers in the music business in areas of specialization, such as music publishing, marketing, talent acquisition, concert production, media relations, and merchandising. Students will also be required to take courses that deal with popular music history and complete an internship program.

BACHELOR OF ARTS WITH A MAJOR IN MUSIC
Please refer to the following curriculum charts for program requirements. All curriculum charts are detailed and displayed in Appendix "B."

- Bachelor of Arts in Music

- Bachelor of Arts in Music and Education with Endorsement in Elementary Education
- Bachelor of Arts in Music and Education with Endorsement in K-12 Education in Music
- Bachelor of Arts in Music and Education with Endorsements in P-3 and Teacher of Students with Disabilities

Additional endorsements are available. Please refer to the School of Education or the curriculum charts located in Appendix “B.”

BACHELOR OF ARTS WITH A MAJOR IN MUSIC WITH A CONCENTRATION IN MUSIC INDUSTRY
Please refer to the following curriculum charts for program requirements. All curriculum charts are detailed and displayed in Appendix “B.”

- Bachelor of Arts in Music with a Concentration in Music Industry

BACHELOR OF ARTS IN THEATRE ARTS
Please refer to the following curriculum charts for program requirements. All curriculum charts are detailed and displayed in Appendix “B.”

- Bachelor of Arts in Theatre Arts

MUSIC DEPARTMENT MINORS
Please refer to the following curriculum charts for program requirements. All curriculum charts are detailed and displayed in Appendix “B.”

- Minor in Musical Theatre
- Minor in Popular Music
- Minor in Theatre

PHILOSOPHY, RELIGION, AND INTERDISCIPLINARY STUDIES

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

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

development of coastal communities, international development, and interdisciplinary studies.

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

Pasquale Simonelli, Lecturer of Philosophy. PhD, Università di Napoli, Italy. Research interests focus on religions and philosophies of India, comparative religions, and western civilizations in a world perspective.

The Interdisciplinary Studies Program guides students who want to develop interdisciplinary majors. It coordinates with faculty engaged in interdisciplinary initiatives or teaching courses of an interdisciplinary nature.

The Interdisciplinary Studies major offers a student the opportunity to develop an individualized interdisciplinary course of study that is not available in any established curriculum of the University. Flexibility of curriculum and skills assists in preparing for a wide variety of careers to meet the challenges of the rapidly evolving world of the workplace.

BACHELOR OF ARTS WITH A MAJOR IN INTERDISCIPLINARY STUDIES AND A CONCENTRATION IN XXX

- Bachelor of Arts in Interdisciplinary Studies

BACHELOR OF SCIENCE WITH A MAJOR IN INTERDISCIPLINARY STUDIES AND A CONCENTRATION IN XXX

- Bachelor of Science in Interdisciplinary Studies

PHILOSOPHY, RELIGION, AND INTERDISCIPLINARY STUDIES DEPARTMENT MINORS

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

- Minor in Philosophy
- Minor in Religious Studies
- Minor in Philosophy and Religious Studies

UNDERGRADUATE CERTIFICATE IN AFRICANA STUDIES

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

POLITICAL SCIENCE AND SOCIOLOGY

Joseph Patten, Chair, Department of Political Science and Sociology

Kathryn Kloby, Public Policy Program Director

Nancy Mezey, Sociology Program Director

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

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

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

Kathryn Kloby, Assistant Professor. PhD, Rutgers University. Specialties are public sector accounting, performance measurement and reporting, citizen participation, public policy, and research methods. Her most current research focuses on accountability in public education.

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

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

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

Enoch Nappen, Associate Professor. PhD, New York University. Specializes in Constitutional law and civil rights. Directs both the undergraduate and graduate intern programs. University's pre-law advisor. Author of *Warman's Political Collectibles* (2008), a fully illustrated description

of political memorabilia's historic role in the American Presidential election process.

Joseph Patten, Associate Professor 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, Associate Vice President for Global Initiatives and Professor. PhD, Rutgers University. Specialties are international relations, comparative government (Middle East), and American foreign policy. He is the co-author of two books: *Ideology, Values, and Technology in Political Life* (1994) and *World Politics: An Interdisciplinary Perspective* (1995). He is the editor of two scholarly articles: *Education for Leadership and Social Responsibility* (1996) and of *Palestine and the Quest for Peace* (2009), and the co-editor of four scholarly articles: *Patriarch Michel Sabbah – Faithful Witness: On Reconciliation* (2009) and *Peace in the Holy Land; Principles and Pragmatism – Key Documents from the American Task Force on Palestine* (2006); *The Holocaust Suite of Jacob Landau* (2008); and *Democracy in Africa: Political Changes and Challenges* (2012). He guest edited a special issue of the *International Journal of Politics, Culture, and Society* (2004), focusing on Palestinian-Israeli relations. Dr. Sarsar's articles have appeared in *Peace and Conflict Studies*, *Holy Land Studies*, *Palestine-Israel Journal of Politics, Economics and Culture*; *This Week in Palestine*; *Columbia University Middle East Studies Internet Resources*; *Clio's Psyche*; *Peace Review: A Journal of Social Justice*; *Middle East Quarterly*; *Jerusalem Quarterly File*; *Scandinavian Journal of Development Alternatives and Area Studies*; *Journal of South Asian and Middle East Studies*; *International Journal of Leadership*; *Journal of Leadership Studies*; and *Leadership and Organization Development Journal*. Dr. Sarsar also has two published books of poetry: *Crosswinds* (1999) and *Seven Gates of Jerusalem* (2010). A third book of poetry, *Poems of the Holy Land*, is awaiting publication.

The political science curriculum offers a variety of courses that strengthen understanding of traditional and contemporary issues in American politics, legal studies, international affairs, comparative politics, and public policy. The curriculum assists students in preparing for leadership and careers in business, journalism, law, politics, public service, and teaching.

Political Science National Student Honor Society: Pi Sigma Alpha

Political Science Departmental Honors: will be earned based on the following criteria being met:

- Two additional 300+ level courses beyond those required for the Political Science major
- Earn a minimum grade of "A-" in the Political Science Seminar
- Students should apply to the chair of the Political Science and Sociology Department at the start of their junior year
- Overall G.P.A. 3.5 or higher; Political Science G.P.A. must be 3.65 or higher

Sociology National Student Honor Society: Alpha Kappa Delta

Sociology Departmental Honors: will be earned based on the following criteria being met:

- Two additional 300+ level courses beyond those required for the Sociology major
- Earn a minimum grade of "A-" in Seminar in Sociological Theory
- Students should apply to the chair of the Political Science and Sociology Department at the start of their junior year
- Overall G.P.A. 3.5 or higher; Sociology G.P.A. 3.65 or higher

Student Clubs: Political Science Club, Global Service Club (Model U.N.), Pre-Law Club, Debate Team, and Sociology Club.

BACHELOR OF ARTS WITH A MAJOR IN POLITICAL SCIENCE

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

- Bachelor of Arts in Political Science

Humanities and Social Sciences

- Bachelor of Arts in Political Science and Education with an Endorsement in Elementary Education
- Bachelor of Arts in Political Science and Education with an Endorsement in Secondary Education in Social Studies

Additional endorsements are available. Please refer to the School of Education or the curriculum charts located in Appendix “B.”

BACHELOR OF ARTS IN POLITICAL SCIENCE WITH A CONCENTRATION IN INTERNATIONAL RELATIONS

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

- Bachelor of Arts in Political Science with a Concentration in International Relations

POLITICAL SCIENCE/SOCIOLOGY DEPARTMENT MINORS.

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

- Minor in Gender Studies
- Minor in Legal Studies
- Minor in Political Science
- Minor in Public Policy
- Minor in Sociology

Note: Any courses applied towards the Public Policy minor must be in addition to courses applied to the major, except for specific policy-related courses.

BACHELOR OF ARTS IN SOCIOLOGY

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

- Bachelor of Arts in Sociology

PSYCHOLOGY

Gary Lewandowski, Chair, Department of Psychology

Natalie Ciarocco, Associate Professor. PhD, Case Western Reserve University. General area of interest in social psychology. Within social psychology, specializes in self-regulation and how it impacts interpersonal relationships.

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

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

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

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

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

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

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

The psychology curriculum focuses on the scientific study of behavior and mental processes. Majoring in psychology can lead to employment in business and industry (in fields such as human resources and applied research), social agencies, hospitals, and various other mental health settings. The curriculum provides excellent preparation for graduate school for those who wish to pursue that path.

Student Honor Society: Psi Chi

BACHELOR OF ARTS WITH A MAJOR IN PSYCHOLOGY

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

- Bachelor of Arts in Psychology

PSYCHOLOGY DEPARTMENT MINOR

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

- Minor in Psychology

PSYCHOLOGICAL COUNSELING

George Kapalka, Chair, Department of Psychological Counseling

David Burkholder, Assistant Professor. PhD, Kent State University. Specialization in mental health counseling with children and adolescents. Areas of interest include career counseling, student retention, spirituality, legal and ethical issues in therapy, and multicultural issues.

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

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

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

Humanities and Social Sciences

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

George Kapalka, Professor and Chair. PhD, Fairleigh Dickinson University. Specialization in the areas of counseling, clinical, and school psychology with emphasis on child and adolescent counseling and assessment, learning disabilities, school consultation, and legal/forensic issues. Current research program is focused on the education, counseling, and management of children with behavioral problems (including ADHD) in school and at home, as well as researching the benefits of nutritional and herbal therapies.

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

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

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

The School of Science

DEAN: Michael A. Palladino, PhD
ASSOCIATE DEAN: Catherine N. Duckett, PhD
ASSISTANT DEAN: John A. Tiedemann, MS

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

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

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

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

Studies in the School of Science provide students with a solid background in the technical

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

RAPID RESPONSE INSTITUTE

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

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

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

Robert M. Kelly Jr., MSEE Stanford University. Adjunct Professor, Monmouth University. Synthesis of emerging and existing technologies into useful applications; RFID, large scale 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 the chemical, biological, radiological, nuclear, and explosive events. These same techniques can be applicable to homeland security/counterterrorism, natural disaster, environmental crisis, and pandemic scenarios, and this duality provides an open, accessible, and reasonably inexpensive test bed for the development of prototypes being designed to meet both domestic and military needs.

URBAN COAST INSTITUTE

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

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

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

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

BIOLOGY

Ivan Gepner, Chair, Department of Biology

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

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

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

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

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

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

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

James P. Mack, Professor. EdD, Teachers College, Columbia University. Specializes in anatomy and physiology. Current research includes: antimicrobial effects of plant essential oils on bacteria including MRSA and MSSA and fungi and elucidating the comprehensive chemical mechanism

for catalase (kinetic deviations and conformer multiplicity).

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

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

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

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

The Biology curriculum is designed to give students a basic diversified background in the life sciences and prepare them for graduate work, professional school (medicine, dentistry, podiatry, chiropractic, etc.), laboratory work in government and industry, and careers in teaching.

National Biological Honor Society: Beta Beta Beta, Chi Eta Chapter, requires completion of at least ten credits of biology and a 3.2 or better GPA in biology courses.

Department Honors can be earned in Biology based on the following criteria being met:

- Achieving a 3.3 or better overall GPA with a 3.5 or better GPA in biology courses;
- Completing two additional courses at the 300 or 400 level;
- Completing six credits of faculty-directed research and presenting a research thesis.

BACHELOR OF SCIENCE WITH A MAJOR IN BIOLOGY

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

- Bachelor of Science in Biology
- Bachelor of Science in Biology and Education with Endorsement in Elementary Education
- Bachelor of Science in Biology and Education with Endorsement in Secondary Education in Biology

Additional endorsements are available. Please refer to the School of Education or the curriculum charts located in Appendix "B."

BACHELOR OF SCIENCE WITH A MAJOR IN BIOLOGY WITH A CONCENTRATION IN MOLECULAR CELL PHYSIOLOGY

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

- Bachelor of Science in Biology with a Concentration in Molecular Cell Physiology

BACHELOR OF SCIENCE IN MARINE AND ENVIRONMENTAL BIOLOGY AND POLICY

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

- Bachelor of Science in Marine and Environmental Biology and Policy

BIOLOGY DEPARTMENT MINOR

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

- Minor in Biology

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-inor-

ganic) polymers and catalytically active organometallic complexes; mechanisms of metal-catalyzed processes, particularly those involving carbon-carbon bond-forming reactions.

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

Robin R. Kucharczyk, Lecturer. PhD, Yale University. Inorganic chemistry. Organometallic chemistry of molybdenum and approaches to teaching introductory chemistry.

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

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

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

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

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

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

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

Danuta Szwajkajzer, Lecturer. PhD, Rutgers University. Biophysical chemistry. Chemistry of proteins and nucleic acids, thermodynamics of

drugs binding to DNA, mechanisms of recognition for biomolecules, and studies of structure and thermodynamic changes of nucleic acids oligomers.

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

Xudong Yuan, Scholar in Residence. PhD, University of Georgia College of Pharmacy. Medicinal chemistry. Development of new delivery methods for API's and/or genes.

The chemistry curricula provide firm foundations in the traditional subject areas of chemistry. Completion of one of the programs is excellent preparation for further professional study in chemistry, in related sciences, medicine and other health professions, or in education. Careers in chemical business, environmental protection, forensics, government, industrial hygiene, information science, patent law, science writing, education, and toxicology are open to those whose initial field of study is chemistry.

The Bachelor of Science in Chemistry provides a core curriculum of all of the traditional subject areas of chemistry while allowing sufficient flexibility to combine it with a second major, a minor, or elective biology courses for pre-medical studies within the total of 128 credits required for graduation. Examples of this are the Chemistry and Education programs. Completion of that combination makes one eligible to apply for Elementary or Secondary Education endorsement as a chemistry teacher. Completion of two additional courses makes one eligible for the teacher of physical science certification.

The Advanced Chemistry concentration is an extended curriculum that provides a career-level foundation in all of the traditional subject areas of chemistry. Students planning to seek employment in chemistry-related positions or to pursue graduate study in chemistry should follow this concentration. Completion of this program is also excellent preparation for health profession careers. Students who

complete this program will have their degrees certified by the American Chemical Society.

The Biochemistry concentration provides an introduction to the traditional subject areas of chemistry and biology and explores their relationship in the field of biochemistry. Biochemistry is a rapidly growing field that appeals to students interested in both chemistry and biology. Students planning to seek employment in biochemistry or to pursue graduate study in biochemistry or any of the health-related professions should follow this concentration. American Chemical Society certification may also be achieved in this concentration.

The concentration in Chemical Physics will prepare students interested in graduate work in areas such as nanotechnology and materials science, which are the interface of chemistry and physics.

Departmental Honors can be earned in Chemistry based on the following criteria being met:

- An overall GPA of 3.3 or higher;
- A major GPA of 3.5 or higher;
- At least three credits of CE350 and/or CE499;
- Completion of: CE371 and CE371L;
- Completion of a thesis with a grade of "B" or higher;
- Public presentation of research.

BACHELOR OF SCIENCE WITH A MAJOR IN CHEMISTRY

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

- Bachelor of Science in Chemistry
- Bachelor of Science in Chemistry and Education with Endorsement in Secondary Education in Chemistry
- Bachelor of Science in Chemistry and Education with Endorsement in Secondary Education and Physical Science

Additional endorsements are available. Please refer to the School of Education or the curriculum charts located in Appendix "B."

BACHELOR OF SCIENCE WITH A MAJOR IN CHEMISTRY WITH A CONCENTRATION IN ADVANCED CHEMISTRY (AMERICAN CHEMICAL SOCIETY-APPROVED PROGRAM)

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

- Bachelor of Science in Chemistry with a Concentration in Advanced Chemistry (ACS Approved)

BACHELOR OF SCIENCE WITH A MAJOR IN CHEMISTRY WITH A CONCENTRATION IN BIO-CHEMISTRY

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

- Bachelor of Science in Chemistry with a Concentration in Biochemistry

BACHELOR OF SCIENCE WITH A MAJOR IN CHEMISTRY WITH A CONCENTRATION IN CHEMICAL PHYSICS

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

- Bachelor of Science in Chemistry with a Concentration in Chemical Physics

CHEMISTRY DEPARTMENT MINOR

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

- Minor in Chemistry

CLINICAL LABORATORY SCIENCES and MEDICAL TECHNOLOGY

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

William Schreiber, Coordinator, Clinical Laboratory Sciences and Medical Technology Programs

The **Clinical Laboratory Sciences** program is offered in collaboration with the University of Medicine and Dentistry of New Jersey-School of Health-Related Professions (UMDNJ-SHRP). The curriculum is composed of three years of a pre-professional component and fifteen months of a professional component. The pre-professional component is conducted at Monmouth University. The professional

component is conducted by UMDNJ-SHRP at the Newark campus and at affiliated clinical/research facilities in a four-semester (fifteen-month) sequence beginning the June following completion of the pre-professional component. Concentrations are available in cytotechnology and medical laboratory science. Monmouth University and the UMDNJ-SHRP jointly confer the Bachelor of Science degree upon successful completion of the professional component.

BACHELOR OF SCIENCE WITH A MAJOR IN CLINICAL LABORATORY SCIENCES WITH CONCENTRATIONS IN CYTOTECHNOLOGY AND MEDICAL LABORATORY SCIENCE

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

- Bachelor of Science in Clinical Laboratory Science with a Concentration in Cytotechnology
- Bachelor of Science in Clinical Laboratory Science with a Concentration in Medical Laboratory Science

The **Medical Technology** curriculum is designed to give a broad knowledge of the life sciences and to provide specialized experience in performing and understanding numerous standardized and specialized laboratory procedures. The curriculum requires completion of ninety-six credits of collegiate work prescribed by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) and is followed by a twelve-month training period at one of the following hospitals:

Monmouth Medical Center
Long Branch, NJ 07740
John A. Mihok, Program Director

Jersey Shore University Medical Center
Neptune, NJ 07753
Perla L. Simmons, Program Director

Monmouth University confers the Bachelor of Science degree upon successful completion of the hospital program.

Please refer to the following curriculum charts located in Appendix "B" for program requirements:

- Bachelor of Science in Medical Technology (for Jersey Shore University Medical Center)
- Bachelor of Science in Medical Technology (for Monmouth Medical Center)

PHYSICS

Physics faculty members offer a curriculum leading to a minor in physics, which may be combined with any major. The minor in physics can be combined with a major in chemistry and education to prepare for the Teacher of Physical Science Certification. A minor in physics also complements the interests of students majoring in mathematics, software engineering, and a variety of other fields. The physics faculty also support various undergraduate programs by offering specific physics courses required in other majors and courses designed to meet the general education natural sciences requirements.

PHYSICS MINOR

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

- Minor in Physics

COMPUTER SCIENCE AND SOFTWARE ENGINEERING

Jiacun Wang, Chair, Department of Computer Science and Software Engineering
Joseph Chung, UNIX Administrator and Teacher

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

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

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

Allen Milewski, Associate Professor. PhD, Brown University. Areas of interest include human-com-

puter interactions, contextual communication and awareness, and global software development.

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

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

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

William Tepfenhart, Associate Professor. PhD, University of Texas. Interests include artificial intelligence, software architecture, and software design.

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

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

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

BACHELOR OF SCIENCE WITH A MAJOR IN COMPUTER SCIENCE

The Computer Science curriculum provides a solid foundation in the computing sciences, preparing students for employment in industry or for graduate school. Software design and development is emphasized along with foundational computing concepts.

The higher-level courses enable students to explore a variety of topics, such as databases, networks, artificial intelligence, scripting languages, game programming, UNIX administration, and computer security.

The Advanced Computing Concentration is recommended especially for students who plan to go to graduate school in computer science or who plan to specialize in scientific computing. The educational objectives of the Advanced Computing Concentration are to enable graduates, within a few years after graduation to:

- Work as effective team members or team leaders in the development of computer and software systems covering a wide range of scientific and business applications.
- Enter professional careers in positions including computer programmer, computer systems analyst, network administrator, computer systems programmer, software systems designer, database systems manager, and software applications developer.
- Undertake graduate studies and develop the knowledge and expertise to complete advanced studies or do research in computer science, engineering, and other scientific fields.
- Work in teams, communicate effectively, and meet the social and ethical responsibilities of their profession.
- Become productive professionals in their fields of activity, concern, or function.
- Adjust to new technologies and methodologies with the skills required to react to a changing world.

Other students may take the Applied Computing Concentration which gives students the flexibility to take a minor in a field outside of science and mathematics.

Please refer to the following curriculum chart for program requirement. All curriculum charts are detailed and displayed in Appendix “B.”

- Bachelor of Science in Computer Science with a Concentration in Advanced Computing.
- Bachelor of Science in Computer Science with a Concentration in Applied Computing

COMPUTER SCIENCE DEPARTMENT MINOR

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

- Minor in Computer Science

CERTIFICATE IN NETWORK TECHNOLOGIES AND APPLICATIONS

This fifteen-credit certificate provides professional training in network technologies. Students in the certificate program will enhance their networking knowledge, gain focused professional expertise toward careers, and increase their employability. The certificate would focus on practical needs of students in the Applied Computer Science track as well as others who are interested in careers that require expertise in practical network technologies and skills.

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

- Certificate in Network Technologies and Applications

BACHELOR OF SCIENCE IN SOFTWARE ENGINEERING

The undergraduate Software Engineering curriculum, which is accredited by the Engineering Accreditation Commission of ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012; telephone: (410) 347-7700, is designed to give students a broad background in both computer and engineering science with a heavy emphasis on those aspects of software engineering that will enable graduates to efficiently participate in the design, development, and deployment of large software systems. Because of the sequential nature of the courses and the number of requirements for engineering majors, careful planning is necessary to complete the curriculum in four years.

The educational objectives of the BS in Software Engineering program are to prepare software engineering graduates to do the following things within the first few years after graduation from the program:

- Find employment in organizations that develop or use software and/or enter graduate school;
- Participate in teams that are responsible for the specification, design, construction, testing, deployment, maintenance, or use of software systems;

- Develop experience in additional areas of professional specialty which, when combined with their undergraduate education, will continue the path toward lifelong learning;
- Use their engineering, communications, interpersonal, and business skills to further their position in a business, government, or academic environment;
- Critically assess their engineering capabilities and acquire the additional knowledge and skills they need to maintain currency within their evolving work environment;
- Assist their employers' organizations in achieving their business goals.

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

- Bachelor of Science in Software Engineering

SOFTWARE ENGINEERING DEPARTMENT MINORS

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

- Minor in Information Technology

CERTIFICATE IN INFORMATION TECHNOLOGY

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

- Certificate in Information Technology

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.

Suneal Chaudhary, Assistant Professor. PhD, UCLA. Interests include mathematical and com-

putational finance, economics, and Monte Carlo methods.

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

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

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

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

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

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

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

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

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

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

The Bachelor of Science curriculum in mathematics is designed to provide an introduction to classical and modern mathematics and to provide a foundation for graduate study or careers in various areas of application.

BACHELOR OF SCIENCE WITH A MAJOR IN MATHEMATICS

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

School of Science

- Bachelor of Science in Mathematics
- Bachelor of Science in Mathematics with a Concentration in Statistics
- Bachelor of Science in Mathematics and Education with Endorsement in Elementary Education
- Bachelor of Science in Mathematics and Education with Endorsement in Secondary Education in Mathematics

Additional endorsements are available. Please refer to the School of Education or the curriculum charts located in Appendix “B.”

MATHEMATICS DEPARTMENT MINOR

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

- Minor in Mathematics
- Minor in Statistics

Leon Hess Business School

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

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

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

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

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

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

Student Honor Society: Beta Gamma Sigma

ACCOUNTING

Linda Flaming, Chair, Department of Accounting

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

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

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

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

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

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

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

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

ECONOMICS, FINANCE, AND REAL ESTATE

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

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

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

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

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

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

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

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

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

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

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

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

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

MANAGEMENT AND DECISION SCIENCES

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

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

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

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

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

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

Joseph B. Mosca, Associate Professor and Chair. EdD, New York University. Primary specializations are human resource management, human relations, and active teaching methods. His cur-

rent research interests focus on developing hybrid courses, employee behavior, and jobs of the 21st century.

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

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

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

Eugene S. Simko, Associate Professor. MBA, Temple University, PhD, Baruch College of the City University of New York. Primary area of research is comprehensive strategic management.

Donald R. Smith, Associate Professor. PhD, University of California at Berkeley. Research interests include applied quantitative decision making, operations research, and management science.

Charles Willow, Associate Professor. PhD, University of Houston. Principal research and teaching interests are in management information systems, innovations management, e-commerce, technology management, and decision sciences.

MARKETING AND INTERNATIONAL BUSINESS

Min Hua Lu, Chair, Department of Marketing and International Business

Susan Forquer Gupta, Associate Professor. PhD, University of Tennessee-Knoxville. Primary interests include measuring and comparing culture and its effects on managerial decision making (B2B), consumer decision making, as well as cultural differences in branding meaning and branding in global markets.

Amy Handlin, Associate Professor. PhD, New York University. Primary interests are in applications of marketing to public policy and in the lobbying process, especially regarding small businesses regulated by state government.

Min Hua Lu, Associate Professor and Chair. DBA, George Washington University. Primary interests are in strategic marketing management, international/global marketing management, and global sustainability of economics.

David P. Paul III, Associate Professor. PhD, Old Dominion University; DDS, Virginia Commonwealth University; Medical College of Virginia. Primary interests are in marketing and health-care management.

Joseph Rocereto, Assistant Professor. PhD, Drexel University. Primary research interests are customer loyalty, strategic branding, and integrated marketing communications. Other interests include the use of color in marketing communications and the effects of self-concept congruity constructs.

Michaeline Skiba, Associate Professor. EdD, Columbia University. Research interests include healthcare education, management challenges within managed care settings, social and behavioral issues associated with pharmaceutical promotions and marketing strategy, and general management development topics.

BACHELOR OF SCIENCE WITH A MAJOR IN BUSINESS ADMINISTRATION, WITH CONCENTRATIONS IN ACCOUNTING, ECONOMICS, FINANCE, ECONOMICS AND FINANCE, INTERNATIONAL BUSINESS, MANAGEMENT, MARKETING, MARKETING AND MANAGEMENT, AND REAL ESTATE

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

- Bachelor of Science in Business Administration with a Concentration in Accounting
- Bachelor of Science in Business Administration with a Concentration in Economics
- Bachelor of Science in Business Administration with a Concentration in Finance

- Bachelor of Science in Business Administration with a Concentration in Economics and Finance
- Bachelor of Science in Business Administration with a Concentration in International Business
- Bachelor of Science in Business Administration with a Concentration in Management
- Bachelor of Science in Business Administration with a Concentration in Marketing
- Bachelor of Science in Business Administration with a Concentration in Marketing and Management
- Bachelor of Science in Business Administration with a Concentration in Real Estate

BACHELOR OF ARTS IN SPANISH AND INTERNATIONAL BUSINESS

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

- Bachelor of Arts in Spanish and International Business

SCHOOL OF BUSINESS MINORS

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

- Minor in Business Administration
- Minor in Business Administration—Accounting
- Minor in Business Administration—Economics
- Minor in Business Administration—Finance
- Minor in Business Administration—Management
- Minor in Business Administration—Marketing

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 lifelong 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's mission is to be a leader in the preparation of highly competent, reflective teachers and other professional educators (e.g.,

administrators, counselors, and reading specialists) who have the knowledge, skills, and dispositions required to improve teaching and learning in a highly pluralistic, democratic society. Toward this end, our candidates are prepared to serve students from diverse backgrounds in terms of abilities, age, culture, ethnicity, family, lifestyle, and socioeconomic status. Our programs link research and practice by ensuring candidates have the opportunity to work with students, teachers, and school leaders in a wide range of local school and community settings. Finally, our programs are designed to instill a commitment to lifelong learning. Undergraduate and graduate teacher education candidates must complete an approved content area major (e.g., Art, Biology, Foreign Language, English, History, Mathematics) or equivalent to be recommended for the Early Childhood, Elementary, or Secondary teaching credential in New Jersey.

The SOE programs emphasize state and national curriculum standards and research-based best practice designed to improve student learning and to prepare P-12 students to be successful in the 21st-century global economy. Programs are designed to improve a candidate's critical thinking, communication, and problem-solving skills as these apply to K-12 student learning. The School's programs also integrate state-of-the-art computer tech-

Education

nologies that can be applied in K-12 classrooms, school administration, and student counseling. The School has its own computer lab and offers its own online and Web-enhanced courses.

CURRICULUM AND INSTRUCTION

Wendy Harriott, Chair, Department of Curriculum and Instruction

Judith Bazler, Professor. EdD, University of Montana. Specialty is curriculum design and science education and informal science (e.g., museums). Founder of the Smart Discovery Center, Bethlehem, Pennsylvania.

Laurel Chehayl, Assistant Professor. PhD, Kent State University. Curriculum and Instruction: Teacher Education, Secondary Literacy, Curriculum Studies.

Letitia Graybill, Lecturer. EdD, Rutgers University. Professional interests include issues in science and society and applications of computer technology to classroom teaching.

Wendy Harriott, Associate Professor and Chair. PhD, Pennsylvania State University. Professional interests include special education, behavior management, pre-service and in-service teacher training.

Jiwon Kim, Lecturer. BA, MA, Korea University, Seoul, South Korea; PhD, Purdue University.

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

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

William Stanley, Professor. EdD, Rutgers University. Professional interests include foundations, curriculum development, and social studies.

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

Programs are designed to provide a strong liberal arts or sciences background, a subject area major, a behavioral/social science sequence, and significant professional preparation for an elementary teacher (K–5), elementary teacher with subject matter specialization (K–8), and a subject area (K–12) teacher.

Students wishing to earn certification as an elementary teacher are required to simultaneously com-

plete the requirements of both the BA program in Education and one of the BA programs in Anthropology, Art, English, Foreign Languages, History, History and Political Science, Music, or Political Science; or to simultaneously complete the requirements of both the BS program in Education and one of the BS programs in Biology, Chemistry, or Mathematics. Students will have two academic advisors—one in each department.

Students wishing to earn certification in a subject area, K–12, are required to simultaneously complete the requirements of both the BA program in Education and one of the BA programs in Art, English, Foreign Languages, History, Music, or Political Science; or to simultaneously complete requirements of both the BS program in Education and one of the BS programs in Biology, Chemistry, Chemistry (physical science), Health/Physical Education, or Mathematics. Students will have two academic advisors—one in each department.

Students wishing to enhance their academic program and expand their education may choose among the five undergraduate endorsements offered: English as a Second Language (ESL); Teacher of Students with Disabilities (TSD); Middle School (5-8) Endorsement (available to Elementary K-5 majors in English, Math, Science, or Social Studies); Early Childhood - P3 (available to Elementary K-5 only); or Teacher of Supplemental Instruction for Reading and Math, K-8. One or more of these endorsements may be combined with a student's academic program.

To qualify for certification, students must complete the professional education components at Monmouth University and meet current standards of the Monmouth University School of Education and the New Jersey Department of Education. The program includes field experiences beginning in the sophomore year, increasing in intensity during the junior year, and culminating in full-time student teaching in the last semester of their senior year. Students are required to maintain a 2.75 grade point average (GPA). Undergraduate students in the School of Education must receive a minimum grade of "C" in all required Education courses. If a grade below "C" is earned, that course must be retaken and will follow the rules set forth in this catalog referencing "Retaking a Course."

Transfer students will have one semester of provisional status pending their attainment of a GPA of 2.75. Transfer students will be permitted to take one or two education courses as appropriate in the first semester. Transfer students may transfer a max-

imum of six (6) professional education credits from a two-year institution.

Applications for student teaching must be submitted to the Office of Certification, Field Placements, and School Partners by January 31st for fall and spring placement. At this time, students are screened to ensure that they meet the academic and professional standards required for State certification. Students must complete the appropriate Praxis II examinations with a passing score prior to student teaching and receive passing scores as the final requirement for State certification. Candidates seeking Spanish certification must also earn a passing score on the official OPI prior to student teaching. English as a Second Language (ESL) candidates must earn a passing score on the official OPI and WPT for certification.

BACHELOR OF ARTS WITH A MAJOR IN EDUCATION

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

- Bachelor of Arts in Anthropology and Education with Endorsement in Elementary Education
- Bachelor of Arts in Anthropology and Education with Endorsements in P-3 and Teacher of Students with Disabilities
- Bachelor of Arts in Art and Education with Endorsement in Elementary Education
- Bachelor of Arts in Art and Education with Endorsement in K-12 Education in Art
- Bachelor of Arts in English and Education with Endorsement in Elementary Education
- Bachelor of Arts in English and Education with Endorsement in Secondary Education in English
- Bachelor of Arts in English and Education with Endorsements in P-3 and Teacher of Students with Disabilities
- Bachelor of Arts in English/Creative Writing and Education with Endorsement in Elementary Education
- Bachelor of Arts in English/Creative Writing and Education with Endorsement in Secondary Education in English
- Bachelor of Arts in English/Creative Writing and Education with Endorsements in P-3 and Teacher of Students with Disabilities

- Bachelor of Arts in Foreign Languages/Spanish and Education with Endorsement in Elementary Education
- Bachelor of Arts in Foreign Languages/Spanish and Education with Endorsement in K-12 Education in Spanish
- Bachelor of Arts in Foreign Languages/Spanish and Education with Endorsements in P-3 and Teacher of Students with Disabilities
- Bachelor of Arts in History and Education with Endorsement in Elementary Education
- Bachelor of Arts in History and Education with Endorsement in Secondary Education in Social Studies
- Bachelor of Arts in History and Education with Endorsements in P-3 and Teacher of Students with Disabilities
- Bachelor of Arts in History/Political Science Interdisciplinary & Education with Endorsement in Elementary Education
- Bachelor of Arts in History/Political Science Interdisciplinary & Education with Endorsement in Secondary Education in Social Studies
- Bachelor of Arts in Music and Education with Endorsement in Elementary Education
- Bachelor of Arts in Music and Education with Endorsement in K-12 Education in Music
- Bachelor of Arts in Music and Education with Endorsements in P-3 and Teacher of Students with Disabilities
- Bachelor of Arts in Political Science and Education with Endorsement in Elementary Education
- Bachelor of Arts in Political Science and Education with Endorsement in Secondary Education in Social Studies

BACHELOR OF SCIENCE WITH A MAJOR IN EDUCATION

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

- Bachelor of Science in Biology and Education with Endorsement in Elementary Education

Education

- Bachelor of Science in Biology and Education with Endorsement in Secondary Education in Biology
- Bachelor of Science in Chemistry and Education with Endorsement in Secondary Education in Chemistry
- Bachelor of Science in Chemistry and Education with Endorsement in Secondary Education in Physical Sciences
- Bachelor of Science in Health/Physical Education and Education with Endorsement in K-12 Education in Health/Physical Education
- Bachelor of Science in Mathematics and Education with Endorsement in Elementary Education
- Bachelor of Science in Mathematics and Education with Endorsement in Secondary Education in Mathematics

ADDITIONAL ENDORSEMENTS AVAILABLE

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

Add-on to Elementary:

- Teacher of Students with Disabilities (TSD)
- English as a Second Language (ESL)
- Middle School Endorsement
- Early Childhood - P-3
- Teacher of Supplemental Instruction for Reading and Math, K-8

Add-on to Secondary:

- Teacher of Students with Disabilities (TSD)
- English as a Second Language (ESL)

Add-on to K-12:

- Teacher of Students with Disabilities (TSD)
- English as a Second Language (ESL)

EDUCATIONAL LEADERSHIP, SCHOOL COUNSELING, AND SPECIAL EDUCATION

Tina Paone, Chair, Department of Educational Leadership, School Counseling, and Special Education

Harvey Allen, Assistant Professor. EdD, Rutgers University. Areas of professional interest include mathematics, interdisciplinary teaming, and middle school design.

Jason Barr, Associate Professor and Associate Dean. PhD, Fordham University. Trained in developmental theory with specific emphasis on the application of developmental theory. Areas of interest include empathy in adolescence and children's task persistence.

Mary Lee Bass, Lecturer. EdD, Rutgers University. Areas of interest include strategy instruction, content literacy, early literacy, adult literacy instruction, pre-service teacher training, and developmental reading instruction.

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

JoAnne Cascia, Assistant Professor. EdD, Nova Southeastern University. Professional interests include language development and disorders, articulation disorders, sensory integration disorders, autism, and supervision.

Carolyn Groff, Assistant Professor. PhD, Rutgers University. Specialty is literacy/language arts and elementary education.

Pamela Jones, Specialist Professor. MA Audiology, Montclair University; MA Speech-Language Pathology, Kean University. Professional interests include early identification of hearing loss and central auditory processing disorders, aphasia, craniofacial disorders including cleft palate, autism, language disorders, and feeding and swallowing disorders.

Jose M. Maldonado, Associate Professor. PhD, University of Arkansas. Areas of interest include multicultural counseling and school counseling.

Cynthia O'Connell, Specialist Professor. MEd, The College of New Jersey, Post Master's Certificate in School Counseling, Director of School Counseling and Student Assistance Coordinator, Georgian Court University. Professional interests include school counseling topics such as school climate change, at-risk youth, careers, and spirituality in counseling.

Tina Paone, Associate Professor and Chair. PhD, University of Nevada, Reno. Areas of professional interest include school counselor, education and supervision, group counseling, substance abuse awareness programs, and play therapies.

Lynn Romeo, Dean and Associate Professor. EdD, Rutgers University. Areas of professional interest include literacy, comprehension instruction, mentoring, and electronic dialoguing.

Terri Rothman, Associate Professor. PhD, University of Albany, State University of New York. Areas of interest include factors that promote success for at-risk children (including children with disabilities and chronic health problems), multicultural approaches to child development, social and psychological foundations of education, and applied research.

Lilly Steiner, Assistant Professor. EdD, Boston University; MA, University of North Dakota; BA, University of Wisconsin-LaCrosse. Research interests include family literacy and creating strong home-school partnerships.

The Marjorie K. Unterberg School of Nursing and Health Studies

DEAN: Janet Mahoney, PhD

ASSOCIATE DEAN: Sharon W. Stark, PhD

The Marjorie K. Unterberg School of Nursing and Health Studies was established in 1998. The school offers an upper-division Bachelor of Science in Nursing (BSN) program for registered nurses; an RN to MSN Direct Program for registered nurses; a Master of Science in Nursing (MSN) degree for nurses seeking preparation as an adult and gerontological or family nurse practitioner, nurse administrator, nurse educator, school nurse, family psychiatric and mental health nurse practitioner, or forensic nurse; and a post-master's Doctor of Nursing Practice (DNP) degree for nationally certified nurse-practitioners and nurse executives. Five post-master's certificates are available for master's degree-prepared nurses seeking preparation as an adult and gerontological or family nurse practitioner, nurse administrator, family psychiatric and mental health nurse practitioner, or nurse educator. Graduate certificates are available for school nurses and forensic nurses. We also offer a health studies major for non-nursing majors; a health studies/physical education major; a health studies/physical education and education major; a health studies minor for non-nursing majors; and an undergraduate interdisciplinary certificate in gerontology.

Registered nurses with a bachelor's degree in a field other than nursing can bridge into the master's program by taking only three upper-division nursing courses prior to taking courses in the MSN track of his or her choice. Students are allowed to take preparatory nursing courses concurrently with graduate courses when scheduling allows. The School also houses the Sigma Theta Tau student honor society, Lambda Delta Chapter, the International Nursing Honor Society and Eta Gamma Sigma National Health Education Honor Society.

The School of Nursing and Health Studies reflects in its philosophy the mission of Monmouth University: to provide a learning process and environment that enables students to realize their full potential and enhance the quality of life for individuals, families, groups, and the community. Advanced nursing practice facilitates cost-effective consumer access to healthcare services of high quality and fosters consumer responsibility for informed decision-making with respect to self-care.

The mission of the BSN program at Monmouth University is to prepare registered nurses for professional practice through integration of a general, liberal education with professional learning and activity. The professional component of this education is designed to prepare professional

nurses to promote, restore, and maintain health for individuals, families, groups, and the community.

The faculty believes that nursing is a learned profession with a unique body of knowledge. Nursing is not only a science arrived at through scientific research but also an art which reflects the performance of skilled tasks and human interaction. Such breadth of professional knowledge can only be attained within the system of higher education. The baccalaureate is the first professional degree in nursing. It prepares a generalist and is the basis for graduate study and continuing education in nursing.

Professional nursing education focuses on the development of an accountable practitioner and responsible citizen. Professional nurses need knowledge of the liberal arts and sciences in order to understand the interrelating factors that influence the health of individuals and society. This knowledge facilitates their special obligation to promote a healthy environment for all persons. Further, this knowledge enriches the conceptual base that supports both critical thinking and ethical decision-making expected of the professional nurse.

Education for nursing is idealistic and future-oriented yet sufficiently realistic to provide students with an opportunity to develop justifiable confidence in their intellectual, as well as clinical, proficiency in the practice of nursing. This preparation can occur only within an environment that allows for individual differences and fosters personal integration, healthy self-esteem, vital social awareness, enjoyment of leisure, and a sense of commitment to the attitudes and values of the nursing profession.

The faculty believes that education is an active, ongoing process involving student-teacher collaboration and that learning is an experiential activity. They believe that the teaching-learning process involves not only the teacher and the student but also the social system within a framework of dynamic relationships that promotes the change and growth of individuals. It is recognized that students have the ultimate responsibility for their own learning and professional growth.

Students are viewed as unique individuals with varying learning styles. Therefore, a variety of experiences and teaching strategies are used within the program to enhance the development of cognitive, affective, and psychomotor abilities within the student.

In the belief that professional nurses must possess the capacity to modify their roles and

responsibilities as healthcare continues to change, the faculty looks to baccalaureate education to provide students with knowledge of nursing science, enabling them to develop their personal philosophy and framework for nursing practice. This framework encompasses an understanding of the past, the present, and the emerging roles of the professional nurse. To fulfill the expanding role of professional nursing, baccalaureate education is essential.

The MSN program was established in 1995 and was designed to meet the needs of clients in the Central New Jersey area for nurses with advanced nursing degrees and/or certifications. In addition, it strives to serve the needs of nurses seeking advanced education. Specializations are offered in: Adult Nurse Practitioner, Family Nurse Practitioner, Family Psychiatric and Mental Health Nurse Practitioner, Nursing Administration, Nursing Education, School Nursing, and Forensic Nursing. Graduates of the program are prepared to take the appropriate certification exam.

The DNP program was established in 2011 and was designed to address the complexity of healthcare systems by producing clinical leaders who can excel in highly complex and rapidly evolving healthcare environments. The DNP is designed for nationally certified nurse practitioners and nurse executives.

Student Honor Society: Sigma Theta Tau, Lambda Delta Chapter - Theta Tau, the International Nursing Honor Society.

Bojana Beric, Assistant Professor. PhD, Steinhardt School of Education, New York University. MD, University of Novi Sad, Serbia, medical faculty; MA, Montclair State University, NJ. Certified Health Education Specialist (CHES). Specialty areas and interests include preparation of public health workforce, methods of communicating health information, health promotion, global health issues, and teaching.

Tresa Dusaj, Assistant Professor. PhD (c), Rutgers University; BSN, Johns Hopkins University; MS, New York University. Specialty areas include nursing education, technology, and pediatrics.

Kathryn Fleming, Specialist Professor. PhD, MSN, CPHG University of Medicine and Dentistry of New Jersey. Specialty areas include nursing informatics, quality management, and process improvement.

Cira Fraser, Associate Professor. PhD, Adelphi University, RN, ACNS-BC. Specialty interest areas include nursing research, chronic illness, and multiple sclerosis.

Christopher A. Hirschler, Assistant Professor and Faculty Director of Study Abroad. PhD, Cleveland State University. Specialty area interests include health studies topics, vegan beliefs, and environmental issues.

Andrea Hope, Assistant Professor. EdD, CHES, Teachers College, Columbia University. Specialty areas and interests include physical activity and nutrition, childhood obesity prevention, development of worksite health promotion programming, and women's health.

Mariama Hubbard, Assistant Professor. DNP, RN, APN-C, FNP-BC, ACNS-BC, CWOCN, University of Medicine and Dentistry New Jersey. Specialty areas and interests include family nurse practitioner, adult health, wound ostomy care, chronic diseases, and online education.

Laura T. Jannone, Associate Professor and Director of the MSN Program. EdD, Teachers College, Columbia University. NJ-CSN, FNASN. Specialty areas and interests are tobacco prevention and cessation, school nursing, and health policy.

Barbara Johnston, Professor, Hess Chair and Director of the DNP Program. PhD, RN, CNE, Hofstra University. Specialty areas and interests include gerontological topics, pharmacology, and distance education.

Laura Kelly, Associate Professor. PhD, Rutgers University. Adult Psychiatric Clinical Nurse Specialist and Family Psychiatric Nurse Practitioner. Specialty areas include sexually transmitted diseases and lesbian health concerns.

Rose Knapp, Assistant Professor and Chair of the Nursing Department. DNP, University of Miami. Specialty interest areas include acute care issues, disaster preparedness, and primary care issues.

James F. Konopack, Associate Professor and Chair, Department of Health Studies and Physical Education. PhD, University of Illinois, Health Studies. Specialty interest areas include physical activity, aging, and health promotion.

Janet Mahoney, Professor and Dean. PhD, APN-BC, ENA, New York University. Specialty areas and interests include nursing research, nursing administration, and gerontological nursing.

Marta Neumann, Lecturer. PhD, Academy of Physical Education, Wroclaw, Poland. BA, MA, College of Physical Education, Wroclaw, Poland. Specialty areas and interests include exercise physiology, physical education, physical fitness and yoga.

Sue Polito, Specialist Professor. MSN, Monmouth University. Adult and Geriatric Nurse Practitioner. Specialty areas include healthy aging, cognitive decline, and end-of-life care.

Julie Schaaff, Lecturer. MS, University of Delaware. Specialty areas include biomechanics, mind-body fitness and health studies.

Patricia Sciscione, Specialist Professor. PhD (c), Seton Hall University. MSN, Kean University. Certified School Nurse. Specialty areas and interests include school nursing and emergency nursing.

Sharon W. Stark, Associate Professor and Associate Dean. PhD, Widener University. Adult and Gerontological Nurse Practitioner. Certified Forensic Nurse (CFN). NAPG Credentialed Professional Gerontologist. Specialty areas and interests are gerontology/geriatrics, adult nursing, health education, and forensic nursing.

Mary Ann Troiano, Associate Professor and Assistant Director of the DNP Program. DNP, Waynesburg University. Family Nurse Practitioner. Child Care Health Consultant. Specialty areas include women's health, adolescents, and child care.

HEALTH STUDIES AND PHYSICAL EDUCATION

James Konopack, Chair, Department of Health Studies and Physical Education

HEALTH STUDIES

The Bachelor of Science in Health Studies degree at Monmouth University focuses on developing professionals who desire to promote health and prevent disease across diverse areas in medical, community, nonprofit, corporate, or government settings. The curriculum also offers a broad and intensive education in the relationship between lifestyle and health. Monmouth University is the only private university in New Jersey to offer an undergraduate health studies major.

The health study major is designed to allow students the flexibility to add a second major or a

minor that can be combined with preparation for a health studies career. For example, a student could combine a major in health studies with a major or a minor in communications or journalism and pursue a career as a writer of health and health-related topics. Many healthcare agencies seek to have college graduates with knowledge about health in many areas of employment.

The health studies program can also be used as a baccalaureate completion program for graduates of associate degree programs. For example, graduates with associate degrees in radiologic technology or respiratory therapy can complete their bachelor's degree in health studies. Students may also choose to pursue graduate study in a variety of areas such as public health, community health education, hospital or healthcare administration, or holistic health. In addition, the health studies major may be used as pre-medical or pre-dental preparation, or as preparation for other areas of healthcare provided the student identifies an interest in applying to medical school early and connects with a Monmouth University pre-health advisor for guidance.

The Bachelor of Health Studies is designed to:

- Increase knowledge about health and health-related topics;
- Enable students to communicate how lifestyle choices may be related to the cause or prevention of disease;
- Expand interdisciplinary and comprehensive understanding of health issues;
- Facilitate internships in health-related agencies and corporations.

The field is as broad as it is diverse, with excellent career options.

Employment settings may include:

- Hospitals and other healthcare agencies
- Community health agencies
- Social service agencies
- Private industry (e.g., pharmaceutical companies, consulting firms)
- Health insurance companies
- Nonprofit and government health agencies (local, state, and federal)
- Active adult communities
- Assisted living agencies
- Commercial wellness/fitness centers

- Adult education settings
- Colleges and universities

For more information about Health and Physical Education employment settings go to:
<http://www.monmouth.edu/academics/schools/nursing/health.asp>

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

- Bachelor of Science in Health Studies
- Bachelor of Science in Health Studies and Physical Education
- Bachelor of Science in Health Studies/Physical Education and Education with an Endorsement in K-12 Education in Health/Physical Education

MINOR IN HEALTH STUDIES

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

- Minor in Health Studies

PHYSICAL EDUCATION

See Appendix "A" of this catalog for a listing of the various physical education courses.

Note: A maximum of four credits of physical education coursework will be applied toward degree requirements for non-health physical education majors. Health/Physical Education and Health/Physical Education with an Endorsement in Education majors complete six (6) credits of physical education coursework.

NURSING

Rose Knapp, Chair, Nursing Department

The Bachelor of Science in Nursing program is designed for graduate nurses from associate degree and/or diploma schools of nursing. The program is accredited by the Commission on Collegiate Nursing Education (CCNE).

Because this program is designed for the working RN, whenever possible classes are scheduled to meet in one three-hour block of time, one day per week. All courses except the senior-level laboratory class are offered during both day and evening

hours in alternating semesters or years. Students can therefore complete the entire BSN program in the evenings with the exception of the senior-level laboratory course that will require attendance one day/week for one semester. Many nursing courses have an online component. Students may attend on either a part-time or full-time basis.

Every applicant must submit transcripts from all previous educational institutions attended. Each one will be individually evaluated. The University accepts all previously earned college course credits, with grades of “C” or higher, regardless of when they were earned, provided that they fulfill requirements of the program. If a course already completed is not required, it may be accepted as a free elective or, if applicable, as a guided elective. Students whose science courses were taken in diploma schools of nursing for which they received no college credit may choose to take either Excelsior or CLEP exams, as appropriate, to gain the college credit for their knowledge or they may choose to repeat the course.

Once accepted, all students will be individually advised by a faculty member from the School of Nursing and Health Studies.

Requirements for Admission to the Upper-Division BSN Program: Applicants for admission must have graduated from an approved associate degree or diploma school of nursing; be a graduate nurse who has taken or is eligible to take the NCLEX Examination (students must have the RN license to register for Nursing 312); submit a copy of a liability and malpractice policy with minimum limits of \$1,000,000–\$3,000,000; and have achieved a grade point average of at least 2.00 in lower-division work.

After acceptance, and 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 will be expected 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.

The University will follow its normal procedure with regard to the transfer of general education

credit. University policy permits credits to be brought to Monmouth by transcript evaluation or by Excelsior or CLEP tests. Monmouth University Credit by Examination is also available. The University will accept thirty transfer credits for nursing courses completed in an associate degree or diploma program upon completion of BSN courses.

Specific general education courses required in the program do not have to be completed before acceptance. Those that have been successfully completed at accredited institutions will be transferred, and the rest may be completed at Monmouth University concurrently with the upper-division nursing courses.

OF SPECIAL INTEREST TO NURSING STUDENTS

College-Level Examination (CLEP)	Monmouth University Course Equivalent	Credits
General Psychology	PY 103, Introduction to Psychology	3.0
Human Growth and Development	PY 151, Life-Span Development	3.0
Introductory—Sociology	SO 101, Introduction to Sociology	3.0
Western Civilization	HS 101–102, Western Civilization I–II	3.0

For General Exams: See the Admissions section of this catalog.

Local testing center: Brookdale Community College, 732-224-2583 or 732-224-2229.

RN to MSN Direct Program

The School of Nursing and Health Studies offers an 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 on completion of courses totaling 150 credits. Through full-time or part-time study, RNs are

Nursing and Health Studies

provided the opportunity to advance their professional careers. For more information about this program, refer to the Nursing and Health Studies section of the Monmouth University graduate catalog.

Doctor of Nursing Practice

The DNP Program is designed to prepare nurse practitioners and nurse executives to be leaders in healthcare. For more information about this program, refer to the Nursing and Health Studies section of the Monmouth University graduate catalog.

BACHELOR OF SCIENCE IN NURSING

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

- Bachelor of Science in Nursing

CERTIFICATE IN GERONTOLOGY

Interdisciplinary program, fifteen credits,

coordinated by Professor Janet Mahoney. Includes designated courses in Anthropology, Nursing and Health Studies, Psychology, Social Work, and Sociology.

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

- Undergraduate Certificate in Gerontology

All students are expected to maintain membership in the A.N.A./N.J.S.N.A. The faculty of the School of Nursing and Health Studies at Monmouth University reserve the right to dismiss a student from the program regardless of cumulative grade point average if, in the opinion of the faculty, the student fails to meet acceptable professional standards of behavior.

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 BSW Program prepares students for generalist professional social work practice.

Secondarily, the BSW Program prepares social work students for graduate social work education. The BSW Program also introduces individuals within the University community to relevant social work and social welfare issues.

On the foundation of a liberal arts tradition, students are engaged to broaden and challenge their understanding, analysis, and evaluation of human experiences and societies in the past and in the contemporary world, and of families and individuals of varied cultural and social contexts.

The curriculum supports this mission through three perspectives: social and economic justice through the advancement of human rights, strengths-based empowerment, and practice with families within a global context. Families within a global context define the initial focal social unit for all social work practice at Monmouth University.

Our three perspectives inform both our BSW and MSW programs as they contribute to the development of students' knowledge, values, and skills:

1. To conceptualize and contribute to social work theory, knowledge, values, and skills on a generalist level for BSW students, and on an advanced, concentration-specific level for MSW students through three inter-related perspectives: social and economic

- justice through the advancement of human rights, strengths-based empowerment, and practice with families within a global context;
2. To develop the skills to understand, analyze, and evaluate the quality of life and well-being of vulnerable families, individuals, organizations, communities, and nations that is grounded in a strengths-based empowerment approach for social and economic justice and human rights;
 3. To prepare social work practitioners to develop and systematically apply knowledge, values, skills, and ethics in their work with families, individuals, organizations, communities, and nations of diverse cultural contexts in working collaboratively toward the prevention and solution of social problems;
 4. To think critically, analyze, produce, and disseminate research that informs theory, policy, practice, and evaluation in social work;
 5. To collaborate with and support vulnerable populations through advocacy, social action, volunteerism, service, education, and consultation, working from a strengths-based empowerment approach for social and economic justice and human rights.

Rosemary Barbera, Associate Professor and 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. Ph.D, Fordham University. Areas of interest are addictions, spirituality, gay/lesbian/bisexual/transgender issues. Current research is on spirituality and social work practice.

Michael Cronin, Assistant Professor. MSW, 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, Specialist Professor. BA, Loyola College; MSW, Monmouth University. Areas of interest include child welfare. Professional experience

is in the area of child welfare including child abuse/neglect and adoption services.

Christa Hogan, Lecturer. BSW, Monmouth University; MSW, Fordham University. Extensive practice in geriatric social work as well as in specialized school settings working with special needs children. Her private practice focuses on individual counseling to children, adolescents, and adults. She also provides hospice services to the terminally ill.

Robin Mama, Professor and Dean. PhD, Bryn Mawr College. Areas of interest include occupational safety and health, field education, and culturally competent social work practice. Current research projects include international social work and human rights.

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

Elena Mazza, Assistant Professor. PhD, New York University. MSW, Fordham University. Areas of interest are mental health, children's mental health, and community-based mental health. Current research is on gatekeeping in social work education and mental illness and school integration.

Rebecca McCloskey, Specialist Professor. MSW, Ohio State University. Career has been spent working with children diagnosed with chronic and life-threatening illness, developmental delays, and disabilities. She is interested in healthcare issues and the psychosocial impact of serious illness.

Helen O'Brien, Assistant Professor. PhD, New York University. Areas of interest are health and mental health, HIV/AIDS, child maltreatment, and the cultural impacts on parenting.

Michelle Ann Scott, Assistant Professor. BA, Clark University; MSW, PhD, University of California, Berkeley. Areas of interest include adolescent depression, adolescent suicide prevention,

school-based screening, mental health services and financing, college mental health, and initiation of alcohol use by adolescents. Current research includes evaluation of the preparation of high school students with mental health problems and the transition to college.

Nora Smith, Associate Professor. PhD, State University of New York at Albany. Areas of interest include child welfare, substance abuse, and families. Current research includes family reunification for substance-affected families, the Adoption and Safe Families Act, and child welfare consumer and service provider perspectives.

Kelly Ward, Professor 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

BACHELOR OF SOCIAL WORK (BSW)

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

- Bachelor of Social Work

MINOR

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

- Minor in Social Service

Student Services

The Division of Student and Community Services at Monmouth University offers many important student services for resident and commuter students. Staff members promote personal and intellectual growth, while aiding students in resolving problems and helping them adapt to the college experience. The Student Handbook provides a more in-depth description of these services and all the regulations relevant to student life. Students should become familiar with the handbook at the start of every academic year.

SERVICES FOR STUDENTS: ORIENTATION

A student's introduction to student life at Monmouth begins even before classes start. All new students participate in orientation programs designed specifically for their needs.

First-year students

All new first-year students, commuters and residents, are expected to take part in an intensive two-day, one-night New Student Orientation Program during the month of July. This structured program includes educational and social activities designed to ease the transition to college life at

Monmouth and to give students opportunities to meet and interact with other new students. Prior to the program, students must complete an online Math Placement Test. During orientation, students will attend an advising/registration program during which they will work with a First-Year Advisor to develop a schedule for the fall semester. They will also meet faculty, staff, and students with whom they'll be interacting during the first year.

Families of first-year students have opportunities to come to campus to learn about life at Monmouth University during their student's first year on campus. The first is a Family Program, offered in June, before New Student Orientation. Families will receive important information about their student's upcoming transition into life as a university student and meet representatives from across campus that can provide information during our Resource Fair. All are invited back to campus again for Family Weekend, which usually takes place in October or November.

Transfer Students

The Center for Student Success (CSS) coordinates the connections between full-time and part-time transfer students (with eighteen or more credits) and their academic departments to ensure a smooth transition to Monmouth University. The

Student Services

Associate Dean for CSS Support Services and Articulation and Student Development Counselors are available to assist transfer students with their personal adjustment and educational plans.

At the beginning of each semester, all new transfer students are welcomed to the University at a specially designed orientation program.

HOUSING OPTIONS

Residents

The University offers a variety of housing options in seventeen locations: Beechwood, Birch, Cedar, Mullaney, Spruce, Willow, Laurel, Elmwood, Pinewood, Oakwood, Redwood, and Maplewood Halls; the Garden, Great Lawn, Fountain Garden, and Diplomat apartment complexes; and Pier Village. Living styles include traditional room arrangements, usually for first-year students; suite style, usually for first-year and upper-class students; and apartments for juniors and seniors. Residence halls are typically co-ed by floor, and the majority of students share double rooms. In an effort to make a comfortable match, new students are asked to complete a questionnaire before room assignments are made. Housing is guaranteed for first-year students only.

Each residential area is staffed by full-time professional Area Coordinators who reside on campus. Each hall is staffed by Resident Assistants, all of whom are intensively trained in providing assistance, information, activities, and programs for resident students. The Associate Vice President for Student Services, two Associate Directors of Residential Life, and one Assistant Director of Residential Life reside near campus and provide additional, professional support for the Residence Life program.

All on-campus halls provide laundry facilities that utilize vending cards, which can be purchased on campus. All resident students not living in a University-owned or -sponsored apartment are required to be on the meal plan of the Residence Dining Hall. Students may choose either a carte blanche plan, which allows you unlimited access to the Residential Dining Hall, or one of three "block" meal plans, which provides students with a set number of meals for the semester. First-year students may not select a "block" lower than 195 until their sophomore year.

Cars are unnecessary, as everything generally is within walking distance of campus. Many students use bicycles. While students are not prohibited

from bringing cars (parking is extremely limited and a parking decal is required), they are discouraged from having cars on campus so that they may fully experience University life and all that it has to offer.

Commuters

There are traditional, nontraditional, full-time, part-time, graduate, and undergraduate students who commute to campus every year. Monmouth University recognizes that its commuter students are unique and that they have a variety of needs which the University attempts to address each semester. As such, the Office of Off-Campus and Commuter Services (OCCS) is available to provide support and guidance to all of the commuter students who attend Monmouth University. Commuter students are notified as early as summer orientation where information sessions are offered. They can also communicate with student leaders to find out how to navigate the programs and services that are available on campus. Students who have an interest in getting involved are encouraged to contact the Office of Student Activities or any of the ninety recognized clubs and organizations that exist at Monmouth.

There are a wide range of extracurricular events and leadership opportunities that take place, and programs are planned so that commuters can participate during the day. Furthermore, commuter students may choose from a number of dining options that include a la carte and meal plan services in the Student Center Cafeteria, Java City, Bey Hall Express, the Magill Commons Dining Hall, and the Café at the Library. Commuter students will find parking at any time of the day or night. For more information, contact OCCS at 732-263-5651 or refer to the Office's Web site at www.monmouth.edu/commuter.

STUDENT SERVICES

Health Services is open to all students whether they live on or off campus. All matriculating students born after 1956 must show proof of two measles, two mumps, and one rubella immunization. Students taking nine (9) or more credits must show proof of having completed the Hepatitis B series. Resident students are required to receive the meningitis vaccine. There is no fee to be medically evaluated. Students are responsible for any costs that may be incurred for outside referrals, prescriptions, special services, laboratory, and diagnostic procedures.

Students are seen on a walk-in basis. Appointments are required for Women's Clinic, physicals, and psychiatric evaluations. Services include: diagnosis and treatment of common ambulatory illnesses and injuries, immunizations, allergy injections, physicals, GYN services, drug and alcohol screening, psychiatric evaluation, and medication titration.

The Health Center hours are: Monday through Thursday, 8:45 a.m. to 7 p.m., and Friday, 8:45 a.m. to 5 p.m.

Health Services is staffed with three nurse practitioners, a nurse practitioner/director, a licensed drug and alcohol counselor, a part-time general practitioner physician, and a part-time psychiatrist. Monmouth Medical Center, a community teaching hospital, offers complete medical and psychiatric services and is within a mile and a half of the University.

The Department of Counseling and Psychological Services provides free, confidential psychological counseling to Monmouth University students on a "first-come, first-served" basis. The professional staff of licensed psychological counselors supports students in addressing a variety of personal issues, including general mental health, anxiety and stress management, depression, emotional crises, family issues, interpersonal conflicts, and more. Mental health hotlines connect students to both on- and off-campus assistance on a 24-hour basis. The Counseling Center is located on the third floor of the Rebecca Stafford Student Center and is open from 8:45 a.m. to 5 p.m., Monday through Friday. Evening appointments are available on Tuesdays and Wednesdays until 7 pm. Contact us by e-mail at mucounseling@monmouth.edu or by calling 732-571-7517. Additional information regarding clinical counseling services and a list of Web-based resources may be found on the University Web site under Campus Life.

The **Office of International Student and Faculty Services** provides assistance to students and faculty from other countries with their adjustment to life in the United States and Monmouth University. A full-time International Student Services Assistant Director is available to provide personal and immigration advising and cross-cultural counseling.

The **Office of Veteran Services** is a one-stop, point-of-contact for all of our veteran students, active duty and reserve personnel, and dependents of military personnel. This office provides assistance, advocacy,

and mentoring as well as advising the Monmouth University Veterans' Association. The Office of Veteran Services is located on the second floor of the Rebecca Stafford Student Center. The office hours are Monday through Friday 8:45 a.m. to 5 p.m.

CO-CURRICULAR PROGRAMS

Athletics

Athletics constitute an integral part of a Monmouth University education. The Division I athletic program offers excellent opportunities for qualified athletes who wish to participate and a special level of enthusiasm and excitement for the entire University community.

The athletics program fields men's varsity teams in baseball, basketball, cross-country, football, golf, indoor track and field, lacrosse, soccer, tennis, and outdoor track and field. Women's varsity teams participate in basketball, bowling, cross-country, field hockey, golf, indoor track and field, lacrosse, soccer, softball, tennis, and outdoor track and field.

Student Activities

The Office of Student Activities and Student Center Operations provides a variety of programs and opportunities that are intended to assist in the social, cultural, and intellectual development of our students. The office is responsible for the coordination of cultural and social activities reflecting the diverse population of the University, encourages student participation in clubs and organizations, is involved in the coordination of campus and multicultural activities, provides leadership trainings, oversees Fraternity and Sorority Life and the operation of the Student Center, and supports and provides weekend programming and a film series.

Leadership Programs

The Office of Student Activities and Student Center Operations coordinate a variety of leadership programs and initiatives for the campus community. There is a fall leadership symposium for student organizations and a spring leadership series of workshops for students; a student involvement fair; and student group and leader recognition events, societies, and awards. For more information, please contact the office at 732-571-3586.

STUDENT ORGANIZATIONS

There are more than eighty-five different clubs and organizations on campus. Active involvement in a club or organization helps a student develop new leadership skills and meet new friends. Students can select from clubs related to their majors or take the opportunity to join something related to a special interest or hobby. Each year the Office of Student Activities and Student Center Operations hosts an Involvement Fair to assist students in getting connected to a club or organization. Students should read the bulletin boards, table tents, e-mail, electronic boards, and the student newspaper, *The Outlook*, to learn more about club activities throughout the year.

Student Center

An integral part of Monmouth's overall campus life program, the Student Center serves as a gathering area for all segments of the University community. It is an area where students meet informally and formally to share common interests and develop friendships. The Student Center includes dining facilities, lounges, the Sovereign Bank office and ATM, a computer lab, and meeting rooms, and is the site of many campus and community events. The facility also houses the Student Government Association, the Student Activities Board, and many student organization offices.

The Student Center is the site of the Division of Student and Community Services, the Center for Student Success, the Office of Career Services, Student Activities/Operations, Judicial Affairs, International Student Services, Central Scheduling, the Office of Off-Campus and Commuter Services, Conference and Event Services, the Study Abroad Office, the Office of Student Employment, the Academic Foundations Office, the Office for Disability Services, and the Office of Veteran Services.

Student Activities Board

The Student Activities Board (SAB) is a student organization advised by the Office of Student Activities and Student Center Operations. Concerts, speakers, comedians, bus trips, novelty programs, festivals, and MAC shows (at subsidized ticket prices) are among the many events sponsored. The SAB presents numerous opportunities for students to get involved both as spectators and as active board members. Students can join eight committees, which

include: Novelty, Awareness, Diversity Programs, Major Events, Comedy, Concerts, Festivals, and Travel and Tour. Involvement in SAB may relate to a student's major or may just be something enjoyable.

Cultural Activities

The Lauren K. Woods Theatre is the home of the Department of Music and Theatre Arts, offering a schedule of student productions during the academic year, and the professional theatre, The Shadow Lawn Stage, in the summer. The Theatre major at Monmouth University is a challenging program that guides students as they grow into accomplished performers, stage managers, designers, or technicians. Applied Music study in voice, piano, woodwinds, brass, guitar, strings, and percussion serves students interested in a major in Music Education, Music Performance, or Music Industry. Private weekly instrumental or vocal instruction with a professional is available to all students regardless of their major.

Participation in all department performance ensembles from theatrical productions to chorus, chamber choir, chamber orchestra, and others is open to all students.

The award-winning Center for the Arts at Monmouth University features the Performing Arts, the Visiting Writers, and the Art Now Series; the full season of the Met Opera and the National Theatre of London LIVE in HD; the MAC Concert Series; and the 800 Gallery, Ice House Gallery, and Pollak Gallery exhibitions. Events are free or only \$5.00 for Monmouth University students. For more information and a full schedule of events, please visit www.monmouth.edu/arts_events/.

While Monmouth has no religious affiliation, it does recognize the important place that religion has in the lives of many of its students. Cru, the Catholic Centre, Hillel, and the Muslim Student Association are all active on campus. In addition, churches and synagogues representing the major religious faiths are within convenient reach of the campus and are available for services and personal counseling. A listing of area places of worship is available at the Office of Student Services.

Recreation

The William T. Boylan Gymnasium provides facilities to support varsity competition and recreation, including a swimming pool (non-competition), three full basketball courts, a fitness center, and

the Sports Medicine Department. Outdoor facilities available to students for their recreational use and varsity competition include: tennis courts, an eight-lane track, a Field Turf football/lacrosse field, and grass soccer, baseball, and softball fields. There is a year-round Intramural Sports Program, which includes games and sports such as basketball, dodge ball, flag football, softball, volleyball, poker, home run derby, 3-point contest, knockout, Baggo, soccer, and Wiffle ball.

SOCIETIES

Greek Letter Organizations

Currently there are five social fraternities, five social sororities, two culturally based sororities, and one special interest fraternity on campus. The fraternities include: Phi Kappa Psi, Tau Kappa Epsilon, Sigma Pi, Theta Xi, and Sigma Tau Gamma. The sororities include: Alpha Sigma Tau, Alpha Xi Delta, Delta Phi Epsilon, Phi Sigma Sigma, and Zeta Tau Alpha. The two culturally based organizations are Lambda Theta Alpha Latin Sorority, Inc., and Alpha Kappa Alpha Sorority, Inc. The one special interest fraternity is Alpha Kappa Psi, a professional business fraternity.

Honor Societies

Academic departments sponsor honor societies to give recognition to outstanding scholarship in a particular area. Student Services does not oversee academic honor societies.

Membership in Lambda Sigma Tau (the University-wide honor society) is the highest academic honor at Monmouth University and is awarded to upper-class students on the basis of outstanding scholarship.

Omicron Delta Kappa, a national leadership society, recognizes upper-class students who have demonstrated leadership on campus. Phi Eta Sigma is a freshman leadership honor society acknowledging academic excellence and involvement in student activities.

The Gamma Sigma Alpha, National Greek Academic Honor Society, recognizes fraternity and sorority members who have achieved high levels of academic success.

AWARDS

Students are eligible for nonacademic awards that are given annually.

Outstanding Student Award

The Student Government Association sponsors this award given to the graduating senior who, through creative leadership and ability, has made a contribution of lasting value to the future of Monmouth University. The name of the winner is announced at Commencement in May.

STUDENT CODE OF CONDUCT

Monmouth University offers its students the opportunity for maximum intellectual and personal growth by providing a variety of experiences, activities, and services that are designed to complement classroom work and provide opportunities for individual maturation.

The University recognizes and respects the students' personal freedom and assures maximum individual liberty within the limits necessary for the orderly operation of the University. In response, students must observe rules and regulations necessary for the proper functioning of the institution.

Each individual has the right and responsibility to bring to the attention of an administrative or Student Government official any violations of personal freedom or the regulations of the University.

Additional information regarding the Student Code of Conduct is contained in the Student Handbook. The Student Handbook is available online at www.monmouth.edu/studenthandbook.

Directories

OFFICERS

Robert B. Sculthorpe '63, Chairman
Marcia Sue Clever, MD, Vice Chairman
John R. Garbarino, 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

A. David Brown, Jr. '65 (2009)
Executive Vice President/Chief
Administrative Officer
Ashley Stewart
Secaucus, NJ

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

Rosa Chaviano-Moran, DMD (2006)
Director of Multicultural Affairs
UMDNJ/NJDS
Newark, NJ

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

Dennis M. Coleman, Esq. (2008)
Partner
Ropes and Gray
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Chairman and CEO
Four Springs Capital, LLC
Avon-By-The-Sea, NJ

Marti S. Egger '81 (2002)
Senior Account Manager, Supplier
Services
IMS, Inc.
Parsippany, NJ

**Vice Admiral Paul G. Gaffney II
(ex-officio)**
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West Long Branch, NJ

John R. Garbarino (2004)
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OceanFirst Bank
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Greco Associates
Berkeley Heights, NJ

Jan Greenwood, PhD (2001)
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The Hesse Companies
Atlantic Highlands, NJ

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Partner and Managing Director
Goldman Sachs Group, Inc.
New York, NY

Frederick J. Kaeli, Jr. '61 (2010)
Atlantic Highlands, NJ

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

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

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

Directories

H. William Mullaney (2006)
Ocean, NJ

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

Jeana M. Piscatelli '01, '02 (2010)
Managing Director Institutional Fx Sales
Wells Fargo Bank
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Michael A. Plodwick '82 (2009)
Middletown, NJ

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Planning/Development
L-3 Communications ILEXSystems, Inc.
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SJP Properties
Parsippany, NJ

David A. Reale '96 (2011)
Vice President
Phoenix Tube Company, Inc.
Bethlehem, PA

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New York, NY

Michelle Spicer Toto '94 (2011)
Vice President
PKM Panel Systems Corporation
South River, NJ

James S. Vaccaro, III
Executive Vice President and Chief
Operating Officer
Springpoint Senior Living, Inc.
Princeton, NJ

LIFE TRUSTEES

Paul W. Corliss (2000)
President and CEO
The Silver Fox Club
Manasquan, NJ

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Woodbridge, NJ

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Vero Beach, FL

Alfred L. Ferguson, Esq. (1998)
Of Counsel
McCarter & English
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Public Strategies Impact, LLC
Trenton, NJ

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RBC Wealth Management
West Palm Beach, FL

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Palm Beach Gardens, FL

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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

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

(*Dean)

ADMINISTRATION

OFFICERS

Paul G. Gaffney II (2003)
President
BS, U.S. Naval Academy; MSE., Catholic
University of America; MBA,
Jacksonville University

Thomas Pearson (1978)
Provost/Vice President for Academic Affairs
BA, Santa Clara University; MA, PhD,
University of North Carolina

William G. Craig (1981)
Vice President for Finance
BS, Seton Hall University; CPA, NJ

Grey J. Dimenna, Esq. (1995)
Vice President and General Counsel
BA, State University of New York at
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College of Law

Robert D. Mc Caig, EdD (2005)
Vice President for Enrollment Management
BA, Penn State University; MA, Arcadia
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Marilyn McNeil, PhD (1994)
Vice President and Director of Athletics
B.R.E., The University of Calgary; MA,
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Mary Anne Nagy (1986)
Vice President for Student and
Community Services
Acting Vice President for University
Advancement
BS, Springfield College; MEd., Monmouth
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Patricia Swannack (1975)
Vice President for Administrative Services
BS, Monmouth University

Edward Christensen, PhD (1996)
Vice President for Information
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AS, George Washington University; BS,
Southern Illinois University; MBA,
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OFFICE OF THE PRESIDENT

Paul G. Gaffney II (2003)

President
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Annette Gough (1989)

Executive Assistant to the President
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Vice President and General Counsel
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BA, Rutgers University; MBA, Rutgers University, School of Business;
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Melissa "Mel" Dale, Esq. (2011)

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BM, Lebanon Valley College
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Assistant Vice President to the Vice President and General Counsel
Director of Internal Audit
BS, Monmouth University

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Directories

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Administrative Coordinator

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Monmouth University Library

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AAS, Brookdale Community College

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LacyJane Ryman-Mescal (2008)
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BA, The College of New Jersey

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Directories

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Global Initiatives

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Vacant

Associate Director, Institute for Global Understanding

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Director of the Center for Excellence in Teaching and Learning
BA, Drew University; MA, College of William and Mary; PhD, University of Pennsylvania

Academic Foundations – General Education

Judith L. Nye (1987)

Associate Vice President for Academic Foundations – General Education
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Beatrice M. Rogers (1993)

Assistant Vice President for Academic Foundations – General Education
BS, Allegheny College; MBA, Monmouth College

Center for Student Success

Mercy O. Azeke (2009)

Dean of the Center for Student Success
BS, University of Nigeria; MEd, EdD, Temple University

Skip Carey (2005)

Director of Disability Services for Students
BA, Marist College; MA, New Jersey City University

Carolyn Chirichello (2000)

Assistant Director, Disability Services for Students
BA, University of California, Santa Cruz; MS, San Jose State University

Dorothy Cleary (2010)

Director, Tutoring and Writing Services
MSEd, Walden University

William F. Hill (1977)

Assistant Dean for Career Services
BA, St. Peter's College; MA, Manhattan College

Colleen Johnson (1981)

Director, Educational Opportunity Fund Program
BA, MSEd, Monmouth College

Jean Judge (1984)

Associate Dean for Support Services and Articulation
BS, Georgian Court College; MA, Trenton State College

Deborah Kavourias (2003)

Director Academic Advising
BS, Syracuse University; MA, Iona College

Kathleen Kennedy (1989)

Director of Cooperative Education
BS, University of Dayton; MS, Wright State University

Erin Kenney (2004)

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BS, Marist College; MSW, Fordham University

Lori Lichter (1983)

Student Development Counselor
BA, MA, Montclair State University

Nicole Martinez (2006)

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BA, MA, Monmouth University

Danielle Schrama (1999)

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Tyrone M. Smith (2009)

Counselor, Educational Opportunity Fund
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Marilyn Ward (1996)

Coordinator of Service Learning and Community Programs
BA, Seton Hill College

Lupita Yonker (2002)

Assistant Director, Educational Opportunity Fund
BA, MA, Bowling Green State University

FINANCE

William G. Craig (1981)

Vice President for Finance
BS in Business Administration, Seton Hall University; CPA, NJ

Ruth Saporito (1982)

Assistant to the Vice President for Student Financial Appeals
AA, Hershey Jr. College; M.T. Harrisburg School of Medical Technology, ASCP

Philip Bodner (1997)

Associate Vice President & Controller
B.B.A., Bernard M. Baruch (C.U.N.Y.); MBA, Wagner College

Shelley Carlock (2010)

Accountant
BBA, Pace University

Marilyn Cusick (1990)

Manager of Cashiering
BS, Monmouth University

Ellen Dombroski (1997)

Assistant Controller
BS, Seton Hall University; CPA, NJ

Maureen Dries (2003)

Assistant Accountant
BS, Trenton State College; MBA;
Pace University

Catherine Duriske (1994)

Director of Investment Accounting
BS, Montclair State College; CPA, NJ

Josephine Estelle (2001)

Accountant
BS, Georgian Court College

Jonas Javier (2007)

Bursar
BS, New Jersey Institute of
Technology

Norma Johnson (1997)

Manager of Payroll Services
BA, Lynchburg College

Betsy Lunney (1981)

Assistant Controller
BBA, Suffolk University; MBA,
Monmouth University

Mohieb Mohsen (2010)

Loans and Collections Administrator
BS, Cairo University

Camille Peterson (1993)

Assistant Bursar

Laurie Stanton (1987)

Accounts Payable Manager
AA, Brookdale Community College

Melissa Sweeney (2007)

Accountant
BS, Rutgers School of Business;
MBA, Monmouth University

John Gavin (1991)

Associate Vice President for Budgets and
Finance
BS, MBA, Seton Hall University

Gary Phoebus (1994)

Copy Center Manager

William T. Rainey (1982)

Bookstore Manager
BA, Rutgers University

Kathy Booth (1985)

Assistant Bookstore Manager

Nikki Hernandez (2000)

Assistant Manager of Course
Materials
BA, Monmouth University

Mark Miranda (2005)

Director of Purchasing
BS, St. John's University

Patricia Curtis (2006)

Box Office Manager
BA, Montclair University

Edward Christensen (1996)

Vice President for Information
Management
AS, George Washington University; BS,
Southern Illinois University; MBA, PhD,
Rutgers University

Patricia Dodd (1999)

Assistant to the Vice President for
Information Management
AAS, Monmouth University

John Cavallo (1997)

Director, Information Logistics and
Security
BA, Monmouth University

Theodore Tsoutsas (2001)

Software Licensing Administrator
Assistant LMS Administrator

Information Support

Wendy Savoth (2004)

Associate Vice President for Information
Support
BS, University of Connecticut; MS,
Monmouth University

Max Bado (2011)

Technology Support Specialist
BA, Bucknell University

Lydonna (Sue) Baklarz (2007)

Computer Systems Analyst

Joseph Bemby (2000)

Director of Computer Support
BA, Monmouth University

Karen M. Blaney (2007)

Technology Support Manager/IT
Project Manager

Mary Caroli (2003)

Technology Support Manager/IT
Project Manager
AAS, Brookdale Community College

Edward Carson (2004)

Computer Systems Analyst

Robert Coles (2007)

Computer Trainer
BA, MA, Monmouth University

Deborah Cotler (2005)

Director of Instructional Support
BA, State University of New York,
Albany; EdM, Boston University

Aditi (Rupa) Dasgupta (2008)

Graphic Web Designer/Videographer
BA, University of Virginia; MFA,
Parsons Institute

Wayne Elliott (2002)

Instructional Technologist and LMS
Administrator
BA, Monmouth University

Tease Gould (1995)

Senior Technology Support
Manager/IT Project Manager
BS, College of Saint Elizabeth;
MSEd, Monmouth University

Joseph Huybens (2001)

Computer Systems Analyst

Kristen Kormann (1998)

Senior Technology Support
Manager/IT Project Manager

Ronald Lawson (2006)

Computer Systems Analyst
AS, Devry University

Aileen (Teri) Monahan (2008)

Technology Support Manager/IT
Project Manager
AS, Staten Island Community
College; BS, C.U.N.Y.

Marijean Nagy (1999)

Senior Technology Support
Manager/IT Project Manager
BA, Felician College; MS, Villanova
University

Billy Pachamango (2001)

Computer Systems Analyst
AS, Devry University

Linda Puches (2006)

Instructional Designer
BA, Fordham University; MA, Kean
University

Directories

Glenn Schacht (2000)
Computer Systems Assistant

Michael Seeley (2005)
Computer Systems Analyst
AAS, Bergen Community College

Lynn Stipick (1997)
Director of Help Desk and Training
BS, West Chester State University

Michael Walsh (2002)
Technology Support Manager/IT
Project Manager
BA, Purdue University; MA, The
Richard Stockton College of New
Jersey

Information Operations

John Sonn (1988)
Associate Vice President for Information
Operations
BA, Rutgers University

James Allan (2004)
System Administrator
AA, Brookdale Community College

Paula Cannella (2000)
System Administrator
BA, Monmouth University

Robert Carsey (1998)
Director of Server Operations
BS, MS, Monmouth University

Alan Chiu (2000)
Programmer/Analyst
BA, Guangzhou Institute of Foreign
Languages

Daniel Franciscus (2011)
System Administrator
BS, Capella University

Kathleen Crawley (2002)
Senior Programmer/Analyst

Eric Joyce (1999)
Director of Infrastructure Operations
Brick Computer Institute

Charles Kittner (2010)
Programmer/Analyst
Diploma in Computer Technology,
New York University

Mary Latteri (2002)
Programmer/Analyst
BS, Monmouth University

Michael McGuire (2007)
Network Systems Administrator
BA, Moravian College

Steven Mervine (2004)
Director of Media Operations
BS, Monmouth University

Don Reynolds (2005)
Programmer/Analyst

Carlton Richardson (2008)
System Administrator

Gary Rosenberg (2001)
Manager, Telecommunications

Thomas Shenko (1999)
Senior Programmer/Analyst
AA, DeVry Technical Institute

Charles (Joe) Strickland (1993)
Network Administrator

Bonnie Ullmeyer (1997)
Director of Enterprise Programming
and Integration
BS, Monmouth University

STUDENT and COMMUNITY SERVICES

Mary Anne Nagy (1986)
Vice President for Student and
Community Services
BS, Springfield College; MEd., Monmouth
College; MBA, Monmouth University

James Pillar (1995)
Associate Vice President for Student
Services
BS, Millersville University; MBA,
West Chester University

Paul Dement (2005)
Director of Government and
Community Relations
BA, Pennsylvania State University

Petra Ludwig (2003)
Director of Public Affairs
BA, Clark University

Mark Holfelder (2000)
Associate Director of Residential Life
BA, Widener University; MS, West
Chester University

Raymond D. Gonzalez (2004)
Associate Director of Housing
Operations
BA, Binghamton University; MS,
Syracuse University

Megan Jones (2000)
Assistant Director of Residential Life
and Judicial Affairs
BS, Rutgers University; MS,
Monmouth University

Elizabeth (Anton) O'Brien (2006)
Area Coordinator
BS, S.U.N.Y. Oneonta; MEd.,
Monmouth University

Christopher McKittrick (2006)
Area Coordinator
BS, MA, The College of New Jersey

Corey Inzana (2006)
Area Coordinator
BS, Quinnipiac University; MBA,
Monmouth University

Eric F. Mochnac (2005)
Area Coordinator
BA, Seton Hall University; MEd.,
Monmouth University

Kerby Vincent (2010)
Area Coordinator
BA, MA, The College of New Jersey

Tony Conard (2011)
Area Coordinator
BS, Loyola University; MS, Florida
State University

Amy Bellina (1994)
Director of Student Activities and
Student Center Operations
BA, University of Pittsburgh; MA,
Indiana University of Pennsylvania

Heather Kelly (2004)
Assistant Director of Student
Activities for Multicultural and
Diversity Initiatives
BA, S.U.N.Y. University; MS,
Syracuse University

Megan McGowan (2010)
Assistant Director of Student
Activities and
Student Center Operations
BS, MS, Springfield College

Shannon Killeen (2002)
Assistant Vice President for Student
Services
BA, Glassboro State College; MA,
Rowan College

Susan Damaschke (2009)
Coordinator of Transitions and
Leadership Programs
BA, Bucknell University; MS, Miami
University

Kathy Maloney (2001)
Director of Health Services
BSN, Georgetown University; MBA,
The George Washington
University; MSN, Monmouth
University

Louise Bosman (1997)
University Nurse Practitioner
BSN, MSN, Monmouth University

Mary Lou Dalessandro (2000)
University Nurse Practitioner
BA, Rutgers University; BSN, MSN,
Monmouth University

Donna Maclachian (2008)
University Nurse Practitioner
BSN, University of Wisconsin,
Madison
MSN, Monmouth University

Suanne Schaad (2005)
Substance Awareness Coordinator
BA, Loyola College (MD); MA,
Monmouth University

Luann Russell (2010)
Director of Conference and Event
Services
BS, Georgian Court College

Nicole Frame (2010)
Assistant Director of Conference and
Event Services
BS, The College of New Jersey; MA,
Monmouth University

Vaughn Clay (1994)
Director of Off Campus and
Commuter Services
BS, MA, Indiana University of
Pennsylvania

Jeffrey Hood (2010)
Coordinator of Veteran Services
BS, University of Southern Colorado

Franca Mancini, PhD (1985)
Director of Counseling and
Psychological Services
BA, Monmouth University; PhD,
University of Rome, Italy

Lorraine Chiavetta (2010)
Psychological Counselor
BA, Wheaton College; PsyD, Rutgers
University

Tom McCarthy (2007)
Assistant Director of Counseling and
Psychological Services
BA, MA, Monmouth University

UNIVERSITY ADVANCEMENT

Mary Anne Nagy (1986)
Acting Vice President for University
Advancement
BS, Springfield College; 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

Jan Connolly (2002)
Director of Special Events and
Programs
BS, University of Evansville

Marian Dalton (2003)
Senior Special Events Coordinator

Shari DeAnni (2005)
Assistant to the Vice President of
University Advancement

G. Anthony DelFranco (2000)
Director of Annual Fund Gifts
BS, Northern Michigan University

Laura Embrey (2012)
Assistant Director of Alumni Affairs
BA, Monmouth University

Elizabeth Esten (2012)
Associate Director of Alumni Affairs
BS, Boston University

Lucille Flynn (2002)
Associate Vice President of
University Advancement
BS, Seton Hall University

Charles Gerdon (2011)
Major Gifts Officer
BA, Stockton State College; MA,
Montclair State University

Freda Karpf '75, '08 (1999)
Assistant Director of Prospect
Research and Advancement
Proposal Writer and Grants
Coordinator
BA, MSW, Monmouth University

Thomas E. Klimchak (2002)
Director of Advancement Services
BA, Millersville University

Michael S. Maiden, Jr. '07 (2005)
Director of Advancement Publications
BA, Boston University; MA,
Monmouth University

Sharon Miggins '06 (2002)
Assistant Director of Special Events
and Programs
AAS, Fashion Institute of Technology;
BS, College of Staten Island; MAL,
Monmouth University

Heather Mistretta (2006)
Assistant Editor
BA, American University

Samantha Murphy '08 (2010)
Phonathon Manager
BA, Monmouth University

Marilynn W. Perry (1996)
Director of Alumni Affairs
BA, St. Lawrence University

Kevin Scally '07 (2009)
Annual Fund Marketing Manager
BA, Monmouth University

Georgina West '02 (1997)
Director of Gift Planning and
Resource Development
BS, Northern Illinois University; MA,
Monmouth University

ENROLLMENT MANAGEMENT

Robert D. Mc Caig, EdD (2005)
Vice President for Enrollment
Management
BA, Penn State University; MA, Arcadia
University; EdD, Temple University

Andrea S. Bornstein (1977)
Assistant to the Vice President for
Enrollment Management

Lauren Vento Cifelli (2000)
Assistant Vice President of
Enrollment Management
BA, BS, MA, Monmouth University

Victoria Bobik (2005)
Director of Undergraduate Admission
BA, Colgate University; MA,
University of South Carolina

Andrew Amendola (2008)
Admission Counselor
BA, Monmouth University; MS,
Monmouth University

Reve Anderko (2009)
Admission Counselor
BA, Moravian College

Brittany Barton (2009)
Admission Counselor
BA, Muhlenberg College

Danielle Colbert (2007)
Assistant Director of Undergraduate
Admissions
BA, Lafayette College

Directories

Patrick Dorsey (2005)

Associate Director of Undergraduate Admission
BS, Fairleigh Dickinson University;
MSEd, Monmouth University

Kamal Kornegay (2004)

Associate Director of Undergraduate Admission
BA, Rowan University

Lesbia Ortiz-Torres (2004)

Assistant Director of Undergraduate Admission
BA, Inter America University

Christine Benol (1991)

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

Patricia Barr (1980)

Associate Director for Enrollment Credit Evaluation
BA, Monmouth University; MSEd, Monmouth University

Kathleen Dennis (1993)

Enrollment Research Coordinator
BA, College of Saint Elizabeth

Barbara Growney (1994)

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

Jaclyn A. Rizzo (2007)

Assistant Director of Admission Processing
BA, Kean University

Kevin L. Roane (1993)

Director of Graduate Admission
BS, Fairleigh Dickinson University

Laurie Kuhn (1999)

Associate Director of Graduate Admission
BA, State University of New York at Oneonta; MBA, Barush 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; MSEd., Monmouth University

Tabitha Conlan (2001)

Senior Financial Aid Counselor
BS, Georgian Court College

Sandra Crawford (2008)

Financial Aid Counselor
BA, Muhlenberg College

Marilyn Dorsey (1985)

Direct Lending Coordinator

Nancy Hanson (1997)

Assistant Director of Financial Aid
BS, MBA, Monmouth University

Robert C. Hennessey (2001)

Assistant Director of Financial Aid
BS, West Chester University

Sarah Savarese (2001)

Director of Enrollment Publications and Communications
BA, The College of New Jersey;
MBA, Monmouth University

Todd Lesser (2009)

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

Lauren Harms-Kreig (2008)

Social Media and Design Specialist
BA, Monmouth University

Eileen Reinhard (2004)

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

Robert E. Smith (2004)

Senior Website Developer
BS, Boston University

Vera Towle (2008)

Senior Communication Design Specialist
BA, Georgian Court University

Janine Frederick (2010)

Enrollment Publications and Communications
Assistant Website Developer

ADMINISTRATIVE SERVICES

Patricia Swannack (1975)

Vice President for Administrative Services
BS, Monmouth University

Kara Sullivan (1998)

Assistant to the Vice President for Administrative Services
AAS, Brookdale Community College

Robert Cornero (1996)

Associate Vice President for Campus Planning and Construction
BE, Stevens Institute of Technology

Lester Hauck (1988)

Director of Facilities Management for Operations
BS, Monmouth University

Richard Su (1990)

Director of Compliance and Special Event Services
BA, Monmouth University

Kevin G. Franken, Sr. (2007)

Business Manager
BA, Towson University, BS, College of St. Elizabeth; MS, New Jersey Institute of Technology

Timothy Orr (1996)

Construction Manager
BS, Geneva College

Monica Bottone (1994)

Assistant to the Directors of Facilities Management and Grant Manager
BA, Montclair State University; MA, New York University

Maureen Coffey (1999)

Director of HRIS, Employment and Communications
BS, MBA, Monmouth University

Robyn Salvo (2006)

Director of Human Resources
BA, College of New Jersey

Maureen Slendorn (2007)

Manager of Recruiting and Staffing
BS, Georgian Court University

Aimee M. Parks (2000)

Assistant Director of Human Resources for Student Employment
BA, MA, Monmouth University

Sharon Smith (1996)
Employee Benefits Administrator

William McElrath (2003)
Chief, MUPD
BA, Kings College; MA, Seton Hall University

Dean Volpe
Captain of Police, MUPD

ATHLETICS

Marilyn McNeil (1994)
Vice President and Director of Athletics
B.P.E., The University of Calgary; MA, McGill University, EdD; Washington State University

Terence Archer (2008)
Assistant Football Coach
BA, Monmouth University

Courtney Ball (2009)
Cheerleading Coach
BS, Monmouth University

Devin Barry (2007)
Assistant Coach Track
BS, Mount St. Mary's University

Stephen Bazaz (2009)
Intramural and Club Sport Assistant
BA, Monmouth University

James Belanger (2009)
Assistant Coach Baseball
BS, University of Louisville

Louie Berndt (2009)
Head Coach Softball
BS Western Michigan, Nicholls State University

Tom Bieber (2008)
Director of Athletics Academic Support
BS, Slippery Rock University; MBA, Monmouth University

Andy Bobik (1996)
Associate Head Coach Football
BA, Colgate

Kevin Callahan (1992)
Head Coach, Football
BA, University at Rochester

Richard Callahan (2011)
Assistant Coach Men's Basketball
BS, Salem College, MS, Syracuse University

Reggie Carney (2011)
Assistant Coach Women's Basketball
BS, Northern Arizona University

Rich Carragher (2001)
Assistant Athletics Director for Event Management
BS, St. Joseph's University

Jon Cascone (1997)
Director of Recreation and Intramurals
BS, MA, East Stroudsburg University

Vanessa Christensen (2006)
Assistant Athletics Trainer
BS, West Chester University; MEd, Monmouth University

Joe Compagni (1995)
Director, Track & Field and Cross Country
BA, University of Delaware; MPS, University of Delaware, Cornell University

Mickey Cook (2006)
Head Coach Men's Tennis
BS, Rutgers University

Chris Damian (2005)
Assistant Coach Football/Video Coordinator
BA, Monmouth University, MS Ed, Wagner College

Gregory Decos (1999)
Assistant Athletics Director
Equipment, Laundry Services

Vincent DeStasio (2005)
Team Physician
BS, Monmouth University; University of Iowa

Marquetta Dickens (2011)
Assistant Coach Women's Basketball
BS, North Carolina Central University

Jill DiSanti (2007)
Assistant Field Hockey Coach
BS, Quinnipiac University; MA, Monmouth University

Karen Edson (1969)
Associate Athletics Director for Business

Dean Ehehalt (1994)
Head Coach, Baseball
BSEd, MEd, East Carolina University

Sam Ferry (2011)
Director of Men's Basketball Operations
BS, Vanderbilt University

Carli Figlio (2005)
Head Coach Field Hockey
BA, Kent State University; BS, Monmouth University

Abe Flores (2003)
Assistant Coach Men's and Women's In/Outdoor Track
BA Fine Arts; MAEd, University of Southern California

Brian Gabriel (2004)
Assistant Coach/Recruiting Football
BA Sienna College

Jeff Gallo (2005)
Assistant Coach Football
BS, Monmouth University; MBA, Monmouth University

Eileen Ghant (2011)
Assistant Lacrosse Coach
BS, Rutgers University

Karen Grygiel (2010)
Head Coach, Women's Bowling
BS, Vanderbilt University

Rachelle Held (2012)
Associate Athletics Director of Student Development/SWA
BA, MSA, Canisius College

Brian Hirshblond (2003)
Assistant Coach Men's and Women's Track and Field
BA, Monmouth University

Mike Iuliucci (2009)
Assistant Equipment Manager & Recreation
BA, Robert Morris University

John Jackman (1993)
Director of the Fitness Center

Juwan Jackson (2010)
Assistant Coach Football
BA, Marist College; MBA, Wagner College

Ruth Jamnik (2011)
Assistant Athletic Director for Student Development
BA, Kean College

Amanda Kuperavage (2011)
Assistant Strength and Conditioning Coach
BS, DeSales University; MA, Gardner-Webb University

Taryn Landers (2008)
Track and Field Operations Coordinator
BA, Lafayette University

Directories

Hugh MacDonald (2008)

Assistant Coach Men's Soccer
BA, Monmouth University

Megan McAllister (2011)

Assistant Coach Softball
BS, University of Georgia

Robert McCourt (2004)

Head Coach, Men's Soccer
BA, Adelphia University

Sherri McDonald (2002)

Head Coach, Women's Golf
BA, Pennsylvania State University

David Motisi (2009)

Assistant Athletics Trainer
BS, Quinnipiac University

Patrice Murray (1988)

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

Ed Occhipinti (2006)

Assistant Athletics Director for
Marketing, Advertising and
Promotions
BA, MA, Monmouth University

Rick Oliveri (2011)

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

Greg Ott (2011)

Athletics Communication Assistant
BS, Springfield College

Jenny Palmateer (2011)

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

Jasmina Perazic (2011)

Assistant Coach Women's Basketball
BA, University of Maryland

Derrick Phelps (2011)

Assistant Coach Men's Basketball
BA, University of North Carolina

Brian Reese (2011)

Assistant Coach, Men's Basketball
BA, University of North Carolina

Tim Rehm (2008)

Coordinator Strength and Conditioning
BS, Springfield College

King Rice (2011)

Head Men's Basketball Coach
BA, University of North Carolina

Jon Roos (2011)

Assistant Athletics Director for Sales
and Development
BA, University of Tennessee; MBA,
Lynn University

Kylee Rossi (2012)

Assistant Coach, Women's Soccer
BA, University of Tennessee

Simon Rosenblum (2002)

Associate Director of Sports Medicine
BS, Waynesburg College; MEd, Old
Dominion

Nicholas Scaramazza (2011)

Assistant Athletics Trainer
BS, West Chester University of
Pennsylvania

Dennis Shea (1993)

Director of Golf
BS, Ithaca College

Jeff Stapleton (1990)

Senior Associate Athletics Director for
Internal Affairs
BA, Hobart College

Alex Stein (2007)

Assistant Athletics Trainer
BS, William Patterson; MEd,
University of Virginia

Meg Tarrant (2011)

Director of Women's Basketball
Operations
BS, MA, Seton Hall University

Chris Tobin (2000)

Associate Athletics Director for
Athletics Communication
BS, College of New Jersey

Kristine Turner (1998)

Head Coach, Women's Soccer
BS, College of New Jersey; MEd,
Lafayette College

Scott Van Zile (2000)

Assistant Coach/Offensive
Coordinator Football
BA, Towson University

Greg Viscomi (2006)

Assistant Athletics Director for
Communications and New Media
BA, Towson University; MS, Canisius
College

Robert Voorhees (2003)

Director of Aquatics

Jarred Weiss (2009)

Assistant Athletics Business Manager
BA, Monmouth University; MA,
Monmouth University

Denise Wescott (2009)

Head Coach, Lacrosse
BS, MS, University of Maryland

Chuck Whedon (2012)

Associate Athletic Director of Sports
Medicine
BS, Slippery Rock University; MS,
University of Kansas

Dan Wojtaszek (2011)

Intramural and Club Sport Assistant
BS, Rutgers University

Larry Zdilla

Assistant Coach Football
BS, MEd, California University of
Pennsylvania

FACULTY

EMERITUS FACULTY

Derek A. Barnes

Professor Emeritus of Physics
B.A., M.A., Ph.D., Christ Church, Oxford
University, England

Willard Bastian

Associate Professor Emeritus of
Computer Science
B.Ch.E., John Hopkins University; M.S.,
Princeton University

Donald Bretzger

Professor Emeritus of Chemistry
B.S., Ursinus College; M.S., Ph.D.,
University of Delaware

Richard E. Brewer

Associate Professor Emeritus of English
B.A., Drew University; B.D., Th.M.,
Princeton Theological Seminary; M.A.,
Rutgers University

Robert Brooks

Associate Librarian Emeritus
B.A., B.S.L.S., University of North
Carolina; M.S.Ed., Monmouth College

Godfrey Buzzelli

Associate Professor Emeritus of Physical
Education
Ed.B., Ed.M., University of Buffalo

John E. Carson

Associate Professor Emeritus of
Mathematics
B.A., Drew University; M.S., New York
University

Floyd R. Deardorff

Assistant Professor Emeritus of
Mathematics
B.A., Temple University; M.A., Catholic
University

Philip C. Donahue

Associate Professor Emeritus of History
B.S., Temple University; M.A., University
of Pennsylvania

Francis Patrick Dooley

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

Donald Dorfman

Professor Emeritus of Biology
B.S., Monmouth College; M.S., University
of Connecticut; Ph.D., Rutgers University

Harris Drucker

Professor Emeritus of Software Engineering
B.S.E.E., Pennsylvania State University;
M.S.E., Ph.D., University of Pennsylvania

Stanley Dubroff

Associate Professor Emeritus of Business
Law
B.S., Drexel University; J.D., Temple
University

William R. Feist

Associate Professor Emeritus of Finance
B.A., Princeton University; M.S.Ed.,
University of Pennsylvania; M.A., Lehigh
University; Ph.D., Temple University

Albert Friedman

Professor Emeritus of Sociology
A.B., A.M., Ph.D., University of Michigan

Carol A. Giroud

Professor Emerita of Physical Education
B.S., University of North Carolina at
Greensboro; M.Ed., University of North
Carolina; Ph.D., Union Graduate School

Richard Guilfoyle

Professor Emeritus of Mathematics
B.S., C.W. Post College; M.S., Ph.D.,
Stevens Institute of Technology

C. Dale Haase

Associate Professor Emeritus of Music
B.S., Mannes College of Music; B.S.,
M.A., Teachers College, Columbia
University

James A. Heely

Associate Professor Emeritus of
Accounting
B.B.A., Saint Francis College; M.B.A.,
Fairleigh Dickinson University; CPA,
New York

Doris K. Hiatt (1979)

Associate Professor Emerita of Psychology
A.B., Cornell University; Ph.D., City
University of New York

Waltraud Hieslmair

Associate Professor Emerita of Physics
B.S., M.S., University of Vienna, Austria

Robert L. Huber

Associate Professor Emeritus of
Communication
B.A., Montclair State College; M.A.,
Adelphi University

Edward Jankowski

Professor Emeritus of Art and Design
BFA, Layton School of Art; MFA,
University of Wisconsin

Barbara Harris Jaye

Professor Emerita of English
B.A., City College of New York; M.A.,
Ph.D., Rutgers University

Margaret G. Juckett

Associate Professor Emerita of
Management
B.S., West Virginia Wesleyan College;
M.A., University of Kentucky; M.B.A.,
Monmouth College

Quentin Keith

Associate Professor Emeritus of English
B.A., Lehigh University; B.A., (Hons.),
M.A., Kings College, Cambridge
University, England

Louis J. Kijewski

Professor Emeritus of Physics
B.A., La Salle College; M.A., Columbia
University; Ph.D., New York University

Glenn King

Professor Emeritus of History and
Anthropology
B.A., Cornell University; M.A., University
of California at Los Angeles; Ph.D.,
University of California at Berkeley

Carl M. Koreen

Associate Professor Emeritus of
Mathematics
B.S., M.S., Louisiana State University

Richard A. Kuntz

Professor Emeritus of Mathematics
B.S., Monmouth College; M.A., Ph.D.,
University of Maryland

Susan Kuykendall

Associate Librarian Emerita
B.S., Trinity University; M.L.S., Rutgers
University

Marilyn M. Lauria

Associate Professor Emerita of Nursing
B.S.N., Hunter College; M.Ed., Ed.D.,
Teachers College, Columbia University

R. Kaiser-Lenoir

Professor Emeritus of Foreign Languages
Licence es Lettres, Sorbonne; Diplome
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B.S.W., College of Misericordia; M.S.S., Ph.D., Bryn Mawr College

Colleen Manzetti (2012)

Assistant Professor of Nursing
BS, Rutgers University; MSN, Monmouth University; DNP, Samford University

Mirta Barrea Marlys (2003)

Associate Professor of Foreign Language Studies
Chair of the Department of Foreign Language Studies
B.A., Rutgers University; M.A., Villanova; Ph.D., University of Pennsylvania

David C. Marshall (2004)

Associate Professor of Mathematics; Chair, Department of Mathematics
B.A., California State University at Fullerton; Ph.D., University of Arizona

Susan H. Marshall (2004)

Associate Professor of Mathematics
B.S., Wake Forest University; Ph.D., University of Arizona

Anne Massoni (2008)

Specialist Professor of Art and Design
B.A., Connecticut College; M.F.A., Ohio University

Golam Mathbor (1999)

Professor of Social Work; Associate Dean of the Wayne D. McMurray School of Humanities and Social Sciences
B.S.S., M.S.S., Bachelor of Law (L.L.B.), University of Dhaka, Bangladesh; M.S.W., McGill University; Ph.D., The University of Calgary

Elena Mazza (2005)

Assistant Professor of Social Work
B.S.W., Monmouth University; M.S.W., Fordham University; PhD, New York University

Sheila McAllister (2007)

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

Rebecca McCloskey (2010)

Specialist Professor of Social Work
B.A., Seton Hall University; M.S.W., Ohio State University

James McDonald (1999)

Associate Professor of Software Engineering
B.S.E.E., New Jersey Institute of Technology; M.S.E.E., Massachusetts Institute of Technology; Ph.D., New York University School of Engineering

Frederick L. McKittrick (1994)

Associate Professor of History; Chair of Department of History and Anthropology
B.A., M.A., Ph.D., Columbia University

Marilyn McNeil (1994)

Vice President and Director of Athletics; Associate Professor of Physical Education
B.P.E., The University of Calgary; M.A., McGill University; Ed.D., Washington State University

Mary Beth Meszaros (2008)

Associate Librarian
B.A., Villanova University; M.S., Drexel University; Ph.D., University of Pennsylvania

Nancy Mezey (2002)

Associate Professor of Sociology
B.A., Vassar College; M.A., Ph.D., Michigan State University

Allen Milewski (2003)

Associate Professor of Software Engineering
B.A., University of Wisconsin; M.A., Ph.D., Brown University

Kenneth Mitchell (2006)

Associate Professor of Political Science
B.A., University of California; M.S., London School of Economics; D.Phil., Oxford University, United Kingdom

William P. Mitchell (1968)

Professor of Anthropology
Freed Foundation Endowed Chair in Social Science; A.B., Brooklyn College; Ph.D., University of Pittsburgh

Gregory Moehring (2011)

Associate Professor of Chemistry and Chair, Chemistry, Med Tech and Physics
Ph.D., Purdue University

Donald M. Moliver (1982)

Professor of Economics; Dean of the Leon Hess Business School; Pozycki Endowed Professor of Real Estate
B.A., Fairleigh Dickinson University; M.A., Ph.D., Virginia Polytechnic Institute

John Morano (1988)

Professor of Communication
B.A., Clark University; M.A., Pennsylvania State University

Joseph Mosca (1987)

Associate Professor of Management; Chair, Department of Management and Decision Sciences
B.A., M.A., Montclair State College; Ed.D., New York University

Mihaela Moscaliuc (2011)

Assistant Professor of English
BA, MA, Al.I.Cuza University; MA, Salisbury University; MFA, New England College; PhD, University of Maryland

Datta V. Naik (1977)

Professor of Chemistry; Dean of the Graduate School and Continuing Education and Vice Provost
B.Sc., St. Xavier's College, University of Bombay, Goa, India; Ph.D., University of Notre Dame

Enoch L. Nappen (1960)

Associate Professor of Political Science
B.A., M.A., Rutgers University; Ph.D., New York University

Directories

Roy L. Nersesian (1985)

Associate Professor of Management
B.S., Rensselaer Polytechnic Institute;
M.B.A., Harvard Business School

Marta Neumann (2009)

Lecturer of Nursing and Health Studies
B.A., M.A. College of Physical Education,
Wroclaw, Poland; Ph.D., Academy of
Physical Education, Wroclaw, Poland

Bruce Normandia (2000)

Associate Professor of Education
B.S., Seton Hall University; M.A.,
Montclair State College; Ed.D., Rutgers
University

Eleanor M. Novek (1996)

Associate Professor of Communication
B.A., Georgia State University; M.A.,
Ph.D., University of Pennsylvania

Judith L. Nye (1988)

Associate Professor of Psychology;
Associate Vice President of Academic
Foundations; B.S., M.S., Ph.D., Virginia
Commonwealth University

Guy B. Oakes (1968)

Professor of Philosophy and Corporate
Values;
Kvernland Endowed Chair in Philosophy
and Corporate Social Policy
A.B., University of Chicago; Ph.D., Cornell
University

Mohammad S. Obaidat (1996)

Professor of Computer Science
BSEE, Aleppo University; MSEE, PhD,
Ohio State University

Helen O'Brien (2008)

Assistant Professor of Social Work
B.A., Pace University; M.S.W., Columbia
University; Ph.D., New York University

Cynthia O'Connell (2012)

Specialist Professor of Education
BS, Douglas College; MEd, The College
of New Jersey

Patrick O'Halloran (2003)

Associate Professor of Economics
B.A., M.A., Ph.D., University of Wisconsin

Michael Palladino (1999)

Associate Professor of Biology;
Dean of the School of Science
B.S., The College of New Jersey (Trenton
State College); Ph.D., University of
Virginia

Emanuel Palsu-Andriescu (2010)

Lecturer of Mathematics
B.S., M.S., Al.I. Cuza University, Romania;
Ph.D., Rutgers University

Wai Kong Pang (2008)

Assistant Professor of Mathematics
B.S., Brigham Young University; M.S.,
Ph.D., Texas Tech University

Tina Paone (2006)

Associate Professor of Educational
Leadership, School Counseling and
Special Education
Chair, Department of Educational
Leadership, School Counseling and
Special Education
B.A., University of Tampa; M.A., Ph.D.,
University of Nevada

Katherine Parkin (2003)

Associate Professor of History
B.A., Lake Forest College; Ph.D., Temple
University

Abha Sood Patel (2005)

Lecturer of English
B.A., M.A., University of Delhi; Ph.D.,
Indian Institute of Technology

Joseph N. Patten (2002)

Associate Professor of Political Science,
Chair of the Department of Political
Science
Director of the Washington Semester
B.A., Kean University; M.A., Ph.D., West
Virginia University

David P. Paul III (1998)

Associate Professor of Marketing
B.S., Hampden-Sydney College; D.D.S.,
Medical College of Virginia; M.B.A.,
Ph.D., Old Dominion University

David E. Payne (1986)

Associate Professor of Psychology
B.A., University of Mississippi; M.A.,
M.Phil., Ph.D., Columbia University

Thomas Pearson (1978)

Professor of History; Vice President for
Academic Affairs and Provost
B.A., Santa Clara University; M.A., Ph.D.,
University of North Carolina at Chapel Hill

Karen Pesce (2008)

Lecturer of Biology
B.A., B.S., M.S., Seton Hall University;
Ph.D., Rutgers University

Terri Peters (2001)

Associate Professor of Education
B.A., M.S., Ph.D., State University of New
York at Albany

Michael Phillips (2007)

Assistant Professor of Communication
B.A., George Mason University; M.A., St.
John's College; Ph.D., University of
Maryland

Sue E. Polito (2004)

Specialist Professor of Nursing and
Health Studies
B.A., Providence College; M.S.N.,
Monmouth University

Steven Pressman (1981)

Professor of Economics
B.A., Alfred University; M.S., Syracuse
University; Ph.D., New School for Social
Research

Bruce Ralli (2007)

Lecturer of Mathematics
B.A., West Virginia University; M.A.,
Georgian Court University

Peter Reinhart, Esq. (2011)

Specialist Professor
Director of the Kislak Real Estate Institute
BA, Franklin and Marshall; JD, Rutgers-
Camden

Ronald L. Reisner (1995)

Associate Professor of Criminal Justice
B.A., Brooklyn College; Ph.D., Columbia
University; J.D., Rutgers University
School of Law

Benedicte Reyes (2002)

Associate Professor of Economics
B.A., Ecole Supérieure de Commerce de
Reims, France; M.B.A., Temple
University; Ph.D., Columbia University

Maryanne Rhett (2008)

Assistant Professor of History and
Anthropology
B.A., University of South Carolina; M.A.,
University of Arizona; Ph.D.,
Washington State University

Dennis Rhoads (1995)

Professor of Biology
B.A., University of Delaware; Ph.D.,
University of Cincinnati

Nicole Ricciardi (2007)

Assistant Professor of Music and Theatre
Arts
B.A., Drew University; M.F.A., Carnegie
Mellon University

Michael Richison

Specialist Professor of Art and Design
B.F.A., Calvin College; M.F.A., Cranbrook
Academy of Art

Julia Riordan-Goncalves (2007)

Assistant Professor of Foreign Language
Studies
B.A., Dickinson College; M.A., ABD,
University of North Carolina at Chapel
Hill

Joseph Rocereto (2006)

Assistant Professor of Management and Marketing
B.A., Dickinson College; M.B.A., Ph.D., Drexel University

Janice Rohn (2012)

Specialist Professor of Computer Science and Software Engineering
BA, Thomas Edison State College; MS, National Technological University

Lynn Andrews Romeo (1994)

Associate Professor of Education; Dean of the School of Education
B.A., Glassboro State College; M.A., Kean College; Ed.D., Rutgers University

Daniela Rosca (1998)

Associate Professor of Software Engineering
M.S., Polytechnic University of Bucharest; Ph.D., Old Dominion University

Stuart Rosenberg (2010)

Associate Professor of Management and Marketing
B.A., Marquette University, M.A., University of Wisconsin-Madison; MBA, Ph.D., Fordham University

Gloria Rotella (2006)

Specialist Professor of Music and Theatre Arts
B.A., M.A., New Jersey City University; M.S., Monmouth University; Ed.D., Rutgers University

Alishea Rowley (2012)

Specialist Professor of Psychological Counseling
BS, Florida Agricultural and Mechanical University; MA, University of Central Florida; PhD, North Carolina State University

Betty Sanchez (2012)

Specialist Professor of Foreign Language Studies
BS, Colegio Universitario de Caracas; BA, MFA, Brooklyn College; MA, Montclair State University

Rebecca Sanford (2004)

Associate Professor of Communication
B.A., University of Pittsburgh; M.A., Monmouth University; Ph.D., Temple University

Saliba Sarsar (1985)

Professor of Political Science; Associate Vice President for Global Initiatives
B.A., Monmouth College; Ph.D., Rutgers University

Paul G. Savoth (1986)

Associate Professor of Accounting and Business Law
B.A., Middlebury College; J.D., Seton Hall University; CPA, New Jersey

Julie Schaaff (2011)

Lecturer, School of Nursing and Health Studies
B.A., Bucknell University, M.A., University of Delaware

Richard Scherl (2002)

Associate Professor of Computer Science
B.A., Columbia University; M.A., University of Chicago; Ph.D., University of Illinois

Karen Schmelzkopf (1998)

Associate Professor of Geography
B.A., M.A., Florida Atlantic University; Ph.D., Pennsylvania State University

William Schreiber (2006)

Lecturer of Chemistry, Medical Technology and Physics;
Coordinator, Clinical Laboratory Sciences and Medical Technology Programs
B.S., Massachusetts Institute of Technology; Ph.D., University of Rochester

Solomon Z. Schuck (1966)

Associate Professor of Psychological Counseling
B.S., City College of New York; Ph.D., New York University

Alan Schwerin (1996)

Associate Professor of Philosophy
B.A., M.A., Rhodes University; Ph.D., Rice University

Patricia Sciscione (2010)

Specialist Professor of Nursing
M.S.N., Kean University

Michelle Ann Scott (2008)

Assistant Professor of Social Work
B.A., Clark University; M.S.W., Ph.D., University of California, Berkeley

Robert E. Scott (2005)

Specialist Professor of Communication
B.A., Monmouth University; M.F.A., University of Miami

Robert Scott, III (2005)

Associate Professor of Economics
B.A., Western State College of Colorado; M.A., Ph.D., University of Missouri

Brian Sever (1998)

Associate Professor of Criminal Justice
B.S., M.S., Ph.D., Florida State University

Jennifer Shamrock (2004)

Lecturer of Communication
B.A., LaSalle University; M.A., University of Maine; Ph.D., Arizona State University

Deanna Shoemaker (2005)

Associate Professor of Communication
B.F.A., Webster University; M.A., Ph.D., University of Texas at Austin

Eugene S. Simko (1978)

Associate Professor of Management
B.B.A., M.B.A., Temple University; Ph.D., Baruch College of the City University of New York

Kristine Simoes (2001)

Specialist Professor of Communication
B.A., Rowan University; M.A., Rowan University

Maria Simonelli (2007)

Lecturer of Foreign Language Studies
M.A., Licio Statale Nola, Italy; Ph.D., Universita di Napoli, Italy

Pasquale Simonelli (2005)

Lecturer of Philosophy
Liberal Arts Major, Collegio DeMerode; Ph.D., Universita di Napoli, Italy

Michaeline Skiba (2003)

Associate Professor of Management
B.S., M.S., Loyola University; M.S., Boston College; Ed.D., Columbia University

Donald R. Smith (2002)

Associate Professor of Management
B.A., Cornell University; M.S., Columbia University; Ph.D., University of California at Berkeley

Nora Smith (2000)

Associate Professor of Social Work
B.S., M.S., Ph.D., State University of New York at Albany

William Stanley (2003)

Professor of Education
B.A., Kean College; M.A., Ed.D., Rutgers University

Janice Stapley (1990)

Associate Professor of Psychology
B.A., Russell Sage College; M.S.; Ph.D., Rutgers University

Sharon W. Stark (1996)

Associate Professor of Nursing; Associate Dean of the School of Nursing
B.S., Thomas Edison State College; M.S.N., Rutgers University; Ph.D., Widener University

Directories

Sue Starke (2000)

Associate Professor of English
B.A., Wellesley College; Ph.D., Rutgers
University

Lilly Steiner (2010)

Assistant Professor of Educational
Leadership, School Counseling and
Special Education
B.A., University of Wisconsin; M.A.,
University of North Dakota; Ed.D.,
Boston University

Douglas Stives (2006)

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

David Strohmetz (1996)

Professor of Psychology; Associate Vice
President for Academic and
Instructional Assessment
B.A., Dickinson College; M.A., Ph.D.,
Temple University

Don R. Swanson (1995)

Professor of Communication and Chair of
the Department of Philosophy, Religion,
and Interdisciplinary Studies
B.A., Augustana College; M.A., University
of Montana; Ed.D., University of
Northern Colorado

G. Boyd Swartz (1966)

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

Danuta Sz wajkajzer (2004)

Lecturer of Chemistry
M.S., Technical University of Warsaw;
M.S., University of Rochester; Ph.D.,
Rutgers University

William M. Tepfenhart (1999)

Associate Professor of Software
Engineering
B.S., M.S., Ph.D., University of Texas at
Dallas

David J. Tietge (2002)

Associate Professor of English
B.A., University of North Iowa; M.A.,
Indiana State University; Ph.D., South
Illinois University at Carbondale

Tsanangurayi Tongesayi (2006)

Associate Professor of Chemistry, Medical
Technology and Physics
B.S., M.S., University of Zimbabwe;
Ph.D., West Virginia University

David Tripold (2002)

Associate Professor of Music, Chair of the
Department of Music and Theatre Arts
B.M., M.M., Westminster Choir College of
Rider University; Ph.D., Drew University

Mary Ann Troiano (2001)

Associate Professor of Nursing and
Health Studies;
Assistant Director of the DNP Program
B.S.N., Long Island University; M.S.N.,
Wagner College

Frances K. Trotman (1995)

Professor of Psychological Counseling
B.A., City College; M.S.Ed., City
University; M.Phil., Ph.D., Columbia
University

Nancy Uddin (1999)

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

Jack M. Van Arsdale (1965)

Associate Professor of Software
Engineering
B.S., Monmouth College; M.S.E.E.,
Polytechnic Institute of Brooklyn

Michelle Van Volkom (2007)

Lecturer of Psychology
B.A., Seton Hall University, M.A.; Ph.D.,
State University of New York at Albany

Dorothy Varygiannes (2007)

Lecturer of Education
B.A., New Jersey City University; M.A.,
Montclair State University; Ed.D., Seton
Hall University

Richard Veit (2000)

Associate Professor of Anthropology and
Director of the Center for Excellence in
Teaching and Learning
B.A., Drew University; M.A., College of
William and Mary; Ph.D., University of
Pennsylvania

Lisa Vetere (2005)

Associate Professor of English
B.A., Siena College; M.A., St. Bonaventure
University; Ph.D., Lehigh University

Marina Vujnovic (2008)

Assistant Professor of Communication
B.A., University of Zagreb, M.A.,
University of Northern Iowa; Ph.D.,
University of Iowa

Jiacun Wang (2004)

Associate Professor of Software
Engineering; Chair of the Department of
Computer Science and Software
Engineering
B.S., Jiangsu University of Science and
Technology; M.S.; Ph.D., Nanjing
University of Science and Technology

Kelly Ward (1999)

Professor of Social Work; Director, BSW
Program
B.S., Eastern Michigan University; B.S.W.,
Rutgers University; Ph.D., Fordham
University

Michael Waters (2008)

Professor of English
B.A., M.A., State University of New York;
M.F.A., University of Iowa; Ph.D., Ohio
University

Sherry Wien (2001)

Associate Professor of Communication
B.A., Lynchburg College; M.A., Penn
State University; Ph.D., Rutgers
University

Hettie Williams (2007)

Lecturer of History
B.A., Rowan University; M.A., Monmouth
University

Charles Willow (2004)

Associate Professor of Management
B.S., Hanyang University; M.S., Hanyang
University; M.S., Texas A&M University;
Ph.D., University of Houston

Chiu-Yin (Cathy) Wong (2011)

Assistant Professor of Curriculum and
Instruction
B.A., Brigham Young University; M.A.,
Ph.D., Texas Tech University

George Wurzbach (2009)

Specialist Professor of Music and Theatre
Arts
B.A., Brooklyn College CUNY; M.A.,
Hunter College CUNY

Cui Yu (2002)

Associate Professor of Computer Science
B.S., Nanjing University of Aeronautics &
Astronautics; Ph.D., National University
of Singapore, Singapore

Minna Yu (2010)

Assistant Professor of Accounting
B.A., M.S., Dongbei University, China;
Ph.D., Kent State University

Ronald Zhao (2002)

Associate Professor of Accounting
B.A., Fudan University, China; M.A.,
Shanghai Foreign Language Institute,
China; M.B.A., Yale School of
Management; Ph.D., Texas Tech
University

Jing Zhou (2004)

Associate Professor of Art
B.A., Sichuan Fine Arts Institute; M.F.A.,
Georgia Southern University

Monmouth University Academic Calendar

FALL SEMESTER 2012

September 2012

End of Continuing Registration	Thursday, August 30, 2012
CLASSES BEGIN (8:30 A.M.)	Tuesday, September 4, 2012
Late Registration or Program Changes	Tuesday–Tuesday, September 4-11, 2012
Leave of Absence Deadline	Tuesday, September 11, 2012
Opening Convocation	Wednesday, September 12, 2012

October 2012

Last Day to Withdraw from Pattern “A” Sessions	Monday, October 1, 2012
Founders’ Day Convocation	Wednesday, October 10, 2012
Fall Holiday; No Thursday or Friday Classes.....	Thursday-Friday, October 11-12, 2012
Pattern “A” Classes End	Monday, October 22, 2012
Pattern “B” Classes Begin	Tuesday, October 23, 2012
Undergraduate Midterm Grades Due in Office of Registration and Records*	Tuesday, October 23, 2012

November 2012

Deadline to submit graduation applications for January 2013 Graduation	Thursday, November 1, 2012
Last Day to Withdraw with “W” Grade (not “A” or “B” pattern classes)	Tuesday, November 6, 2012
Last Day to submit substitutions and/or waivers for January 2013 Graduation.....	Thursday, November 15, 2012
Last Day to Withdraw from Pattern “B” Classes.....	Monday, November 19, 2012
Thursday Classes Meet on Tuesday, Nov. 20	Tuesday, November 20, 2012
Friday Classes Meet on Wednesday, Nov. 21.....	Wednesday, November 21, 2012
Thanksgiving Recess	Thursday–Friday, November 22-23, 2012

December 2012

Pattern “B” Classes End	Friday, December 14, 2012
Classes End.....	Friday, December 14, 2012
Final Examination Period.....	Saturday-Friday, December 15-21, 2012
Final Grades Due 6 A.M.*	Thursday, December 27, 2012

* Grades will be posted on WEBstudent approximately 2 days after the Office of Registration and Records has received all grades.

Academic Calendar

SPRING SEMESTER 2013

January 2013

End of Continuing Registration.....	Thursday, January 17, 2013
COMMENCEMENT	Friday, January 18, 2013
Martin Luther King Holiday	Monday, January 21, 2013
CLASSES BEGIN 8:30 A.M.....	Tuesday, January 22, 2013
Late Registration or Program Changes	Tuesday–Tuesday, January 22-29, 2013
Leave of Absence Deadline	Tuesday, January 29, 2013

February 2013

Last Day to Withdraw from Pattern “A” Classes	Monday, February 18, 2013
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March 2013

Graduation Applications due for May 2013	Friday, March 1, 2013
Pattern “A” Classes End	Monday, March 11, 2013
Pattern “B” Classes Begin	Tuesday March 12, 2013
Undergraduate Midterm Grades Due in Office of Registration and Records*	Tuesday, March 12, 2013
Spring Recess.....	Saturday–Friday, March 16-22, 2011

April 2013

Last Day to Withdraw with “W” Grade (not pattern “A” or “B” classes).....	Monday, April 1, 2013	
Academic Advising and Priority/Early Registration	Thursday, April 4, 2013 to for Summer, Fall and Spring	Friday, April 19, 2013
Last Day to Withdraw from Pattern “B” Classes	Monday, April 15, 2013	
Last day to submit substitutions and/or waivers For May 2013 graduation	Monday, April 15, 2013	

May 2013

CLASSES END.....	Monday, May 6, 2013
Reading Day	Tuesday, May 7, 2013
Final Examination Period	Wednesday, May 8, 2013 to Tuesday, May 14, 2013
Grades Due 10 P.M.	Thursday, May 16, 2013
COMMENCEMENT	Wednesday, May 22, 2013

June 2013

Graduation Applications due for July 2013	Saturday, June 15, 2013
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* Grades will be posted on WEBstudent approximately 2 days after the Office of Registration and Records has received all grades.

Directions

- 1. From the Garden State Parkway:** Take Exit 105. The Parkway offramp leads directly onto Route 36 East. Continue on Route 36 East approximately three miles to Route 71 South. Go approximately one mile and Route 71 will fork left and become Cedar Avenue. Enter the campus through the Norwood Avenue entrance.
 - 2. From the NJ Turnpike:** From the South, take Turnpike North to Exit 7A. After the toll plaza, take I-195 East to Shore Points. Approaching Belmar, I-195 becomes NJ Route 138. After crossing the Garden State Parkway, exit right to NJ Route 18 North, marked Eatontown. Take the Deal Road exit and drive east to the intersection at Monmouth Road. Turn left and proceed to the third traffic light, which is Cedar Avenue. Turn right onto Cedar (also labeled NJ Route 71 South) and follow to campus. Enter the campus through the Norwood Avenue entrance.
 - 3. From the NJ Turnpike:** From the North, take Turnpike South to Exit 11 (Garden State Parkway South), Take Exit 105 as outlined in #1 above.
 - 4. From Trenton and Points West:** Take I-195 East, and follow instructions outlined in #2 above.
 - 5. From Freehold area:** Take US Route 9 South to I-195 East. Follow instructions outlined in #2 above.
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MONMOUTH UNIVERSITY CAMPUS MAP

VEHICULAR ENTRANCES

- A,B Students & Employees
- C,E Visitors & Library
- D Students & Library
- F Pedestrian Theatre
- G Guests
- H Students
- I Lauren K. Woods Theatre & Students
- J Maplewood Hall
- K Multinley Hall

STUDENT RESIDENCES

- 1 Elmwood Hall
- 2 Pinewood Hall
- 3 Willow Hall
- 4 Laurel Hall
- 5 Beechwood Hall
- 6 Spruce Hall
- 7 Cedar Hall
- 8 Health Center/Birch Hall
- 9 Garden Apartments
- 10 Great Lawn Apartments
- 11 Oakwood Hall
- 12 Redwood Hall
- 51 Maplewood Hall
- 53 Multinley Hall

ADMINISTRATION AND ACADEMIC BUILDINGS

- 13 Plunge Center for Communication
- 14 Art Gallery & Academic Building
- 16 Lauren K. Woods Theatre Complex
- 17 Woodrow Wilson Hall & Auditorium
- 18 Woodrow Wilson Annex
- 19 Rillary Ice House Gallery
- 20 Art Workshop
- 22 600 Art Building
- 23 Thomas A. Edison Science Hall
- 24 James and Madeline Howard Hall
- 25 Pollak Theatre and Art Gallery
- 26 Lein Hoss Business School in Samuel E. and Millie Bay Hall
- 27 Pedestrian Underpass

RECREATION/FOOD SERVICE

- 28 Athletic Department
- 29 Center for Rapid Response
- 30 University Police
- 31 Facilities Management
- 32 Greenhouse
- 33 Doherty House
- 37 Alumni House
- 48 Robert E. McAllan Hall
- 50 Monmouth University Library

RECREATION/FOOD SERVICE (Continued)

- 42 Rebecca Stafford Student Center
- 43 Baseball Field
- 44 Practice Field
- 45 "So Sweet A Cat" Field
- 46 Hockey Field
- 47 Tennis Courts
- 47 Women's Softball Field
- 49 Great Lawn Fields
- 52 Lois Blonder Sculpture Garden

- 34 Samuel Hays Magill Commons, The Club, Dining Hall
- 38 Messer Field
- 40 William T. Boylan Gymnasium and Richard E. Steadman Natatorium
- 41 Multipurpose Activity Center
- University Row
- Rowing Club
- Triathlon Club
- Swim
- Disc Golf

Appendix A: Undergraduate Course Descriptions

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

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

Undergraduate Courses:

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

Graduate Courses:

The graduate courses are numbered 500 to 799. The number by which a course is designated usually indicates the relative level of the course.

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

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

Please note that this list was created in June 2012. Monmouth University maintains the most current course descriptions on their WEBSITE, which can be accessed through the University's WEBstudent menu (<https://webadvisor.monmouth.edu/datatel/openweb/st/stmenu.html>).

Appendix A: Course Descriptions

AFRICANA STUDIES

AA 225 Cr. 3.0

African World Literature

Major works from African, West Indian, and African-American traditions.

Course Type(s): CC

AA 246 Cr. 3.0

Introduction to African-American Studies

Introduction to a broad range of themes in their historical context, from the African origin to the formation of African-American societies and cultures in the African Diaspora. Other themes include the rise and fall of slavocracy, the era of Civil Rights struggles, and the establishment of space for African-Americans to tell their stories as well as study their experiences and cultures.

Course Type(s): none

AA 298 Cr. 3.0

Special Topics in Africana Studies

An intensive study of a particular subject or problem in Africana Studies to be announced prior to registration. The course may be conducted on either a lecture-discussion or a seminar basis.

Prerequisite: As announced in the course schedule.

Course Type(s): none

AA 302 Cr. 3.0

African-American Seminar

The culture, history, experiences, and artistic and literary expression of African-Americans illuminated by an examination of several academic disciplines that are reviewed for biases and new paradigms suggested.

Prerequisite: Nine credits in African-American Studies elective courses.

Course Type(s): none

AA 499 Cr. 3.0

Independent Study in African-American Studies

An intensive study of a particular subject or problem in Africana Studies to be announced prior to registration.

Course Type(s): none

ANTHROPOLOGY

AN 103 Cr. 3.0

Cultural Anthropology

Introduction to comparative study of human beliefs and behavior. Emphasis on the concepts used in studying

human culture; analysis of non-Western societies with respect to ecology, economy, social and political organization, religion, and art; implications for American society. Course Type(s): SS.SV

AN 104 Cr. 3.0

Human Evolution and Racial Variation

Introduction to physical anthropology; racial variation and the evolutionary origins of the human species; concepts and principles used in the study of living and fossil evidence for human evolution and genetic diversity; unique influence of culture on human biology; human evolution in the present and future.

Course Type(s): SS.SV

AN 107 Cr. 3.0

Introduction to Archaeology

Introduction to archaeological techniques, concepts, and principles; recovery and interpretation of evidence; examples from the prehistoric cultures of the Americas, Europe, Africa, and Asia.

Course Type(s): SS.SV

AN 113 Cr. 3.0

Cultures of the World

Common and distinctive features of culture in each of several broad zones around the world, including native North America, native South America, northern Asia, southern Asia, and sub-Saharan Africa; descriptive overview with emphasis on the variety of human experience and achievement.

Course Type(s): CC, GU, SS.SV

AN 115 Cr. 3.0

Prehistoric Cultures

Descriptive survey of prehistoric cultures from the origins of culture to the earliest civilizations in the Old World and the Americas; emphasis on the variety of human experience and achievement; consideration of major trends in cultural development.

Course Type(s): none

AN 198 Cr. 1.0 - 3.0

Special Topics in Anthropology (100 Level)

An intensive study of a particular subject or problem in anthropology to be announced prior to registration. The course may be conducted on either a lecture-discussion or a seminar basis.

Prerequisite: As announced in the course schedule.

Course Type(s): none

AN 218 **Cr. 3.0**

Comparative Family History

Analyze the history of the family through fiction, monographs, articles, and primary documents. It will explore how the family developed, why it persisted, and the many forms it has taken. Consider how family size and structure, roles, functions, and power dynamics have varied, not only according to historical era, but also along class, ethnic, regional, religious, and national lines. Also listed as Gender Studies 218 and History 218.

Course Type(s): GS

AN 220 **Cr. 3.0**

History of Advertising

Designed to develop a critical understanding of the historical evolution of advertising in the United States, with critical attention to race, class, gender, and sexuality. We will explore the economic, political, and cultural factors that have contributed to the development of advertising, and which have been affected by advertising. Some of the topics to be discussed include: the rise of national advertising; the relation of advertising to consumption; advertising to children; political advertising, the relationship between advertisers and the medium in which they appear (magazines, television, radio, etc.) and broadcast and internet advertising. Also listed as History 220 and Gender Studies 220.

Course Type(s): GS, HSUS

AN 251 **Cr. 3.0**

Primate Behavior and Human Evolution

Behavior of the human species' closest relatives with emphasis on chimpanzees, other apes, and Old World monkeys; social life, ecological adaptations, psychological mechanisms; evolutionary origins of human behavior. Prerequisite: Anthropology 103.

Course Type(s): none

AN 263 **Cr. 3.0**

Peoples and Cultures of South America

A social and cultural survey of representative peoples in South America and the Caribbean, emphasizing the comparative study of economic, political, social, and religious organization.

Prerequisite: Anthropology 103 or 113. Note that the prerequisite is waived when this course is taken in fulfillment of the Cross-Cultural Studies requirement.

Course Type(s): CC

AN 264 **Cr. 3.0**

North American Indians

A survey of the cultural, social and linguistic diversity of Pre-Columbian North American societies; problems of contemporary Indian groups. Also listed as History 264.

Course Type(s): CC, GU

AN 266 **Cr. 3.0**

Historical Archaeology

An introduction to historical archaeology, the archaeology of the modern world (c. 1492+). It focuses on archaeological sites in the United States. Students are introduced to the various written and material sources that historical archaeologists use to interpret the recent past, including artifacts, vernacular architecture, grave markers, documents, photographs, and other visual sources.

Archaeological field methods are also introduced with a minimum of one class period spent excavating an archaeological site. Also listed as History 266.

Prerequisites: Anthropology 103 or History 103; and English 101 and 102 or permission of the instructor.

Course Type(s): WT

AN 267 **Cr. 3.0**

Tourism Around the World

Introductory examination of the various factors that impact tourism in different parts of the world. Students will consider political, social, economic, cultural, and environmental factors that affect tourists, local populations, and the physical destinations. Also listed as Geography 267.

Course Type(s): CC, GU, SUS

AN 268 **Cr. 3.0**

Urbanization Around the World

An introduction to urbanization on a global scale. Historical and contemporary development of the world's cities using geographical approaches to urban analysis. Includes examination of urban forms and the local global, social, cultural, economic, political, and physical processes that shape and are shaped by cities, and the large and rapidly growing cities of the developing world that dominate and control the global economy. Also listed as Geography 268.

Course Type(s): CC, SUS

AN 269 **Cr. 3.0**

Peoples and Cultures of Africa

A social and cultural survey of representative African peoples, economic, political, and social organization, ritual practices and beliefs. Relationship of traditional cultures

Appendix A: Course Descriptions

to Africa's role in the modern world.
Course Type(s): none

AN 271 **Cr. 3.0** ***Culture and Aging***

Examines the process of growing old in different human societies. The role of culture in dealing with biological growth is emphasized. The status of the aged in different human societies is explored, as are the changes in the position of the aged as a result of industrialization. The role of ethnicity in growing old in America is also examined.
Course Type(s): none

AN 272 **Cr. 3.0** ***Magic, Witchcraft, and Religion***

Explores motivation of human behavior within the realm of religion and the supernatural with an emphasis on the role of gods and goddesses. A cross-cultural approach will be used while exploring cultures both past and present across the globe. Also listed as Religious Studies 272.
Prerequisite: English 101 and 102 or permission of the instructor.
Course Type(s): WT

AN 274 **Cr. 3.0** ***Anthropology of Sex and Gender***

Anthropological perspectives on sexuality and gender; emergence of human sexuality and gender differentiation in the context of species evolution; cross-cultural survey of social and ideological aspects of sexuality and gender.
Prerequisite: Anthropology 103.
Course Type(s): none

AN 275 **Cr. 3.0** ***Global Environmental Problems***

Focus on the complex relationship between human beings and their environments in an effort to build an ecological perspective in a global framework. Discussion of basic issues of ecological science in terms of impact on both the Western and non-Western worlds. Also listed as Geography 275.
Course Type(s): CC, MEBP, SUS

AN 278 **Cr. 3.0** ***Deviance, Custom, and Law***

A comparative examination of individual departures from cultural norms; descriptive and conceptual aspects of deviance in light of evidence from diverse cultures around the world and from various subcultures of complex societies; causes, forms, and incidence of deviance; deviant individuals; personal and social responses to deviance;

relativistic perspectives on problems of definition; evaluation of competing theories; relationship of informal norms and controls to the concept of law.
Prerequisite: Three credits in Anthropology, Sociology, or Psychology.
Course Type(s): none

AN 279 **Cr. 3.0** ***Medical Anthropology***

A cross-cultural examination of health and healing from the view of applied medical anthropology. Explores biological, socio-cultural, political, economic, and structural factors that affect health, illness, and disease both now and in the past. Cultural areas of study include: populations in the United States, Africa, Latin America, the Caribbean, and Southeast Asia.
Prerequisites: English 101 and 102 or permission of the instructor.
Course Type(s): WT

AN 288 **Cr. 3.0** ***Cooperative Education: Anthropology Concentration***

Provides students with an opportunity to apply classroom theory in practice through actual work experience. Placements are selected to forward the student's career interest through experiential education. This course is repeatable for credit.
Prerequisites: Anthropology 103 and Junior or Senior standing.
Course Type(s): EX

AN 290 **Cr. 3.0** ***Popular Culture and the Middle East***

Examines recent events, traditional cultural practices, and the perceptions of the Middle East through the lens of popular media (film, graphic novels, journalism, etc.). Topics to be covered may include but are not limited to: religion, the Arab Spring (2011), the Iranian Revolution, the Arab-Israeli Conflict, women's rights/roles, Orientalism and racism, and common governing structures. Also listed as History 290.
Course Type(s): GU, HSNW

AN 296 **Cr. 3.0** ***Cultures and Societies of Africa***

Examines the history, cultures, and societies of Africa from the precolonial to the contemporary period. Discusses the cultural, political, and economic changes that have taken place in Africa as a result of Western influence. Also listed as History 296.

Prerequisites: English 101 and 102 or permission of the instructor.

Course Type(s): CC, HSAF, HSNW, WT

AN 298 **Cr. 1.0 - 3.0**

Special Topics in Anthropology (200 Level)

An intensive study of a particular subject or problem in Anthropology to be announced prior to registration. The course may be conducted on either a lecture-discussion or a seminar basis.

Prerequisite: As announced in the course schedule.

Course Type(s): none

AN 299 **Cr. 3.0**

Independent Study in Anthropology

Guided readings on a topic not otherwise covered in the curriculum.

Prerequisites: Student must be an Anthropology major and have at least a 2.50 GPA. Prior permission of the directing professor and department required.

Course Type(s): none

AN 304 **Cr. 3.0**

Monuments and Commemoration: Loss and Remembrance

Examines the evolution of American attitudes towards commemoration and remembrance from the colonial period to the present. Focuses on the analysis of landscapes and artifacts, e.g. monuments, grave markers, cemeteries, and historic sites. Topics discussed include: the evolution of American burial grounds from colonial burial grounds to the rural cemeteries of the Victorians and modern memorial parks. Changing grave marker designs and iconography are examined. Distinct ethnic, regional, and national memorial practices are also studied. Public memorials in the form of statuary, commemorative institutions, and historic sites will also be discussed. There will be field trips to select sites. Also listed as History 304.

Course Type(s): HSUS

AN 306 **Cr. 3.0**

Food and Culture

Augments the anthropology program's offerings in both archaeology and socio-cultural anthropology, and demonstrates the synergy of these approaches in the topical study of food. Through a combination of lecture, discussion, hands-on learning, and readings, students are introduced to the basic modes of human subsistence identified by the anthropological tradition. They also will explore the material and social challenges connected with these different subsistence strategies, and finish up by looking

at current food-based problems facing the world today.

Prerequisites: English 101 and 102 or permission of the instructor.

Course Type(s): GU, WT

AN 311 **Cr. 3.0**

Anthropology Internship Seminar

Application of theory learned in the classroom in practice through actual work experience. Includes both academic and experiential learning. Eight to twelve hours per week in a public history or field work setting. Open only to anthropology majors. Also listed as History 311.

Course Type(s): EX

AN 315 **Cr. 3.0**

Field Research in Archaeology

Archaeological field methods, analysis of data, and anthropological interpretation; students will do supervised work on local sites. May be repeated for a maximum of six credits. Also listed as History 315.

Prerequisite: Anthropology 103 or 107 or permission of the instructor.

Course Type(s): EX

AN 321 **Cr. 4.0**

Qualitative Research Methods

An interdisciplinary overview of qualitative research methods employed in the social sciences and education. Qualitative methods are offered as an alternative way of knowing about individuals and groups. Topics covered include: theory, fieldwork, interviewing, observational studies, time sampling, writing field notes, questionnaires (survey research), archival research, and conducting qualitative research in various settings. Emphasis also placed upon the factors that affect the fieldwork process (e.g., gender, emotions, etc.) Also listed as Psychology 321.

Prerequisite: Psychology 103.

Course Type(s): none

AN 335 **Cr. 3.0**

A History of the Ancient Near East

A survey of the history and culture of ancient Mesopotamia, Egypt and their Near Eastern neighbors from the rise of the first literate urban societies through the conquests of Alexander the Great and the Successors. The focus will be on an examination of the preserved material culture, including texts, art, and architecture as revealed through archaeology. Also listed as History 335.

Prerequisite: History 101.

Course Type(s): HSAS, HSNW, HSPRE

Appendix A: Course Descriptions

AN 338 **Cr. 3.0** ***Ancient Art and Ancient History: Greece, Egypt and the Near East***

Surveys the culture and history of pre-Classical Greece in the light of its Egyptian and western Asiatic neighbors from the rise of the first literate urban societies through the Persian invasions. It will examine in detail the nature and degree of the dependence of pre-Classical Greek art on the artistic vocabulary of its older eastern neighbors as evidenced by sculpture, architecture and the minor arts. Specific objects will be treated as historical documents by which to understand better these ancient societies and the hierarchy of ideas and beliefs that produced them. Also listed as History 338.
Course Type(s): HSNW

AN 342 **Cr. 3.0** ***Children's Play and Culture***

An intensive examination of children's play. Theoretical and empirical contributions from psychology and anthropology as a developmental and cross-cultural foundation for the following topics: the historical development of the concept of childhood; theories of play; conceptions of play and work; the functions of play; play and child development; gender differences; cross-cultural forms of play; and children's peer cultures. Also listed as Psychology 342.
Prerequisite: Psychology 203.
Course Type(s): none

AN 342L **Cr. 1.0** ***Children's Play Laboratory***

Research strategies used in the study of children's play. Projects include: methods of interviewing and survey techniques, naturalistic observation, participant observation, and time sampling. Students also design and undertake their own research projects and prepare written and oral reports of their findings. Also listed as Psychology 342L.
Prerequisites: Psychology 311, 320, and 321, passed with a grade of C or higher.
Corequisite: Anthropology 342.
Course Type(s): EX

AN 343 **Cr. 3.0** ***Anthropology and Children***

An overview of the anthropological study of children. Addresses anthropology's inquiry into children's behavior, activities, artifacts, and their relationships with adults both past and present. Topics covered include: archeology and children, childbirth, attachment, parenting, play, education, socialization, and child labor and welfare. Geographical areas include: the Middle East, Asia, and

Central and South America. Europe and the United States are mentioned marginally.
Prerequisite: Anthropology 103.
Course Type(s): GU

AN 360 **Cr. 3.0** ***Brazil: History and Culture***

Exposes students to the cultural diversity and historical processes that have produced modern Brazil. Our approach focuses on the effects that large-scale, socio-economic processes (e.g. colonization, mercantilism, slavery, nation-building, free trade) have had on lives of everyday people, past and present, paying special attention to issues of race, gender, and material inequality. We examine the livelihoods and belief-systems of Amazonian Indians, African slave communities, urban slum dwellers, subsistence cultivators, and Japanese immigrants, looking at their contributions to Brazil's history and studying the national culture that somehow make them all Brazilians. Also listed as History 360.
Prerequisites: English 101 and 102 or permission of the instructor.
Course Type(s): CC, CD, WT

AN 367 **Cr. 3.0** ***Civilizations of the Andes***

A survey of the anthropological history of the Andes from the beginning of civilization through the Inca Empire to contemporary Quechua and Aymara speakers: pre-Inca societies, social and political organization of peasant culture, and the role of rural migration in transforming contemporary Andean cities. Also listed as History 367.
Prerequisites: Three credits in Anthropology or Sociology; and English 101 and 102 or permission of the instructor.
Course Type(s): CC, GU, WT

AN 380 **Cr. 3.0** ***American Cultural Diversity***

Explores the historical, social, and cultural backgrounds of immigrant groups found within the United States. Through lectures, readings, case studies, and discussions incorporated with service learning as fieldwork, students will be introduced to the complexity and diversity of American society.
Course Type(s): EX

AN 383 **Cr. 3.0** ***Old World Prehistory***

An intensive survey of the prehistoric cultures of Europe, Africa, and Asia, focusing on the period between the origins of modern humans to the rise of the first civilizations.

Particular attention is paid to the development of art, religious belief systems, agriculture, urbanism, metallurgy, and writing. Early civilizations in Egypt, sub-Saharan Africa, Mesopotamia, Western Europe, and China are examined.
Course Type(s): none

AN 388 **Cr. 3.0**

Cooperative Education: Anthropology Concentration

Provides students with an opportunity to apply classroom theory in practice through actual work experience. Placements are selected to forward the student's career interest through experiential education.
Prerequisites: Anthropology 103 and Junior or Senior standing.
Course Type(s): EX

AN 389 **Cr. 3.0**

Anthropological Field Study

Supervised field experience in various branches of anthropology, e.g., archaeological excavation, museum work, ethnography, and primate behavior.
Prerequisite: Six credits in Anthropology and permission of the instructor.
Course Type(s): EX

AN 398 **Cr. 1.0 - 3.0**

Special Topics in Archaeology (300 Level)

An intensive study of a particular subject or problem in anthropology to be announced prior to registration. The course may be conducted on either a lecture-discussion or a seminar basis.
Prerequisite: As announced in the course schedule.
Course Type(s): none

AN 401 **Cr. 3.0**

Anthropological Theory

A survey of the major theories in anthropology from the nineteenth century to the present, focusing on contributions to our understanding of human society by some of the major figures of anthropology.
Prerequisite: Anthropology 103 or permission of the instructor.
Course Type(s): none

AN 408 **Cr. 3.0**

Cross-Cultural Psychology

Exploration of psychological principles and theories; examination of their cross-cultural validity. Theoretical and empirical contributions from psychology and anthropology

provide a foundation for topics covered that include: the history of cross-cultural psychology, methodology in cross-cultural psychology, gender differences, aggression, schooling, children's play, child development, and social distance. Also listed as Psychology 408.
Prerequisite: Psychology 203.
Course Type(s): none

AN 425 **Cr. 3.0**

Latin American Seminar

An in-depth analysis of select groups in Native Latin America, through lectures, readings, case studies, film, and interactive panel discussions.
Prerequisites: Anthropology 103 or permission of the instructor and English 101 and 102 or permission of the instructor.
Course Type(s): WT

AN 426 **Cr. 3.0**

Research Seminar in Anthropology

The development, research, and writing of a BA paper on any aspect of anthropology, with special emphasis on scrupulous documentation, use of appropriate sources, clear expository writing, and oral presentation of research results. The course will be taught as a mixture of seminar and one-on-one meetings with the instructor. (It will also include a meeting with a librarian or bibliographer from the Monmouth University Library.)
Prerequisites: Anthropology 497 and Senior standing.
Course Type(s): RD

AN 488 **Cr. 3.0**

Cooperative Education: Anthropology

Provides students with an opportunity to apply classroom theory in practice through actual work experience. Placements are selected to forward the student's career interest through experiential education. Repeatable for credit.
Prerequisites: Anthropology 103 and Junior or Senior standing.
Course Type(s): EX

AN 489 **Cr. 3.0**

Anthropological Field Study

Supervised field experience in various branches of anthropology, e.g., archaeological excavation, museum work, ethnography, and primate behavior. This course may be repeated once for credit.
Prerequisites: Six credits in Anthropology and permission of the instructor.
Course Type(s): EX

Appendix A: Course Descriptions

AN 498 **Cr. 1.0 - 3.0**

Special Topics in Anthropology (400 Level)

An intensive study of a particular subject or problem in anthropology to be announced prior to registration. The course may be conducted on either a lecture-discussion or a seminar basis.

Prerequisite: As announced in the course schedule.

Course Type(s): none

AN 499 **Cr. 3.0**

Independent Study in Anthropology

Guided readings on a topic not otherwise covered in the curriculum.

Prerequisites: Student must be an Anthropology major and have at least a 2.50 GPA. Prior permission of the directing professor and department required is required.

Course Type(s): none

ART AND DESIGN

AR 101 **Cr. 3.0**

Art Appreciation

A global survey of the cross-cultural evolution of art from the prehistoric period through the twentieth century.

Emphasis will be placed on understanding the basic elements of art, the creative process, and the significance of art within the context of social, political, religious, and economic climate of its time.

Course Type(s): AT

AR 113 **Cr. 3.0**

Basic Design and Composition

Drawing and design disciplines pertaining to a solid and basic understanding of composition, figure-ground relationships and the organization of marks and shapes on flat surfaces. Some beginning aspects of color and an experience relating to relief forms.

Course Type(s): none

AR 114 **Cr. 3.0**

Basic Design and Color

A continuation of material covered in Basic Design and Composition (AR 113) with emphasis on the study of color and its relationship to various aspects of drawing and design. Color will be studied in two specific ways: the physicality of color and the illusionistic possibilities inherent in color. To put it simply, physicality pertains to color mixing or painting, and illusion relates to the interaction of color.

Prerequisites: Art 113 and 191.

Course Type(s): none

AR 116 **Cr. 3.0**

Three-Dimensional Design

Three-dimensional design as it relates to sculpture, from visual involvements and illusions on a flat surface to the physical reality of three-dimensional objects in space, including environmental possibilities. Studio hours to be arranged.

Prerequisites: Art 113 and 191.

Course Type(s): none

AR 172 **Cr. 3.0**

Computer Graphics

An introduction to basic graphic design and visual communication concepts. Builds on the skills learned in foundation courses in basic design and complements the introduction to the field in Graphic Design I, Art 269. Students will become proficient in design concepts and computer skills later used in the Graphic Design field, including page layout, illustration, photography, and web design. They will continue to develop creative problem-solving skills and the foundation theory of Graphic Design.

Prerequisite: Art 113.

Course Type(s): TL

AR 177 **Cr. 3.0**

Computer Graphics (Non-Art)

Designed for students with little or no experience in computer graphics. Combines basic visual problem solving with hands-on, computer-based digital training. Projects are designed with the non-art/design major in mind and would be appropriate for students majoring in journalism, communications, marketing and music industry.

Course Type(s): none

AR 178 **Cr. 3.0**

Web Studio

An introduction to the visual aesthetics and fundamental skills required to create web graphics, digital publication, and web layout design. Covers the use of current graphics software in addition to training in graphic production and composition needed for the Web.

Course Type(s): none

AR 181 **Cr. 3.0**

Light and Lens: An Introduction to Photography and Video

Light and lens are the fundamental elements of photographic and video media. This foundation level course introduces students to the formal characteristics of light and lenses by surveying a variety of image-making practices, from primitive photographic devices to digital photography and video. Through a combination of classroom

talks and hands-on projects, students will encounter principles of black-and-white and color photography as well as elementary video. Learning camera controls in this manner opens up a wide range of expressive possibilities. Course Type(s): IM

AR 183 **Cr. 3.0**
Beginning Photo Practices

Technical proficiency in basic black and white photography, including exposure, developing, printing and presentation. Photography is presented as a tool to understand the world and as a means of expression and communication. Students will learn how to interpret and discuss the visual language of photography. Course Type(s): none

AR 184 **Cr. 3.0**
Intermediate Black and White Photography

Focuses on advanced technical skills as a means of gaining greater personal and aesthetic understanding. Advanced 35mm camera and printing techniques, basic studio lighting, and exploring different photographic formats including medium, large, and toy cameras, as well as experimental techniques of image making and printing. Prerequisite: Art 183. Course Type(s): none

AR 191 **Cr. 3.0**
Drawing I

Explore fundamentals of drawing in order to accurately describe nonfigurative volumetric objects. Students are expected to develop a solid understanding of basic drawing elements such as line, value, mass, and space and learn to comprehend the understanding of space, shape, proportion, form, volume, light, and rhythm. Drawing I is a basic hands-on course that introduces the student to various traditional drawing techniques and materials for expression. Working with a basic drawing medium we will explore fundamental rendering techniques. Six hours per week. Course Type(s): none

AR 192 **Cr. 3.0**
Drawing II

A studio course that continues to develop the skills covered in Drawing I, Art 191. Students will be introduced to both traditional and nontraditional concepts and techniques of interpretive and subjective drawing and rendering. Drawing techniques and materials pertaining to the expression of both figurative and nonfigurative subject matter will be explored. The human figure will serve as the primary subject of study with an emphasis placed on the rendering

skills. The complex nature of the figure provides students with problems that require serious attention to observational skills in order to correctly render the form. Drawing II utilizes the live, nude model. Six hours per week. Prerequisite: Art 191. Course Type(s): none

AR 198 **Cr. 1.0 - 3.0**
Special Topics in Art (100 Level)

An intensive study of a particular subject or problem in art to be announced prior to registration. The course may be conducted on either a lecture-discussion or a seminar basis. Prerequisite: As announced in the course schedule. Course Type(s): none

AR 217 **Cr. 3.0**
Sculpture I

Sculpture for beginners as well as intermediate students, including modeling from life, direct sculpture in plaster, clay modeling, and simple casting procedures. Six hours per week. Prerequisites: Art 116, 191, and 192 for art majors. Department chair approval is required for non-art majors. Course Type(s): none

AR 218 **Cr. 3.0**
Sculpture II

A direct continuation of AR 217, Sculpture I, along with some assemblage, construction and alternate casting methods. Six hours per week. Prerequisite: Art 217. Course Type(s): none

AR 221 **Cr. 3.0**
Painting I

Techniques and craftsmanship to facilitate expression in acrylic or oil painting; still-life and landscape subjects. Art and Art Education students must have prerequisite. Six hours of studio work per week. Prerequisites: Art 113, 114, 191, and 192 for art majors. Department chair approval is required for non-art majors. Course Type(s): none

AR 222 **Cr. 3.0**
Painting II

A continuation of Art 221, Painting I, with emphasis on the further development of painterly ideas and creative thinking. Art and Art Education majors must have prerequisites. Six hours of studio work per week. Prerequisite: Art 221. Course Type(s): none

Appendix A: Course Descriptions

AR 241 **Cr. 3.0**

History of Art I

The fundamental ideas underlying the significant periods and styles in painting, sculpture, and architecture. Three weekly lectures plus required museum visits. Semester I: ancient civilization through the Gothic period. Semester II: Renaissance to c. 1940.

Course Type(s): ARHIS

AR 242 **Cr. 3.0**

History of Art II

The fundamental ideas underlying the significant periods and styles in painting, sculpture, and architecture. Three weekly lectures plus required museum visits. Semester I: ancient civilization through the Gothic period. Semester II: Renaissance to c. 1940.

Prerequisite: Art 241.

Course Type(s): ARHIS

AR 243 **Cr. 3.0**

History of Graphic Design

A survey of the history of graphic design in the twentieth and twenty-first centuries. The course is an overview of design and instructs students in researching areas of interest to broaden their knowledge of contemporary issues in graphic design.

Prerequisites: English 101 and 102 or permission of the instructor.

Course Type(s): ARHIS, TL, WT

AR 244 **Cr. 3.0**

History of Photography

A topically arranged survey of world photography, this course takes as its central concern the multiple purposes to which photography has been adapted since its discovery in the early nineteenth century. Although the relationship between photography and fine art is considered, the many non-art uses of the medium are also discussed in an attempt to better understand the cultural contexts in which photography has been employed.

Prerequisites: Art 241 and 242; and English 101 and 102 or permission of the instructor.

Course Type(s): ARHIS, CD, WT

AR 253 **Cr. 3.0**

Digital Photography

Students develop knowledge of image development, construction, retouching, and collage techniques using traditional film, digital images, and drawing as source material. Students will learn a variety of camera skills, including

shooting in RAW format. A critical examination of intent is stressed along with output options and color management. Introduces programs such as Aperture and/or Lightroom to further expand digital workflow skills.

Prerequisites: Art 181 and 183.

Course Type(s): none

AR 265 **Cr. 3.0**

Hand Built Ceramics

An introduction to clay as a creative material for making both functional and sculptural 3-D forms using various hand-building techniques, including coils, slabs, carving, incising, and their combination. Basic glazing and firing methods will be covered. Slide presentations, group and individual critiques will be part of the curriculum.

Course Type(s): none

AR 266 **Cr. 3.0**

Wheel Thrown Ceramics

An introduction to the potter's wheel as a tool for creating both functional and sculptural clay forms. In addition to throwing forms on the wheel, students will gain knowledge about glazing and firing techniques. Slide presentations, group, and individual critiques will be part of the curriculum.

Course Type(s): none

AR 269 **Cr. 3.0**

Graphic Design 1

An introduction to graphic design, including conceptual thinking, letterform design, layout, and design techniques. Students will also be introduced to design history and current issues regarding the profession. Department chair approval is required for non-art majors.

Prerequisite: Art 113 for Art majors only.

Corequisite: Art 114.

Course Type(s): none

AR 270 **Cr. 3.0**

Graphic Design 2

Introduces more advanced visual communications and typographic problem solving. Projects strategically test the students' understanding of design theory and thinking. Individual projects mimic those in a professional design environment and are developed following the traditional creative process. Projects focus on three-dimensional principals as they relate to the area of packaging.

Prerequisites: Art 172 or 177, and 269.

Course Type(s): none

AR 273 **Cr. 3.0**

Digital Illustration

A continuation of Computer Graphics with primary emphasis on more advanced illustration software. Assignments build on previously learned software and concepts. Projects may include illustrative posters, booklets, and interiors.

Prerequisite: Art 172 or 177.

Course Type(s): none

AR 278 **Cr. 3.0**

Computer Graphics 2 for the Non-Art Major

A continuation of Art 177, Computer Graphics I for the Non-Art major, with primary emphasis on more advanced computer applications as they apply to graphic design and desktop publishing. Software will be used to learn more advanced concepts in visual communication and design.

Prerequisite: Art 177.

Course Type(s): none

AR 284 **Cr. 3.0**

Web Design Dynamic for Non-BFA Candidates

Integrating previously learned web design and development concepts. Allows students to focus on the web interactively and 2D animation using Adobe Flash and audio/video files on the internet. Besides Adobe Flash, a variety of software tools including Photoshop, Illustrator, and sound editing tools are used to develop design concepts, web graphics, animation, and interactive Websites/applications after a careful planning process. This course meets six hours per week. Not available to Fine Arts majors.

Prerequisite: Art 178.

Course Type(s): IM

AR 286 **Cr. 3.0**

Maya Animation for Non-BFA Candidates

Students will learn basic techniques of building three-dimensional, digital objects along with the basic theories and principles of animation using the software Maya. Skills needed to construct 3D objects in Maya will be introduced with hands-on experiences on the Macintosh platform.

Meets six hours per week. Not available to Fine Art majors.

Prerequisites: Art 178, Art 181 or Communication 145, and Art 284.

Course Type(s): IM

AR 287 **Cr. 3.0**

Typography

An introduction to the theory, function, history, and impact of typography in graphic design. This course is an analy-

sis of the shape and form of letters. Investigation and comparison of existing typefaces, type specification and layout in relation to graphic design and the printed piece.

Prerequisites: Art 113, 114, 172 or 177, and 269.

AR 288 **Cr. 3.0**

Cooperative Education: Art or Graphic Design

An on-site graphic design cooperative work placement.

This course may be repeated for credit.

Prerequisite: Permission of the instructor.

Course Type(s): EX

AR 290 **Cr. 3.0**

Motion Graphics for Non-BFA Candidates

An introduction to the art of time-based, graphic storytelling for non-art/design majors. Emphasis will be placed on the creation of engaging digital environments through the thoughtful integration, manipulation, and orchestration of audio, video, still, and three-dimensional imagery. Meets six hours a week. Not available to Fine Arts majors.

Prerequisites: Art 178, Art 181 or Communication 145, and Art 284.

Course Type(s): IM

AR 291 **Cr. 3.0**

Drawing III

Seeing the figure, objects, and the environment; exploring all possible avenues of expression resulting from the experience of seeing; drawing experiences in various media. Six hours per week.

Prerequisites: Art 113, 114, 191, and 192.

Course Type(s): none

AR 292 **Cr. 3.0**

Drawing IV

A continuation of Art 291. Seeing the figure, objects, and the environment; exploring all possible avenues of expression resulting from the experience of seeing; drawing experiences in various media.

Prerequisite: Art 291.

Course Type(s): none

AR 298 **Cr. 1.0 - 3.0**

Special Topics in Art (200 Level)

An intensive study of a particular subject or problem in art to be announced prior to registration. The course may be conducted on either a lecture-discussion or a seminar basis.

Prerequisite: As announced in the course schedule.

Course Type(s): none

Appendix A: Course Descriptions

AR 313 Cr. 3.0

Lighting Techniques

A studio course that explores the photograph in contemporary art. Photography's integral tie to light serves as the backbone of this course as it investigates the alternative and contemporary spaces used by photographic artists. Digital and analog tools and skills blur as students are encouraged to experiment and challenge their ideas of what defines a photograph. Teaches studio lighting as it applies to fine art and commercial photography. Includes technical instruction in the lighting studio as well as on location with both portable lights and natural light. Defined by critiques and continues technical and conceptual advancement. Prerequisites: Art 183, and Art 253 or 374. Course Type(s): none

AR 317 Cr. 3.0

Sculpture III

Volume, balance, movement, and structure in metals, stone, wood, found objects, cast stone, and wire. Students may work in the round, relief, or medallion direction. Six hours per week. Prerequisites: Art 217 and 218. Course Type(s): none

AR 321 Cr. 3.0

Painting III

The development of the student as a painter, with emphasis on the philosophy of painting. Six hours of studio per week. Prerequisites: Art 221 and 222. Course Type(s): none

AR 323 Cr. 3.0

Sequence as Story

By investigating documentary-style imaging and the classic picture essay, this course concentrates on using images in sequence. Students will explore how sequence-based images, by way of editing and text, create relationships between images and ultimately tell stories that the single image cannot. Students will work independently and in small groups to further explore notions of authorship and the role of documentary photography in a contemporary art context. Prerequisites: Art 183, and Art 253 or 374. Course Type(s): none

AR 325 Cr. 1.0

Writing Supplement for Art and Design

The writing component for co-registered studio classes which integrates a fifteen-page research paper. Emphasis

is placed on the quality of writing and research. Prerequisites: English 101 and 102 or permission of the instructor. Corequisite: A 200-, 300-, or 400-level studio course. Course Type(s): WT

AR 326 Cr. 1.0

Writing Supplement for Art and Design

The writing component for co-registered studio classes which integrates a fifteen-page research paper. Emphasis is placed on the quality of writing and research. Prerequisites: English 101 and 102 or permission of the instructor. Corequisite: A 200-, 300-, or 400-level studio course. Course Type(s): WT

AR 335 Cr. 3.0

BFA Internship/Seminar

Internship experience with the development of occupational or professional competence in the career setting. Combines both internship work experience at an approved work location with a structured seminar class. The seminar component of this course will also guide students through the process of resume writing, interviewing techniques, and best business practice. On-site graphic design work internship (fifteen to twenty hours per week) plus one hour weekly seminar with faculty. This course may be repeated once for credit. Prerequisites: Art 270 and 273. Course Type(s): EX

AR 337 Cr. 2.0

Art/Design Internship Seminar

Internship experience with the development of occupational or professional competence in the career setting. Combines both internship work experience at an approved work location with a structured seminar class. The seminar component of this course will also guide students through the process of resume writing, interviewing techniques, and best business practice. On-site graphic design work internship (10 to 15 hours per week) plus one hour weekly seminar with faculty. This course may be repeated once for credit. Course Type(s): EX

AR 343 Cr. 3.0

Renaissance, Mannerist, and Baroque Art

Painting, sculpture, and architecture in Europe from 1400-1800's. Museum visits required. Prerequisite: Art 242. Course Type(s): ARHIS

AR 345 **Cr. 3.0**

Early to Late Modern Art

Trends and influences in art. Painting, sculpture, and architecture from 1912 to the present day. Museum visits required.

Prerequisites: English 101 and 102 or permission of the instructor.

Course Type(s): ARHIS, WT

AR 348 **Cr. 3.0**

Art of India

The visual art of India: how to look at it and how it might be best understood. The larger cultural context in which this art was produced, drawing upon history, religion, mythology, and literature will be discussed. Essentially, pre-modern Indian art is religious art. After studying the major monuments associated with Buddhism and Hindu art, the themes common to both traditions will be considered. The temple as an artistic expression and as a religious center will be explored. Because of the vastness of India art, this course will not include Mughal and later monuments.

Course Type(s): ARHIS, CC, GU

AR 349 **Cr. 3.0**

Asian Art Survey

Important Artistic Monuments from India, China and Japan. Since Buddhism is a connecting link for Asian cultures, emphasis is placed on Buddhist art.

Prerequisites: English 101 and 102 or permission of the instructor.

Course Type(s): ARHIS, CC, GU, WT

AR 350 **Cr. 3.0**

World Art Nineteenth-Twentieth Century

A global investigation of the cross-cultural evolution of art in the nineteenth to mid-twentieth century. Non-Western art will be studied from the point of discovery through its influence on modern, Western, visual expression.

Emphasis will be placed on the significance of the art work within the context of the social, political, religious, and economic climate of its time.

Course Type(s): ARHIS, AT

AR 351 **Cr. 3.0**

Methods of Teaching Art I

The history and philosophy of art education; the construction of art curricula and the exploration of teaching methods; media and tools appropriate for the educational level.

Methods I deals with the needs of the elementary school child. Open to Art majors only. Also listed as Education 351.

Prerequisites: Art 114, 116, and 192.

Course Type(s): none

AR 352 **Cr. 3.0**

Methods of Teaching Art II

The history and philosophy of art education; the construction of art curricula and the exploration of teaching methods; media and tools appropriate for the educational level. Methods II deals with the needs of the adolescent. Open to Art and Education majors only. Also listed as Education 352.

Prerequisite: Art 351 or Education 351.

Course Type(s): none

AR 353 **Cr. 3.0**

Advanced Digital Photography

A strong foundation in the technical and aesthetic aspects of color photography through projects utilizing digital RAW files and analog negatives with instruction in color printing and studio lighting as it pertains to the nuances of color. Discussions and critical writings focus on the history and theory of color photography. Combines analog and digital techniques and focuses on more advanced file managing and color control both on the monitor and in the print.

Prerequisites: Art 253 and 313.

Course Type(s): none

AR 360 **Cr. 3.0**

Intermediate Ceramics

As a continuation of introductory-level ceramics classes, personal experimentation and development of students' personal expression is encouraged. Emphasis on individual instruction and discussions based on the students' interests. Ceramics technology and history of ceramic art through individual research will be part of the curriculum.

Prerequisite: Art 265 or 266.

Course Type(s): none

AR 368 **Cr. 3.0**

Women, Art and Society

A historical and critical survey of women artists from the Renaissance to the present. Emphasis will be placed on the accomplishments of women artists of the twentieth century. The range of styles, subjects, and techniques with which women painters, sculptors, crafts persons, photographers, and designers expressed their creativity will be studied.

Prerequisite: Junior standing.

Course Type(s): ARHIS, GS

Appendix A: Course Descriptions

AR 370 **Cr. 3.0**

Advanced Typography

Revisits the history, anatomy, classification, construction and use of type discussed in Art 287, Typography, but with greater emphasis on theory. Advanced Typography will also consider the emotional, expressive, and connotative aspects of letterforms and their organization. Possible applications could include environmental signage, sculptural installations and/or film.

Prerequisite: Art 287.

Course Type(s): none

AR 371 **Cr. 3.0**

Graphic Design III

Marks the transition from graphic design fundamentals to more complex visual problem solving. Projects focus on corporate identity and branding, including client research, design briefs, creative exploration and implementation.

Other projects include multi-page magazine and poster design. Professional preparation of work for commercial use is an integral part of this course.

Prerequisites: Art 269 and 270.

Course Type(s): none

AR 374 **Cr. 3.0**

Digital Imaging

Advanced concepts and creative techniques in digital imaging using Adobe Photoshop. Projects build on all previously learned software, specifically the Adobe Creative Suite. Assignments will include aspects of fine art and large format printing along with issues relating to the professional printing industry.

Prerequisite: Art 273.

Course Type(s): none

AR 375 **Cr. 3.0**

Illustration for Gaming

Introduction and application of illustration as a means toward effective visual communication in the gaming and animation industry. Emphasis on the development of the creative visual concept and its relationship to style, media, technique, and methods of reproduction. Introduction to a variety of traditional and non-traditional techniques.

Prerequisites: Art 114, 172, and 192.

Course Type(s): none

AR 381 **Cr. 3.0**

Print: Intaglio/Relief

Introduction to the printmaking techniques of relief printing; linocut, woodcut, and etching; hard and soft ground,

and aquatint. Six hours per week. Department chair approval is required for non-art majors.

Prerequisites: Art 191 and 192.

Course Type(s): none

AR 382 **Cr. 3.0**

Print: Lithography and Silkscreening

Introduction to the printmaking techniques of aluminum plate lithography and Photo Silkscreen, with an emphasis on multiple color and combination Litho/Silkscreen hybrid prints. Six hours per week. Department Chair approval for non-art majors is required.

Prerequisites: Art 191 and 192.

Course Type(s): none

AR 383 **Cr. 3.0**

Web Design: Static

An introduction to web design and production. It covers an overview of the creation of Web sites and the use of Web graphics, animation, and multimedia through Web-based software programs. Fundamentals of graphic production, layout design principles, animation, navigation, and the engineering principles of multimedia are included.

Prerequisite: Art 253 or 374.

Course Type(s): none

AR 384 **Cr. 3.0**

Web Design Dynamic

An advanced class in web design and production. It extends the design principles of the previous web development class, Web Design: Static. Students will focus on interactive, dynamic web content using Macromedia FLASH and streaming audio/video files on the Internet.

Prerequisite: Art 383.

Course Type(s): none

AR 385 **Cr. 3.0**

Flash Animation

Integrating previously learned concepts such as basic computer graphics, drawing, typography, and 2D design, students will be able to develop the basic animation skills in Adobe Flash and produce digital graphics and character based animations. Students learn and experience the arts of storytelling, animation, cinematography, and sound editing while developing a critical eye towards the use of these concepts in current media venues. Beside Adobe Flash, a variety of software tools including Photoshop, Illustrator, and sound editing tools are used to develop concepts and visual effects after a careful planning and scripting process.

Prerequisite: Art 374.

Course Type(s): none

AR 386 **Cr. 3.0**

Principles of 3-D Animation

Students will learn the basic theories and principles of 3D computer animation and advances techniques of object building using Maya. Students will gain experience with basic animating, texturing, rendering, and constructing complex 3D objects in Maya.

Prerequisite: Art 172 or 181.

Course Type(s): none

AR 387 **Cr. 3.0**

3-D Character Rigging and Animation

Students will learn advanced techniques of 3D computer animation along with the theories and principles of motion using Autodesk Maya. Students will rig a character and manipulate hierarchical character animation, time curves and motion paths. Students will animate walks and runs with characters. Students will utilize Maya's cameras and lights while gaining further experience with texturing and rendering techniques. Comprehensive critiques will be conducted regularly to encourage good design for time-based animation.

Prerequisite: Art 386.

Course Type(s): none

AR 388 **Cr. 1.0 - 3.0**

Cooperative Education: Art or Graphic Design

An on-site graphic design cooperative work placement.

This course may be repeated once for credit.

Prerequisite: Art 335 or 337 and permission of the instructor.

Course Type(s): EX

AR 389 **Cr. 1.0 - 3.0**

Internship Art and Design

An internship in either graphic design or fine arts at an off-campus work site. The placement must enhance students' working knowledge of their chosen field of study. Students are required to complete a minimum of ten hours per week for a total minimum of 150 hours.

Prerequisites: Junior standing and permission of the instructor.

Course Type(s): EX

AR 390 **Cr. 3.0**

Animation/Motion Graphics 1

An introduction to the art of time-based, graphic storytelling. Emphasis will be placed on the creation of engaging digital environments through the thoughtful integration, manipulation and orchestration of audio, video, still

and three-dimensional imagery.

Prerequisite: Art 181 or 374.

Course Type(s): none

AR 391 **Cr. 3.0**

Animation/Motion Graphics 2

Explores the commercial and experiential nature of motion graphics. Projects for this advanced course expand upon established time-based narrative structures for film, video and television. Emphasis is placed on a keen awareness of syntactic elements that constitute the grammar of motion (scale, position, color, and tempo), which sheds light upon how audiences interpret moving images. Study and application of literary theory provides a substantive framework from which to create and critique projects. Concept development through research, writing, storyboarding and editing are absolutely essential.

Prerequisite: Art 390.

Course Type(s): none

AR 393 **Cr. 3.0**

3-D Animation Production

Concepts, tools and techniques employed in animated storytelling. Students will pre-visualize their projects through storyboarding, planning, and assembling shots in sequence. Students will learn how to combine sound with advanced 3D computer animation. Audio/visual synchronization as well as character lip syncing with phonemes will be explored. Students will construct complex 3D animated stories in Maya and complete a fully animated piece.

Prerequisite: Art 387.

Course Type(s): none

AR 394 **Cr. 3.0**

3-D Environments and Effects

Concepts, tools, and techniques for creating realistic natural environments and phenomena (such as moving clouds, fire, and flowing water). Students will sculpt complex polygonal geometry into various terrains including landscapes and foliage. Students will learn to create realistic backgrounds incorporating natural light. Creating realistic shadows will be explored as well. Students will learn how to use particle emitters in order to simulate phenomena such as flowing water, flames, and snow.

Prerequisite: Art 393.

Course Type(s): none

AR 398 **Cr. 1.0 - 3.0**

Special Topics in Art (300 Level)

An intensive study of a particular subject or problem in art to be announced prior to registration. The course may be con-

Appendix A: Course Descriptions

ducted on either a lecture-discussion or a seminar basis.
Prerequisite: As announced in the course schedule.
Course Type(s): none

AR 399 **Cr. 1.0 - 3.0**

Independent Study in Art

Guided research - a studio project or art history topic.
Weekly consultation. May be elected for a total of six credits.
Course Type(s): none

AR 401 **Cr. 3.0**

Senior Portfolio

A seminar class that chronologically analyzes and refines graphic design and computer projects, which have been done throughout the student's coursework. Meetings with instructor to discuss and critique reworked and new projects that have been specifically assigned.
Course Type(s): none

AR 402 **Cr. 3.0**

Photography Portfolio

Equal parts seminar and studio in its approach, this senior-level course incorporates discussions and readings focused on contemporary photo-based artworks and the theoretical and critical developments in recent photographic art practices. In addition, this course helps prepare students to enter the professional art world and/or graduate school. Students develop a cohesive portfolio of photographic imagery and create a strategy for the presentation of their work.
Prerequisite: Art 353.
Course Type(s): none

AR 403 **Cr. 3.0**

Advanced Digital Imaging

For student designers and fine artists with intermediate computer skills who are interested in more advanced concepts and creative techniques in digital illustration, photography, digital collage, printmaking and handmade techniques, digital book publishing, and large format printing. Programs to be explored are Adobe Photoshop and Painter.
Prerequisite: Art 253 or 374.
Course Type(s): none

AR 404 **Cr. 3.0**

Responsive Media

Students explore methods to create interactive media art that involves response and participation as an essential aspect to the work. The class combines hands-on training

in building software and physical interfaces that allow for user interaction and readings from critical texts that examine theoretical issues surrounding this practice. The course readings will illuminate contemporary strategies for engaging public participation, provide a historical context, and introduce the student to important practitioners in this field. Meets six hours a week. Also listed as Communication 404.

Prerequisite: Communication 145 or Art 181.
Course Type(s): CORTP

AR 406 **Cr. 3.0**

Creative Book Arts

An introduction to bookbinding and papermaking. Traditional western-style papermaking and several non-adhesive binding structures will be covered. The student will produce a final bound book of sequential images (pages) in any media relevant to her/his discipline. The print lab will be available but not required. Department Chair permission for non-Art majors is required.
Prerequisite for Art majors: Art 381 or 382.
Course Type(s): none

AR 410 **Cr. 1.0 - 3.0**

Advanced Project I

Research, art making, and writing for Honors Project may be conducted for photography, painting, sculpture, printmaking, graphic design, Web design, or motion graphics and is determined by a student's particular discipline and medium of choice. The art to be made is informed by the student's research and is articulated in full through a final eighteen-twenty page research paper. The topic of research may include but is not limited to identity, gender roles in culture, feminism, religion, the occult, consumerism, politics, cultural diversity, war, personal experience, Renaissance vs. contemporary art, Greek vs. contemporary sculpture, etc. Alternatively, the student may also conduct a thorough exploration of the characteristics of a particular medium. Art and Design faculty must approve the topic. This is the first part of a two-semester class.
Prerequisites: Junior status, permission of the department chair, a GPA of 3.00, a major GPA of 3.50, and the student must be an art or fine arts major.
Course Type(s): none

AR 411 **Cr. 1.0 - 3.0**

Advanced Project 2

Research, art making, and writing for Honors Project may be conducted for photography, painting, sculpture, printmaking, graphic design, Web design or motion graphics and is determined by a student's particular discipline and

medium of choice. The art to be made is informed by the student's research and is articulated in full through a final eighteen-twenty page research paper. The topic of research may include but is not limited to identity, gender roles in culture, feminism, religion, the occult, consumerism, politics, cultural diversity, war, personal experience, Renaissance vs. contemporary art, Greek vs. contemporary sculpture, etc. Alternatively, the student may also conduct a thorough exploration of the characteristics of a particular medium. Art & Design faculty must approve the topic. This is the second part of a two-semester class. Prerequisites: Art 410, a GPA of 3.00, a major GPA of 3.50, Junior status, English 101 and 102 or permission of the instructor, and the student must be an Art or Fine Arts major and have permission of the department chair. Course Type(s): WT

AR 414 **Cr. 3.0**

Group Project in 3-D Animation

Students will learn how to work on a production team for a 3D project. Students will work in a team environment to brainstorm, communicate effectively, develop project goals, and delegate responsibilities. Students will learn how to meet deadlines both individually and collectively. Student groups are expected to produce a 3D animated piece with an estimated three-minute duration. Prerequisite: Art 394. Course Type(s): none

AR 415 **Cr. 3.0**

Senior Animation Reel

Students will create a reel between two to three minutes in duration of their animation work from previous animation projects and new animation projects. Includes lecture, discussion, demonstration, critiques and individual meetings with students to support the development of students' work. Students will research self-promotional opportunities such as competitions and festivals. Students will revise their resume to respond to their career interests. Emphasis will be placed on the development of a personal point of view. Prerequisite: Art 414. Course Type(s): none

AR 460 **Cr. 3.0**

Advanced Ceramics

Focuses on advanced hand-building and/or wheel-throwing techniques in order to strengthen a student's personal expression and challenge development of his or her personal style. The course will have emphasis on individual instruction and discussions based on the student's inter-

ests. Individual research of innovative construction and firing methods, as well as ceramics technology and history of ceramic art will be part of the curriculum.

Prerequisite: Art 265.
Course Type(s): none

AR 488 **Cr. 3.0**

Cooperative Education: Art or Graphic Design

An on-site graphic design cooperative work placement. This course may be repeated for credit. Prerequisite: Art 335 or 337 and permission of the instructor. Course Type(s): EX

AR 489 **Cr. 1.0 - 3.0**

Internship Art and Design

An internship in either graphic design or fine arts at an off-campus work site. The placement must enhance a student's working knowledge of his or her chosen field of study. Students are required to complete a minimum of ten hours per week for a total minimum of 150 hours. Prerequisites: Junior standing and permission of the department. Course Type(s): EX

AR 498 **Cr. 1.0 - 3.0**

Special Topics in Art (400 Level)

An intensive study of a particular subject or problem in art to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis. Prerequisite: As announced in the course schedule. Course Type(s): none

AR 499 **Cr. 1.0 - 3.0**

Independent Study in Art

Guided research - A studio project or art history topic. Weekly consultation. May be elected for a total of six credits. Prerequisites: Senior standing and prior permission of the directing professor and department chair. Course Type(s): none

AR REV **Cr. 0.0**

Art and Design Sophomore Year Review

Sophomore year review requirement. Course Type(s): none

AR SHO **Cr. 0.0**

Senior Show

Course Type(s): none

Appendix A: Course Descriptions

BIOLOGY

BY 101 Cr. 3.0

Issues and Methods of Biology

Major concepts in biological science and their importance in current society. Methods and approaches to questions in biology. Cannot be used in satisfaction of a major requirement in the Biology program.

Prerequisite: Science 100.

Course Type(s): none

BY 102 Cr. 3.0

Applications in Biotechnology

Introduction for non-science majors. The focus is on basic principles of biotechnology along with an exploration of associated bioethical issues. The laboratory component serves to familiarize students with scientific practice.

Course Type(s): none

BY 103 Cr. 3.0

Environmental Science

Examines society's effects on the natural environment and current efforts to address environmental issues in a sustainable manner. Stresses the interdisciplinary nature of environmental issues, and that resolution of environmental problems sustainably involves the application of sound scientific information, but at the same time involves social, political, cultural, and economic values as well.

Course Type(s): none

BY 104 Cr. 3.0

Human Biology

Introductory course for non-science majors. Focus is on basic structure and function of human body systems and diseases of these systems. The laboratory component serves to familiarize students with scientific practice.

Course Type(s): none

BY 105 Cr. 3.0

Introductory Biology and Human Development

An introductory-level survey of biology with an emphasis on human biology that includes human development, aging, genetics and other topics selected to support the social work program. An introduction to neurobiology will be provided with applications in mental health. Not for credit toward a major in biology. For Social Work majors only.

Course Type(s): none

BY 106 Cr. 3.0

The Brain - Highs and Lows

An introductory neurobiology course designed for non-science majors. The focus is the study of the human brain from the highs of intelligence and creativity to the lows of depression. The brain will also be examined for its roles in drug use, from the highs of euphoria to the lows of dependence. Topics will include the interplay between genetic and environmental influences that shape the brain and its responses. Not for credit towards a major in Biology.

Course Type(s): none

BY 107 Cr. 4.0

Microbiology in Health and Disease

Microorganisms pathogenic for man; emphasizing etiology, modes of transmission and control. Laboratory includes proper collection of specimens, aseptic technique, cultivation, identification, and disposal of microbes. Three hours of class, two hours of laboratory per week.

Course Type(s): none

BY 108 Cr. 3.0

Evolution and the History of Life on Earth

Examines evolution both as a process and as a phenomenon. Students will examine how evolutionary processes occur in time, both very short and geological time scales, and how both are studied. Students will review the history of life on earth with emphasis on major lineages such as vertebrates, mollusks, insects and plants, as well as basic geological processes and continental drift during these time periods. Bacterial evolution will be examined in the context of the importance of understanding natural selection and evolution and their impacts on society and medicine. Emphasis will be placed on understanding evolution of groups and processes often cited in creationist arguments, to help students be prepared to enter civil discourse as informed citizens. Evidence of evolutionary change from the fossil record and DNA sequences of organisms will be compared and reviewed.

Course Type(s): none

BY 109 Cr. 4.0

Introduction to Biodiversity and Evolution

An introductory course for biology majors. Focus is on evolution, phylogeny, taxonomy, origin and diversity of life, physiology of plant and animal systems, and ecological principles. Three hours of lecture and two hours of laboratory per week. Limited to students who are majors in Biology, Chemistry, Mathematics, Computer Science and Software Engineering.

Course Type(s): none

BY 110 Cr. 4.0***Introduction to Cell and Molecular Biology***

For biology majors and other students needing an introduction to the cellular and molecular levels of biology. Includes an introduction to cell structure and function, biochemistry and metabolism, bioenergetics, genetics and cell division, and molecular biology. Three hours of lecture and two hours of laboratory per week. Limited to majors in Biology Chemistry, Clinical Science, Medical Technology, Mathematics, Computer Science, Software Engineering, and Criminal Justice.
Course Type(s): none

BY 111 Cr. 4.0***Anatomy and Physiology I***

Study of human systems: structure, function and integration. Semester I: Chemical and cellular base, integumentary, skeletal, muscular, cardiovascular, and lymphatic systems. Semester II: Respiratory, nervous, endocrine, urinary, reproductive, and digestive systems. Laboratory covers gross mammalian anatomy, microscopy of tissues and organs, and physiological study of living organisms. Three hours of lecture, two hours of laboratory per week. Not open to Biology majors.
Course Type(s): none

BY 112 Cr. 4.0***Anatomy and Physiology II***

Study of human systems: structure, function and integration. Semester I: Chemical and cellular base, integumentary, skeletal, muscular, cardiovascular, and lymphatic systems. Semester II: Respiratory, nervous, endocrine, urinary, reproductive, and digestive systems. Laboratory covers gross mammalian anatomy, microscopy of tissues and organs, and physiological study of living organisms. Three hours of lecture, two hours of laboratory per week. Not open to Biology majors.
Prerequisite: Biology 111.
Course Type(s): none

BY 116 Cr. 3.0***The Biology of Nutrition, Aging, and Anti-Aging Nutrition***

Discussions of the theories of aging and the role of nutrition in delaying aging and preventing degenerative disease. Analysis of the scientifically sound, medically reliable evaluation of widely promoted nutritional supplements, including the anti-aging nutrients: vitamins, minerals, amino acids, nucleic acid derivatives, lipids and derivatives, pharmaceuticals and chemicals (BHA, BHT, DMSO, etc.) and other supplements (L-Carnitine, ginseng, etc.)
Course Type(s): none

BY 198 Cr. 1.0 - 3.0***Special Topics in Biology (100 Level)***

An intensive study of a particular subject or problem in biology to be announced prior to registration. May be conducted in a lecture, seminar, or laboratory format.
Prerequisite: As announced in the course schedule.
Course Type(s): MC, ME

BY 201 Cr. 3.0***Introduction to Biotechnology***

Introduction to recent advances in biotechnology: the use of living organisms to create products, applications or processes that improve the quality of life for humans and other species. Presents historical and modern applications of biotechnology that impact our everyday lives. An overview of current developments and applications of microbial, agricultural, animal, marine and forensic biotechnology, bioremediation, and medical biotechnology will be presented. Regulatory agencies and policies that govern the biotechnology industry will be discussed, and students will also learn to formulate opinions about ethical, legal and social issues associated with biotechnology.
Prerequisite: Biology 110 passed with a minimum grade of C- or higher.
Course Type(s): MC, ME

BY 205 Cr. 3.0***Zoology***

Provides an introductory survey of vertebrate and invertebrate zoology. Topics covered include taxonomy and classification, anatomy and physiology, behavior and ecology, and evolutionary relationships of the major phyla of the animal kingdom.
Prerequisite: Biology 109.
Course Type(s): none

BY 210 Cr. 3.0***Forensic Genetics and DNA Analysis***

Focus on fundamental principles of DNA and genetic analysis and their applications in forensics. Designed for criminal justice majors who have had an introduction to Mendelian and molecular genetics and to DNA structure, but who need more background in the underlying biology of forensic DNA analysis and interpretation. Sources of DNA will be presented along with methods for DNA extraction, amplification of DNA by polymerase chain reaction, analysis of restriction fragment length polymorphisms and short tandem repeats. Open only to Criminal Justice majors.
Prerequisites: Biology 110 and Criminal Justice 211.
Course Type(s): none

Appendix A: Course Descriptions

BY 211 **Cr. 4.0**

Physiology With Anatomy I

Lecture and laboratory course Study of Human Systems: Their structure, function and integration. Laboratory covers gross human anatomy and physiology. Three hours of lecture and two hours of laboratory per week. Open only to Biology majors.

Prerequisites: Biology 110 and Chemistry 111 and 112.

Course Type(s): MC

BY 212 **Cr. 4.0**

Physiology with Anatomy II

Lecture and laboratory course Study of Human Systems: Their structure, function and integration. Laboratory covers gross human anatomy and physiology. Three hours of lecture and two hours of laboratory per week. Open only to Biology majors.

Prerequisites: Biology 110 and 211 and Chemistry 111 and 112.

Course Type(s): MC

BY 214 **Cr. 3.0**

Botany

Characteristics of the major plant groups, principles of plant taxonomy, considerations of evolutionary and ecological relationships. Two hours of class, two hours of laboratory per week.

Prerequisite: Biology 109 passed with a grade of C- or higher.

Course Type(s): none

BY 220 **Cr. 3.0**

Environmental Biology

Focuses on human use of natural resources and the problems and impacts that result from those uses. Students will gain an understanding of the scientific, political, and socioeconomic factors that underlie resolution of these problems. Fulfills a major requirement in the Marine & Environmental Biology concentration.

Prerequisite: Biology 109 passed with a grade of C- or higher.

Course Type(s): ME, MEBP, SUS

BY 221 **Cr. 3.0**

Introduction to Global Sustainability

Introduces students to the global, environmental, economic and social foundations of sustainability and the policy and scientific challenges involved with accommodating population growth, development, and resources used while assuring that future generations will have the natural and economic resources to support an enhanced qual-

ity of life. An emphasis will be placed on understanding of sustainability principles from multiple perspectives and cross-disciplinary application of sustainable practices.

Course Type(s): MEBP, SUS

BY 223 **Cr. 4.0**

General Microbiology

Morphology, taxonomy, physiology, genetics, and control of micro-organisms; history of microbiology. Three hours of class, three hours of laboratory per week.

Prerequisite: Biology 110 passed with a grade of C- or higher.

Course Type(s): MEBP

BY 250 **Cr. 3.0**

Research in Molecular Cell Physiology

Faculty-student collaborative research lab course designed to introduce students to the research process. Students will work in small groups under faculty supervision to conduct research on a project in molecular cell physiology determined by the directing faculty member. Students will be involved in the research process by developing hypotheses, planning and carrying out experiments using modern lab techniques, analyzing data, and evaluating resource information. Research may be extended in detail in Biology 450. Limited to sophomore Biology majors.

Prerequisite: Biology 110 passed with a minimum grade of C- or higher.

Course Type(s): EX, MC

BY 250A **Cr. 3.0**

Research in Molecular Cell Physiology

Faculty-student collaborative research lab course designed to introduce students to the research process. Students will work in small groups under faculty supervision to conduct research on a project in molecular cell physiology determined by the directing faculty member. Students will be involved in the research process by developing hypotheses, planning and carrying out experiments using modern lab techniques, analyzing data, and evaluating resource information. Research may be extended in detail in Biology 450. Limited to sophomore Biology majors. (Biology 250A is for students who do not need experiential education credit. Students who need experiential education credit should register for Biology 250.)

Prerequisite: Biology 110.

Course Type(s): EX, MC

BY 298 **Cr. 1.0 - 3.0**

Special Topics in Biology (200 Level)

An intensive study of a particular subject or problem in

biology to be announced prior to registration. May be conducted in a lecture, seminar, or laboratory format.

Prerequisite: As announced in the course schedule.

Course Type(s): MC, ME

BY 301 **Cr. 3.0**

Vertebrate Histology

Microscopic structure of vertebrate cells, tissues, and organs, emphasizing microscopic anatomy of the human body. Laboratory identification of vertebrate tissues. Two hours of class, three hours of laboratory per week.

Prerequisite: Biology 205 passed with a minimum grade of C- or higher.

Course Type(s): MC

BY 303 **Cr. 3.0**

Biological Oceanography

Biological Oceanography provides an introduction to the biology of life in the sea. Biological Oceanography emphasizes the fundamental oceanographic processes that control the distribution and abundance of living organisms in the sea. Two hours of lecture and two hours of lab per week.

Prerequisites: Biology 109, 110, 205, and 214; all passed with a grade of C- or higher.

Course Type(s): none

BY 305 **Cr. 3.0**

Ichthyology

A survey of all extant group of fishes, including sections on evolution, taxonomy, form and function, biogeography, behavior, and ecology. Laboratory component will include required dissections. Some field trips may be scheduled outside of class time. Two hours of lecture and two hours of laboratory per week.

Prerequisites: Biology 109, 110, and 205, all passed with a grade of C- or higher, and Mathematics 151.

Course Type(s): MEBP

BY 310 **Cr. 4.0**

Biochemistry and Lab

A survey of the major principles of biochemistry with attention to the structures and functions of proteins, carbohydrates and fats; the major pathways for metabolism of proteins, carbohydrates and fats; and the biochemical basis of DNA replication and gene expression. Laboratory provides hands-on experience in selected biochemical techniques with an emphasis on protein characterization. Designed to provide practice and critique in effective writing and appropriate writing style and format. Also listed as Chemistry 310.

Prerequisite: Chemistry 242 passed with a grade of C- or higher; and English 101 and 102 or permission of the instructor.

Course Type(s): MEBP, WT

BY 312 **Cr. 2.0**

Physical Biochemistry

Foundations of thermodynamics, spectroscopy, and computational chemistry in the exploration of biochemical problems. Characterization and exploration of biochemical reactions and biomacromolecules. Also listed as Chemistry 312.

Prerequisites: Physics 105, 105L, 106 and 106L, or Physics 211, 211L, 212 and 212L, Mathematics 116 or 126, and Biology or Chemistry 310.

Corequisite: Chemistry 371L.

Course Type(s): none

BY 314 **Cr. 3.0**

Topics in Horticulture

Principles and practices of plant culture; practical experience through greenhouse projects; the horticulture industry and career possibilities; field trips to places of horticultural interest. Two hours of class, three hours of laboratory per week. Field trips arranged.

Prerequisite: Biology 213 passed with a grade of C- or higher.

Course Type(s): MC, ME

BY 317 **Cr. 2.0**

Tropical Island Ecology

A field course focusing on investigations of plants, animals, and natural ecosystems of the Bahamas with emphasis on marine ecosystems, island ecology, resource management, and sustainable development. Not open to students who have taken Biology 117.

Prerequisite: Biology 109 passed with a grade of C- or higher or permission of the instructor.

Course Type(s): EX, ME, MEBP

BY 324 **Cr. 4.0**

Applied Microbiology

Microorganisms of food, water, soil, dairy products, industrial processes, disease, and genetic engineering. Three hours of class, three hours of laboratory per week.

Prerequisite: Biology 223 passed with a grade of C- or higher.

Course Type(s): MC, ME, MEBP

Appendix A: Course Descriptions

BY 340 **Cr. 4.0**

Ecology

Examines the basic concepts of ecology and evolutionary biology, the interaction of organisms and their environment, population ecology, community ecology, and ecosystem dynamics. Three hours of lecture and three hours of lab/field work per week.

Prerequisites: Biology 109, 110, 205, and 214, Mathematics 151 and either Mathematics 115 or 116, all passed with a grade of C- or higher.

Course Type(s): none

BY 342 **Cr. 3.0**

Coastal Zone Management

Focus on the impact of increased demand on the coastal environment based on the theme that management of an environment for multiple purposes requires an understanding of the effects of use and exploitation throughout that environmental system and how decisions can be made in an effective, equitable manner.

Prerequisites: Biology 220, and Policy Studies or Political Science 105, all passed with a grade of C- or higher, or permission of the instructor; and English 101 and 102 or permission of the instructor.

Course Type(s): ME, WT

BY 350 **Cr. 3.0**

Field Research Methods in Marine Science

Provides students with hands on experience in marine and coastal research by working on-board small research vessels under real field conditions. Students become familiar with the use and application of standard marine science instruments and sampling devices, as well as data handling, management and analysis techniques. Priority will be given to MEBP majors.

Prerequisites: Biology 303, Chemistry 111, 111L, 112, and 112L, or permission of the instructor.

Course Type(s): MEBP

BY 370 **Cr. 3.0**

Cell Biology

In-depth study of biology at the cellular and subcellular levels. Integrates principles of biochemistry into an understanding of cell structure and physiology.

Prerequisite: Biology 310 passed with a grade of C- or higher.

Course Type(s): none

BY 375L **Cr. 3.0**

Laboratory in Molecular and Cellular Biology

Designed to introduce biology majors to basic laboratory techniques used in molecular and cellular biology.

Students will develop proficiency in modern techniques in molecular and cellular biology including micropipetting, bacterial culturing and sterile technique, solution preparation, DNA extraction, restriction digestion of DNA, DNA subcloning, gel electrophoresis of nucleic acids and proteins, nucleic acid blotting and analysis with molecular probes, DNA sequencing, polymerase chain reaction (PCR), immunological techniques for analysis of proteins, mammalian cell culture and transfection, and DNA sequence analysis on the Internet. The use of traditional and Internet information resources for molecular and cellular biology will also be emphasized. The presentation of data in both oral and written form will be emphasized. Partially fulfills the reasoned oral discourse requirement for biology and biology/molecular cell physiology.

Prerequisites: Biology 310 passed with a grade of C- or higher; and English 101 and 102 or permission of the instructor.

Course Type(s): RD, WT

BY 388 **Cr. 1.0 – 4.0**

Cooperative Education: Biological Sciences

Provides an opportunity for students to fulfill the Experiential Education requirement by pursuing a short-term cooperative work experience in biology or for students who, are currently employed in a biological or medical field, to integrate the work with a related academic component. May be repeated for credit.

Prerequisites: Overall GPA of 2.00; Junior standing with at least six credits in biology courses.

Course Type(s): EX

BY 389 **Cr. 1.0 - 3.0**

Internship in Biological Science

Complements the practical experience gained by students at internship sites, such as hospitals, clinics, private practices, research laboratories, environmental agencies, museums, botanical gardens, and zoos with a significant set of academic goals. May be repeated once for credit.

Prerequisites: Overall GPA of 2.00; Junior standing with at least six credits in biology courses.

Course Type(s): EX, MEBP

BY 398 **Cr. 1.0 - 3.0**

Special Topics in Biology (300 Level)

An intensive study of a particular subject or problem in biology to be announced prior to registration. May be con-

ducted in a lecture, seminar, or laboratory format.

Prerequisite: As announced in course schedule.

Course Type(s): MC, ME

BY 404 **Cr. 3.0**

Animal Behavior

Describes history and procedures in the study of animal behavior; animal behavior in the context of evolution and ecology; learning and instinct, developmental processes, sociobiology and behavioral ecology; human ethnology. Also listed as Psychology 404.

Prerequisite: Biology 110 passed with a minimum grade of C- or higher.

Course Type(s): none

BY 404L **Cr. 1.0**

Animal Behavior Laboratory

Methods in the study of animal behavior. Projects on instinctive behavior, early experience, learning, dominance relationships, territoriality, behavioral ecology, and sociobiology. One all-day field trip and an independent project will be required.

Prerequisites: Psychology 311 and 320, both passed with a grade of C or higher.

Corequisite: Biology 404 or Psychology 404.

Course Type(s): none

BY 406 **Cr. 3.0**

Introduction to Neurosciences

The organization of the nervous system in terms of its anatomy, physiology, neurochemical correlates, and evolution; behavioral processes such as attention, sleep, motivation, instinct, learning, and languages.

Prerequisites: Six credits of biology or chemistry courses.

Course Type(s): MC, ME

BY 406L **Cr. 1.0**

Neurosciences Laboratory

Human and animal neuroanatomy; surgical techniques, including lesion, stimulation, and perfusion; histology; drug and hormone administration; physiological recording techniques. Three hours per week.

Corequisite: Biology 406.

Course Type(s): MC

BY 410 **Cr. 3.0**

Molecular Biology

Provides a detailed examination of the central dogma of molecular biology - DNA replication, transcription, reverse transcription, and translation - in viruses, prokaryotes, and

eukaryotes. Standard techniques of biotechnology used to study molecular biology will be emphasized. Additional topics, including eukaryotic chromosome structure and regulation of gene expression, will also be discussed.

Prerequisite: Biology 310 or 423, passed with a grade of C- or higher.

Course Type(s): none

BY 412 **Cr. 3.0**

Vertebrate Physiology and Laboratory

Comparative vertebrate physiology, with emphasis on osmotic regulation, nutrition, circulation, respiration, and muscle physiology. One hour of class, four hours of laboratory per week.

Course Type(s): MC

BY 420 **Cr. 3.0**

Ecosystems Analysis

Applied ecology course combining lectures, hands-on field and laboratory activities, and focused data collection and analysis to allow students to understand techniques used by scientists and managers in order to provide information necessary to perform key functions associated with ecosystem management.

Prerequisites: Biology 205, 214, and 340, all passed with a grade of C- or higher, and Senior standing in the MEBP major.

Course Type(s): EX, MEBP

BY 423 **Cr. 4.0**

Genetics

Lecture of classical and molecular genetics; applications in human heredity; structure and function of genetic material and gene regulation, laboratory exercises using *Drosophila*, bacteria, and bacterial viruses as experimental material. Three hours of lecture, three hours of laboratory per week.

Prerequisites: Biology 110 passed with a minimum grade of C- or higher and at least Junior status.

Course Type(s): none

BY 424 **Cr. 3.0**

Evolution

Synthetic theory of evolution, including sources of genetic variability, Hardy-Weinberg, natural selection, genetic drift, balanced polymorphism, molecular evolution, speciation and the origin of life. Three hours of class per week.

Prerequisite: Biology 423 passed with a grade of C- or higher.

Course Type(s): ME

Appendix A: Course Descriptions

BY 425 **Cr. 4.0**

Principles of Developmental Biology

The study of major morphological changes during development and the analysis of causative factors. Model organisms used in the study of development include: sea urchin, nematode worm, *Drosophila*, frog, and mouse.

Topics include: fertilization, growth, differentiation, morphogenesis, regeneration, and tissue interactions. The genetic control of development will be emphasized.

Prerequisites: Biology 110 and 423.

Course Type(s): none

BY 431 **Cr. 3.0**

Immunology

Components of the immune system; biological individuality and the recognition of foreignness; structure of antibodies; cellular immunity and graft rejection; blood group antigens; the immune system and cancer development; immunogenetics; clinical and experimental applications.

Two hours of class, two hours of laboratory per week.

Prerequisite: Biology 110 passed with a minimum grade of C- or higher.

Course Type(s): none

BY 441 **Cr. 4.0**

Marine Biology

Biota of the oceans and inshore waters with emphasis on taxonomy, ecology, and distribution. Basic oceanography included. A field course supported by lecture and laboratory. Field trips outside of assigned class time may be required.

Prerequisites: Biology 205 and 214, both passed with a grade of C- or higher.

Course Type(s): RD

BY 442 **Cr. 3.0**

Natural Resource Conservation and Management

The principles of ecology and resource management are used to analyze contemporary environmental problems and highlight legislative, technological, and methodological solutions to environmental problems that move us toward a sustainable society.

Prerequisites: Biology 220 and Political Science or Policy Studies 105, all passed with a grade of C- or higher, or permission of the instructor; and English 101 and 102 or permission of the instructor.

Course Type(s): ME, SUS, WT

BY 450 **Cr. 3.0**

Research in Molecular Cell Physiology

A faculty-student collaborative research lab course.

Students will work in small groups under faculty supervision to conduct comprehensive research on a project in molecular cell physiology determined by the directing faculty member. Students will experience all aspects of the research process, from developing hypotheses, planning and carrying out experiments using modern lab techniques, and analyzing data, to preparing research results for publication. May be taken to extend research initiated in Biology 250. May be repeated for a maximum of six credits. Limited to Junior or Senior biology majors.

Prerequisite: Biology 310 passed with a minimum grade of C- or higher.

Course Type(s): EX, MC

BY 450A **Cr. 3.0**

Research in Molecular Cell Physiology

A faculty-student collaborative research lab course.

Students will work in small groups under faculty supervision to conduct comprehensive research on a project in molecular cell physiology determined by the directing faculty member. Students will experience all aspects of the research process, from developing hypotheses, planning and carrying out experiments using modern lab techniques, and analyzing data, to preparing research results for publication. May be taken to extend research initiated by Biology 250A. (Students who do not need experiential education credit should register for Biology 450A. Students who need experiential education credit should register for Biology 450.) Limited to Junior or Senior biology majors.

Prerequisite: Biology 310 or Chemistry 310.

Course Type(s): MC

BY 475 **Cr. 3.0**

Endocrinology

Introduction to biochemical, molecular, and physiological aspects of the vertebrate endocrine system and mechanisms by which hormones maintain homeostasis in animals, including humans. Topics to be studied include: molecular structures: biochemical properties and interactions of different categories of hormones and their receptors; major endocrine systems that regulate reproduction, growth, development, and metabolism; neuroendocrinology; and pathophysiology of the endocrine system.

Hormones and organs that influence processes such as calcium homeostasis, digestion, salt balance, carbohydrate metabolism, and sex differentiation and development will be examined. Endocrine regulation of male and female reproductive organs and reproduction will also be discussed, including the hormonal control of fertilization, implantation, placental function, pregnancy, parturition, lactation, and contraception.

Prerequisite: Biology 310 or Chemistry 310 or twelve credits in Biology.

Course Type(s): MC, ME

BY 488 **Cr. 1.0 - 3.0**

Cooperative Education: Biological Sciences

Provides an opportunity for students to fulfill the experiential education requirement by pursuing a short-term cooperative work experience in biology or who are currently employed in a biological or medical field to integrate the work with a related academic component. May be repeated for credit.

Prerequisites: Overall GPA of 2.00; Junior standing with at least six credits in biology courses.

Course Type(s): EX

BY 495 **Cr. 1.0**

Senior Seminar

A seminar course with presentations by guest scientists as well as students. Gauges students' abilities to draw upon a broad background of coursework and experience to organize, present, discuss, and evaluate topics of current interest in biology.

Prerequisite: Senior standing; open only to Biology majors.

Course Type(s): RD

BY 498 **Cr. 1.0 - 3.0**

Special Topics in Biology (400 Level)

An intensive study of a particular subject or problem in biology to be announced prior to registration. May be conducted in a lecture, seminar, or laboratory format.

Prerequisite: As announced in the course schedule.

Course Type(s): MC, ME

BY 499 **Cr. 1.0 – 4.0**

Independent Study in Biology

Principles of independent study and research; periodical presentation of findings in discussion groups; preparation of a research paper in publishable format. Laboratory arranged.

Prerequisites: Prior permission of the directing professor and department chair; Senior standing in Biology. May be repeated for a total of eight credits.

Course Type(s): none

BUSINESS - ACCOUNTING

BA 200 **Cr. 3.0**

Survey of Accounting

An introductory class in accounting designed for non-business students, which focuses on accounting as a tool for communicating financial information about business

organizations to people outside the business and to internal users to help them plan, control, or make decisions about operations. Not open to Business majors and only can be used toward the Business minors.

Prerequisite: Management 200. Effective Fall 2013.

Course Type(s): none

BA 251 **Cr. 3.0**

Principles of Financial Accounting

Introduction to the theory and practice of accounting, including the balance sheet, income statement, cash flows, and related decision making.

Course Type(s): none

BA 252 **Cr. 3.0**

Principles of Managerial Accounting

Use of accounting concepts, analyses, and financial data to aid in the evaluation of the business enterprise and management in its planning, organizing, and controlling functions.

Prerequisite: Accounting 251.

Course Type(s): none

BA 311 **Cr. 3.0**

Intermediate Accounting I

Financial accounting measurement, including asset valuation and determination of periodic income.

Prerequisites: Accounting 251 and 252, both passed with a grade of C or higher.

Course Type(s): none

BA 312 **Cr. 3.0**

Intermediate Accounting II

Liability recognition and corporation equity measurement.

Prerequisite: Accounting 311 passed with a grade of C or higher.

Course Type(s): none

BA 316 **Cr. 3.0**

Individual Income Tax

This is the first of two semesters of a study of Federal Income Taxation. It covers taxation of individuals and small businesses. Emphasis will be on tax research and planning for individuals. The purpose is to introduce undergraduate accounting students to a broad range on income tax topics. Because of the complexity and breath of coverage, many topics will not be covered in great depth.

Prerequisite: Accounting 251 passed with a grade of C or higher.

Course Type(s): none

Appendix A: Course Descriptions

BA 320 **Cr. 3.0**

Managerial Cost Analysis

Offers the student a fairly detailed knowledge of cost accounting principles and practices. A working knowledge of cost accounting is an essential element of the accounting student's education due to the importance of cost accounting in every organizational setting. Also, the information presented in the course is essential for successful completion of professional examinations such as the CPA and the CMA.

Prerequisite: Accounting 252 passed with a grade of C or higher.

Course Type(s): none

BA 345 **Cr. 3.0**

Forensic and Investigative Accounting

Identifying, recording, settling, extracting, sorting, reporting and verifying past financial data or other accounting activities for settling current or prospective legal disputes or using such past financial data for projecting future financial data to settle legal disputes.

Prerequisite: Accounting 251 and 252, both passed with a grade of C or higher.

Course Type(s): none

BA 388 **Cr. 3.0**

Cooperative Education: Accounting Concentration

An opportunity to apply classroom theory in practice through actual work experience; includes both academic and experiential education. Experiential education involves 15 to 20 hours of work per week for three credit hours. Academic aspects include reading assignments and a term paper.

Prerequisites: Accounting 252; Management 250; minimum GPA of 2.00; sixty or more earned credits: eighteen or more credits in Business Administration courses; twelve or more credits in accounting courses taken at Monmouth University. This course may be repeated for credit.

Course Type(s): EX

BA 401 **Cr. 3.0**

Advanced Accounting

Advanced issues in financial accounting, including business combinations, consolidated financial reports, governmental and not-for-profit accounting, and other relevant areas.

Prerequisite: Accounting 312 passed with a grade of C or higher.

Course Type(s): none

BA 413 **Cr. 3.0**

Auditing Theory

Auditing standards and procedures associated with the examination of financial statements; the role and methods of the independent auditor; legal and ethical responsibilities. Prerequisites: Accounting 312 passed with a grade of C or higher; and English 101 and 102 or permission of the instructor.

Course Type(s): WT

BA 417 **Cr. 3.0**

Business Income Taxation

The second of two income tax courses, which covers the taxation of corporations, partnerships, estates and trusts. Tax and estate planning are emphasized with the study of various techniques, case studies and research projects. Retirement plans and international taxes are also included. Prerequisite: Accounting 316 passed with a grade of C or higher.

Course Type(s): none

BA 425 **Cr. 3.0**

International Accounting

Basic concepts of accounting principles, auditing environments, managerial objectives, and financial reporting requirements, applicable to multi-national corporations. Emphasis on corporations with headquarters domiciled in the United States, with limited attention to specialized off-shore locations.

Prerequisite: Accounting 312.

Course Type(s): none

BA 430 **Cr. 3.0**

Accounting Information Systems

Accounting systems analysis and design. Emphasis on database information structures, integrating accounting, and controls.

Prerequisite: Accounting 311 passed with a grade of C or higher.

Course Type(s): none

BA 480 **Cr. 3.0**

Business Research: Accounting

Active participation in a research project chosen by and currently being pursued by the faculty sponsor. Student activities may include but are not limited to: literature search, data collection, data analysis, preparation of a manuscript, and delivery of a manuscript.

Prerequisites: Junior standing; approval of the instructor, department chair, and the Associate Dean or the Dean.

Course Type(s): none

BA 488 Cr. 3.0

Cooperative Education: Accounting Concentration

An opportunity to apply classroom theory in practice through actual work experience; includes both academic and experiential education. Experiential education involves fifteen-twenty hours of work per week for three credit hours. Academic aspects include reading assignments and a term paper.

Prerequisites: Accounting 252; Management 250; minimum GPA of 2.00; sixty or more earned credits; eighteen or more credits in Business Administration courses; twelve or more credits in Accounting courses taken at Monmouth University. This course may be repeated for credit.

Course Type(s): EX

BA 489 Cr. 3.0

Internship in Accounting

An opportunity to apply classroom theory in practice through actual work experience; includes both academic and experiential learning. Experiential part involves fifteen-twenty hours of work experience per week for three credit hours; academic aspect includes reading assignments and a term paper. Students are limited to nine credits of internship electives. This course is repeatable twice for credit.

Prerequisites: Junior standing and a minimum GPA of 2.00.

Course Type(s): EX

BA 498 Cr. 1.0 - 3.0

Special Topics in Accounting

An intensive study of a particular subject or problem in accounting to be announced prior to registration. The course may be conducted on either a lecture-discussion or a seminar basis.

Prerequisite: As announced in the course schedule.

Course Type(s): none

BA 499 Cr. 3.0

Independent Study in Accounting

Independent study on a Business Administration topic not substantially treated in a regular course; work will include scheduled conferences with sponsoring professor and written reports.

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

Course Type(s): none

BUSINESS - ECONOMICS

BE 200 Cr. 3.0

Economics for Social Science

Students are introduced to core economic concepts in

four areas: (i) Introductory concepts include: decision-making under scarcity, the operation of markets and the price mechanism, and government's role in the economy. (ii) Microeconomics covers the economic analysis of consumption, production in the context of competitive and monopolistic markets, operation of labor markets, and poverty and income distribution. (iii) Macroeconomics introduces students to national product and income accounts; business cycles, inflation and unemployment; and monetary and fiscal policies. (iv) Global topics include: comparative advantage, trade and finance. Real-world applications are emphasized in all areas. For Non-Business majors.

Prerequisite: Any Math course with a level higher than 100.

Course Type(s): none

BE 201 Cr. 3.0

Microeconomics

Introduction to the operation of the price mechanism; examination of the individual economic units, laws of supply and demand, market structure, and cost analysis; contemporary problems examined.

Prerequisite: Mathematics 100 or higher-level mathematics course.

Course Type(s): SS.SV

BE 202 Cr. 3.0

Macroeconomics

Determination of the components and level of national income; applications to the problems of inflation, unemployment, and economic stabilization; financial institutions in relation to their role in public policies.

Prerequisite: Mathematics 100 or higher-level mathematics course.

Course Type(s): SS.SV

BE 251 Cr. 3.0

Business Statistics

Descriptive statistics, tables and charts, probability distributions, confidence intervals and hypothesis tests, linear and multiple regression, and analysis of variance.

Prerequisite: Information Technology 150.

Course Type(s): none

BE 301 Cr. 3.0

Labor Economics

Economic and social effects of the modern industrial structure: labor groups, attitudes, problems, tactics, labor legislation, the development of industrial society of American Unionism, and the labor movement throughout

Appendix A: Course Descriptions

the world.

Prerequisites: Economics 201 and 202.

Course Type(s): GS

BE 304 **Cr. 3.0**

Money, Credit, and Financial Institutions

Monetary economics and its institutions; the nature and function of money; commercial and central banking; the money markets; financial intermediaries; and international monetary institutions. Also listed as Finance 304.

Prerequisite: Economics 202.

Course Type(s): none

BE 305 **Cr. 3.0**

Intermediate Macroeconomics

A study of the measurement of aggregate output and the determination of the level of aggregate income; price level movements and factors underlying rates of economic growth; influence of applicable public policies.

Prerequisite: Economics 202.

Course Type(s): none

BE 307 **Cr. 3.0**

Managerial Economics

Application of contemporary economic theory to managerial decisions and to public policy affecting such decisions.

Prerequisites: Mathematics 118 or 125, and Economics 201.

Course Type(s): none

BE 388 **Cr. 3.0**

Cooperative Education: Economics Concentration

An opportunity to apply classroom theory in practice through actual work experience; includes both academic and experiential education. Experiential education involves fifteen to twenty hours of work per week for three credit hours. Academic aspects include reading assignments and a term paper. This course may be repeated for credit.

Prerequisites: Junior standing or BF 301; minimum G.P.A. of 2.00, and completion of thirty credits, fifteen of which are from Monmouth University.

Course Type(s): EX

BE 401 **Cr. 3.0**

Development of Economic Thought

Economic ideas from the beginning of Western civilization to the present, including mercantilist writers Adam Smith, Malthus, Ricardo, Marx, and Keynes.

Prerequisites: Economics 201 and 202.

Course Type(s): none

BE 403 **Cr. 3.0**

Economic Growth and Development

The principal theories, factors, and problems of economic development. Empirical case studies emphasize the growth patterns in several countries, the impediments to economic growth in the underdeveloped countries, and the need to sustain growth rates in highly developed countries.

Prerequisites: Economics 201 and 202; and English 101 and 102 or permission of the instructor.

Course Type(s): WT

BE 440 **Cr. 3.0**

Bond Markets

A comprehensive review and analysis of the U.S. Bond Markets with emphasis on traditional fixed income securities and their derivative products and applications. The course will explore these studies from both a theoretical as well as practical perspective. Also listed as Finance 440.

Prerequisites: Economics 251 and Finance 301.

Course Type(s): none

BE 451 **Cr. 3.0**

Public Finance

An analysis of the revenue, expenditure, and debt activities of government and their effects on resource allocation, income distribution, price stabilization, and economic growth. Also listed as Finance 451.

Prerequisites: Economics 202 and Accounting 252.

Course Type(s): none

BE 455 **Cr. 3.0**

Business Forecasting

Use of statistical models to study historical data and discover their underlying tendencies and patterns.

Extrapolation of the current estimates from the first step into the future. Attention given to the traditional exponential Smoothing and Box-Jenkins forecasting techniques, as well as the more recent techniques of ARCH-GARCH, which deal with heteroskedastic variance over time.

Substantial use of statistics and computer applications.

Also listed as Finance 455.

Prerequisites: Economics 201, 202, 251 and Mathematics 118 or 125.

Course Type(s): none

BE 480 **Cr. 3.0**

Business Research: Economics

Active participation in a research project chosen by and currently being pursued by the faculty sponsor. Student

activities may include but are not limited to: literature search, data collection, data analysis, preparation of a manuscript, and delivery of a manuscript.

Prerequisites: Junior standing; approval of the instructor, department chair, and the Associate Dean or the Dean.

Course Type(s): none

BE 488 **Cr. 3.0**

Cooperative Education: Economics Concentration

An opportunity to apply classroom theory in practice through actual experience; includes both academic and experiential education. Experiential education involves fifteen to twenty hours of work per week for three credit hours. Academic aspects include reading assignments and a term paper. This course may be repeated for credit. Prerequisites: Junior standing or BF 301; minimum G.P.A. of 2.00, and completion of thirty credits, fifteen of which are from Monmouth University.

Course Type(s): EX

BE 489 **Cr. 3.0**

Internship in Economics

An opportunity to apply classroom theory in practice through actual work experience; includes both academic and experiential learning. Experiential part involves fifteen to twenty hours of work experience per week for three credit hours; academic aspect includes reading assignments and a term paper. Students are limited to nine credits of internship electives. This course is repeatable twice for credit.

Prerequisites: Junior standing and a minimum GPA of 2.00.
Course Type(s): EX

BE 498 **Cr. 1.0 - 3.0**

Special Topics in Economics (400 Level)

An intensive study of a particular subject or problem in economics to be announced prior to registration, conducted on either a lecture-discussion or a seminar basis.

Prerequisite: As announced in the course schedule.

Course Type(s): SUS

BE 499 **Cr. 3.0**

Independent Study in Economics

Independent study on a Business Administration topic not substantially treated in a regular course; work will include scheduled conferences with sponsoring professor and written reports.

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

Course Type(s): none

BUSINESS - FINANCE

BF 200 **Cr. 3.0**

Survey of Finance

Introduction to business and personal finance, including forms of businesses, financial statements and cash flows, time value of money, elements of risk and return and valuation of stocks and bonds. This course is for non-business majors.

Prerequisite: Any math course with a level higher than 100.

Course Type(s): none

BF 301 **Cr. 3.0**

Principles of Finance

Introduction to financial management and operations of business corporations, including: concepts of time-value of money, valuation and rate of return, risk management, financial statement analysis, asset valuation models, capital budgeting, and international financial management.

Prerequisites: Accounting 251, Economics 201, and Mathematics 117 or 126.

Course Type(s): none

BF 303 **Cr. 3.0**

Real Estate Investment and Taxation

Designed to introduce students to the world of real estate finance, including debt and equity issues, securitization and taxation. Also listed as Real Estate 303.

Prerequisite: Real Estate 302 or Finance 310.

Course Type(s): none

BF 304 **Cr. 3.0**

Money, Credit, and Financial Institutions

Monetary economics and its institutions; the nature of and function of money; commercial and central banking; the money markets; financial intermediaries; and international monetary institutions. Also listed as Economics 304.

Prerequisite: Economics 202.

Course Type(s): none

BF 310 **Cr. 3.0**

Real Estate Appraisal

Real estate valuation and the appraisal process; applications of the income approach to valuation problems of multiple family, commercial, and industrial properties. Also listed as Real Estate 302.

Prerequisite: Finance 301 passed with a grade of C or higher.

Course Type(s): none

Appendix A: Course Descriptions

BF 322 **Cr. 3.0**

Investments

Basic investment principles: investment objectives, determinants of value of investment media, range of investments available, relative values of securities, and personal investment administration.

Prerequisite: Finance 301 passed with a grade of C or higher.

Course Type(s): none

BF 323 **Cr. 3.0**

Analysis of Financial Statements

Reading, analysis, and interpretation of financial statements of industrial and commercial business enterprises and of utilities and transportation.

Prerequisite: Finance 301 passed with a grade of C or higher.

Course Type(s): none

BF 324 **Cr. 3.0**

Principles of Working Capital Management

Exposure to major corporate decisions in restructuring and managing working capital and assessing the risks and returns of corporate decisions.

Prerequisite: Finance 301 passed with a grade of C or higher.

Course Type(s): none

BF 341 **Cr. 3.0**

Insurance and Risk Management

Principles and practices of insurance; the basic legal obligations and rights of the insurer and the insured in various types of contracts; types of carriers; internal and field organizations; government regulations and related subjects.

Prerequisite: Finance 301 passed with a grade of C or higher.

Course Type(s): none

BF 388 **Cr. 3.0**

Cooperative Education: Finance Concentration

An opportunity to apply classroom theory in practice through actual work experience; includes both academic and experiential education. Experiential education involves fifteen to twenty hours of work per week for three credit hours. Academic aspects include reading assignments and a term paper. This course may be repeated for credit.

Course Type(s): EX

BF 421 **Cr. 3.0**

International Finance

A study of the organization and operations of international monetary relations. Analyzes the alternative methods of short and long-run payment adjustments; foreign exchange markets and international flow of funds; and theories of international liquidity.

Prerequisites: Economics 202 and Finance 301, both passed with a grade of C or higher; and English 101 and 102 or permission of the instructor.

Course Type(s): WT

BF 431 **Cr. 3.0**

Managerial Finance

Financial analysis, techniques, and principles as applied to short- and long-range planning and control; capital budgeting for long-term projects; valuation; determination of the firm's cost of capital; and the trade-off between risk and profitability.

Prerequisites: Accounting 252 and Finance 301, both passed with a grade of C or higher.

Course Type(s): none

BF 435 **Cr. 3.0**

Derivatives

Introduction to the complex subject of financial derivatives. Emphasis on the Black-Scholes and the Binomial Option pricing models, option strategies, and the use of options and futures to hedge risk.

Prerequisites: Mathematics 118 or 125 and Finance 301, each passed with a grade of C or higher.

Course Type(s): none

BF 440 **Cr. 3.0**

Bond Markets

A comprehensive review and analysis of the U.S. Bond Markets with emphasis on traditional fixed income securities and their derivative products and applications. The course explores these studies from both a theoretical as well as practical perspective. Also listed as Economics 440.

Course Type(s): none

BF 451 **Cr. 3.0**

Public Finance

An analysis of the revenue, expenditure, and debt activities of government and their effects on resource allocation, income distribution, price stabilization, and economic growth. Also listed as Economics 451.

Prerequisites: Economics 202 and Accounting 252.

Course Type(s): none

BF 455 **Cr. 3.0**

Business Forecasting

Use of statistical models to study historical data and discover their underlying tendencies and patterns. Extrapolation of the current estimates from the first step into the future. Attention given to the traditional, exponential Smoothing and Box-Jenkins forecasting techniques, as well as the more recent techniques of ARCH-GARCH, which deal with heteroskedastic variance over time. Substantial use of statistics and computer applications. Also listed as Economics 455. Prerequisites: Economics 201, 202, 251 and Mathematics 118 or 125. Course Type(s): none

BF 480 **Cr. 3.0**

Business Research: Finance

Active participation in a research project chosen by and currently being pursued by the faculty sponsor. Student activities may include but are not limited to: literature search, data collection, data analysis, preparation of a manuscript, and delivery of a manuscript. Prerequisites: Junior standing; approval of the instructor, department chair, and the Associate Dean or the Dean. Course Type(s): none

BF 488 **Cr. 3.0**

Cooperative Education: Finance Concentration

Opportunity to apply classroom theory in practice through actual work experience; includes both academic and experiential education. Experiential education involves fifteen to twenty hours of work per week for three credit hours. Academic aspects include reading assignments and a term paper. This course may be repeated for credit. Course Type(s): EX

BF 489 **Cr. 3.0**

Internship in Finance

An opportunity to apply classroom theory in practice through actual work experience; includes both academic and experiential learning. Experiential part involves fifteen to twenty hours of work experience per week for three credit hours; academic aspect includes reading assignments and a term paper. Students are limited to nine credits of internship electives. This course is repeatable twice for credit. Prerequisites: Junior standing and a minimum GPA of 2.00 Course Type(s): EX

BF 498 **Cr. 1.0 - 3.0**

Special Topics in Finance (400 Level)

An intensive study of a particular subject or problem in finance to be announced prior to registration. The course may be conducted on either a lecture-discussion or a seminar basis. Prerequisite: As announced in the course schedule. Course Type(s): none

BF 499 **Cr. 3.0**

Independent Study in Finance

Independent study on a Business Administration topic not substantially treated in a regular course; work will include scheduled conferences with sponsoring professor and written reports. Prerequisite: Prior permission of the directing professor and department chair. Course Type(s): none

BUSINESS – HEALTH

BH 480 **Cr. 3.0**

Business Research: Business Health

Active participation in a research project chosen by and currently being pursued by the faculty sponsor. Student activities may include but are not limited to: literature search, data collection, data analysis, preparation of a manuscript, and delivery of a manuscript. This course may be used as an elective course in the Management and Marketing concentration. Prerequisites: Junior standing, approval of the instructor, department chair, and the Associate Dean or the Dean. Course Type(s): none

BUSINESS – LAW

BL 200 **Cr. 3.0**

The Law and Your Life

Introduces students to the fundamental laws relating to the expected major events in their personal lives from graduation until death including constitutional rights, contracts, crimes, torts, buying a home, marital rights and obligations, borrowing and investing, taxes, employment, insurance, consumer rights and estate administration. Prerequisite: Management 200. Not open to Business majors. Effective Fall 2013. Course Type(s): none

Appendix A: Course Descriptions

BL 201 **Cr. 3.0**

Legal Environment of Business I

Fundamentals of contracts, constitutional, criminal, torts, business organization, agency, employment, anti-trust, property, and international law.

Course Type(s): none

BL 202 **Cr. 3.0**

Legal Environment of Business II

Sales contracts, advanced topics in business organizations, bankruptcy, commercial paper, leases, estates and trusts, and miscellaneous.

Prerequisite: Business Law 201.

Course Type(s): none

BL 480 **Cr. 3.0**

Business Research: Business Law

Active participation in a research project chosen by and currently being pursued by the faculty sponsor. Student activities may include but are not limited to: literature search, data collection, data analysis, preparation of a manuscript, and delivery of a manuscript. May be used as an elective course in the Accounting concentration.

Prerequisites: Junior standing, approval of the instructor, department chair, and the Associate Dean or the Dean.

Course Type(s): none

BL 488 **Cr. 3.0**

Cooperative Education: Business Law Concentration

An opportunity to apply classroom theory in practice through actual work experience; includes both academic and experiential education. Experiential education involves fifteen to twenty hours of work per week for three credit hours.

Course Type(s): EX

BL 498 **Cr. 1.0 - 3.0**

Special Topics in Business Law (400 Level)

An intensive study of a particular subject or problem in business law to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis.

Prerequisite: As announced in the course schedule.

Course Type(s): none

BUSINESS – MANAGEMENT

BM 198 **Cr. 1.0 - 3.0**

Special Topics in Management

An intensive study of a particular subject or problem in management to be announced prior to registration. May be con-

ducted on either a lecture-discussion or a seminar basis.

Prerequisite: As announced in the course schedule.

Course Type(s): none

BM 200 **Cr. 3.0**

Introduction to Business

An interdisciplinary view of the theory and practices of the components in business functions as they are contingent for the owner's success to seek out opportunities and avoid pitfalls. For Non-Business majors only.

Course Type(s): none

BM 201 **Cr. 3.0**

Survey of Management and Marketing

An overview of the theories and practices of Management and Marketing and how they relate to businesses, the business environment, customers, employees, the global village, and compliance with rules, regulations and the law. For non-Business majors only.

Prerequisite: Management 200.

Course Type(s): none

BM 210 **Cr. 3.0**

A Survey of Entrepreneurship

An overview of the theories and practices that focus on the tasks and activities of the small business owner, from the concept to the reality of researching venture feasibility, financing the business, launching the business, and managing growth. For Non-Business majors only.

Prerequisites: Accounting 200, Economics 200, Finance 200, Business Law 200, and Management 200.

Course Type(s): none

BM 250 **Cr. 3.0**

Principles of Management and Organizational Behavior

Management functions, including planning, organizing, staffing, directing, and controlling; the theory and practice as they are contingent on the behavior of people in organizations and on the organizational environment.

Prerequisite: Sophomore standing.

Course Type(s): none

BM 311 **Cr. 3.0**

Management Information Systems

Computer-based information systems for management; retrieval and processing of information for operational planning and control; organizational subsystems.

Prerequisites: Information Technology 100 or equivalent or Information Technology 150 or Computer Science 102.

Course Type(s): none

BM 327 **Cr. 3.0**

Ethics, Diversity, and Social Responsibility

Explores and applies alternative ethical and justice viewpoints to economic, political, and social problems inherent in contemporary business practice. Presents a focus on management with an increasingly diverse workforce and increasingly complex criteria for measuring organizational performance.

Prerequisites: Management 250, Marketing 250, Business Law 201, Junior standing; and English 101 and 102 or permission of the instructor.

Corequisite: Finance 301.

Course Type(s): WT

BM 350 **Cr. 3.0**

Operations Management

Production functions with emphasis on the systems model to include product mix decision analysis, inventory control, materials requirements planning, forecasting, break even models, transportation analysis, linear programming, economics order quantity decisions, and other current production maintenance techniques; focus on improved productivity.

Prerequisites: Management 250 and Economics 251.

Course Type(s): none

BM 388 **Cr. 3.0**

Cooperative Education: Management Concentration

An opportunity to apply classroom theory in practice through actual work experience; includes both academic and experiential education. Experiential education involves fifteen to twenty hours of work per week for three credit hours. Academic aspects include reading assignments and a term paper. May be repeated for credit.

Course Type(s): EX

BM 402 **Cr. 3.0**

Business Modeling and Analysis

Decision-making within a business/management science framework; modeling of business systems/problems and the application of quantitative, statistical, and computer analyses.

Prerequisites: Management 250 and 350.

Course Type(s): none

BM 403 **Cr. 3.0**

Management of Technology

The application of management to technology, response to technological organizational structure, and management's role to assess innovations and conflicts of change that affect society and business. Analysis of technical sys-

tems and understanding uses of technology.

Prerequisite: Management 250.

Course Type(s): none

BM 404 **Cr. 3.0**

Human Resources Management

Employment planning; job analyses, job descriptions, employee evaluations, and legal compliance; staffing and selection process; performance ratings; training and development; compensation and benefits; equal rights; and labor relations and topics relative to the management of human resources.

Prerequisite: Management 250.

Course Type(s): none

BM 405 **Cr. 3.0**

Coaching and Team Development

Develop student understanding of the basics of team and group process, when to use group and individual decision making, and how to increase employee motivation through coaching. There are two audiences: leaders and managers. For the leader, the course directs itself toward how teams can be designed to function optimally. For the manager, the course focuses on the coaching skills necessary to manage a diverse, decentralized, global, and boundary-less organization.

Prerequisite: Management 250.

Course Type(s): none

BM 408 **Cr. 3.0**

Logistics and Supply Management

Logistics is an integrative activity uniting suppliers, providers of goods and services, and customers. It is also a global activity where the suppliers, providers, and customers may be located all over the world. In order to emphasize the global aspects of logistics and the impact of geopolitics on logistical systems, the course will focus on the logistics of energy transportation: primarily oil plus liquefied petroleum gases. This course will cover the differing perspectives of users (oil companies) and providers (tanker owning companies) and financial institutions that support providers. International efforts to deal with oil pollution and other forms of pollution from ships will be investigated. The role of trucks, railroads, airlines, and pipelines in domestic logistics will be described along with the role of containerization and intermodalism in global logistics. Supply chain management as practiced by a number of different companies will be covered via lecture and student presentations.

Prerequisites: Marketing 250 and Management 350.

Corequisite: Management 402.

Course Type(s): none

Appendix A: Course Descriptions

BM 423 **Cr. 3.0**

Human Relations in Management

Study of human relations in organizations with particular emphasis on leadership, changing work values, cross-cultural relations, legal compliance for conflict resolution, labor legislation.

Prerequisite: Management 250.

Course Type(s): none

BM 429 **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 350.

Course Type(s): none

BM 432 **Cr. 3.0**

Hospitality Management and Marketing

The goal of this course is to provide the student with an introduction into the Hospitality Industry and the basics of its many components. We will examine industry trends, the corporate profiles of industry leaders, examine the various and diverse schools of thought that exist in the strategic management of hospitality, and, finally, to detail all the opportunities that the Hospitality Industry affords graduates of secondary institutions. Also listed as Marketing 432.

Prerequisite: Management 250 and Marketing 250.

Course Type(s): none

BM 434 **Cr. 3.0**

Small Business Management/Marketing

Examines the various approaches to running a business that has either been started previously by the Entrepreneurship class or been submitted to us for development and council.

Prerequisites: Management 250 and Marketing 250. Also listed as Marketing 434.

Course Type(s): none

BM 451 **Cr. 3.0**

Entrepreneurship

Focuses on the actual tasks and activities of the entrepreneur, from the excitement of the original concept, the reality of researching venture feasibility, financing the venture, launching the venture, to managing growth.

Prerequisites: Management 250 and Marketing 250.

Course Type(s): EX

BM 471 **Cr. 3.0**

Global Management

Management activities, processes, and procedures in directing an enterprise on a global basis, including the interplay of diverse, cultural environments.

Prerequisite: Management 250, Marketing 250, English 101 and 102; or permission of the instructor.

Course Type(s): WT

BM 480 **Cr. 3.0**

Business Research: Management

Active participation in a research project chosen by and currently being pursued by the faculty sponsor. Student activities may include but are not limited to: literature search, data collection, data analysis, preparation of a manuscript, and delivery of a manuscript.

Prerequisites: Junior status; approval of the instructor, department chair, and the Associate Dean or the Dean.

Course Type(s): none

BM 488 **Cr. 3.0**

Cooperative Education: Management Concentration

An opportunity to apply classroom theory in practice through actual work experience; includes both academic and experiential education. Experiential education involves fifteen to twenty hours of work per week for three credit hours. Academic aspects include reading assignments and a term paper. This course may be repeated for credit.

Course Type(s): EX

BM 489 **Cr. 3.0**

Internship in Management

An opportunity to apply classroom theory in practice through actual work experience; includes both academic and experiential learning. Experiential part involves fifteen to twenty hours of work experience per week for three credit hours; academic aspect includes reading assignments and a term paper. Students are limited to nine credits of internship electives. Repeatable twice for credit.

Prerequisites: Junior standing, Management 250, Marketing 250, and a minimum GPA of 2.00.

Course Type(s): EX

BM 490 **Cr. 3.0**

Strategic Management

Integrates all disciplines of undergraduate study in business administration; emphasizes analysis of real-world

organizational problems and opportunities in the total enterprise; capstone approach to executive development.
Prerequisites: Accounting 252, Economics 202, Finance 301, and Management 311 or Accounting 430, and Management 350.

Corequisite: Management 327.

Course Type(s): EX

BM 498 **Cr. 1.0 - 3.0**

Special Topics in Management (400 Level)

An intensive study of a particular subject or problem in management to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis.

Prerequisite: As announced in the course schedule.

Course Type(s): none

BM 499 **Cr. 3.0**

Independent Study in Management

Independent study on a Business Administration topic not substantially treated in a regular course; work will include scheduled conferences with sponsoring professor and written reports.

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

Course Type(s): none

BUSINESS - MARKETING

BK 250 **Cr. 3.0**

Principles of Marketing

Fundamental concepts involved in satisfying consumer objectives through goods and services; consumer characteristics; marketing system environments; middlemen; analysis of consumer and industrial goods; and physical distribution.

Prerequisite: Sophomore status.

Course Type(s): none

BK 388 **Cr. 3.0**

Cooperative Education: Marketing Concentration

An opportunity to apply classroom theory in practice through actual work experience; includes both academic and experiential education. Experiential education involves fifteen to twenty hours of work per week for three credit hours. Academic aspects include reading assignments and a term paper. This course may be repeated for credit.

Course Type(s): EX

BK 399 **Cr. 3.0**

Independent Study in Marketing

Independent study on a Business Administration topic not

substantially treated in a regular course; work will include scheduled conferences with sponsoring professor and written reports.

Course Type(s): none

BK 401 **Cr. 3.0**

Marketing Research

Methods, tools, and reasons for marketing research in support of distribution planning and policy formulation by top management; basic planning, questionnaire design, preliminary testing, field interviewing, sampling, data processing and analysis.

Prerequisites: Marketing 250, Management 250, and Computer Science 102 or Information Technology 100 or Information Technology 102.

Prerequisite or Corequisite: Economics 251.

Course Type(s): none

BK 404 **Cr. 3.0**

Consumer Behavior

A marketing strategy approach evaluating consumer attitudes and buying patterns; motivational and cognitive aspects of buying behavior; target market identification; and social class relationships.

Prerequisite: Marketing 250.

Course Type(s): none

BK 411 **Cr. 3.0**

Principles of Advertising

Current practices in advertising, including its purpose and place, preparation and appeal, techniques, layout, and copywriting through visualized layouts and current media.

Prerequisite: Marketing 250.

Course Type(s): none

BK 420 **Cr. 3.0**

Health Care Management and Marketing

An introductory overview of the U.S. healthcare system and its overall management and marketing issues, including coverage of its past and present political, organizational, socioeconomic, behavioral, human resource, educational, and utilization dimensions.

Also listed as Management 420.

Prerequisites: Management 250 and Marketing 250.

Course Type(s): none

BK 421 **Cr. 3.0**

Marketing of Services

Examines the applications of the conceptual framework of marketing within the service business context. Focuses

Appendix A: Course Descriptions

on the characteristics of the service environment, as well as important considerations in the services marketing-mix strategies.

Prerequisite: Marketing 250.

Course Type(s): none

BK 422 **Cr. 3.0** ***Principles of Personal Selling***

Theory and practice of personal selling; qualifications and preparation of the salesperson, the psychology of selling, and the various steps that enter into the sale itself.

Prerequisite: Marketing 250.

Course Type(s): none

BK 431 **Cr. 3.0** ***Sports Marketing***

Classroom lectures and readings will illuminate the theoretical underpinnings and practical applications of marketing strategies to the collegiate and professional sport, special events, international sport, broadcasting, facility management, and sporting goods industries.

Prerequisite: Marketing 250.

Course Type(s): none

BK 433 **Cr. 3.0** ***Franchising***

Examines both the business and legal aspects of franchising and other forms of product and services distribution. It will explore the history of franchising; its current position in the economy; and what can be expected in the future. Comparisons will be made to other forms of product or service distribution businesses. Also listed as Management 433.

Prerequisites: Management 250 and Marketing 250.

Course Type(s): none

BK 452 **Cr. 3.0** ***Business Marketing***

Aspects of marketing raw and semi-manufactured materials; industrial equipment of all kinds and other production goods; focus on product, market, and channel analyses.

Prerequisite: Marketing 250.

Course Type(s): none

BK 453 **Cr. 3.0** ***International Marketing***

Analysis of the policy, managerial, and implementation considerations involved in seeking multinational business opportunities with emphasis on the role of environmental and cultural differences in developing strategies for for-

eign market penetration.

Prerequisites: Management 250, Marketing 250, English 101 and 102 or permission of the instructor.

Course Type(s): WT

BK 459 **Cr. 3.0** ***Managerial Marketing***

Application of management principles to the integrated marketing function, both internally within the various units of the marketing division and externally in coordination with the other major divisions of the company.

Prerequisites: Marketing 401 and nine credits of Marketing courses.

Course Type(s): none

BK 480 **Cr. 3.0** ***Business Research: Marketing***

Active participation in a research project chosen by and currently being pursued by the faculty sponsor. Student activities may include but are not limited to: literature search, data collection, data analysis, preparation of a manuscript, and delivery of a manuscript.

Prerequisites: Junior standing; approval of the instructor, department chair, and the Associate Dean or the Dean.

Course Type(s): none

BK 488 **Cr. 3.0** ***Cooperative Education: Marketing Concentration***

An opportunity to apply classroom theory in practice through actual work experience; includes both academic and experiential education. Experiential education involves fifteen to twenty hours of work per week for three credit hours. Academic aspects include reading assignments and a term paper. This course may be repeated for credit.

Course Type(s): EX

BK 489 **Cr. 3.0** ***Internship in Marketing***

An opportunity to apply classroom theory in practice through actual work experience; includes both academic and experiential learning. Experiential part involves fifteen to twenty hours of work experience per week for three credit hours; academic aspect includes reading assignments and a term paper. Students are limited to nine credits of intern credit-free electives.

Prerequisites: Junior standing; Management 250, Marketing 250, and a minimum GPA of 2.00.

Course Type(s): EX

BK 498 **Cr. 1.0 - 3.0**

Special Topics in Marketing (400 Level)

An intensive study of a particular subject or problem in marketing to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis.

Prerequisite: As announced in the course schedule.

Course Type(s): none

BK 499 **Cr. 3.0**

Independent Study in Marketing

Independent study on a Business Administration topic not substantially treated in a regular course; work will include scheduled conferences with sponsoring professor and written reports.

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

Course Type(s): none

BUSINESS – REAL ESTATE

BR 301 **Cr. 3.0**

Real Estate Law

Legal issues as they apply to the acquisition, financing, and sale of real estate.

Prerequisite: Business Law 201.

Course Type(s): none

BR 303 **Cr. 3.0**

Real Estate Finance Investment and Taxation

Designed to introduce students to the world of real estate finance, including debt and equity issues, securitization and taxation.

Prerequisite: Real Estate 202 or Finance 310.

Course Type(s): none

BR 304 **Cr. 3.0**

Real Estate Lease Analysis

Examines concerned leasehold transactions, including office, industrial, retail, and general leases, while focusing on the respective roles of all relevant parties to the lease.

Prerequisite: Real Estate 301.

Course Type(s): none

BR 310 **Cr. 3.0**

Real Estate Appraisal

Principles and processes of real estate valuation. The sales comparison, cost, and income approaches to value will be examined in depth. Also listed as Finance 310. Not open to students who have successfully completed Real Estate 302.

Prerequisite: Finance 301 passed with a grade of C or higher.

Corequisite: Mathematics 118.

Course Type(s): none

BR 405 **Cr. 3.0**

Real Estate Development

Designed to introduce students to the world of real estate development, including the regulatory environment, which must be navigated to successfully gain municipal and other governmental approvals for a land use project.

Prerequisites: Real Estate 301, 302 or Finance 310, and three credits in Real Estate.

Course Type(s): SUS

BR 489 **Cr. 3.0**

Internship in Real Estate

An opportunity to apply classroom theory in practice through actual work experience; including both academic and experiential learning. The experiential portion involves fifteen to twenty hours of work experience per week for three credit hours, and the academic aspect includes reading assignments and a term paper. Students are limited to nine credits of internship electives.

Repeatable twice for credit.

Prerequisites: Junior standing, a minimum G.P.A. of 2.0, and instructor consent is required.

Course Type(s): none

BR 498 **Cr. 1.0 - 3.0**

Special Topics in Real Estate

An intensive study of a particular subject or problem in real estate to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis.

Prerequisite: As announced in the course schedule.

Course Type(s): none

BR 499 **Cr. 1.0 - 3.0**

Independent Study in Real Estate

Independent study on a Business Administration topic not substantially treated in a regular course; work will include scheduled conferences with sponsoring professor and written reports.

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

Course Type(s): none

Appendix A: Course Descriptions

CAREER SEARCH

LC 300 Cr. 1.0

Career Search

Course teaches students the basic skills used to successfully secure employment after graduation and familiarizes students with the hiring process used in most organizations. May not be used to satisfy major or distribution requirements.

Prerequisite: Junior standing.

Course Type(s): none

LC 399 Cr. 3.0

Independent Study in Career Search

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

Course Type(s): none

CHEMISTRY

CE 101 Cr. 3.0

Issues and Methods in Chemistry

Major concepts and methodologies in chemistry and their relation to specific, important issues in today's society.

Prerequisite: Science 100.

Course Type(s): none

CE 109 Cr. 4.0

Introduction to General, Organic, and Biochemistry

Structure of matter, the mole concept, chemical bonds and reactions, acids and bases, structure and reactions of organic compounds, chemistry and metabolism of amino acids, carbohydrates, lipids, proteins, and nucleic acids. Three hours of class, three hours of lab per week.

Prerequisite: High School Chemistry.

Course Type(s): none

CE 111 Cr. 3.0

General Chemistry I

The first of two lecture courses which, taken together, provide a preparation for subsequent courses in chemistry. Principles and theories of chemistry problem solving, stoichiometry, states of matter, atomic and molecular structure, introductory quantum mechanics, thermodynamics, chemical equilibrium, acids and bases, kinetics, electrochemistry, chemistry of metals and nonmetals, and nuclear chemistry. Students who place at level 2 or lower on the mathematics placement test must take either Mathematics 101, 109, 115 or 116 before taking Chemistry 112.

Prerequisite: Mathematics 050 or 101 or 109 or 115 or 116 or 117 or 118 or 125.

Corequisite: Chemistry 111L.

Course Type(s): none

CE 111L Cr. 1.0

General Chemistry Laboratory I

Laboratory work to complement the class work of Chemistry 111 and 112; review of mathematical fundamentals; experiments involving observation and interpretation of chemical and physical changes; experimental studies of gas laws, thermodynamics, kinetics, equilibrium, acids and bases, qualitative analysis, and molecular mass determination. Three hours per week.

Corequisite: Chemistry 111.

Course Type(s): none

CE 112 Cr. 3.0

General Chemistry II

Continuation of Chemistry 111.

Prerequisites: Chemistry 111 and 111L; both passed with a grade of C- or higher, and either Mathematics 101 or 109 or 115 or 116 or 117 or 118 or 125.

Corequisite: Chemistry 112L.

Course Type(s): none

CE 112L Cr. 1.0

General Chemistry Laboratory II

Laboratory work to complement the class work of Chemistry 111 and 112; review of mathematical fundamentals; experiments involving observation and interpretation of chemical and physical changes; experimental studies of gas laws, thermodynamics, kinetics, equilibrium, acids and bases, qualitative analysis, and molecular mass determination. Three hours per week.

Course Type(s): none

CE 198 Cr. 1.0 - 3.0

Special Topics in Chemistry (100 Level)

An intensive study of a particular subject or problem in chemistry to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis.

Prerequisite: As announced in the course schedule.

Course Type(s): none

CE 220 Cr. 3.0

Environmental Chemistry

Soil, aquatic, and atmospheric chemistry; environmental analytical chemistry; connections to environmental biology. Sources, reactions, mobility, effects, and fates of

chemical species in the soil, water and air environments and the effect of human activity on these. Gives the theoretical principles and techniques of both classical and instrumental methods of chemical analysis.

Prerequisites: Chemistry 112 and 112L, both passed with a minimum grade of C- or higher. Corequisite: Chemistry 220L. Course Type(s): none

CE 220L **Cr. 1.0**

Environmental Chemistry Laboratory

Soil, aquatic and atmospheric chemistry; environmental analytical chemistry; connections to environmental biology. Sources, reactions, mobility, effects and fates of chemical species in the soil, water and air environments and the effect of human activity on these. Laboratory experiments and field trips will be used to address the needs for this course. Students will gain 'hands-on' experience in both classical and instrumental methods of chemical analysis. Corequisite: Chemistry 220.

Course Type(s): none

CE 221 **Cr. 3.0**

Quantitative Analysis

Theoretical principles and techniques of volumetric, gravimetric, and potentiometric methods of analysis; treatment of analytical data, equilibria involving acid-base, redox, complexometric, and precipitation reactions.

Prerequisites: Chemistry 112 and 112L, both passed with a grade of C- or higher.

Corequisite: CE 221L.

Course Type(s): none

CE 221L **Cr. 2.0**

Quantitative Analysis Laboratory

Laboratory techniques, procedures, and practice in quantitative analysis of selected substances by volumetric, gravimetric, and potentiometric methods. Six hours per week.

Corequisite: Chemistry 221.

Course Type(s): none

CE 241 **Cr. 3.0**

Organic Chemistry I

Preparations and reactions of major classes of organic compounds with extensive discussion of reaction mechanisms and stereo-chemistry; interpretation of mass, infrared, and nuclear magnetic resonance spectra.

Prerequisites: Chemistry 112 and 112L, both passed with a grade of C- or higher.

Corequisite: Chemistry 241L.

Course Type(s): none

CE 241L **Cr. 2.0**

Organic Chemistry Laboratory I

Laboratory work demonstrating the basic techniques of organic chemistry; qualitative organic analysis; and use of the gas chromatograph and infrared and nuclear magnetic resonance spectrometers to solve problems. Six hours per week.

Corequisite: Chemistry 241.

Course Type(s): none

CE 242 **Cr. 3.0**

Organic Chemistry II

Preparations and reactions of major classes of organic compounds with extensive discussion of reaction mechanisms and stereo-chemistry; interpretation of mass, infrared, and nuclear magnetic resonance spectra.

Prerequisites: Chemistry 241 and 241L, both passed with a grade of C- or higher.

Course Type(s): none

CE 242L **Cr. 2.0**

Organic Chemistry Laboratory II

Laboratory work demonstrating the basic techniques of organic chemistry; qualitative organic analysis; and use of the gas chromatograph and infrared and nuclear magnetic resonance spectrometers to solve problems. Six hours per week.

Prerequisite: Chemistry 241L.

Course Type(s): none

CE 298 **Cr. 1.0 - 3.0**

Special Topics in Chemistry (200 Level)

An intensive study of a particular subject or problem in chemistry to be announced prior to registration. May be conducted in a lecture, seminar or laboratory format.

Prerequisites: Chemistry 111, 111L, 112, 112L and others, as announced in the course schedule.

Course Type(s): none

CE 299 **Cr. 3.0**

Independent Study in Chemistry

Original research work planned and carried out with the assistance of a faculty research advisor. The number of course credits will be arranged with the advisor. Three hours per credit.

Course Type(s): none

CE 310 **Cr. 4.0**

Biochemistry and Lab

A survey of the major principles of biochemistry with

Appendix A: Course Descriptions

attention to the structures and functions of proteins, carbohydrates, and fats; the major pathways for metabolism of proteins, carbohydrates and fats; and the biochemical basis of DNA replication and gene expression. Laboratory provides hands-on experience in selected biochemical techniques with an emphasis on protein characterization. Designed to provide practice and critique in effective writing and appropriate writing style and format. Also listed as Biology 310.
Prerequisite: Chemistry 242 passed with a grade of C- or higher; and English 101 and 102 or permission of the instructor.
Course Type(s): MEBP, WT

CE 311 Cr. 1.0 **Chemical Literature**

A study of the literature of chemistry and the techniques of making source searches; extensive use is made of the library.
Prerequisite: Chemistry 241.
Course Type(s): none

CE 322 Cr. 3.0 **Instrumental Analysis**

Basic components of instruments and their arrangements; fundamental principles, applications, and limitations of instrumental methods of chemical analysis; spectroscopic methods (UV-Visible, Fourier transform infrared, Raman, Fluorescence, Phosphorescence, Atomic absorption, Atomic emission, and Mass spectrometry); electrochemical methods (Potentiometry and Voltammetry), separation methods (High Performance liquid chromatography, Gas chromatography and Capillary Electrophoresis).
Prerequisites: Chemistry 221 and 221L, Mathematics 126, and Physics 212 and 212L, all passed with a grade of C- or higher; and English 101 and 102 or permission of the instructor. Corequisite: Chemistry 322L.
Course Type(s): WT

CE 322L Cr. 1.0 **Instrumental Analysis Laboratory**

Basic components of instruments and their arrangements; fundamental principles, applications and limitations of instrumental methods of chemical analysis; spectroscopic methods (UV-Visible, Fourier transform infrared, Fluorescence, Atomic absorption and Atomic emission); electrochemical methods (Potentiometry and Voltammetry); separation methods (High Performance liquid chromatography, Gas chromatography - Mass spectrometry). Laboratory experiments and an independent research project will be used to address the needs of this

course. Students will gain hands-on experience in instrumental methods of chemical for both qualitative and quantitative work.
Corequisite: Chemistry 322.
Course Type(s): none

CE 350 Cr. 1.0 **Research in Chemistry**

Original research work, associated with an external constituent and/or organization, planned and carried out with the assistance of a faculty research advisor. Research conducted by the students will be submitted for outside presentation, publication, or review. The number of course credits will be arranged with the advisor. Forty hours per term.
Prerequisites: Chemistry 221, 221L, 242, 242L, an overall GPA of 2.00, a minimum of fifteen credits completed at Monmouth University, and approval of the department.
Course Type(s): EX

CE 371 Cr. 3.0 **Biophysical Chemistry: Thermodynamics, Dynamics, and Chemical Kinetics**

Amplification of concepts in thermodynamics and chemical equilibrium and application of these to biochemical and biological systems. A study of molecular motion and transport properties of molecules including the kinetic theory of gases and diffusion and sedimentation of macromolecules. Application of the kinetic/molecular theory of matter and chemical reaction rates and the study of enzyme reaction kinetics.
Prerequisites: Chemistry 372 and 372L; Mathematics 126, and Physics 212, all passed with a grade of C- or higher.
Corequisite: Chemistry 371L.
Course Type(s): none

CE 371L Cr. 1.0 **Biophysical Chemistry Laboratory:**

Thermodynamics, Dynamics, and Chemical Kinetics
Designed to be taken concurrently with Chemistry 371. The experiments performed complement material studied in Chemistry 371. This laboratory requires the use of modern computer platforms and software for data analysis.
Prerequisites: English 101 and 102 or permission of the instructor.
Corequisite: Chemistry 371.
Course Type(s): WT

CE 372 **Cr. 3.0*****Physical Chemistry: Introduction to Spectroscopy and Quantum Chemistry***

Basic quantum chemistry concepts including the Schrodinger Equation, uncertainty principle, particle in a box, harmonic oscillator, rigid rotor, hydrogen atom and many electron atoms, molecular orbital theory, and the spectroscopic techniques associated with these mathematical models.

Prerequisites: Chemistry 221 and 221L, Mathematics 126, and Physics 212, all passed with a grade of C- or higher.

Corequisite: Chemistry 372L.

Course Type(s): none

CE 372L **Cr. 1.0*****Physical Chemistry Laboratory: Spectroscopy and Quantum Chemistry***

Designed to be taken concurrently with Chemistry 372. Experiments performed complement material studied in Chemistry 372. Requires the use of modern computer platforms and software for data analysis. Also requires use of departmental spectrometers for the study of foundations of spectroscopy and the interpretation of spectra in terms of quantum chemistry concepts.

Prerequisites: English 101 and 102 or permission of the instructor.

Corequisite: Chemistry 372.

Course Type(s): WT

CE 388 **Cr. 1.0 - 3.0*****Cooperative Education: Chemistry***

Application of chemical concepts and skills learned in lecture and laboratory to work-related experiences. Students and faculty sponsors maintain journals of their cooperative education opportunities with the assistance of the Director of Cooperative Education. Students will work forty hours per credit per semester at their jobs. Students will maintain journals of their cooperative education experiences and write reports demonstrating how their experiences helped them achieve their learning goals.

Prerequisites: Chemistry 221, 221L, 242, and 242L; overall GPA of 2.0 minimum; fifteen credits completed at Monmouth University; and approval of the Department of Chemistry.

Course Type(s): EX

CE 389 **Cr. 1.0 - 3.0*****Internship in Chemistry***

Provides an opportunity to apply chemical concepts and skills learned in lecture and laboratory to work-related

experiences. Students and faculty sponsors will identify internship opportunities. Students will work forty hours per credit per semester in their internship positions. Students will maintain journals of their internship experiences and write reports demonstrating how their internship experiences helped them achieve the learning objectives identified at the start of the internships.

Prerequisites: Chemistry 221, 221L, 242, 242L; an overall GPA of 2.00 minimum; fifteen credits completed at Monmouth University; and approval by the Department of Chemistry.

Course Type(s): EX

CE 398 **Cr. 1.0 - 3.0*****Special Topics in Chemistry (300 Level)***

An intensive study of a particular subject or problem in chemistry to be announced prior to registration. May be conducted in a lecture, seminar, or laboratory format.

Prerequisites: Chemistry 241, 241L, 242, 242L, and others as announced in the course schedule.

Course Type(s): none

CE 401 **Cr. 3.0*****Advanced Inorganic Chemistry***

Modern theories of inorganic chemistry, including advanced considerations of atomic and molecular structure, chemical bonding, complex ions, solid state chemistry, magnetic properties of ions, periodicity, and contemporary problems.

Prerequisites: Chemistry 242 and 242L, both passed with a grade of C- or higher.

Corequisites: Chemistry 372 and 401L.

Course Type(s): none

CE 401L **Cr. 1.0*****Advanced Inorganic Chemistry Laboratory***

Inorganic synthetic techniques, including inert atmosphere, high temperature, and non-aqueous solvents; methods of characterization of inorganic compounds, including use of spectroscopic and other instrumental methods. Three hours per week.

Corequisite: Chemistry 401.

Course Type(s): none

CE 410 **Cr. 1.0*****Seminar***

Oral presentation of reports and discussion of current and review topics in chemistry.

Prerequisites: Chemistry 311 and 372.

Course Type(s): RD

Appendix A: Course Descriptions

CE 452 Cr. 3.0

Advanced Organic Chemistry

Selected topics of modern, theoretical, organic chemistry. Prerequisites: Chemistry 242 and 242L, both passed with a grade of C- or higher. Course Type(s): none

CE 460 Cr. 3.0

Electrochemical Methods

Theory and applications of electrochemical analysis: electrode processes, thermodynamics and kinetics of electrode reactions, controlled potential and controlled current microelectrode techniques, and bulk electrolysis. Corequisite: Chemistry 372. Course Type(s): none

CE 475 Cr. 3.0

Computational Chemistry and Molecular Modeling

Principal methods and techniques used to study organic molecules and biomolecules by computational methods. Interpretation of chemical data with the aid of a computer. Atomic and molecular orbitals, force fields, molecular dynamics, and molecular modeling and drug design. Prerequisites: Chemistry 372 and 372L, both passed with a grade of C- or higher. Course Type(s): none

CE 498 Cr. 1.0 - 3.0

Special Topics in Chemistry (400 Level)

An intensive study of a particular subject or problem in chemistry to be announced prior to registration. May be conducted in a lecture, seminar, or laboratory format. Prerequisites or Corequisites: Chemistry 322 and 372, and others as announced in the course schedule. Course Type(s): none

CE 499 Cr. 1.0 – 4.0

Independent Research in Chemistry

Original research work planned and carried out with the assistance of a faculty research advisor. The number of course credits will be arranged with the advisor. Three hours per credit. Course Type(s): none

COMMUNICATION

CO 100 Cr. 3.0

Introduction to Communication

Theory, concepts, and practices of the production, transmission, and reception of messages. Examines elements, mod-

els, functions, and types of networks of communication. Course Type(s): none

CO 102 Cr. 3.0

Working with Audio

Basis principles of radio broadcasting, with emphasis on pre-production, planning, and audio production techniques. Course Type(s): COSPT

CO 120 Cr. 3.0

Interpersonal Communication

The principles and fundamentals of human oral communication in person-to-person and small group environments; the process of encoding and decoding messages, language usage, listening, and feedback. Course Type(s): none

CO 145 Cr. 3.0

Introduction to Television Production

Introduction to basic studio and field television production equipment, production processes, and approaches to the creation of televised messages. Additional hours to be arranged. Course Type(s): IM

CO 155 Cr. 3.0

Media Literacy

Introduces students to a range of critical thinking skills for use when encountering media materials, including television, radio, print, and Internet resources. Students will develop an understanding of the complex functions of the mass media industries and an understanding of the aesthetic, emotional, cognitive, and moral choices involved in interpreting media messages. Course Type(s): none

CO 198 Cr. 1.0 - 3.0

Special Topics in Communication (100 Level)

An intensive study of a particular subject or problem in communication to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis. Prerequisite: As announced in the course schedule. Course Type(s): none

CO 203 Cr. 3.0

Philosophy of Language

Primarily concerned with questions about the concepts of language, meaning, and understanding. Considers some of the major contributions on these and related concepts. Also listed as Philosophy 203. Course Type(s): none

CO 205 **Cr. 3.0**

History of Sports and Media

Examines the development and evolution of selected sports and fields of athletic endeavor primarily in the United States. Students will gain knowledge of various sports, how media has covered and influenced these sports, and how those sports have impacted and influenced American culture and society.

Course Type(s): COSPT

CO 206 **Cr. 3.0**

Issues in Sports Media

Students examine the way that the media covers, analyzes, and critiques sports and sports issues. Media and sport have become two powerful and influential forces in society today. This class will demonstrate how the two have become irrevocably intertwined.

Course Type(s): COSPT

CO 210 **Cr. 3.0**

Voice and Diction

Individual voice and articulation problems; practice focusing on improvement in quality, variety, flexibility, and range. Prerequisite: Communication 100.

Course Type(s): COACM, COCSO, CORTA

CO 211 **Cr. 3.0**

Introduction to Journalism

Explore how concepts of news are changing and develop a hands-on understanding of the way news is created. Course covers basic journalism techniques and standards and the history of newspapers.

Course Type(s): COSPT

CO 215 **Cr. 3.0**

Newswriting

Advanced theory and practicum involving municipal, sports, investigative, and court reporting.

Prerequisites: Communication 211; and English 101 and 102 or permission of the instructor.

Course Type(s): WT

CO 216 **Cr. 1.0**

Journalism/PR Career Preparation

Instructs Communication majors how to effectively pursue opportunities for employment, professional training, and internships. It is designed specifically for Communication students emerging as professionals in the fields of Journalism and Public Relations.

Course Type(s): none

CO 217 **Cr. 1.0**

Radio/Television Career Preparation

Instructs Communication majors how to effectively pursue opportunities for employment, professional training and internships. It is designed specifically for Communication students studying Radio and Television.

Course Type(s): none

CO 218 **Cr. 1.0**

Communication Studies Career Preparation

Prepares Communication Studies concentration students how to effectively pursue opportunities for employment, career development and professional training in the field of Communication.

Course Type(s): none

CO 220 **Cr. 3.0**

Public Speaking

An introduction to the principles and practices of effective public speaking, using traditional rhetorical principles as applied in the composition and delivery of various types of speeches.

Course Type(s): none

CO 223 **Cr. 3.0**

Argumentation and Debate

The principles of argumentation and their application in the debate situation; the nature and structure of reasoning, the types of evidence, the construction of briefs, and the researching of debate propositions.

Prerequisite: Humanities 201 or permission of the instructor.

Course Type(s): COACM, COCSO

CO 224 **Cr. 3.0**

Introduction to Mass Communication

The historical development and functions of mass media, such as radio, television, print, and film.

Course Type(s): none

CO 225 **Cr. 3.0**

Business and Professional Communication

Principles and techniques for developing communication skills within the business and professional situations; emphasis on listening, interpersonal skills, interviewing, small group meetings, negotiations, informative training presentations, and persuasive sales presentations.

Course Type(s): RD

Appendix A: Course Descriptions

- CO 226** Cr. 3.0
Intercultural Communication
The process of communication between people of different cultures; the influences of culture on communicative messages and meanings.
Course Type(s): CC, CD, COACP
- CO 228** Cr. 3.0
Basic Sign Language
Prepares students to communicate basic wants and needs with those individuals who are hearing impaired, deaf, or with those who, for other reasons, use sign language as their primary mode of communication. Review of the history of deaf education. Does not fulfill the foreign language requirement.
Course Type(s): none
- CO 231** Cr. 3.0
Performance of Literature
The fundamental principles of oral interpretation of literature; opportunities for enhancing the understanding and appreciation of prose, poetry, and drama through effective performance.
Prerequisite: Communication 100.
Course Type(s): COACM, COCSD, CORTA
- CO 233** Cr. 3.0
Rhetoric and Persuasion
Concepts and principles of communicative messages that influence thoughts, attitudes, and behavior. Foundational theories of persuasion, including rhetorical, critical, and social scientific perspectives.
Course Type(s): none
- CO 235** Cr. 3.0
Sports Broadcasting
Prepares students for an internship at a public or commercial radio station or an entry-level position. Students will learn how to gather, organize, write, report, and broadcast radio sports.
Course Type(s): COSPT
- CO 236** Cr. 3.0
Sports Reporting
Introduction to the field of sports journalism, which includes standardized news writing techniques as well as feature writing.
Course Type(s): COSPT
- CO 241** Cr. 3.0
Introduction to Screen Studies
Introduction to the disciplined study of the Screen Arts - motion picture film, television, video, and digital multimedia - with respect to the operation of the various elements of sound and image as they operate within the text of the visual work screened. Includes screening and discussion of various representative works.
Course Type(s): COSS, IM
- CO 242** Cr. 3.0
Creating Good Radio
Broadcasting as effective communication; practical experience in writing, producing, directing, and performing in radio programs; critical analysis of various professional broadcasts.
Prerequisite: Communication 102.
Course Type(s): CORTP
- CO 243** Cr. 3.0
History of the Motion Picture
An introduction to the major phases of motion picture history from its origins to the present, including screenings and discussions of major film movements, technological innovations, and landmark directors.
Course Type(s): COSS
- CO 246** Cr. 3.0
Producing and Directing for Television (TV2)
The application of aesthetic theory and production principles via studio television production assignments. Emphasis is placed upon the roles of producer and director in live television production. Additional studio hours to be arranged.
Prerequisite: Communication 145.
Course Type(s): CORTP
- CO 250** Cr. 3.0
Global Communication
Introduces students to the various aspects of global communication, primarily media communication, journalism, and public relations. Particular emphasis will be on the categories of difference such as gender, race, class, and ethnicity. Global communication is reshaping economic, social, cultural, and political aspects of our lives nationally and internationally. Hence, in this course students will explore essential components of the global communication emphasizing shifts in national, regional and international media patterns and trends including production, distribution, and consumption.
Course Type(s): COPRT, GU

CO 260 **Cr. 3.0**

Contemporary News Design

A working knowledge of type, art, and graphic elements, and the techniques for designing newspaper and magazine pages.

Prerequisite: Communication 211 or 295.

Course Type(s): none

Prerequisite: Instructor permission; limited to students active with PRSSA for at least one semester; students may also gain entry with previous experience on a public relations event/ project and provide tangible evidence to advisor.

Course Type(s): none

CO 262 **Cr. 1.0**

Co-Curricular Practicum in Radio

Credit for specified assignments at the University radio station is awarded after a term-end evaluation by the instructor of the project agreed upon with the student.

May not count toward major requirements. May be repeated for a total of six credits; limited to students active at the radio station for at least one semester.

Prerequisite: Instructor permission.

Course Type(s): none

CO 266 **Cr. 1.0**

Co-Curricular Practicum in CommWorks

Credit for specified performance assignments with CommWorks (Students Committed to Performance) and, by extension, the University Communication Department is awarded after a term-end evaluation by the instructor of the project agreed upon with the student. May not count toward major requirements. May be repeated for a total of six credits; limited to students active in CommWorks for at least one semester. Students may also gain entry with previous substantial experience in performance, theatre, and/or forensics; student must provide tangible evidence to the advisor.

Prerequisite: Permission of the instructor is required.

Course Type(s): none

CO 263 **Cr. 1.0**

Co-Curricular Practicum in Television

Credit for specified assignments at the University television station is awarded after a term-end evaluation by the instructor of the project agreed upon with the student.

May not count toward major requirements. May be repeated for a total of six credits; limited to students active at HAWK TV for at least one semester.

Prerequisite: Instructor permission.

Course Type(s): none

CO 267 **Cr. 1.0**

Co-Curricular Practicum in MOCC

One credit for specified assignments with MOCC and by extension the University Communication Department is awarded after a term-end evaluation by the instructor of the project agreed-upon with the student. The course may not count toward other major requirements. May be repeated for a total of six credits.

Prerequisite: Consent of the instructor.

Course Type(s): none

CO 264 **Cr. 1.0**

Co-Curricular Practicum in Journalism

Credit for specified assignments at the University newspaper is awarded after a term-end evaluation by the instructor of the project agreed upon with the student.

May not count toward major requirements. May be repeated for a total of six credits; limited to students active at The Outlook for at least one semester.

Prerequisite: Instructor permission.

Course Type(s): none

CO 270 **Cr. 3.0**

Radio in America

A study of the history of radio, including its golden age, crisis, and new role in today's society. Examining radio as a business and profession also will be analyzed.

Prerequisite: Communication 102.

Course Type(s): CORTT

CO 265 **Cr. 1.0**

Co-Curricular Practicum in Public Relations

Credit for specified public relations assignments for the Public Relations Student Society of America (PRSSA), University Clubs and Associations, and/or the University Communication Department is awarded after a term-end evaluation by the instructor of the project agreed upon with the student. May not count toward major requirements; may be repeated for a total of six credits.

CO 272 **Cr. 3.0**

Real People Reel Stories

Learning to tell a story through video testimonies/interviews. Socially conscious topics will be chosen from quality of life issues being explored by our new on-campus Polling Institute or those presented by community aid organizations.

Prerequisite: Prior permission of the directing professor.

Course Type(s): COACM, CORTP, EX

Appendix A: Course Descriptions

CO 275 **Cr. 3.0**

Performance for Radio

The fundamentals of radio announcing will be stressed along with station orientation. The student will develop strong vocal skills for a variety of radio personalities over the air.

Prerequisite: Communication 102.

Course Type(s): CORTA

CO 288 **Cr. 3.0**

Cooperative Education: Communication

Professional work experience in a communication position. May be repeated for credit.

Prerequisites: Junior or Senior standing and departmental approval.

Course Type(s): EX

CO 290 **Cr. 3.0**

Media Law

How the mass media is constrained and protected by the law and court interpretation. Overview will focus on libel, copyright, obscenity, free press, and other legal/illegal aspects of mass communication. Only open to communication majors.

Course Type(s): COPRT, CORTT

CO 291 **Cr. 3.0**

Media Ethics

Exposure to a range of ethical concerns, choices, and practices across various media forms through case studies, readings, and discussions.

Prerequisites: English 101 and 102 or permission of the instructor.

Course Type(s): COPRT, CORTT, WT

CO 292 **Cr. 3.0**

Communication Research Methods

Introduction to the use of the scientific methods, various research approaches, and application of both qualitative and quantitative methods for application in the field of communication.

Prerequisites: Communication 100, Mathematics 105; and at least six credits in the major.

Course Type(s): none

CO 295 **Cr. 3.0**

Introduction to Public Relations

A comprehensive survey of the field of public relations. Emphasis on the evolution, role, functions, and scope of public relations in American society.

Course Type(s): none

CO 296 **Cr. 3.0**

Public Relations Fundraising

Designed to provide an introduction to the practice, programs, and publics of fund raising. Development of a fund raising campaign will be produced for a nonprofit client. Written and oral communication skills essential to the professional fund raiser will be practiced in class and through assignments. May be offered in a hybrid format (partially online).

Prerequisite: Communication 295.

Course Type(s): COPRT

CO 297 **Cr. 1.0**

Contemporary Issues in Cinema

Current topics in contemporary cinema, with an emphasis on engagement with current film and video makers, and analysis and critique of cutting edge work in the field of screen production. Note: Must be taken in sequence in subsequent semesters.

Prerequisites: Communication 241 and permission of the instructor.

Course Type(s): COSS

CO 298 **Cr. 1.0 - 3.0**

Special Topics in Communication (200 Level)

An intensive study of a particular subject or problem in communication to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis.

Prerequisite: As announced in the course schedule.

Course Type(s): none

CO 299 **Cr. 3.0**

Independent Study for the Minor in Writing

For the Writing Minor, development of major writing project under the guidance of a faculty member.

Prerequisite: Eighteen credits in the Writing Minor.

Course Type(s): none

CO 301 **Cr. 3.0**

Communication Theory

Introduces students to the study of communication theory from interpersonal, small group, and organizational, to the mass media.

Prerequisites: Junior standing, Communication 292 and English 102 passed with a grade of C or higher; eighteen credits of communication courses completed; and English 101 or permission of the instructor.

Course Type(s): WT

CO 309 Cr. 3.0

Family Communication

Explores couple and family communication processes. Focuses on how individuals use interaction to establish, maintain, and change personal, romantic and family relationships.

Prerequisites: Communication 100 and 120.

Course Type(s): COACP, COCSP

CO 311 Cr. 3.0

Communication Ethics

An introduction to communication ethics and related contemporary issues intended to support students in the making of principled communication decisions.

Course Type(s): COACP, COPRT, CORTT

CO 313 Cr. 3.0

Public Relations Writing

A study into the fundamentals of effective public relations writing, including production of media releases, position papers, and media kits. The course focuses on writing style and technique, along with form and distribution methods.

Prerequisite: Communication 295.

Course Type(s): none

CO 317 Cr. 3.0

Civic Journalism

News with a community service attitude. Gain hands-on experience through speakers, field trips, interviews, and involvement with local issues. Students write civic journalism news stories and host a community symposium to encourage dialogue among diverse community groups.

Prerequisite: Communication 211.

Course Type(s): COPRM, EX

CO 318 Cr. 3.0

Topics in Film

Explores in-depth a specialized topic relevant to film and cultural studies. The topic changes each time the course is taught and may include a particular film director, genre or historical period.

Course Type(s): COCST, COPRT, CORTT, COSS

CO 320 Cr. 3.0

Small Group Communication

The process of group communication, leadership, decision-making, and problem solving; participation in various types of discussion situations and the development of effective communication within the group setting. Also listed as Sociology 320.

Prerequisite: Communication 100.

Course Type(s): COACM, COCST

CO 321 Cr. 3.0

Nonverbal Communication

A study of the process and effects of the kinesic, paralinguistic, tactile, olfactory, artifactual, and proxemic aspects of nonverbal communication.

Prerequisite: Communication 100 or 120.

Course Type(s): COACM, COCST

CO 323 Cr. 3.0

Persuasion

Concepts and principles of communicative messages that influence thoughts, attitudes, and behavior; roles of source, message, channel, and receiver.

Prerequisites: Communication 100; and Communication 233 or permission of the instructor.

Course Type(s): COACP, COCSP, COPRT

CO 324 Cr. 3.0

Intercollegiate Forensics

Practical application of rhetorical, interpretative, and theatrical principles to a competitive collegiate environment. Students will participate in a minimum of twenty five rounds of tournament competition.

Course Type(s): none

CO 327 Cr. 3.0

Civic Participation

Explores how public communication shapes and reinvigorates civic participation, offering ways of understanding and resolving civic problems in democratic societies.

Prerequisites: Communication 100, 120, and 225.

Course Type(s): COACP, COCSP, COCST, COPRT

CO 330 Cr. 3.0

News Editing

Copy-editing techniques for reviewing and improving news writing.

Prerequisite: Communication 211 or 295.

Course Type(s): COPRM

CO 333 Cr. 3.0

Online Journalism

Explore the world of electronic information from a journalist's perspective. Learn to use and evaluate electronic resources including search engines, e-mail, news groups, directories, and databases for reporting news. Covers reporting and composing news stories for online publication

Appendix A: Course Descriptions

and the legal and ethical questions raised by online news.
Prerequisite: Communication 211.
Course Type(s): COPRM, IM

CO 334 **Cr. 3.0**

Advanced Performance of Literature

The analysis and performance of outstanding literary works in prose, poetry, and drama. Emphasis is placed on the development of the student's performance skills and program building for public recital.
Prerequisite: Communication 231.
Course Type(s): COACM

CO 335 **Cr. 3.0**

Group Techniques in Performance of Literature

Various theories and techniques used in group performances with a concentration on Readers Theatre and Chamber Theatre; selected literature is arranged, analyzed, and performed. Also listed as Theatre 335.
Prerequisite: Communication 231.
Course Type(s): COACM, CORTA

CO 337 **Cr. 3.0**

Performance Theory and Practice

The study of performance offers students the opportunity to explore the power of performance in its diverse forms in both theory and practice. Students will experience a wide variety of performance contexts, including performances of self in everyday life, performances of culture, performances of literature, and socially engaged, original performance art.
Course Type(s): COACM, COCST, CORTA

CO 338 **Cr. 3.0**

Advanced Video Production and Editing

A hands-on workshop allowing advanced students to work on individual projects with instructor guidance based on each student's level of experience. Students learn field production and AVID editing.
Prerequisite: Communication 145.
Course Type(s): CORTP, IM

CO 340 **Cr. 3.0**

Writing the Review

The process of writing newspaper opinion pieces on film and theatre presentations.
Prerequisites: Communication 211 or permission of the instructor; and English 101 and 102 or permission of the instructor.
Course Type(s): COPRM, COSS, WT

CO 342 **Cr. 3.0**

Editorial Writing

Editorial writing is the style of persuasive writing found on a newspaper's editorial pages, in online and print magazines, and in scripting some radio and television talk shows. This writing style is based on mounting a balanced, credible argument and persuading others to share a viewpoint. Exposes students to the work of famous op-ed writers and involves practice at writing a variety of opinion articles. Students will gain experience in doing research into current trends and events, persuasive writing, and exploring the multiple sides to an argument.
Prerequisites: Communication 211 or permission of the instructor; and English 101 and 102 or permission of the instructor.
Course Type(s): COPRM, WT

CO 343 **Cr. 3.0**

Performance and Social Activism

Students survey the recent history, theories, and methods of creative activist performance and produce original performances that function as embodied visions of social change and/or resistance to social norms. Emphasis is placed on representations of gender, race/ethnicity, sexuality, class, ability, etc. as well as structural inequalities and social injustice.
Course Type(s): COCSD

CO 345 **Cr. 3.0**

Electronic Field Production and Editing (TV3)

Instruction and experience as independent producers of creative, feature, and documentary segments.
Prerequisite: Communication 246.
Course Type(s): CORTP

CO 346 **Cr. 3.0**

Documentary Film and Video

An introduction to the history and development of documentary film and video, with screenings and discussions of examples of works from the major movements in documentary, and small group production of an original documentary.
Course Type(s): CORTW, COSS

CO 350 **Cr. 3.0**

Broadcast Newswriting and Reporting

Writing and reporting techniques for broadcast news; the process of news preparation from leads or sources through copy preparation, to on-air delivery.
Prerequisite: Communication 145.
Course Type(s): CORTW

CO 351 **Cr. 3.0**

Broadcast Copywriting

Practical application of creative writing for radio and television.

Prerequisite: Communication 102 or 145.

Course Type(s): CORTW

CO 352 **Cr. 3.0**

Broadcast News Operation

Overview of the TV/radio newsroom operation: staffing, budgets, and philosophy of reporting news and decision-making in the newsroom will all be stressed. The class will produce both radio and TV news shows.

Prerequisite: Communication 145 or permission of the instructor.

Course Type(s): CORTP

CO 357 **Cr. 3.0**

Acting for Television

Techniques that the on-camera performer uses in various TV situations, commercials, daytime drama, situation comedy, and serious drama. Also listed as Theatre 357.

Prerequisite: Theatre 154.

Course Type(s): CORTA

CO 360 **Cr. 3.0**

Feature Writing

The process of developing ideas into feature stories.

Prerequisites: Communication 211 or permission of the instructor; and English 101 and 102 or permission of the instructor.

Course Type(s): COPRM, WT

CO 365 **Cr. 3.0**

Screenwriting

Writing techniques for film and television, with an emphasis on the process of screenwriting, from concept to completion and revision, as well as marketing scripts written for the screen.

Prerequisite: Communication 155 or permission of the instructor.

Course Type(s): CORTW, COSS

CO 367 **Cr. 3.0**

Media Analysis

Literary, rhetorical, and informational analysis of the content of mass media.

Prerequisites: Communication 155; and English 101 and 102 or permission of the instructor.

Course Type(s): COPRT, CORTT, WT

CO 373 **Cr. 3.0**

The Music Industry

A critical examination of the inner workings and business strategies that exist within the symbiotic relationship between the radio and music industry. Topics of discussion include: payola, marketing, promotion, indecency/obscenity, political economy theory, gate-keeping theory, subculture theory, and audience-making theories.

Prerequisite: Junior status.

Course Type(s): CORTT

CO 374 **Cr. 3.0**

Radio Programming and Promotion

Overview of the principles of radio programming and promotions: formats, FCC rules, ratings, on-air experience, theories, and music selection choice will all be stressed. The class will produce programming and promotions to be aired on WMCX.

Prerequisite: Communication 102.

Course Type(s): CORTP

CO 375 **Cr. 3.0**

Television Criticism

Analysis and critical examination of the content of television programs.

Prerequisites: Communication 155; and English 101 and 102 or permission of the instructor.

Course Type(s): CORTT, WT

CO 376 **Cr. 3.0**

Radio Station Management

Principles of management for radio stations. Discussions and practicum include: programming, promotions, sales, public relations, production, community relations, sports, and news.

Prerequisites: Communication 102 and 270.

Course Type(s): CORTT

CO 377 **Cr. 3.0**

Radio Operation Practice

Seminar offered in summer only.

Prerequisites: Communication 102 and permission of the instructor.

Course Type(s): none

CO 378 **Cr. 3.0**

Talk Radio

Introduction to the preparation of documentaries, interviews, and phone-in talk shows.

Prerequisites: Communication 102 and 275; or permis-

Appendix A: Course Descriptions

sion of the instructor.
Course Type(s): CORTP

CO 379 **Cr. 3.0**

Advanced Radio Production

Advanced audio production techniques utilizing digital technology, with emphasis on the conception and realization of effective messages in radio broadcasting.

Prerequisite: Communication 102 or 242 and permission of the instructor.

Course Type(s): CORTP, EX

CO 380 **Cr. 3.0**

Organizational Communication

Organizational communication theories and concepts are applied through the assessment of communication practices within organizations. Students will conduct communication audits of actual organizations to analyze strengths and weaknesses as well as to make recommendations for improving effective and ethical communication.

Prerequisites: Junior standing; Communication 100 and 225 or permission of the instructor; and English 101 and 102 or permission of the instructor.

Course Type(s): COACP, COCSP, WT

CO 381 **Cr. 3.0**

The Power of Story

Story is the most powerful and oldest means of communication. Examines its significance in constructing and preserving culture. We focus on the oral art of storytelling, its history, theory, and practice, using a multicultural approach. Students will write, select, prepare, and perform stories from a variety of cultures and literary sources. Students will use learned performance skills in class and at off-campus locations.

Prerequisite: Junior standing or instructor permission.

Course Type(s): COACM, COCSD, EX

CO 383 **Cr. 3.0**

Gender, Race, and Media

Examines multiple understandings of masculinity, femininity, and ethnicity in contemporary society, emphasizing the influential role of the mass media. Students consider the sources of their own attitudes about gender and race and reflect on the personal, social, political, and economic consequences of these expectations.

Prerequisites: English 101 and 102 or permission of the instructor.

Course Type(s): COACP, COCSP, COPRT, CORTT, GS, NU.EL, WT

CO 388 **Cr. 3.0**

Cooperative Education: Communication

Professional work experience in a communication position. This course may be repeated for credit.

Prerequisites: Junior or Senior standing; departmental approval.

Course Type(s): EX

CO 389 **Cr. 1.0 - 3.0**

Internship in Communication

Supervised, practical experience in communication (radio, television, public relations, journalism, and human communication); emphasis on the application of discipline specific technologies and theories in a professional environment directly related to one's course of study.

Prerequisites: Communication 216 or 217 or 218, Departmental approval, and Junior standing.

Course Type(s): EX

CO 390 **Cr. 7.0 – 12.0**

Washington Center Internship

Internship. Also listed as Political Science 390.

Prerequisites: Junior standing; 2.50 GPA minimum.

Course Type(s): EX

CO 393 **Cr. 3.0**

Washington Center Course

Students participating in a Washington Center Internship are required to enroll in a three credit seminar. A list of available courses is forwarded to all students prior to the beginning of the fall, spring, or summer term. Regular offerings include politics, professional communication, the fine and performing arts, and economics. Also listed as Political Science 393.

Prerequisites: Junior standing; 2.50 GPA minimum.

Course Type(s): none

CO 397 **Cr. 1.0**

Contemporary Issues in Cinema

Current topics in contemporary cinema, with an emphasis on engagement with current film and video makers, and analysis and critique of cutting edge work in the field of screen production. Must be taken in sequence in subsequent semesters.

Prerequisites: Communication 241 and permission of the instructor.

Course Type(s): COSS

CO 398 **Cr. 1.0 - 3.0**
Special Topics in Communication and Theatre (300 Level)

An intensive study of a particular subject or problem in communication to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis. Prerequisite: As announced in the course schedule. Course Type(s): none

CO 399 **Cr. 1.0 - 3.0**
Independent Study in Communication

Guided research on selected topics in Communication. Prior permission of the directing professor and department chair is required. Prerequisite: Demonstrated ability in the proposed area of concentration. Course Type(s): none

CO 404 **Cr. 3.0**
Responsive Media

Students explore methods to create interactive media art that involves response and participation as an essential aspect to the work. The class combines hands-on training in building software and physical interfaces that allow for user interaction and readings from critical texts that examine theoretical issues surrounding this practice. The course readings will illuminate contemporary strategies for engaging public participation, provide a historical context, and introduce the student to important practitioners in this field. Meets six hours a week. Also listed as Art 404. Prerequisite: Communication 145 or Art 181. Course Type(s): CORTP

CO 409 **Cr. 3.0**
Professional Media Writing

Provides an introduction to the diverse field of professional writing and integrates a comprehensive overview of the various skills required of today's freelance media writer. Class sessions will offer students practical and critical tools designed to develop a range of writing styles and techniques, while introducing related applications and career opportunities. Lab assignments and writing projects will integrate the tools explored in class. Prerequisites: Junior standing and instructor permission. Course Type(s): COPRM, CORTW

CO 412 **Cr. 3.0**
Project Greenlight

An orientation to career opportunities/advancement based on the successful pitch process necessary to achieve

greenlight status for proposed media projects. Provides a comprehensive overview of new media formats, stages of media production, and related entertainment media technologies, products and services. Additionally, the course will examine the vital roles of producers and creative executives in these processes. Students will learn how to transform themselves from media consumers to media producers. No previous media-related training or experience is required. Prerequisites: Junior standing and instructor permission. Course Type(s): COPRT, CORTT

CO 413 **Cr. 3.0**
Advanced Public Relations Writing Layout and Design

Simulates a field public relations agency or department by providing students real world or field-applicable skills. An emphasis on media tools and production enables students to work in a fast-paced, deadline-intensive environment. The principles of communicating with media and specialized public audiences are core along with the preparation, production, and presentation of messages for mass consumption. Prerequisites: Communication 295 and 313. Course Type(s): COPRM

CO 414 **Cr. 3.0**
Public Relations Campaigns

Application of public relations techniques to various communicative environments, communication problems, and crisis management. Prerequisites: Communication 295 and 313 or permission of the instructor. Course Type(s): COPRM

CO 415 **Cr. 3.0**
Public Relations Campaigns: Trends and Analysis

Examines, reviews, and predicts how corporate leaders solve today's public relations challenges. Curriculum focuses on existing field trends and evaluates effective, as well as ineffective, corporate strategies. Students develop an integral understanding of the vital role of public relations in successful profit and non-profit organizations. Students develop an understanding of the issues management process, identify and plan crisis administration programs, and implement public affairs communication. Student assignments include research, composition of case statements, position papers, solutions and evaluative methods involving publicity demands, special events, promotions, image problems, and other challenges. Prerequisite: Communication 295. Course Type(s): COPRT

Appendix A: Course Descriptions

CO 425 **Cr. 3.0**

Political Communication

The impact of communication on political action. Persuasive strategies and mediated reality that affect political choices. Focus on the interpretation of political rhetoric and the role media plays in campaigns. Also listed as Political Science 425.

Prerequisite: Communication 100 or 220 or instructor permission.

Course Type(s): COACP, COCST, COPRT

CO 427 **Cr. 3.0**

Crisis and Issues Management

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

Emphasis on control of crisis, rumor, public perception, corporate image, and reputation. Use of case studies, simulations, group exercises, and projects to develop skills in crisis and issues management.

Prerequisite: Communication 295.

Course Type(s): COPRT

CO 483 **Cr. 3.0**

Communication Internship Seminar

Supervised, practical experience in communication (radio, television, public relations, and human communication); emphasis on the application of discipline specific technologies and theories in a professional environment directly related to one's course of study. On-campus seminar attendance is required. May be repeated once for credit.

Prerequisites: Communication 216 or 217 or 218, Departmental approval and Junior standing.

Course Type(s): EX

CO 484 **Cr. 3.0**

Communication Internship Seminar

Supervised, practical experience in communications (radio, television, public relations, and human relations); emphasis on the programming, production, and transmission aspects of mass media. On-campus attendance is required. May be repeated once for credit.

Prerequisites: Departmental approval; Junior standing.

Course Type(s): EX

CO 488 **Cr. 3.0**

Cooperative Education: Communication

Professional work experience in a communication position. May be repeated for credit.

Prerequisites: Departmental approval and Junior or Senior standing.

Course Type(s): EX

CO 489 **Cr. 3.0**

Internship in Communication

Supervised practical experience in communication (radio, television, public relations, and human relations) or journalism; emphasis on the programming, production, and transmission aspects of mass media. Repeatable for credit.

Prerequisites: Junior standing, departmental approval, and placement.

Course Type(s): EX

CO 491 **Cr. 3.0**

Seminar in Communication

Communication as an organized body of knowledge and skills; advanced problems assigned according to the special interests of the student. For Communication majors only.

Prerequisites: Communication 301, Senior standing, at least thirty credit hours in the department, and successful completion of English 102 with a grade of C or higher.

Course Type(s): none

CO 497 **Cr. 1.0**

Contemporary Issues in Cinema

Current topics in contemporary cinema, with an emphasis on engagement with current film and video makers, and analysis and critique of cutting edge work in the field of screen production. Note: Must be taken in sequence in subsequent semesters.

Prerequisites: Communication 241, 297, 397, and permission of the instructor.

Course Type(s): COSS

CO 498 **Cr. 1.0 - 3.0**

Special Topics in Communication (400 Level)

An intensive study of a particular subject or problem in communication to be announced prior to registration. The course may be conducted on either a lecture-discussion or a seminar basis.

Prerequisite: Demonstrated ability in the proposed area of concentration.

Course Type(s): none

CO 499 **Cr. 3.0**
Independent Study in Communication
 Guided research on selected topics in Communication. Prior permission of the directing professor and department chair is required.
 Prerequisite: Demonstrated ability in the proposed area of concentration.
 Course Type(s): none

COMPUTER SCIENCE

CS 102 **Cr. 4.0**
Introduction to Computing and Problem Solving
 Introduces a broad overview of computing topics, designed to provide students with awareness of the computing field's many aspects. Topics include fundamentals of computer architecture, operating systems, applications, networks and problem-solving. Computing topics are demonstrated and presented using computing applications including word processors, spreadsheets, databases, presentation software, and Web page development software. Introduces social and ethical issues related to computing and explores the local and global impact of computing on individuals, organizations and society. It also gives students their initial exposure to group project work.
 Course Type(s): TL

CS 175 **Cr. 4.0**
Introduction to Computer Science I
 Introduction to the basic concepts of program development in a modern object-oriented language; problem-solving methods and algorithm development; basic data types; language syntax; style and documentation; and coding and testing of programs.
 Prerequisite: Computer Science 102.
 Course Type(s): none

CS 176 **Cr. 4.0**
Introduction to Computer Science II
 Continuation in depth and breadth of problem-solving and algorithm development, using the same modern object-oriented language as in Computer Science 175. More advanced, object-oriented design. Introduction to polymorphism and inheritance. Four hours per week.
 Prerequisite: Computer Science 175 passed with a grade of C or higher.
 Course Type(s): none

CS 199 **Cr. 1.0 - 3.0**
Independent Study in Computer Science
 Independent study in a computer science topic not substantially treated in a regular course; for students with superior ability. One-hour consultation per week.
 Prerequisite: Prior permission of directing professor and department chair required.
 Course Type(s): none

CS 202 **Cr. 4.0**
Discrete Mathematics and Applications
 Covers the basic concepts, methods, structures, throughout computer science. Topics addressed include: 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, and graph theory and graph algorithms.
 Prerequisite: Mathematics 109.
 Course Type(s): none

CS 212 **Cr. 3.0**
Networking Fundamentals I
 Prepares students with knowledge and skills required to successfully install, operate, and troubleshoot a small branch office network. Includes topics on networking fundamentals; connecting to a WAN; basic security and wireless concepts; routing and switching fundamentals; the TCP/IP and OSI models; IP addressing; WAN technologies; operating and configuring IOS devices; configuring RIPv2, static and default routing; implementing NAT and DHCP; and configuring simple networks.
 Course Type(s): none

CS 222 **Cr. 3.0**
Networking Fundamentals II
 Prepares students with knowledge and skills required to successfully install, operate, and troubleshoot a small to medium size enterprise branch network. Covers topics on VLSM and IPv6 addressing; extending switched networks with VLANs; configuring, verifying and troubleshooting VLANs; the VTP, RSTP, OSPF and EIGRP protocols; determining IP routes, managing IP traffic with access lists; NAT and DHCP; establishing point-to-point connections; and establishing Frame Relay connections.
 Prerequisite: Computer Science 212.
 Course Type(s): none

Appendix A: Course Descriptions

CS 275 Cr. 3.0

Introduction to an Algorithmic Language

A thorough overview of the syntax of an algorithmic language and stress on the concepts of structured programming. Four hours per week.

Prerequisite: Permission of the instructor.

Course Type(s): none

CS 286 Cr. 3.0

Computer Architecture I

Number representations and operations. Processor datapath. Pipelining. Memory hierarchy. Input/Output.

Assembly language programming.

Prerequisites: Computer Science 176 or 275, passed with a grade of C or higher.

Course Type(s): none

CS 288 Cr. 3.0

Cooperative Education: Computer Science

Provides an opportunity for students who are engaged in a computer science-related work experience. Fifteen to twenty hours of work experience per week. May be repeated for credit.

Prerequisites: Junior standing and thirty or more earned credits with at least fifteen taken at Monmouth University.

Course Type(s): EX

CS 298 Cr. 1.0 - 3.0

Special Topics in Computer Science (200 Level)

An intensive study of a particular subject or problem in computer science to be announced prior to registration.

May be conducted on either a lecture-discussion or a seminar basis. Three or four hours per week.

Prerequisite: As announced in the course schedule.

Course Type(s): none

CS 302 Cr. 3.0

Designing and Implementing Routing in Enterprise Networks

Prepares students with knowledge and skills necessary to use advanced IP addressing and routing in implementing scalable and secure routers connected to LANs and WANs. Also covers configuration of secure routing solutions to support branch offices and mobile workers.

Prerequisites: Computer Science 212 and 222, both passed with a grade of C or higher.

Course Type(s): none

CS 305 Cr. 4.0

Data Structures and Algorithms

Introduction to the design, implementation, and use of fundamental data structures (lists, stacks, queues, trees); extensions of these structures and associated algorithms and informal complexity analysis. Four hours per week.

Prerequisites: Computer Science 176, passed with a grade of C or higher and either Mathematics 120, 130, or Computer Science 202, passed with a grade of C or higher.

Course Type(s): none

CS 306 Cr. 4.0

Computer Algorithms II

Continuation in depth and breadth of the design, implementation, and use of data types (list, binary search tree, tree, hash table, graph); intermediate algorithm design; complexity analysis. Four hours per week.

Prerequisite: Computer Science 305 passed with a grade of C or higher.

Course Type(s): none

CS 310 Cr. 4.0

Advanced Object-Oriented Programming and Design

Object-oriented programming and design, using a language different from that used in CS 176. Use of classes, inheritance, polymorphism, and libraries.

Prerequisite: Computer Science 305 passed with a grade of C or higher; and English 101 and 102 or permission of the instructor.

Course Type(s): WT

CS 312 Cr. 3.0

Designing and Implementing Switching in Enterprise Networks

Prepares students with knowledge and skills necessary to plan, configure, and verify the implementation of complex enterprise switching solutions using Enterprise Architecture. Also covers secure integration of VLANs, WLANs, and voice and video into campus networks.

Prerequisite: Computer Science 302 passed with a grade of C or higher.

Course Type(s): none

CS 315 Cr. 3.0

Theory of Computing

An introduction to phrase structure languages and their relation to automata, computability, and program verification.

Prerequisites: Computer Science 176 or 275, passed with a grade of C or higher and either Computer Science 202

or Mathematics 120 or 130, passed with a grade of C or higher.

Course Type(s): none

CS 316 **Cr. 3.0**
Implementing Network Security

Prepares students with knowledge and skills required to secure networks. Includes topics on core security technologies, the installation, troubleshooting and monitoring of network devices to maintain integrity, confidentiality and availability of data and devices, and competency in the technologies that use its security structures. A hands-on career oriented course, with an emphasis on practical experience, to help students develop specialized security skills, along with critical thinking and complex problem solving skills.

Prerequisites: Computer Science 212 and 222, both passed with a grade of C or higher.

Course Type(s): none

CS 320 **Cr. 3.0**
IP Telephony Design and Implementation

Prepares students with knowledge of how to implement and support data and voice integration solutions at the network-access level. Topics covered include basic IP Telephony operation, router configuration, support, troubleshooting, and integration with an existing PSTN network.

Prerequisites: Computer Science 212 and 222, both passed with a grade of C or higher.

Course Type(s): none

CS 322 **Cr. 3.0**
Network Troubleshooting

Prepares students with knowledge and skills necessary to plan and perform regular maintenance on complex enterprise routed and switched networks and use technology-based practices to perform network troubleshooting.

Prerequisite: Computer Science 312 passed with a grade of C or higher.

Course Type(s): none

CS 324 **Cr. 3.0**
Computer Architecture II

Boolean algebra, combinational and sequential circuit devices are presented in lectures and laboratory. Computer hardware organization. Memory and CPU design. CPU control with microcode. Four hours per week. Prerequisite: Computer Science 286 passed with a grade of C or higher.

Course Type(s): none

CS 325 **Cr. 3.0**
Software Engineering Concepts

Overview of software engineering concepts, analysis/design techniques, software documentation, and group development of software. Requires collaboration and teamwork on a significant software project moving through its entire development lifecycle. Some portions of the work will be done within the groups and other portions will be done individually.

Prerequisite: Computer Science 305 passed with a grade of C or higher; and English 101 and 102 or permission of the instructor.

Course Type(s): WT

CS 330 **Cr. 3.0**
Administering Unified Communication Manager

Prepares students with knowledge of deploying a Unified Communications Manager to support single site and multi-site deployment models.

Prerequisites: Computer Science 212 and 222, both passed with a grade of C or higher.

Course Type(s): none

CS 335 **Cr. 3.0**
Programming Language Concepts

Design, evaluation, and implementation of programming languages. Discussion of imperative, applicative, object-oriented and concurrent languages. Four hours per week. Prerequisite: Computer Science 305 passed with a grade of C or higher.

Course Type(s): none

CS 350 **Cr. 1.0 – 4.0**
Research in Computer Science

Original research work, associated with an external constituent and/or organization, planned and carried out with assistance of faculty research advisor. Research conducted by the student will be shared with the external constituency and submitted for outside publication and review. Number of credits arranged with advisor. Limited to Computer Science students with approval of chair, program director, or advisor.

Prerequisites: Junior standing, Computer Science 306 passed with a grade of C or higher, a minimum of fifteen credits at Monmouth University, and a minimum GPA of 3.25.

CS 370 **Cr. 3.0**
Program Development Under Unix

Introduction to the use of the UNIX operating system and its utilities for incremental and distributed program devel-

Appendix A: Course Descriptions

opment, maintenance, and debugging. The course covers the UNIX shell, utilities, and program development tools that are used for large projects involving multiple developers on multiple machines. Three hours per week.
Prerequisite: Computer Science 176 or Computer Science 275, passed with a grade of C or higher.
Course Type(s): none

CS 375 **Cr. 4.0** ***File Management***

Overview of files, records and files, blocking and buffering, secondary storage devices; sequential file organization, external sort/merge algorithms; random access; relative file organization; tree-structured file organization; search trees, indexed sequential file organization; list-structured file organization; multiple-key file organization. Four hours per week.
Prerequisite: Computer Science 305 passed with a grade of C or higher.
Course Type(s): none

CS 388 **Cr. 3.0** ***Cooperative Education: Computer Science***

Provides an opportunity for students who are engaged in a computer science-related experience. Fifteen to twenty hours of work experience per week. This course may be repeated for credit.
Prerequisites: Junior standing and thirty or more earned credits with at least fifteen taken at Monmouth University.
Course Type(s): EX

CS 398 **Cr. 1.0 - 3.0** ***Special Topics in Computer Science (300 Level)***

An intensive study of a particular subject or problem in computer science to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis. Three or four hours per week.
Prerequisite: As announced in the course schedule.
Course Type(s): none

CS 414 **Cr. 4.0** ***Computer Networks***

Provides introduction to computer-networking concepts, technologies, and services, including basic communications theory, analog and digital devices, Public Switched Telephone Network, data networks, LANs, wireless services, data protocols, the Internet, multi-media, and B-ISDN.
Prerequisite: Computer Science 286 passed with a grade of C or higher.
Course Type(s): none

CS 418 **Cr. 3.0** ***Compiler Construction***

The principles and practices of incorporating the theory of finite automata and context-free languages, the maintenance and use of semantic information, and the generation and optimization of code to produce a compiler. Four hours per week.
Prerequisites: Computer Science 305 passed with a grade of C or higher.
Course Type(s): none

CS 420 **Cr. 4.0** ***Survey of Artificial Intelligence Concepts and Practices***

Introduction to fundamental concepts and practices of artificial intelligence, covering problem definition, search techniques, knowledge representation, control knowledge, and symbolic reasoning. Includes at least two of the following advanced topics: planning, understanding, natural language processing, learning, connectionist models, common sense reasoning, and expert systems. Four hours per week.
Prerequisite: Computer Science 305 passed with a grade of C or higher.
Course Type(s): none

CS 432 **Cr. 4.0** ***Database Systems***

Overview of database system concepts; data modeling; ER and UML diagrams; relational database schema definition; database design; query languages; hands-on experience of SQL and Oracle. Four hours per week.
Prerequisite: Computer Science 305 passed with a grade of C or higher.
Course Type(s): none

CS 435 **Cr. 3.0** ***Systems Programming***

Introduction to the implementation of basic system software: text editors, assemblers, loaders, and macro processors, with emphasis on software methodology for creating and maintaining large programs. The language of instruction will be C, which will be briefly introduced. Four hours per week.
Prerequisites: Computer Science 286 and 305, both passed with a grade of C or higher, and Senior standing.
Course Type(s): none

CS 438 **Cr. 4.0**

Operating Systems Analysis

Management of memory, processes, files, and devices. OS design principles and performance measures.

Multiprogramming, multiprocessing, concurrency, deadlock, virtual machines. Competitive and cooperating processes. Programs will be written in C. Throughout the course, students will be expected to work in pairs to solve problems and in a larger group for a more substantial project.

Prerequisites: Computer Science 286 and 305, both passed with a grade of C or higher.

Course Type(s): none

CS 445 **Cr. 3.0**

Computer Graphics

Drawing lines and curves, area filling, fractals, three dimensional viewing, clipping, ray-tracing, shading, hidden line and surface removal. Four hours per week.

Prerequisite: Computer Science 305 passed with a grade of C or higher.

Course Type(s): none

CS 461 **Cr. 3.0**

Simulation and Modeling

An introduction to the use of discrete event simulation and other modeling methods and tools to predict the performance of computer systems and communications networks.

Prerequisite: Computer Science 305 passed with a grade of C or higher; Mathematics 319 recommended.

Course Type(s): none

CS 471 **Cr. 3.0**

System Administration

Fundamental topics in system administration, focused primarily on Unix administration with added coverage of Microsoft Windows NT descendant systems. The course is a hands-on introduction to installing and maintaining modern, multi-user, production Unix-like operating systems and the essential services that are hosted on these systems.

Prerequisite: Computer Science 370 passed with a grade of C or higher.

Course Type(s): none

CS 488 **Cr. 3.0**

Cooperative Education: Computer Science

Provides an opportunity for students who are engaged in a computer science-related experience. Fifteen to twenty hours of work experience per week. May be repeated for credit.

Prerequisites: Junior standing and thirty or more earned

credits with at least fifteen taken at Monmouth University.
Course Type(s): EX

CS 490 **Cr. 4.0**

Senior Project

Affords the student an opportunity to integrate topics and techniques from previous coursework in a capstone project. The project will combine investigation into computer science literature and actual implementation, either in an area of current research or an application area of interest to industry. Implementation might involve collaboration with other students. The project will be presented formally, both orally and in written form.

Prerequisites: Computer Science 325 and 432, both passed with a grade of C or higher.

Course Type(s): RD

CS 498 **Cr. 1.0 - 3.0**

Special Topics in Computer Science (400 Level)

An intensive study of a particular subject or problem in computer science to be announced prior to registration.

May be conducted on either a lecture-discussion or a seminar basis. Three or four hours per week.

Prerequisite: As announced in the course schedule.

Course Type(s): none

CS 499 **Cr. 1.0 - 3.0**

Independent Study in Computer Science

Independent study in a computer science topic not substantially treated in a regular course; for students with superior ability. One-hour consultation per week.

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

Course Type(s): none

CRIMINAL JUSTICE

CJ 101 **Cr. 3.0**

Introduction to Criminal Justice

Basic constitutional limitations of criminal justice; the development of law enforcement from feudal times; law enforcement agencies; and the court system as it pertains to criminal justice and corrections.

Course Type(s): none

CJ 198 **Cr. 1.0 - 3.0**

Special Topics in Criminal Justice (100 Level)

An intensive study of a particular subject or problem in criminal justice to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis.

Appendix A: Course Descriptions

Prerequisite: As announced in the course schedule.
Course Type(s): none

CJ 201 **Cr. 3.0**

Police Role in the Community

Community perception of police, courts, and correction; concepts of community and public relations; community control; and problems of justice associated with racial and ethnic groups.

Prerequisite: Criminal Justice 101 or Sociology 101.

Course Type(s): none

CJ 204 **Cr. 3.0**

Administration and Organization in Criminal Justice

Criminal justice application of organizational theory and principles: administrative process; organizational factors; management techniques; and budgetary practices.

Course Type(s): none

CJ 205 **Cr. 3.0**

Corrections

Current correctional theories and practices; historical development of the correctional system.

Course Type(s): none

CJ 210 **Cr. 3.0**

Judicial Administration

Management of judicial processes; administrative relationships of courts with defendants, police, prosecutors, defense counsel, bail agencies, probation officers, and correctional agencies; and grand and petit jury procedures.

Prerequisite: Criminal Justice 101.

Course Type(s): none

CJ 211 **Cr. 3.0**

Statistics for Criminal Justice

Introduction to the basic methodological and statistical techniques used in criminal justice; introduction to statistical terminology as variables, unit of analysis, statistical significance, measurement, correlation, causation, and hypothesis testing.

Prerequisite: Three credits in mathematics, excluding Mathematics 050, 100, and 103.

Course Type(s): none

CJ 212 **Cr. 3.0**

Introduction to Homeland Security

Provides students with an in-depth examination of the major policies, practices, concepts, and challenges confronting practitioners in the complex field of homeland

security. Provides an overview of various threats to domestic security from terrorism, and other related risks and vulnerabilities, examining government policies, risk management, national preparedness, and preventative methods necessary in preventing acts of terrorism. Also designed to provide students with an overview of national strategies focused on safety and security, and preparedness policies in order for the nation to respond effectively to disasters, both natural and man-made.

Course Type(s): none

CJ 215 **Cr. 3.0**

Environmental Security

The protection and security of personal, company, and public property; measures intended to safeguard against theft, damage, assault, and sabotage.

Course Type(s): none

CJ 225 **Cr. 3.0**

Law Enforcement

The origin and development of law enforcement; police strategies, organizational factors, and problems.

Prerequisite: Criminal Justice 101.

Course Type(s): none

CJ 230 **Cr. 3.0**

Criminal Investigation

Introduction to the principles of criminal investigations, the rules and procedures of preliminary and follow-up investigations, the art of interrogation, recording of statements, confessions, and the collection and preservation of physical evidence at the crime scene.

Prerequisite: Criminal Justice 101.

Course Type(s): none

CJ 235 **Cr. 3.0**

GIS Applications in Homeland Security

Focus on the basic theories in Geographic Information Systems (GIS) and hands-on experience Practical approach to analyze criminal justice related homeland security data. Students will develop a skill set to map crime data and perform spatial analytical tasks.

Course Type(s): none

CJ 240 **Cr. 3.0**

Professional Writing in Criminal Justice

Designed to help students develop the writing skills necessary for a career in criminal justice. Completion and revision of various internal and external forms of communication that are commonly used by criminal justice pro-

professionals are entailed. Students are also helped to improved their outlining, proofreading, editing, and organizational skills to better communicate effectively in writing. Prerequisites: Criminal Justice 101; and English 101 and 102 or permission of the instructor.
Course Type(s): WT

CJ 241 **Cr. 3.0**
Criminology

Explanations of the causes of property and violent offenses. Discussion of white collar, professional and organized crime, and the problem of criminal statistics. Prerequisites: Criminal Justice 101; and English 101 and 102 or permission of the instructor.
Course Type(s): WT

CJ 280 **Cr. 3.0**
Introduction to Forensic Science

Introduction to concepts of forensic science with emphasis on the recognition, identification, individualization, and evaluation of physical evidence by applying the natural sciences to law-science matters.
Course Type(s): none

CJ 285 **Cr. 3.0**
Domestic and International Terrorism

Introduces students to terrorism in the contemporary era, focusing on the post-World War II period as a primary emphasis. The purpose of this course is to familiarize students with international and domestic terrorism, concentrating on definitional issues, acts of terrorism and the relationship to culture, religious history, politics, economics and ideology. Other topics will include the media's role, female terrorists, conventional and unconventional terrorist tactics, and counter-terrorism strategies and laws.
Course Type(s): none

CJ 286 **Cr. 3.0**
Principles of Emergency Management

Introduces students to the background components and systems involved in the management of disasters and other emergencies. Focusing on the United States, the course will illustrate current practices, strategies and key players involved in emergency management.
Course Type(s): none

CJ 288 **Cr. 3.0**
Cooperative Education: Criminal Justice

Professional work experience in a criminal justice-related position. May be repeated for credit.

Prerequisites: Departmental approval, a minimum GPA of 2.00, and completion of thirty credits.
Course Type(s): EX

CJ 298 **Cr. 1.0 - 3.0**
Special Topics in Criminal Justice (200 Level)

An intensive study of a particular subject or problem in criminal justice to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis. Prerequisite: As announced in the course schedule.
Course Type(s): none

CJ 299 **Cr. 1.0 - 3.0**
Independent Study in Criminal Justice

Guided readings on a topic not otherwise covered in the curriculum.
Course Type(s): none

CJ 301 **Cr. 3.0**
Crime Control in the USA, Japan, and China

A comparative approach is used to examine formal, social control mechanisms that include law, police, courts corrections, and informal, social control mechanisms that contain values, beliefs, family, workplace, school, neighborhood, and other social organizations in three societies: The USA, Japan, and China.
Course Type(s): GU

CJ 305 **Cr. 3.0**
Criminal Law

The nature, purposes, principles, and doctrine of modern criminal law; landmark cases; and important issues.
Course Type(s): none

CJ 313 **Cr. 3.0**
The Pretrial Prosecution System

The pre-trial prosecution process as a political system. The roles, attitudes, and strategies of those authorities who allocate values within the system are examined. Also listed as Political Science 313. Prerequisite: Political Science 101 or 103.
Course Type(s): none

CJ 315 **Cr. 3.0**
Research Methods

Basic skills necessary for Criminal Justice research: principles of measurement, research design, hypotheses testing, and sampling strategies. Not available to students who have successfully completed CJ 250. Prerequisites: Criminal Justice 211 or Mathematics 151;

Appendix A: Course Descriptions

and English 101 and 102 or permission of the instructor.
Course Type(s): WT

CJ 317 **Cr. 3.0**

Law of Evidence

The history and development of the rules of evidence, including relevancy and materiality, competency, burden of proof, direct and circumstantial, examination of witnesses, hearsay rule, unconstitutionally obtained, and presenting and collecting.

Prerequisite: Criminal Justice 101.

Course Type(s): none

CJ 320 **Cr. 3.0**

Infrastructure Security Issues

Introduces students to the practices of federal, state, local, and private entities to protect the nation from acts of terrorism. The focus of the course will be placed on an understanding of the importance of security towards the nation's defense and the various methods of protection utilized by organizations working within homeland security. Topics include the history and evolution of security, fundamentals of defense, and specific threats to homeland security.

Course Type(s): none

CJ 325 **Cr. 3.0**

Criminal Procedure

Examination of the criminal justice process and underlying public policy considerations.

Course Type(s): none

CJ 330 **Cr. 3.0**

Crisis Intervention

Practical everyday handling techniques for intervention in such crises as suicide, emotional disturbance, and family conflicts; theory and research pertaining to intervention in life-stress situations. Attempts to raise the student's level of empathy and interpersonal sensitivity via role playing and self-reflection.

Course Type(s): none

CJ 332 **Cr. 3.0**

Advanced Police Administration

Advanced supervisory and managerial practices, analysis of policy formulation, decision-making, budgeting, planning, and innovative administrative procedures.

Course Type(s): none

CJ 335 **Cr. 3.0**

Juvenile Justice

Introduction to the area of juvenile justice; the juvenile court; a review of juvenile justice procedures; the interaction of police and juveniles; dispositional alternatives; and delinquency prevention programs.

Prerequisite: Criminal Justice 101 or a 100-level sociology course.

Course Type(s): none

CJ 340 **Cr. 3.0**

The American Penal System

History, philosophy, and organizational structure of the correctional system in the United States, including issues of race, gender, and morality.

Prerequisite: Criminal Justice 205.

Course Type(s): none

CJ 341 **Cr. 3.0**

Occupational Crime

Economic and fiscal implications of white-collar and blue-collar crime; definitions, explanations, control strategies, enforcement techniques, and the role of the criminal justice system.

Course Type(s): none

CJ 350 **Cr. 3.0**

Ethical Issues in Criminal Justice

Explore various ethical issues inherent in policing, courts, and correctional work. Address ethical standards in social-science research and political correctness.

Prerequisites: Criminal Justice 101; and English 101 and 102 or permission of the instructor.

Course Type(s): none

CJ 351 **Cr. 3.0**

Sentencing Practices

History, philosophy, and rationale behind past and present sentencing schemes: the indeterminate and determinate sentences; the death penalty; and non-custodial sentences.

Prerequisites: Criminal Justice 101 and 205.

Course Type(s): none

CJ 359 **Cr. 3.0**

Crime Prevention and Control

Problems in the definition of crime; crime prevention as a social movement; and review and evaluation of major models of crime prevention and control.

Prerequisite: Six credits in sociology or criminal justice.
Course Type(s): none

CJ 360 **Cr. 3.0**
Comparative Criminal Justice Systems

Comparison of selected foreign justice systems with that of the United States.
Prerequisite: Criminal Justice 101.
Course Type(s): none

CJ 362 **Cr. 3.0**
Community-Based Corrections

Methods for dealing with the offender in the community; probation, parole, residential treatment, restitution, and the evaluation of each.
Prerequisites: Criminal Justice 101 or Social Work 101 and Criminal Justice 205.
Course Type(s): none

CJ 365 **Cr. 3.0**
Forensic Pathology

Introduction to the concepts of forensic pathology with an emphasis on the recognition and interpretation of diseases and injuries in the human body that is the basis for medico legal investigations.
Prerequisite: Criminal Justice 280.
Course Type(s): none

CJ 370 **Cr. 3.0**
Institutional Treatment of the Offender

Strategies employed in providing treatment and support services to the inmate; physical, psychological, and social environmental factors.
Prerequisites: Criminal Justice 101 or Social Work 101 and Criminal Justice 205.
Course Type(s): none

CJ 375 **Cr. 3.0**
Internship in Criminal Justice

Practical experiences in administration of justice through assignment to judicial, law enforcement, or correctional agencies under joint-supervision of agency officials and Monmouth University instructors.
Prerequisites: Criminal Justice 101; and English 101 and 102 or permission of the instructor.
Course Type(s): EX, WT

CJ 380 **Cr. 3.0**
Forensic Psychology

Criminal personalities in relationship to specific crimes;

exposure to techniques of interviewing and interrogating these criminals.
Course Type(s): none

CJ 384 **Cr. 3.0**
Crime Scene Investigation

Understanding the nature of crime scene investigation and the basic principles necessary for a successful investigative outcome.
Prerequisite: Criminal Justice 280.
Course Type(s): none

CJ 385 **Cr. 3.0**
Cyber Terrorism

Provides students with an in-depth examination of evolving technologies that directly impact the homeland security domain. Information systems technologies are being utilized to make our lives more efficient on a global scale, and have emerged to improve and also threaten our national security. It is the usage of technology, and in particular the global information infrastructure, by which terrorists communicate, coordinate and facilitate their initiatives and ideologies. 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.
Course Type(s): none

CJ 386 **Cr. 3.0**
Technology Crime

Understanding the nature of technology crimes in terms of criminal investigation and collection of electronic evidence.
Course Type(s): none

CJ 387 **Cr. 3.0**
Arson and Bomb Investigation

Introduction to concepts of arson/bomb investigation with emphasis on reconstruction origin and cause analysis.
Prerequisite: Criminal Justice 280.
Course Type(s): none

CJ 388 **Cr. 3.0**
Cooperative Education: Criminal Justice

Professional work experience in a criminal justice-related position. May be repeated for credit.
Prerequisites: Departmental approval, a minimum GPA of 2.00, and completion of thirty credits.
Course Type(s): EX

Appendix A: Course Descriptions

CJ 390 **Cr. 4.0**

Forensic Science I

Designed to explain the concepts of recognition, identification, individualization, and evaluation of physical evidence by application of basic scientific principles used in the practice of forensic science.

Course Type(s): none

CJ 391 **Cr. 4.0**

Forensic Science II

Designed to explain the concepts of recognition, identification, individualization, and evaluation of physical evidence, such as blood and semen, firearms, gunshot residue, fire debris, and explosions, in the context of real-world situations.

Prerequisite: Criminal Justice 390.

Course Type(s): none

CJ 394 **Cr. 3.0**

Terrorism: Crisis and Terrorism

Explores 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.

Prerequisite: Criminal Justice 212.

Course Type(s): none

CJ 395 **Cr. 3.0**

Terroristic Crime Scene Investigation

Utilizing modern investigative technology in terroristic crime scenes; specialized evidence collection; role of crime scene manager.

Prerequisite: Criminal Justice 212.

Course Type(s): none

CJ 398 **Cr. 1.0 - 3.0**

Special Topics in Criminal Justice (300 Level)

An intensive study of a particular subject or problem in criminal justice to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis.

Prerequisite: As announced in the course schedule.

Course Type(s): none

CJ 401 **Cr. 3.0**

Special Problems in Law Enforcement

Special problems that are not encountered in normal daily activities of police departments, including riots and emergency service functions, such as fire scenes, lost children, and crime prevention.

Prerequisite: Nine credits in Criminal Justice.

Course Type(s): none

CJ 402 **Cr. 3.0**

Field Research in Criminal Justice

Study, research, and specific projects in criminal justice under the supervision of a Criminal Justice faculty member; a written report is required.

Prerequisites: Eighteen credits in Criminal Justice and permission of the coordinator.

Course Type(s): none

CJ 410 **Cr. 3.0**

Intelligence and Threat Analysis

Introduces students to intelligence gathering and its role in defending our nation from acts of terrorism. To present the importance and techniques of intelligence-gathering as they relate to our government's preparation for and response to acts of terrorism. The course describes intelligence within homeland security and how such information is used to analyze and prepare for threats to our nation.

Course Type(s): none

CJ 420 **Cr. 3.0**

Strategic Security Management

Reviews the new business demands on the security professional in a post-September 11 era. The purpose of this course is to provide an understanding of how to use hard data to drive a security strategy and to measure success of a program. Topics covered will include threat assessment, vulnerability assessment, and risk assessment, highlighting the differences, advantages, and disadvantages of each, as well as establishing effective security programs.

Course Type(s): none

CJ 430 **Cr. 3.0**

Weapons of Mass Destruction

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

Course Type(s): none

CJ 480 **Cr. 3.0**

Criminal Justice Research Project

Active participation in a research project chosen by and currently being pursued by the faculty sponsor. Student activities may include but are not limited to: literature search, data collection, data analysis, and preparation of a manuscript.

Prerequisites: Criminal Justice 315, Junior or Senior standing, and permission of instructor and department chair.

Course Type(s): none

CJ 488 **Cr. 3.0**

Cooperative Education: Criminal Justice

Professional work experience in a criminal justice-related position.

Prerequisites: Departmental approval, a minimum GPA of 2.00, and completion of thirty credits.

Course Type(s): EX

CJ 490 **Cr. 4.0**

Seminar in Criminal Justice

Selected topics in criminal justice; presentation and discussion of research paper.

Prerequisites: Senior standing in the major and Criminal Justice 315.

Course Type(s): none

CJ 498 **Cr. 1.0 - 3.0**

Special Topics in Criminal Justice (400 Level)

An intensive study of a particular subject or problem in criminal justice to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis.

Prerequisite: As announced in the course schedule.

Course Type(s): none

CJ 499 **Cr. 1.0 - 3.0**

Independent Study in Criminal Justice

Guided readings on a topic not otherwise covered in the curriculum.

Prerequisites: Senior standing and a minimum GPA of 2.50; prior permission of the directing professor and department chair.

Course Type(s): none

DANCE

DA 101 **Cr. 3.0**

Dance Appreciation

Introduction to the extraordinarily diverse dance forms found throughout the world. Development of an appreciation of dance as an art. The history, aesthetic elements, and communicative power of dance movements will be examined.

Course Type(s): AT

DA 151 **Cr. 3.0**

Movement for the Performer

Designed for the students to gain body awareness and proper body alignment through physical practice and imagery, while learning proper dance terminology.

Creative movement, improvisation, and choreography will

also be addressed. By the end of the course, the student will be able to properly warm-up the body in preparation for performance.

Course Type(s): none

DA 198 **Cr. 1.0 - 3.0**

Special Topics in Dance (100 Level)

An intensive study of a particular dance form to be announced prior to registration, involving the practical application of a dance form through practice and performance.

Prerequisite: As announced in the course schedule.

Course Type(s): none

DA 207 **Cr. 3.0**

Modern Ballet I

Integration of the techniques of modern and classical ballet; modern ballet history and theory to be examined, with emphasis on movement and performance.

Course Type(s): none

DA 209 **Cr. 3.0**

Jazz Dance I

Introduction to jazz dance techniques; skills development in jazz movement, body control, and stage performance.

Course Type(s): none

DA 211 **Cr. 3.0**

Jazz Dance II

Advanced jazz dance techniques; advanced skills development in jazz movement, body control, and stage performance.

Prerequisite: Dance 209 or permission of the instructor.

Course Type(s): none

DA 298 **Cr. 1.0 - 3.0**

Special Topics in Dance (200 Level)

An intensive study of a particular dance form to be announced prior to registration. The course involves the particular application of the dance form through practice and performance.

Prerequisite: As announced in the course schedule.

Course Type(s): none

DA 301 **Cr. 3.0**

Choreography

How to initiate, develop, manipulate, and edit movement to craft a dance with form and intent. Teaches creative and practical skills. The conception, planning, and realization of complete dances will be studied and practiced. Students will create and perform their own choreography. Outstanding

Appendix A: Course Descriptions

work will be showcased in departmental productions.
Course Type(s): none

DA 499 **Cr. 1.0 - 3.0** ***Independent Study in Dance***

Guided research on selected topics in Dance.
Course Type(s): none

EDUCATION – CURRICULUM AND INSTRUCTION

ED 101 **Cr. 1.0** ***Transition to College***

The identification and management of the academic and socio-emotional issues confronting the student during the transitional stage from secondary to post-secondary education.

Prerequisite: Permission of the instructor.
Course Type(s): none

ED 250 **Cr. 3.0** ***Foundations of Teaching and Learning***

Enhances a teacher candidate's background in principles and practices of elementary and secondary education, including curriculum planning, evaluation, procedures, classroom management, core curriculum standards, and school organization. Relevant information about national and state standards (NCATE, INTASC, PRAXIS, NBTS, and NJCCCS) will be addressed. Sociological, historical, and philosophical foundations of education are examined. Observation and participation in actual classroom procedures are required through structured field experiences. Limited to Education majors.

Prerequisites: Educational Leadership 201, a minimum GPA of 2.75, and Sophomore standing.
Course Type(s): none

ED 319 **Cr. 3.0** ***Content Literacy***

Designed to focus on the development of literacy through the integration of literature and literate thinking across the curriculum for academic-content learning at the secondary level. It emphasizes the implementation of both teaching and learning strategies to develop independent learners. Limited to Education majors.

Prerequisites: A minimum GPA of 2.75; English 101 and 102 or permission of the instructor. Corequisite: Education 319N.
Prerequisite or Corequisite: Education 250.
Course Type(s): EX, WT

ED 319N **Cr. 0.0** ***Content Literacy***

NCATE Assessment
Corequisite: Education 319.
Course Type(s): none

ED 320 **Cr. 3.0** ***Teaching Students with Diverse Needs***

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 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. Limited to Education majors.

Prerequisites: Education 250, a minimum GPA of 2.75; and English 101 and 102 or permission of the instructor.
Course Type(s): RD, WT

ED 321 **Cr. 3.0** ***Supplemental Instruction in Reading and Mathematics***

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

Prerequisites: Education 360, Educational Leadership 327, and a minimum GPA of 2.75.
Course Type(s): none

ED 327 **Cr. 3.0** ***Theories and Practice of ESL Instruction Part I***

With an emphasis on teaching English through content, part one of 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 materials, services, and assessment measures will be introduced and practiced, with an emphasis on standard-based content and ESL teaching. Both instructional design and implementation will be the focus for practice, with embedded language acquisition/learning theories and research studies carefully examined.

Prerequisites: Education 320 and a minimum GPA of 2.75.
Corequisite: Education 327N.
Course Type(s): none

ED 327N **Cr. 0.0**
Theories and Practices of ESL Instruction Part I
 NCATE Assessment
 Corequisite: Education 327.
 Course Type(s): none

ED 328 **Cr. 3.0**
Theory and Practice of ESL Instruction Part II
 A continuation of ED 327 examines public issues pertinent to ESL education, with an emphasis on making connections between theories or research findings and classroom practice. More approaches to ESL instruction will be introduced with an emphasis on various strategies and techniques for teaching specific language skills in a standard-based content and ESL teaching program. Reflective practice is an integral part.
 Prerequisites: Education 327 or 374, English 442, and a minimum GPA of 2.75.
 Corequisite: ED 328N.
 Course Type(s): none

ED 328N **Cr. 0.0**
Theory and Practice ESL Instruction Part II
 NCATE Assessment
 Corequisite: ED 328.
 Course Type(s): none

ED 331 **Cr. 2.0**
Music for the Child
 Methods and materials of teaching in the elementary school (K-8); singing, rhythmic expression, listening, use of simple instruments, and correlating music with other areas of learning. For Education majors only. Also listed as Music 331.
 Prerequisites: Music 151 and 218.
 Course Type(s): none

ED 333 **Cr. 2.0**
The Teaching of Music in the Secondary School
 Study and application of appropriate concepts, methods, skills, and materials for secondary-school music teachers. For Education majors only. Also listed as Music 333.
 Prerequisites: Music 151 and 218.
 Course Type(s): none

ED 351 **Cr. 3.0**
Methods of Teaching Art I
 The history and philosophy of art education; the construction of art curricula and the exploration of teaching methods; media and tools appropriate for the educational

level. Methods I deals with the needs of the elementary school child. Open to Education majors only. Also listed as Art 351.
 Prerequisites: Art 114, 116, and 192.
 Course Type(s): none

ED 352 **Cr. 3.0**
Methods of Teaching Art II
 The history and philosophy of art education; the construction of art curricula and the exploration of teaching methods; media and tools appropriate for the educational level. Methods II deals with the needs of the adolescent. Open to Art and Education majors only. Also listed as Art 352.
 Prerequisite: Art 351 or Education 351.
 Course Type(s): none

ED 360 **Cr. 3.0**
Methods of Teaching Elementary Mathematics
 Designed to provide a profound understanding of the concepts taught in elementary school mathematics. Demonstrated for teacher candidates are techniques to foster conceptual development in young learners, thus producing confidence and success in the learning of mathematics. The essential elements of instruction, assessment, grouping strategies, and effective questioning are illustrated and honed when planning to address the instructional needs for diverse learners in mathematics.
 Prerequisites: Mathematics 103 or 203, Educational Leadership 326, and a minimum GPA of 2.75.
 Corequisite: Education 360N.
 Course Type(s): EX

ED 360N **Cr. 0.0**
Methods of Teaching Elementary Mathematics
 NCATE Assessment Corequisite: Education 360.
 Course Type(s): none

ED 361 **Cr. 3.0**
Methods of Teaching Science for Elementary School
 Designed for those without a strong background in science (although those with a strong background will also benefit greatly from this course.) The intent of this course is to provide an integrated perspective for teaching science from pre-kindergarten through grade 8. This course has a field experience component.
 Prerequisites: Educational Leadership 326 and a minimum GPA of 2.75.
 Corequisite: Education 361N.
 Course Type(s): EX

Appendix A: Course Descriptions

ED 361N **Cr. 0.0**
Methods of Teaching Science for Elementary School
NCATE Assessment
Corequisite: Education 361.
Course Type(s): none

ED 362 **Cr. 3.0**
Teaching Elementary Social Studies
Introduces the elementary teacher certification candidates to the social studies curriculum and methods. Course content will emphasize 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. The essential elements of planning, instruction, and assessment are explored to address the needs of diverse learners in social studies education.
Prerequisites: Educational Leadership 326 and a minimum GPA of 2.75.
Corequisite: Education 362N.
Course Type(s): EX

ED 362N **Cr. 0.0**
Teaching Elementary Social Studies
NCATE Assessment
Corequisite: Education 362.
Course Type(s): none

ED 365 **Cr. 3.0**
Mathematics for the Secondary Teacher Part I
Designed to deepen future secondary-school teachers' understanding of the complexities of the secondary mathematics curriculum and to build upon their competencies at the instructional implementation level. Teacher candidates are offered a unified perspective of curriculum and teaching at the secondary level in mathematics. Included is exploration into inquiry-based learning, the essential elements of instruction, assessment, grouping strategies, and effective questioning as these techniques are utilized to bring conceptual understanding of important mathematics to all learners in this content area. The experiential component provides the candidates with opportunities to translate theory into practice.
Prerequisites: Education 319 or Educational Leadership 327 and a minimum GPA of 2.75. Corequisite: Education 365N.
Course Type(s): EX

ED 365N **Cr. 0.0**
Mathematics for the Secondary Teacher Part I
NCATE Assessment

Corequisite: Education 365.
Course Type(s): none

ED 366 **Cr. 3.0**
Mathematics for the Secondary Teacher Part II
Deepens the understanding of future secondary-school teachers in the complexities of the secondary mathematics curriculum and builds their competencies at the level of instructional implementation. Instructional methodologies studied in Education 365 will be more broadly applied to more advanced mathematical concepts. Limited to Education majors.
Prerequisites: Education 365 and a minimum GPA of 2.75.
Corequisite: Education 366N.
Course Type(s): EX

ED 366N **Cr. 0.0**
Mathematics for the Secondary Teacher Part II
NCATE Assessment
Corequisite: Education 366.
Course Type(s): none

ED 367 **Cr. 3.0**
Teaching Language Arts at the Secondary Level Part I
As a component of the teacher-education program, the intention is to introduce to the future secondary English/Language Arts teachers the fundamental concepts of curriculum design and instructional planning. To also introduce a variety of approaches to curriculum design with an emphasis on the two distinct but important goals of language arts education: developing general literacy skills and discovering the inner joy of reading literature and using language as a tool for communication. Topics related to decision-making, classroom management, and instructional planning are treated in depth to help prospective teachers master the basic competencies at the level of planning to fulfill the requirement for state and national certification. The experiential component provides the students with opportunities for hands-on experiences for deepening understanding and strengthening competencies.
Prerequisites: Education 319 or Educational Leadership 327 and a minimum GPA of 2.75. Corequisite: Education 367N.
Course Type(s): EX

ED 367N **Cr. 0.0**
Teaching Language Arts at the Secondary Level Part I
NCATE Assessment
Corequisite: Education 367.
Course Type(s): none

ED 368 **Cr. 3.0**
Teaching Language Arts at the Secondary Level
Part II

Provides in-depth preparation to teacher candidates desiring to teach English/Language Arts at the secondary level by extending the essential knowledge, skills, and strategies grounded in research and related to effective classroom instruction. Teacher candidates will have increased opportunities to apply theory and refine practice in the use of print and nonprint texts and in the integration of the English Language Arts. The NCTE/IRA and New Jersey Core Content Curriculum Standards will be an integral part of the course. Candidates are required to complete a thirty-hour practicum in a local school.

Prerequisites: Education 367 and a minimum GPA of 2.75.

Corequisite: Education 368N.

Course Type(s): EX

ED 368N **Cr. 0.0**
Teaching Language Arts at the Secondary Level
Part II

NCATE Assessment

Corequisite: Education 368.

Course Type(s): none

ED 369 **Cr. 3.0**
Methods of Teaching Science for the Secondary
Teacher Part I

Science methods for middle and secondary-education students is designed for those with a background in science. The intent is to provide an integrated perspective of teaching science from grade 5 through grade 12. It also 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, it 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. It has a thirty-hour field experience component.

Prerequisites: Education 319 or Educational Leadership 327, and a minimum GPA of 2.75. Corequisite: Education 369N.

Course Type(s): EX

ED 369N **Cr. 0.0**
Methods of Teaching Science for the Secondary
Teacher Part I

NCATE Assessment

Corequisite: Education 369.

Course Type(s): none

ED 370 **Cr. 3.0**
Methods of Teaching Science for the Secondary
Teacher Part II

Science methods for middle and secondary-education students is designed for those with a strong background in science. The intent is to provide an integrated perspective of teaching science from grade 9 through grade 12. Also will provide 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, it 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. It has a thirty-hour field component. Limited to Education majors.

Prerequisites: Education 369 and a minimum GPA of 2.75.

Corequisite: Education 370N.

Course Type(s): EX

ED 370N **Cr. 0.0**
Methods of Teaching Science for the Secondary
Teacher Part II

NCATE Assessment

Corequisite: Education 370.

Course Type(s): none

ED 371 **Cr. 3.0**
Teaching Social Studies at the Secondary Level
Part I

Introduces the middle and secondary-level teacher certification candidate to social studies curriculum and methods. Course content will emphasize national and state standards for social studies education curriculum across the traditional social science disciplines.

Prerequisites: Education 319 or Educational Leadership 327 and a minimum GPA of 2.75.

Corequisite: Education 371N.

Course Type(s): EX

ED 371N **Cr. 0.0**
Teaching Social Studies at the Secondary Level
Part I

NCATE Assessment

Corequisite: Education 371.

Course Type(s): none

Appendix A: Course Descriptions

ED 372 **Cr. 3.0** ***Teaching Social Studies at the Secondary Level*** ***Part II***

Expands and further develops competencies. Instructional methodologies focusing on a constructivist, student-centered approach will be explored. Targets strategies for future secondary teachers to meet the New Jersey Core Curriculum Content Standards for Social Studies to include: infusing Economics and Geography into the curriculum, developing greater technology coalescence, extending cross-curriculum lesson plans, embracing a pluralistic approach, and expanding multicultural themes. Fosters the development of effective inquiry-based curriculum activities making active use of community-based resources. Limited to Education majors.

Prerequisites: Education 371 and a minimum GPA of 2.75.

Corequisite: Education 372N.

Course Type(s): EX

ED 372N **Cr. 0.0** ***Teaching Social Studies at the Secondary Level*** ***Part II***

NCATE Assessment

Corequisite: Education 372.

Course Type(s): none

ED 374 **Cr. 3.0** ***Issues and Practices in World Language Education*** ***Part II***

Issues and practices in world language curriculum and instruction. Fieldwork required. Designed to expand future world language teachers' understanding of the complexities of the content-based instruction in curriculum design and strengthen their competencies with a focus on standard-based language instruction that addresses the national and state standards. Issues related to decision-making, classroom management, assessment and reporting systems, student diversity, and role of community will be explored. The experiential component of the course provides the students with opportunities for hands-on experiences for deepening understanding and strengthening competencies. Limited to Education majors.

Prerequisites: Education 319, Education or Foreign Languages 427, and a minimum GPA of 2.75.

Corequisite: Education 374N.

Course Type(s): EX

ED 374N **Cr. 0.0** ***Issues and Practices in World Language Education*** ***Part II***

NCATE Assessment

Corequisite: Education 374.

Course Type(s): none

ED 375 **Cr. 3.0** ***Integrated Secondary Teaching Methods Part I***

As a component of the teacher-education program, the intention is to introduce the future secondary teachers the fundamental concepts of curriculum design and instructional planning. It focuses on a constructivist approach to instructional planning and practices. Topics related to decision-making, classroom management, and instructional planning are treated in depth to help prospective teachers master the basic competencies at the level of planning to fulfill the requirement for state and national certification. The experiential component of the course provides the students with opportunities for hands-on experiences for deepening understanding and strengthening competencies. Limited to Education majors.

Prerequisites: Education 319 and a minimum GPA of 2.75.

Corequisite: Education 375N.

Course Type(s): EX

ED 375N **Cr. 0.0** ***Integrated Secondary Teaching Methods Part I***

NCATE Assessment

Corequisite: Education 375.

Course Type(s): none

ED 376 **Cr. 3.0** ***Integrated Secondary Teaching Methods Part II***

Deepens future secondary school teachers' understanding of the complexities of the curriculum and builds their competencies at the level of instructional implementation in specific subject areas (i.e., science, math, language arts, social studies, world languages, arts). Focuses on a broad spectrum of instructional methodologies and techniques that are workable in today's classrooms and that address the needs of diverse learners. A constructivist approach to planning and instruction will be emphasized. Provides students with opportunities for hands-on experiences for deepening understanding and strengthening competencies. Limited to Education majors.

Prerequisites: Education 375 and a minimum GPA of 2.75.

Corequisite: Education 376N.

Course Type(s): EX

ED 376N **Cr. 0.0** ***Integrated Secondary Teaching Methods Part II***

NCATE Assessment

Corequisite: Education 376.

Course Type(s): none

ED 377 Cr. 3.0

Integrated K-12 Teaching Methods

Deepens future K-12 school teachers' understanding of the complexities of the curriculum and builds their competencies at the level of instructional implementation in specific subject areas (i.e., music, arts, and world languages, etc). Focuses on a broad spectrum of instructional methodologies and techniques that are workable in today's classrooms and which address the needs of diverse learners. A constructivist approach to planning and instruction will be emphasized. The experiential component of the course provides the students with opportunities for hands-on experience for deepening understanding and strengthening competencies.

Prerequisites: Education 319, 320 and a minimum GPA of 2.75.

Corequisite: Education 377N.

Course Type(s): none

ED 377N Cr. 0.0

Integrated K-12 Teaching Methods

NCATE Assessment

Corequisite: Education 377.

Course Type(s): none

ED 378 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. Field experience is required.

Prerequisite: Education 320.

Corequisite: Education ED 378N.

Course Type(s): none

ED 378N Cr. 0.0

Methods of Teaching Health K-12

NCATE Assessment

Corequisite: Education 378.

Course Type(s): none

ED 379 Cr. 3.0

Methods of Teaching Physical Education K-12

Designed to present current methods and techniques of teaching physical education to students in grades K-12. Particular attention will be on new techniques for adjusting tasks for a wide variety of children's interests, abilities, and

learning styles, and ensuring safe use of equipment in physical education. As well, lifetime sports and activities for students with diverse needs and from diverse backgrounds will be highlighted. Field experience is required.

Prerequisite: Education 320.

Course Type(s): none

ED 379N Cr. 0.0

Methods of Teaching Physical Education, K-12

NCATE Assessment

Course Type(s): none

ED 380 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.

Prerequisites: Education 250, 320, and a minimum GPA of 2.75.

Corequisite: Education 380N.

Course Type(s): EX

ED 380N Cr. 0.0

Middle Level Learning and Teaching

NCATE Assessment

Corequisite: Education 380.

Course Type(s): none

ED 398 Cr. 1.0 - 3.0

Special Topics in Education (300 Level)

An intensive study of a particular subject or problem in education to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis.

Prerequisites: As announced in the course schedule and a minimum GPA of 2.75.

Course Type(s): none

ED 416 Cr. 8.0

Student Teaching

Full-time school assignment under the daily supervision of a cooperating teacher. In addition, the supervisor from Monmouth University observes, evaluates, and confers with the student teacher a minimum of six times. Campus seminar(s) required. Applications for student teaching must be submitted by the end of the first semester of the junior year (or completion of 80 credits). Limited to

Appendix A: Course Descriptions

Education majors.

Prerequisites: Passing the appropriate state required teacher examinations, Senior standing, approval of the department, and a minimum GPA of 2.75.

Course Type(s): EX

ED 416S **Cr. 1.0**

Student Teaching Seminar

A one-credit seminar to be taken in conjunction with student teaching.

Course Type(s): none

ED 417 **Cr. 8.0**

Supervised Student Teaching

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

Prerequisites: Completion of all required and elective education courses and a minimum GPA of 2.75.

Course Type(s): EX

ED 417S **Cr. 1.0**

Supervised Student Teaching Seminar

A one-credit seminar to be taken in conjunction with supervised student teaching.

Course Type(s): none

ED 427 **Cr. 3.0**

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. Also listed as Foreign Languages 427.

Course Type(s): none

ED 498 **Cr. 1.0 - 3.0**

Special Topics in Education (400 Level)

An intensive study of a particular subject or problem in education to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis.

Prerequisites: As announced in the course schedule and a minimum GPA of 2.75.

Course Type(s): none

ED 499 **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. Prerequisite: Prior permission of the directing professor and department chair. Application must be filed before registration.

Course Type(s): none

EDUCATION – EDUCATIONAL LEADERSHIP

EDL 201 **Cr. 3.0**

Educational Psychology

Focus is on the application of research and theories from the field of psychology to the practice of teaching.

Focuses on how theoretical and empirical knowledge about human development, cognition, and learning can be applied to schools and other educational settings. Not open to students who have passed Education 201 or Psychology 201.

Course Type(s): none

EDL 206 **Cr. 3.0**

Child and Adolescent Development

An introduction to the field of human development.

Concepts and theories of child and adolescent growth and development will be covered from the prenatal period through adolescence. Not open to Psychology majors.

Prerequisites: Educational Leadership 201 and a minimum GPA of 2.75.

Course Type(s): none

EDL 280 **Cr. 3.0**

Introduction to Early Childhood Education

Examines the historical, philosophical, and theoretical foundations of early-childhood education. Covers major aspects of the physical, socio-emotional, and cognitive development of young children from birth to eight years of age. Addresses major theories and concepts of child development, early childhood ethics and professionalism, developmentally appropriate practice, diverse early childhood curriculum and programs, inclusion, and home-school partnerships. Limited to Education majors.

Prerequisite: A minimum GPA of 2.75.

Course Type(s): none

EDL 325 **Cr. 3.0**
Language and Early Literacy Development, Birth Through Kindergarten

Focuses on language development and early literacy of regular, special education, and young learners from diverse backgrounds, birth to kindergarten, which involves a field experience. The content includes the study of the theories and acquisition of language development and sound awareness, the interrelated nature of language development and literacy, the appropriate development and assessment of language and early literacy, methods for engaging and motivating all young learners, and strategies for involving families and community members. Course Type(s): none

EDL 326 **Cr. 3.0**
Literacy Instruction in K-5 Educational Settings I

Focuses on the literacy development of regular and special education children, including those from diverse backgrounds in grades K-5. Ongoing assessment and instructional strategies will be explored in various engaging, literate, educational settings.

Prerequisites: Education 250 and a minimum GPA of 2.75. Corequisite: Educational Leadership 326N. Course Type(s): none

EDL 326N **Cr. 0.0**
Literacy Instruction in K-5 Educational Settings I

NCATE Assessment
 Corequisite: EDL 326.
 Course Type(s): none

EDL 327 **Cr. 3.0**
Literacy Instruction in K-5 Educational Settings II

Focuses on the literacy development of regular and special education children, including those from diverse backgrounds in grades K-5. Ongoing assessment and instructional strategies for integrating literacy in the content areas will be explored in various, engaging, educational settings.

Prerequisites: English 101 and 102 or permission of the instructor, and a minimum GPA of 2.75. Corequisite: Educational Leadership 327N. Course Type(s): WT

EDL 327N **Cr. 0.0**
Literacy Instruction in K-5 Educational Settings II

NCATE Assessment
 Corequisite: Educational Leadership EDL 327.
 Course Type(s): none

EDL 333 **Cr. 3.0**
Family Partnerships in Early Childhood Settings

Covers the history and significance of family and community involvement in early childhood education: an overview of perspectives regarding family diversity, parent-professional partnerships and communication, early intervention and special education services, and the legal and ethical rights of diverse contemporary families of young children. Contextual factors, social, cultural, racial, exceptionality, and environment, known to impact learning, will be addressed with an approach to develop the skills and knowledge needed for teachers to create positive working relationships with families and communities. Limited to Education majors.

Prerequisites: English 101 and 102 or permission of the instructor, and a minimum GPA of 2.75.

Course Type(s): WT

EDL 363 **Cr. 4.0**
Early Childhood Curriculum and Methods

Examines basic principles and current research on early-childhood curricula. The focus of the course is on designing an integrated, developmentally appropriate curriculum in order to strengthen all aspects of children's development, including cognitive, language, social, emotional, and physical capabilities. Discusses the appropriate teaching methods that meet children's individual, developmental, and cultural needs and the importance of observation and authentic assessment in curriculum planning. Also addresses the use of creative play to support children's learning and development in early-childhood settings. Limited to Education majors only.

Prerequisite: A minimum GPA of 2.75.

Course Type(s): none

EDL 398 **Cr. 3.0**
Special Topics in Educational Leadership

An intensive study of a particular subject or problem in education to be announced prior to registration. The course may be conducted on either a lecture-discussion or a seminar basis.

Prerequisites: As announced in the course schedule and a minimum GPA of 2.75.

Course Type(s): none

EDL 499 **Cr. 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.

Appendix A: Course Descriptions

Prerequisite: Prior permission of the directing professor and department chair. Application must be filed before registration.

Course Type(s): none

EDUCATION – SPECIAL EDUCATION

EDS 330 Cr. 3.0

Human Exceptionalities

Philosophical, historical, and legal foundations of special education. The Council for Exceptional Children (CEC) Code of Ethics, the Professional Practice Standards for Teachers of Exceptional Learners, and the New Jersey Professional Teaching Standards are studied. Exploration of the similarities and differences among the cognitive, physical, cultural, social, and emotional needs of individuals with disabilities. Examination of the educational implications of characteristics of various exceptionalities.

Educational implications for learners from diverse cultures and second-language learners will also be addressed. An overview of continuum of service delivery models will be explored with implications to various learners.

Prerequisites: English 101 and 102 or permission of the instructor, and a minimum GPA of 2.75.

Course Type(s): WT

EDS 332 Cr. 3.0

Family/School/Community Partnerships and Resources, P-12

Focus on the legal and historical perspectives of family involvement in special education. Family systems theory and parent-professional partnerships in decision making are included for all learners, P-12. Identifying appropriate community resources for persons with and without disabilities and their families and strategies for transition and career planning are addressed.

Prerequisite: A minimum GPA of 2.75.

Course Type(s): none

EDS 336 Cr. 3.0

Classroom Management

The study and application of various theories of behavior management for students with and without disabilities. Practical application of theories for classrooms are included. Addressing social competence skills and facilitating positive interpersonal relationships in classrooms are discussed. Field experience required.

Prerequisites: Special Education 330 and a minimum GPA of 2.75.

Course Type(s): none

EDS 338 Cr. 3.0

Assessment Approaches, P-12

An introduction to the use of assessment in making decisions about instructional grouping, exceptionality, eligibility, and educational programming. Students will learn about ethical standards for professional practice and standardized and teacher-developed assessment procedures.

Practice is provided in using assessment data to make decisions about placement in a curriculum, pupil progress, appropriate long-term goals and short-term instructional objectives, and selection of instructional strategies. Both formal and informal assessment strategies are included.

Prerequisites: Special Education 330 and a minimum GPA of 2.75.

Course Type(s): none

EDS 342 Cr. 3.0

Instructional Methods and Materials for Middle/Secondary Students with Mild/ Moderate Disabilities

Study and application of curriculum, methods, materials, classroom organization, and management for secondary students with mild/moderate disabilities. Field experience required.

Prerequisites: Special Education 330, 336, 338, and a minimum GPA of 2.75.

Course Type(s): none

EDS 350 Cr. 3.0

Individualizing Curricula and Systematic Instruction for Special Education

The development and application of research-based, effective teaching techniques, necessary adaptations, and supports to meet the learning needs of exceptional students, prescriptive models for intervention, and ways of observing, recording, and responding to behaviors. Field experience required.

Prerequisites: Special Education 330, 332, and 338, and a minimum GPA of 2.75.

Course Type(s): none

EDS 352 Cr. 3.0

Curricula, Methods and Materials for Learners with Difficulties

The development of educational programs and applications of curricula, methods, and materials appropriate for the strengths and needs of all students with disabilities and/or difficulties in special education and inclusive settings. Focus on identifying and creating adaptations to support students with difficulty learning in classrooms.

Field experience required.

Prerequisites: Special Education 330, 336, and 338, and a minimum GPA of 2.75.

Course Type(s): none

EDS 398 **Cr. 1.0 - 3.0**

Special Topics in Special Education

An intensive study of a particular subject or problem in education to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis.

Prerequisite: As announced in the course schedule and a minimum GPA of 2.75.

Course Type(s): none

EDS 499 **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. Prerequisite: Prior permission of the directing professor and department chair. Application must be filed before registration.

Course Type(s): none

ENGLISH

EN 100 **Cr. 3.0**

Writing Workshop

Development of skills useful for essay writing; opportunity to write in other forms; and projects to fit individual student needs. Offered in summer only; restricted to EOF students.

Course Type(s): none

EN 101 **Cr. 3.0**

College Composition I

A college-level writing course designed to prepare students to make the transition from high school to college by familiarizing them with the standards for academic writing they will encounter throughout their educational and professional careers. Students will gain intense experience in writing academic prose that demonstrates knowledge, understanding, analysis, and application of ideas from a variety of progressively sophisticated and interrelated texts.

Course Type(s): none

EN 102 **Cr. 3.0**

College Composition II

Reinforces and expands the reading and writing activities

taught in English 101 (academic writing demonstrating knowledge, understanding, analysis, and application of ideas). In addition to sustaining what has already been learned in other writing courses, EN 102 focuses on the academic research essay as a fundamental written form needed across the disciplines.

Prerequisite: English 101.

Course Type(s): none

EN 112 **Cr. 3.0**

Persuasive Academic Writing

Development of writing proficiency through intensive instruction in academic skills.

Not open to students who have passed the Writing Proficiency Requirement.

Course Type(s): none

EN 151H **Cr. 3.0**

Honors Writing and Research

Intensive, analytical reading and the writing of research papers; orientation for the Honors Program. Successful completion of this course satisfies the English 101-102 requirement.

Course Type(s): HO

EN 201 **Cr. 3.0**

Literature I: Ancient Through Renaissance

Works from the Ancient, Medieval, and Renaissance periods.

Prerequisites: English 101 and 102.

Course Type(s): LIT

EN 202 **Cr. 3.0**

Literature II: Neoclassical to the Present

Works from the Renaissance to the present.

Prerequisites: English 101 and 102.

Course Type(s): LIT

EN 211 **Cr. 3.0**

Environment and Pre-Modern Literature

Environmental criticism, sometimes called ecocriticism, examines the ways in which literary texts represent the natural world and human relationships with it. Looks at several works from the Ancient and Medieval periods, considering how people from different times and places before the modern era think about nature and natural resources.

Prerequisites: English 101 and 102.

Course Type(s): LIT

Appendix A: Course Descriptions

EN 212 Cr. 3.0

Literature of Oppression

Selected works of the eighteenth, nineteenth, and twentieth centuries are covered, with attention to representations of oppression as displayed in slavery, colonialism, imperialism, and post-colonial responses.

Prerequisites: English 101 and 102.

Course Type(s): LIT

EN 213 Cr. 3.0

Tragedy and the Tragic

Explores the nature of literary tragedy by having students consider the conventions of both classical and Shakespearean tragedy and decide whether literary narratives that are merely sad - particularly those in contemporary times and from genres other than drama - may similarly be termed tragedy.

Prerequisites: English 101 and 102.

Course Type(s): LIT

EN 214 Cr. 3.0

The Irish: Home and Abroad

A comparison of the Irish epic, *The Tain to The Odyssey* and exploration of the literature and culture of Ireland and the Irish diaspora, which may include writers of Irish descent from Canada, the US, Australia, South America, and other parts of the world.

Prerequisites: English 101 and 102.

Course Type(s): LIT

EN 215 Cr. 3.0

Vampire Literature: Bite Me

Literature about vampires starting with nineteenth-century European texts and moving into the twentieth and twenty-first centuries in the Americas. These texts involve themes of vampirism representative to cultural, ethical, and political issues for their times.

Prerequisites: English 101 and 102.

Course Type(s): LIT

EN 226 Cr. 3.0

Literary Studies for English Majors

An introduction to literary studies. Close study of representative texts in fiction, poetry, drama, the essay, and literary theory and criticism; writing of analytical essays, integrating close reading of text with theoretical critical approaches.

Prerequisites: English 101 and 102 or permission of the instructor.

Course Type(s): WT

EN 227 Cr. 3.0

Foundations of British Literature

A British and Irish literature survey from the Middle Ages through the late eighteenth century, emphasizing close analysis of texts and fundamental approaches to critical writing.

Prerequisites: English 101 and 102 or permission of the instructor.

Course Type(s): WT

EN 228 Cr. 3.0

Foundations of American Literature

An American literature survey from the Colonial period to the Civil War, emphasizing fundamental critical terms and concepts and the use of writing to explore relationships between literature and criticism.

Prerequisites: English 101 and 102 or permission of the instructor.

Course Type(s): WT

EN 229 Cr. 3.0

Non-European Literature in English

Survey of national literature from the non-western, non-European world. Literary analysis and class reading of selected prose, poetry and dramatic literature.

Prerequisites: English 101 and 102 or permission of the instructor.

Course Type(s): CC, WT

EN 251 Cr. 3.0

Creative Writing: Introduction

Students analyze in a workshop setting readings in two or more genres of literature (poetry, fiction, drama, non-fiction) to observe techniques in craft, and present their own creative writings for intensive examination by workshop participants.

Prerequisites: English 101 and 102.

Course Type(s): none

EN 252 Cr. 3.0

Creative Writing: Fiction

Short-story writing with critiques.

Prerequisite: English 251 or permission of the instructor.

Course Type(s): ENCWU

EN 253 Cr. 3.0

Creative Writing: Poetry

Experiment with a variety of verse forms and techniques for the purpose of developing creativity and deepening the appreciation of poetry.

Prerequisite: English 251 or permission of the instructor.
Course Type(s): ENCWU

EN 254 **Cr. 3.0**
Creative Writing: Drama

The writing of one-act plays; development of comic and dramatic techniques.
Prerequisite: English 251 or permission of the instructor.
Course Type(s): ENCWU

EN 255 **Cr. 3.0**
Creative Writing: Non-Fiction

Development of advanced writing skills to explore a variety of personal essay forms, such as the memoir, travel writing, and the lyric essay.
Prerequisite: English 251 or permission of the instructor.
Course Type(s): ENCWU

EN 271 **Cr. 3.0**
Professional Writing

An advanced writing workshop introducing the rhetorical principles and writing practices necessary for producing appropriate workplace writing; emphasis on a wide range of audiences, genres, ethical issues and contexts that professional writers commonly encounter.
Prerequisites: English 101 and 102.
Course Type(s): none

EN 282H **Cr. 3.0**
Theatre of Protest

Analysis of five plays from various periods in western culture to determine how playwrights used the theatre to protest conditions in their societies.
Prerequisites: English 101 and 102.
Course Type(s): HO

EN 298 **Cr. 1.0 - 3.0**
Special Topics in English (200 Level)

An intensive study of a particular subject or problem in English to be announced prior to registration. The course may be conducted on either a lecture-discussion or a seminar basis.
Prerequisites: English 101 and 102.
Course Type(s): none

EN 299 **Cr. 3.0**
Independent Study for the Minor in Writing

For the Writing Minor, development of a major writing project under the guidance of a faculty member.
Prerequisites: English 101 and 102.
Course Type(s): none

EN 305 **Cr. 3.0**
Shakespeare I

Shakespeare's life and times, his poetry, his dramatic technique, and the conventions of the Elizabethan stage, with emphasis on the early comedies, histories, and tragedies.
Prerequisites: English 101, 102 and three credits from courses with a course type of LIT.
Course Type(s): none

EN 306 **Cr. 3.0**
Shakespeare II

Shakespeare's life and times, his poetry, his dramatic technique, and the conventions of the Elizabethan Stage, with emphasis on the early comedies, histories, and tragedies.
Prerequisites: English 101, 102, and three credits from courses with a course type of LIT.
Course Type(s): none

EN 307 **Cr. 3.0**
Middle English Literature

Arthurian legends, dream visions, and the beginnings of English drama, from the twelfth through fifteenth centuries, in translation or in Middle English.
Prerequisites: English 101, 102, and three credits from courses with a course type of LIT.
Course Type(s): none

EN 309 **Cr. 3.0**
Renaissance in England

Poetry, prose, and drama from the reign of Elizabeth I through the Protectorate, excluding Shakespeare. Authors may include: Spenser, Marlowe, Webster, Sidney, Bacon, Donne, Milton, and Marvell.
Prerequisites: English 101, 102, and three credits from courses with a course type of LIT.
Course Type(s): none

EN 310 **Cr. 3.0**
Restoration and Augustan Literature

Survey of British poetry, prose and drama from the Restoration to the late eighteenth century, with special attention to genre and the development of the novel. Authors may include: Behn, Defoe, Swift, Pope, Johnson, Burney, Gray, Leapor, Austen, and Cowper.
Prerequisites: English 101, 102, and three credits from courses with a course type of LIT.
Course Type(s): none

EN 312 **Cr. 3.0**
British Romantic Literature

The romantic involvement with self, including major poets

Appendix A: Course Descriptions

and prose writers from Blake through Shelley.
Prerequisites: English 101, 102, and three credits from courses with a course type of LIT.
Course Type(s): none

EN 315 **Cr. 3.0**

British Victorian Literature

The post-romantic literature of crisis among the Victorians. Authors may include: Carlyle, Tennyson, the Brontes, and Browning.
Prerequisites: English 101, 102, and three credits from courses with a course type of LIT.
Course Type(s): none

EN 316 **Cr. 3.0**

Modern British and Irish Literature

British and Irish writers from the 1890's through the Second World War, including W.B. Yeats, James Joyce, Virginia Woolf, and Stevie Smith.
Prerequisites: English 101, 102, and three credits from courses with a course type of LIT.
Course Type(s): none

EN 318 **Cr. 3.0**

Contemporary British and Irish Literature

British and Irish writers since the Second World War, including Samuel Beckett, Philip Larkin, and Seamus Heaney.
Prerequisites: English 101, 102, and three credits from courses with a course type of LIT.
Course Type(s): none

EN 324 **Cr. 3.0**

Literature of Colonial America

Major genres, texts, and narratives of the early Americas, from exploration and conquest to colonization. May include the following writers: Native American narrative and poetry, Cabeza de Vaca, John Smith, Mary Rowlandson, William Bradford, Anne Bradstreet, Jonathan Edwards, Edward Taylor, Benjamin Franklin, William Byrd, and Sarah Kemble Knight.
Prerequisites: English 101, 102, and three credits from courses with a course type of LIT.
Course Type(s): none

EN 327 **Cr. 3.0**

Mid-Nineteenth Century American Literature

Literature of the United States from the rise of transcendentalism to the Civil War. Authors may include: Poe, Emerson, Thoreau, Whitman, Stowe, Douglass, Melville, and Hawthorne.

Prerequisites: English 101, 102, and three credits from courses with a course type of LIT.
Course Type(s): none

EN 329 **Cr. 3.0**

American Realism

American literature from 1870 to 1910, emphasizing developments in realistic fiction and poetry.
Prerequisites: English 101, 102, and three credits from courses with a course type of LIT.
Course Type(s): none

EN 331 **Cr. 3.0**

Twentieth Century African American Literature

An overview of African American poetry, drama, fiction and non-fiction in the context of the Harlem Renaissance, the Civil Rights movement, the African American feminist movement, and the new African American Renaissance, while considering the contemporary events and literary movements that affected the writers. Authors include McKay, Hurston, Hughes, Baldwin, Morrison, Walker, Angelou, Wilson.
Prerequisites: English 101, 102, and three credits from courses with a course type of LIT.
Course Type(s): none

EN 332 **Cr. 3.0**

Modern American Literature

American writers from World War I to World War II, including Willa Cather, William Faulkner, Robert Frost, and Richard Wright.
Prerequisites: English 101, 102, and three credits from courses with a course type of LIT.
Course Type(s): none

EN 334 **Cr. 3.0**

Contemporary American Literature

American writers from World War II to the present, including Arthur Miller, James Baldwin, John Updike, and Elizabeth Bishop.
Prerequisites: English 101, 102, and three credits from courses with a course type of LIT.
Course Type(s): none

EN 341 **Cr. 3.0**

Twentieth Century South Asian Literature

Examines twentieth-century fiction, poetry, and essays by writers from India, Pakistan, Bangladesh, and Sri Lanka to consider the style and form they use to comment upon issues of nationalism, identity, anti-imperial sentiment,

and modernization.

Prerequisites: English 101, 102, and three credits from courses with a course type of LIT.

Course Type(s): CC

EN 352 **Cr. 3.0**

Craft of Writing

An in-depth study of the creative writing process, either single - or multi genre. 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. A final portfolio may consist of approximately thirty pages of revised fiction, nonfiction, or drama, or approximately fifteen pages of revised poetry, or twenty to twenty-five pages, revised, of some combination of genres agreed upon between the student and the professor. The collection should be titled and given a cohesive arrangement.

Prerequisite: English 251, or permission of the instructor.

Course Type(s): ENCWU

EN 384 **Cr. 1.0 - 3.0**

Tutoring ESL

Students will tutor non-native members of the greater community in basic literacy (speaking, listening and reading). Students will be responsible for lesson implementation and evaluation. This course does not qualify as a 300+ English elective.

Course Type(s): EX

EN 388 **Cr. 3.0**

Cooperative Education: English

Integration and application of knowledge gained in the academic setting with career-related or community experiences. Work in an external setting, meeting at least three times in the semester with a faculty sponsor from the English department to establish reasonable goals and expectations for the experience, to determine progress at or near the mid-term and to make the final presentation-oral and written-for evaluation. This course may be repeated for credit.

Prerequisites: Completion of all required 100 and 200-level English courses and at least two English electives at the 200-level or higher; permission of department chair may also be required.

Course Type(s): EX

EN 398 **Cr. 1.0 - 3.0**

Special Topics in English (300 Level)

An intensive study of a particular subject or problem in English to be announced prior to registration.

Prerequisite: Three credits from courses with a course type of LIT, or permission of the instructor.

Course Type(s): none

EN 399 **Cr. 1.0 - 3.0**

Independent Study in English

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

Instructor's consent required.

Course Type(s): none

EN 405 **Cr. 3.0**

Chaucer

Selections from the Canterbury Tales, Troilus and Criseyde, and short poems in Middle English.

Prerequisites: English 101, 102, three credits from courses with a course type of LIT and two courses from English 226 -229, or written permission of the instructor.

Course Type(s): none

EN 415 **Cr. 3.0**

New Jersey Literature

An advanced survey of New Jersey literary history from the Colonial period to the present.

Prerequisites: English 101, 102, three credits from courses with a course type of LIT and two courses from English 226 - 229, or written permission of the instructor.

Course Type(s): none

EN 416 **Cr. 3.0**

Secret Gardens: Classic Children's Literature

English-language children's literature, focusing on Golden Age illustrated narratives by authors such as Nesbit, Burnett, Milne, and Grahame, but also including poetry and earlier prose fiction by Carroll and Alcott.

Prerequisites: English 101, 102, three credits from courses with a course type of LIT and two courses from English 226 - 229.

Course Type(s): none

EN 417 **Cr. 3.0**

Writing World War II In Britain

Major poems and prose of World War II Britain that treat the Battle of Britain, the Blitz, the Holocaust, and the North Africa campaign.

Prerequisites: English 101, 102, three credits from cours-

Appendix A: Course Descriptions

es with a course type of LIT and two courses from English 226 - 229, or written permission of the instructor.
Course Type(s): none

EN 421 **Cr. 3.0**

African Diaspora Literatures

The study of the twentieth century literatures of Worldwide African Diaspora. Primary texts will be drawn from different genres—prose, poetry and drama and will represent the different shores and locations of African Diasporas Worldwide.

Prerequisites: English 101, 102, three credits from courses with a course type of LIT and two courses from English 226-229, or written permission of the instructor.
Course Type(s): none

EN 424 **Cr. 3.0**

Postmodern Literature

Explores the works of key figures in postmodern American and/or British literature and includes a study of theoretical structures and cultural changes that help define literary postmodernism.

Prerequisites: English 101, 102, three credits from courses with a course type of LIT and two courses from English 226 - 229, or written permission of the instructor.
Course Type(s): none

EN 425 **Cr. 3.0**

Postcolonial Literature

Selected, literary representations of colonial and postcolonial discourses in literature, theory, and criticism. Focus on creative representation from African nations, Caribbean, and the Indian Subcontinent.

Prerequisites: English 101, 102, three credits from courses with a course type of LIT and two courses from English 226 - 229, or written permission of the instructor.
Course Type(s): none

EN 426 **Cr. 3.0**

The Short Story in English

Development of the short story genre in English from the eighteenth century to the present, including critical readings.

Prerequisites: English 101, 102, three credits from courses with a course type of LIT and two courses from English 226 - 229; or written permission of the instructor.
Course Type(s): none

EN 427 **Cr. 3.0**

Contemporary Poetry

Analysis of selected, recent poets to evaluate developments in contemporary verse.

Prerequisites: English 101, 102, three credits from courses with a course type of LIT and two courses from English 226 - 229, or written permission of the instructor.
Course Type(s): none

EN 428 **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.

Prerequisites: English 101, 102, three credits from courses with a course type of LIT and two courses from English 226 - 229, or written permission of the instructor.
Course Type(s): none

EN 430 **Cr. 3.0**

Nature of Tragedy

Tragic literature in various genres and periods from the ancient Greeks to the present.

Prerequisites: English 101, 102, three credits from courses with a course types of LIT and two courses from English 226 - 229, or written permission of the instructor.
Course Type(s): none

EN 431 **Cr. 3.0**

Contemporary Women Novelists

Critical analysis of selected novels from both literary and feminist perspectives.

Prerequisites: English 101, 102, three credits from courses with a course type of LIT and two courses from English 226 - 229, or written permission of the instructor.
Course Type(s): GS

EN 441 **Cr. 3.0**

Criticism and Theory

Classic literary criticism and/or contemporary critical theory from Aristotle to Coleridge, Marx to Derrida, addressing how, why, and what we read.

Prerequisites: English 101, 102, three credits from courses with a course type of LIT and two courses from English 226 -229, or written permission of the instructor.
Course Type(s): none

EN 442 **Cr. 3.0**

Language and Linguistics

A grounding in the structural aspects of general linguistics.

tics: 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.

Prerequisites: English 101, 102, three credits from courses with a course type of LIT, and two courses in any major with a course type of WT, or permission of the instructor.

Course Type(s): none

EN 443 **Cr. 3.0**

History of the English Language

The development of the English language from its Indo-European roots to the present, including both linguistic and cultural factors in language change.

Prerequisites: English 101, 102, three credits from courses with a course type of LIT and two courses in any major with a course type of WT, or permission of the instructor.

Course Type(s): none

EN 451 **Cr. 3.0**

Advanced Creative Writing

Students analyze in a workshop-setting longer works (long poems and/or poetic-sequences; novellas; plays; creative nonfiction) in American and World literature to observe techniques in craft, and present their own capacious, sustained, and at times self-generative creative writings for intensive full revised and cohesive final portfolio of a length appropriate to the genre.

Prerequisite: English 251 or permission of the instructor.

Course Type(s): ENCWU

EN 470 **Cr. 3.0**

Theory and Practice of Writing

Instruction in theories of expressive and expository writing and integration of language skills, with a focus on writing process research and its applications. Cannot be taken as an English 300+ elective. Limited to Education or Special Education majors only.

Prerequisites: English 101, 102, three credits from courses with a course type of LIT, and two courses from English 226 -229, or written permission of the instructor.

Course Type(s): none

EN 474 **Cr. 3.0**

Approaches to Composition Theory

Instructions in the foundations of composition theory, with a focus on writing process research and its applications.

Cannot be taken as an English 300+ elective. Limited to Education or Special Education majors only.

Prerequisites: English 101, 102, three credits from courses with a course type of LIT, and two courses from EN 226 - 229, or written permission of the instructor.

Course Type(s): none

EN 475 **Cr. 3.0**

Writing and New Media

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.

Prerequisites: English 101, 102, one LIT designated course, and two WT designated courses in any major.

Course Type(s): none

EN 488 **Cr. 3.0**

Cooperative Education: English

Integration and application of knowledge gained in the academic setting with career-related or community experiences. Work in an external setting, meeting at least three times in the semester with a faculty sponsor from the English department to establish reasonable goals and expectations for the experience, to determine progress at or near the mid-term and to make the final presentation-oral and written-for evaluation. This course may be repeated for credit.

Prerequisites: Completion of all required 100 and 200-level English courses and at least two English electives at the 200-level or higher; permission of department chair may also be required.

Course Type(s): EX

EN 491 **Cr. 3.0**

Seminar in English

A concentrated study on a single author, a related group of authors, or a single topic or theme, which includes the production of a scholarly paper based on substantial, independent research. This course is repeatable for credit.

Prerequisites: English 101, 102, three credits from courses with a course type of LIT, and two courses from English 226 -229, or written permission of the instructor.

Course Type(s): none

EN 498 **Cr. 1.0 - 3.0**

Special Topics in English (400 Level)

An intensive study of a particular subject or problem in English to be announced prior to registration.

Prerequisites: English 101, 102, three credits from cours-

Appendix A: Course Descriptions

es with a course type of LIT, and two courses from English 226 -229, or written permission of the instructor.
Course Type(s): none

EN 499 **Cr. 1.0 - 3.0**

Independent Study in English

Reading and research on a selected topic under the direction of an English Department faculty member.
Prerequisites: English 101, 102, three credits from courses with a course type of LIT and two courses from English 226 -229, or written permission of the instructor.
Course Type(s): none

EXPERIENTIAL EDUCATION

EX 287 **Cr. 1.0 – 6.0**

Service Learning Projects

Introduction to learning through community service. Under faculty supervision, students may work on service projects proposed by external sponsors and agencies. Students will learn about the issues, problems, and techniques associated with projects that address and solve real-world problems, and provide services and benefits to the community.
Prerequisite: Permission of the Experiential Education Director.
Course Type(s): EX

EX 387 **Cr. 1.0 – 6.0**

Service Learning Projects

Introduction to learning through community service. Under faculty supervision, students may work on service projects proposed by external sponsors and agencies. Students will learn about the issues, problems, and techniques associated with projects that address and solve real-world problems, and provide services and benefits to the community.
Prerequisite: Permission of the Experiential Education Director.
Course Type(s): EX

EX 487 **Cr. 1.0 – 6.0**

Service Learning Projects

Introduction to learning through community service. Under faculty supervision, students may work on service projects proposed by external sponsors and agencies. Students will learn about the issues, problems, and techniques associated with projects that address and solve real-world problems, and provide services and benefits to the community.

Prerequisite: Permission of the Experiential Education Director.
Course Type(s): EX

FIRST YEAR SEMINAR

FY 101 **Cr. 3.0**

First Year Seminar

Addresses various topics, in a seminar-style, that are of particular interest to first-year university students, taught by faculty from multiple disciplines. Also addresses sharpening higher-level academic skills, enhancing awareness of ethical issues, and making a successful transition to university life.
For First-Year students only.
Course Type(s): none

FOREIGN LANGUAGES

Arabic

FA 101 **Cr. 3.0**

Elementary Arabic 1

Elements of language structure through oral and written practice in the classroom, supplemented by work in the language laboratory with emphasis on everyday Arabic and easy Arabic prose.
Course Type(s): CC1

FA 102 **Cr. 3.0**

Elementary Arabic 2

Elements of language structure through oral and written practice in the classroom, supplemented by work in the language laboratory with emphasis on everyday Arabic and easy Arabic prose.
Prerequisite: Arabic 101 or some knowledge of the language.
Course Type(s): CC1

Chinese

FC 101 **Cr. 3.0**

Elementary Chinese I

An elementary-level communicative based language course in standard Chinese, which is called Mandarin to distinguish it from regional dialects, with simplified characters, the standard script in China. An introduction to basic Mandarin Chinese grammar, vocabulary, and communicative structures, this course is intended for students with no previous knowledge of Mandarin Chinese. Students partic-

ipate in pair, small group, and whole-class conversation, listening, comprehension and writing activities that focus on the meaningful and accurate conveying of information.
Course Type(s): CC1

FC 102 **Cr. 3.0**

Elementary Chinese II

A continuation of Elementary Chinese I, this course is an elementary-level communicative based language course in standard Chinese, which is called Mandarin, to distinguish it from regional dialects with simplified characters, the standard script in China. A continuation of the introduction to basic Mandarin Chinese grammar, vocabulary, and communicative structures, this course is intended for students who have completed Elementary Chinese I or have some previous knowledge of Mandarin Chinese. Students participate in pair, small group, and whole-class conversation, listening, comprehension and writing activities that focus on the meaningful and accurate conveying of information.

Prerequisite: Elementary Chinese 101.

Course Type(s): CC1

FC 398 **Cr. 3.0**

Special Topics in Chinese

Elements of language structure through oral and written practice in the classroom, supplemented by work in the language laboratory with emphasis on everyday Chinese and easy Chinese prose.

Course Type(s): CC1

Foreign Languages

FO 199 **Cr. 1.0 - 3.0**

Independent Study in Foreign Language

Guided readings and research on an area or topic selected in consultation with the instructor.

Course Type(s): none

FO 298 **Cr. 3.0**

Special Topics in Foreign Literature

Reading in English translation of works by foreign authors. Topics may center on works by a single author or be chosen from a period or genre, and will vary from semester to semester.

Course Type(s): CC1

FO 299 **Cr. 1.0 - 3.0**

Independent Study in Foreign Language

Guided readings and research on an area or topic select-

ed in consultation with the instructor. Regular conferences with the instructor and written reports.

Course Type(s): none

FO 311 **Cr. 1.0 - 3.0**

Independent Readings

Supervised readings in the original language for students who wish to do intensive work in their major field; materials are selected in consultation with the student's advisor from the major field, and the student confers regularly with an instructor from the language staff.

Prerequisite: Intermediate proficiency in the language (202 or equivalent), and approval of the Foreign Language Studies chair, and the department for which the student will do the reading.

Course Type(s): none

FO 312 **Cr. 1.0 - 3.0**

Independent Readings

Supervised readings in the original language for students who wish to do intensive work in their major field; materials are selected in consultation with the student's advisor from the major field, and the student confers regularly with an instructor from the language staff.

Prerequisite: Foreign Language 311.

Course Type(s): none

FO 398 **Cr. 1.0 - 3.0**

Special Topics in Foreign Literature

Students study text in the original language. Course content will vary from semester to semester.

Prerequisite: Some knowledge of the language.

Course Type(s): CC1

FO 399 **Cr. 3.0**

Independent Study in Foreign Language

Guided readings and research on an area or topic selected in consultation with the instructor.

Course Type(s): none

FO 427 **Cr. 3.0**

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. Also listed as Education 427.

Course Type(s): none

FO 498 **Cr. 3.0**

Special Topics in Foreign Languages

Students study text in the original language at an

Appendix A: Course Descriptions

advanced level. Course content will vary from semester to semester.

Course Type(s): none

FO 499 **Cr. 3.0**
Independent Studies in the Teaching of World Languages

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

Course Type(s): none

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

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

Course Type(s): none

FO OPI **Cr. 0.0**
Oral Proficiency Interview for the Spanish Major

This undergraduate oral proficiency interview requires one-hour preparation a week.

Course Type(s): none

French

FF 101 **Cr. 3.0**
Elementary French I

An elementary-level, communicative-based language course. Intended for students with no French at all or no more than two years of high school French. Practice in the classroom is supplemented by work in the language laboratory. French 101 and 102 are sequential.

Course Type(s): CC1

FF 102 **Cr. 3.0**
Elementary French II

An elementary-level, communicative-based language course. Intended for students with no more than three years of high-school French or students who have completed French 101. French 101 and 102 are sequential.

Prerequisite: French 101.

Course Type(s): CC1

FF 201 **Cr. 3.0**
Intermediate French I

An intermediate-level, communicative-based language sequence. A review of French grammar, vocabulary and communicative structures, this course sequence (FF 201-202) emphasizes skill development in speaking, listening

comprehension, reading, and writing in French through oral and written practice in the classroom and in the language laboratory. Students will also be introduced to French literature and culture through short literary and non-literary texts. French 201 and 202 are sequential. Students who register for French 201 must also register for a weekly session of conversation practice in the Foreign Language Resource Center, coordinated by the Department of Foreign Language Studies.

Prerequisite: Four years of high-school French or French 102.

Course Type(s): CC1

FF 202 **Cr. 3.0**
Intermediate French II

An intermediate-level, communicative-based language sequence. A review of French grammar, vocabulary and communicative structures, this course sequence (FF 201-202) emphasizes skill development in speaking, listening comprehension, reading, and writing in French through oral and written practice in the classroom and in the language laboratory. Students will also be introduced to French literature and culture through short literary and non-literary texts. French 201 and 202 are sequential. Students who register for French 202 must also register for a weekly session of conversation practice in the Foreign Language Resource Center, coordinated by the Department of Foreign Language Studies.

Prerequisite: French 201.

Course Type(s): CC1

FF 301 **Cr. 3.0**
Survey of French Literature

Survey of French Literature up to 1800.

Course Type(s): CC1

FF 303 **Cr. 3.0**
Advanced French Composition and Conversation

Oral and written use of correct, idiomatic French vocabulary building, oral discussion, composition, and instruction in the presentation of material.

Prerequisite: Twelve credits in French.

Course Type(s): CC1

FF 309 **Cr. 3.0**
French Culture and Civilization

Political, social, and other developments in France from the Middle Ages to 1800.

Course Type(s): CC1

FF 312 Cr. 1.0 - 3.0

Independent Readings in French

Supervised readings in the original language for students who wish to do intensive work in their major field; materials are selected in consultation with the student's advisor from the major field, and the student confers regularly with an instructor from the language staff.

Course Type(s): none

FF 399 Cr. 3.0

Independent Study in French

Guided readings and research on an area or topic of the French language, culture and/or literature selected in consultation with the instructor. Regular conferences with the instructor and written reports.

Course Type(s): none

FF 499 Cr. 3.0

Independent Study in French

Guided readings and research on an area or topic of the French language, culture and/or literature selected in consultation with the instructor. Regular conferences with the instructor and written reports.

Course Type(s): none

FF LAB Cr. 0.0

Conversation Practice

Separate lab component from intermediate course(s).

Corequisite: French 201 or 202.

Course Type(s): none

German

FG 101 Cr. 3.0

Elementary German I

Elements of language structure through oral and written practice in the classroom, supplemented by work in the language laboratory, with emphasis on everyday German and easy German prose.

Course Type(s): CC1

FG 102 Cr. 3.0

Elementary German II

Elements of language structure through oral and written practice in the classroom, supplemented by work in the language laboratory, with emphasis on everyday German and easy German prose.

Prerequisite: German 101.

Course Type(s): CC1

FG 201 Cr. 3.0

Intermediate German I

Review of grammar, vocabulary, and idiomatic expressions; skill development in reading and writing German through exercises in composition and the reading of modern German texts. Students who register for German 201 must also register for a weekly session of conversation practice in the Foreign Language Resource Center, coordinated by the Department of Foreign Language Studies.

Course Type(s): CC1

FG 202 Cr. 3.0

Intermediate German II

Review of grammar, vocabulary, and idiomatic expressions; skill development in reading and writing German through exercises in composition and the reading of modern German texts. Students who register for German 202 must also register for a weekly session of conversation practice in the Foreign Language Resource Center, coordinated by the Department of Foreign Language Studies.

Prerequisite: German 101.

Course Type(s): CC1

FG 299 Cr. 3.0

Independent Study in German

Guided readings and research on an area or topic of the German language, culture and/or literature selected in consultation with the instructor. Regular conferences with the instructor and written reports.

Course Type(s): none

FG 499 Cr. 3.0

Independent Study in German

Guided readings and research on an area or topic of the German language, culture and/or literature selected in consultation with the instructor. Regular conferences with the instructor and written reports.

Course Type(s): none

FG LAB Cr. 0.0

Conversation Practice

Separate lab component from intermediate course(s).

Corequisite: German 201 or 202.

Course Type(s): none

Hebrew

FH 101 Cr. 3.0

Elementary Modern Hebrew I

Elements of language structure through oral and written

Appendix A: Course Descriptions

practice, supplemented by work in the language laboratory, with emphasis on everyday Hebrew.
Course Type(s): CC1

FH 102 **Cr. 3.0** ***Elementary Modern Hebrew II***

Elements of language structure through oral and written practice, supplemented by work in the language laboratory, with emphasis on everyday Hebrew.

Prerequisite: Hebrew 101 or some knowledge of the language.

Course Type(s): CC1

FH 299 **Cr. 1.0 - 3.0** ***Independent Study Hebrew***

Guided readings and research on an area or topic of the Hebrew language, culture and/or literature selected in consultation with the instructor. Regular conferences with the instructor and written reports.

Course Type(s): none

Irish

FIR 101 **Cr. 3.0** ***Elementary Irish I***

First semester Irish is an elementary-level communicative based language course. An introduction to basic Irish grammar, vocabulary and communicative structures, this course is intended for students with no previous knowledge of the Irish language. In order to provide students opportunities to engage in spontaneous creativity in the language, students engage with diverse multi-media learning technologies and will study grammar as a means to a communicative end.

Course Type(s): CC1

FIR 102 **Cr. 3.0** ***Elementary Irish II***

Second semester Irish is an elementary-level communicative based language course. A continuation of the introduction to basic Irish grammar, vocabulary and communicative structures, this course is intended for students with Irish I or the equivalent. In order to provide students opportunities to engage in spontaneous creativity in the language, students engage with diverse multi-media learning technologies and will study grammar as a means to a communicative end.

Prerequisite: Irish 101.

Course Type(s): CC1

Italian

FI 101 **Cr. 3.0** ***Elementary Italian I***

An elementary-level, communicative-based language course. This course is intended for students with no Italian at all or no more than two years of high school Italian. Practice in the classroom is supplemented by work in the language laboratory. Italian 101 and 102 are sequential.

Course Type(s): CC1

FI 102 **Cr. 3.0** ***Elementary Italian II***

Intended for students with no more than three years of high-school Italian or students who have completed Italian 101. Italian 101 and 102 are sequential.

Prerequisite: Italian 101.

Course Type(s): CC1

FI 201 **Cr. 3.0** ***Intermediate Italian I***

An intermediate-level, communicative-based language sequence. A review of Italian grammar, vocabulary, and communicative structures, this course sequence emphasizes skill development in speaking, listening comprehension, reading, and writing in Italian through oral and written practice in the classroom and in the language laboratory. Students will also be introduced to Italian literature and culture through short literary and non-literary texts. Italian 201 and 202 are sequential. Students who register for Italian 201 must also register for a weekly session of conversation practice in the Foreign Language Resource Center, coordinated by the Department of Foreign Language Studies.

Prerequisite: Four years of high-school Italian or Italian 102.
Course Type(s): CC1

FI 202 **Cr. 3.0** ***Intermediate Italian II***

An intermediate-level, communicative-based language sequence. A review of Italian grammar, vocabulary, and communicative structures, this course sequence emphasizes skill development in speaking, listening comprehension, reading, and writing in Italian through oral and written practice in the classroom and in the language laboratory. Students will also be introduced to Italian literature and culture through short literary and non-literary texts. Italian 201 and 202 are sequential. Students who register for Italian 202 must also register for a weekly session of conversation practice in the Foreign Language Resource

Center, coordinated by the Department of Foreign Language Studies.

Prerequisite: Italian 201.

Course Type(s): CC1

FI 299 **Cr. 1.0 - 3.0**

Independent Study in Italian

Guided readings and research on an area or topic of the Italian language, culture and/or literature selected in consultation with the instructor. Regular conferences with the instructor and written reports.

Course Type(s): none

FI 301 **Cr. 3.0**

Introduction to Italian Literature

Introduction to the most important periods of Italian literature. Organized through a selection of fundamentals texts, from Medieval to contemporary, the course will also analyze the main genres of Italian literature: theatre, essay, short story, and poetry. Taught in Italian.

Prerequisite: Italian 202 or equivalent.

Course Type(s): none

FI 303 **Cr. 3.0**

Advanced Italian: Composition and Conversation I

Oral and written use of correct, idiomatic Italian vocabulary building, oral discussion, and instruction in the presentation of material.

Prerequisite: Twelve credits in Italian.

Course Type(s): CC1

FI 304 **Cr. 3.0**

Advanced Italian: Composition and Conversation II

Oral and written use of correct, idiomatic Italian vocabulary building, oral discussion, composition, and instruction in the presentation of material.

Prerequisite: Italian 303.

Course Type(s): CC1

FI 399 **Cr. 1.0 - 3.0**

Independent Study in Italian

Guided readings and research on an area or topic of the Italian language, culture and/or literature selected in consultation with the instructor. Regular conferences with the instructor and written reports.

Course Type(s): none

FI 499 **Cr. 3.0**

Independent Study in Italian

Guided readings and research on an area or topic of the

Italian language, culture and/or literature selected in consultation with the instructor. Regular conferences with the instructor and written reports.

Course Type(s): none

FI LAB **Cr. 0.0**

Conversation Practice

Separate lab component from intermediate course(s).

Corequisite: Italian 201 or 202.

Course Type(s): none

Latin

FL 101 **Cr. 3.0**

Elementary Latin I

Elements of language structure through oral and written exercises in the classroom, supplemented by work in the language laboratory.

Course Type(s): CC1

FL 102 **Cr. 3.0**

Elementary Latin II

Elements of language structure through oral and written exercises in the classroom, supplemented by work in the language laboratory.

Prerequisite: Latin 101.

Course Type(s): CC1

FL 199 **Cr. 3.0**

Independent Study in Latin

Guided readings and research on an area or topic selected in consultation with the instructor. Regular conferences with the instructor and written reports.

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

Course Type(s): none

FL 299 **Cr. 3.0**

Independent Study in Latin

Guided readings and research on an area or topic selected in consultation with the instructor. Regular conferences with the instructor and written reports.

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

Course Type(s): none

Appendix A: Course Descriptions

Portuguese

FP 103 Cr. 3.0

Elementary Portuguese for Business I

Introduction to the elements of Portuguese language structure through oral and written practice in the classroom, supplemented by work in the language lab with emphasis on both spoken and written Portuguese relating to the business world.

Course Type(s): CC1

FP 104 Cr. 3.0

Elementary Portuguese for Business II

Introduction to the elements of Portuguese language structure through oral and written practice in the classroom, supplemented by work in the language lab, with emphasis on both spoken and written Portuguese relating to the business world.

Prerequisite: Portuguese 103.

Course Type(s): CC1

Spanish

FS 101 Cr. 3.0

Elementary Spanish I

An elementary-level, communicative-based language course, intended for students with no Spanish at all or no more than two years of high-school Spanish. Practice in the classroom is supplemented by work in the language laboratory. Spanish 101 is to be taken before 102.

Course Type(s): CC1

FS 102 Cr. 3.0

Elementary Spanish II

An elementary-level, communicative-based language course, intended for students with no Spanish at all or no more than two years of high-school Spanish. Practice in the classroom is supplemented by work in the language laboratory. Intended for students with no more than three years of high-school Spanish or students who completed Spanish 101.

Prerequisite: Spanish 101.

Course Type(s): CC1

FS 199 Cr. 3.0

Independent Study in Spanish

Guided readings and research on an area or topic selected in consultation with the instructor. Regular conferences with the instructor and written reports.

Prerequisite: Prior permission of the directing professor

and department chair.

Course Type(s): none

FS 201 Cr. 3.0

Intermediate Spanish I

An intermediate-level, communicative-based language sequence (Spanish 201-202). A review of Spanish grammar, vocabulary and communicative structures, this course sequence emphasizes skill development in speaking, listening comprehension, reading, and writing in Spanish through oral and written practice in the classroom and in the language laboratory. Students will also be introduced to Hispanic literature and culture through short literary and non-literary texts. Students who register for Spanish 201 must also register for a weekly session of conversation practice in the Foreign Language Resource Center, coordinated by the Department of Foreign Language Studies.

Prerequisite: Four years of high-school Spanish or Spanish 102.

Course Type(s): CC1

FS 202 Cr. 3.0

Intermediate Spanish II

An intermediate-level, communicative-based language sequence. A review of Spanish grammar, vocabulary and communicative structures, this course sequence (Spanish 201-202) emphasizes skill development in speaking, listening comprehension, reading, and writing in Spanish through oral and written practice in the classroom and in the language laboratory. Students will also be introduced to Hispanic literature and culture through short literary and non-literary texts. Students who register for Spanish 202 must also register for a weekly session of conversation practice in the Foreign Language Resource Center, coordinated by the Department of Foreign Language Studies.

Prerequisite: Spanish 201.

Course Type(s): CC1

FS 298 Cr. 3.0

Special Topics in Spanish (200 Level)

Students study text in the original language at an advanced level. Course content will vary from semester to semester.

Course Type(s): CC1

FS 300A Cr. 3.0

Advanced Spanish: Composition and Conversation I

Oral and written use of correct, idiomatic Spanish vocabulary building, oral discussion, composition, instruction in the presentation of material, and complementary laborato-

ry work in preparation for the Oral Proficiency Interview. Students who register for Spanish 300A must also register for a weekly session of conversation practice in the Foreign Language Resource Center, coordinated by the Department of Foreign Languages.

Prerequisite: Spanish 202 or five or more years of Advanced Placement credits.

Course Type(s): CC1

FS 300B Cr. 3.0

Advanced Spanish: Composition and Conversation II

Oral and written use of correct, idiomatic Spanish vocabulary building, oral discussion, composition, instruction in the presentation of material, and complementary laboratory work in preparation for the Oral Proficiency Interview. Students who register for Spanish 300B must also register for a weekly session of conversation practice in the Foreign Language Resource Center, coordinated by the Department of Foreign Languages.

Prerequisite: Spanish 202 or five or more years of Spanish or Advanced Placement credits.

Course Type(s): CC1

FS 301 Cr. 3.0

Introduction to Hispanic Literature

Introduction to the four principal genres of Hispanic literature. Fundamentals of literary analysis through a selection of texts from Medieval through contemporary Spanish literature, and colonial through twentieth-century Latin American literature.

Prerequisites: Spanish 300A or 318 (if not a native speaker) and Spanish 300B; and English 101 and 102 or permission of the instructor.

Course Type(s): CC1, WT

FS 305 Cr. 3.0

Survey of Spanish-American Literature

Survey of Latin-American literature studying representative works from the Colonial period through the twentieth-century. Genres covered include novel, drama, poetry, essay, and short story. Taught in Spanish.

Prerequisites: Spanish 301 or permission of the department chair; and English 101 and 102 or permission of the instructor.

Course Type(s): CC1, WT

FS 307 Cr. 3.0

Survey of Spanish Literature

Survey of Peninsular Spanish literature that focuses on drama, short story, and poetry from the medieval period until the beginning of the eighteenth century. Emphasis will

be on the drama of the Renaissance and Baroque periods incorporating playwrights, such as Lope de Vega, Tirso de Molina, and Calderon de la Barca. In addition, poets and writers such as Garcilaso, Fray Luis, Santa Teresa, and Maria de Zayas are included. Taught in Spanish.

Prerequisite: Spanish 301 or permission of the department chair.

Course Type(s): CC1

FS 309 Cr. 3.0

Culture and Civilization Spain

Study of the culture and civilization of Spain from pre-historic times to the present day. The first part of the course will present the major historical developments and artistic movements of the Iberian Peninsula with special focus placed upon the plastic arts (painting, architecture, sculpture). The second part of the course will focus on contemporary socio-cultural issues such as the Spanish economy, politics (dictatorship and democracy), society, and cultural life. Taught in Spanish.

Course Type(s): CC1

FS 310 Cr. 3.0

Culture and Civilization of Latin America

The natural aspects and historical evolution of the culture and civilization of Latin American countries. Landmarks in the political, economic, cultural and social history of the continent are traced from the pre-colonial times to the present. Students are introduced to, and familiarized with, the world of Latin American history, life, thought, and feelings. Emphasis is given to aspects of Latin America today such as the new political and economic map in the twenty-first century, women's impact in politics, LGBT issues, religion, education, science and technology, music, art, and film. Conducted in Spanish.

Prerequisites: English 101 and 102 or permission of the instructor.

Course Type(s): CC1, WT

FS 311 Cr. 1.0 - 3.0

Independent Readings in Spanish

Supervised readings in the original language for students who wish to do intensive work in their major field; materials are selected in consultation with the student's advisor from the major field, and the student confers regularly with an instructor from the language staff.

Course Type(s): none

FS 312 Cr. 1.0 - 3.0

Independent Readings in Spanish

Supervised readings in the original language for students

Appendix A: Course Descriptions

who wish to do intensive work in their major field; materials are selected in consultation with the student's advisor from the major field, and the student confers regularly with an instructor from the language staff.

Course Type(s): none

FS 313 **Cr. 3.0**

Commercial Spanish

Designed to acquaint the students with the mercantile practice, documents, and terminology needed for the understanding of the business usages of the Spanish-speaking countries.

Prerequisite: Spanish 202 or five or more years of Spanish or Advanced Placement credits.

Course Type(s): CC1

FS 315 **Cr. 3.0**

Introduction to Spanish Linguistics

An introduction to the linguistic analysis of the Spanish language from the point of view of its internal organization and sound system. Intended for Spanish majors and will be conducted entirely in Spanish. Students will be introduced to the morphological study of the language; an introduction to Spanish phonetics in theory and practice will incorporate the history of the Spanish language from Latin to modern Spanish. Discussion of Hispanic dialectology and geolinguistics.

Prerequisite: Four years of high-school Spanish or four semesters of college Spanish.

Course Type(s): CC1

FS 318 **Cr. 3.0**

Spanish Pronunciation, Voice and Diction

An analytical and practical study of contemporary Spanish pronunciation, conducted completely in Spanish. Students are introduced to the phonetics (the study of sounds) and phonology (the study of the sound system) of the Spanish language.

Prerequisites: Spanish 101, 102, 201, 202 or the equivalent as pursuant to the Foreign Language Studies Placement Policy.

Course Type(s): CC1

FS 398 **Cr. 3.0**

Special Topics in Spanish

Students study text in the original language. Course context will vary from semester to semester.

Course Type(s): none

FS 399 **Cr. 1.0 - 3.0**

Independent Study in Spanish

Guided readings and research on an area or topic of the Spanish language, culture, and/or literature selected in consultation with the instructor. Regular conferences with the instructor and written reports.

Course Type(s): none

FS 403 **Cr. 3.0**

Spanish Literature of the Eighteenth and Nineteenth Centuries

Novels, drama, and poetry, with emphasis on the works of Iriarte, Moratin, Espronceda, Zorrilla, Becquer, Galdos, and others.

Course Type(s): CC1

FS 404 **Cr. 3.0**

Spanish Literature of the Twentieth Century

The evolution of Spanish literature from the Generation of 1898 to the present; analysis of the drama, novel, and poetry of the period.

Course Type(s): CC1

FS 405 **Cr. 3.0**

The Spanish-American Short Story

A critical study of the cuento (short story) in Spanish America. Major authors and trends are studied in historical and social contexts. By studying a significant amount of short stories by authors both male and female from different countries, students will become acquainted with the development of this genre in Spanish America and get to know some of the most representative authors of the genre. They will learn to use different critical approaches to analyze their work. Readings will include, among others, works by: Isabel Allende, Mario Benedetti, Jorge Luis Borges, Rosa Maria Britton, Rosario Castellanos, Martha Cerda, Julio Cortazar, Jose Donoso, Rosario Ferre, Renee Ferrer, Gabriel Garcia Marquez, Jose Luis Gonzalez, Angelica Gorodischer, Liliana Heker, Elena Poniatowska, Horacio Quiroga, Juan Rulfo, Luisa Valenzuela, and Bella Clara Ventura. Taught in Spanish.

Prerequisites: Spanish 301 or permission of the instructor; and English 101 and 102 or permission of the instructor.

Course Type(s): CC1, WT

FS 406 **Cr. 3.0**

Cervantes

Analytical readings in Cervantes' Entremeses, Novelas Ejemplares, and Don Quixote.

Course Type(s): CC1

FS 407 **Cr. 3.0**
The Spanish-American Novel I
 The development of the novel in Spanish-America. Semester I: movements in the nineteenth century, the novel of the Mexican Revolution. Semester II: the novel of the twentieth and twenty-first centuries. Conducted in Spanish. Prerequisites: Two courses in Spanish at the 300-level or higher or permission of the instructor. Course Type(s): CC1

FS 408 **Cr. 3.0**
The Spanish-American Novel II
 The development of the novel in Spanish-America. Semester I: movements in the nineteenth century, the novel of the Mexican Revolution. Semester II: the novel of the twentieth and twenty-first centuries. Conducted in Spanish. Prerequisites: Two courses in Spanish at the 300-level or higher or permission of the instructor. Course Type(s): CC1

FS 409 **Cr. 3.0**
Advanced Spanish: Grammar and Stylistics
 Focuses on the study of advanced grammar and style through writing, translation, and oral practice in Spanish. It is intended for majors and for teachers or students intending to teach. Prerequisites: Spanish 300B and 300A or Spanish 313. (Native Spanish speakers only need to take Spanish 300B with departmental approval). Course Type(s): CC1

FS 410 **Cr. 3.0**
Contemporary Spanish-American Women Writers
 A survey of the literature written by contemporary Spanish-American women writers. Texts examined will cover the genres of novel, short story, and poetry. Consideration of women's language and discourse, the relations between gender and writing considered within a historical context, and critical and theoretical aspects of gender and writing. Readings will include, among others, works by Claribel Alegria, Isabel Allende, Carmen Boullosa, Rosario Castellanos, Laura Esquivel, Rosario Ferre, Renee Ferrer, Elena Garro, Angelica Gorodischer, Liliana Heker, Silvia Molina, Cristina Peri-Rossi, Elena Poniatowska, Laura Restrepo, Marcela Serrano, Rosina Valcarcel, Zoe Valdes, Ana Lydia Vega. Prerequisites: Two courses in Spanish at the 300-level or higher or permission of the instructor. Course Type(s): none

FS 411A **Cr. 3.0**
Writing for the Media in Spanish
 Focus on writing for all Spanish media (print and online news, television, radio). Fundamentals of news writing, news editing, online journalism, editorial writing, and feature writing will be studied. The class will be conducted in Spanish. Prerequisites: Communication 211 and 215. Corequisites: Spanish 301 and 300B. Course Type(s): CC1

FS 411B **Cr. 3.0**
Writing for the Media in Spanish
 Conducted in Spanish, focus will be on writing for all Spanish media (print and online news, television, and radio). Fundamentals of news writing, news editing, online journalism, editorial writing, and feature writing will be studied. Prerequisites: Communication 102 and 350. Corequisites: Spanish 301 and 300B. Course Type(s): CC1

FS 412 **Cr. 3.0**
Advanced Business Spanish I
 Introduces the terminology and the techniques used in commercial transactions, including interpretation and writing of business materials. Enhances students' ability to function effectively in an increasingly important commercial language environment, locally in the United States as well as abroad, in any Spanish-speaking country. Develops students' geographic literacy and cultural understanding of the Spanish-speaking world, as these are central to being able to successfully conduct business in Spanish. Concentrates on vocabulary and linguistic and cultural background needed when dealing with subjects such as goods and services, marketing, finance, foreign market, and import-export. Prerequisite: Spanish 313. Course Type(s): none

FS 413 **Cr. 3.0**
Advanced Business Spanish II
 Introduces the terminology and the techniques used in commercial transactions, including interpretation and writing of business materials. Enhances students' ability to function effectively in an increasingly important commercial-language environment, locally in the United States as well as abroad, in any Spanish-speaking country. Develops students' geographic literacy and cultural understanding of the Spanish-speaking world, as these are central to being able to successfully conduct business in

Appendix A: Course Descriptions

Spanish. Concentrates on vocabulary and linguistic and cultural background needed when dealing with subjects such as goods and services, marketing, finance, foreign market, and import-export.

Prerequisites: Spanish 313; and English 101 and 102 or permission of the instructor.

Course Type(s): WT

FS 414 **Cr. 3.0** ***Current Issues in Business in the Spanish-Speaking World***

Explores various topics and aspects of current business conditions, thought and policy in Spanish-America, Spain and the United States. Intended for students majoring in Spanish and International Business and any Spanish major interested in learning more about current topics in business of the Spanish speaking world.

Prerequisites: Spanish 300B and Spanish 300A or 313. With department approval, native Spanish speakers only need to take Spanish 300B.

Course Type(s): none

FS 415 **Cr. 3.0** ***The Literature and Culture of Post-Franco Spain***

An in-depth analysis of the literary and cultural scene in contemporary Spain in light of the after-effects of the Spanish Civil war and subsequent 40-year dictatorship. Will consider particular problems and issues that have arisen in democratic Spain through close readings and discussions of some of the most significant narrative and cinematic texts of the Post-Franco period including relevant literary and cultural criticism. Will be taught completely in Spanish.

Prerequisites: Spanish 300B and 301.

Course Type(s): CC1

FS 416 **Cr. 3.0** ***Medieval and Golden Age of Spanish Literature***

An in-depth study of three periods of Spanish Peninsular literature: Medieval, Golden Age, and Baroque. Works include Poema de Mio Cid, La Celestina, La vida de Lazarillo de Tormes and other picaresque novels. The poetry of Gongora and Quevedo will also be studied. Taught in Spanish.

Prerequisites: Spanish 301, 300B, and either Spanish 305 or 307, or permission of the department.

Course Type(s): CC1

FS 455 **Cr. 3.0** ***Latin American Seminar***

Interdisciplinary study and research on a topic of con-

temporary interest.

Prerequisite: Permission of Foreign Language Studies department.

Course Type(s): CC1

FS 499 **Cr. 3.0** ***Independent Study in Spanish***

Guided readings and research on an area or topic of the Spanish language, culture and/or literature selected in consultation with the instructor. Regular conferences with the instructor and written reports.

Course Type(s): none

FS LAB **Cr. 0.0** ***Conversation Practice***

Separate lab component from intermediate course(s).

Corequisite: Spanish 201 or 202.

Course Type(s): none

GENDER STUDIES

GS 218 **Cr. 3.0** ***Comparative History of the Family***

Analyze the history of the family through fiction, monographs, articles, and primary documents. It will explore how the family developed, why it persisted, and the many forms it has taken. Consider how family size and structure, roles, functions, and power dynamics have varied, not only according to historical era, but also along class, ethnic, regional, religious, and national lines. Also listed as Anthropology 218 and History 218.

Course Type(s): GS

GS 220 **Cr. 3.0** ***History of Advertising***

Designed to develop a critical understanding of the historical evolution of advertising in the United States, with critical attention to race, class, gender, and sexuality. We will explore the economic, political, and cultural factors that have contributed to the development of advertising, and which have been affected by advertising. Some of the topics to be discussed include: the rise of national advertising; the relation of advertising to consumption; advertising to children; political advertising, the relationship between advertisers and the medium in which they appear (magazines, television, radio, etc.); and broadcast and internet advertising. Also listed as Anthropology 220 and History 220.

Course Type(s): GS, HSUS

GS 225 **Cr. 3.0**

Introduction to Gender Studies

Examines gender inequalities and the pervasiveness of gender as a way of structuring/organizing social life. Emphasizes how gender as a social structure intersects with other social structures such as race, class, and sexuality to legitimize power and privilege and/or constrain diverse groups of people. Critiques conventional theories of gender and sociology and covers a broad spectrum of topics using feminist and sociological perspectives. Also pays attention to the connection between social structure and human agency - how people's experiences are both shaped by social forces and shaped through human action. Also listed as Sociology 225.
Course Type(s): CD, GS, SI, SS.SV

GS 252 **Cr. 3.0**

Race and Ethnicity

Introduces students to the sociological study of race and ethnicity in the United States as interrelated social systems of power that grant a range of material and non-material advantages to different groups of people based on socially constructed definitions of race and ethnicity, particularly as race and ethnicity intersect with a variety of other social structures such as gender and class. Focuses on the historical legacy and current practices of institutionalized racism that have and continue to shape social relations in the U.S. Also listed as Sociology 252. Also listed as Sociology 252.
Course Type(s): CD, GS, SI

GS 305 **Cr. 3.0**

Women in US History

Surveys women's historical experience in the U.S. The emphasis of the course will be on how women of different socio-economic backgrounds, races, and ethnic groups have shaped and been affected by US History. Also listed as History 305.
Course Type(s): GS

GS 307 **Cr. 3.0**

History of Sexuality in America

Explores the social and cultural history of sexuality in the United States. How race, class, and gender have influenced ideas about sexuality, morality, and power. Major topics include: reproduction, gay and lesbian sexualities, sexually transmitted diseases, and sexual representation and censorship. Also listed as History 307.
Prerequisites: English 101 and 102 or permission of the instructor.
Course Type(s): CD, GS, HSUS, WT

GS 370 **Cr. 3.0**

Gender Studies Seminar

An examination of several disciplines from the perspective of sex and gender. Each discipline is reviewed, and sources of bias are identified. Special attention is given to new data and emergent paradigms generated by recent research in Gender Studies and their implications for traditional assumptions.
Prerequisite: Three credits in Gender Studies elective courses.
Course Type(s): GS

GS 377 **Cr. 3.0**

A Comparative Study of Women in the World

A comparative study of the political, cultural, social, and economic status of women in the United States, Western Europe, Russia, Japan, Israel, and Third World nations. Also listed as Political Science 377.
Prerequisites: Gender Studies 225; and English 101 and 102 or permission of the instructor.
Course Type(s): GS, GU, WT

GS 399 **Cr. 3.0**

Independent Study in Gender Studies

Guided research of a selected topic under the direction of a member of the Gender Studies faculty.
Prerequisites: Gender Studies 225, six credits in Gender Studies electives, and prior permission of the directing professor.
Course Type(s): none

GEOGRAPHIC INFORMATION SYSTEMS

GIS 250 **Cr. 3.0**

Introduction to Geographic Information Systems

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. Not open to students who have successfully completed Geography 150.
Prerequisite: Information Technology 100 or 102.
Course Type(s): MEBP, SS.SV, TL

Appendix A: Course Descriptions

GIS 350 **Cr. 3.0**

Spatial Data

Provides an introduction to the collection of various types of spatial data relevant to many GIS applications and basic database management for organization of the data. Students will be introduced to various data-collection techniques through a combination of lectures, discussions, readings, and hands-on experience in the field. Not open to students who have completed GO 250.
Course Type(s): none

GIS 375 **Cr. 3.0**

Applications in Remote Sensing and Geographic Information Systems (GIS)

Introduction to intermediate and advanced uses of geographic information systems (GIS) for managing and analyzing remotely sensed data. Will be of specific interest to students working with environmental data such as biology, botany, urban planning, and archeology.
Prerequisite: Geographic Information Systems 250.
Course Type(s): none

GIS 400 **Cr. 3.0**

Individualized GIS-Based Research Seminar

Participants in this seminar will, with the instructor's guidance, 1) plan all aspects of their own discipline-specific research, 2) acquire all of the necessary data, 3) build and populate a spatial database for their data, 4) create a GIS to import, manipulate, and analyze their data, and 5) present their completed project. Not open to students who have successfully completed GO 300.
Prerequisite: GIS 250.
Course Type(s): none

GIS 470 **Cr. 3.0**

Internship Seminar in Geographic Information Systems

Provides an internship for students who have taken a course in Geographic Information Systems. Not open to students who have successfully completed Geography 470.
Prerequisite: GIS 250.
Course Type(s): EX

GEOGRAPHY

GO 100 **Cr. 3.0**

People, Places, and Environments: Introduction to Geography

Emphasis on the introductory level, is on cultural, physical, and world-regional geography. Topics include cultural

and physical dimensions of the earth and the interrelationships of humans and the environment.

Course Type(s): SS.SV, TL

GO 101 **Cr. 3.0**

Principles of Human Geography

The human environment in which we live; the influence and effect of space, place, location, scale, distance, and movement separately and in their mutual interaction with the cultural, economic, social, and political, urban circumstances of peoples and places.

Course Type(s): CD, SS.SV, TL

GO 102 **Cr. 3.0**

Environmental Geography

Introduces students to the study of location, distribution, and interrelationships of the physical processes that form the environment, and how human activities influence these processes. Topics include: climate, biogeography, biodiversity, sustainability, as well as topography, map reading, and GIS.

Course Type(s): MEBP, SS.SV

GO 125 **Cr. 3.0**

Maps and Mapping

Introduction to the study of maps and cartography from the perspective of the social sciences. 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 use maps and mapping to represent and interpret past and present economic, political, social, and geographic phenomena.

Course Type(s): SS.SV

GO 212 **Cr. 3.0**

Political Geography

The geographical aspects of internal political problems, international relations, and areas of current tension; and the problems of boundaries, sea and air routes, and internal communications of major powers, with emphasis on Europe and the Middle East.

Course Type(s): none

GO 220H **Cr. 3.0**

The City in Film

Through the study of popular images of the city in film, reflect on urban problems and issues, as well as perceptions of the city changing over time. Explores themes in urban studies through the medium of film. The films are

augmented by related readings and serve as a starting point for illumination and critique of the political economy and sociocultural dimensions of cities and urban society.
Course Type(s): HO

GO 231 **Cr. 3.0**
Urban Sociology

Theoretical analysis of the modern urban community, including the history of the city and analysis of urban institutions and behavior patterns; problems relating to metropolitan and suburban areas, community planning, and urban renewal. Also listed as Sociology 231.
Prerequisite: Sociology 101.
Course Type(s): none

GO 267 **Cr. 3.0**
Tourism Around the World

Introductory examination of the various factors that impact tourism in different parts of the world. Students will consider political, social, economic, cultural, and environmental factors that affect tourists, local populations, and the physical destinations. Also listed as Anthropology 267.
Course Type(s): CC, GU, SUS

GO 268 **Cr. 3.0**
Urbanization Around the World

Introduction to urbanization on a global scale. Historical and contemporary development of the world's cities, using geographical approaches to urban analysis. Includes examination of urban forms and the local global, social, cultural, economic, political, and physical processes that shape and are shaped by cities, and the large and rapidly growing cities of the developing world that dominate and control the global economy. Also listed as Anthropology 268.
Course Type(s): CC, SUS

GO 275 **Cr. 3.0**
Global Environmental Problems

Focus on the complex relationship between human beings and their environments in an effort to build an ecological perspective in a global framework. Discussion of basic issues of ecological science in terms of impact on both the western and non-western worlds. Also listed as Anthropology 275.
Course Type(s): CC, MEBP, SUS

GO 298 **Cr. 1.0 - 3.0**
Special Topics in Geography (200 Level)

An intensive study of a particular subject or problem in

geography to be announced prior to registration.
Course Type(s): none

GO 399 **Cr. 3.0**
Independent Study in Geography

Reading and research on a selected topic under the direction of a faculty member.
Course Type(s): none

GO 450 **Cr. 3.0**
Internship Seminar in Applied Geography

Students gain practical experience in the application of geographical ideas and techniques through an internship and integrative capstone seminar. Only open to students minoring in geography.
Prerequisites: Completion of all other requirements of the minor.
Course Type(s): EX

GO 489 **Cr. 3.0**
Internship in Geography

Provides an internship for students who have taken one or more courses in geography and wish to gain practical experience in the application of geographical ideas and techniques.
Prerequisite: Geography 101.
Course Type(s): EX

GO 499 **Cr. 3.0**
Independent Study in Geography

Reading and research on a selected topic under the direction of a faculty member.
Prerequisites: Geography 101 and prior permission of the directing professor and department chair.
Course Type(s): none

GEOLOGY

GL 100 **Cr. 3.0**
Diamonds, Drilling and Dinosaurs: Introductory Geology

Provides comprehensive coverage of the geosciences which spans from the formation of our universe to understanding the physical processes that affect the New Jersey coastline. The principles of geology and earth science are used to demonstrate to the student that the geosciences are involved in every aspect of their daily lives and to make them aware of the role they play in society both economically and physically.
Course Type(s): none

Appendix A: Course Descriptions

HEALTH STUDIES

HE 100 Cr. 3.0

Technology and Health Informatics

Designed to provide an introduction to the computer technology used in health care and its impact on decision-making. Includes an overview of the basic computer skills required to process electronic information, the nature and types of health information available on the World Wide Web, the development of search skills associated with finding information, linking electronic information to health decision-making processes, ethical and social issues involving the use of technology, and identifying major issues in computer and Internet security. Also listed as Nursing 100.

Course Type(s): TL

HE 101 Cr. 3.0

Strategies for Healthy Living

Factors influencing personal health; function of body cells and systems; lifestyle choices such as nutrition, exercise, alcohol, drug and tobacco use, sexuality, contraception, and sexually transmitted diseases; the U.S. health care system and those of other countries.

Course Type(s): none

HE 150 Cr. 3.0

Medical Terminology

Introduction of medical terminology to those students who have an interest in a wide variety of health care services. Presents a study of basic medical terms, including prefixes, suffixes, word roots, special endings, plural forms, abbreviations, and has a special emphasis on spelling, definition, usage, and pronunciation for each body system. A programmed learning, word building system will be used to learn word parts that are used to construct and analyze new terms. The accurate use and understanding of medical terminology used in communications between health care professionals, clients, and other providers of care will be enhanced by taking this course.

Course Type(s): HE.EL, HEPE

HE 160 Cr. 3.0

Substance Use and Abuse

Physical, psychological, and sociological aspects of addictive substances; legal and ethical concerns; alternative methods of dealing with stress in young adulthood; socially responsible behavior.

Course Type(s): none

HE 190 Cr. 3.0

Introduction to Health Research

Introduces students to the basic concepts in health sciences research. Students will gain an understanding of the rationale for conducting research, study designs, qualitative and quantitative inquiry, principles of instrumentation and measurement, data management and interpretation, and research proposal writing and presentation techniques. Students should be able to apply these concepts to evaluate research done by others.

Course Type(s): none

HE 198 Cr. 1.0 - 3.0

Special Topics in Health Studies

An intensive study of a particular subject or problem in health studies to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis. Prerequisite: As announced in the course schedule.

Course Type(s): none

HE 212 Cr. 3.0

Health - A Lifelong Process

Health from conception through senescence using a developmental approach. Examines the factors that influence health at each stage of life, including the effect of environmental, biological, and genetic influences and common deviations from health. Using this approach, the student will investigate the effect of political and economic policies, education, epidemiology, health promotion, and illness prevention programs.

Course Type(s): RD

HE 215 Cr. 3.0

Wellness and Fitness

A comprehensive study of wellness and fitness and will include scientific principles and practical applications of exercise to promote a healthy lifestyle. The health-related fitness components, heart health, stress management, nutrition, weight management, and cancer prevention will be examined. Particular emphasis will be placed on the analysis of personal fitness and wellness status, and will lead to the creation and implementation of a behavior change program. Delivered in a lecture/practical performance format.

Course Type(s): HE.EL, HEPE

HE 225 Cr. 3.0

Mind-Body Connection

Focuses on the psychology of wellness and illness and the healing connections between the mind and body across diverse cultures. How stress is interpreted and expressed in different cultures will be explored. The heal-

ing practices and rituals of different faiths and cultural traditions will be explored.

Course Type(s): CC, HE.EL, NU.EL

HE 235 **Cr. 3.0**
Human Aging

Designed to provide an understanding of the major health problems, health promotion, and wellness concepts which affect older people. Offers an introduction to the physical and functional changes associated with human aging.

Common illnesses which are often identified in older people will be discussed. In addition, factors will be presented which are believed to cause or influence the aging process, changes in physical function and quality of life.

Course Type(s): HE.EL, HEPE

HE 310 **Cr. 4.0**
Becoming a Home Health Aide

Through classroom lecture, discussions, reading and laboratory practice the student will learn the 76 hour training program designed to meet the NJ requirements for the Certified Homemaker/Home Health Aide (HHA). After completion of this course the student will have the opportunity to sit for the state examination and become certified as a HHA. Once certified, the student will be able to gain employment as a certified HHA in numerous agencies and institutions in New Jersey.

Course Type(s): HE.EL

HE 320 **Cr. 3.0**
Principles of Health Education

Examination of the principles and practices of health education for adults in the community, including program development and implementation, educational strategies, behavioral objectives, learner characteristics, and institutional assessment. Essential factors for teaching, learning, and motivating clients to make behavioral changes to promote health. Previously listed as Health Studies 420. Prerequisite: Health Studies 101.

Course Type(s): HEPE, RD

HE 324 **Cr. 3.0**
Human Sexuality

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 its 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. Also listed as Nursing 324.

Course Type(s): GS

HE 330 **Cr. 3.0**
Women's Health

Health care needs/concerns of women from diverse cultures will be examined. The focus will be on African, Asian, Caribbean, and Latina perspectives of health beliefs, health practices, physical and psychological threats, ethical issues. Body image, sexuality, marriage customs, reproduction, childbirth, parenting, lifestyle choices, menopause, and aging will be examined within the context of culture and contrasted to those of western women. Also listed as Nursing 330.

Course Type(s): CC, CD, GS, HE.EL, HEPE, NU.EL

HE 340 **Cr. 3.0**
Environmental Health Issues

A comprehensive study of current environmental, occupational health issues and associated health risks. Focus on the practical applications of assessing environmental, quality and occupational safety. Major topics include: population growth, water quality, use of pesticides, air pollution, food quality, and occupational health. Legal and regulatory issues also considered.

Course Type(s): GU, HE.EL, HEPE, MEBP, NU.EL, SUS

HE 360 **Cr. 3.0**
Transcultural Health

Focuses 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. Also listed as Nursing 360.

Course Type(s): CC, GU, HE.EL, HEPE

HE 365 **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 Korea, Iran, Mexico, China, and Brazil. Examines factors

Appendix A: Course Descriptions

that affect the economic, social, and health care decisions made by the older adults from these diverse populations as well as other nations. Topics to be covered include examinations of health implications on aging populations in non-English speaking countries. Compare countries, such as Japan, India, and Nigeria, to explore how their specific culture influences caregiving, social support networks, and community. Specific cultural views of love, intimacy, and sexuality in older adults will be examined. Also listed as Nursing 365.

Course Type(s): CC, HE.EL, HEPE

HE 370 **Cr. 3.0**

Alternative/Complementary Health Therapies

Cultural origins of CAM therapies will be discussed. Perspectives of health and healing through co-mingling Eastern Traditional Complementary and Alternative (TCAM) therapies and Western biomedical practices into an integrative strategy will be examined. Appropriate therapies for health promotion and specific illness contexts, potential risks/benefits, ethical issues addressing treatment choices and global entities that employ CAM therapies will be discussed. There will be an emphasis on choosing CAM therapies that are supported by research as safe and effective. Knowledge of reliable sources of information on the Internet will improve decision making regarding therapies. Also listed as Nursing 370.

Course Type(s): CC, GU, HE.EL, HEPE, NU.EL

HE 375 **Cr. 3.0**

Health in Developing Countries: A Cross-Cultural Perspective

Designed to introduce students to the concept of health as a cross-cultural issue. Students will examine their own health beliefs and practices and expand their understanding of health and health issues of the developing world. Contemporary health issues will be analyzed. Health-care delivery systems in selected countries in Asia and Africa will be examined and compared to the American health care system. Students are expected to problem solve and postulate solutions to contemporary and emerging health issues. Also listed as Nursing 375.

Course Type(s): CC, GU, HE.EL, HEPE, NU.EL, SUS,

HE 380 **Cr. 3.0**

Nutrition and Health

An introduction to the physiology of nutrition, basic concepts of normal nutrition and nutrition in chronic disease (such as diabetes mellitus, and cardiovascular disease and obesity) will be explored. A study of the basic nutrients and the gastrointestinal system in its role of diges-

tion, absorption, and metabolism. Food needs of an individual throughout life (birth to old age) will be considered along with necessary dietary modifications caused by decreased activity. Food fads and fallacies will be discussed, as will factors to consider in choosing a healthy diet. Current concerns, such as how safe are the additives in our foods; the role of sugar, salt, and highly processed foods; and alternative therapies, such as herbal remedies and phytochemicals and their potential roles in modern nutrition will be studied. Weight management will be addressed as it relates to medical-nutrition therapy. Also listed as Nursing 380.

Course Type(s): NU.EL

HE 385 **Cr. 3.0**

American Health Care Delivery System

Examination of the main components of the American health care system and its effects upon the persons served. Organizational structure, financing mechanisms, governmental policy, and delivery of care.

Course Type(s): none

HE 398 **Cr. 1.0 - 3.0**

Special Topics in Health Education (300 Level)

An intensive study of a particular subject or problem in health education to be announced prior to registration. Prerequisite: As announced in the course schedule.

Course Type(s): HE.EL, HEPE

HE 399 **Cr. 1.0 - 3.0**

Independent Study in Health

Guided research and in-depth study of an area of health of particular interest to the student.

Course Type(s): HE.EL, HEPE

HE 430 **Cr. 3.0**

Health Advocacy

Focus is on personal and peer health advocacy. Being healthy involves making decisions that are right for each individual and being part of a community that promotes healthy behaviors. Advocating for individual health requires that the student has the confidence, basic understanding of advocacy, resources, and skills to make proper health decisions. Foster student health advocacy as skills are taught while students grapple with personal and social questions that affect their overall health and the health of others. Put student-health promotion into the hands of the students. They will be required to create a health initiative. These initiatives will foster a healthier Monmouth University community.

Prerequisites: Health 101, 160, 212, 225 and 320.

Corequisites: Health 324 and Health 380.
Course Type(s): HEPE

HE 435 **Cr. 3.0**

Promoting Health in Communities

Healthcare of groups and communities; this includes community and public health theories, epidemiology, health promotion, illness prevention, research, ethics, vulnerable populations, and common deviations from health.

Previously listed as Health Studies 335.

Prerequisites: Health 101, 160, 212, 225, and 320; and English 101 and 102 or permission of the instructor.

Corequisites: Health 324 and 380.

Course Type(s): WT

HE 440 **Cr. 3.0**

Health Policy

Delves into the core elements that define health policy. Describes factors, such as the healthcare delivery systems (public/non-profits vs. private/for profits), access to care, healthcare financing, quality of care issues, and social issues, such as gender and culture, and their impact on health and healthcare. The dynamics of the policy-making process at different levels (federal, state and local) will be explored, along with policy analysis and how policy influences healthcare decisions. The complexities and challenges of healthcare reform will be identified.

Prerequisites: Health Studies 101 and 212, English 101 and 102, or permission of the instructor. Corequisites: Health 324 and 380.

Course Type(s): WT

HE 476 **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. Health care measures to identify and prevent violence are analyzed. Methods of treatment for victims and perpetrators of violence are evaluated.

Course Type(s): HE.EL, HEPE

HE 485 **Cr. 3.0**

Senior Seminar in Health

Provides students with the experiential education requirement for the B.S. in Health Studies. Students will have a placement in a health setting where they will have the opportunity to work with a health professional and to apply what they have learned in class to the experiential setting. Weekly seminars will be designed to allow the students to share their experiences with their peers.

Prerequisites: Health Studies 101, 160, 212, 225, 320, 324, and 380.

Corequisites: Health Studies 430, 435, and 440.

Course Type(s): EX, HEPE

HE 498 **Cr. 3.0**

Special Topics in Health

An intensive study of a particular subject or problem in health education to be announced prior to registration.

Course Type(s): HE.EL, HEPE

HE 499 **Cr. 1.0 - 3.0**

Independent Study in Health Studies

Guided research and in-depth study of an area of health studies of particular interest to the student.

Course Type(s): HE.EL, HEPE

HISTORY

HS 101 **Cr. 3.0**

Western Civilization in World Perspective I

An introduction to the major historical developments in the history of western society and its intellectual tradition. Secondly, it is also an introduction to the uses of history itself. Our survey will consider ancient Greece and Rome, Medieval Europe, the Renaissance, the Reformation, and the rise of nation-states in Europe. To understand the history of the west in a larger context, we will examine it in relation to the history of the Middle East, particularly at points of contact such as the Crusades.

Course Type(s): HS.SV

HS 102 **Cr. 3.0**

Western Civilization in World Perspective II

A readings-based introduction to Western history, from the seventeenth century to the present, in the perspective of a major non-western civilization. Topics include the Enlightenment, the Industrial Revolution, the Great Depression, the World Wars, the Cold War, and Globalization.

Course Type(s): HS.SV

Appendix A: Course Descriptions

HS 103 Cr. 3.0
US History I
The development of the multi-ethnic American nation. Colonial origins, the Revolution, the Age of Jackson, slavery, the Civil War, and Reconstruction.
Course Type(s): none

HS 104 Cr. 3.0
US History II
The development of the multi-ethnic American nation. The emergence of modern industrial America, domestic reform and civil rights, world conflict, and leadership.
Course Type(s): none

HS 198 Cr. 1.0 - 3.0
Special Topics in History (100 Level)
An intensive study of a particular subject or problem in history to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar-basis. Prerequisite: As announced in the course schedule.
Course Type(s): none

HS 203 Cr. 3.0
New Jersey History: A Mirror on America
An introduction to and overview of New Jersey history (1600-1950). Various trends in local history are tied to national developments. Important people, events, and trends in the state history are examined.
Prerequisites: English 101 and 102 or permission of the instructor.
Course Type(s): HSUS, WT

HS 209 Cr. 3.0
The History of African-Americans
The study of African-Americans from their first contacts with Europeans through the rise of the Black Power movement in the 1960's; the status of African-American society and contributions to American culture.
Course Type(s): HSUS

HS 213 Cr. 3.0
Jacksonian Era
The political, social, and economic forces of the Jacksonian era, 1824-1850: the people, parties, and issues; entrepreneurs and workers; reformers and radicals; Manifest Destiny and the Mexican War; and struggles over slavery.
Course Type(s): HSUS

HS 215 Cr. 3.0
The Rise of Modern America, 1877-1933
The response to industrialism and the search for a new order by the farmers, laborers, immigrants, African-Americans, and reformers.
Prerequisites: English 101 and 102 or permission of the instructor.
Course Type(s): HSUS, WT

HS 216 Cr. 3.0
Recent American History, 1933-Present
The development of an urban nation and its related problems, emergence of minority groups, welfare capitalism versus welfare statism, and the impact of war and revolution upon domestic programs.
Course Type(s): HSUS

HS 217 Cr. 3.0
Twentieth-Century United States Political History
Survey of twentieth-century American politics, the progressive period, the Republican ascendancy, the New Deal, the Second World War, the Cold War, and post-Cold War period, with special focus on the evolution of liberalism and conservatism, critical campaigns and elections, and the power of the presidency.
Course Type(s): HSUS

HS 218 Cr. 3.0
Comparative History of the Family
Analyze the history of the family through fiction, monographs, articles, and primary documents. It will explore how the family developed, why it persisted, and the many forms it has taken. Consider how family size and structure, roles, functions, and power dynamics have varied, not only according to historical era, but also along class, ethnic, regional, religious, and national lines. Also listed as Anthropology 218 and Gender Studies 218.
Course Type(s): GS

HS 219 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 21st 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 220 Cr. 3.0

History of Advertising

Designed to develop a critical understanding of the historical evolution of advertising in the United States, with critical attention to race, class, gender, and sexuality. We will explore the economic, political, and cultural factors that have contributed to the development of advertising, and which have been affected by advertising. Some of the topics to be discussed include: the rise of national advertising; the relation of advertising to consumption; advertising to children; political advertising, the relationship between advertisers and the medium in which they appear (magazines, television, radio, etc.) and broadcast and internet advertising. Also listed as Anthropology 220 and Gender Studies 220.

Course Type(s): GS, HSUS

HS 221 Cr. 3.0

History of Latin America I

Latin-American history from the Indian and European origins to the wars for independence, Indian, and Iberian backgrounds, conquest and colonization, eighteenth-century reforms, and the non-Iberian colonies of the Caribbean.

Course Type(s): CC, HSLA, HSNW, HSPRE

HS 222 Cr. 3.0

History of Latin America II

Latin-American history from the wars for independence, the rise of nationalism, and the Inter-American system and relations.

Course Type(s): CC, HSLA, HSNW

HS 225 Cr. 3.0

Supreme Court Decisions in American History

Analyzes American history through United States Supreme Court decisions. Explores how the court developed, grew in strength, and the effect it has had on America's political and cultural development. It will also consider how the court's size, structure, and political importance impacted on society according to the historical era being studied.

Course Type(s): HSUS

HS 233 Cr. 3.0

Classical Civilizations

Mediterranean civilizations from the Ancient Near East through Classical Greece and Rome, to the close of the Western Roman Empire.

Course Type(s): HSEU, HSPRE

HS 243 Cr. 3.0

Medieval Europe I (300-1400)

Europe from the decline of Rome through the fourteenth century. Semester I (to 1100): barbarian invasions, rise of the Church, early Medieval culture, Byzantium and Islam, feudalism and manorialism. Semester II: Empire vs. Papacy, the Church at its height, the flowering of Medieval culture.

Course Type(s): HSEU, HSPRE

HS 244 Cr. 3.0

Medieval Europe II (300-1400)

Europe from the decline of Rome through the fourteenth century. Semester I (to 1100): barbarian invasions, rise of the Church, early Medieval culture, Byzantium and Islam, feudalism and manorialism. Semester II: Empire vs. Papacy, the Church at its height, the flowering of Medieval culture.

Course Type(s): HSEU, HSPRE

HS 251 Cr. 3.0

History of the British Isles I

Roman, Anglo-Saxon, and Celtic cultures; consolidation of the Anglo-Norman Feudal Monarchy; the impact of the Reformation and Tudor absolutism; and constitutional crisis and revolution to 1688.

Course Type(s): HSEU, HSPRE

HS 252 Cr. 3.0

History of the British Isles II

Union between England and Scotland, Parliamentary reform, Industrial Revolution, Empire and Commonwealth, Ireland and Home Rule, democracy and the welfare state, and contemporary Britain and Ireland.

Course Type(s): HSEU

HS 253 Cr. 3.0

History of Ireland

Selected themes in Irish history from prehistoric times to the present, including Celtic Christianity, Norman Conquest and Gaelic Recovery, Protestant Ascendancy, Rebellion and Revolution, the Famine and Emigration, Home Rule, the Irish Republic, the Troubles in Northern Ireland and the European Union.

Course Type(s): HSEU

HS 261 Cr. 3.0

History of Russia I

Russia from ancient times to the Nuclear Age. Semester I: the consolidation and decline of the Kievan state, the

Appendix A: Course Descriptions

Muscovite and Imperial eras, the impact of the West to about 1855.

Course Type(s): CC, GU, HO, HSAS, HSEU, HSNW, HSPRE

HS 262 **Cr. 3.0**

History of Russia II

Russia from ancient times to the Nuclear Age. Semester II: the reform era, revolutionary movements, the Soviet state, and the evolution and collapse of the communist regime.

Course Type(s): CC, HSAS, HSEU, HSNW

HS 264 **Cr. 3.0**

North American Indians

Survey of the cultural, social, and linguistic diversity of Pre-Columbian North American societies and problems of contemporary Indian groups. Also listed as Anthropology 264.

Course Type(s): CC, GU, HSPRE, HSUS

HS 266 **Cr. 3.0**

Historical Archaeology

Provides an introduction to historical archaeology, the archaeology of the modern world (c.1492+). Focuses on archaeological sites in the United States. Students are introduced to the various written and material sources that historical archaeologists use to interpret the recent past, including artifacts, vernacular architecture, grave markers, documents, photographs and other visual sources. Archaeological field methods are also introduced with a minimum of one class period spent excavating an archaeological site. Also listed as Anthropology 266.

Prerequisites: Anthropology 103 or History 103; and English 101 and 102 or permission of the instructor.

Course Type(s): HSPRE, HSUS, WT

HS 270 **Cr. 3.0**

European Civilizations in the Nineteenth Century

A survey of European politics, industrialization, technology, society, art, science, ideas, and global connections in the nineteenth century, 1815-1914.

Course Type(s): HSEU

HS 271 **Cr. 3.0**

Europe, 1914-1939

Europe during and after World War I: the consequences of that war, the crisis of European democracy, Communism and the Soviet Union, the rise of Fascism in Italy and National Socialism in Germany, and the failure of collective security.

Prerequisites: English 101 and 102 or permission of the

instructor.

Course Type(s): GU, HSEU, WT

HS 272 **Cr. 3.0**

Europe Since 1939

World War II and post-war Europe: the Cold War, European recovery, economic integration, Communism in Eastern Europe, the Soviet Union as a major power, and Europe's changing role.

Prerequisites: English 101 and 102 or permission of the instructor.

Course Type(s): GU, HSEU, WT

HS 277 **Cr. 3.0**

Western Intelligence and Cultural Traditions

A history of ideas, as viewed in philosophy, literature, and art, that have shaped the Western world from the Renaissance to the present; humanism, rationalism, and modern science; the conflict of reason and faith since the seventeenth century.

Prerequisite: Philosophy 101.

Course Type(s): HSEU

HS 283 **Cr. 3.0**

The Civilizations of Asia (India, China, Japan)

A survey of Asia's great cultural traditions through literature, art, science, religion and institutions, and the interplay of these traditional cultures with Western civilization.

Course Type(s): CC, HSAS, HSNW, HSPRE

HS 288 **Cr. 3.0**

Cooperative Education: History

Provides students with an opportunity to apply classroom theory in practice through actual work experience.

Placements are selected to forward the student's career interest through experiential education. Repeatable for credit.

Prerequisite: Junior or Senior standing.

Course Type(s): EX

HS 290 **Cr. 3.0**

Popular Culture and the Middle East

Examines recent events, traditional cultural practices, and the perceptions of the Middle East through the lens of popular media (film, graphic novels, journalism, etc.).

Topics to be covered may include but are not limited to: religion, the Arab (Spring 2011), the Iranian Revolution, the Arab-Israeli Conflict, women's rights/roles, Orientalism and racism, and common governing structures. Also listed as Anthropology 290.

Course Type(s): GU, HSNW

HS 291 **Cr. 3.0**

Introduction to Islamic History

Examines the history and development of the Islamic umma (the community of Muslim believers) across time and space. Traces the development of Islam, taking care to understand the environment into which it was first introduced, and follow its development in terms of philosophy and spirituality to the present day. Takes into account variation within the religion as it spread out of the Arabian Peninsula and across the world.

Prerequisites: English 101 and 102 or permission of the instructor.

Course Type(s): CC, GU, HSAS, HSEU, HSNW, HSPRE, WT

HS 292 **Cr. 3.0**

The Middle East and the Rise of the Gunpowder Empires

Examines the history of the Middle East from the 1200s through the end of the 1700s. In the West this era is typically known as the high-water mark for Islamic Civilization, an era marked by a height for Islamic art, architecture, and political organization, this era also marks the time during which Islamic governments held power over the largest swath of territory. To understand this time period students will examine Persian, Ottoman, Egyptian, Indian, and Magrabi/Andalusian history.

Prerequisites: English 101 and 102 or permission of the instructor.

Course Type(s): CC, GU, HSAS, HSNW, WT

HS 293 **Cr. 3.0**

The African Diaspora in the Americas

The dispersion of African people across the world was a seminal event in the history of humankind. African people have profoundly influenced the development of human history from this dispersion. Includes a comprehensive historical overview of the African Diaspora in the Caribbean, Latin America, and North America, from the height of the Atlantic Slave Trade in the eighteenth century to the present.

Course Type(s): GU, HSNW, HSUS

HS 294H **Cr. 3.0**

Milestones in African History

Examines some milestones in African history. Consideration of issues such as colonialism and African responses, nationalism, politics of independence, promotion of African unity, the new South Africa, the Rwandan genocide, and Africa in contemporary-world politics. Limited to students in the Honors Program.

Course Type(s): CC, HO, HSAF, HSNW

HS 295 **Cr. 3.0**

History of Africa

Africa in modern times, emphasizing the sub-Saharan part of the continent; traditional African civilizations; European colonization and its impact on Africa; economic, social, and political transformation; and the problems of nation-building.

Course Type(s): CC, HSAF, HSNW

HS 296 **Cr. 3.0**

Cultures and Societies of Africa

Examines the history, cultures, and societies of Africa from the precolonial to the contemporary period.

Discusses the cultural, political, and economic changes that have taken place in Africa as a result of Western influence. Also listed as Anthropology 296.

Prerequisites: English 101 and 102 or permission of the instructor.

Course Type(s): CC, HSAF, HSNW, WT

HS 297 **Cr. 3.0**

History of West Africa

An examination of the history of West Africa from AD 1000 to the present. Special topics include: the sources of West African history, the peoples and empires of West Africa, agriculture and the trans-Saharan trade, the introduction of Islam, the coming of the Europeans, and the post-independent period of West Africa.

Prerequisites: History 101 and 102; and English 101 and 102 or permission of the instructor.

Course Type(s): CC, HSAF, HSNW, HSPRE, WT

HS 298 **Cr. 1.0 - 3.0**

Special Topics in History (200 Level)

An intensive study of a particular subject or problem in history to be announced prior to registration. The course may be conducted on either a lecture-discussion or a seminar basis.

Prerequisite: As announced in the course schedule.

Course Type(s): none

HS 299 **Cr. 1.0 - 3.0**

Independent Study in History

Guided study of a selected topic in history not substantially treated in a regular course, under the direction of a member of the History faculty. Extensive reading and at least one written report are required.

Course Type(s): none

Appendix A: Course Descriptions

HS 303 Cr. 3.0

American Colonial and Early National Period

The evolution of the British colonies from their establishment to the American Revolution. The first problems in the development of the new nation to the era of Andrew Jackson.

Course Type(s): HSUS

HS 304 Cr. 3.0

Monuments and Commemoration: Loss and Remembrance

Examines the evolution of American attitudes towards commemoration and remembrance from the colonial period to the present. Focuses on the analysis of landscapes and artifacts, e.g. monuments, grave markers, cemeteries, and historic sites. Topics discussed include the evolution of American burial grounds from colonial burial grounds to the rural cemeteries of the Victorians, and modern memorial parks. Changing grave marker designs and iconography are examined. Distinct ethnic, regional, and national memorial practices are also studied. Public memorials in the form of statuary, commemorative institutions, and historic sites will also be discussed. There will be field trips to select sites. Also listed as Anthropology 304.

Course Type(s): HSUS

HS 305 Cr. 3.0

Women in US History

Surveys women's historical experience in the US. The emphasis of the course will be on how women of different socio-economic backgrounds, races, and ethnic groups have shaped and been affected by US History. Also listed as Gender Studies 305.

Prerequisites: English 101 and 102 or permission of the instructor.

Course Type(s): GS, HSUS, WT

HS 307 Cr. 3.0

History of Sexuality in America

Explores the social and cultural history of sexuality in the United States. How race, class, and gender have influenced ideas about sexuality, morality, and power. Major topics include: reproduction, gay and lesbian sexualities, sexually transmitted diseases, and sexual representation and censorship. Also listed as Gender Studies 307.

Prerequisites: English 101 and 102 or permission of the instructor.

Course Type(s): CD, GS, HSUS, WT

HS 308 Cr. 3.0

The American Civil Rights Movement

Includes a historical examination of the major personalities, groups, and organizations central to the development of the American Civil Rights Movement in the 1960's. Students will be introduced to important scholarship and participant histories crucial to the Movement through an examination of both primary and secondary source material.

Course Type(s): CD, HSUS

HS 309 Cr. 3.0

Readings in African-American Intellectual History

Examines some of the major themes and thinkers in the development of the African-American intellectual tradition from the black abolitionists to the present. Major topics of the course include the formation of black oppositional leadership in the Reconstruction south, Booker T. Washington and racial accommodation, W.E.B. DuBois and integration, along with black nationalism and contemporary, black-feminist theory.

Course Type(s): CD, HSUS

HS 310 Cr. 3.0

Business and Economic Development of the United States

The impact of political and economic decisions on the structure of society: agrarianism, merchant capitalism, laissez-faire industrialism, neomercantilism, and the social welfare state.

Prerequisites: English 101 and 102 or permission of the instructor.

Course Type(s): HSUS, WT

HS 311 Cr. 3.0

History Internship Seminar

Application of theory learned in the classroom in practice through actual work experience. Includes both academic and experiential learning. Eight to twelve hours per week in a public history or fieldwork setting. Open only to history majors. Also listed as Anthropology 311.

Course Type(s): EX

HS 313 Cr. 3.0

History of the Book in America

Examines the impact of printed text in America historical development from the colonial era to the present day. It will cover selected topics that will demonstrate that the printed text in all of its various manifestations was shaped by a nascent and evolving American culture and, in turn,

was instrumental in shaping this culture.
 Prerequisites: English 101 and 102 or permission of the instructor.
 Course Type(s): HO, HSUS, WT

HS 315 **Cr. 3.0**

Field Research in Archaeology
 Archaeological field methods, analysis of data, and anthropological interpretation; students will do supervised work on local sites. May be repeated for a maximum of six credits. Also listed as Anthropology 315.
 Prerequisites: Anthropology 103 or 107 or permission of the instructor.
 Course Type(s): EX, HSUS

HS 316 **Cr. 3.0**

The Worker in American Life
 A survey of the major historical transformations affecting the lives of American working people, from the late eighteenth century to the present, and their social, political, economic, and cultural response to these changes.
 Prerequisites: English 101 and 102 or permission of the instructor.
 Course Type(s): HSUS, WT

HS 318 **Cr. 3.0**

History of Public Policy
 A survey of major issues in domestic public policy. Emphasis on changes in the process of policy formulation in both the public and private sectors from the early nineteenth century to the present.
 Prerequisites: English 101 and 102 or permission of the instructor.
 Course Type(s): HSUS, PO, WT

HS 319 **Cr. 3.0**

History of the American City
 Students study the history of the American city from the colonial era to the present, examining how cultural, economic, geographical, political, and technological factors have influenced urban development and vice versa.
 Prerequisites: English 101 and 102 or permission of the instructor.
 Course Type(s): HSUS, WT

HS 330 **Cr. 3.0**

The Civil War and Reconstruction
 Covers the military, political, and social history of the American Civil War, and the rise, the fall, and the legacies of the postwar Reconstruction.

Prerequisites: English 101 and 102 or permission of the instructor.
 Course Type(s): HSUS, WT

HS 331 **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 economies, 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.
 Prerequisites: English 101 and 102 or permission of the instructor.
 Course Type(s): HSEU, HSUS, WT

HS 332 **Cr. 3.0**

The Cold War
 Examines the rivalry between the United States and the Soviet Union that organized global politics for forty-five years; the roles of ideology, economy, and security that fueled it; the diplomacy, propaganda, and armed might used to wage it; and the impact it had on participants' politics and culture.
 Prerequisites: English 101 and 102 or permission of the instructor.
 Course Type(s): HSEU, HSUS, WT

HS 333 **Cr. 3.0**

The Vietnam Era
 The Vietnam Era, which grew out of America's longest war, was a major influence on American society at home and abroad. Explores the military and political role the U.S. played in this conflict, its influences on American society, and the living legacy of this turbulent era.
 Course Type(s): HSUS

HS 335 **Cr. 3.0**

A History of the Ancient Near East
 A survey of the history and culture of ancient Mesopotamia, Egypt, and their Near Eastern neighbors from the rise of the first literate urban societies through the conquests of Alexander the Great and the Successors. The focus will be on an examination of the preserved material culture, including texts and art and architecture as revealed through archaeology. Also listed as Anthropology 335.
 Course Type(s): HSAS, HSNW, HSPRE

Appendix A: Course Descriptions

HS 338 Cr. 3.0

Ancient Art and Ancient History: Greece, Egypt and the Near East

Surveys the culture and history of pre-Classical Greece in the light of its Egyptian and western Asiatic neighbors from the rise of the first literate urban societies through the Persian invasions. It will examine in detail the nature and degree of the dependence of pre-Classical Greek art on the artistic vocabulary of its older eastern neighbors as evidenced by sculpture, architecture and the minor arts. Specific objects will be treated as historical documents by which to understand better these ancient societies and the hierarchy of ideas and beliefs that produced them. Also listed as Anthropology 338.
Course Type(s): HSNW, HSPRE

HS 344 Cr. 3.0

French Revolution and Napoleon

Study of France and French influence on Europe between 1789 and 1815; the causes and changing aims of the Revolution, the conflict of ideologies, the failure of the First Republic, and the Napoleonic Empire.
Prerequisites: English 101 and 102 or permission of the instructor.
Course Type(s): HSEU, WT

HS 351 Cr. 3.0

Victorian Culture

Victorian England was the first nation to experience the full force of the societal upheaval caused by industrialization. This course will focus on selected aspects of this culture to demonstrate the complexity of the problems faced by Victorians and the ensuing debates in all theaters of life on proposed solutions to these problems. Specific emphasis will be placed on Victorianism, the middle class ethos, which was both product and agent of Victorian culture.
Prerequisites: English 101 and 102 or permission of the instructor.
Course Type(s): CD, HSEU, WT

HS 352 Cr. 3.0

Militant Nationalism

Examines the development militant nationalist groups and the ideologies behind militant nationalism over the course of the twentieth century. Several case studies will be examined including, but not necessarily limited to: the Irish Republican Army (IRA), the National Liberation Front of Algeria (FLN), the Euskadi Ta Askatasuna (ETA), and the Tamil Tigers (LTTE).
Course Type(s): HSEU, HSNW

HS 357 Cr. 3.0

Blood & Iron: Germany in the Nineteenth Century

Prussian militarism, legacy of the French Revolution, 1848, Bismarck and Unification, social tensions in the Empire, industrialization, nationalism and racism, and causes of World War I.
Prerequisites: English 101 and 102 or permission of the instructor.
Course Type(s): HSEU, WT

HS 358 Cr. 3.0

Modern Germany, 1914-Present

World War I, Revolution of 1918-19, Weimar Republic, origins of Nazism, the Third Reich, World War II, the Occupation, post-war Germanies, and Unification.
Prerequisites: English 101 and 102 or permission of the instructor.
Course Type(s): HSEU, WT

HS 359 Cr. 3.0

The Holocaust

An examination of the Holocaust with special emphasis on the historical background in European political, social, economic, and religious institutions; the implications of the planned extermination of European Jewry for world civilization; and the question of responsibility.
Course Type(s): HSEU

HS 360 Cr. 3.0

Brazil: History and Culture

Exposes students to the cultural diversity and historical processes that have produced modern Brazil. Focuses on the effects that large-scale socio-economic processes (e.g. colonization, mercantilism, slavery, nation-building, free trade) have had on the lives of everyday people, past and present, paying special attention to issues of race, gender, and material inequality. Examines the livelihoods and belief-systems of Amazonian Indians, African slave communities, urban slum-dwellers, subsistence cultivators, and Japanese immigrants, looking at their contributions to Brazil's history, and studying the national culture that somehow makes them all Brazilians. Also listed as Anthropology 360.
Prerequisites: English 101 and 102 or permission of the instructor.
Course Type(s): CC, CD, HSLA, HSNW, WT

HS 367 Cr. 3.0

Civilizations of the Andes

A survey of the anthropological history of the Andes from the beginning of civilization through the Inca Empire to contemporary Quechua and Aymara speakers. Pre-Inca

societies, social and political organization of peasant culture, and the role of rural migration in transforming contemporary Andean cities. Also listed as Anthropology 367. Prerequisite: Three credits in anthropology or sociology; and English 101 and 102 or permission of the instructor. Course Type(s): CC, GU, HSLA, HSNW, HSPRE, WT

HS 388 **Cr. 3.0**

Cooperative Education: History

Provides students with an opportunity to apply classroom theory in practice through actual work experience. Placements are selected to forward the student's career interest through experiential education. This course is repeatable for credit.

Prerequisites: History 101, 102 and Junior or Senior standing.

Course Type(s): EX

HS 391 **Cr. 3.0**

The Modern Middle East

Covers the history of the geographic Middle East, North Africa and some of South and Central Asia (largely the heartland of the Islamic world) from 1798 to the present. Particularly interested in examining the fall of Empires and monarchies and the rise of modern nationalist movements in addition to the rise of religious fundamentalist and socialist movements across the region as well.

Prerequisites: English 101 and 102 or permission of the instructor.

Course Type(s): CC, GU, HSNW, WT

HS 392 **Cr. 3.0**

History of the Arab-Israeli Conflict

Examines the development of the conflict over a region known as Palestine (post-1948; Israel) from the late 1800's to the present. Special emphasis will be placed on themes related to imperialism, nationalism, cultural definition, religion, ethnicity, gender, militancy, and the environment.

Prerequisites: English 101 and 102 or permission of the instructor.

Course Type(s): CD, HSAS, HSEU, HSNW, WT

HS 396 **Cr. 3.0**

Colonial Africa

Examines the process of European colonization of Africa in the second half of the nineteenth century. The main issues include: the scramble for and partition of Africa, African resistance to European imperialism and colonization, colonial political, economic, and social policies, the rise of nationalism, and the process of decolonization.

Course Type(s): CC, HSAF, HSNW

HS 397 **Cr. 3.0**

Christianity in Africa

Examination of Christianity from a historical perspective. Discussion of the foundation of the religion, its spread to the Roman Empire, and its introduction to Africa. Discussion of the proliferation of Christian missions and missionaries and the relationship between Christianity and other religions in Africa. Examination of the impact of Christianity on the social, cultural, and political life of Africans. Also listed as Religious Studies 397.

Prerequisites: English 101 and 012 or permission of the instructor.

Course Type(s): CC, WT

HS 398 **Cr. 1.0 - 3.0**

Special Topics in History (300 Level)

An intensive study of a particular subject or problem in history to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis.

Prerequisite: As announced in the course schedule.

Course Type(s): none

HS 399 **Cr. 1.0 - 3.0**

Readings and Research in History

Guided study of a selected topic in history not substantially treated in a regular course, under the direction of a member of the History faculty. Extensive reading and at least one written report are required.

Prerequisites: Senior standing; status as a History, History and Political Science, or History and Education major with a 3.00 or higher average in major coursework; and prior permission of directing professor and department chair.

Course Type(s): none

HS 411 **Cr. 3.0**

Research Seminar in American History

The development, research, and writing of a research paper in United States history, with special emphasis on scrupulous documentation, use of primary sources, clear expository writing, and oral presentation of research results.

Prerequisites: History 103 and 104, Senior standing, and eighteen credits in History above History 104.

Course Type(s): RD

HS 435 **Cr. 3.0**

The Renaissance

Europe in transition from the fourteenth to the sixteenth century; the crisis of the Church, humanism and art, politics, diplomacy, exploration and discovery, science and the occult.

Prerequisites: History 101 and 102.

Course Type(s): HSEU, HSPRE

Appendix A: Course Descriptions

HS 436 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. Also listed as Religious Studies 436.

Prerequisite: Junior standing or twelve credits in History.

Course Type(s): HSEU, HSPRE

HS 437 Cr. 3.0

Power and Enlightenment: Europe 1648-1789

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

Course Type(s): HSEU, HSPRE

HS 441 Cr. 3.0

Research Seminar in European History

The development, research, and writing of a research paper in European history, with special emphasis on scrupulous documentation, use of primary sources, clear expository writing, and oral presentation of research results.

Prerequisites: History 103, 104, Senior standing, and eighteen credits of history above History 104.

Course Type(s): RD

HS 453 Cr. 3.0

Tudor - Stuart England

Focus will be on society, politics, and religion in the sixteenth and seventeenth-century England. Major topics for discussion will include the English Reformation, the Age of Elizabeth and Shakespeare, the British Civil Wars, the Restoration, and the Revolution of 1688. Each topic will be discussed with reference to the social and economic changes that helped to mold this period.

Prerequisites: Junior standing or twelve credits in History; and English 101 and 102 or permission of the instructor.

Course Type(s): HSEU, HSPRE, WT

HS 461 Cr. 3.0

Research Seminar in History

The development, research, and writing of a research

paper in history, with special emphasis on scrupulous documentation, use of primary sources, clear expository writing, and oral presentation of research results. Country or region of study is open.

Prerequisites: History 103, 104, senior standing, and eighteen credits of History about History 104.

Course Type(s): RD

HS 481 Cr. 3.0

Research Seminar in African- Caribbean History

The development, research, and writing of a research paper in African or Caribbean history, with special emphasis on scrupulous documentation, use of primary sources, clear expository writing, and oral presentation of research results.

Prerequisites: History 103, 104, Senior standing, and eighteen credits of History above History 104.

Course Type(s): RD

HS 488 Cr. 3.0

Cooperative Education: History

Provides students with an opportunity to apply classroom theory in practice through actual work experience.

Placements are selected to forward the student's career interest through experiential education.

Prerequisite: Junior or Senior standing.

Course Type(s): EX

HS 489 Cr. 3.0

History Internship

Supervised, professional experience in public history programs and institutions (e.g., museums, archives, historical societies, preservation agencies). Emphasis on the development of professional skills in areas such as the care and management of historical collections, public education and outreach programming, collections research and analysis, and grant research and writing. This course is repeatable for credit.

Prerequisites: Junior standing, departmental approval, and placement.

Course Type(s): EX

HS 491 Cr. 3.0

Research Seminar in Middle- East History

The development, research, and writing of a research paper in Middle-Eastern History, with special emphasis on scrupulous documentation, use of primary sources, clear expository writing, and oral presentation of research results.

Prerequisites: History 103, 104, Senior standing, and eighteen credits of history above History 104.

Course Type(s): RD

HS 498 Cr. 1.0 - 3.0

Special Topics in History (400 Level)

An intensive study of a particular subject or problem in history to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis. Prerequisite: As announced in the course schedule. Course Type(s): none

HS 499 Cr. 3.0

Readings and Research in History

Guided study of a selected topic in history not substantially treated in a regular course, under the direction of a member of the History faculty. Extensive reading and at least one written report are required. Prerequisites: Senior standing; status as a History, History and Political Science, or History and Education major with a 3.00 or higher average in major coursework; and prior permission of directing professor and department chair. Course Type(s): none

HOMELAND SECURITY

HLS 212 Cr. 3.0

Introduction to Homeland Security

Provides an overview of various threats to domestic security from terrorism, and other related risks and vulnerabilities, examining government policies, risk management, national preparedness, and preventative methods necessary in prevention acts of terrorism. Effective Fall 2013. Course Type(s): none

HLS 235 Cr. 3.0

GIS Applications in Homeland Security

Focus on the basic theories in Geographic Information (GIS) and hands-on experience. Practical approach to analyze criminal justice related homeland security data. Students will develop a skill set to map crime data and perform spatial analytical tasks. Prerequisite: Homeland Security 212. Effective Fall 2013. Course Type(s): none

HLS 245 Cr. 3.0

Strategic Security Management

Reviews the new business demands on the security professional in a post-September 11 era. Provides an understanding of how to use hard data to drive a security strategy and to measure success of a program. Topics covered will include threat assessment, vulnerability assess-

ment, and risk assessment, highlighting the differences, advantages, and disadvantages of each, as well as establishing effective security programs. Prerequisite: Homeland Security 212. Effective Fall 2013. Course Type(s): none

HLS 285 Cr. 3.0

Domestic and International Terrorism

Introduces students to terrorism in the contemporary era, focusing on the post-World War II period as a primary emphasis. Familiarizes students with international and domestic terrorism, concentrating on definitional issues, acts of terrorism and the relationship to culture, religious history, politics, economics and ideology. Other topics will include the media's role, female terrorists, conventional and unconventional terrorist tactics, and counter-terrorism strategies and laws. Prerequisite: Homeland Security 212. Effective Fall 2013. Course Type(s): none

HLS 286 Cr. 3.0

Principles of Emergency Management

Introduces students to the background components and systems involved in the management of disasters and other emergencies. Focusing on the United States, the course will illustrate current practices, strategies and key players involved in emergency management. Prerequisite: Homeland Security 212. Effective Fall 2013. Course Type(s): none

HLS 320 Cr. 3.0

Infrastructure Security Issues

Introduces students to the practices of federal, state, local, and private entities to protect the nation from acts of terrorism. Focus will be placed on an understanding of the importance of security towards the nation's defense and the various methods of protection utilized by organizations working within homeland security. Topics include the history and evolution of security, fundamentals of defense, and specific threats to homeland security. Prerequisite: Homeland Security 212 or Criminal Justice 212. Effective Fall 2013. Course Type(s): none

HLS 375 Cr. 3.0

Homeland Security Internship

Practical experience under joint supervision (agency and Monmouth University) at a Homeland Security related agency/facility. This will be accomplished through onsite experience and class discussion and mentoring by professor and agency supervisor.

Appendix A: Course Descriptions

Prerequisites: English 101 or 102 and permission of the instructor. Effective Fall 2013.
Course Type(s): WT

HLS 385 **Cr. 3.0** ***Cyber Terrorism***

Provides students with an in-depth examination of evolving technologies that directly impact the homeland security domain. Information systems technologies are being utilized to make our lives more efficient on a global scale, and have emerged to improve and also threaten our national security. It is the usage of technology, and in particular the global information infrastructure, by which terrorists communicate, coordinate and facilitate their initiatives and ideologies. 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.

Prerequisite: Homeland Security 212. Effective Fall 2013.
Course Type(s): none

HLS 394 **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. Effective Fall 2013.

Course Type(s): none

HLS 395 **Cr. 3.0** ***Terrorists Crime Science Investigation***

Utilizing modern investigative technology in terroristic crime scenes; specialized evidence collection; role of crime scene manager.

Prerequisite: Homeland Security 212. Effective Fall 2013.
Course Type(s): none

HLS 405 **Cr. 3.0** ***Transportation Threats***

Provides an overview of transportation and border security challenges and opportunities in the homeland security era. Explores topics associated with border and transportation security infrastructure, to include: intermodals, seaports, vessels, airports, aircraft, train stations, trains, roadways, bridges, tunnels, vehicles, pipelines, and electronic communications. Explores visionary and technological solutions employed to enhance borders and transportation security. Students will be required to discuss the legal, economic, political, and cultural concerns and impacts associated with border and transportation security.

Prerequisite: Homeland Security 212. Effective Fall 2013.
Course Type(s): none

HLS 410 **Cr. 3.0** ***Intelligence and Threat Analysis***

Introduces students to intelligence-gathering and its role in defending our nation from acts of terrorism. To present the importance and techniques of intelligence-gathering as they relate to our government's preparation for and response to acts of terrorism. Describes intelligence within homeland security and how such information is used to analyze and prepare for threats to our nation.

Prerequisite: Homeland Security 212. Effective Fall 2013.
Course Type(s): none

HLS 430 **Cr. 3.0** ***Weapons of Mass Destruction***

Focus on the practical and theoretical aspects of preparing for and dealing with incidents involving WMD (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.

Prerequisite: Homeland Security 212. Effective Fall 2013.
Course Type(s): none

HLS 490 **Cr. 4.0** ***Senior Research Project in Homeland Security***

Provide the student with an opportunity to complete a senior thesis in the area of Homeland Security. By exploring and analyzing the practical as well as theoretical problems, the student will be able to recommend changes with Homeland Security based upon empirical study.

Prerequisite: Criminal Justice 315. Effective Fall 2013.
Course Type(s): none

HONOR COURSES

HO 101 **Cr. 1.0** ***Cultural Engagement I***

Designed to help students develop a life-long engagement with cultural and intellectual discourse. Requires students to attend various on and off campus events (theater, music, dance, art, seminars). The events are enriched through discussion of their meaning and significance and the preparation of written assessments.

Course Type(s): HO

HO 102 **Cr. 1.0**

Cultural Engagement II

Designed to help students develop a life-long engagement with cultural and intellectual discourse. Students are required to attend various on and off campus events (theater, music, dance, art, seminars). The events are enriched through discussion of their meaning and significance and the preparation of written assessments.
Course Type(s): HO

HO 250H **Cr. 3.0**

Honors Seminar in Humanities

Examination of a topic from the point of view of a specific discipline with a broad perspective across the humanities.
Prerequisites: Honors status and Sophomore standing.
Course Type(s): HO

HO 252H **Cr. 3.0**

Honors Seminar in Mathematics/Natural Sciences

Examination of a topic from the point of view of a specific discipline with a broad perspective across the natural sciences and mathematics.
Prerequisites: Honors status and Sophomore standing.
Course Type(s): HO

HO 254H **Cr. 3.0**

Honors Seminar in Social Sciences

Examination of a topic from the point of view of a specific discipline with a broad perspective across the social sciences.
Prerequisites: Honors status and Sophomore standing.
Course Type(s): HO

HO 498 **Cr. 1.0 - 3.0**

Special Topics in Honors

An intensive study of a particular subject or problem in history to be announced prior to registration. The course may be conducted on either a lecture-discussion or a seminar basis.
Prerequisite: As announced in the course schedule.
Course Type(s): none

HO 498H **Cr. 2.0**

Honors Thesis Proposal

A proposal for a paper or project to be completed under the direction of a professor in the student's discipline or allied disciplines. The thesis proposal will be defended before a faculty committee. The proposal must be completed with a grade of B or higher to enroll in Honors 499H.

Prerequisites: Senior standing, a minimum GPA of 3.20, and at least twelve credits of honors courses.
Course Type(s): HO

HO 499H **Cr. 2.0**

Senior Honors Thesis

A paper or project to be completed under the direction of a professor in the student's discipline or allied disciplines. The thesis will be defended before a faculty committee. Students must complete the entire four credits before receiving any grade.
Prerequisites: Senior standing, a minimum GPA of 3.20, completion of Honors 498H with a grade of B or higher, and student's thesis committee approval.
Course Type(s): HO

HUMANITIES

HU 201 **Cr. 3.0**

Critical Discourse

An introduction to basic principles of clear thinking and effective argument, combined with small group discourse and collaborative problem solving.
Prerequisite: English 102 or 151H.
Course Type(s): RD

HU 290 **Cr. 3.0**

Professional Ethics

Theoretical ethics and its application to enduring and contemporary moral issues. Examination of principles basic to humane professional practice. Investigation of moral issues as these take shape in a variety of professions, including nursing, education, social work, law, and criminal justice. Attention to the institutional contexts of moral decisions confronting professionals and the social responsibilities of professionals.
Course Type(s): none

HU 298 **Cr. 1.0 - 3.0**

Special Topics: Humanities

Interdisciplinary topics in the humanities or social sciences, covering specialized areas not generally included in regular course offerings. Subject may vary depending upon student and faculty interests.
Prerequisite: As announced in the course schedule.
Course Type(s): none

Appendix A: Course Descriptions

INFORMATION TECHNOLOGY

IT 100 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 on a networked system is provided. Not open to students who have completed Computer Science 100, 102, or 201, or Information Technology 102.

Course Type(s): TL

IT 102 Cr. 3.0

Information Technology for Scientists

Introduction to computer-based information management that provides an integrated approach to personal computer software in a Windows environment, which includes word processing, spreadsheet, mathematics, database, presentation graphics, Internet and electronic communication applications. Emphasizes scientific applications, technical report preparation and presentation. Hands-on experience with a microcomputer on a networked system is provided.

Course Type(s): TL

IT 150 Cr. 3.0

Information Technology for Business

Introduction to computer-based information business management that provides an integrated approach to personal computer software in a Windows environment. This includes fundamental technology literacy; operating systems, word processing, spreadsheet, database, presentation graphics, and electronic communication applications; computer and network security; troubleshooting; information retrieval from the Internet and on-line library resources; intranet and extranet systems; and the ethical, societal, legal, and economic implications of computer technology. Hands-on experience with a microcomputer on a networked system is provided.

Course Type(s): TL

IT 200 Cr. 3.0

Advanced Information Technology

Advanced concepts and techniques in computer-based information management are provided through an inte-

grated approach to personal computer hardware and software in a Windows environment. These include: hardware and software considerations; societal and ethical considerations; the program development life cycle; creating tables; merging documents and desktop publishing in word processing; creating templates, workbooks with multiple worksheets, and creating a data map in electronic spreadsheets; creating custom reports and an application system using macros in database management; and using embedded visuals in presentation graphics applications. Hands-on experience with a microcomputer on a networked system is provided.

Prerequisite: Information Technology 100 or 102, or Computer Science 102 or Information Technology 150.

Course Type(s): none

IT 250 Cr. 3.0

Internet and Network Technology

Introduction to integrated application software used for authoring and publishing Web sites in a Windows environment. Applications include 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. Concepts include: protocols, networking media, and architectures. Hands-on experience with a microcomputer on a networked system is provided.

Prerequisite: Information Technology 200 or Computer Science 175 or permission of the Director of Information Technology.

Course Type(s): none

IT 298 Cr. 3.0

Special Topics in Information Technology (200 Level)

Topics of current interest in Information Technology.

Prerequisites: Information Technology 100 and as announced in the course schedule.

Course Type(s): none

IT 300 Cr. 3.0

Windows Applications: Program Design and Implementation

Program development life cycle, core programming concepts, and software design and methodologies used to create Windows applications with Visual Basic. Practical problems are used to illustrate application-building techniques used in a variety of applications, including Windows desktop application and applications targeted for the Internet and Intranets. Topics include designing customized user interfaces, building dialog boxes, adding drag and drop functionality to applications, and creating

customized database management and reporting applications. Hands-on experience with a microcomputer on a networked system is provided.

Prerequisite: Information Technology 250 or permission of the Director of Information Technology.

Course Type(s): none

IT 398 Cr. 3.0

Special Topics in Information Technology (300 Level)

Topics of current interest in Information Technology.

Prerequisites: Information Technology 100 and as announced in the course schedule.

Course Type(s): none

IT 399 Cr. 3.0

Independent Study in Information Technology

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

Course Type(s): none

IT 405 Cr. 3.0

Advanced Internet Technology

The most current tools and technologies used in professional Web site development are introduced through the case study and lecture approach. Topics include the application of advance scripting languages and software applications for interactive controls, cascading style sheets, dynamic page layout, special effects, document formatting and transformation.

Prerequisites: Information Technology 250 and 300.

Course Type(s): none

IT 450 Cr. 3.0

Information Systems Project Management

The tools and skills of the systems analyst needed in information systems project management are introduced through the case study and experiential approach. Project management software will be used within an integrated-software environment-systems framework; students will complete two information technology projects in web and database design for external clients.

Prerequisite: Information Technology 250 or permission from the IT program director. Corequisite: Information Technology 300.

Course Type(s): EX

IT 498 Cr. 3.0

Special Topics in Information Technology (400 Level)

Topics of current interest in Information Technology.

Prerequisites: Information Technology 100 and as

announced in the course schedule.

Course Type(s): none

MARINE SCIENCES

MS 198 Cr. 4.0

Oceanography

Study of the physical and chemical properties of sea water; oceanic circulation; waves and tides; and estuarine and shoreline processes.

Course Type(s): ME

MS 298 Cr. 4.0

Introduction to Marine Biology

The student will be able to identify the environmental parameters of marine habitats and their effect on the distribution of the marine flora and fauna. The student will collect and identify numerous representatives of local marine forms and become proficient in the utilization of the various kinds of equipment necessary to complete these tasks. The student will also gain knowledge regarding marine organism physiology, behavior, and anatomy.

Course Type(s): ME

MS 298A Cr. 4.0

Introduction to Marine Sciences

Oceanography will be explored.

Course Type(s): ME

MS 298C Cr. 1.0 – 4.0

Special Topics in Marine Science

Marine and Environmental Chemistry. The study of the chemical constituents of seawater, their properties and interactions, including their reactions at the air-sea and sea-bottom interfaces. Sampling and analytic techniques.

Course Type(s): ME

MS 498A Cr. 1.0 - 3.0

Special Topics in Marine Sciences

Seashore Ornithology. Brief identifications of birds of the ocean, salt marsh, sand dunes, and adjacent land areas. Includes discussion of habits and ecology.

Course Type(s): ME

MS 498B Cr. 1.0

Special Topics in Marine Sciences

Marine Pollution and Solutions. The identification, monitoring, origin, movement and fate of toxic substances in the marine environment with emphasis on New Jersey's estuaries and oceanic environments. The impacts of con-

Appendix A: Course Descriptions

taminants on biota and man will be discussed.
Course Type(s): ME

MS 498C **Cr. 1.0 - 3.0**

Special Topics in Marine Sciences

Management of Marine Resources. An overview of the economic, political, legal and social problems related to management of the diversity of legitimate uses of marine resources, including fisheries, mineral and energy resources and waste disposal.

Course Type(s): ME

MATHEMATICS

MA 050 **Cr. 3.0**

Pre-Algebra Mathematics

The language of mathematics, terms and symbols, the real number system, arithmetic operations on real numbers, including exponents and roots, emphasis on fractions and decimals, and evaluation of expressions. Special topics on divisibility, figurate numbers, and introduction to college algebra. Three hours per week, plus mandatory attendance with mathematics lab. This course cannot be used to satisfy graduation requirements.

Course Type(s): none

MA 100 **Cr. 3.0**

Quantitative Reasoning and Problem Solving

Basic mathematical concepts studied through solving problems in collaborative groups; examination of decision-making and problem-solving techniques and various formats for representing quantitative information.

Prerequisite: Mathematics 050, passed with a grade of C- or higher, if required.

Course Type(s): none

MA 101 **Cr. 3.0**

College Algebra

The axioms and properties of the real number system. Manipulating expressions representing quantities; functions and their representations as rules, graphs or tabulations; linear and polynomial functions; zeros, factoring techniques, and graphical properties of polynomials; the logarithm and exponential; solving systems of equations; sequences and summations; and combinations and permutations. Calculators required for selected topics. This course cannot be used in satisfaction of the general education mathematics requirement.

Prerequisite: Mathematics 050, passed with a grade of C- or higher, if required, or three credits of Math.

Course Type(s): none

MA 103 **Cr. 3.0**

Foundations of Elementary Mathematics

Careful examination of mathematical ideas behind the mathematics taught in grades K-8, and their history and applications to daily life. Intended primarily for future elementary-school teachers to provide them with a better understanding of the mathematics they will teach. This course will also be of value for any student who wants a better understanding of these ideas. Focus on understanding and exploring the mathematics behind computation through problem solving, projects, group explorations, use of manipulatives, and some use of technology. Topics include: number systems, measurement, probability, statistics, and geometry. Not open to freshmen.

Prerequisite: Mathematics 050, passed with a grade of C- or higher, if required.

Course Type(s): none

MA 105 **Cr. 3.0**

Mathematical Modeling in the Social Sciences

Exploration and aspects of algebra, mathematical modeling, and data analysis, which are important in the social sciences. Topics include: an introduction to data, the use of variables, and assorted kinds of graphs to represent data, the concept of function, the problem of fitting functions to data, representing change over time, rates of change, linear functions and linear models, piecewise-linear functions, and an introduction to non-linear functions. Pedagogical methods to be used include: projects using real data, computer explorations, and group work.

Prerequisite: Mathematics 050, passed with a grade of C- or higher, if required.

Course Type(s): none

MA 107 **Cr. 3.0**

Mathematics in the Arts

Study of artistic design in architecture, painting, sculpture, and crafts; math of music.

Prerequisite: Mathematics 100 or 101.

Course Type(s): none

MA 109 **Cr. 4.0**

Pre-Calculus Mathematics

The real number system, algebraic expressions, exponents, radicals, solution of equations, solutions of inequalities, functions, graphing of functions, and trigonometry. Not open to students who have successfully completed Mathematics 125.

Prerequisite: Appropriate score on the mathematics placement test and Math 101, passed with a minimum grade of C- or higher.

Course Type(s): none

MA 115 **Cr. 3.0**
Introduction to Mathematics Modeling in the Biological Sciences

Development of an understanding of linear, exponential, logarithmic, and trigonometric functions. Introduction to linear, exponential, logarithmic, and trigonometric models of biological phenomena.

Prerequisite: Mathematics 050, passed with a grade of C- or higher, if required.

Course Type(s): none

MA 116 **Cr. 3.0**
Calculus for the Biological Sciences

Introduction to calculus, from a primarily graphical perspective, through applications to biological and ecological phenomena. Topics include: differentiation, integration, and differential equations.

Prerequisite: Mathematics 115 or 109, passed with a grade of C- or higher, or placement directly into this course.

Course Type(s): none

MA 117 **Cr. 3.0**
Quantitative Analysis for Business I

Linear equations and models, systems of linear equations and applications, matrices and techniques for solving systems of equations, linear programming and applications, quadratic functions and models, and exponential and logarithmic models. A computer laboratory component is incorporated. Designed for students majoring in Business Administration; other students by permission of the Mathematics Department.

Prerequisite: Appropriate score on the mathematics placement test or successful completion of Mathematics 101 or 105, passed with a grade of C- or higher.

Course Type(s): none

MA 118 **Cr. 3.0**
Quantitative Analysis for Business II

Functions, limits, continuity, polynomial calculus, including optimization models, anti-derivatives, area and applications to business models; introduction to probability and statistics as applied to business models.

Prerequisite: Mathematics 117, passed with a grade of C- or higher, or permission of the Department of Mathematics.

Course Type(s): none

MA 120 **Cr. 4.0**
Introduction to Mathematical Reasoning

Introduction to reasoning, proof, and exposition in mathe-

tics. Topics include: Boolean logic, set theory, counting techniques, functions, mathematical induction, permutations, and the proofs of various elementary theorems.

Prerequisite: Mathematics 101, passed with a grade of C- or higher, or placement level 3.

Course Type(s): none

MA 125 **Cr. 4.0**
Calculus with Analytic Geometry I

Functions, limits, continuity, and the differential and integral calculus of algebraic, trigonometric, and exponential functions.

Prerequisite: Appropriate score on the mathematics placement test or Mathematics 109, passed with a grade of C- or higher, if required.

Course Type(s): none

MA 126 **Cr. 4.0**
Calculus with Analytic Geometry II

Functions, limits, continuity, and the differential and integral calculus of algebraic, trigonometric, exponential functions.

Prerequisite: Mathematics 125 passed with a grade of C- or higher.

Course Type(s): none

MA 130 **Cr. 3.0**
Applied Discrete Mathematics

Introduction to reasoning, proof, and exposition in mathematics. Topics include: Boolean logic, set theory, counting techniques, functions, mathematical induction, permutations, and the proofs of various elementary theorems.

Prerequisite: Mathematics 101, passed with a grade of C- or higher, or placement level 3.

Course Type(s): none

MA 131L **Cr. 1.0**
Mathematics Laboratory I

Computer laboratory exercises to complement classroom instruction. Emphasis is placed on the use of algorithmic techniques in solving mathematical problems. Students will develop computer programs to successfully implement the algorithms. First in a three-course (one-credit each) computer laboratory experience for mathematics majors. Several projects, such as: traveling salesperson problem, linear and binary search algorithms, Huffman coding, and random walk simulation, Horner's algorithm for evaluating polynomials, and string arithmetic algorithm. Corequisite: Mathematics 120 or 125.

Course Type(s): none

Appendix A: Course Descriptions

MA 132L Cr. 1.0

Mathematics Laboratory II

Continuation of Mathematics 131L. Possible topics in this second laboratory include: approximation methods for instantaneous rate of change, Newton's algorithm for estimating roots, calculating Taylor series approximation errors, Euler's algorithm for numerically solving differential equations, numerical integration algorithms, and Monte Carlo integration.

Prerequisite: Mathematics 131L passed with a grade of C- or higher.

Corequisite: Mathematics 126.

Course Type(s): none

MA 133L Cr. 1.0

Mathematics Laboratory III

Continuation of Mathematics 132L. Possible topics in this third laboratory include: simplex algorithm, finding bases for vector spaces, division algorithm and Euclidean algorithm, Chinese remainder theorem, and estimating stochastic matrices.

Prerequisite: Mathematics 132L passed with a grade of C- or higher.

Corequisite: Mathematics 221.

Course Type(s): none

MA 151 Cr. 3.0

Statistics with Applications

Analysis of data, probability, random variables, normal distribution, sampling theory, confidence intervals, and statistical inference. Not open to computer science majors or to students required to complete Mathematics 125, except software engineering majors.

Prerequisite: Mathematics 101, 105, or 115, passed with a grade of C- or higher, or Mathematics placement exam score at the Mathematics 109 level.

Course Type(s): none

MA 198 Cr. 1.0 - 3.0

Special Topics in Mathematics (100 Level)

An intensive study of a particular subject or problem in mathematics to be announced prior to registration. The course may be conducted on either a lecture-discussion or a seminar basis.

Prerequisite: As announced in the course schedule.

Course Type(s): none

MA 199 Cr. 3.0

Independent Study in Mathematics

Independent study in a topic not substantially treated in a

regular mathematics course; for students with superior ability; weekly consultation required.

Course Type(s): none

MA 203 Cr. 3.0

Foundations of Elementary Mathematics I

Careful examination of mathematical ideas behind the mathematics taught in grades K-6, their history, and applications to daily life. Intended primarily for future elementary-school teachers to provide them with a better understanding of the mathematics they will teach. This course, along with MA 204, Foundations of Elementary Mathematics II, will also be of value for any student who wants a better understanding of these ideas. Focus on understanding and exploring mathematics through problem solving, projects, group explorations, use of manipulatives, and some use of technology. MA 203 concentrates on problem solving, whole number arithmetic and theory, discrete math, integers, fractions, decimals, and algebraic concepts. MA 203 does not count toward the mathematics major or minor requirements.

Prerequisite: Mathematics 050.

Course Type(s): none

MA 204 Cr. 3.0

Foundations of Elementary Mathematics II

Careful examination of mathematical ideas behind the mathematics taught in grades K-6, their history and applications to daily life. Intended primarily for future elementary-school teachers to provide them with a better understanding of the mathematics they will teach. This course, along with MA 203, Foundations of Number Systems I, will also be of value for any student who wants a better understanding of these ideas. Focus on understanding and exploring mathematics through problem solving, projects, group explorations, use of manipulatives, and some use of technology. Topics in MA 204 include: fractions, ratios and percents, data analysis, counting and probability, geometry of shape, measurement, and measurement geometry (perimeter, area, surface area, volume). MA 204 does not count toward the mathematics major or minor requirements.

Prerequisite: Mathematics 203 passed with a grade of C- or higher.

Course Type(s): none

MA 211 Cr. 3.0

Differential Equations

Elementary methods of solution, nth order linear equations, systems of linear equations, Laplace transform methods, numerical solutions, and initial and boundary

value problems.

Prerequisite: Mathematics 126 passed with a grade of C- or higher.

Course Type(s): none

MA 219 **Cr. 3.0**

History of Mathematics

Development of mathematical concepts from primitive counting methods through the invention of calculus, including the history of computers and computing.

Prerequisite: Mathematics 126 passed with a grade of C- or higher.

Course Type(s): none

MA 221 **Cr. 3.0**

Linear Algebra

Systems of equations, matrix algebra, linear transformations, Eigenvectors, linear programming, and computational methods.

Prerequisites: Mathematics 120 and 125, both passed with a grade of C- or higher; MA-LVL2.

Course Type(s): none

MA 225 **Cr. 4.0**

Calculus with Analytic Geometry III

Infinite series, partial differentiation, multiple integration, and associated solid analytic geometry.

Prerequisite: Mathematics 126, passed with a grade of C- or higher, MA LVL1 and MA LVL2.

Course Type(s): none

MA 237 **Cr. 4.0**

Programming and Technology in Mathematics

Provides an introduction to the use of technology as it applies to mathematics. A major component of the course will be to build a solid foundation in the skills needed to apply mathematical concepts to programming. In addition, the use of technology in presentations, scholarly searches, and its role and limitations in computer and internet security will be covered. Students will gain an appreciation of the important ethical and social issues involving the use of technology.

Prerequisites: Mathematics 120, 125 and 126, all passed with a grade of C- or higher and successful passing of the Gateway Exam II.

Corequisite: Mathematics 211 or 221 or 225.

Course Type(s): TL

MA 298 **Cr. 1.0 - 3.0**

Special Topics in Mathematics (200 Level)

An intensive study of a particular subject or problem in mathematics to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis.

Prerequisite: As announced in the course schedule.

Course Type(s): none

MA 299 **Cr. 3.0**

Independent Study in Mathematics

Independent study in a topic not substantially treated in a regular mathematics course; for students with superior ability; weekly consultation required.

Course Type(s): none

MA 314 **Cr. 3.0**

Number Theory

Properties of integers, divisibility, prime numbers, congruence, and Diophantine equations.

Prerequisites: Mathematics 120 and 221, passed with a grade of C- or higher, and placement level 3; and English 101 and 102 or permission of the instructor.

Course Type(s): WT, RD

MA 317 **Cr. 3.0**

Geometry

Study of Euclid's axioms, fifth postulate and its substitutes, absolute geometry, projective geometry, constructions, and convexity.

Prerequisites: Mathematics 120, and either Mathematics 221 or 225, passed with a grade of C- or higher; MA-LVL3.

Course Type(s): none

MA 319 **Cr. 3.0**

Probability and Statistics I

An axiomatic approach to probability and a calculus-based introduction to introductory statistics, including discrete and continuous distributions, expectation and variation covariance and generating functions.

Prerequisite: Mathematics 126 passed with a grade of C- or higher.

Course Type(s): none

MA 320 **Cr. 3.0**

Probability and Statistics II

A continuation of Mathematics 319, including sample distributions, exploratory data analysis, estimation methods, regression and correlation, as well as applications to quality control.

Appendix A: Course Descriptions

Prerequisite: Mathematics 319, passed with a grade of C- or higher; MA-LVL3.
Course Type(s): none

MA 388 **Cr. 3.0**

Cooperative Education: Mathematics

Affords the student an opportunity to apply mathematical theory to practical work-related experience. Includes both academic and experiential components. Involves 10 hours per week of work experience. The academic aspect includes a reflective journal and a written report; repeatable for credit.

Prerequisites: Mathematics 211 and 319, passed with a grade of C- or higher, if a Mathematics major; or Mathematics 120 and 126, passed with a grade of C- or higher, if other major; a cumulative GPA of 2.00 and Junior or Senior standing.

Course Type(s): EX

MA 398 **Cr. 1.0 - 3.0**

Special Topics in Mathematics (300 Level)

An intensive study of a particular subject or problem in mathematics to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis.

Prerequisite: As announced in the course schedule.

Course Type(s): none

MA 399 **Cr. 3.0**

Independent Study in Mathematics

Independent study in a topic not substantially treated in a regular mathematics course; for students with superior ability; weekly consultation required.

Course Type(s): none

MA 410 **Cr. 3.0**

Modern Algebra

Beginning with the natural numbers, the integers and rational numbers are developed. Complex numbers and roots of unity are followed by groups, rings, and polynomials.

Prerequisites: Mathematics 120, 221, and 314, all passed with a grade of C- or higher.

Course Type(s): none

MA 411 **Cr. 3.0**

Abstract Algebra

The study of groups, rings, ideals, fields and field extensions, culminating with Solvability and Galois Theory.

Prerequisite: Mathematics 410 passed with a grade of C- or higher.

Course Type(s): none

MA 413 **Cr. 3.0**

Complex Analysis

Complex numbers and plane, functions, derivatives, line integrals, and Cauchy integral theorem. Cauchy's formula, series, applications.

Prerequisites: Mathematics 225 and either Mathematics 314 or 317, passed with a grade of C- or higher.

Course Type(s): none

MA 415 **Cr. 3.0**

Real Analysis

Metric spaces, real number system, limits, functions, continuity, differentiation and integration, and counter-examples.

Prerequisites: Mathematics 225 and either Mathematics 314 or 317, passed with a grade of C- or higher; and English 101 and 102 or permission of the instructor.

Course Type(s): WT

MA 419 **Cr. 3.0**

Introduction to Mathematical Modeling

Introduction to mathematical modeling, which is a process in which a real-world situation is studied, simplified, and abstracted to the point that mathematical tools can be applied to gain understanding. Introduction to the process, first via a text and mini-projects, then in teams investigating problems from local industries or organizations.

Prerequisites: Junior or Senior standing; Mathematics 211, 221, and 319, passed with a grade of C- or higher and placement level 3; and English 101 and 102 or permission of the instructor.

Course Type(s): EX, WT

MA 421 **Cr. 3.0**

Applied Multivariate Regression and ANOVA

Provides a working knowledge of multivariate regression and ANOVA methods balanced with the theory underlying these techniques. Intended for students considering a career in statistics, including but not limited to biostatistics, financial mathematics and theoretical statistics.

Topics include: an introduction to experimental design, power and effect size calculations, data screening and transformation to meet assumptions of the analyses, multivariate regression, multinomial logistic regression, multivariate survival analysis, ANOVA/ANCOVA/MANOVA/MANCOVA, and time permitting, an introduction to time series analysis. Extensive use is made of real-world case data from business/finance, health/biology, and education/psychology.

Prerequisite: Mathematics 320.

Course Type(s): none

MA 440 Cr. 3.0***Applied Time Series Analysis***

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, and the use of principal component analysis. Also covered are techniques for the analysis and modeling of time series data and forecasting. Prerequisite: Mathematics 421 passed with a grade of C- or higher.

Course Type(s): none

MA 450 Cr. 3.0***Computation and Statistics***

Covers topics related to computational statistics, including obtaining large, realistic real-time datasets, calculation and visualization of basic statistical features, regression, empirical distributions, and time-series features. Also covered will be principal components analysis (PCA), analysis of variance (ANOVA), correlation, prediction, and stochastic volatility estimation (GARCH). Portfolio theory will also be covered.

Prerequisite: Mathematics 320 passed with a C- or higher.

Course Type(s): none

MA 460 Cr. 3.0***Multivariate Statistics***

Provides students with skills in advanced multivariate analysis and its applications. Students will learn the material through projects using data from business, finance, and biology. Topics include MANOVA, discriminant analysis, cluster analysis, multidimensional scaling, and factor analysis. Topics may also include conjoint analysis, canonical correlation and structural equation modeling.

Prerequisite: Mathematics 421 passed with a grade of C- or higher.

Course Type(s): none

MA 488 Cr. 3.0***Cooperative Education: Mathematics***

Affords the student an opportunity to apply mathematical theory to practical work-related experience. Includes both academic and experiential components. Involves 10 hours per week of work experience. The academic aspect includes a reflective journal and a written report; repeatable for credit. Prerequisites: Mathematics 211 and 319, passed with a grade of C- or higher, if a mathematics major; or Mathematics 120 and 126, passed with a grade of C- or higher, if another major; a cumulative GPA of 2.00 and Junior or Senior standing.

Course Type(s): EX

MA 498 Cr. 1.0 - 3.0***Special Topics in Mathematics (400 Level)***

An intensive study of a particular subject or problem in mathematics to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis. Prerequisite: As announced in the course schedule.

Course Type(s): none

MA 499 Cr. 3.0***Independent Study in Mathematics***

Independent study in a topic not substantially treated in a regular mathematics course; for students with superior ability; weekly consultation required.

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

Course Type(s): none

MEDICAL TECHNOLOGY**MT 411** Cr. 16.0***Clinical Internship I***

An intensive one-year clinical internship and training at an approved, partner medical institution in the requisite skills for a career in medical technology. Practical experience in tests and procedures of hematology, histology, blood bank, clinical microscopy, clinical chemistry, bacteriology, parasitology, mycology, immunology, serology, radioisotopes, and related subjects. Limited to Medical Technology majors who will have finished all other degree requirements before beginning the clinical internship.

Course Type(s): EX

MT 412 Cr. 16.0***Clinical Internship II***

An intensive one-year clinical internship and training at an approved, partner medical institution in the requisite skills for a career in medical technology. Practical experience in tests and procedures of hematology, histology, blood bank, clinical microscopy, clinical chemistry, bacteriology, parasitology, mycology, immunology, serology, radioisotopes, and related subjects. Limited to Medical Technology majors who will have finished all other degree requirements before beginning the clinical internship.

Prerequisite: Medical Technology 411.

Course Type(s): EX

MT 421 Cr. 7.5***Clinical Chemistry***

An integral part of an intensive, one-year clinical internship and training at Monmouth Medical Center in the req-

Appendix A: Course Descriptions

quisite skills for a career in medical technology. Practical experience in the tests and procedures of clinical chemistry. Limited to Medical Technology majors.

Prerequisites: English 101 and 102 or permission of the instructor.

Course Type(s): EX, WT

MT 422 **Cr. 5.0**

Hematology

An integral part of an intensive, one-year clinical internship and training at Monmouth Medical Center in the requisite skills for a career in medical technology. Practical experience in the tests and procedures of hematology. Limited to Medical Technology majors. Instructor consent required.

Corequisite: Medical Technology 421.

Course Type(s): none

MT 423 **Cr. 1.5**

Coagulation

An integral part of an intensive, one-year clinical internship and training at Monmouth Medical Center in the requisite skills for a career in medical technology. Practical experience in the tests and procedures of coagulation. Limited to Medical Technology majors. Instructor consent required.

Course Type(s): none

MT 424 **Cr. 1.5**

Urinalysis and Body Fluids

An integral part of an intensive, one-year clinical internship and training at Monmouth Medical Center in the requisite skills for a career in medical technology. Practical experience in the tests and procedures of urine and body fluids analysis. Limited to Medical Technology majors. Instructor consent required.

Course Type(s): none

MT 425 **Cr. 4.0**

Immunology and Serology

An integral part of an intensive, one-year clinical internship and training at Monmouth Medical Center in the requisite skills for a career in medical technology. Practical experience in the tests and procedures of immunology and serology analysis. Limited to Medical Technology majors. Instructor consent required.

Course Type(s): none

MT 426 **Cr. 4.0**

Transfusion Service

An integral part of an intensive, one-year clinical internship and training at Monmouth Medical Center in the requisite skills for a career in medical technology. Practical experience in the tests and procedures of transfusion service. Limited to Medical Technology majors who will have finished all other degree requirements before beginning the clinical internship. Instructor consent required.

Course Type(s): none

MT 427 **Cr. 7.5**

Clinical Microbiology

An integral part of an intensive, one-year clinical internship and training at Monmouth Medical Center in the requisite skills for a career in medical technology. Practical experience in the tests and procedures of clinical microbiology in the context of medical technology. Limited to Medical Technology majors. Instructor consent required.

Course Type(s): none

MT 428 **Cr. 0.5**

Management Principles in Medical Technology

An integral part of an intensive, one-year clinical internship and training at Monmouth Medical Center in the requisite skills for a career in medical technology. Practical experience in management principles in a clinical laboratory setting. Limited to Medical Technology majors. Instructor consent required.

Course Type(s): none

MT 429 **Cr. 0.5**

Educational Methodologies in Medical Technology

An integral part of an intensive, one-year clinical internship and training at Monmouth Medical Center in the requisite skills for a career in medical technology. Practical experience in education methodology in a clinical laboratory setting. Limited to Medical Technology majors.

Instructor consent required.

Course Type(s): none

MONMOUTH MEDICAL

MM 490 **Cr. 9.0**

Experience in Clinical Medicine

Intensive, practical, first-hand experience in clinical medicine at Monmouth Medical Center. A comprehensive introduction to the skills required to practice medicine: excellent communication, critical reading of the literature, epidemiologic methods (disease patterns in populations),

and understanding medicine as a human experience. The practicum consists of clinical observations, seminars, community service, discussion groups, and a research paper. This course is under the auspices of the Biology department. Limited to Monmouth Medical Center Scholars with Junior standing.
Course Type(s): EX

MUSIC

MU 101 **Cr. 3.0**
Music Appreciation
Development of insights into historically significant examples of Western vocal and instrumental music.
Course Type(s): AT

MU 140 **Cr. 1.0**
Applied Music Industry I
Students will be introduced to a variety of skills needed in the music industry. Each student will be required to complete a specific, hands-on project as preparation for a required internship off campus.
Course Type(s): none

MU 145 **Cr. 1.0**
Band I
Instrumental experience in concert and stage band combinations to improve one's musicianship; public performances on campus and in the community; two concerts a year. May be taken for as many as eight semesters. Music and Music and Education majors take Music 145M. All others take Music 145.
Course Type(s): none

MU 145M **Cr. 0.0**
Band I
Instrumental experience in concert and stage band combinations to improve one's musicianship; public performances on campus and in the community; two concerts a year. May be taken for as many as eight semesters. Music and Music and Education majors take Music 145M. All others take Music 145.
Course Type(s): none

MU 146 **Cr. 1.0**
Band II
Instrumental experience in concert and stage band combinations to improve one's musicianship; public performances on campus and in the community; two concerts a year. May be taken for as many as eight semesters.

Music and Music and Education majors take MU 146M. All others take MU 146.
Course Type(s): none

MU 146M **Cr. 0.0**
Band II
Instrumental experience in concert and stage band combinations to improve one's musicianship; public performances on campus and in the community; two concerts a year. May be taken for as many as eight semesters. Music and Music and Education majors take Music 146M. All others take Music 146.
Course Type(s): none

MU 147 **Cr. 1.0**
Chorus I
Training in choral music of various styles, in vocal technique, and in aspects of expressive performance; concert participation required. May be taken for as many as eight semesters. Music and Music and Education majors take Music 147M. All others take Music 147.
Course Type(s): none

MU 147M **Cr. 0.0**
Chorus I
Training in choral music of various styles, in vocal technique, and in aspects of expressive performance; concert participation required. May be taken for as many as eight semesters.
Course Type(s): none

MU 148 **Cr. 1.0**
Chorus II
Training in choral music of various styles, in vocal technique, and in aspects of expressive performance; concert participation required. May be taken for as many as eight semesters. Music and Music and Education majors take Music 148M. All others take Music 148.
Course Type(s): none

MU 148M **Cr. 0.0**
Chorus II
Training in choral music of various styles, in vocal technique, and in aspects of expressive performance; participation in one concert required. May be taken for as many as eight semesters. Music, Music and Education majors, and Theatre Art majors take Music 148M. All others take MU 148.
Course Type(s): none

Appendix A: Course Descriptions

MU 150 **Cr. 3.0**

Introduction to Piano

Group instruction in piano with an emphasis on developing beginning skills in keyboard technique, music reading, harmonization, and performance of repertoire. Designed for students with little or no previous musical experience. Course Type(s): none

MU 151 **Cr. 3.0**

Group Piano I

Group instruction in piano with an emphasis on music reading, music theory, piano technique, harmonization, improvisation, and performance of repertoire. Designed for music majors and students with some previous musical experience. Course Type(s): none

MU 152 **Cr. 3.0**

Group Piano II

Group instruction in piano with an emphasis on more advanced music reading, music theory, piano technique, harmonization, improvisation, and performance of repertoire. Designed for students who would like to continue to develop the skills acquired in Music 151.

Prerequisite: Music 151.

Course Type(s): none

MU 156 **Cr. 1.0**

Chamber Orchestra

The Monmouth University Chamber Orchestra is a small orchestral ensemble of strings with woodwinds, brass, and percussion that is designed to meet the needs of the Music and Theatre Department and public performances on campus and in the community. May be taken for as many as eight semesters. Music and Music and Education majors take Music 156M. All others take Music 156.

Course Type(s): none

MU 156M **Cr. 0.0**

Chamber Orchestra

The Monmouth University Chamber Orchestra is a small orchestral ensemble of strings with woodwinds, brass, and percussion that is designed to meet the needs of the Music and Theatre Department and public performances on campus and in the community. May be taken for as many as eight semesters. Music and Music and Education majors take Music 156M. All others take Music 156.

Course Type(s): none

MU 157 **Cr. 1.0**

Chamber Choir I

The Monmouth University Chamber Chorus is an ensemble of sixteen to twenty-four auditioned singers who wish to extend their knowledge and skills in choral arts in a challenging musical setting. The repertoire for this ensemble requires a moderate/high degree of individual musicianship and mastery of specific singing techniques and period music interpretation. The group functions as a concert-ready and portable ensemble that responds to requests for particular types of venues, such as: sporting events, concert tours as a vehicle for a wider public performance experience with regard to public relations, meaningful connections with other academic institutions, and university recruitment. Audition required and registration is by the instructor.

Course Type(s): none

MU 157M **Cr. 0.0**

Chamber Choir I

A Monmouth University Chamber Chorus is an ensemble of sixteen to twenty-four auditioned singers who wish to extend their knowledge and skills in choral arts in a challenging musical setting. The repertoire for this ensemble requires a moderate/high degree of individual musicianship and a mastery of specific singing techniques and period music interpretation. The group functions as a concert-ready and portable ensemble that responds to requests for particular types of venues, such as: sporting events, lecture/presentations, dedications, special events, and graduation ceremonies. Additionally, the group will undertake periodic concert tours as a vehicle for a wider public performance experience and with regard to public relations, meaningful connections with other academic institutions, and university recruitment. Music Majors only

Course Type(s): none

MU 158 **Cr. 1.0**

Chamber Choir II

A continuation of Music 157, the Monmouth University Chamber Chorus is an ensemble of sixteen to twenty-four auditioned singers who wish to extend their knowledge and skills in choral arts in a challenging musical setting. The repertoire for this ensemble requires a moderate/high degree of individual musicianship and a mastery of specific singing techniques and period music interpretation. The group functions as a concert-ready and portable ensemble that responds to requests for particular types of venues, such as: sporting events, lecture/presentations, dedications, special events, and graduation ceremonies. Additionally, the group will undertake periodic concert

tours as a vehicle for a wider, public performance experience and with regard to public relations, meaningful connections with other academic institutions, and university recruitment. Audition required and registration is by instructor.

Prerequisite: Music 157.

Course Type(s): none

MU 158M **Cr. 0.0**

Chamber Choir II

The Monmouth University Chamber Chorus is an ensemble of sixteen to twenty-four auditioned singers who wish to extend their knowledge and skills in choral arts in a challenging musical setting. The repertoire for this ensemble requires a moderate/high degree of individual musicianship and a mastery of specific singing techniques and period music interpretation. The group functions as a concert-ready and portable ensemble that responds to requests for particular types of venues, such as: sporting events, lecture/presentations, dedications, special events, and graduation ceremonies. Additionally, the group will undertake periodic concert tours as a vehicle for a wider, public performance experience and with regard to public relations, meaningful connections with other academic institutions, and university recruitment. Audition is required, and registration is by the instructor. Music Majors only

Course Type(s): none

MU 161 **Cr. 2.0**

Group Instrument I

Designed to develop instrumental technique and repertoire; open to students who have some proficiency in strings, woodwinds, brass, or percussion.

Course Type(s): none

MU 162 **Cr. 2.0**

Group Instrument II

Designed to develop instrumental technique and repertoire; open to students who have some proficiency in strings, woodwinds, brass, or percussion.

Course Type(s): none

MU 163 **Cr. 1.0**

Group Strings

Designed especially for music education students who are required to have some proficiency in group strings to meet state certification guidelines. Open to beginners only. Non-music majors may enroll by permission of the Department of Music and Theatre Arts.

Course Type(s): none

MU 164 **Cr. 1.0**

Group Woodwinds

Designed especially for music education students who are required to have some proficiency in group woodwinds to meet state certification guidelines. Open to beginners only. Non-music majors may enroll by permission of the Department of Music and Theatre Arts.

Course Type(s): none

MU 165 **Cr. 1.0**

Group Brass

Designed especially for music education students who are required to have some proficiency in group brass to meet state certification guidelines. Open to beginners only. Non-music majors may enroll by permission of the Department of Music and Theatre Arts.

Course Type(s): none

MU 166 **Cr. 1.0**

Group Percussion

Designed especially for music education students who are required to have some proficiency in group percussion to meet state certification guidelines. Open to beginners only. Non-music majors may enroll by permission of the Department of Music and Theatre Arts.

Course Type(s): none

MU 167 **Cr. 3.0**

Introduction to Electronic Music

Fundamentals of electronic music acquired through lectures, recordings, and hands-on use of electronic synthesizers.

Course Type(s): none

MU 170 **Cr. 3.0**

Electronic Music Composition

A course designed for musicians who wish to compose and record music in a soundtrack, avant garde, or classical genre. Students will be required to use university recording facilities.

Course Type(s): none

MU 171 **Cr. 3.0**

Group Voice I

Fundamentals of technique and performance of song literature; voice production and principles of singing, including breath control, resonance, tone quality, diction, and pronunciation.

Course Type(s): none

Appendix A: Course Descriptions

MU 171M Group Voice I Fundamentals of technique and performance of song literature; voice production and principles of singing, including breath control, resonance, tone quality, diction, and pronunciation. May be taken for as many as eight semesters. Course Type(s): none	Cr. 0.0	MU 191 Applied Music: Voice Weekly, fifty-minute private lessons in voice; may be repeated for additional credit. Prerequisite: Permission of the instructor. Course Type(s): none	Cr. 1.0
MU 172 Group Voice II Fundamentals of technique and performance of song literature; voice production and principles of singing, including breath control, resonance, tone quality, diction, and pronunciation. Course Type(s): none	Cr. 3.0	MU 192 Applied Music: Piano Weekly, fifty-minute private lessons in piano; may be repeated for additional credit. Prerequisite: Permission of the instructor. Course Type(s): none	Cr. 1.0
MU 172M Group Voice II Fundamentals of technique and performance of song literature; voice production and principles of singing, including breath control, resonance, tone quality, diction, and pronunciation. May be taken for as many as eight semesters. Course Type(s): none	Cr. 0.0	MU 193 Applied Music: Upper Brass Weekly, fifty-minute private lessons in upper brass; may be repeated for additional credit. Prerequisite: Permission of the instructor. Course Type(s): none	Cr. 1.0
MU 180 Applied Music: Jazz Piano Weekly, fifty-minute private lessons in jazz piano; may be repeated for additional credits. Prerequisite: Permission of the instructor. Course Type(s): none	Cr. 1.0	MU 194 Applied Music: Lower Brass Weekly, fifty-minute private lessons in lower brass; may be repeated for additional credit. Prerequisite: Permission of the instructor. Course Type(s): none	Cr. 1.0
MU 181 Applied Music: Bass Weekly, fifty-minute private lessons in bass; may be repeated for additional credits. Prerequisite: Permission of the instructor. Course Type(s): none	Cr. 1.0	MU 195 Applied Music: Woodwinds Weekly, fifty-minute private lessons in woodwinds; may be repeated for additional credit. Prerequisite: Permission of the instructor. Course Type(s): none	Cr. 1.0
MU 188 Fundamentals of Guitar General music skills as applied to guitar playing; students develop left- and right-hand technique; introduction to basic repertoire and history of repertoire. Course Type(s): none	Cr. 3.0	MU 196 Applied Music: Guitar Weekly, fifty-minute private lessons in guitar; may be repeated for additional credit. Prerequisite: Permission of the instructor. Course Type(s): none	Cr. 1.0
MU 190 Applied Music: Percussion Weekly, fifty-minute private lessons in percussion; may be repeated for additional credit. Prerequisite: Permission of the instructor. Course Type(s): none	Cr. 1.0	MU 197 Applied Music: Strings Weekly, fifty-minute private lessons in strings; may be repeated for additional credit. Prerequisite: Permission of the instructor. Course Type(s): none	Cr. 1.0

MU 198 Cr. 1.0 - 3.0

Special Topics in Music (100 Level)

An intensive study of a particular subject or problem in music to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis. Prerequisite: As announced in the course schedule. Course Type(s): none

MU 199 Cr. 1.0

Applied Music: Private Instruction

Private instrumental and vocal instruction. The instructor is selected by the student with the approval of the Music faculty. Students must consult the Music Department. Course Type(s): none

MU 216 Cr. 3.0

From Blues to Rap: The African-American Music Tradition

Contributions of African-Americans to American music: slave songs, spirituals, blues, rhythm and blues, soul, and rap music. Prerequisites: English 101 and 102 or permission of the instructor. Course Type(s): WT

MU 217 Cr. 3.0

The American Music Tradition

A survey of American music from the colonial period to the present, including folk and ethnic music, military and parade music, war songs, Tin Pan Alley pop, Broadway show tunes, and composers, such as Stephen Foster, Woody Guthrie, and Irving Berlin. Prerequisites: English 101 and 102 or permission of the instructor. Course Type(s): WT

MU 218 Cr. 3.0

History and Literature of Music I

Survey of musical idioms and forms from Ancient Greek to the Baroque periods. Primary focus on Western music in Western culture; some time will be spent exploring the music of Asia, Africa, and South America; exploration of the great musical literature that has survived from antiquity through 1700 A.D. Prerequisites: English 101 and 102 or permission of the instructor. Course Type(s): WT

MU 219 Cr. 3.0

History and Literature of Music II

Survey of musical forms and idioms from the Classical period until the present. Primary focus is to expose the student to the vast body of musical masterworks created in the modern era, as well as exploration of world music. Prerequisites: English 101 and 102 or permission of the instructor. Course Type(s): WT

MU 221 Cr. 3.0

Theory I

Basic knowledge of the procedures of harmony and melody. Prerequisite: Music 151 or departmental approval. Course Type(s): none

MU 222 Cr. 3.0

Theory II

The rudiments of music writing, from the harmonization of simple melodies to the writing of more complex music. Emphasis on more advanced compositions. Prerequisite: Music 221 or departmental approval. Course Type(s): none

MU 240 Cr. 1.0

Applied Music Industry II

Students will be introduced to a variety of skills needed in the music industry. Each student will be required to complete specific, hands-on projects in preparation for a major internship off campus. Prerequisite: Music 140. Course Type(s): none

MU 241 Cr. 1.0

Applied Music Industry III

Students will be introduced to a variety of skills needed in the music industry. Each student will be required to complete a specific hands-on project as preparation for a major internship off campus. Limited to Music majors. Prerequisites: Music 140 and 240. Course Type(s): none

MU 290 Cr. 3.0

Rock and Roll in American Culture

Impact of rock and roll on American culture and music history; rock genres, including rockabilly, protest rock, blues-rock, punk, heavy metal, and rock and roll as a global phenomenon. Course Type(s): WT

Appendix A: Course Descriptions

MU 291 Cr. 3.0

Jazz in America

Musical and cultural overview of the jazz tradition in America, with special emphasis on Dixieland, swing, bop, and jazz fusion, and artists such as Louis Armstrong, Count Basie, Duke Ellington, Charlie Parker, and John Coltrane.

Course Type(s): WT

MU 292 Cr. 3.0

Roots, Rock, Reggae

A survey of Jamaican reggae music from its inception to the present. The music form's political, religious, and cultural connections will also be examined, as will the major works of reggae composers, such as Bob Marley, Jimmy Cliff, and Peter Tosh.

Course Type(s): none

MU 298 Cr. 1.0 - 3.0

Special Topics in Music (200 Level)

An intensive study of a particular subject or problem in music to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis.

Prerequisite: As announced in the course schedule.

Course Type(s): none

MU 301 Cr. 3.0

The Business of Music

An introduction to the inner workings and business strategies of the music industry. In addition to an analysis of the recording arm of the industry, other areas such as concert production, management, media relations, and talent acquisition will also be examined.

Course Type(s): none

MU 321 Cr. 3.0

Music Theory III

Music Theory III is the third semester of a sequential, two-year music theory curriculum. After a brief review of the material covered in Music Theory I (Music 221) and Advanced Theory and Harmony (Music 222), an introduction to the music materials and stylistic practices associated with nineteenth-century music is provided. Procedure will entail examining and working with melodic, rhythmic, harmonic, and structural elements found in the music being studied.

Prerequisites: Music 221 and 222.

Course Type(s): none

MU 322 Cr. 3.0

Music Theory IV

Music Theory IV is the fourth semester of a sequential, two-year music theory curriculum. After a brief review of the material covered in Music Theory 1 (Music 221), Advanced Theory and Harmony (Music 222), and Music Theory III (Music 321), an introduction to the music materials, stylistic practices and the unique forms and approaches associated with twentieth-century music is provided. Procedure will entail examining and working with the melodic, rhythmic, harmonic, and structural elements found in the music being studied.

Prerequisites: Music 221, 222, and 321.

Course Type(s): none

MU 327 Cr. 3.0

Instrumental Arranging and Basic Orchestration

Practical problems of orchestration, including transposition, characteristics and limitation of various band, orchestral, keyboard, and electronic instruments; arranging for instrumental ensembles of various sizes.

Prerequisite: Music 222.

Course Type(s): none

MU 328 Cr. 3.0

Conducting

Basic choral and instrumental conducting techniques with emphasis on the physical problems of coordination and control, as well as interpretation, rehearsal, performance, and program planning. Each student will function as an assistant to the choral/instrumental conductors.

Prerequisites: Music 218, 151, and four semesters of Music 145, 146 and/or 147, 148.

Course Type(s): none

MU 329 Cr. 3.0

Conducting II

A continuation of Music 328. Basic choral and instrumental conducting techniques with emphasis on the physical problems of coordination and control, as well as interpretation, rehearsal, performance, and program planning. Each student will function as an assistant to the choral/instrumental conductors.

Prerequisite: Music 328.

Course Type(s): none

MU 329W Cr. 2.0

Workshop in the Techniques of Composing Music

Explores problems in melody, rhythm, and harmony, including texture and the elements of musical form, pre-

sented in line with the needs of individual students as revealed in their original composition.

Prerequisite: Music 222.

Course Type(s): none

MU 331 **Cr. 2.0**

Music for the Child

Methods and materials of teaching in the elementary school (K-8); singing, rhythmic expression, listening, use of simple instruments, and correlating music with other areas of learning. For Music majors only. Also listed as Education 331.

Prerequisites: Music 151 and 218.

Course Type(s): none

MU 333 **Cr. 2.0**

The Teaching of Music in the Secondary School

Study and application of appropriate concepts, methods, skills, and materials for secondary-school music teachers. For Music majors only. Also listed as Education 333.

Prerequisites: Music 151 and 218.

Course Type(s): none

MU 340 **Cr. 3.0**

Music and Music Publishing for TV, Radio, and Film

Defines and examines the many opportunities available to the musician in the mass media, including theme composition, post scoring, jingle production, news music, production libraries, music editing, soundtrack production, on-air and cable network yearly campaigns, EFX and usage, available orchestrational sources, client relations, timings and conversations, on-air and theatrical publishing, professional societies (ASCAP, BMI, SESAC), budgeting, and union relations and affiliations.

Course Type(s): none

MU 341 **Cr. 3.0**

Songwriting I

Designed to analyze and study the many components of song writing focusing on today's contemporary music featured on radio, film and television. Various styles will be studied and developed, from rap to country music.

Nashville style group writing will be used as will Writer in the Round type performances. Ability to play an instrument is recommended but not required.

Course Type(s): none

MU 342 **Cr. 3.0**

Songwriting II

A continuation of Song Writing I and will focus on final arrangements and production of songs to be presented to

publishers, record labels, etc. Also covered will be how to properly present works to producers and session musicians in the form of basic lead sheets and music notation.

Course Type(s): none

MU 345 **Cr. 3.0**

Record Production

Examines all of the aspects of record production, from choice of artist and material to the actual art of recording itself. Will meet in a fully equipped recording studio and will be co-taught by the lecturing professor and a professional sound engineer. The recording techniques to be taught will be applicable to all forms of music, including classical jazz, rock, and mass/multimedia. The student will have hands-on instruction on the use of analog and digital recording machines, sound boards, and outboard gear.

Course Type(s): none

MU 353 **Cr. 3.0**

Contemporary Rock Ensemble I

Designed to run as a professional touring band would in preparation for a major tour and/or recording session. Covers many different genres with varying instrumentation. Taught by a seasoned road veteran with twenty years of experience in major tours/acts.

Course Type(s): none

MU 354 **Cr. 3.0**

Contemporary Rock Ensemble II

A continuation of Rock Ensemble I, which is designed to run as a professional touring band would in preparation for a major tour and/or recording session. It will cover many different genres with varying instrumentation. Taught by a seasoned road veteran with twenty years of experience in major tour/acts.

Course Type(s): none

MU 398 **Cr. 3.0**

Special Topics in Music (300 Level)

An intensive study of a particular subject or problem in music to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis. Prerequisite: As announced in the course schedule.

Course Type(s): none

MU 399 **Cr. 1.0 - 3.0**

Independent Study in Music

An intensive study of a particular subject or problem in music to be announced prior to registration.

Course Type(s): none

Appendix A: Course Descriptions

MU 401 **Cr. 3.0**

Music Business Internship Seminar

Practical experience in the music industry in fields such as concert production, promotion, publicity, music publishing, and management. This course is repeatable for credit. Prerequisites: Music 301, departmental approval and Junior standing.

Course Type(s): EX

MU 402 **Cr. 3.0**

Music Internship Seminar II

Practical experience in the music industry in fields such as concert production, promotion, publicity, music publishing, and management. Limited to Music majors only. Prerequisite: Music 401.

Course Type(s): EX

MU 403 **Cr. 3.0**

Music Internship Seminar III

Practical experience in the music industry in fields such as concert production, promotion, publicity, music publishing, and management. Limited to Music majors only. Prerequisite: Music 402.

Course Type(s): none

MU 405 **Cr. 3.0**

Composition

Using the technique of Replicate-Generate From-Generate, this course combines the student's knowledge of traditional styles, form, and analysis in order to replicate music in many styles. The student will then begin to combine his or her own musical ideas into these compositions. The second half of the semester will be devoted to the original compositions of the student while employing the disciplines previously studied. Classical as well as contemporary motifs will be explored in this lecture-discussion-workshop course.

Prerequisites: Music 218, 219, 221, and 222.

Course Type(s): none

MU 406 **Cr. 3.0**

Composition II

Using the technique of Replicate-Generate From-Generate, this course combines the student's knowledge of traditional styles, form, and analysis in order to replicate music in many styles. The student will then begin to combine his or her own musical ideas into these compositions. The second half of the semester will be devoted to the original composition of the student while employing the disciplines previously studied. Classical as well as

contemporary motifs will be explored in this lecture-discussion-workshop course.

Prerequisite: Music 405.

Course Type(s): none

MU 453 **Cr. 3.0**

Advanced Record Production

Addresses the aesthetics of record production. Studio techniques, pre-production approaches, actual recording and final mixing are at the heart of this course. Students will learn microphone techniques as well as control room techniques. The full responsibilities of the producer will be taught and discussed in the class, as well as practiced outside of the studio/classroom. Lectures and demonstrations will precede the student's practical application and final product.

Prerequisite: Music 345.

Course Type(s): none

MU 498 **Cr. 1.0 - 3.0**

Special Topics in Music (400 Level)

An intensive study of a particular subject or problem in music to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis. Prerequisite: As announced in the course schedule.

Course Type(s): none

MU 499 **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 100 **Cr. 3.0**

Technology and Health Informatics

Designed to provide an introduction to the computer technology used in health care and its impact on decision-making. Includes an overview of the basic computer skills required to process electronic information, the nature and types of health information available on the World Wide Web, the development of search skills associated with finding information, linking electronic information to health decision-making processes, ethical and social issues involving the use of technology, and identifying major issues in computer and Internet security. Also listed as Health Studies 100.

Course Type(s): TL

NU 300 Cr. 3.0

Theoretical Concepts in Nursing

Theoretical foundation for each successive nursing course; an introduction to the nursing metaparadigm concepts, nursing conceptual models, and theories; relationship of theory to professional nursing practice, education, and research.

Prerequisite: Permission of chair required for non-B.S.N. students.

Course Type(s): none

NU 311 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.

Prerequisite: Permission of chair required for non-B.S.N. students.

Course Type(s): WT

NU 312 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.

Prerequisites: Biology 111 and 112; R.N. license and malpractice insurance.

Course Type(s): none

NU 324 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. Also listed as Health Studies 324.

Course Type(s): GS, NU.EL

NU 330 Cr. 3.0

Women's Health

Health care needs/concerns of women from diverse cultures will be examined. The focus will be on African, Asian, Caribbean, and Latina perspectives of health benefits, health practices, physical and physiological threats, and ethical issues. Body image, sexuality, marriage customs, reproduction, childbirth, parenting, lifestyle choices, menopause, and aging will be examined within the context of culture and contrasted to those of Western women. Also listed as Health 330.

Course Type(s): CC, CD, GS, NU.EL

NU 355 Cr. 3.0

Research Methods in Nursing

Focuses on the nurse as a consumer of research. Emphasis is placed upon studying the steps of the research process as a basis for understanding investigation of nursing problems and the application of findings to practice. Seeks to prepare students with an introduction to basic methodological and statistical concepts. Not open to students who have passed Nursing 350.

Prerequisites: English 101 and 102 or permission of the instructor.

Course Type(s): WT

NU 360 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. Also listed as Health 360.

Course Type(s): CC, GU, HE.EL

NU 365 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

Appendix A: Course Descriptions

Korea, Iran, Mexico, China, and Brazil. Examines older adults from these diverse populations as well as other nations. Topics to be covered include examinations of health implications on aging populations in non-English speaking countries. Compare countries, such as Japan, India, and Nigeria, to explore how their specific culture influences caregiving, social support networks, and community. Specific, cultural views of love, intimacy, and sexuality in older adults will be examined. Also listed as Health 365.

Course Type(s): CC, HE.EL

NU 370 **Cr. 3.0**

Alternative/Complementary Health Therapies

Cultural origins of CAM therapies will be discussed. Perspectives of health and healing through co-mingling Eastern Traditional Complementary and Alternative (TCAM) therapies and Western biomedical practices into an integrative strategy will be examined. Appropriate therapies for health promotion and specific illness contexts, potential risks/benefits, ethical issues addressing treatment choices and global entities that employ CAM therapies will be discussed. There will be an emphasis on choosing CAM therapies that are supported by research as safe and effective. Knowledge of reliable sources of information on the Internet will improve decision-making regarding therapies. Also listed as Health 370.

Course Type(s): CC, GU, NU.EL

NU 375 **Cr. 3.0**

Health in Developing Countries: A Cross-Cultural Perspective

Designed to introduce students to the concept of health as a cross-cultural issue. Students will examine their own health beliefs and practices and expand their understanding of health and health issues of the developing world. Contemporary health issues will be analyzed. Healthcare delivery systems in selected countries in Asia and Africa will be examined and compared to the American health-care system. Students are expected to problem solve and postulate solutions to contemporary and emerging health issues. Also listed as Health 375.

Course Type(s): CC, GU, NU.EL

NU 380 **Cr. 3.0**

Nutrition and Health

An introduction to the physiology of nutrition, basic concepts of normal nutrition, and nutrition in chronic disease (such as diabetes mellitus, cardiovascular disease, and obesity) will be explored. A study of the basic nutrients and the gastrointestinal system in its role of digestion,

absorption, and metabolism. Food needs of an individual throughout life (birth to old age) will be considered, along with necessary dietary modifications caused by decreased activity. Food fads and fallacies will be discussed, as will factors to consider in choosing a healthy diet. Current concerns, such as how safe are the additives in our foods, the role of sugar, salt and highly processed foods, alternative therapies such as herbal remedies, and phytochemicals and their potential roles in modern nutrition, will be studied. Weight management will be addressed as it relates to medical nutrition therapy. Also listed as Health 380.

Course Type(s): NU.EL

NU 398 **Cr. 1.0 - 3.0**

Special Topics in Nursing (300 Level)

An intensive study of a particular subject or problem in nursing to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis.

Prerequisite: As announced in the course schedule.

Course Type(s): none

NU 413 **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.

Prerequisite: Nursing 311.

Corequisite: Nursing 360.

Course Type(s): RD

NU 414 **Cr. 3.0**

Community Health Nursing II: Nursing of Communities

Care of groups and communities: a developmental approach focusing on adolescence through senescence; community health and public health theories, epidemiology, health promotion, illness prevention, research, ethics, palliative care, vulnerable populations, and common deviations from health.

Prerequisite: Nursing 413.

Corequisite: Nursing 415.

Course Type(s): none

NU 415 **Cr. 3.0**

Community Health Nursing Laboratory

The nine-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.

Prerequisites: Nursing 300, 311, 312, 324, 344 and 413.

Corequisite: Nursing 414.

Course Type(s): EX

NU 440 **Cr. 3.0**

Health Policy

Delves into the core elements that define health policy. Describes factors, such as the healthcare delivery systems (public/non-profits vs. private/for profits), access to care, healthcare financing, quality of care issues, and social issues, such as gender and culture, and their impact on health and healthcare. The dynamics of the policy-making process at different levels (federal, state and local) will be explored, along with policy analysis and how policy influences healthcare decisions. The complexities and challenges of healthcare reform will be identified. Also listed as Health Studies 440.

Prerequisites: English 101 and 102 or permission of the instructor.

Course Type(s): WT

NU 450 **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.

Prerequisites: Nursing 300, 311, 312, and 324; and English 101 and 102 or permission of the instructor.

Course Type(s): WT

NU 476 **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. 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 victims and offenders of violence are discussed. Individual

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

Course Type(s): NU.EL

NU 498 **Cr. 1.0 - 3.0**

Special Topics in Nursing (400 Level)

An intensive study of a particular subject or problem in nursing to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis.

Prerequisite: As announced in the course schedule.

Course Type(s): none

NU 499 **Cr. 1.0 - 3.0**

Independent Study in Nursing

Guided research and in-depth study of an area of nursing and/or health care of particular interest to the student.

Prerequisites: Completion of all 300-level courses and permission of the directing professor and department chair.

Course Type(s): none

PERSPECTIVES

PR 400 **Cr. 3.0**

Love, Life, and Liberty

An examination of the historical and philosophical aspects of love and the assertion for freedom, starting from the biological concept of life. Throughout history, the various interpretations of these ideas have shaped the world.

Students will be introduced to some of the most important, related works that are the fiber of History, Philosophy, and Science. The analysis of revered, cultural traditions will show the impact of love on the rational thinking and artistic creation.

Prerequisites: Ninety credits and completion of all other general education requirements.

Also listed as Religious Studies 400.

Course Type(s): ISP

PR 401 **Cr. 3.0**

Perceptions

An in-depth visual study dealing with the various ways that artists perceive the world around them as it relates to specific subject matter, aesthetics, and to cultural, historical, and psychological implications. Beauty and reality will be examined in all categories studied, with emphasis on the personal perceptions of the student.

Prerequisites: Ninety credits and completion of all other

Appendix A: Course Descriptions

general education requirements.
Course Type(s): GS, ISP

PR 402 **Cr. 3.0** ***Witchcraft and Magic***

The meanings, origins, and historical significance of beliefs in witchcraft and magic in Europe, America, and selected traditional societies. Includes the relationship between religion, magic, and witchcraft and the reasons for the decline in witchcraft beliefs. The disciplines represented include History and Anthropology.

Prerequisites: Ninety credits and completion of all other general education requirements.
Course Type(s): none

PR 404 **Cr. 3.0** ***Ethnic Lives***

Institutional racism in America, its effect on intergroup relations, and the response of ethnic group members to it. Ethnicity in America is examined from a global perspective. Readings in Sociology and Literature.

Prerequisites: Ninety credits and completion of all other general education requirements.
Course Type(s): none

PR 405 **Cr. 3.0** ***Toxic Wastes***

Examination of the nature of toxic wastes in New Jersey, how waste dumps are sited, the basic chemistry and toxicology of dump components, the impact on people and the environment, the development of public policy for control and cleanup of SuperFund sites in New Jersey, and implications for the future and the world. The disciplines represented include Chemistry, Economics, and Political Science.

Prerequisites: Ninety credits and completion of all other general education requirements.
Course Type(s): none

PR 406 **Cr. 3.0** ***The Individual and Society***

The impact of two cultural ideologies; the influence of individualism and collectivism on individual thought and behavior, social interaction, societal values, and global order. The disciplines represented include Psychology, Ethics, Cultural Anthropology, and Sociology.

Prerequisites: Ninety credits and completion of all other general education requirements.
Course Type(s): ISP

PR 407 **Cr. 3.0** ***Morality and Community***

Problems involved in making moral decisions in complex situations. Focuses on lying and deceit, deleterious effects on the life of the community, and also on clarifying codes of ethical behavior. The disciplines represented include Literature and Ethics.

Prerequisites: Ninety credits and completion of all other general education requirements.
Course Type(s): GS, ISP

PR 408 **Cr. 3.0** ***The Jewish Experience***

The impact of modernity upon the Jewish people and the religion of the Jews. Delineates the course of modern Jewish religious philosophy through an examination of its characteristic problems and varying approaches to their solutions. The perspectives stressed are History and Philosophy of Religion.

Prerequisites: Ninety credits and completion of all other general education requirements.
Course Type(s): none

PR 409 **Cr. 3.0** ***Communicating with Computers***

The historical development of computer communication, analysis of high-level languages, and educational functions of computer communication; related research and projects, together with computer lab demonstration.

Prerequisites: Ninety credits and completion of all other general education requirements.
Course Type(s): none

PR 410 **Cr. 3.0** ***Architecture in History as Art and Technology***

An exploration of structure, symbolism, and social meaning in architecture from imperial Rome, medieval France, renaissance Italy, and Europe and America in the nineteenth and twentieth centuries. The disciplines represented include Art and Technology.

Prerequisites: Ninety credits and completion of all other general education requirements.
Course Type(s): ARHIS

PR 411 **Cr. 3.0** ***Gender and Global Culture***

Examines how gender influences cultural beliefs and practices around the world. Examines how gender shapes culture, particularly in ways that restrict and limit our lives. Uses an interdisciplinary approach to examine how gender and culture shape individual lives, as well as the larg-

er global communities in which we live. Throughout the course, students will examine ethical and social issues concerning gender and culture.
Prerequisites: Ninety credits and successful completion of all other general education requirements.
Course Type(s): GS, ISP

PR 412 **Cr. 3.0**

Education, Equality, and Elitism

Tensions between equality and elitism in education; consideration of inequalities in educational systems, proposed remedies; historical models; accounts of issues of race, gender, and class; and critiques of American education in terms of its international competitiveness.

Disciplines represented are Philosophy and Education, with supporting materials from Literature.

Prerequisites: Ninety credits and completion of all other general education requirements.

Course Type(s): none

PR 413 **Cr. 3.0**

Population Dynamics and a Sustainable Future

An exploration of the complex and interrelated issues of population dynamics, resource consumption, socio-economic development, environmental protection, and global interdependence.

Prerequisites: Ninety credits and completion of all other general education requirements.

Course Type(s): SUS

PR 414 **Cr. 3.0**

Parent Child Socialization: A Cross-Cultural Approach

An intensive, cross-cultural investigation of childhood socialization. Topics include: socialization, enculturation, sex-role socialization, and socialization processes in various cultures, such as China, Japan, Polynesia, and the United States. Disciplines represented include

Psychology and Cultural Anthropology united through cross-cultural methods.

Prerequisites: Ninety credits and completion of all other general education requirements.

Course Type(s): none

PR 415 **Cr. 3.0**

Technology and Women's Lives

The impact of modern technology in women's lives. The aspects to be examined in depth include technology and the workplace (employment), technology and the home (housework), and technology and reproduction (contraception, pregnancy, and infertility). The disciplines repre-

sented include Sociology and Ethics.

Prerequisites: Ninety credits and completion of all other general education requirements.

Course Type(s): GS

PR 416 **Cr. 3.0**

Management and Liberal Arts

Exploration and comparison of the development and context through literature of real issues faced by managers in the public and private sectors.

Prerequisites: Ninety credits and completion of all other general education requirements.

Course Type(s): none

PR 418 **Cr. 3.0**

Eastern-Western Approaches to Wellness, Health, and Healing

Exploration and comparison of Eastern and Western approaches to wellness, health, and healing, known currently as the mind/body question. Examination of how beliefs inherent in these traditions influence concepts of health and disease.

Prerequisite: Ninety credits and completion of all other general education requirements.

Course Type(s): ISP

PR 419 **Cr. 3.0**

Mathematics of Artistic Design

Exploration of the mathematics that may be used to describe and create some artistic designs in architecture, sculptures, paintings, and other sources. Appropriate mathematical concepts from topology, number theory, symmetry groups, the geometries, and the calculi will be discussed and studied. Original, artistic designs will be created, employing mathematical concepts and computer software.

Prerequisites: Ninety credits and completion of all other general education requirements.

Course Type(s): none

PR 420 **Cr. 3.0**

Society and Technology of Information

The technology of communication systems and its impact on society's growth, with emphasis on the printing press, television, and the computer. The disciplines represented include Science, History, Economics, and Sociology.

Prerequisites: Ninety credits and completion of all other general education requirements.

Course Type(s): none

Appendix A: Course Descriptions

PR 422 **Cr. 3.0**

AIDS and the Global Society

A global perspective of the HIV/AIDS pandemic using three major disciplinary approaches of biology, public health, and social anthropology. The impact of the disease on individuals, families, and communities in western and non-western countries; associated social, psychological, ethical, economic, and health issues are explored.

Prerequisites: Ninety credits and completion of all other general education requirements.

Course Type(s): HE.EL, HEPE, ISP, NU.EL

PR 423 **Cr. 3.0**

Perspectives on Human Rights

An interdisciplinary and cross-cultural exploration of the question of human rights. The disciplinary perspectives of Philosophy, Political Science, History, and Literature are used to examine the different dimensions of human rights in the world.

Prerequisites: Ninety credits and completion of all other general education requirements.

Course Type(s): none

PR 424 **Cr. 3.0**

Place, Identity, and Behavior

Integrates geography and psychology in order to examine the interrelationship of people with geographic places that are experienced directly through residence, work, and travel, and indirectly through media, family stories, and education.

Prerequisites: Ninety credits and completion of all other general education requirements.

Course Type(s): none

PR 426 **Cr. 3.0**

Contemporary Issues in Free Speech

Global study of free speech that offers an interdisciplinary examination of the evolution of political and personal freedom. Examination of western history, comparison of non-western freedoms, and consideration of the philosophical arguments that have raged over centuries about the degree of freedom individuals should have.

Prerequisites: Ninety credits and completion of all other general education requirements.

Course Type(s): none

PR 427 **Cr. 3.0**

Ideas in the Art of Asian Civilization

An exploration of how ideas associated with Buddhism, Hinduism, Confucianism, Taoism, and Shinto influenced

and shaped painting, sculpture, architecture, and some minor arts in traditional India, China, and Japan.

Prerequisites: Ninety credits and completion of all other general education requirements.

Course Type(s): none

PR 428 **Cr. 3.0**

Children's Folklore

An investigation of the theoretical perspectives of development psychologists, anthropologists, and comparative historians. Working in the field of Literary Studies, students will learn to analyze children's folklore with theoretical and methodological tools borrowed from the disciplines of anthropology, psychology, and comparative historical analysis. Topics include: rhymes, riddles, jokes, songs, lore, and other language use in American children and children from other cultural groups.

Prerequisites: Ninety credits and completion of all other general education requirements.

Course Type(s): ISP

PR 429 **Cr. 3.0**

Health and Healing Across Cultures

A cross-cultural examination of health and healing.

Through lecture, discussion of the readings, case studies, and film presentations, students will explore the biological and sociocultural factors that affect health, illness, disease, and healing, both now and in the past. Students will also examine the impact of the healer and supernatural belief systems on the process of healing. In addition to the evaluation of the cultural health aspects of Africans, African-Americans, Hispanics/Latinos, Haitians, and the Hmong, these populations will also be compared to the general American population in terms of overall health and access to health care.

Prerequisites: Ninety credits and completion of all other general education requirements.

Course Type(s): none

PR 431 **Cr. 3.0**

Popular Culture and Scientific Discourse

A study in the ideological influences of science on American society and culture, with a special emphasis on how scientific language is presented, packaged, and distorted for public consumption.

Prerequisites: Ninety credits and completion of all general education requirements.

Course Type(s): none

PR 432 **Cr. 3.0**
Ethics and Professionalism in Science and Engineering

Provides a broad view of ethics and professionalism in the context of Science and Engineering. Teaches valuable practical skills, as well as the basic analytic tools required to make the ethical decisions confronted by professionals in any field. Describes the special role of professionals in society and uses the key perspectives of engineering and philosophy to explore their responsibilities. Additional perspectives, e.g. organizational psychology and law, will be incorporated as appropriate. A key course dynamic will be the interplay between producers and consumers of technology as common ethical dilemmas are approached from both viewpoints. The topics covered will include: problem-solving in the context of ethics and codes of conduct, professional societies, working as a member of a team and international issues, as well as how to be a productive and contributing professional.

Prerequisites: Ninety credits and completion of all other general education requirements.

Course Type(s): ISP

PR 433 **Cr. 3.0**
Death and Dying

A study of attempts to understand the meaning of death and the cultural practices that surround death and dying. The disciplines represented include: bioethics, literature, and philosophy.

Prerequisites: Ninety credits and completion of all other general education requirements.

Course Type(s): HE.EL, HEPE, ISP, NU.EL

PR 434 **Cr. 3.0**
Immigration and the United States

Traces the historical experience of immigrants in the U.S., examines their place in the stratification system, the forms of prejudice and discrimination they have encountered, and their patterns of assimilation into the larger society. The disciplines of History and Sociology are used to examine problems, including social and ethical issues, encountered by immigrants, United States citizens, and policy makers. Topics will include a historical examination of immigration policy, push/pull factors that influence immigration, and settlement patterns within the United States. Prepares students to identify immigration problems and research solutions.

Prerequisites: Ninety credits and completion of all other general education requirements.

Course Type(s): ISP

PR 435 **Cr. 3.0**
The Way and the Word: Hinduism

A comparison of classic texts central to two Asian traditions, The Bhagavad Gita and The Analects; the impact of the ethos of each tradition on secular narratives, Asian and Western. The disciplines represented include Comparative Religion and Literature. Also listed as Religious Studies 435.

Prerequisites: Ninety credits and completion of all other general education requirements.

Course Type(s): ISP

PR 436 **Cr. 3.0**
Urban Legends

An examination of urban legends from multiple perspectives.

Prerequisites: Ninety credits and completion of all other general education requirements.

Course Type(s): ISP

PR 437 **Cr. 3.0**
Perspectives on the Human Experiences: Family Violence

Designed as an interactive seminar course that engages students in interactive discussions and experiential exercises related to understanding and working with families who have experienced violence, including both survivors and perpetrators. The impact of culture on family violence across intergenerational family members (e.g., children, parents, and grandparents) and diverse populations and settings are thoroughly reviewed. Students learn a strengths-based empowerment approach and application of resiliency theory to assessment, prevention, intervention planning, and evaluation of individual, families, and communities impacted by abuse and violence.

Prerequisite: Ninety credits and completion of all other general education requirements.

Course Type(s): ISP

PR 438 **Cr. 3.0**
Nature of the Self: East and West

A comparative study of Asian and Western theories about the nature and definition of self using an interdisciplinary approach - philosophy, religion, and history.

Prerequisites: Ninety credits and completion of all other general education requirements.

Course Type(s): none

PR 439 **Cr. 3.0**
Interdisciplinary Perspective on Social Business

Micro-credit has become one of the most successful

Appendix A: Course Descriptions

social business interventions in addressing poverty in the developing world. As a successful initiative, it is now traveling from the developing world to the developed world. Addresses the historical, philosophical, and theoretical underpinnings of social business, and will explore in an interdisciplinary approach the ethical and social issues related to social business. Social business, itself, is cross-disciplinary, providing a basis for working together, transcending our differences across disciplinary lines, and envisioning creating a world without poverty.

Prerequisites: Ninety credits and completion of all other general education requirements.

Course Type(s): ISP

PR 440 **Cr. 3.0** ***Violent Crime***

Nature and distribution of violent crime in American society and other nations; causal theories of violence and factors correlated with violence; relationship between gender and violent crime; policy strategies to reduce violent victimization. The disciplines represented include: Biology, Psychology, and Sociology.

Prerequisites: Ninety credits and completion of all other general education requirements.

Course Type(s): none

PR 441 **Cr. 3.0** ***Countercultures in American History***

Explores countercultures in the United States from multiple-disciplinary perspectives including history, literature, and sociology. Elements from philosophy and psychology will also be included. The course will show that the counterculture in the 1960's was just one historical manifestation of American historical movements that are anti-authoritarian and espouse personal and/or societal transformation/regeneration. By examining different groups, the course will show that countercultures have a legacy of change in American society.

Prerequisites: Ninety credits and completion of all other general education requirements.

Course Type(s): ISP

PR 442 **Cr. 3.0** ***Modern Images, Irrational Thought***

Philosophy from the time of Plato has been an evolution of ideas, one set replaced by another, in a dialogue that changes from what has become accepted as normal to an ever changing view derived from rational thought as it relates to the present and the projected future. As in Philosophy, Art has a cyclical evolution; 1) an initial intuitive leap of newness, 2) a refinement and loosely agreed

upon normalcy and 3) a stage, for lack of better description, Istic, where nothing new is brought about and contributors either branch out or embellish what they can't penetrate with a new leap. Through the two main disciplines of Art and Philosophy, the course will investigate changes in rationality in the late 19th Century and trace their movements and influences into the 21st.

Prerequisites: Ninety credits and completion of all other general education requirements.

Course Type(s): ISP

PR 443 **Cr. 3.0** ***ESP, Yesterday and Today***

From the first Paleolithic Shaman to Madam Marie on the Boardwalk in the 21st Century, civilizations have been fascinated by visionaries, mediums, psychics and those who claim to channel entities from alternative realities.

Clairvoyance, Telepathy, Astral Projection and Psychokinesis are all part of the hidden, or sixth sense referred to as Telesthesia. The idea has surfaced and influenced mankind from Egyptian Soothsayers, the Oracle of Delphi, Revelations in the Bible, Nostradamus, Madam Blavatsky, Edgar Cayce and as recently as Jane Roberts in the late twentieth Century and is taking modern form in the concept of The New Age. Through the main disciplines of History and Psychology, this course will investigate the ever-changing social attitudes and beliefs concerning Extra Sensory Perception from the cave dwellers to the modern carnival.

Prerequisites: Ninety credits and successful completion of all other general education requirements.

Course Type(s): ISP

PR 444 **Cr. 3.0** ***Leadership, Public Health, and Higher Education***

The disciplines represented in this course are Education and Health Studies. Content focuses on problems, including social and ethical issues, encountered by leaders in Higher Education and Public Health. Topics will include leadership theories, practice, and evaluation. Prepares students to identify problems, research solutions, implement plans, and evaluate results that advance the mission of non-profit organizations committed to improving public health and institutions of Higher Education. Emphasis will be placed on issues involved in Higher Education and Public Health.

Prerequisites: Ninety credits and successful completion of all other general education requirements.

Course Type(s): ISP

PR 445 **Cr. 3.0**

Spike Lee and the Black Aesthetic in Perspective
 An examination of race, gender, sexuality and class in the cinematic representations developed by Spike Lee in connection with African American aesthetic values. Spike Lee has been classified by many as the most important (and certainly most successful) African American filmmaker in American history. The often controversial productions of Lee have been extensively examined by critics and scholars since his first film *She's Gotta Have It* was released. This class will consider various Spike Lee joints from multiple perspectives including history, communication studies, sociology, and gender studies. We will critically examine Lee's work within the broad historical framework of African American cultural history and in terms of his engagement with controversial social, political, and economic issues in American society in these films. The Lee films will also be analyzed for the aestheticization of larger historical, cultural, and social aspects of U.S. society. The two main disciplines utilized in the course include history and communication studies.
 Prerequisites: Ninety credits and completion of all other general education requirements.
 Course Type(s): ISP

PR 446 **Cr. 3.0**

The Confessional Poets: Surviving Madness
 An exploration of the works of key figures in the confessional style of contemporary American poetry. These poets suffered multiple levels of mental anguish and used confessional poetry to share and heal their suffering, as they attempted to survive their lives.
 Prerequisites: Ninety credits and successful completion of all other general education requirements.
 Course Type(s): ISP

PR 447 **Cr. 3.0**

A Graphic World: Sequential Art and World History
 An interdisciplinary course that will use the perspectives of historical, literary, and artistic analysis to examine important themes such as, but not limited to, nationalism, inequality, industrialization, war, religion, or cultural diffusion, through the medium of the graphic novel.
 Prerequisites: Ninety credits and successful completion of all other general education requirements.
 Course Type(s): ISP

PR 448 **Cr. 3.0**

Ecocriticism and Medieval England
 An ecocritical study of historical documents and literary texts in medieval England.

Prerequisites: Ninety credits and completion of all other general education requirements.
 Course Type(s): ISP

PR 449 **Cr. 3.0**

The Helping Professions in Film and Media
 Provides students an opportunity to look at ethical and social issues from a multidisciplinary perspective. Looks at the helping professions (for example; teachers, counselors and medical professions), how the codes of ethics for these professions are similar but different, and how these professions have been villainized and romanticized in film.
 Prerequisites: Ninety credits and completion of all other general education requirements.
 Course Type(s): ISP

PR 450 **Cr. 3.0**

Propaganda in America
 An analytic study of persuasive texts central to the development of American values and attitudes. Advertisements, tracts, and fiction will be placed in their historic, international, and intellectual contexts. The disciplines represented include rhetoric and literature.
 Prerequisites: Ninety credits and completion of all other general education requirements.
 Course Type(s): none

PR 451 **Cr. 3.0**

Ethnic and Religious Conflicts and Their Political Implications
 Examines the relationship between ethnicity, nationalism and violence. Focus will be on the formation and the causes that ignite ethnic conflicts. Discussion of the political tools and strategies to manage them as well as the role of international communities in preventing and resolving these conflicts. To understand the international implications of the ethnic conflict we shall examine examples from around the world but we shall focus mainly on five cases: Yugoslavia, Rwanda, Ireland, Russia, and Palestine.
 Prerequisites: Ninety credits and completion of all other general education requirements.
 Course Type(s): ISP

PR 452 **Cr. 3.0**

Understanding and Producing Theatre and its Role in Modern Society
 Designed to allow students to examine Theatre in intense and very specific ways using and examining the literature and visual arts aspects of theatre. The course content will focus on the Summer season of the Shadow Lawn Stage

Appendix A: Course Descriptions

or an appropriate selection of plays during the academic year. Students will not only discuss in class the plays being performed, but will also have the experience of watching them being designed, constructed, and rehearsed.

Prerequisites: Ninety credits and completion of all other general education requirements.

Course Type(s): ISP

PR 453 **Cr. 3.0**

Censoring Culture: Banned and Burned in the USA

An interdisciplinary study of censorship in modern America. Utilizing the combined methodologies of history and literary criticism, broadly construed to include feminist and cultural theory, it will explore specific instances of censorship in art, literature and history in twentieth and twenty first century American culture. It will focus on the reading of censored texts, novels, paintings, photographs, newspapers and film as cultural artifacts and probe the nuances and boundaries of freedom of speech and expression in a democratic society.

Prerequisites: Ninety credits and completion of all other general education requirements.

Course Type(s): ISP

PR 457 **Cr. 3.0**

Issues in Cognitive Science

Focuses in a number of key ideas about mental representations (i.e. logic, rules, concepts, and analogies) and contrasts how work in psychology (i.e., building computational models) helps us to evaluate their suitability as models of the human mind and of the nature of intelligence in general. Cognitive Science is an inherently interdisciplinary approach to the study of the mind and intelligence, drawing upon work in philosophy, psychology, artificial intelligence, neuroscience, linguistics and anthropology. The course will touch on many of these areas, but the focus is work in the disciplines of psychology and artificial intelligence. The course will also cover the ethical implications of work in cognitive science.

Prerequisites: Ninety credits and completion of all other general education requirements.

Course Type(s): ISP

PR 458 **Cr. 3.0**

The Meaning of Meaning

Focuses on the various perspectives about meaning that have developed in the philosophical literature and their applications to actual language use as uncovered by linguists and anthropologists. Efforts to understand the meaning of meaning have been carried out in a variety of disciplines; philosophy, psychology, literary studies, arti-

cial intelligence, linguistics and anthropology. Although the course will touch on many of these areas, the focus is on the work in the disciplines of philosophy, linguistics, and anthropology. The course will also cover the social and ethical implications of the different approaches to the meaning of meaning.

Prerequisites: Ninety credits and completion of all other general education requirements.

Course Type(s): ISP

PR 460 **Cr. 3.0**

How Technology Affects Values

The correlation of values to technology, conceptualization of the interrelationships among science, technology, values, and society. Preparing to understand technical innovation, the impact of technical innovations on the quality of life, and the need for critical evaluation of societal matters involving the consequences of technology. The disciplines represented include History and Sociology.

Prerequisites: Ninety credits and completion of all other general education requirements.

Course Type(s): ISP

PR 470 **Cr. 3.0**

War and Peace

An exploration of the forces leading toward war and peace in our century. Through literature, history, and sociology, the course looks at the dynamics of the two world wars, the development and use of nuclear weapons and the subsequent arms race, and rapidly evolving, current situations, such as the dissolution of the Soviet Union, tensions in the Middle East, and the role of the United States in the New World Order. The disciplines represented in the course include Literature, History, and Sociology.

Prerequisites: Ninety credits and completion of all other general education requirements.

Course Type(s): none

PR 480 **Cr. 3.0**

The Spiritual Experience (In Literature and Philosophy)

Selected writings of religious literature and philosophy, including poetry, spiritual autobiography, meditations, and works of devotion and mysticism in the light of the cultural moment that produced them. Writings of both East and West, of men and women, and of varied cultures and historical eras. The disciplines represented include literature and philosophy.

Prerequisites: Ninety credits and completion of all other general education requirements.

Course Type(s): none

PR 490 **Cr. 3.0**

Revolution and Creative Response

Revolution and Creative Response will study three revolutions; the Industrial Revolution, the Soviet Revolution, and the South African Revolution - the historical conditions, the critical events and the central people. It will then analyze how certain artist responded or reacted to these.

Combines elements of history and textual analysis (the methods used in the study of literature or film).

Prerequisites: Ninety credits and completion of all other general education requirements.

Course Type(s): ISP

PR 495 **Cr. 3.0**

Coping with Conflict

Approaches to coping with conflict, drawn from the perspectives of law (focusing on negotiation and mediation) and of social psychology (focusing on processes of escalation, de-escalation, and settlement). Students will integrate these perspectives by devising strategies for dispute resolution in settings, such as the home, university, and the work place. The disciplines represented include law and social psychology.

Prerequisites: Ninety credits and completion of all other general education requirements.

Course Type(s): none

PR 496 **Cr. 3.0**

Plant Biotechnology and Society

Students will learn and understand the principles of modern food production, with emphasis on plant biotechnology and ethics of genetically modified (GM) foods. In addition, the needs of growing world population and economical, sociological, and demographical aspects associated with present food production will be addressed. Presents an integrated view of plant biotechnology and its effects on society. The objective is to help students be able to better understand and evaluate the potential of GM foods in both developed and developing countries and to address the ethical questions of modern agriculture.

Prerequisites: Ninety credits and completion of all other general education requirements.

Course Type(s): none

PR 498 **Cr. 3.0**

Special Topics in Perspectives (400 Level)

An intensive study of a particular subject or problem in perspectives to be announced prior to registration.

Prerequisites: Ninety credits and completion of all other general education requirements.

Course Type(s): none

PR 499 **Cr. 1.0 - 3.0**

Independent Study in Perspectives

Guided research and in-depth study of a selected topic under the direction of a faculty member.

Prerequisites: Ninety credits and completion of all other general education requirements.

Course Type(s): none

PHILOSOPHY

PL 101 **Cr. 3.0**

Introduction to Philosophy

A historico-critical inquiry into the nature of the philosophical enterprise; the meaning of existence; knowledge and truth; and values in their religious, ethical, and aesthetic significance.

Course Type(s): none

PL 104 **Cr. 3.0**

Ethics

Theoretical ethics and its application to enduring and contemporary moral issues. Thorough examination of the basic principles of a rational, humane, and practical moral system. Also listed as Religious Studies 104.

Course Type(s): none

PL 106 **Cr. 3.0**

Elementary Logic

A consideration of valid reasoning as it relates to language and definition. Primary attention is given to discerning and identifying informal fallacies, techniques for determining the validity of inference, and the evolution of symbolic systems. Recommended for students preparing to take the GRE or LSAT.

Course Type(s): none

PL 198 **Cr. 1.0 - 3.0**

Special Topics in Philosophy (100 Level)

An intensive study of a particular subject or problem in philosophy to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis.

Prerequisite: As announced in the course schedule.

Course Type(s): none

PL 201 **Cr. 3.0**

Philosophy of Religion

An examination of certain salient features of Western religious thought, emphasizing the problems of religious language, the nature and validity of religious experience, tra-

Appendix A: Course Descriptions

ditional and contemporary ideas of God, morality, death, and evil. Also listed as Religious Studies 201.

Prerequisite: Philosophy 101.

Course Type(s): none

PL 202 Cr. 3.0

Great Issues in World Philosophy

An examination of great philosophical works from several cultural traditions. The course uses original works from Western, Indian, and Chinese civilizations to focus on philosophical approaches to a cluster of great issues while putting the philosophers and their works in historical context.

Course Type(s): CC

PL 202H Cr. 3.0

Great Issues in World Philosophy

Critical investigation of some of the critical ideas and arguments that have been defended and promoted by thinkers in a variety of cultures. Open only to students in the Honors Program.

Course Type(s): CC, HO

PL 203 Cr. 3.0

Philosophy of Language

Investigation of questions about the concepts of language, meaning, and understanding. Consideration of some of the major contributions on these and related concepts. Also listed as Communication 203.

Course Type(s): none

PL 204 Cr. 3.0

Existentialism

Existentialism is about what it means to be an individual who has to create a meaning for his or her own life.

Establish the context for existentialism within the history of philosophy as a whole, but also consider the impact that existentialist ideas have generally had in literature, art, and culture.

Course Type(s): none

PL 205 Cr. 3.0

Ethics and Literature

Explore the nature of ethical problems and theories through philosophy and literature.

Course Type(s): none

PL 210 Cr. 3.0

Philosophy in Film

An introduction to philosophy using films in conjunction

with traditional readings. Study some of the most important questions in the history of philosophy, such as: the nature of reality and its relationship to appearances, the nature of the self, human and artificial intelligence, the possibility of freedom, the nature of ethics, and the theory of meaning.

Course Type(s): none

PL 211 Cr. 3.0

Social and Political Philosophy

Comparative study of the philosophical assumptions underlying significant Western conceptions of social order and community.

Course Type(s): none

PL 216 Cr. 3.0

Religions and Philosophies of India

Introduction to the fundamental elements of the orthodox and non-orthodox philosophical and religious systems of India. Highlights plurality of timeless distinct gnostic systems that, having discovered the Self, search for liberation from the stream of time. Also listed as Religious Studies 216.

Course Type(s): CC, CD

PL 222 Cr. 3.0

Philosophy of Love and Friendship

A study of philosophical theories of love and friendship from the time of classical Greece to the twentieth century.

Course Type(s): none

PL 250 Cr. 3.0

History of Philosophy I

The beginning of philosophical speculation in Ionia, its golden age in Athens, the Roman interlude, and the flourish and decline of medieval philosophy.

Course Type(s): none

PL 260 Cr. 3.0

Informal Logic

An introduction to some of the most important principles of informal logic. Topics include: concepts, classification, definitions, propositions, argument structure, diagramming arguments, explanation, and fallacies.

Course Type(s): RD

PL 277 Cr. 3.0

Comparative Religions

Students are introduced to the fundamental differences and similarities of world religions that, throughout history,

were and are at war with each other. Highlights a plurality of distinct creeds that, postulating an Absolute Truth, search to regain that Ultimate Reality through various ways of life or moral codes. Also listed as Religious Studies 277.

Course Type(s): CC, GU

PL 298 **Cr. 1.0 - 3.0**

Special Topics in Philosophy (200 Level)

An intensive study of a particular subject or problem in philosophy to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis.

Prerequisite: As announced in the course schedule.

Course Type(s): none

PL 298H **Cr. 1.0 - 3.0**

Special Topics in Philosophy (200 Level)

An intensive study of a particular subject or problem in philosophy to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis. Only open to students in the Honors Program.

Course Type(s): HO

PL 305 **Cr. 3.0**

Philosophy of Art

Place of beauty and art in human life; standards of taste and aesthetic experience; classical and contemporary theories.

Course Type(s): none

PL 307 **Cr. 3.0**

American Philosophy

Classical and contemporary philosophical theories developed in the United States by such philosophers as Jonathan Edwards, Emerson, Royce, Santayana, James, Dewey, and Whitehead.

Prerequisite: Philosophy 101.

Course Type(s): none

PL 309 **Cr. 3.0**

Seminar in Plato

Against the background of pre-Socratic problems, the intensive study of selected dialogues with emphasis upon Plato's lasting contributions to Western philosophy.

Prerequisite: Philosophy 101.

Course Type(s): none

PL 316 **Cr. 3.0**

The Modern Mind: From Descartes to the Present

A systematic study of the central theses of philosophers and philosophical schools from early Continental Rationalism and British Empiricism to the contemporary patterns of philosophical thought.

Prerequisite: Three credits in Philosophy.

Course Type(s): none

PL 324 **Cr. 3.0**

American Political Thought

The development of political thought in the United States with emphasis on the late nineteenth- and twentieth-century philosophers and statesmen, along with the development of ideology of groups in American politics. Also listed as Political Science 324.

Prerequisite: Political Science 101 or 103.

Course Type(s): none

PL 340 **Cr. 3.0**

Plato's Dialogues

A critical study of Plato's dialogues, with a particular emphasis on the role that reasoned oral discourse plays in these texts.

Course Type(s): RD

PL 350 **Cr. 3.0**

Multicultural Ethics

A study of some of the most influential authors in the history of ethical history, and also feminist and multicultural criticism of those classic sources.

Course Type(s): CD

PL 360 **Cr. 3.0**

Philosophy and Literature

An exploration of the intersections of philosophy and literature with a particular focus on questions concerning the nature of authorship and moral authority.

Course Type(s): RD

PL 370 **Cr. 3.0**

Multicultural Social and Political Philosophy

A study of some of the most influential authors in the history of social and political philosophy, and also feminist and multicultural criticism of those classic sources.

Course Type(s): CD

PL 398 **Cr. 1.0 - 3.0**

Special Topics in Philosophy (300 Level)

An intensive study of a particular subject or problem in

Appendix A: Course Descriptions

philosophy to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis.

Prerequisite: As announced in the course schedule.

Course Type(s): none

PL 420 **Cr. 3.0**

The Philosophy of Speech and Writing

An investigation of several philosophical theories concerning the nature of speech and writing, and an exploration of how theories of speech and writing have affected both contemporary philosophy and contemporary culture.

Course Type(s): RD

PL 490 **Cr. 3.0**

Seminar in Philosophy

Selected topics in which participating students present and discuss research papers.

Prerequisite: Approval of the philosophy faculty at the recommendation of the instructor.

Course Type(s): none

PL 498 **Cr. 1.0 - 3.0**

Special Topics in Philosophy (400 Level)

An intensive study of a particular subject or problem in philosophy to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis.

Prerequisite: As announced in the course schedule.

Course Type(s): none

PL 499 **Cr. 3.0**

Individual Studies in Philosophy

Guided research on selected topics; conference with sponsoring professor.

Prerequisites: Junior standing, 12 credits of Philosophy, prior permission of the directing professor and department chair.

Course Type(s): none

PHYSICAL EDUCATION

PE 110 **Cr. 1.0**

Elementary Swimming

Includes stroke development, body positions, and improved general fitness.

Course Type(s): none

PE 112 **Cr. 2.0**

Lifeguard Certification/Water Safety

Provides the skills and knowledge necessary to become an American Red Cross Lifeguard. Certification will be given to all students who meet the Red Cross Standards for Life Saving, Standard First Aid, and CPR for the Professional Rescuer.

Course Type(s): none

PE 114 **Cr. 1.0**

Advanced Swimming

Develop and practice advanced stroke technique and create swimming workouts.

Course Type(s): none

PE 116 **Cr. 1.0**

Badminton

Learn basic skills, history, rules and strategy for a single and double game in badminton.

Course Type(s): none

PE 117 **Cr. 1.0**

Ballroom Dance I

Provides a comprehensive foundation for both men and women to successfully perform on any social dance floor. The following Ballroom, Latin and Swing dances will be presented: Foxtrot, Salsa, Rumba, Waltz and East Coast Swing. The teaching method is demonstration and participation. A minimum of eighteen step patterns per dance will be introduced. In addition partner dance positions and keeping music tempos will be addressed.

Course Type(s): none

PE 118 **Cr. 1.0**

Ballroom Dance II

Provides a comprehensive foundation for both men and women to successfully perform on any social dance floor. The following Ballroom, Latin and Swing dances will be presented: Tango, Cha Cha, Nightclub and Hustle. The teaching method is demonstration and participation. A minimum of eight step patterns per dance will be introduced. In addition, partner dance positions and keeping music tempos will be addressed.

Course Type(s): none

PE 119 **Cr. 1.0**

Golf I

Introduces the basic golf fundamentals, such as basic swings, equipment, rules, terms of the game, drills, etiquette, and playing the course.

Course Type(s): none

PE 120 **Cr. 1.0**
Golf II
 Practicing more advanced skills in golf and playing the course.
 Course Type(s): none

PE 125 **Cr. 1.0**
Tennis I
 Learn basic skills and gain knowledge of rules and etiquette of the game of tennis.
 Course Type(s): none

PE 126 **Cr. 1.0**
Tennis II
 Practicing more advanced skills and learning technique and tactics in singles and doubles games in tennis.
 Course Type(s): none

PE 127 **Cr. 1.0**
Volleyball
 Learn the rules and recreational skills of volleyball.
 Course Type(s): none

PE 128 **Cr. 1.0**
Yoga
 Learn and practice basic styles of Hatha Yoga. It will include yoga exercises, breathing technique, relaxation, and meditation.
 Course Type(s): none

PE 130 **Cr. 1.0**
Basketball
 Students are provided with learning experiences that will serve as a basic foundation for teaching the team sport of basketball. The main emphasis will be placed on skill acquisition with focus on specific movements and techniques important to game play. The analysis of skills, rules, safety consideration and strategy of play will be covered.
 Course Type(s): none

PE 131 **Cr. 1.0**
Soccer
 Students are provided with learning experiences that will serve as a basic foundation for teaching the team sport of soccer. The main emphasis will be placed on skill acquisition with focus on specific movements and techniques important to game play. The analysis of skills, rules, safety consideration and strategy of play will be covered.
 Course Type(s): none

PE 132 **Cr. 1.0**
Softball
 Students are provided with learning experiences that will serve as a basic foundation for teaching the team sport of softball. The main emphasis will be placed on skill acquisition with focus on specific movements and techniques important to game play. The analysis of skills, rules, safety consideration and strategy of play will be covered.
 Course Type(s): none

PE 142 **Cr. 1.0**
Pilates
 Designed for core-muscle, physical conditioning by applying the Pilates exercise program.
 Course Type(s): none

PE 143 **Cr. 1.0**
Jogging
 Develop and practice running or jogging conditioning program.
 Course Type(s): none

PE 144 **Cr. 1.0**
T'ai Chi
 Relieves stress and improves balance, coordination, muscle tone, posture, and flexibility through the practice of T'ai Chi. Often called meditation in motion, this ancient Chinese form of exercise blends graceful flowing movements with breathing and relaxation techniques. Students will learn proper form and technique for a variety of movements, eventually combining them into a complete sequence. Particular emphasis will be placed on the use of T'ai Chi to reduce stress and anxiety.
 Course Type(s): none

PE 156 **Cr. 1.0**
Aerobics
 Learn and practice low- and high-impact aerobic activities.
 Course Type(s): none

PE 161 **Cr. 1.0**
Self Defense
 Designed to give the student an opportunity to experience physical activity through martial arts training at an introductory level.
 Course Type(s): none

PE 163 **Cr. 1.0**
Weight Training
 Develop and practice an individualized, weight-training

Appendix A: Course Descriptions

program using free weights and resistance machines.
Course Type(s): none

PE 168 **Cr. 1.0** ***Stress Reduce Relax***

Learn and practice breathing, progressive relaxation, visualization, autogenic training, and other relaxation techniques to reduce your stress.
Course Type(s): none

PE 198 **Cr. 1.0** ***Special Topics in Physical Education***

An intensive study of a particular subject in physical education to be announced prior to registration.
Prerequisite: As announced in the course schedule.
Course Type(s): none

PE 199 **Cr. 1.0** ***Independent Study in Physical Education***

Focus on an area in Physical Education under the direction of a Physical Education faculty member.
Prerequisite: Prior permission of the directing professor and department chair required.
Course Type(s): none

PE 201 **Cr. 2.0** ***Safety and First Aid***

Safety problems that affect the individual, the community, and the nation; a standard course in first aid, including adult CPR and Red Cross Certification for those who qualify.
Course Type(s): HE.EL, HEPE

PE 220 **Cr. 3.0** ***Exercise Physiology***

A scientific foundation for understanding the physiological response and adaptation to exercise training. A comprehensive study of basic theories and practical applications of exercise physiology principles to physical education and sports performance. Focus on metabolic, cardiovascular-respiratory, neuromuscular-skeletal and endocrine systems as they relate to acute and chronic responses to exercise. Environmental concerns, cardiovascular disease risk factors and the immune response to exercise.
Prerequisites: Biology 111 and 112.
Course Type(s): none

PE 230 **Cr. 3.0** ***Biomechanics/ Kinesiology***

Introduction to the major principles of biomechanics, providing students with foundational knowledge that allows

for the systematic analysis of human movement. Emphasis is placed on analyzing key forces and movement in the context of sport and exercise.
Prerequisites: Biology 111 and 112.
Course Type(s): none

PE 310 **Cr. 3.0** ***Sport and Exercise Psychology***

Explores the psychological determinants and consequences of physical activity, with an emphasis on psychological factors relevant to enhancing sport performance. Students will also analyze key theories in exercise psychology in order to understand exercise's influence on psychological health outcomes.
Prerequisite: Psychology 103.
Course Type(s): none

PE 340 **Cr. 3.0** ***Motor Development and Learning***

Introduces students to the fundamental concepts of motor learning and development changes in human movement that occur over the lifespan. Basic research findings and applications of general human growth principles are discussed in relation to the development and acquisition of motor skills. Emphasis will also be placed on theoretical foundations for understanding motor learning principles that can be applied to the teaching and learning of physical activities.
Prerequisites: Biology 111 and 112.
Course Type(s): none

PE 351 **Cr. 3.0** ***Prevention and Care of Athletic Injuries***

Basic information and skills for the care and prevention of athletic injuries.
Course Type(s): HE.EL, HEPE

PE 360 **Cr. 3.0** ***Coaching Courses***

Theory and practice of teaching/coaching selected sports: basketball, soccer, track and field, baseball, softball, field hockey, and ice hockey.
Course Type(s): none

PE 499 **Cr. 1.0 - 3.0** ***Independent Study in Physical Education***

Reading and research on a selected topic under the direction of a Physical Education faculty member.
Course Type(s): none

PHYSICS**PH 101** Cr. 3.0***Issues and Methods in Physics***

Major concepts and methodologies in physics and their importance in today's society. Introduction to principles of physics and their applications to today's technology using lectures and demonstration.

Prerequisite: Science 100.

Course Type(s): none

PH 103 Cr. 3.0***The Physics of Sound and Music***

Presents the topics of sound and music from a physics point of view. Covered topics are harmonic motion, waves (both traveling and standing), the human voice and ear, the production of music and musical scales and the physics of several representative instruments.

Course Type(s): none

PH 105 Cr. 3.0***Physics for the Life Sciences I***

An introduction to classical physics intended primarily for students majoring in the life sciences. Topics include: mechanics, dynamics, heat, electricity, magnetism, and optics.

Prerequisite or Corequisite: Mathematics 101, 109, 115, or a higher-level mathematics course. Corequisite:

Physics 105L.

Course Type(s): none

PH 105L Cr. 1.0***Physics for the Life Sciences Laboratory I***

Laboratory work to complement Physics 105.

Experiments in the fields of statics, dynamics, energy, momentum, heat, sound, electricity, magnetism, optics, and spectroscopy. Three hours per week.

Corequisite: Physics 105.

Course Type(s): none

PH 106 Cr. 3.0***Physics for the Life Sciences II***

An introduction to classical physics intended primarily for students majoring in the life sciences. Topics include, mechanics, dynamics, heat, electricity, magnetism, and optics.

Prerequisites: Physics 105 and 105L, both passed with a grade of C- or higher.

Corequisite: Physics 106L.

Course Type(s): none

PH 106L Cr. 1.0***Physics for the Life Sciences Laboratory II***

Laboratory work to complement Physics 106.

Experiments in the fields of statics, dynamics, energy, momentum, heat, sound, electricity, magnetism, optics, and spectroscopy. Three hours per week.

Corequisite: Physics 106.

Course Type(s): none

PH 150 Cr. 3.0***Principles of Astronomy***

The historical development of astronomy and the modern concepts of the universe, including demonstrations and viewing sessions with optical telescopes.

Course Type(s): none

PH 170 Cr. 3.0***Physical Oceanography***

Physical Oceanography provides an understanding of the basic concepts associated with the sciences related to the field of oceanography. Students will become familiar with physical, chemical, and geographical processes occurring in the ocean and coastal zone.

Prerequisite: Three credits of Biology, Chemistry or Physics.

Course Type(s): ME, MEBP

PH 198 Cr. 1.0 - 3.0***Special Topics in Physics (100 Level)***

An intensive study of a particular subject or problem in physics to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis.

Prerequisite: As announced in the course schedule.

Course Type(s): none

PH 211 Cr. 4.0***General Physics with Calculus I***

The first of a two-semester sequence of courses which, taken together, provide a thorough introduction to classical physics using calculus. Topics covered include: one- and two-dimensional motion, Newton's laws and their applications, energy, momentum and impulse, rotational motion, gravitation, and thermodynamics.

Prerequisite: Mathematics 125.

Corequisite: Physics 211L.

Course Type(s): none

Appendix A: Course Descriptions

PH 211L Cr. 1.0

General Physics with Calculus Laboratory I

Laboratory experiments to complement the topics covered in Physics 211. Includes experiments in statics, dynamics, and thermodynamics.

Corequisite: Physics 211.

Course Type(s): none

PH 212 Cr. 4.0

General Physics with Calculus II

The second of a two-semester sequence of courses which, taken together, provide a thorough introduction to classical physics using calculus. Topics covered include: sound and wave mechanics, electrostatics, circuits, magnetic forces and fields, Faraday's Law, reflection and refraction, and optics.

Prerequisites: Mathematics 126, Physics 211 and 211L, all passed with a grade of C- or higher. Corequisite: Physics 212L.

Course Type(s): none

PH 212L Cr. 1.0

General Physics with Calculus Laboratory II

Laboratory experiments to complement the topics covered in Physics 211.

Includes experiments in sound, electricity, magnetism, circuits, and optics.

Corequisite: Physics 212.

Course Type(s): none

PH 298 Cr. 1.0 - 3.0

Special Topics in Physics (200 Level)

An intensive study of a particular subject or problem in physics to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis.

Prerequisite: As announced in the course schedule.

Course Type(s): none

PH 301 Cr. 3.0

Modern Physics

Topics from physics of the twentieth century, including special relativity, the origins of quantum theory, quantum mechanics, atomic structure, nuclear physics, and elementary particles.

Prerequisites: Physics 212 and 212L, both passed with a grade of C- or higher.

Course Type(s): none

PH 302 Cr. 3.0

Applied Physics

Intermediate-level topics and applications from the fields of classical mechanics, electricity and magnetism, and classical, geometric, and wave optics. A calculus-based course, which also introduces the use of ordinary and partial differential equations in physics applications.

Prerequisites: Physics 212 and 212L, and Mathematics 126, all passed with a grade of C- or higher.

Course Type(s): none

PH 398 Cr. 1.0 - 3.0

Special Topics in Physics (300 Level)

An intensive study of a particular subject or problem in physics to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis.

Prerequisite: As announced in the course schedule.

Course Type(s): none

PH 399 Cr. 3.0

Independent Study in Physics

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

Course Type(s): none

POLICY STUDIES

PO 330 Cr. 3.0

Environmental Policy

Introduces social, political, and organizational processes that influence and shape environmental and natural-resource policy. Focus on the political arena and examine how citizens and community groups influence legislative initiatives. Also listed as Political Science 330.

Course Type(s): PO, PSAM, PSPA, SUS

PO 350 Cr. 3.0

American Political Economy

Examination of the institutional, economic, and political factors that influence the economic decision-making process at all levels of government. Analysis of the theories, processes, principles, and concepts of public budgeting and governmental management of the economy. Also listed as Political Science 350.

Prerequisite: Political Science 103.

Course Type(s): PO

PO 402 Cr. 3.0

Internship Seminar in Policy Studies

Supervised, practical experience in policy studies; emphasis on policy process, research, evaluation, and analysis. Prerequisites: Completion of ninety credits, director approval, and placement. Course Type(s): EX, PO

PO 499 Cr. 3.0

Independent Study in Policy Studies

Directed individual study of Policy Studies in areas of special interest. Prerequisite: Prior permission of the directing professor and department chair. Course Type(s): none

POLITICAL SCIENCE

PS 101 Cr. 3.0

Introduction to Political Science: Power and Globalization

Readings and assignments give students a foundation in two subfields of Political Science - Comparative Politics and International Relations. Prepares students for elective courses focused on specific global issues (International Organizations, International Political Economy, Ethics and International Relations, International Security Issues, and Revolutions and Nationalism) as well as on cross-national comparative politics of Europe, Asia, the Middle East and Latin America. Course Type(s): SS.SV

PS 103 Cr. 3.0

American National Government

A survey of United States government, emphasizing the Constitution, functions of political parties, pressure groups, the relationships of citizens to the government, the development of administrative control, and problems unique to each of the three branches of government. Course Type(s): SS.SV

PS 105 Cr. 3.0

Introduction to Public Policy

Analysis of policy-making processes in American society, including health care, the environment, education, crime, and employment; application of competing perspective and value orientation to policy areas; impact on specific groups within American society and the global community. Also listed as Policy Studies 105. Course Type(s): MEBP, PO, PSPA, SS.SV

PS 109 Cr. 1.0

Civic Engagement and Leadership

Civic responsibility, engagement, and leadership are encouraged through active student involvement in a community or campus organization. Students will perform twelve hours of public service over the course of the semester working for an organization that addresses a particular issue of public concern. Also listed as Sociology 109. Course Type(s): none

PS 198 Cr. 1.0 - 3.0

Special Topics in Political Science (100 Level)

An intensive study of a particular subject or problem in political science to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis. Prerequisite: As announced in the course schedule. Course Type(s): none

PS 202 Cr. 3.0

State and Local Government

A comparative study of state, local, and suburban politics in the United States with special emphasis on New Jersey and the New Jersey-New York metropolitan area. Prerequisites: Political Science 101 or 103; and English 101 and 102 or permission of the instructor. Course Type(s): PSAM, WT

PS 212 Cr. 3.0

Workshop in NJ's County Pre-Trial Prosecution System: Legal and Political Aspects

Legal and political analysis of New Jersey's pretrial prosecution process. The roles, pressures, attitudes, and strategies of the county prosecution system personnel will be subjects for field research seminar study. Course Type(s): PSAL, PSAM

PS 221 Cr. 3.0

Early Political Thought

Consideration of the major political theories of the western world and their relevance to contemporary politics. Semester I: Plato to Marx. Semester II: later nineteenth- and twentieth-century political thinkers, with special emphasis on the behavioral school. Prerequisites: Political Science 101 or 103; and English 101 and 102 or permission of the instructor. Course Type(s): WT

Appendix A: Course Descriptions

PS 222 Cr. 3.0

Modern Political Thought

Consideration of the major political theories of the western world and their relevance to contemporary politics.

Semester I: Plato to Marx. Semester II: later nineteenth- and twentieth-century political thinkers, with special emphasis on the behavioral school.

Prerequisites: Political Science 101 or 103; and English 101 and 102 or permission of the instructor.

Course Type(s): WT

PS 250 Cr. 3.0

Social Science Research and Writing

An introduction to the different ways in which social scientists study the social world. Designed to develop students' understanding of the major purposes of social research as well as the major types of quantitative and qualitative research designs. Students will learn the research process itself, from conceptualization and measurement to operationalization, sampling, ethics, and the analysis and presentation of their proposed study. As part of the research process, students will use spreadsheet, presentation, and word processing software to build datasets, analyze data, and design and present research. Also listed as Sociology 250.

Course Type(s): TL

PS 274 Cr. 3.0

Global Inequalities

A sociological and political look at global inequalities.

Explores diverse themes and aspects of a global society, including the forces that are causing and perpetuating global inequalities. It also looks at the social, political, economic, and cultural consequences of those inequalities. Also listed as Sociology 274.

Prerequisite: Political Science 101 or Sociology 101.

Course Type(s): GLS, GU, SUS

PS 275 Cr. 3.0

Politics and Policy of Latin America

Introduces students to the critical political issues and challenges in Latin America, a geographic region that includes Mexico, Central America, the Caribbean and South America. Hemisphere integration continues to accelerate, and political developments south of the border increasingly impact the United States. Immigration, trade, drugs, and the environment require hemisphere collaboration among a diverse set of peoples and governments. Surveys contemporary politics and economics, as well as the basic regional history in a way that invites comparison and the development of regional (Southern Cone, Andean Region,

Central America, Caribbean) and hemispheric perspectives on the challenges linked to hemispheric integration.

Course Type(s): PSCG

PS 277 Cr. 3.0

Gender and Politics

The study of gender and how it relates to politics.

Includes an analysis of the women's movement through historical literature by and about women. Also includes feminist and gender theories, the mass behavior of women, elite women, and public policy as it relates to women's issues.

Course Type(s): GS, PSAM

PS 281 Cr. 3.0

International Relations

The major theoretical concepts and issues of international relations, emphasizing theories, actors, structures, ideologies, and environment of international politics.

Prerequisite: Political Science 101 or 103 or permission of the instructor.

Course Type(s): PSIP

PS 288 Cr. 3.0

Cooperative Education: Political Science

Through actual work experience; connects classroom learning and real-world practice. Under the guidance of a faculty advisor, students select a cooperative placement. Students will spend ten to fifteen hours per week at their placement. Repeatable for credit.

Prerequisite: Political Science 101 or 103.

Course Type(s): EX2

PS 289 Cr. 3.0

Political Science Internship

An internship in a political office. The student will keep a daily log and develop a research topic on the basis of the log and experience. By working an eight-hour day from Monday through Friday, the intern will develop firsthand knowledge of a state or local office and will secure an experience rating for future positions after graduation.

Prerequisites: Political Science 101 or 103 and the completion of sixty credits.

Course Type(s): EX

PS 290 Cr. 3.0

Media Law

How the mass media is constrained and protected by the law and court interpretation. Overview will focus on libel, copyright, obscenity, free press, and other legal/illegal

aspects. Also listed as Communication 290.
Course Type(s): PSAL

PS 298 **Cr. 1.0 - 3.0**
Special Topics in Political Science (200 Level)
An intensive study of a particular subject or problem in political science to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis.
Prerequisite: As announced in the course schedule.
Course Type(s): none

PS 299 **Cr. 1.0 - 3.0**
Reading and Research in Political Science
Guided study of a topic in political science not substantially treated in a regular course, under the direction of a member of the political science faculty. Extensive reading and at least one written report are required.
Course Type(s): none

PS 301 **Cr. 3.0**
Political Parties and Elections
Historical and functional analysis of United States political parties; the workings of party machinery and practical politics, including national, state, and local party activities, election procedures, third party movements, interest groups, and public opinion.
Prerequisite: Political Science 101 or 103.
Course Type(s): PSAM

PS 304 **Cr. 3.0**
Public Opinion and Propaganda
The effects of mass communications upon political opinion, control of news, dissemination agencies, propaganda techniques, and pressure groups; the role of opinion polls and survey techniques.
Prerequisite: Political Science 101 or 103.
Course Type(s): none

PS 305 **Cr. 3.0**
The American Congress
An analysis of the structure, organization, and functioning of Congress; the relationship between Congress and the executive and judicial branches of government, the importance of the Congressional investigative powers and of quasi-legislative agencies, boards and commissions.
Prerequisite: Political Science 101 or 103.
Course Type(s): PSAM

PS 306 **Cr. 3.0**
The American Presidency
The various theories of the presidency; the president's relationship with Congress, the public, the party structure, the administration, and the vice-president; and the president's powers and responsibilities in foreign and military affairs.
Prerequisites: Political Science 101 or 103; and English 101 and 102 or permission of the instructor.
Course Type(s): PSAM, WT

PS 309 **Cr. 3.0**
Political Science Internship Seminar
Practical experience in the operation of a legal, political campaign, or government position to guide the intern's future professional development. The student will keep a journal and produce a report analyzing the intern's experience and/or work environment. Repeatable for credit.
Prerequisite: Junior standing or permission of the instructor.
Course Type(s): EX

PS 311 **Cr. 3.0**
Introduction to Constitutional Law
Examination of United States constitutional law by the case method: the federal government and the relative powers of Congress, the President, and the Supreme Court.
Prerequisite: Political Science 101 or 103.
Course Type(s): PSAL

PS 312 **Cr. 3.0**
Constitutional Law: Civil Rights
Examination of United States constitutional law by the case method: Constitutional, civil, and political liberty with special emphasis on the First, Fifth, and Fourteenth Amendments.
Prerequisite: Political Science 101 or 103.
Course Type(s): PSAL

PS 313 **Cr. 3.0**
The Pre-Trial Prosecution System
The pre-trial prosecution process as a political system. The roles, attitudes, and strategies of those authorities who allocate values within the system are examined. Also listed as Criminal Justice 313.
Prerequisite: Political Science 101 or 103.
Course Type(s): PSAL

Appendix A: Course Descriptions

PS 315 **Cr. 3.0**

Urban Politics

The problems of urban life as they are manifested in the political process, the interaction of cities with other levels of government, and the performance of political functions within the urban environment.

Prerequisite: Political Science 101 or 103.

Course Type(s): PSAM, PSPA

PS 324 **Cr. 3.0**

American Political Thought

The development of political thought in the United States, with emphasis on the late nineteenth- and twentieth-century philosophers and statesmen, along with the development of ideology of groups in American politics. Also listed as Philosophy 324.

Prerequisite: Political Science 101 or 103.

Course Type(s): PSAM

PS 330 **Cr. 3.0**

Environmental Policy

Introduces social, political, and organizational processes that influence and shape environmental and natural resource policy. Focus on the political arena and examine how citizens and community groups influence legislative initiatives. Also listed as Policy Studies 330.

Course Type(s): MEBP, PSAM, PSPA, SUS

PS 350 **Cr. 3.0**

American Political Economy

Examines the institutional, economic, and political factors that influence the economic decision-making process at all levels of government. Analysis of the theories, processes, principles, and concepts of public budgeting and governmental management of the economy. Also listed as Policy Studies 350.

Prerequisite: Political Science 103.

Course Type(s): PO, PSAM, PSPA

PS 351 **Cr. 3.0**

Public Administration

The administration, organization, management, financial, and personnel problems within the various governmental agencies; problems arising from the interrelations of the three branches of government.

Prerequisite: Political Science 101 or 103.

Course Type(s): PSPA

PS 352 **Cr. 3.0**

Public Personnel Administration

The nature of the career service in government, effective tools in personnel administration, and the changing role of the Civil Service Commission.

Prerequisite: Political Science 101 or 103.

Course Type(s): PSPA

PS 353 **Cr. 3.0**

Public Budgeting Process

A treatment of the budget as an instrument of public policy and marginal control of public programs.

Prerequisite: Political Science 101 or 103.

Course Type(s): PSPA

PS 355 **Cr. 3.0**

Administrative Law and Regulation

The federal and state regulatory agencies, commissions, and boards; how they function, the legal procedures they employ, to what extent they are successful in serving and protecting the community, and efforts to affect their reform.

Prerequisite: Political Science 101 or 103.

Course Type(s): PSAL, PSPA

PS 361 **Cr. 3.0**

Comparative European Governments

A comparative analysis of political processes in Western-European governments, with special emphasis on the methodology of comparative politics.

Prerequisite: Political Science 101 or 103.

Course Type(s): PSCG

PS 364 **Cr. 3.0**

Law and Society

The evolution of law, social forces influencing law, social impact of law, and law as an instrument of social control and social change. Also listed as Sociology 364.

Prerequisite: Sociology 101 or Political Science 101 or 103.

Course Type(s): none

PS 371 **Cr. 3.0**

International Service Seminar

Students will learn to unite theory and practice by studying theories and policies based on human security, and learning about their applications through service-learning projects. Students will enhance their understanding of human security by volunteering in international community organizations and reflecting on the social, political, and economic factors and policies that affect them. Also listed as Social Work 371.

Prerequisite: Political Science 101.
Course Type(s): EX5, PSIP

PS 372 **Cr. 3.0**

Democracy in South Asia

Explores the prospects of democracy in South Asia with a focus on India, Pakistan, Afghanistan, Nepal, Bangladesh, and Sri Lanka. Provides the historical depth, cultural complexity, and the comparative context in which to understand historical legacies and contemporary issues challenging democracy in South Asia.

Course Type(s): CC, PSCG

PS 373 **Cr. 3.0**

Comparative Politics in Asia

Comparative study of the political processes of selected Asian nations with emphasis on problems arising as a result of the transition from traditional societies to modern nation states.

Prerequisite: Political Science 101 or 103.

Course Type(s): CC, PSCG

PS 375 **Cr. 3.0**

Islam and Politics

Examination of the interrelationship between Islam as a religion and a way of life and politics in different regions of the world. Following a quick survey of the belief and practice of Islam since its inception, the focus will be placed on the past 100 years, particularly the Muslim responses to the challenges of colonialism, modernization, and globalization and Islam's reassertion in public affairs and society. Concludes with ways for improving Islam-West relations in the hope that these will generate better understanding and peace. Also listed as Religious Studies 375.

Course Type(s): CC, PSCG

PS 376 **Cr. 3.0**

Comparative Politics of the Middle East

Comparative study of the political processes of selected Middle-Eastern nations with an emphasis on problems arising as a result of the transition from traditional societies to modern nation states.

Course Type(s): CC, PSCG

PS 377 **Cr. 3.0**

A Comparative Study of Women in the World

A comparative study of the political, cultural, social, and economic statuses of women in the United States, Western Europe, Russia, Japan, Israel, and Third-World

nations. Also listed as Gender Studies 377.

Prerequisites: English 101 and 102 or permission of the instructor.

Course Type(s): CC, GS, GU, PSCG, WT

PS 378 **Cr. 3.0**

Ethics in International Relations

Create a learning environment that stresses the understanding of ethics and its necessary role in the contemporary world. Through an evaluation of peace theories, patterns of diplomacy, and conflict in international relations, the learner will realize that ethical considerations are essential to the human experience.

Prerequisite: Political Science 101.

Course Type(s): PSIP

PS 382 **Cr. 3.0**

International Organizations

The nature, functions, and development of international organizations with particular emphasis on the United Nations and its role in international relations.

Prerequisite: Political Science 101 or 103.

Course Type(s): PSIP, PSPA

PS 383 **Cr. 4.0**

Model UN Conference

Introduces students to how the United Nations works and will give them real-life experience in how countries bargain, negotiate, and resolve conflicts. It is a blend of theoretical/historical knowledge and practical/experiential components. The practical/experiential components will include taking part in actual negotiations at a collegiate-level Model United Nations conference. Experiential Education credit will only be given upon completion of the model U.N. conference. Repeatable for credit at the discretion of the department.

Prerequisites: Political Science 101 and Humanities 201.

Course Type(s): EX, PSIP

PS 385 **Cr. 3.0**

American Foreign Policy

A study of American foreign policy with emphasis on the theoretical framework and institutional setting of the contemporary policymaking process.

Prerequisite: Political Science 101 or 103.

Course Type(s): PSIP, PSPA

PS 388 **Cr. 3.0**

Cooperative Education: Political Science

Classroom learning and real-world practice are connected

Appendix A: Course Descriptions

through actual work experience. Under the guidance of a faculty advisor, students select a cooperative placement. Students will spend ten to fifteen hours per week at their placement. Repeatable for credit.

Prerequisite: Political Science 101 or 103.

Course Type(s): EX

PS 389 **Cr. 3.0**

Political Science Internship

An internship in a political office. The student will keep a daily log and develop a research topic on the basis of the log and experience. By working an eight-hour day from Monday through Friday, the intern will develop firsthand knowledge of a state or local office and will secure an experience rating for future positions after graduation.

Prerequisites: Political Science 101 or 103 and completion of sixty credits.

Course Type(s): EX

PS 390 **Cr. 7.0 – 12.0**

Washington Center Internship

Internship. Also listed as Communication 390.

Prerequisites: Junior standing and a minimum GPA of 2.50.

Course Type(s): EX

PS 393 **Cr. 3.0**

Washington Center Course

Students participating in a Washington Center internship are required to enroll in a three credit seminar. A list of available courses is forwarded to all students prior to the beginning of the fall, spring, or summer term. Regular offerings include: politics, professional communication, the fine and performing arts, and economics. Also listed as Communication 393.

Prerequisites: Junior standing and a minimum GPA of 2.50.

Course Type(s): none

PS 398 **Cr. 1.0 - 3.0**

Special Topics in Political Science (300 Level)

An intensive study of a particular subject or problem in political science to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis.

Prerequisite: As announced in the course schedule.

Course Type(s): none

PS 399 **Cr. 3.0**

Independent Study in Political Science

Guided study of a topic in political science not substantially treated in a regular course, under the direction of a

member of the political science faculty. Extensive reading and at least one written report are required.

Course Type(s): none

PS 401 **Cr. 3.0**

Seminar in Political Science

Review of research methods and significant developments in political science. An individual research project, assigned according to the interest and needs of the student, is required.

Prerequisites: Junior standing and fifteen credits in Political Science.

Course Type(s): none

PS 425 **Cr. 3.0**

Political Communication

The impact of communication on political action.

Persuasive strategies and mediated reality that affects political choices. Focus on the interpretation of political rhetoric and the role media plays in campaigns. Also listed as Communication 425.

Course Type(s): PSAM

PS 488 **Cr. 3.0**

Cooperative Education: Political Science

Classroom learning and real-world practice are connected through actual work experience. Under the guidance of a faculty advisor, students select a cooperative placement. Students will spend ten to fifteen hours per week at their placement. Repeatable for credit.

Prerequisite: Political Science 101 or 103.

Course Type(s): EX

PS 489 **Cr. 3.0**

Political Science Internship

An internship in a political office. The student will keep a daily log and develop a research topic on the basis of the log and experience. By working an eight-hour day from Monday through Friday, the intern will develop firsthand knowledge of a state or local office and will secure an experience rating for future positions after graduation.

Prerequisites: Political Science 101 or 103 and completion of sixty credits.

Course Type(s): EX

PS 498 **Cr. 1.0 - 3.0**

Special Topics in Political Science (400 Level)

An intensive study of a particular subject or problem in political science to be announced prior to registration.

May be conducted on either a lecture-discussion or a

seminar basis.

Prerequisite: As announced in the course schedule.

Course Type(s): none

PS 499 Cr. 3.0

Readings and Research in Political Science

Guided study of a topic in political science not substantially treated in a regular course, under the direction of a member of the political science faculty. Extensive reading and at least one written report are required.

Prerequisites: Senior standing; status as Political Science or History and Political Science major with a 3.00 or higher GPA in major coursework; prior permission of directing professor and department chair.

Course Type(s): none

PSYCHOLOGY

PY 103 Cr. 3.0

Introduction to Psychology

The scientific study of behavior and mental processes, including motivation, emotion, intelligence, maturation, learning, personality, perception, and thinking.

Course Type(s): SS.SV

PY 151 Cr. 3.0

Life-Span Development

Major theories of physical, cognitive, social, and personality development covering the period from conception to death. May not be used to satisfy Psychology major requirements.

Prerequisite: Psychology 103.

Course Type(s): none

PY 198 Cr. 1.0 - 3.0

Special Topics in Psychology (100 Level)

An intensive study of a particular subject or problem in psychology to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis.

Prerequisite: As announced in the course schedule.

Course Type(s): none

PY 201 Cr. 3.0

Educational Psychology

The application of principles and theories designed for psychology students, prospective teachers, and parents interested in educational processes. Also listed as Education 201.

Prerequisite: Psychology 103.

Course Type(s): none

PY 202 Cr. 1.0

Career Preparation in Psychology

An orientation to career opportunities available with a background in psychology as well as preparation for employment and graduate/professional training in psychology. For Psychology majors only.

Course Type(s): none

PY 203 Cr. 3.0

Child Psychology

Physical and mental development from conception to early adolescence; motor, emotional, and social behavior; intelligence and language development; personality formation; play and other imaginative activities. Also listed as Education 203.

Prerequisite: Psychology 103.

Course Type(s): NU.EL

PY 204 Cr. 3.0

Adolescent Psychology

Students are given up-to-date knowledge of the field of developmental psychology in general but particularly focuses on issues that are relevant to individuals as they transition from being children to young adolescents; as they go through the physical, emotional, cognitive, and social changes of adolescence; and finally as they experience emerging adulthood. It will enable students to understand, contrast, and critically evaluate various developmental theories that apply to adolescent development.

Both the normative patterns of adolescent development and individual variability within these norms are covered.

Prerequisite: Psychology 103.

Course Type(s): NU.EL

PY 205 Cr. 3.0

Psychology of Adulthood and Aging

Development from mid-life to old age; physical, intellectual, social, emotional, and personality changes, interests, attitudes, and maladjustments with emphasis on later life.

Prerequisite: Psychology 103.

Course Type(s): none

PY 206 Cr. 3.0

Child and Adolescent Development

An introduction to the field of human development.

Concepts and theories of child and adolescent growth and development will be covered from the prenatal period through adolescence.

Prerequisite: Psychology 201.

Course Type(s): none

Appendix A: Course Descriptions

PY 207 **Cr. 3.0**

Social Psychology

A survey of human behavior and mental processes in their social context. Addresses interpersonal processes, including social influence, relationships, prosocial and antisocial behavior, prejudice, and group dynamics. Also addresses intrapersonal processes, including the self, social perception, social cognition, cognitive dissonance, and attitudes.

Prerequisite: Psychology 103.

Course Type(s): none

PY 208 **Cr. 3.0**

Abnormal Psychology

The principal forms of psychopathology, including symptoms, etiology, and therapeutic recommendations; borderline adjustment, neurosis, psychosis, and character disorders.

Prerequisite: Psychology 103.

Course Type(s): none

PY 220 **Cr. 4.0**

Research Methods in Psychology and Laboratory

Introduces students to the essence of the scientific method and the use of empirical inquiry. Students will be introduced to various issues concerning data collection and other method procedures used in psychology.

Students will learn to appropriately summarize, describe, and analyze obtained data to test research hypotheses.

Prerequisite: Psychology 103 and Mathematics 101, or Mathematics 105 or higher; and English 101 and 102 or permission of the instructor.

Course Type(s): TL, WT

PY 222 **Cr. 3.0**

Industrial Psychology

The application of psychological principles to human problems in business and industry: personnel psychology, counseling, motivation, supervision, organizational structure, efficiency, and engineering psychology.

Prerequisite: Psychology 103.

Course Type(s): none

PY 230 **Cr. 3.0**

History of Psychology

The historical development of psychology, including its relationship to other disciplines; the contributions of philosophy and the growth of scientific methodology.

Prerequisite: Psychology 103.

Course Type(s): none

PY 288 **Cr. 3.0**

Cooperative Education: Psychology

Provides students with an opportunity to apply classroom theory in practice through actual work experience.

Placements are selected to forward the student's career interest through experiential education. Repeatable for credit.

Prerequisites: Completion of thirty credits and a minimum GPA of 2.00.

Course Type(s): EX

PY 298 **Cr. 1.0 - 3.0**

Special Topics in Psychology (200 Level)

An intensive study of a particular subject or problem in psychology to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis.

Prerequisite: As announced in the course schedule.

Course Type(s): none

PY 301 **Cr. 3.0**

Psychology of Learning

Basic issues and methods in the scientific study of learning, with attention to major theories about mental and neural processes in conditioning, skill learning, and various types of cognitive learning and memory.

Prerequisite: Psychology 103.

Course Type(s): none

PY 302 **Cr. 3.0**

Memory and Cognition

Scientific study of mental processes, especially pertaining to the acquisition, retention, and use of knowledge and mental skills. Emphasis on memory, imagery, and natural language, with limited attention to developmental and individual differences.

Prerequisite: Psychology 103.

Course Type(s): none

PY 302L **Cr. 1.0**

Memory and Cognition Laboratory

Techniques for the experimental study of memory, thought, and language processes. Includes pattern recognition, serial recall, memory organization, imagery, decision-making, and story schematization.

Prerequisites: Psychology 311 and 320, both passed with a grade of C or higher.

Corequisites: Psychology 302 and 491.

Course Type(s): none

PY 305 **Cr. 3.0**

Theories of Personality

An introduction to methods for studying personality and building personality theories; psychodynamically oriented theories as well as biosocial, behavioristic, cognitive, humanistic, and existential approaches.

Prerequisite: Psychology 103.

Course Type(s): none

PY 307 **Cr. 3.0**

Leadership and Group Processes

An introduction to the study of group dynamics, particularly with regard to leadership and power. Exploration of past and present research on groups; current theoretical understanding of important group processes, such as group formation, changes over time, group decision-making and performance, social influence, and intermember relations.

Prerequisite: Psychology 103.

Course Type(s): none

PY 307L **Cr. 1.0**

Leadership and Group Processes Laboratory

Study and evaluation of empirical methods used in group-dynamics research. Students will critique published research and learn to identify and avoid common threats to the validity of their own research. Three hours per week. Prerequisites: Psychology 103, and Psychology 311 and 320, passed with a grade of C or higher. Corequisites: Psychology 307 and 491.

Course Type(s): none

PY 311 **Cr. 4.0**

Psychological Statistics and Lab

A continuation in statistical concepts and application, including analysis of variance, nonparametric techniques, regression equations, correlations. Laboratory: Instruction in data analysis using SPSS (Statistical Package for the Social Sciences), training in software tools for formatting and presenting research findings.

Prerequisite: Psychology 220, passed with a grade of C or higher.

Course Type(s): TL

PY 320 **Cr. 4.0**

Experimental Methods in Psychology and Laboratory

An introduction to theory and application of experimental methods in psychology. Three hours of lecture, two hours of individual laboratory work per week.

Prerequisites: Psychology 220 passed with a grade of C or higher; and English 101 and 102 or permission of the instructor.

Corequisite: Psychology 311.

Course Type(s): WT

PY 321 **Cr. 4.0**

Qualitative Research Methods

An interdisciplinary overview of qualitative research methods employed in the social sciences and education.

Qualitative methods are offered as an alternative way of knowing about individuals and groups. Topics covered include: theory, fieldwork, interviewing, observational studies, time sampling, writing field notes, questionnaires (survey research), archival research, and conducting qualitative research in various settings. Emphasis also placed upon the factors that affect the fieldwork process (e.g., gender, emotions). Also listed as Anthropology 321.

Prerequisite: Psychology 103.

Course Type(s): none

PY 331 **Cr. 3.0**

Psychology of Women

The current state of knowledge about the psychology of women based on theoretical and empirical contributions from psycho-biology, personality, social and life-span psychology.

Prerequisite: Psychology 103.

Course Type(s): GS

PY 332 **Cr. 3.0**

Psychology of the Male Experience

Examines stereotypes about men in Western society, many of which are challenged in the light of empirical research; theoretical and empirical contributions from personality, social and life-span psychology, and psychobiology; consideration of methods and sources of bias in research used in gender studies.

Prerequisite: Psychology 103.

Course Type(s): GS

PY 335L **Cr. 1.0**

Gender and Sex Roles Laboratory

Research strategies used in the study of gender and sex roles. Projects include: methods of archival research, interview and survey techniques, naturalistic observation, and correlational and experimental procedures. Students also design and carry out their own research project, and prepare written and oral reports of the findings. Three hours per week.

Prerequisites: Psychology 103, and Psychology 311 and

Appendix A: Course Descriptions

320, passed with a grade of C or higher.

Corequisites: Psychology 331 or 332 and 491.

Course Type(s): GS

PY 342 **Cr. 3.0**

Children's Play and Culture

An intensive examination of children's play. Theoretical and empirical contributions from psychology and anthropology as a developmental and cross-cultural foundation for the following topics: the historical development of the concept of childhood, theories of play, conceptions of play and work, the functions of play, play and child development, gender differences, cross-cultural forms of play, and children's peer cultures. Also listed as Anthropology 342. Prerequisite: Psychology 203.

Course Type(s): none

PY 342L **Cr. 1.0**

Children's Play Laboratory

Research strategies used in the study of children's play. Projects include: methods of interviewing and survey techniques, naturalistic observation, participant observation, and time sampling. Students also design and undertake their own research projects and prepare written and oral reports of their findings.

Prerequisites: Psychology 311, 320, and 321, passed with a grade of C or higher.

Corequisites: Psychology 342 and 491.

Course Type(s): EX

PY 350 **Cr. 3.0**

Evolutionary Psychology

The role of evolutionary thinking in human psychology, including ideas and evidence from animal behavior; topics include a brief history of socio-political resistance to Darwinian ideas, basic principles of evolutionary (population) biology, behavioral strategies affecting cognitive and social psychology, especially survival issues (feeding, predator avoidance), mating systems (attraction, mate retention, reproduction and rearing offspring), and social exchange issues. Exploration of potential application in other disciplines (medicine, law, history, marketing and economics).

Prerequisite: Psychology 103.

Course Type(s): none

PY 350L **Cr. 1.0**

Evolutionary Psychology Laboratory

Research strategies used in studying the role of evolution in human psychology. Projects include: methods of archival research, interview and survey techniques, natu-

ralistic observation, correlational and experimental procedures. Students will design and carry out their own research project and prepare written and oral reports of the findings. Three hours per week.

Prerequisites: Psychology 103, Psychology 311 and 320, both passed with a grade of C or higher.

Corequisites: Psychology 350 and 491.

Course Type(s): none

PY 360 **Cr. 3.0**

Intimate Relationships

Provide an overview of current theory and research in the field of intimate relationships. Focuses on topics such as: our need for relationships, interpersonal attraction, love, attachment, communication, relationship maintenance, relationship trajectories, relationship dissolution, jealousy, and extra-dyadic relationships. Special attention will be given to understanding these topics through the use of scientific journal articles.

Prerequisites: Psychology 207.

Course Type(s): none

PY 360L **Cr. 1.0**

Intimate Relationships Laboratory

Research strategies used in the study of intimate relationships. Deals with the following topics: constructing surveys, writing quality question items, two-group design, multi-group design, factorial design, within-subjects design, and the use of statistical methods in research. These will be covered in the context of student projects. Each student will design and carry-out his or her own research project. Three hours per week.

Prerequisites: Psychology 360 and Psychology 320 and 311; both passed with a grade of C or higher.

Course Type(s): none

PY 370 **Cr. 3.0**

Sensation and Perception

Evolution of animal and human sensory systems and perceptual mechanisms and processes; current research data and person-machines comparisons.

Prerequisite: Psychology 103.

Course Type(s): none

PY 370L **Cr. 1.0**

Sensation and Perception Laboratory

Basic laboratory techniques for the study of perceptual experiences. Includes sensory thresholds, intensity scaling, color judgments, visual shape and depth, visual illusions, brain lateralization, interactions among sensory modalities, and attention. Three hours per week.

Prerequisites: Psychology 311 and 320, passed with a grade of C or higher.

Corequisites: Psychology 370 and 491.

Course Type(s): none

PY 388 **Cr. 3.0**

Cooperative Education: Psychology

Provides students with an opportunity to apply classroom theory in practice through actual work experience.

Placements are selected to forward the student's career interest through experiential education. Repeatable for credit.

Prerequisites: Completion of thirty credits and a minimum GPA of 2.00.

Course Type(s): EX

PY 398 **Cr. 1.0 - 3.0**

Special Topics in Psychology (300 Level)

An intensive study of a particular subject or problem in psychology to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis.

Prerequisite: As announced in the course schedule.

Course Type(s): none

PY 398L **Cr. 1.0**

Special Topics in Psychology Laboratory (300 Level)

An intensive study of a particular subject or problem in psychology to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis.

Course Type(s): none

PY 401 **Cr. 3.0**

Introduction to Clinical Psychology

The application of psychological approaches to the study and treatment of behavior problems, diagnosis, therapeutic techniques, and the professional role of the clinical psychologist in society.

Prerequisite: Psychology 208.

Course Type(s): none

PY 401L **Cr. 1.0**

Clinical Psychology Laboratory

A practicum in assessment and therapeutic techniques, incorporating standard research procedures used in clinical psychology. The scientific study of individual differences and their impact on behavior.

Prerequisites: Psychology 208, and Psychology 311 and 320; both passed with a grade of C or higher.

Corequisites: Psychology 401 and 491.

Course Type(s): EX

PY 404 **Cr. 3.0**

Animal Behavior

The role of animal behavior in development; adaptive behavioral strategies; social behavior and population dynamics; invertebrate and vertebrate behavior, including human ethnology. Two all-day Saturday field trips required. Also listed as Biology 404.

Prerequisite: Psychology 103 or Biology 110, passed with a grade of C- or higher.

Course Type(s): none

PY 404L **Cr. 1.0**

Animal Behavior Laboratory

Methods in the study of animal behavior. Projects on instinctive behavior, early experience, learning, dominance relationships, territoriality, behavioral ecology, and sociobiology. One all-day field trip and an independent project will be required.

Prerequisites: Psychology 311 and 320, passed with a grade of C or higher.

Corequisite: Biology 404 or Psychology 404.

Course Type(s): none

PY 406 **Cr. 3.0**

Introduction to Neurosciences

The organization of the nervous system in terms of its anatomy, physiology, neurochemical correlates, and evolution; behavioral processes, such as attention, sleep, motivation, instinct, learning, and language.

Prerequisite: Psychology 103.

Course Type(s): none

PY 406L **Cr. 1.0**

Neurosciences Laboratory

Human and animal neuroanatomy; surgical techniques, including lesion, stimulation, and perfusion; histology; drug and hormone administration; and physiological recording techniques. Three hours per week.

Prerequisite: Psychology 103.

Corequisite: Psychology 406.

Course Type(s): none

PY 407 **Cr. 3.0**

Social Cognition

Focus on social cognition, a research area within social psychology that studies the social and cognitive processes through which individuals notice, interpret, remember,

Appendix A: Course Descriptions

and use information about their social world. Exploration of past and present social research, current theoretical understanding, and potential applications of important social-cognitive processes.

Prerequisite: Psychology 103.

Course Type(s): none

PY 407L **Cr. 1.0**

Social Cognition Laboratory

Study and evaluation of empirical methods used in social cognition research. Students will critique published research and learn to identify and avoid common threats to the validity of their own research. Three hours per week.

Prerequisites: Psychology 311 and 320, both passed with a grade of C or higher.

Corequisites: Psychology 407 and 491.

Course Type(s): none

PY 408 **Cr. 3.0**

Cross-Cultural Psychology

Theoretical and empirical contributions from psychology and anthropology provide a foundation for topics covered that include: the history of cross-cultural psychology, methodology in cross-cultural psychology, gender differences, aggression, schooling, children's play, child development, and social distance. Also listed as Anthropology 408.

Prerequisite: Psychology 203.

Course Type(s): none

PY 410 **Cr. 1.0 - 3.0**

Field Experience

Supervised, volunteer work in approved mental and other facilities; training and supervision provided by the agency in consultation with the psychology department.

Prerequisites: Completion of 80 credits, with 18 credits in the psychology major, including Psychology 320.

Course Type(s): EX

PY 415 **Cr. 3.0**

Current Areas in Personality Research

Empirical and theoretical consideration of representative issues in contemporary personality theory; supervised reading and experimentation in selected areas with particular emphasis on experimental methods.

Prerequisite: Psychology 103.

Corequisite: Psychology 491.

Course Type(s): none

PY 426 **Cr. 3.0**

Theories of Childhood and Development

An overview of and evaluative approach to developmental theories and conceptions of childhood. The theoretical frameworks covered include: constructivism, learning theory, psychoanalysis, psychosocial, and ethological/evolutionary approaches. Theorists discussed include: Bowlby, Dewey, Erikson, Freud, Montessori, Piaget, Skinner, and Vygotsky.

Prerequisites: Psychology 203, 320, and 321.

Course Type(s): none

PY 431 **Cr. 3.0**

Psychological Tests and Measurements

Introduction to theory of measurement; its application to psychological and educational testing and exposure to frequently used tests with ethical and practical considerations.

Prerequisite: Psychology 311 passed with a grade of C or higher.

Course Type(s): none

PY 488 **Cr. 3.0**

Cooperative Education: Psychology

Provides students with an opportunity to apply classroom theory in practice through actual work experience.

Placements are selected to forward the student's career interest through experiential education. Repeatable for credit.

Prerequisites: Completion of thirty credits and a minimum GPA of 2.00.

Course Type(s): EX

PY 489 **Cr. 1.0 - 3.0**

Independent Internship in Psychology

Students apply the psychological concepts they have learned in the classroom and laboratory to work-related experiences. Working with the cooperation of the Life Career Advising Center and a faculty sponsor, the student will secure an internship site. On a volunteer basis, students will work 40 hours per credit per term at their internship sites. Students are required to develop learning objectives at the start of their internship, keep a journal of their internship experience throughout their placement, and write a final paper that includes an integrated review of the literature and reports their progress in meeting their learning objectives.

Prerequisites: Junior standing, twenty one credits completed in Psychology, overall GPA of 3.00, approval by Psychology Department. Limited to Psychology majors.

Course Type(s): EX

PY 490 **Cr. 3.0**

Senior Seminar in Psychology

Readings, invited speakers, student presentations, and discussion of current and review topics in psychology. Course emphasis to vary with orientation of directing professor.

Prerequisites: Psychology 320, passed with a grade of C or higher and completion of eighteen credits in Psychology.

Course Type(s): none

PY 491 **Cr. 2.0**

Senior Thesis in Psychology

Study and research in psychology under the supervision of a psychology faculty member, leading to the preparation of a senior thesis.

Prerequisites: Psychology 311 and 320, both passed with a grade of C or higher.

Corequisite: Any Psychology 300-400 level course with a lab.

Course Type(s): none

PY 498 **Cr. 1.0 - 3.0**

Special Topics in Psychology (400 Level)

An intensive study of a particular subject or problem in psychology to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis.

Prerequisite: As announced in the course schedule.

Course Type(s): none

PY 498L **Cr. 1.0**

Special Topics in Psychology (Laboratory)

An intensive study of a particular subject or problem in psychology to be announced prior to registration.

Prerequisite: As announced in the course schedule.

Course Type(s): none

PY 499A **Cr. 1.0 - 3.0**

Independent Study in Psychology

Independent studies in psychology (experimental) research under supervision of a faculty member. May be taken for a maximum of six credits.

Prerequisites: Junior standing and prior permission of instructor and department chair.

Course Type(s): none

PY 499B **Cr. 1.0 - 3.0**

Independent Study in Psychology

Independent studies in psychology (reading and theoreti-

cal) special project under supervision of a faculty member. May be taken for a maximum of 6 credits.

Prerequisites: Junior standing and prior permission of instructor and department chair.

Course Type(s): none

RELIGIOUS STUDIES

RS 104 **Cr. 3.0**

Ethics

Theoretical ethics and its application to enduring and contemporary moral issues. Thorough examination of the basic principles of a rational, humane, and practical moral system. Also listed as Philosophy 104.

Course Type(s): none

RS 201 **Cr. 3.0**

Philosophy of Religion

An examination of certain salient features of Western religious thought emphasizing the problems of religious language, the nature and validity of religious experience, traditional and contemporary ideas of God, morality, death, and evil. Also listed as Philosophy 201.

Prerequisite: Philosophy 101.

Course Type(s): none

RS 203 **Cr. 3.0**

Philosophy and History of Christianity I

Survey the development of Christianity in the Middle East and Europe and its continued expansion from the first to the fifteenth century. Focus on selected literature and most significant historical events in the development of Christianity. Highlights some of the institutions and people which came out of this movement and how they helped to shape the philosophical, religious, political, economic, and social realities of their day.

Course Type(s): none

RS 216 **Cr. 3.0**

Religions and Philosophies of India

Introduction to the fundamental elements of the orthodox and non-orthodox philosophical and religious systems of India. Highlights plurality of timeless, distinct gnostic systems that, having discovered the Self, search for liberation from the stream of time. Also listed as Philosophy 216.

Course Type(s): CC, CD

RS 272 **Cr. 3.0**

Magic, Witchcraft, and Religion

Explores the motivation of human behavior within the realm

Appendix A: Course Descriptions

of religion and the supernatural with an emphasis on the role of gods and goddesses. A cross-cultural approach will be used while exploring cultures both past and present across the globe. Also listed as Anthropology 272.

Prerequisites: English 101 and 102 or permission of the instructor.

Course Type(s): WT

RS 277 **Cr. 3.0**

Comparative Religions

Students are introduced to the fundamental differences and similarities of world religions that, throughout history, were and are at war with each other. Highlights a plurality of distinct creeds that, postulating an Absolute Truth, search to regain that Ultimate Reality through various ways of life or moral codes. Also listed as Philosophy 277.

Course Type(s): CC, GU

RS 298 **Cr. 1.0 - 3.0**

Special Topics in Religion

Exposition and discussion of a current event or an enduring human concern with religious significance.

Course Type(s): none

RS 375 **Cr. 3.0**

Islam and Politics

Examination of the interrelationship between Islam as a religion and a way of life and politics in different regions of the world. Following a quick survey of the belief and practice of Islam since its inception, the focus will be placed on the past 100 years, particularly the Muslim responses to the challenges of colonialism, modernization, and globalization and Islam's reassertion in public affairs and society. Concludes with ways for improving Islam-West relations in the hope that these will generate better understanding and peace. Also listed as Political Science 375.

Course Type(s): CC

RS 397 **Cr. 3.0**

Christianity in Africa

Examination of Christianity from a historical perspective. Discussion of the foundation of the religion, its spread to the Roman Empire, and its introduction to Africa. Discussion of the proliferation of Christian missions and missionaries and the relationship between Christianity and other religions in Africa. Examination of the impact of Christianity on the social, cultural, and political life of Africans. Also listed as History 397.

Prerequisites: English 101 and 102 or permission of the instructor.

Course Type(s): CC, WT

RS 400 **Cr. 3.0**

Love, Life and Liberty

Examination of the historical and philosophical aspects of love and the assertion for freedom starting from the biological concept of life. Throughout history, the various interpretations of these ideas have shaped the world. Students will be introduced to some of the most important related works that are the fiber of history, philosophy, and science. The analysis of revered cultural traditions will show the impact of love on the rational thinking and artistic creation. Also listed as Perspectives 400.

Prerequisites: Ninety credits and completion of all other general education requirements.

Course Type(s): ISP

RS 435 **Cr. 3.0**

The Way and the Word

A comparison of classic texts central to two Asian traditions, The Bhagavad Gita and The Analects; the impact of the ethos of each tradition on secular narratives, Asian and Western. The disciplines represented include Comparative Religion and Literature. Also listed as Perspectives 435.

Prerequisites: Ninety credits and completion of all other general education requirements.

Course Type(s): ISP

RS 436 **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.

Prerequisite: Junior standing or twelve credits in History. Also listed as History 436.

Course Type(s): HSEU

RS 499 **Cr. 3.0**

Independent Study in Religious Studies

Guided research on selected topics; conference with sponsoring professor.

Prerequisites: Junior standing and prior permission of the directing professor and department chair.

Course Type(s): none

SCIENCE

SC 100 Cr. 3.0

Discovery and Thinking in Natural Sciences

The development of major concepts in the biological, chemical, and physical sciences; their importance today.
Course Type(s): none

SC 110 Cr. 3.0

Nutrition Science

An overview of the science of human nutrition, including the basics of protein, carbohydrate, lipid, vitamin, mineral, water, and alcohol metabolism. An analysis of the relationship of diet to various health issues and current controversies in nutrition will be covered. Students will learn the elements of nutritional analysis by evaluating their personal diets. Emphasis will be on the manner in which nutrition knowledge is acquired which will include a nutrition study conducted by the students.
Course Type(s): none

SC 120 Cr. 3.0

The Science of Cooking

Covers concepts from chemistry, biology and physics that underpin the transformations that occur during food preparation and cooking. An understanding of why cooking techniques and recipes work will be examined. Cooking demonstrations and experiments will be used to illustrate the scientific concepts involved. Note: This course involves the preparation and (optional) consumption of food. If you have specific food allergies or needs, contact the instructor to discuss any arrangements that may be appropriate.
Course Type(s): none

SOCIAL WORK

SW 105 Cr. 3.0

Introduction to Social Work

Social work and its professional practices, its goals, guiding philosophy, and basic assumptions; the uses of the professional relationship; roles of the professional social worker and collaborative activity in the helping process. Not open to students who have completed Sociology 105. Previously listed as Social Work 101.
Course Type(s): none

SW 198 Cr. 1.0 - 3.0

Special Topics in Social Work (100 Level)

An intensive study of a particular subject or problem in

social work to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis.

Prerequisite: As announced in the course schedule.

Course Type(s): none

SW 205 Cr. 3.0

Global Human Rights and Social Justice

Examines social issues and injustices from a global perspective. A central focus will be the struggles of individuals, families, and communities from around the world. Introduces the student to the concepts of social justice, human rights, social welfare and oppression, and discusses ways to promote social welfare from a human rights and social justice perspective.

Course Type(s): GU, SUS

SW 223 Cr. 3.0

Human Behavior and Social Environment I

A study of significant life tasks in the physical, social, and emotional development of the individual.

Prerequisites: Social Work 105 or 205.

Corequisite: Biology 105.

Course Type(s): none

SW 224 Cr. 3.0

Human Behavior and Social Environment II

A study of significant life tasks in the physical, social, and environmental development of communities, groups, and organizations.

Prerequisites: Social Work 105 and 223.

Course Type(s): none

SW 260 Cr. 3.0

Alcohol and Drugs

Addresses the special population in social work, specifically the substance abusing population. Through lecture, small group exercises, and films, will educate the students as to what is substance abuse and addiction, what treatment options are available, how to determine the appropriate treatment, as well as different forms of therapy and relapse-prevention work.

Prerequisite: Social Work 101, Psychology 103 or Social Work 205.

Course Type(s): none

SW 261 Cr. 3.0

Diagnosing Mental Health Issues

A detailed explanation of the DSM IV and its practical use in the social work profession. Cultural applications, as

Appendix A: Course Descriptions

well as international implications and the accurate assessment terminology, will be discussed.

Prerequisite: Social Work 105, Psychology 103 or Social Work 205.

Course Type(s): none

SW 263 **Cr. 3.0** **Family Counseling**

Introduces students to the assessment and treatment of various family systems. A continuation of the ecological perspective of systems theory and social work practice illustrated in Human Behavior and the Social Environment and Social Work Practice Techniques I. Ethnic, culture, and gender issues are included as they apply to families. Family violence, substance abuse, adolescence conflict, and marital discord are among the topics discussed.

Prerequisite: Social Work 105, or Psychology 103, or Social Work 205.

Course Type(s): none

SW 264 **Cr. 3.0** **Addictions**

Addresses the addictions component of social work. Working with the clients and families to address the unbalance and dysfunction in their lives through assessment, treatment planning, and individual, group, and family therapy. Covering eating disorders, gambling, nicotine, sexual addiction, and workaholism.

Prerequisite: Social Work 105, Psychology 103 or Sociology 105.

Course Type(s): none

SW 265 **Cr. 3.0** **Creative Therapies**

With creative and interactive approaches, the students will recognize and appreciate their personal experiences to better assess the needs of their clients, as well as enhance conventional therapeutic methods. Also introduces alternate approaches to talk therapy to work with specialized client groups, such as young, traumatized, or non-verbal clients.

Prerequisite: Social Work 105, Psychology 103 or Social Work 205.

Course Type(s): none

SW 266 **Cr. 3.0** **Spirituality and Social Work**

Explores spirituality as it broadly relates to the profession of social work. Holistic concepts under the definition of spirituality will be explored. The many ways spirituality can be used in social work practice settings will be dis-

cussed. Methods of spiritual practice and approaches to healing will be covered. Spirituality will be differentiated from formal religion.

Prerequisite: Social Work 105, Psychology 103 or Social Work 205.

Course Type(s): none

SW 276 **Cr. 3.0** **Administration of Gerontological Services**

The examination of the theory and practice of the administration of programs designed to meet the needs of older adults, with an emphasis on structure of organizations, impact of public policies and funding patterns on agencies, styles of administration, development and presentation of a budget, management of public information, and relationships with other gerontological agencies.

Course Type(s): none

SW 278 **Cr. 3.0** **Family Violence**

The characteristics and dynamics of violent families. Emphasis on the issue of domestic violence as it relates to cultural values and beliefs. Myths, motivations, and linkages to substance abuse will be addressed, as well as appropriate interventions and treatment methods.

Course Type(s): none

SW 280 **Cr. 1.0** **Peer Tutoring**

Peer tutoring experience. Students will prepare course-related information for presentation to students in courses at the 100 or 200 levels. Tutors will meet weekly with a faculty supervisor and assigned students.

Prerequisite: The student must have already taken the 100- or 200-level course s/he is to be tutoring and achieved a minimum grade of B in the course. Permission of the instructor required.

Course Type(s): none

SW 298 **Cr. 1.0 - 3.0** **Special Topics in Social Work (200 Level)**

An intensive study of a particular subject or problem in social work to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis.

Prerequisite: As announced in the course schedule.

Course Type(s): none

SW 299 **Cr. 3.0**

Independent Study in Social Work

Directed individual study of social work in areas of special interest.

Course Type(s): none

SW 317 **Cr. 3.0**

Racism, Sexism, and Social Welfare

Analysis of institutional racism and sexism in relation to social welfare; the nature of social work intervention with racial and ethnic minorities and women.

Course Type(s): CD, GS

SW 325 **Cr. 3.0**

Social Welfare Policy and Services I

The values and norms that underline social welfare services; the historical roots of current approaches to social services; the manifest and latent functions of social welfare; political and economic forces that shape social welfare policy and services.

Prerequisite: Political Science 101 or 103.

Course Type(s): none

SW 326 **Cr. 3.0**

Social Welfare Policy and Services II

Dimensions of choice in social welfare policy design; eligibility for service; structures, staffing, and funding for services; theoretical material related to current developments and services in the field.

Prerequisites: Social Work 325; and English 101 and 102 or permission of the instructor.

Course Type(s): WT

SW 330 **Cr. 3.0**

Field Practice in Gerontology

Designed to provide students with an actual learning experience in an agency or organization specializing in gerontological services. Students will be supervised by a specialist in aging and will become familiar with agency functions and services serving the aging client and client's extended family. Students will observe and, later in the semester, begin to provide service under supervision. Eight hours per week in placement and a weekly seminar at the University.

Prerequisites: Social Work 105 and 223.

Course Type(s): none

SW 332 **Cr. 3.0**

Gender and Sexual Identities

Draws on sociological and feminist theories of identity to

question the definitions, constructions, deconstructions, ambivalences, and socially constructed nature of gender and sexual identities. In questioning such identities, this course aims at helping students understand the connections between gender and sexuality, and how those two social forces shape people's individual identities and the identities of others. The course examines how structure of race, class, gender, and sexuality, and social institutions such as family and work shape gender and sexual identities. It pays particular attention to how one's social location within power structures shapes personal identities.

Also listed as Sociology 332.

Prerequisite: Sociology 101.

Course Type(s): CD, GS, SI

SW 341 **Cr. 3.0**

Social Work Practice with Groups

Methods and skills utilized in generalist social work practice; major methods of social work intervention with individuals, groups, and communities using case analysis and theoretical concepts. Previously listed as Social Work 413.

Prerequisite: Social Work 223 passed with a grade of C or higher.

Course Type(s): EX

SW 342 **Cr. 3.0**

Social Work Practice with Individuals and Families

Methods and skills utilized in generalist social work practice; major methods of social work intervention with individuals, groups, and communities using case analysis and theoretical concepts. Previously listed as Social Work 321.

Prerequisites: Social Work 105 and 223; both passed with a grade of C or higher.

Corequisite: Social Work 342L.

Course Type(s): EX

SW 342L **Cr. 1.0**

Social Work Practice with Individuals and Families Lab

Designed to provide students with a hands-on experience with the assessment skills and tools taught in Social Work Practice with Individuals and Families class (SW 321).

Students will become familiar with videotaping equipment and will develop strong assessment skills to be used with clients in the field. Limited to Social Work majors and minors. Previously listed as SW 321L. For Social Work majors only.

Prerequisite: Social Work 223.

Corequisite: Social Work 342.

Course Type(s): none

Appendix A: Course Descriptions

SW 344 Cr. 3.0

Social Work Practice with Communities

Examines conceptual models of community social work; development of skills to help promote social change.

Previously listed as Social Work 380.

Prerequisite: Social Work 224.

Course Type(s): none

SW 371 Cr. 3.0

International Service Seminar

Students will learn to unite theory and practice by studying theories and policies based on human security, and learning about their applications through service-learning projects. Students will enhance their understanding of human security by volunteering in international, community organizations and reflecting on the social, political, and economic factors and policies that affect them. Also listed as Political Science 371.

Prerequisite: Political Science 101.

Course Type(s): EX

SW 383 Cr. 3.0

Migration and Intercultural Cooperation

Students will become familiar with issues and strategies to deal with immigrant populations effectively. Discussions will be directed towards increasing intercultural cooperation, respect for the principle of peaceful co-existence, and diversity as a strength for economic growth and societal progress. Emphasis will also be given to the theories related to ethnicity, race, culture, and geographic location of the origin of immigrant populations. Special attention will be given to the diverse issues that arise from the varied cultural backgrounds of immigrants and refugees.

Students will learn skills related to culturally appropriate and tailored interventions. Experiential learning will be utilized. Prepares students using a strength-based empowerment approach to effectively utilize required resources serving the needs of diverse, immigrant populations.

Course Type(s): CC, GU

SW 398 Cr. 1.0 - 3.0

Special Topics in Social Work (300 Level)

An intensive study of a particular subject or problem in social work to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis.

Prerequisite: As announced in the course schedule.

Course Type(s): none

SW 409 Cr. 3.0

Social Work Research Methods

Basic skills necessary for Social Work research: problem formulation, theoretical framework development, research design, methods of data collection, evaluation techniques, and data analysis. Previously listed as Social Work 350.

Corequisite: Social Work 421.

Course Type(s): none

SW 411 Cr. 3.0

Data Analysis for Social Work

Introduction to the basic knowledge and skills necessary for the analysis of data collected or reported in social work research. Preparation for the social work practitioner to assess the adequacy of statistical procedures and to appropriately choose statistical procedures to make order out of data collected within their own research. Not open to students who have successfully completed Mathematics 151. Limited to Social Work majors.

Prerequisite: Mathematics 105.

Course Type(s): none

SW 412 Cr. 3.0

Practice Evaluation in Social Work

Applications of research methods to social work practice. Using skills in practice evaluation, advanced research in single-system design will be conducted.

Prerequisites: Social Work 409, 411 or Math 151, Senior standing; and English 101 and 102. Corequisite: Social Work 422.

Course Type(s): WT

SW 421 Cr. 6 -

Field Practice in Social Work

Supervised experience in a social agency; direct work with individuals, groups, or communities; preparation for professional responsibility upon graduation. Sixteen hours per week in placement and a weekly seminar at the University.

Prerequisites: Social Work 342 and 344, both passed with a grade of C or higher.

Corequisite: Social Work 409.

Course Type(s): EX5

SW 422 Cr. 6 -

Advanced Field Practice in Social Work

Advanced field practice; direct services to individual clients, families, groups, and communities, with the possibility of administrative experiences. Sixteen hours per week in placement and a weekly seminar at the University.

Prerequisite: Social Work 421 passed with a minimum grade of B- or higher.

Corequisite: Social Work 412.

Course Type(s): EX

SW 424 **Cr. 3.0**

New Perspectives on Human Sexuality

Recent research and developments in the field of human sexuality focusing on individual and social problems.

Prerequisites: Nine combined credits from Social Work, Sociology, Psychology or Anthropology.

Course Type(s): none

SW 426 **Cr. 3.0**

Seminar in Social Work

Seminar focusing on topics of particular interest to Social Work students planning to enter practice or graduate school. Previously listed as SW 423.

Prerequisites: Social Work 421 and Senior standing.

Course Type(s): none

SW 461 **Cr. 3.0**

Culturally Diverse Child Welfare Practices

Provides an understanding of the context from which the practice of child welfare originates, examining the impact of policy upon the direct care of children at risk.

Contemporary issues that face children at risk such as sexual abuse, neglect, physical abuse, poverty, and maternal substance abuse are covered, as well as recommended services and treatment that address these concerns. Public child welfare in New Jersey will be of central focus, including the impact and changes of the system's reform plan. In addition, issues of cultural diversity and cultural difference in child welfare practices and child rearing behaviors will be reviewed, with a focus on how the child welfare system could better infuse diversity of experience in policy and practice.

Course Type(s): CD

SW 498 **Cr. 1.0 - 3.0**

Special Topics in Social Work (400 Level)

An intensive study of a particular subject or problem in social work to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis.

Prerequisite: As announced in the course schedule.

Course Type(s): none

SW 499 **Cr. 1.0 - 3.0**

Independent Study in Social Work

Directed individual study of social work in areas of special interest.

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

Course Type(s): none

SOCIOLOGY

SO 101 **Cr. 3.0**

Introduction to Sociology

A systematic introduction to the major questions, perspectives, and methods of sociology; basic conceptual vocabulary; analysis of individual and group behavior within special areas.

Course Type(s): SS.SV

SO 102 **Cr. 3.0**

Social Problems

An analysis of social problems in contemporary society; poverty, race, gender and age inequality; work; urbanization; crime; mental illness; and drug use.

Course Type(s): SS.SV

SO 109 **Cr. 1.0**

Civic Engagement and Leadership

Civic responsibility, engagement, and leadership are encouraged through active student involvement in a community or campus organization. Students will perform 12 hours of public service over the course of the semester working for an organization that addresses a particular issue of public concern. Also listed as Political Science 109.

Course Type(s): none

SO 198 **Cr. 1.0 - 3.0**

Special Topics in Sociology (100 Level)

An intensive study of a particular subject or problem in sociology to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis.

Prerequisite: As announced in the course schedule.

Course Type(s): none

SO 201 **Cr. 3.0**

Global Social Problems

Leading areas of tension, crisis, and debate in the contemporary world with emphasis on global population trends, global poverty and hunger, and inequality among nations in the world's economic system and their social policy implications.

Appendix A: Course Descriptions

Course Type(s): GLS

SO 225 **Cr. 3.0**

Introduction to Gender Studies

Examines gender inequalities and the pervasiveness of gender as a way of structuring/organizing social life. Emphasizes how gender as a social structure intersects with other social structures such as race, class, and sexuality to legitimize power and privilege and/or constrain diverse groups of people. Critiques conventional theories of gender and sociology and covers a broad spectrum of topics using feminist and sociological perspectives. Also pays attention to the connection between social structure and human agency - how people's experiences are both shaped by social forces and shaped through human action. Also listed as Gender Studies 225.

Course Type(s): CD, GS, SI, SS.SV

SO 231 **Cr. 3.0**

Urban Sociology

Theoretical analysis of the modern, urban community, including the history of the city and analysis of urban institutions and behavior patterns; problems relating to metropolitan and suburban areas, community planning, and urban renewal. Also listed as Geography 231.

Prerequisite: Sociology 101.

Course Type(s): none

SO 234 **Cr. 3.0**

Sports and Society

The increasingly important role of sports as an institution in modern society. Sports in relation to racism, sexism, education, values, and stratification systems.

Prerequisite: Sociology 101.

Course Type(s): COSPT, GS

SO 241 **Cr. 3.0**

Criminology

Explanations of the causes of property and violent offenses. Discussion of white collar, professional and organized crime, and the problem of criminal statistics.

Prerequisite: Sociology 101 or 102.

Course Type(s): WT

SO 243 **Cr. 3.0**

Juvenile Delinquency

History of the concept of delinquency; extent and nature of delinquent behavior; explanations of delinquent behavior; police and court responses to juveniles; and a review of rehabilitative and treatment modalities.

Prerequisite: Sociology 101.

Course Type(s): none

SO 244 **Cr. 3.0**

Deviance

How society creates and responds to deviant behavior, ranging from violations of courtesy to homicide. Analysis of the system of social control, including the police, education, psychiatry, and the state.

Prerequisite: Sociology 101 or 102 or Criminal Justice 101.

Course Type(s): none

SO 250 **Cr. 3.0**

Social Sciences Research & Writing

An introduction to the different ways in which social scientists study the social world. Designed to develop students' understanding of the major purposes of social research as well as the major types of quantitative and qualitative research designs. Students will learn the research process itself, from conceptualization and measurement to operationalization, sampling, ethics, and the analysis and presentation of their proposed study. As part of the research process, students will use spreadsheet, presentation, and word processing software to build datasets, analyze data, and design and present research. Also listed as Political Science 250.

Course Type(s): TL

SO 252 **Cr. 3.0**

Race and Ethnicity

Introduces students to the sociological study of race and ethnicity in the United States as interrelated social systems of power that grant a range of material and non-material advantages to different groups of people based on socially constructed definitions of race and ethnicity, particularly as race and ethnicity intersect with a variety of other social structures such as gender and class. Focuses on the historical legacy and current practices of institutionalized racism that have and continue to shape social relations in the U.S. Also listed as Gender Studies 252.

Course Type(s): CD, GS, SI

SO 255 **Cr. 3.0**

The Future of Society

What will the societies of the future look like? Discussion of the implications of technology, population, and political power for social change.

Prerequisite: Three credits in Sociology.

Course Type(s): none

SO 261 Cr. 3.0

Sociology of Family

Analysis of the institution of marriage and family in contemporary America with cross-cultural, sub-cultural, and historical references, including mate selection, family roles and relationships, parenthood, and childhood.

Prerequisite: Sociology 101.

Course Type(s): GS

SO 267 Cr. 3.0

Sociology of Sex Roles

An investigation of male and female role differences in the private and public sectors of society. The consequences of sex-role inequality are explored. Particular emphasis is given to contemporary American society.

Prerequisite: Sociology 101.

Course Type(s): GS

SO 274 Cr. 3.0

Global Inequalities

A sociological and political look at global inequalities. Explores diverse themes and aspects of a global society, including the forces that are causing and perpetuating global inequalities. It also looks at social, political, economic, and cultural consequences of those inequalities. Also listed as Political Science 274.

Prerequisite: Political Science 101 or Sociology 101.

Course Type(s): GLS, GU, SUS

SO 280 Cr. 1.0

Peer Tutoring

Peer tutoring experience. Students will prepare course-related information for presentation to students in courses at the 100- or 200-levels. Peer tutors will meet weekly with a faculty supervisor and assigned students.

Prerequisite: The student must have already taken the 100- or 200-level course s/he is to be tutoring and achieved a minimum grade of B in the course. Permission of the instructor required.

Course Type(s): none

SO 298 Cr. 1.0 - 3.0

Special Topics in Sociology (200 Level)

An intensive study of a particular subject or problem in sociology to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis.

Prerequisite: As announced in the course schedule.

Course Type(s): none

SO 299 Cr. 1.0 - 3.0

Independent Study in Sociology

Guided readings on a topic not otherwise covered in the curriculum. Student must have a least a 2.50 cumulative GPA.

Course Type(s): none

SO 309 Cr. 3.0

Sociology Internship Seminar

Provides an opportunity for students to apply classroom theory in practice through actual work experience.

Includes both academic and experiential learning. The experiential part involves a minimum of 120 hours of work experience during the semester for 3 credit hours. The academic aspect includes maintaining a journal log and writing a final report. Also listed as Political Science 309.

Course Type(s): EX

SO 316 Cr. 3.0

Policy Research

The principles of social research, with emphasis on an understanding of the policy-making or planning process; development of applied research skills, combining policy-making, implementation, and scientific or empirical research. Also listed as Social Science 316.

Prerequisite: Social Science 250.

Course Type(s): none

SO 320 Cr. 3.0

Small Group Communication

The process of group communication, leadership, decision-making, and problem solving; participation in various types of discussion situations and the development of effective communication within the group setting. Also listed as Communication 320.

Course Type(s): none

SO 331 Cr. 3.0

Political Sociology

Analysis of the interplay among political and social behavior, bureaucracies, voluntary associations, and government. The social basis of democracy; emphasis on conflict and consensus models of power.

Prerequisite: Sociology 101.

Course Type(s): none

SO 332 Cr. 3.0

Gender and Sexual Identities

Draws on sociological and feminist theories of identity to question the definitions, constructions, deconstructions, ambivalences, and socially constructed nature of gender

Appendix A: Course Descriptions

and sexual identities. In questioning such identities, this course aims at helping students understand the connections between gender and sexuality, and how those two social forces shape people's individual identities and the identities of others. Examines how structures of race, class, gender, and sexuality, and social institutions such as family and work shape gender and sexual identities. It pays particular attention to how ones' social location within power structures shapes personal identities. Also listed as Social Work 332.

Prerequisite: Sociology 101.

Course Type(s): CD, GS, SI

SO 364 **Cr. 3.0**

Law and Society

The evolution of law, social forces influencing law, social impact of law, and law as an instrument of social control and social change. Also listed as Political Science 364.

Prerequisite: Sociology 101 or Political Science 101 or 103.

Course Type(s): none

SO 372 **Cr. 3.0**

Social Stratification

Status, power, authority, and social mobility are the key concepts that sociologists use to study the role of social classes in contemporary, American society. The course covers notable studies of the American class system. It provides a close look at the power relations and lifestyles of various classes and considers the pervasive influence of class identity on social institutions.

Prerequisites: English 101 and 102 or permission of the instructor.

Course Type(s): SI, WT

SO 375 **Cr. 3.0**

Social Change

Overview of major contemporary and classical theories of social change within an international and historical context; the social impact of change; effects of social variables on change processes; and assessment of predictive models of change.

Prerequisite: Nine credits in Sociology.

Course Type(s): none

SO 379 **Cr. 3.0**

Work and Society

An examination of the individual experience of work: socialization, occupational choice, career development, worker (dis)satisfaction, and unemployment; the organization of work: bureaucracy, professionalism, racism and sexism, theories of motivation, and the reward structure.

Prerequisite: Three credits in Sociology.

Course Type(s): none

SO 396 **Cr. 3.0**

Sociology of Education

Encourages students to study education as a social institution using a sociological lens, and to become involved with the education of youth in the local area. The course is divided into three parts. The first part introduces students to the study of education as a social institution, particularly examining how social inequalities such as race, class, gender, and sexuality shape educational experiences of youth today. Students will also examine the cultural, social, economic, and political structures that shape education as a social institution. The second part of the course involves preparing students to tutor youth in surrounding towns. The preparation will be accomplished through theoretical discussions of what it means to be a good tutor, and through practical training to be administered in collaboration with local tutoring organizations. Through the auspices of local organizations, the third part of the course involves Monmouth students tutoring students from local schools in basic subjects such as math, language arts, and social studies. Students must be available to tutor three-four days a week for a total of ten hours per week. This course is open to students who have completed twenty nine credits or more.

Course Type(s): EX

SO 397 **Cr. 3.0**

The Sociology of Aging

A service learning course that encourages students to become involved with the elderly population in the area. It introduces students to the sociological study of social gerontology or, more specifically, aging. Students will examine the cultural, social, and political structures that define the aging process and will study and practice ethnographic, life history in order to conduct life histories of seniors within the local community.

Prerequisites: English 101 and 102.

Course Type(s): EX, WT

SO 398 **Cr. 1.0 - 3.0**

Special Topics in Sociology (300 Level)

An intensive study of a particular subject or problem in sociology to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis.

Prerequisite: As announced in the course schedule.

Course Type(s): none

SO 399 Cr. 3.0

Independent Study in Sociology

Guided readings on a topic not otherwise covered in the curriculum. Students must have at least a 2.50 cumulative GPA. Prerequisite: Prior permission of the directing professor and department chair.
Course Type(s): none

SO 401 Cr. 3.0

Sociological Theory I

Main currents in contemporary, sociological thought; principal sociological theorists; major sociocultural systems; and recent theories concerning social causation, social change, and structural-functional analysis.
Prerequisites: Nine credits in Sociology; and English 101 and 102 or permission of the instructor.
Course Type(s): WT

SO 402 Cr. 3.0

Seminar in Sociological Theory

Intensive analysis of selected theories in sociology; a major critical paper involving substantial research is required.
Prerequisites: Sociology 401, Senior standing, and eighteen additional credits in Sociology.
Course Type(s): RD

SO 411 Cr. 3.0

Seminar in Social Research

Consideration of selected, advanced topics in methodology; a major research project is required.
Prerequisites: Sociology 312, Senior standing, and eighteen additional credits in Sociology.
Course Type(s): none

SO 498 Cr. 1.0 - 3.0

Special Topics in Sociology (400 Level)

An intensive study of a particular subject or problem in sociology to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis.
Prerequisite: As announced in the course schedule.
Course Type(s): none

SO 499 Cr. 3.0

Independent Study in Sociology

Guided readings on a topic not otherwise covered in the curriculum.
Prerequisites: Student must have at least at 2.50 cumulative GPA; prior permission of the directing professor and

department chair.
Course Type(s): none

SOFTWARE ENGINEERING

SE 104 Cr. 3.0

Introduction to Software Engineering

Introduction to the methods and tools for software development. Topics include the personal software process, requirements engineering, software design, testing methods, project management, and other management techniques.
Course Type(s): none

SE 205 Cr. 3.0

Requirements Engineering and Specifications

Elicitation, analysis, specification, validation, and management of user requirements; conflict resolution; process, notations, methods and tools, requirements standards, operational concepts documents (OCD) and system requirements specifications (SRS).
Prerequisites: Software Engineering 104 and Computer Science 175.
Course Type(s): none

SE 207 Cr. 3.0

Software Design and Architecture

Design process notations, methods, paradigms, and tools. System architecture tradeoff analysis; component and subcomponent specification. Generic (domain) design; architectural styles, frameworks, and patterns. Test and integration plan documents. Architecture standards; design tools.
Prerequisites: Software Engineering 104 and Computer Science 176 or 275; and English 101 and 102 or permission of the instructor.
Course Type(s): WT

SE 299 Cr. 3.0

Independent Study in Software Engineering

Independent Study of a particular subject or problem in software engineering under the guidance of a software engineering faculty member.
Course Type(s): none

SE 306 Cr. 3.0

Formal Methods in Software Engineering

Covers a variety of formal methods and applies them to software-specification development. Assumes a firm grounding in mathematical logic, knowledge of proof techniques, and skill in the translation of problems expressed

Appendix A: Course Descriptions

in English into predicate logic.

Prerequisite: Mathematics 120 or 130.

Course Type(s): none

SE 312 **Cr. 3.0**

Software Verification, Validation, and Maintenance

Software verification, validation, and maintenance. Covers inspections of requirements, design and code, as well as testing, the handling of change requests, software evolution, code comprehension, and change management.

Prerequisites: Software Engineering 104 and Computer Science 176 or 275.

Course Type(s): none

SE 351 **Cr. 3.0**

Microprocessor Laboratory

Introduces the student to microprocessor-based, hardware-interface design. Provides practice in developing software that drives the interfaces between a microprocessor and the outside world. Topics include: logic circuit analysis and synthesis, digital hardware components, microprocessor system architecture, and assembly and C/C++ language programming of input/output device drivers.

Prerequisite: Mathematics 120 or 130.

Course Type(s): none

SE 352 **Cr. 3.0**

Embedded and Real-Time Software

Familiarizes students with the fundamental issues related to embedded and real-time software systems and gives them an opportunity to become familiar with a commercially available system for developing and testing embedded and real-time software. Topics include: definition of embedded systems, process concurrency, interprocess communications, synchronization, and process scheduling.

Prerequisite: Software Engineering 351.

Course Type(s): none

SE 353 **Cr. 3.0**

Comparative Languages

Begins with a history of the development of programming languages that provides the background necessary to understand programming-language design and evaluation. This is followed by an introduction to the basic programming language constructs and then critically comparing their implementation in some of the most common languages. Included is a discussion of the advantages and disadvantages of modern programming languages for a variety of applications. Some of the languages discussed are LISP, C, Small Talk, C++, Java, Ada, PL/1, and Prolog.

Prerequisite: Computer Science 176 or 275.

Course Type(s): none

SE 356 **Cr. 3.0**

Internet Technologies for Software Engineers

Provides an intensive look at the leading-edge technologies that are used to build internet applications, what they do, and how they do it. Topics covered will include: hyper-text markup language, cascading style sheets, scripting languages, active server pages, Perl/CGI, and the extensible markup language.

Prerequisites: Computer Science 102 and Computer Science 176 or 275.

Course Type(s): none

SE 357 **Cr. 3.0**

Engineering Web-based Systems

A practical introduction to the principles, methods and tools required to create high-quality software applications for the distributed, client-server context of the Web. Emphasis is on architectural designs, and language and data access methods that are common in web-based systems.

Prerequisites: Software Engineering 205 and 207.

Course Type(s): none

SE 370 **Cr. 3.0**

Program Development Under Unix

Introduction to the use of the UNIX operating system and its utilities for incremental and distributed program development, maintenance, and debugging. The course covers the UNIX shell, utilities, and program development tools that are used for large projects involving multiple developers on multiple machines. Three hours per week.

Prerequisite: Computer Science 176 or 275 passed with a grade of C or higher. Also listed as Computer Science 370.

Course Type(s): none

SE 402 **Cr. 3.0**

Human Computer Interaction

Covers basic human psychology, computer technology, and the interface between them. The key topics of HCI are examined, grounded in the context of usability and the design lifecycle.

Prerequisite: Completion of forty eight credits of coursework.

Course Type(s): IM

SE 403 **Cr. 3.0**

Software Process Improvement

Students will be introduced to the various aspects related

to software processes. It will focus on the definition and modeling of a software process, as well as on methods for process assessment and improvement. The concepts will be illustrated through process-improvement case studies, followed by hands-on experience with the improvement of the personal software-development process.
Prerequisite: Computer Science 305.
Course Type(s): none

SE 418 **Cr. 3.0**

Software Project Management

Project management and its application to software-development projects. Emphasis will be on planning, organizing, monitoring, and controlling. Students will learn how to develop work breakdown structures, estimate task durations, assign resources, specify network precedence, and determine a project's critical path. Methods for scheduling in the face of resource constraints will be included, as well as function point counting, algorithmic models for estimating total project cost, and software tools for project planning and monitoring.

Corequisites: Computer Science 176 or 275; and English 101 and 102 or permission of the instructor.

Course Type(s): WT

SE 485A **Cr. 3.0**

Software Practicum

Team work on substantial software projects submitted by corporate sponsors. Interim progress reports required, with a final formal defense and presentation to corporate staff, faculty, and other students in the course. At the end of SE 485A, students must submit their software engineering portfolio for review by the Software Engineering faculty.

Prerequisites: Computer Science 305, Software Engineering 205, 207, and 312.

Corequisite: Software Engineering 402.

Course Type(s): EX, RD

SE 485B **Cr. 3.0**

Software Practicum

Team work on substantial software projects submitted by corporate sponsors. Interim progress reports required, with a final formal defense and presentation to corporate staff, faculty, and other students in the course. At the end of SE 485B, students must submit their software engineering portfolio for review by the Software Engineering faculty.

Prerequisite: Software Engineering 485A.

Course Type(s): EX, RD

THEATRE

TH 101 **Cr. 3.0**

Theatre Appreciation

Introduction to the elements of theatre, including film and TV as theatre media. Study of plays from script to stage through readings, lectures, and theatre-going experiences.

Course Type(s): AT

TH 150 **Cr. 3.0**

Introduction to the Theatre

Introduction to the elements of theatre, including cinema and television as theatre media; the study of a representative group of plays from script to stage.

Course Type(s): none

TH 154 **Cr. 3.0**

Acting I (Non-Major)

An introduction to acting the dramatic situation through guided improvisation based on material from dramatic literature.

Course Type(s): none

TH 155 **Cr. 3.0**

Acting I (TH Major)

Designed to enable students to explore the use of their imagination, instrument, and sense of playing to work within an ensemble. Basic skills, such as playing with intuition and listening and responding openly to a partner within given circumstances, will be the primary goals.

Course Type(s): none

TH 156 **Cr. 3.0**

Acting II (TH Major)

Builds from the previous exercise work with working on assigned scenes. Work will begin on contentless scenes and finish the term working a scene from important plays of American theatre. Students will study the breakdown of a scene, structure, both verbal and non-verbal, and effective communication of intent.

Prerequisite: Theatre 155.

Course Type(s): none

TH 190 **Cr. 1.0**

Applied Theatre Techniques I

First-year students are required to take this hands-on, practical course in building, painting, and crewing a department production.

Course Type(s): none

Appendix A: Course Descriptions

TH 191 Cr. 1.0

Applied Theatre Techniques II

Second semester in Applied Theatre requires students to take a more responsible position in the hands-on practical building, painting, and crewing of a department production. Prerequisite: Theatre 190.
Course Type(s): none

TH 230 Cr. 3.0

Acting II (non-Major)

Roles as an integral part of play production; the basic principles of acting through lectures, discussions, and the rehearsal and performance of a variety of scenes. Prerequisite: Theatre 154.
Course Type(s): none

TH 231 Cr. 3.0

Acting III (Major)

Study of styles. Beginning work on classic texts, such as Shakespeare, Moliere, or Restoration Comedy. Text analysis, scansion, and speaking with authority will be emphasized. Text work in sonnets and scenes. Prerequisites: Theatre 155 and 156.
Course Type(s): none

TH 232 Cr. 3.0

Acting IV (Major)

The fourth semester will be an extension of styles of work. Advanced work in characterization, the development of physical and emotional involvement, and working with objectives, obstacles, and actions, with emphasis on classic styles. Prerequisites: Theatre 155, 156, and 231.
Course Type(s): none

TH 240 Cr. 3.0

Actors' Equity Workshop I

An introduction to the basic rules and regulations of Actors' Equity Association's Small Professional Theatre Agreement and to basic stage management principles. Lectures will be supplemented with extensive, practical lab hours in which the students put into practice in a professional setting those elements learned in the class. Course Type(s): none

TH 245 Cr. 1.0

Theatre Performance Practicum I

Involves actual experience performing in a university production. Credit can be specified for a student's acting, singing and/or dancing in a department sponsored pro-

duction. The Performance Practicum can be taken in any combination simultaneously or consecutively for a total of three credits toward the Theatre or Musical Theatre Minor. Any credits for Practicum courses beyond that go towards free electives. This course is not available to Theatre majors.
Course Type(s): none

TH 246 Cr. 1.0

Theatre Performance Practicum II

Involves actual experience performing in a university production. Credit can be specified for a student's acting, singing and/or dancing in a department sponsored production. The Performance Practicum can be taken in any combination simultaneously or consecutively for a total of three credits towards the Theatre or Musical Theatre Minor. Any credits for Practicum courses beyond that go towards free electives. The course is not available to Theatre Majors.
Course Type(s): none

TH 247 Cr. 1.0

Theatre Performance Practicum III

Involves actual experience performing in a university production. Credit can be specified for a student's acting, singing and/or dancing in a department sponsored production. The Performance Practicum can be taken in any combination simultaneously or consecutively for a total of three credits towards the Theatre or Musical Theatre Minor. Any credits for Practicum courses beyond that go towards free electives. The course is not available for Theatre Majors.
Course Type(s): none

TH 251 Cr. 3.0

Introduction to Theatre Production and Design

Introduction to scenic, costume, lighting, and sound design and technology, including: the problems involved in executing the technical aspects of a theatrical production; preparation of working drawings, light plots, scale models; ability to hang, focus, and program theatrical lighting; solutions of make-up and costuming problems. Course Type(s): none

TH 290 Cr. 1.0

Applied Theatre Design

Students will work intensely with a designer for a department production. Student will be responsible for the design and construction of one facet of a total design: namely, a prop, a costume, lights, or some integral part of a production design.

Prerequisites: Theatre 190 and 191.
Course Type(s): none

TH 291 **Cr. 1.0**
Applied Theatre Management

Students will work intensely with a management office concerning a department production. Students will be involved with hands-on production of publicity, company management, box office, public relations, casting, historical records, and/or dramaturgy.

Prerequisites: Theatre 190 and 191.
Course Type(s): none

TH 298 **Cr. 1.0 - 3.0**
Special Topics in Theatre (200 Level)

An intensive study of a particular subject or problem in theatre to be announced prior to registration.

Course Type(s): none

TH 299 **Cr. 1.0 - 3.0**
Independent Study in Theatre

Directed, individual study of theatre in areas of special interest.

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

Course Type(s): none

TH 301 **Cr. 3.0**
Theatre History I

The development of theatre from the Classical Greek through the Elizabethan period. Examination of plays, playwrights, architecture, scenery, costumes, mechanics, technology, historical, and sociological influences.

Prerequisites: English 101 and 102 or permission of the instructor.

Course Type(s): WT

TH 310 **Cr. 3.0**
Musical Theatre History

The Broadway musical is considered by many to be America's greatest contribution to the world of theatre. Examines the history and evolution of American musical theatre. Special attention will be paid to composers, lyricists, directors, choreographers, and performers who have made significant contributions to the genre. Material will be discussed chronologically from minstrelsy to the contemporary mega-musical.

Course Type(s): none

TH 335 **Cr. 3.0**
Group Techniques in Performance of Literature

Various theories, methods, and techniques used in group performances with a concentration on Readers Theatre and Chamber Theatre; selected literature is arranged, analyzed, and performed. Also listed as Communication 335.

Prerequisite: Communication 231.

Course Type(s): none

TH 340 **Cr. 3.0**
Actors' Equity Workshop II

Builds upon the basic knowledge gained in Theatre 240 through the depth study of Actors' Equity Association's two most widely-used contracts, the LORT (League of Resident Theatres) and Production (Broadway, Off-Broadway, National Tour) agreements. Lectures will be supplemented with extensive, practical lab hours in which the students put into practice in a professional setting those elements learned in the class.

Prerequisite: Theatre 240.

Course Type(s): none

TH 349 **Cr. 3.0**
Postcolonial Drama and Film

Study of postcolonial plays and films from Ireland, Australia, Africa, and India, including such postcolonial themes as language, religion, and race. Students will discuss the ways in which the theatrical and cinematic media are used to express the loss of, and quest for, national and individual identity in the aftermath of empire. The students will not only become versed in postcolonial theory, but also in the individual dramatic styles/structures of each of the nations discussed.

Course Type(s): GU

TH 355 **Cr. 3.0**
Dramatic Literature

Analysis of representative plays of the major forms of the drama-tragedy, comedy, tragicomedy, and romance. Emphasis on the literary and performance aspects.

Prerequisite: Theatre 150.

Course Type(s): none

TH 357 **Cr. 3.0**
Acting for Television

Techniques that the on-camera performer uses in various TV situations, commercials, daytime drama, situation comedy, and serious drama. Also listed as Communication 357.

Prerequisite: Theatre 154.

Appendix A: Course Descriptions

Course Type(s): none

TH 361 Cr. 3.0

Play Direction

Play analysis, casting procedures, composition, movement, stage business, backstage organization, rehearsal routine, and theatre management from the standpoint of the creative director.

Prerequisite: Theatre 230.

Course Type(s): none

TH 389 Cr. 1.0 - 3.0

Internship in Theatre

Supervised practical experience in theatre; repeatable for credit.

Prerequisites: Departmental approval and Junior standing.

Course Type(s): EX1

TH 390 Cr. 1.0

Applied Theatre

Students will work hands-on with an appropriate faculty member on an advanced project in theatre, musical theatre, or music production. An alternative possibility would be to do a pre-internship assignment with a local theatre.

Prerequisites: Theatre 190, 191, and Theatre 290 or 291.

Course Type(s): none

TH 391 Cr. 1.0

Applied Theatre

Students will work hands-on with an appropriate faculty member on an advanced project in theatre, musical theatre, or music production. An alternative possibility would be to do a pre-internship assignment with a local theatre.

Prerequisites: Theatre 190, 191 and either Theatre 290, 291 or 390.

Course Type(s): none

TH 398 Cr. 3.0

Special Topics in Theatre (300 Level)

An intensive study of a particular subject or problem in theatre to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis.

Prerequisite: As announced in the course schedule.

Course Type(s): none

TH 399 Cr. 3.0

Independent Study in Theatre

Directed individual study of theatre in areas of special interest.

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

Course Type(s): none

TH 401 Cr. 3.0

Theatre History II

The development of theatre from the Restoration through the Modern Period. Examination of plays, playwrights, architecture, scenery, costumes, mechanics, technology, historical, and sociological inferences.

Prerequisites: Theatre 301; and English 101 and 102 or permission of the instructor.

Course Type(s): WT

TH 441 Cr. 3.0

Summer Theatre Workshop I

Basic technical theatre, theatre management, elements of acting, children's theatre, costuming and make-up, lighting and set design; four dramatic productions.

Course Type(s): none

TH 442 Cr. 3.0

Summer Theatre Workshop II

Basic technical theatre, theatre management, elements of acting, children's theatre, costuming and make-up, lighting and set design; four dramatic productions.

Course Type(s): none

TH 453 Cr. 3.0

Creative Dramatics

The goal of Creative Dramatics is to equip teachers with the ability to use creative dramatics, creative play, and theatre games in the classroom as a tool for teaching all subjects. Also useful for actors and recreation or community leaders who work with children and want to learn new and creative techniques. The emphasis in this class is on the participant and participation. Students should attend comfortably dressed.

Course Type(s): none

TH 480 **Cr. 3.0**

Problems in Theatre Practice

Independent projects and intensive research under the guidance of one or more members of the department; creative work in acting, costuming, creative dramatics, directing, lighting, scenic design, and playwriting.

Prerequisite: Permission of the department chair.

Course Type(s): none

TH 498 **Cr. 3.0**

Special Topics in Theatre (400 Level)

An intensive study of a particular subject or problem in theatre to be announced prior to registration. May be conducted on either a lecture-discussion or a seminar basis.

Prerequisite: As announced in the course schedule.

Course Type(s): none

TH 499 **Cr. 1.0 - 3.0**

Independent Study in Theatre

Directed individual study of theatre in areas of special interest.

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

Course Type(s): none

Appendix B: Undergraduate Curriculum Charts

Monmouth University's 2012–2013 official curriculum charts (as of June 2012) appear in this appendix. Please visit the registrar's pages within the Academics section of Monmouth University's WEBSITE (www.monmouth.edu/academics) or WEBSTUDENT (<https://webadvisor.monmouth.edu/datatel/openweb/st/stmenu.html>) for curriculum charts and additional information.

Undergraduate Majors

BA Anthropology.....	B4	BA Art and Education, Endorsement in K-12 Education in Art.....	B16
BA Anthropology and Education, Endorsement in Elementary Education.....	B6	BS Biology.....	B18
BA Anthropology and Education, Endorsements in P-3 and Teacher of Students with Disabilities	B8	BS Biology—Molecular Cell Physiology.....	B20
BA Art	B10	BS Biology and Education, Endorsement in Elementary Education.....	B22
BA Art - Concentration in Photography	B12	BS Biology and Education, Endorsement in Secondary Education in Biology.....	B24
BA Art and Education, Endorsement in Elementary Education.....	B14	BS Business Administration—Accounting.....	B26
		BS Business Administration—Economics	B28

Appendix B: Curriculum Charts

BS Business Administration—Finance	B30	BA Criminal Justice- Homeland Security Concentration	B68
BS Business Administration – Economics and Finance	B32	BA English	B70
BS Business Administration – International Business.....	B34	BA English and Education, Endorsement in Elementary Education	B72
BS Business Administration—Management.....	B36	BA English and Education, Endorsement in Secondary Education	B74
BS Business Administration—Marketing	B38	BA English and Education, Endorsements in P-3 and Teacher of Students with Disabilities	B76
BS Business Administration – Management and Marketing	B40	BA English – Concentration in Creative Writing.....	B78
BS Business Administration—Real Estate	B42	BA English/Creative Writing and Education with Endorsement in Elementary Education.....	B80
BS Chemistry	B44	BA English/Creative Writing and Education with Endorsement in Secondary Education.....	B82
BS Chemistry—Advanced Chemistry	B46	BA English/Creative Writing and Education, Endorsements in P-3 and Teacher of Students with Disabilities.....	B84
BS Chemistry—Biochemistry	B48	BFA in Art - Concentration in Animation	B86
BS Chemistry – Chemical Physics.....	B50	BFA in Art - Concentration in Graphic Design.....	B88
BS Chemistry and Education, Endorsement in Secondary Education in Chemistry.....	B52	BA Foreign Language—Spanish.....	B90
BS Chemistry and Education, Endorsement in Secondary Education in Physical Sciences	B54	BA Foreign Languages/Spanish Concentration and Communication (Journalism Cluster).....	B92
BS Clinical Laboratory Sciences – Cytotechnology	B56	BA Foreign Languages/Spanish Concentration and Communication (Radio and Television Cluster).....	B94
BS Clinical Laboratory Sciences – Medical Laboratory Science	B58	BA Spanish and International Business	B96
BA Communication.....	B60	BA Foreign Languages/Spanish & Education, Endorsement in Elementary Education.....	B98
BS Computer Science with a Concentration in Advanced Computing.....	B62	BA Foreign Languages/Spanish & Education, Endorsement in K-12 Education in Spanish.....	B100
BS Computer Science with a Concentration in Applied Computing	B64		
BA Criminal Justice	B66		

Appendix B: Curriculum Charts

BA Foreign Languages/Spanish & Education, Endorsements in P-3 and Teacher of Students with Disabilities.....B102	BS Mathematics with a Concentration in Statistics.....B132
BS Health StudiesB104	BS Medical Technology (Jersey Shore)B134
BS Health Studies and Physical EducationB106	BS Medical Technology (Monmouth Medical).....B136
BS Health Studies and Physical Education with Endorsement in K-12 Education in Health and Physical Education.....B108	BA MusicB138
BA History.....B110	BA Music—Music IndustryB140
BA History and Education, Endorsement in Elementary EducationB112	BA Music and Education, Endorsement in Elementary Education.....B142
BA History and Education, Endorsement in Secondary Education in Social Studies.....B114	BA Music and Education, Endorsement in K-12 Education in Music.....B144
BA History and Education, Endorsements in P-3 and Teacher of Students with Disabilities.....B116	BA Music and Education, Endorsements in P-3 and Teacher of Students with DisabilitiesB146
BA History/Political Science.....B118	BSNB148
BA History/Political Science Interdisciplinary & Education, Endorsement in Elementary EducationB120	BA Political ScienceB150
BA History/Political Science Interdisciplinary & Education, Endorsement in Secondary Education in Social StudiesB122	BA Political Science—International Relations.....B152
BS Marine and Environmental Biology and Policy.....B124	BA Political Science and Education, Endorsement in Elementary EducationB154
BS MathematicsB126	BA Political Science and Education, Endorsement in Secondary Education in Social StudiesB156
BS Mathematics and Education, Endorsement in Elementary EducationB128	BA PsychologyB158
BS Mathematics and Education, Endorsement in Secondary Education in Mathematics.....B130	BSWB160
	BA SociologyB162
	BS Software EngineeringB164
	BA Theatre ArtsB166

Appendix B: Curriculum Charts 2012-2013

AN12.GE12

Bachelor of Arts in Anthropology		
MAJOR REQUIREMENTS/ANTHROPOLOGY: 30 Credits		Credits
15 credits in Anthropology 250-level or higher	AN103: Cultural Anthropology	3.0
	AN104: Human Evolution & Racial Variation	3.0
	AN107: Introduction to Archaeology	3.0
	AN250+: _____	3.0
	AN250+: _____	3.0
	AN250+: _____	3.0
	AN250+: _____	3.0
	AN250+: _____	3.0
	AN426: Research Seminar in Anthropology	3.0
AN401: Anthropological Theory	3.0	
OUTSIDE MAJOR REQUIREMENTS: 21 Credits		Credits
SO101: Introduction to Sociology	3.0	
GO101: Principles of Human Geography	3.0	
PS101: Introduction to Political Science	3.0	
PL101: Introduction to Philosophy	3.0	
PY 103: Introduction to Psychology	3.0	
GO100: Introduction to Geography or GIS250: Introduction to Geographic Information Systems	3.0	
HS102: Western Civilization 2	3.0	
FREE ELECTIVE CREDITS: 41 - 47 Credits		Credits
	41.0 - 47.0	

AN12.GE12

Bachelor of Arts in Anthropology		
GENERAL EDUCATION REQUIREMENTS: 30 - 36 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	3 Credits from subject MA *(excluding MA050 and MA101)	3.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	Fulfilled in Outside the Major Requirements with GO100 or GIS250	0.0
Reasoned Oral Discourse	Fulfilled in Major Requirements with AN426	0.0
Historical Perspective	HS101: Western Civilization 1	3.0
Social Science	Fulfilled in Outside Major Requirements with PY 103	0.0
Historical Perspective/Social Sciences	Fulfilled in Outside Major Requirements with HS102	0.0
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD (a) and 3 Credits from courses designated with Course*Type: GU (b) or 6 Credits from the SAME foreign language	0.0 - 6.0
	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Anthropology designated with Course*Type: WT	0.0
		0.0
<i>(a) Fulfilled in Outside Major Requirements with GO101</i>		
<i>(b) May be fulfilled in Major Requirements; see you academic advisor</i>		

Minimum Credits for Bachelor of Arts in Anthropology = 128.0
NOTES:

* 58 credits must be completed at the 200 level or higher.

Bachelor of Arts in Anthropology and Education with Endorsement in Elementary Education			
MAJOR REQUIREMENTS/ANTHROPOLOGY: 30 Credits		MAJOR REQUIREMENTS/EDUCATION: 36 Credits (a)	
AN103: Cultural Anthropology	3.0	EDL201: Educational Psychology	3.0
AN104: Human Evolution & Racial Variation	3.0	EDL206: Child and Adolescent Development	3.0
AN107: Introduction to Archaeology	3.0	ED250: Foundations of Teaching and Learning	3.0
AN250+: _____	3.0	EDL326: Literacy Instructions in K-5 Ed. Set. I	3.0
AN250+: _____	3.0	ED320: Teaching Students with Diverse Needs	3.0
AN250+: _____	3.0	EDL327: Literacy Instruction in K-5 Ed. Set. II	3.0
AN250+: _____	3.0	EDL327N: NCATE Assessment	0.0
AN250+: _____	3.0	ED360: Methods of Teaching Elem. Mathematics	3.0
AN250+: _____	3.0	ED360N: NCATE Assessment	0.0
AN250+: _____	3.0	ED361: Methods of Teaching Science for Elem.	3.0
AN426: Research Seminar in Anthropology	3.0	ED361N: NCATE Assessment	0.0
AN401: Anthropological Theory	3.0	ED362: Teaching Elementary Social Studies	3.0
		ED362N: NCATE Assessment	0.0
		9 Credits as Follows (b):	
		ED416: Student Teaching AND	8.0
		ED416S: Seminar in Student Teaching	1.0
		OR	
		ED417: Supervised Student Teaching AND	8.0
		ED417S: Seminar - Supervised Student Teaching	1.0
OUTSIDE MAJOR (AN) REQUIREMENTS: 21 Credits		OUTSIDE MAJOR (EDE) REQUIREMENTS: 6 Credits	
SO101: Introduction to Sociology	3.0	PY103: Introduction to Psychology	0.0
GO101: Principles of Human Geography	3.0	<i>*(Fulfilled in Outside Major (AN) Requirements)</i>	
PS101: Introduction to Political Science	3.0	MA203: Foundations of Elem. Mathematics I	3.0
PL101: Introduction to Philosophy	3.0	MA204: Foundations of Elem. Mathematics II	3.0
PY103: Introduction to Psychology	3.0		
HS102: Western Civ. in World Perspective II	3.0		
GO100: Introduction to Geography			
or GIS250: Introduction to GIS	3.0		
FREE ELECTIVES: 2 - 8 Credits			Credits
_____ _____ _____ _____ _____ _____			2.0 -8.0
(a) Minimum grade of "C" required for Education Courses (b) Students must complete the appropriate test requirement(s) with a passing score PRIOR to Student Teaching.			

AN12EDE11GE12

Bachelor of Arts in Anthropology and Education with Endorsement in Elementary Education		
GENERAL EDUCATION REQUIREMENTS: 27 to 33 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Outside Major Requirements with MA203 or MA204	0.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	Fulfilled in Outside Major Requirements with GO100 or GIS250	0.0
Reasoned Oral Discourse	Fulfilled in Major Requirements with ED320 or AN426	0.0
Historical Perspective	HS101: Western Civilization I	3.0
Social Science	Fulfilled in Outside Major Requirements with SO101	0.0
Historical Perspective/Social Sciences	Fulfilled in Outside Major Requirements with HS102	0.0
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD (a)	0.0 - 6.0
	and 3 Credits from courses designated with Course*Type: GU (b)	
	or 6 Credits from the SAME foreign language	
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Anthropology (AN) designated with	0.0
	Course*Type: WT	0.0
	Two courses from Education (ED, EDL, EDS) designated with	0.0
	Course*Type: WT	0.0
<i>(a) Fulfilled in Outside Major Requirements with GO101</i>		
<i>(b) May be fulfilled within Major Requirements. See your academic advisor.</i>		

Minimum Credits for Bachelor of Arts in Anthropology and Education with Endorsement in Early Education = 128.0
ADDITIONAL ENDORSEMENTS AVAILABLE:
<ul style="list-style-type: none"> • TSD - Teacher of Students with Disabilities - Elementary • ESL - English as a Second Language - Elementary • P-3 Early Childhood Endorsement • Teacher of Supplemental Instruction in Reading/Mathematics K-8

NOTES:

- * 58 credits must be completed at the 200 level or higher.
- ** Education majors are required to have an overall GPA of 2.75 for State Certification.
- ***By state regulation, all Education Majors seeking content area endorsement must complete 12+ credits at the 300+ level in the content major.

BA Anthropology and Education, Endorsement in Elementary Education

Bachelor of Arts in Anthropology and Education with Endorsements in P3 and Teacher of Students with Disabilities			
MAJOR REQUIREMENTS/ANTHROPOLOGY: 30 Credits		MAJOR REQUIREMENTS/EARLY CHILDHOOD: 37 Credits (a)	
AN103: Cultural Anthropology	3.0	ED250: Foundations of Teaching and Learning	3.0
AN104: Human Evolution & Racial Variation	3.0	EDL280: Intro. to Early Childhood Education	3.0
AN107: Introduction to Archaeology	3.0	EDL325: Language & Early Literacy Development	3.0
AN250+: _____	3.0	EDL326: Literacy Instructions in K-5 Ed. Set. I	3.0
AN250+: _____	3.0	ED320: Teaching Students with Diverse Needs	3.0
AN250+: _____	3.0	EDL333: Family Partnerships/Early Childhood Set.	3.0
AN250+: _____	3.0	EDL363: Early Childhood Curriculum & Methods	4.0
AN250+: _____	3.0	EDL201: Educational Psychology	3.0
AN426: Research Seminar in Anthropology	3.0	EDL206: Child and Adolescent Development	3.0
AN401: Anthropological Theory	3.0	9 Credits as Follows (b) :	
		ED416: Student Teaching AND	8.0
		ED416S: Seminar in Student Teaching	1.0
		OR	
		ED417: Supervised Student Teaching AND	8.0
		ED417S: Seminar - Supervised Student Teaching	1.0
OUTSIDE MAJOR (AN) REQUIREMENTS: 21 Credits		OUTSIDE MAJOR (EARLY ED) REQUIREMENTS: 6 Credits	
SO101: Introduction to Sociology	3.0	PY103: Introduction to Psychology	0.0
GO101: Principles of Human Geography	3.0	<i>*(Fulfilled in Outside the Major (AN) Requirements)</i>	
PS101: Introduction to Political Science	3.0	MA203: Foundations of Elem. Mathematics I	3.0
PL101: Introduction to Philosophy	3.0	MA204: Foundations of Elem. Mathematics II	3.0
HS102: Western Civilization II	3.0		
PY103: Introduction to Psychology	3.0		
GO100: Introduction to Geography			
or GIS250: Introduction to Geo. Info. Systems	3.0		
TEACHER OF STUDENTS WITH DISABILITIES REQUIREMENTS: 18 Credits (a)			
ED320: Teaching Students with Diverse Needs		<i>*(Fulfilled in Education Major Requirements)</i>	0.0
EDL326: Literacy Instructions in K-5 Educational Settings I		<i>*(Fulfilled in Education Major Requirements)</i>	0.0
EDS332: Family, School, Community Partnerships and Resources, P-12			3.0
EDS336: Classroom Management			3.0
EDS338: Assessment Approaches P-12			3.0
EDS330: Human Exceptionalities			3.0
EDS350: Individual Curriculum and System Instructions for Special Education			3.0
EDS352: Curricula Methods and Materials			3.0
<i>(a) Minimum grade of "C" required for Education Courses</i>			
<i>(b) Students must complete the appropriate test requirement(s) with a passing score PRIOR to Student Teaching.</i>			

AN12YI11GE12

Bachelor of Arts in Anthropology and Education with Endorsements in P3 and Teacher of Students with Disabilities		
GENERAL EDUCATION REQUIREMENTS: 27 to 33 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in TSD Requirements with MA203 and/or MA204	0.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	Fulfilled in Outside Major Requirements with GO100 or GIS250	0.0
Reasoned Oral Discourse	Fulfilled in Major Requirements with ED320 or AN426	0.0
Historical Perspective	HS101: Western Civilization 1	3.0
Social Science	Fulfilled in Outside Major Requirements with SO101	0.0
Historical Perspective/Social Sciences	Fulfilled in Outside Major Requirements with HS102	0.0
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD (a)	0.0 - 6.0
	and 3 Credits from courses designated with Course*Type: GU (b)	
	or 6 Credits from the SAME foreign language	
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Anthropology (AN) designated with Course*Type: WT	0.0
	Two courses from Education (ED, EDL, EDS) designated with Course*Type: WT	0.0
	Course*Type: WT	0.0
(a) Fulfilled in Outside Major Requirements with GO101		
(b) May be fulfilled within Major Requirements. See your academic advisor.		

Minimum Credits for Bachelor of Arts in Anthropology and Education with Endorsements in P3 and Teacher of Students with Disabilities = 139.0 to 145.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

** Education majors are required to have an overall GPA of 2.75 for State Certification.

***By state regulation, all Education Majors seeking content area endorsement must complete 12+ credits at the 300+ level in the content major.

Bachelor of Arts in Art	
CORE REQUIREMENTS/ART: 30 Credits	Credits
AR113: Basic Design and Composition	3.0
AR114: Basic Design and Color	3.0
AR116: Three-Dimensional Design	3.0
AR172: Computer Graphics	3.0
AR181: Light and Lens: An Introduction to Photography and Video	3.0
AR191: Drawing I	3.0
AR192: Drawing II	3.0
AR241: History of Art I	3.0
AR242: History of Art II	3.0
 AR300+: 3 credits in Art History at the 300+ level	 3.0
 AR-REV: Sophomore Year Review	 0.0
AR-SHO: Senior Show	0.0
ART MAJOR REQUIREMENTS: 24 Credits	Credits
AR217: Sculpture I	3.0
AR218: Sculpture II	3.0
AR221: Painting I	3.0
AR222: Painting II	3.0
AR291: Drawing III	3.0
AR321: Painting III	3.0
 AR265: Hand Built Ceramics or AR266: Wheel Thrown Ceramics	 3.0
 AR381: Print: Intaglio/Relief or AR382: Print: Litho/Silkscreen or AR406: Creative Book Arts	 3.0
FREE ELECTIVES: Credits	Credits
Recommended: Any Art (AR) course at 300+ or 400+ levels and/or CO272	32.0

AR11.GE12

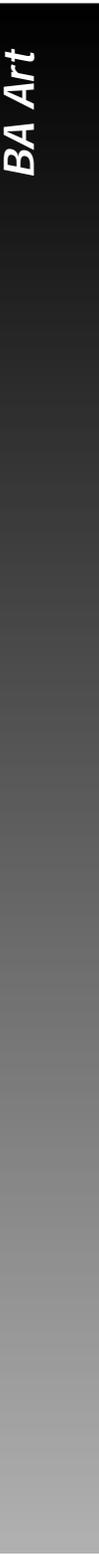
Bachelor of Arts in Art		
GENERAL EDUCATION REQUIREMENTS: 42 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN 101: College Composition I	3.0
	EN 102: College Composition II	3.0
Mathematics	3 Credits from MA excluding MA050 and MA101	3.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	Fulfilled in Major Requirements with required AR courses	0.0
Technological Literacy	Fulfilled in Major Requirements with AR172	0.0
Reasoned Oral Discourse	3 Credits from courses designated with Course*Type: RD	3.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	3 Credits from courses designated with Course*Type: SS.SV	3.0
Historical Perspective/Social Sciences	3 Credits from courses designated with Course*Type: HS.SV	3.0
	or 3 Credits from courses designated with Course*Type: SS.SV	
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD	6.0
	and 3 Credits from courses designated with Course*Type: GU*	
	or 6 Credits from the SAME foreign language	
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Art (AR) designated with Course*Type: WT	0.0
		0.0

Minimum Credits for Bachelor of Arts in Art = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

** The Department of Art and Design awards departmental honors to graduating seniors who successfully complete AR410 and AR411, and maintain a 3.50 major GPA, and a 3.00 overall GPA.



AR11.PHOTO12.GE12

Bachelor of Arts in Art with a Concentration in Photography	
CORE REQUIREMENTS/ART: 30 Credits	Credits
AR113: Basic Design and Composition	3.0
AR114: Basic Design and Color	3.0
AR116: Three-Dimensional Design	3.0
AR172: Computer Graphics	3.0
AR181: Light and Lens: An Introduction to Photography and Video	3.0
AR191: Drawing I	3.0
AR192: Drawing II	3.0
AR241: History of Art I	3.0
AR242: History of Art II	3.0
 AR300+: 3 credits in Art History at the 300+ level	 3.0
 AR-REV: Sophomore Year Review	 0.0
AR-SHO: Senior Show	0.0
PHOTOGRAPHY CONCENTRATION REQUIREMENTS: 32 to 33	Credits
AR183: Beginning Photo Practices	3.0
AR184: Intermediate Black & White Photography	3.0
 AR253: Digital Photography	 3.0
AR323: Sequence as Story	3.0
 AR244: History of Photography	 3.0
AR390: Animation/Motion Graphics I	3.0
 AR337: Art and Design Seminar	 3.0
or AR389: Art/Design Internship	2.0 - 3.0
 AR383: Web Design: Static	 3.0
AR313: Lighting Techniques	3.0
 AR353: Advanced Digital Photography	 3.0
AR402: Photography Portfolio	3.0
FREE ELECTIVES 23 - 27 Credits	Credits
Recommend: Any AR course at 200, 300, or 400 level and/or CO272	23.0 - 27.0

AR11.PHOTO12.GE12

Bachelor of Arts in Art with a Concentration in Photography		
GENERAL EDUCATION REQUIREMENTS: 42 to 48 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	3 Credits from MA excluding MA050 and MA101	3.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	Fulfilled in Major Requirements with any AR course	0.0
Technological Literacy	Fulfilled in Major Requirements with AR172	0.0
Reasoned Oral Discourse	3 Credits from courses designated with Course*Type: RD	3.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	3 Credits from courses designated with Course*Type: SS.SV	3.0
Historical Perspective/Social Sciences	3 Credits from courses designated with Course*Type: HS.SV	3.0
	or 3 Credits from courses designated with Course*Type: SS.SV	
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD	6.0
	*Fulfilled in Concentration Requirements with AR244	
	and 3 Credits from courses designated with Course*Type: GU	
	*May be fulfilled in Major Requirements with AR349	
	or 6 Credits from the SAME foreign language	
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Art (AR) designated with Course*Type: WT	0.0
		0.0

Minimum Credits for Bachelor of Arts in Art with a Concentration in Photography = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

** The Department of Art and Design awards departmental honors to graduating seniors who successfully complete AR410 and AR411, and maintain a 3.50 major GPA, and a 3.00 overall GPA.

Bachelor of Arts in Art and Education with Endorsement in Elementary Education			
MAJOR REQUIREMENTS/ART CORE: 30 Credits		MAJOR REQUIREMENTS/EDUCATION: 36 Credits (a)	
AR113: Basic Design and Composition	3.0	EDL201: Educational Psychology	3.0
AR114: Basic Design and Color	3.0	EDL206: Child and Adolescent Development	3.0
AR116: Three-Dimensional Design	3.0	ED250: Foundations of Teaching and Learning	3.0
AR172: Computer Graphics	3.0	EDL326: Literacy Instructions in K-5 Ed. Set. I	3.0
AR181: Light & Lens: Intro. to Photo. & Video	3.0	ED320: Teaching Students with Diverse Needs	3.0
AR191: Drawing I	3.0	EDL327: Literacy Instruction in K-5 Ed. Set. II	3.0
AR192: Drawing II	3.0	EDL327N: NCATE Assessment	0.0
AR241: History of Art I	3.0	ED360: Methods of Teaching Elem. Mathematics	3.0
AR242: History of Art II	3.0	ED360N: NCATE Assessment	0.0
3 credits in Art History at the 300+ level		ED361: Methods of Teaching Science for Elem.	3.0
AR300+: _____	3.0	ED361N: NCATE Assessment	0.0
AR-REV: Sophomore Year Review	0.0	ED362: Teaching Elementary Social Studies	3.0
AR-SHO: Senior Show	0.0	ED362N: NCATE Assessment	0.0
		9 Credits as Follows (b):	
		ED416: Student Teaching AND	8.0
		ED416S: Seminar in Student Teaching	1.0
		OR	
		ED417: Supervised Student Teaching AND	8.0
		ED417S: Seminar - Supervised Student Teaching	1.0
ART MAJOR REQUIREMENTS: 24 Credits		EDUCATION OUTSIDE MAJOR REQUIREMENTS: 9 Credits	
AR217: Sculpture I	3.0	PY103: Introduction to Psychology	3.0
AR218: Sculpture II	3.0		
AR221: Painting I	3.0	MA203: Foundations of Elementary Mathematics I	3.0
AR222: Painting II	3.0		
AR291: Drawing III	3.0	MA204: Foundations of Elementary Mathematics II	3.0
AR321: Painting III	3.0		
AR265: Hand Built Ceramics			
or AR266: Wheel Thrown Ceramics	3.0		
AR381: Print: Intaglio/Relief			
or AR382: Print: Litho/Silkscreen			
or AR406: Creative Book Arts	3.0		
ART METHOD REQUIREMENTS: 6 Credits		Credits	
	AR351: Methods of Teaching Art I		3.0
	AR352: Methods of Teaching Art II		3.0
<p>(a) Minimum grade of "C" required for Education Courses</p> <p>(b) Students must complete the appropriate test requirement(s) with a passing score PRIOR to Student Teaching.</p>			

AR11EDE11GE12

Bachelor of Arts in Art and Education with Endorsement in Elementary Education		
GENERAL EDUCATION REQUIREMENTS: 33 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Outside Major Requirements with MA203 or MA204	0.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	Fulfilled in Major Requirements with required AR courses	0.0
Technological Literacy	Fulfilled in Major Requirements with AR172	0.0
Reasoned Oral Discourse	Fulfilled in Major Requirements with ED320	0.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	Fulfilled in Outside Major Requirements with PY103	0.0
Historical Perspective/Social Sciences	3 Credits from courses designated with Course*Type: HS.SV	3.0
	or 3 Credits from courses designated with Course*Type: SS.SV	
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD	6.0
	and 3 Credits from courses designated with Course*Type: GU*	
	or 6 Credits from the SAME foreign language	
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Art (AR) designated with Course*Type: WT	0.0
		0.0
	Two courses from Education (ED, EDL, EDS) designated with Course*Type: WT	0.0

Minimum Credits for Bachelor of Arts in Art and Education with Endorsement in Elementary Education = 138.0

ADDITIONAL ENDORSEMENTS AVAILABLE:

- TSD - Teacher of Students with Disabilities - Elementary
- ESL - English as a Second Language - Elementary
- P-3 Early Childhood Endorsement
- Teacher of Supplemental Instruction in Reading/Mathematics K-8

NOTES:

* 58 credits must be completed at the 200 level or higher.

** Education majors are required to have an overall GPA of 2.75 for State Certification.

***By state regulation, all Education Majors seeking content area endorsement must complete 12+ credits at the 300+ level in the content major.

Bachelor of Arts in Art and Education with Endorsement in K-12 Education in Art			
MAJOR REQUIREMENTS/ART CORE: 30 Credits		MAJOR REQUIREMENTS/EDUCATION: 24 Credits (a)	
AR113: Basic Design and Composition	3.0	ED250: Foundations of Teaching and Learning	3.0
AR114: Basic Design and Color	3.0	EDL201: Educational Psychology	3.0
AR116: Three-Dimensional Design	3.0	EDL206: Child and Adolescent Development	3.0
AR172: Computer Graphics	3.0	ED319: Content Literacy	3.0
AR181: Light & Lens: Intro. to Photo. & Video	3.0	ED319N: NCATE Assessment	0.0
AR191: Drawing I	3.0	ED320: Teaching Students with Diverse Needs	3.0
AR192: Drawing II	3.0		
AR241: History of Art I	3.0	9 Credits as Follows (b):	
AR242: History of Art II	3.0	ED416: Student Teaching AND	8.0
		ED416S: Seminar in Student Teaching	1.0
3 credits in Art History at the 300+ level		*OR*	
AR300+: _____	3.0		
AR-REV: Sophomore Year Review	0.0	ED417: Supervised Student Teaching AND	8.0
AR-SHO: Senior Show	0.0	ED417S: Seminar - Supervised Student Teaching	1.0
ART MAJOR REQUIREMENTS: 24 Credits		EDUCATION OUTSIDE MAJOR REQUIREMENTS: 6 Credits	
AR217: Sculpture I	3.0	PY103: Introduction to Psychology	3.0
AR218: Sculpture II	3.0		
AR221: Painting I	3.0	MA100: Quantitative Reasoning and Problem Solving	
AR222: Painting II	3.0	*OR*	
AR291: Drawing III	3.0		
AR321: Painting III	3.0	MA203: Foundations of Elementary Mathematics I	3.0
AR265: Hand Built Ceramics			
or AR266: Wheel Thrown Ceramics	3.0		
AR381: Print: Intaglio/Relief			
or AR382: Print: Litho/Silkscreen			
or AR406: Creative Book Arts	3.0		
ART METHOD REQUIREMENTS: 9 Credits		Credits	
		ED351: Methods of Teaching Art I	3.0
		ED352: Methods of Teaching Art II	3.0
		ED377: Integrated Teaching Methods K-12	3.0
FREE ELECTIVES: 2 Credits		Credits	
_____			2.0

<p>(a) Minimum grade of "C" required for Education Courses</p> <p>(b) Students must complete the appropriate test requirement(s) with a passing score PRIOR to Student Teaching.</p>			

AR11EDS11GE12

Bachelor of Arts in Art and Education with Endorsement in K-12 Education in Art		
GENERAL EDUCATION REQUIREMENTS: 33 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Outside Major Requirements with MA203 or MA204	0.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	Fulfilled in Major Requirements with required AR courses	0.0
Technological Literacy	Fulfilled in Art Major Requirements with AR172	0.0
Reasoned Oral Discourse	Fulfilled in Education Major Requirements with ED320	0.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	Fulfilled in Education Outside Major Requirements with PY103	0.0
Historical Perspective/Social Sciences	3 Credits from courses designated with Course*Type: HS.SV	3.0
	or 3 Credits from courses designated with Course*Type: SS.SV	
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD	6.0
	and 3 Credits from courses designated with Course*Type: GU*	
	or 6 Credits from the SAME foreign language	
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Art (AR) designated with Course*Type: WT	0.0
	Two courses from Education (ED, EDL, EDS) designated with Course*Type: WT	0.0
		0.0

Minimum Credits for Bachelor of Arts in Art and Education with Endorsement in K-12 Education in Art = 128.0
<p style="text-align: center;">ADDITIONAL ENDORSEMENTS AVAILABLE:</p> <ul style="list-style-type: none"> • TSD - Teacher of Students with Disabilities - K-12 • ESL - English as a Second Language - K-12

NOTES:

- * 58 credits must be completed at the 200 level or higher.
- ** Education majors are required to have an overall GPA of 2.75 for State Certification.
- ***By state regulation, all Education Majors seeking content area endorsement must complete 12+ credits at the 300+ level in the content major.

BY12.GE12

Bachelor of Science in Biology	
MAJOR REQUIREMENTS/BIOLOGY: 45 Credits (a)	Credits
<div style="display: flex; justify-content: space-between;"> <div style="width: 80%;"> <p>BY109: Intro to Biodiversity & Evolution</p> <p>BY110: Intro to Cell & Molecular Biology</p> <p>BY205: Zoology</p> <p>BY214: Botany</p> <p>BY223: General Microbiology</p> <p>BY310: Biochemistry and Laboratory</p> <p>BY370: Cell Biology</p> <p>BY375L: Lab Molecular & Cell</p> <p>BY423: Genetics</p> <p>BY425: Principles of Developmental Biology</p> </div> <div style="width: 15%; text-align: right;"> <p>4.0</p> <p>4.0</p> <p>3.0</p> <p>3.0</p> <p>4.0</p> <p>4.0</p> <p>3.0</p> <p>3.0</p> <p>4.0</p> <p>4.0</p> </div> </div>	
<div style="display: flex; justify-content: space-between;"> <div style="width: 80%;"> <p>8 Credits of Biology Electives from among:</p> <p>BY211, BY212, BY340, BY324, BY406, BY410, BY475, BY499</p> <p>BY495: Senior Seminar</p> </div> <div style="width: 15%; text-align: right;"> <p>8.0</p> <p>1.0</p> </div> </div>	
REQUIREMENTS OUTSIDE MAJOR: 30 Credits	Credits
<div style="display: flex; justify-content: space-between;"> <div style="width: 80%;"> <p>MA115: Introduction to Mathematics Models in Biological Science or MA116: Calculus for the Biological Science or MA125: Calculus with Analytic Geometry I</p> <p>MA151: Statistics with Applications</p> <p>CE111: General Chemistry</p> <p>CE111L: General Chemistry Lab</p> <p>CE112: General Chemistry</p> <p>CE112L: General Chemistry Lab</p> <p>CE241: Organic Chemistry</p> <p>CE241L: Organic Chemistry Lab</p> <p>CE242: Organic Chemistry</p> <p>PH105: Physics for the Life Sciences</p> <p>PH105L: Physics for the Life Sciences Lab</p> <p>PH106: Physics for the Life Sciences</p> <p>PH106L: Physics for the Life Sciences Lab</p> </div> <div style="width: 15%; text-align: right;"> <p>3.0</p> <p>3.0</p> <p>3.0</p> <p>1.0</p> <p>3.0</p> <p>1.0</p> <p>3.0</p> <p>3.0</p> <p>3.0</p> <p>3.0</p> <p>3.0</p> <p>3.0</p> <p>1.0</p> <p>3.0</p> <p>1.0</p> </div> </div>	
FREE ELECTIVES: 17 Credits	Credits
<div style="display: flex; justify-content: space-between;"> <div style="width: 80%;"> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> </div> <div style="width: 15%; text-align: right;"> <p>17.0</p> </div> </div>	
<p>(a) Courses BY101 through BY108 are not used to calculate major GPA.</p> <p>(b) BY102, BY104, BY105, and BY106 are not available to BY majors.</p>	

BY12.GE12

Bachelor of Science in Biology		
GENERAL EDUCATION REQUIREMENTS: 36 Credits		Credits
First Year Seminar	FY-101: First Year Seminar *(Select Section "BY")	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Outside Major Requirements with MA115, MA116, MA125, or MA151	0.0
Natural Sciences	Fulfilled in Major Requirements with required BY courses	0.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	IT102: Information Technology for Scientists	3.0
Reasoned Oral Discourse	Fulfilled in Major Requirements with BY375L and BY495	0.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	3 Credits from courses designated with Course*Type: SS.SV	3.0
Historical Perspective/Social Sciences	3 Credits from courses designated with Course*Type: HS.SV or 3 Credits from courses designated with Course*Type: SS.SV	3.0
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD and 3 Credits from courses designated with Course*Type: GU or 6 Credits from the SAME foreign language	6.0
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Biology (BY) designated with Course*Type: WT	0.0
		0.0

Minimum Credits for Bachelor of Science in Biology = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

BY.MC12.GE12

Bachelor of Science in Biology with a Concentration in Molecular Cell Physiology	
MAJOR REQUIREMENTS/BIOLOGY - MOLECULAR CELL PHYSIOLOGY: 48 Credits	Credits
BY109: Intro to Biodiversity & Evolution	4.0
BY110: Intro to Cell & Molecular Biology	4.0
BY211: Physiology with Anatomy I	4.0
BY212: Physiology with Anatomy II	4.0
BY223: General Microbiology	4.0
BY310: Biochemistry and Laboratory	4.0
BY370: Cell Biology	3.0
BY375L: Lab Molecular & Cell	3.0
BY410: Molecular Biology	3.0
BY423: Genetics	4.0
BY425: Principles of Developmental Biology	4.0
 6 Credits designated with Course*Type: "MC"	 6.0
BY495: Senior Seminar	1.0
REQUIREMENTS OUTSIDE MAJOR: 30 Credits	Credits
MA115: Intro to Mathematics Modeling in the Biological Sciences	3.0
or MA116: Calculus for the Biological Sciences	
or MA125: Calculus with Analytic Geometry I	
 MA151: Statistics with Applications	 3.0
CE111: General Chemistry	3.0
CE111L: General Chemistry Lab	1.0
CE112: General Chemistry	3.0
CE112L: General Chemistry Lab	1.0
CE241: Organic Chemistry	3.0
CE241L: Organic Chemistry Lab	2.0
CE242: Organic Chemistry	3.0
PH105: Physics for the Life Sciences	3.0
PH105L: Physics for the Life Sciences Lab	1.0
PH106: Physics for the Life Sciences	3.0
PH106L: Physics for the Life Sciences Lab	1.0
FREE ELECTIVES: 14 Credits	Credits
_____	14.0

<p>(a) Courses BY101 through BY108 are not used to calculate major GPA. (b) BY102, BY104, BY105, and BY106 are not available to BY majors.</p>	

BY.MC12.GE12

Bachelor of Science in Biology with a Concentration in Molecular Cell Physiology		
GENERAL EDUCATION REQUIREMENTS: 36 Credits		Credits
First Year Seminar	FY-101: First Year Seminar *(Select Section "BY")	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Outside Major Requirements with MA115, MA116, MA125, or MA151	0.0
Natural Sciences	Fulfilled in Major Requirements with required BY courses	0.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	IT102: Information Technology for Scientists	3.0
Reasoned Oral Discourse	Fulfilled in Major Requirements with BY375L and BY495	0.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	3 Credits from courses designated with Course*Type: SS.SV	3.0
Historical Perspective/Social Sciences	3 Credits from courses designated with Course*Type: HS.SV	3.0
	or 3 Credits from courses designated with Course*Type: SS.SV	
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD	6.0
	and 3 Credits from courses designated with Course*Type: GU	
	or 6 Credits from the SAME foreign language	
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Biology (BY) designated with Course*Type: WT	0.0
		0.0

Minimum Credits for Bachelor of Science in Biology with a Concentration in Molecular Cell Physiology = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

Bachelor of Science in Biology and Education with Endorsement in Elementary Education			
MAJOR REQUIREMENTS/BIOLOGY: 45 Credits (a)		MAJOR REQUIREMENTS/EDUCATION: 36 Credits (c)	
BY109: Intro to Biodiversity & Evolution	4.0	EDL201: Educational Psychology	3.0
BY110: Intro to Cell & Molecular Biology	4.0	EDL206: Child and Adolescent Development	3.0
BY205: Zoology	3.0	ED250: Foundations of Teaching and Learning	3.0
BY214: Botany	3.0	EDL326: Literacy Instruction in K-5 Educational Settings I	3.0
BY223: General Microbiology	4.0	ED320: Teaching Students with Diverse Needs	3.0
BY310: Biochemistry and Laboratory	4.0	EDL327: Literacy Instruction in K-5 Educational Settings II	3.0
BY370: Cell Biology	3.0	EDL327N: NCATE Assessment	0.0
BY375L: Lab Molecular & Cell	3.0	ED360: Methods of Teaching Elementary Mathematics	3.0
BY423: Genetics	4.0	ED360N: NCATE Assessment	0.0
BY425: Principles of Developmental Biology	4.0	ED361: Methods of Teaching Science for Elementary School	3.0
8 crs. of BY electives from among: BY211, BY212, BY340, BY324, BY406, BY410, BY475, BY499	8.0	ED361N: NCATE Assessment	0.0
BY495: Senior Seminar	1.0	ED362: Teaching Elementary Social Studies	3.0
BIOLOGY OUTSIDE MAJOR REQUIREMENTS: 30 Credits		ED362N: NCATE Assessment	0.0
MA115: Intro to Mathematical Mod. in Bio.		9 Credits as Follows (d):	
OR MA116: Calculus for Biological Sciences		ED416: Student Teaching AND	8.0
OR MA125: Calculus with Analytic Geometry I	3.0	ED416S: Seminar in Student Teaching	1.0
MA151: Statistics with Applications	3.0	*OR*	
CE111: General Chemistry	3.0	ED417: Supervised Student Teaching AND	8.0
CE111L: General Chemistry Lab	1.0	ED417S: Seminar - Supervised Student Teaching	1.0
CE112: General Chemistry	3.0	EDUCATION OUTSIDE MAJOR REQUIREMENTS: 3 Credits	
CE112L: General Chemistry Lab	1.0	PY103: Introduction to Psychology	3.0
CE241: Organic Chemistry	3.0		
CE241L: Organic Chemistry Lab	2.0		
CE242: Organic Chemistry	3.0		
PH105: Physics for the Life Sciences	3.0		
PH105L: Physics for the Life Sciences Lab	1.0		
PH106: Physics for the Life Sciences	3.0		
PH106L: Physics for the Life Sciences Lab	1.0		
<p>(a) Courses BY101 through BY108 are not used to calculate major GPA. (b) BY102, BY104, BY105, and BY106 are not available to BY majors. (c) Minimum grade of "C" required for Education Courses (d) Students must complete the appropriate test requirement(s) with a passing score PRIOR to Student Teaching.</p>			

BY12EDE11GE12

Bachelor of Science in Biology and Education with Endorsement in Elementary Education		
GENERAL EDUCATION REQUIREMENTS: 33 Credits		Credits
First Year Seminar	FY-101: First Year Seminar *(Select Section "BY")	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Biology Outside Major Requirements with MA115, or MA116, or MA125, or MA151	0.0
Natural Sciences	Fulfilled in Major Requirements with required BY courses	0.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	IT102: Information Technology for Scientists	3.0
Reasoned Oral Discourse	Fulfilled in Major Requirements with BY375L, or ED320	0.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	Fulfilled in Outside Major Requirements with PY 103	0.0
Historical Perspective/Social Sciences	3 Credits from courses designated with Course*Type: HS.SV	3.0
	or 3 Credits from courses designated with Course*Type: SS.SV	
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD	6.0
	or 3 Credits from courses designated with Course*Type: GU	
Experimental Education	6 Credits from the SAME foreign language	0.0
	One course designated with Course*Type: EX	
Writing Intensive	Two courses from Biology (BY) designated with Course*Type: WT	0.0
	Two courses from Education (ED, EDL, EDS) designated with Course*Type: WT	0.0
		0.0

Minimum Credits for Bachelor of Science in Biology and Education with Endorsement in Elementary Education = 147.0
ADDITIONAL ENDORSEMENTS AVAILABLE: • TSD - Teacher of Students with Disabilities - Elementary • ESL - English as a Second Language - Elementary • P-3 Early Childhood Endorsement • MID-SCI - Middles School Science • Teacher of Supplemental Instruction in Reading/Mathematics K-8

NOTES:

- * 58 credits must be completed at the 200 level or higher.
- ** Education majors are required to have an overall GPA of 2.75 for State Certification.
- ***By state regulation, all Education Majors seeking content area endorsement must complete 12+ credits at the 300+ level in the content major.

BS Biology and Education, Endorsement in Elementary Education

Bachelor of Science in Biology and Education with Endorsement in Secondary Education in Biology			
MAJOR REQUIREMENTS/BIOLOGY: 45 Credits (a)		MAJOR REQUIREMENTS/EDUCATION: 24 Credits (c)	
BY109: Intro to Biodiversity & Evolution	4.0	ED250: Foundations of Teaching and Learning	3.0
BY110: Intro to Cell & Molecular Biology	4.0	EDL201: Educational Psychology	3.0
BY205: Zoology	3.0	EDL206: Child and Adolescent Development	3.0
BY214: Botany	3.0	ED319: Content Literacy	3.0
BY223: General Microbiology	4.0	ED319N: NCATE Assessment	0.0
BY310: Biochemistry and Laboratory	4.0	ED320: Teaching Students with Diverse Needs	3.0
BY370: Cell Biology	3.0	9 Credits as Follows (d):	
BY375L: Lab Molecular & Cell	3.0	ED416: Student Teaching AND	8.0
BY423: Genetics	4.0	ED416S: Seminar in Student Teaching	1.0
BY425: Principles of Developmental Biology	4.0	*OR*	
8 crs. of BY electives from among: BY211, BY212, BY340, BY324, BY406, BY410, BY475, BY499	8.0	ED417: Supervised Student Teaching AND	8.0
BY495: Senior Seminar	1.0	ED417S: Seminar - Supervised Student Teaching	1.0
BIOLOGY OUTSIDE MAJOR REQUIREMENTS: 30 Credits		EDUCATION METHODS REQUIREMENTS: 6 Credits (b)	
MA115: Intro to Mathematical Mod. in Bio.		ED369: Methods of Teaching Science for the Secondary Teacher Part I	
OR MA116: Calculus for Biological Sciences	3.0	*OR* ED375: Integrated Secondary Teaching Methods Part I	3.0
OR MA125: Calculus with Analytic Geometry I		ED370: Methods of Teaching Science for the Secondary Teacher Part I	
MA151: Statistics with Applications	3.0	*OR* ED376: Integrated Secondary Teaching Methods Part I	3.0
CE111: General Chemistry	3.0	EDUCATION OUTSIDE MAJOR REQUIREMENTS: 3 Credits	
CE111L: General Chemistry Lab	1.0	PY103: Introduction to Psychology	
CE112: General Chemistry	3.0		
CE112L: General Chemistry Lab	1.0		
CE241: Organic Chemistry	3.0		
CE241L: Organic Chemistry Lab	2.0		
CE242: Organic Chemistry	3.0		
PH105: Physics for the Life Sciences	3.0		
PH105L: Physics for the Life Sciences Lab	1.0		
PH106: Physics for the Life Sciences	3.0		
PH106L: Physics for the Life Sciences Lab	1.0		
<p>(a) Courses BY101 through BY108 are not used to calculate major GPA.</p> <p>(b) BY102, BY104, BY105, and BY106 are not available to BY majors.</p> <p>(c) Minimum grade of "C" required for Education Courses</p> <p>(d) Students must complete the appropriate test requirement(s) with a passing score PRIOR to Student Teaching.</p>			

BY12EDS11GE12

Bachelor of Science in Biology and Education with Endorsement in Secondary Education in Biology		
GENERAL EDUCATION REQUIREMENTS: 33 Credits		Credits
First Year Seminar	FY-101: First Year Seminar *(Select Section "BY")	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Biology Outside Major Requirements with MA115, or MA116, or MA125, and/or MA151	0.0
Natural Sciences	Fulfilled in Major Requirements with required BY courses	0.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	IT102: Information Technology for Scientists	3.0
Reasoned Oral Discourse	Fulfilled in Major Requirements with BY375L, or ED320	0.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	Fulfilled in Education Outside Major Requirements with PY103	0.0
Historical	3 Credits from courses designated with Course*Type: HS.SV	3.0
	or 3 Credits from courses designated with Course*Type: SS.SV	
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD	6.0
	and 3 Credits from courses designated with Course*Type: GU	
	or 6 Credits from the SAME foreign language	
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Biology (BY) designated with Course*Type: WT	0.0
	Two courses from Education (ED, EDL, EDS) designated with Course*Type: WT	0.0
		0.0

Minimum Credits for Bachelor of Science in Biology and Education with Endorsement in Secondary Education in Biology = 141.0

ADDITIONAL ENDORSEMENTS AVAILABLE:

- TSD - Teacher of Students with Disabilities - Secondary
- ESL - English as a Second Language - Secondary

NOTES:

* 58 credits must be completed at the 200 level or higher.

** Education majors are required to have an overall GPA of 2.75 for State Certification.

*** By state regulation, all Education Majors seeking content area endorsement must complete 12+ credits at the 300+ level in the content major.

Bachelor of Science in Business Administration with a Concentration in Accounting	
MAJOR REQUIREMENTS/BUSINESS: 42 Credits	Credits
BA251: Principles of Financial Accounting BA252: Principles of Managerial Accounting BE201: Microeconomics BE202: Macroeconomics BF301: Principles of Finance BE/BF304: Money, Credit, and Financial Institutions BK250: Principles of Marketing BE251: Business Statistics BL201: Legal Environment of Business I BM250: Principles of Management & Organizational Behavior BA430: Accounting Information Systems BM350: Operations Management BM327: Ethics, Diversity, and Social Responsibility BM490: Strategic Management	3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0
CONCENTRATION REQUIREMENTS/ACCOUNTING: 27 Credits	Credits
BL202: Legal Environment of Business II BA311: Intermediate Accounting I BA312: Intermediate Accounting II BA413: Auditing Theory BA316: Individual Income Tax BA417: Business Income Taxation BA320: Managerial Cost Analysis BA401: Advanced Accounting BA425: International Accounting	3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0
REQUIREMENTS OUTSIDE MAJOR: 18 Credits	Credits
CO225: Business and Professional Communication MA117: Quantitative Analysis for Business I MA118: Quantitative Analysis for Business II IT150: Information Technology HS310: Business and Economic Development of the United States PS101: Introduction to Political Science or PS103: American National Government or SO101: Introduction to Sociology or PY103: Introduction to Psychology	3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0
FREE ELECTIVES: 8 Credits	Credits
_____ _____ _____ _____	8.0

BUBA11.GE12

Bachelor of Science in Business Administration with a Concentration in Accounting		
GENERAL EDUCATION REQUIREMENTS: 33 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Outside Major Requirements with MA117 or MA118	0.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	Fulfilled in Outside Major Requirements with IT150	0.0
Reasoned Oral Discourse	Fulfilled in Outside Major Requirements with CO225	0.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	Fulfilled in Outside Major Requirements with PS101 or PS103 or with PY103 or with SO101	0.0
Historical Perspective/Social Sciences	Fulfilled in Major Requirements with BE201 or with BE202	0.0
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD	6.0
	and 3 Credits from courses designated with Course*Type: GU or 6 Credits from the SAME foreign language	
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Business (BA, BE, BF, BK, BM, BL, BR) designated with Course*Type: WT	0.0
		0.0

Minimum Credits for Bachelor of Science in Business Administration with a Concentration in Accounting = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

** Business majors are required to complete at least 50% of their major and concentration requirements at Monmouth University.

BUBE10.GE12

Bachelor of Science in Business Administration with a Concentration in Economics	
MAJOR REQUIREMENTS/BUSINESS: 42 Credits	Credits
BA251: Principles of Financial Accounting	3.0
BA252: Principles of Managerial Accounting	3.0
BE201: Microeconomics	3.0
BE202: Macroeconomics	3.0
BF301: Principles of Finance	3.0
BL201: Legal Environment of Business I	3.0
BE/BF304: Money, Credit, & Financial Institutions	3.0
BK250: Principles of Marketing	3.0
BM250: Principles of Management & Organizational Behavior	3.0
BE251: Business Statistics	3.0
BM311: Management Information Systems	3.0
BM327: Ethics, Diversity, and Social Responsibility	3.0
BM350: Operations Management	3.0
BM490: Strategic Management	3.0
CONCENTRATION REQUIREMENTS/ECONOMICS: 15 Credits	Credits
BE305: Intermediate Macroeconomics or BE307: Managerial Economics	3.0
BE403: Economic Growth & Development or BF421: International Finance	3.0
BE300+: _____	3.0
BE300+: _____	3.0
BE300+: _____	3.0
REQUIREMENTS OUTSIDE MAJOR: 18 Credits	Credits
MA117: Quantitative Analysis for Business I	3.0
MA118: Quantitative Analysis for Business II	3.0
IT150: Information Technology	3.0
CO225: Business and Professional Communication	3.0
HS310: Business and Economic Development of the United States	3.0
PS101: Introduction to Political Science or PS103: American National Government or SO101: Introduction to Sociology or PY103: Introduction to Psychology	3.0
FREE ELECTIVES: 20 Credits	Credits
_____	20.0

BUBE10.GE12

Bachelor of Science in Business Administration with a Concentration in Economics		
GENERAL EDUCATION REQUIREMENTS: 33 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Requirements Outside Major with MA117 or MA118	0.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	Fulfilled in Requirements Outside Major with IT150	0.0
Reasoned Oral Discourse	Fulfilled in Requirements Outside Major with CO225	0.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	Fulfilled in Outside Major Requirements with PS101 or PS103 or PY103 or SO101	0.0
Historical Perspective/Social Sciences	Fulfilled in Major Requirements with BE201 or BE202	0.0
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD	6.0
	and 3 Credits from courses designated with Course*Type: GU	
	or 6 Credits from the SAME foreign language	
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Business (BA, BE, BF, BK, BM, BL, BR)	0.0
	designated with Course*Type: WT	0.0

Total Credits for Bachelor of Science in Business Administration with a Concentration in Economics = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

** Business majors are required to complete at least 50% of their major and concentration requirements at Monmouth University.

Bachelor of Science in Business Administration with a Concentration in Finance	
MAJOR REQUIREMENTS/BUSINESS: 42 Credits	Credits
BA251: Principles of Financial Accounting	3.0
BA252: Principles of Managerial Accounting	3.0
BE201: Microeconomics	3.0
BE202: Macroeconomics	3.0
BF301: Principles of Finance	3.0
BL201: Legal Environment of Business I	3.0
BE/BF304: Money, Credit, & Financial Institutions	3.0
BK250: Principles of Marketing	3.0
BM250: Principles of Management & Organizational Behavior	3.0
BE251: Business Statistics	3.0
BM311: Management Information Systems	3.0
BM327: Ethics, Diversity, and Social Responsibility	3.0
BM350: Operations Management	3.0
BM490: Strategic Management	3.0
CONCENTRATION REQUIREMENTS: 15 Credits	Credits
BF431: Managerial Finance	3.0
BE403: Economic Growth & Development or BF421: International Finance	3.0
BF300+: _____	3.0
BF300+: _____	3.0
BF300+: _____	3.0
REQUIREMENTS OUTSIDE MAJOR: 18 Credits	Credits
MA117: Quantitative Analysis for Business I	3.0
MA118: Quantitative Analysis for Business II	3.0
IT150: Information Technology	3.0
CO225: Business and Professional Communication	3.0
HS310: Business and Economic Development of the United States	3.0
PS101: Introduction to Political Science or PS103: American National Government or PY103: Introduction to Psychology or SO101: Introduction to Sociology	3.0
FREE ELECTIVES: 20 Credits	Credits
_____	20.0

BUBF12.GE12

Bachelor of Science in Business Administration with a Concentration in Finance		
GENERAL EDUCATION REQUIREMENTS: 33 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Requirements Outside Major with MA117 or MA118	0.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	Fulfilled in Requirements Outside Major with IT150	0.0
Reasoned Oral Discourse	Fulfilled in Requirements Outside Major with CO225	0.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	Fulfilled in Outside Major Requirements with PS101 or PS103 or PY103 or SO101	0.0
Historical Perspective/Social Sciences	Fulfilled in Major Requirements with BE201 or BE202	0.0
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD	6.0
	and 3 Credits from courses designated with Course*Type: GU or 6 Credits from the SAME foreign language	
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Business (BA, BE, BF, BK, BM, BL, BR)	0.0
	designated with Course*Type: WT	0.0

Minimum Credits For Bachelor of Science in Business Administration with a Concentration in Finance = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

** Business majors are required to complete at least 50% of their major and concentration requirements at Monmouth University.

BUBEF11.GE12

Bachelor of Science in Business Administration with Concentrations in Economics and Finance	
MAJOR REQUIREMENTS/BUSINESS: 42 Credits	Credits
BA251: Principles of Financial Accounting	3.0
BA252: Principles of Managerial Accounting	3.0
BE201: Microeconomics	3.0
BE202: Macroeconomics	3.0
BF301: Principles of Finance	3.0
BE/BF304: Money, Credit, & Financial Institutions	3.0
BK250: Principles of Marketing	3.0
BE251: Business Statistics	3.0
BL201: Legal Environment of Business I	3.0
BM250: Principles of Management & Organizational Behavior	3.0
BM311: Management Information Systems	3.0
BM350: Operations Management	3.0
BM327: Ethics, Diversity, and Social Responsibility	3.0
BM490: Strategic Management	3.0
CONCENTRATION REQUIREMENTS/ECONOMICS - FINANCE: 27 Credits	Credits
BF431: Managerial Finance	3.0
BE305: Intermediate Macroeconomics or BE307: Managerial Economics	3.0
BE403: Economic Growth & Development or BF421: International Finance	3.0
BE300+: _____	3.0
BE300+: _____	3.0
BE300+: _____	3.0
BF300+: _____	3.0
BF300+: _____	3.0
BF300+: _____	3.0
REQUIREMENTS OUTSIDE MAJOR: 18 Credits	Credits
MA117: Quantitative Analysis for Business I	3.0
MA118: Quantitative Analysis for Business II	3.0
IT150: Information Technology	3.0
CO225: Business and Professional Communication	3.0
HS310: Business and Economic Development of the United States	3.0
PS101: Introduction to Political Science: Power and Globalization or PS103: American National Government or SO101: Introduction to Sociology or PY103: Introduction to Psychology	3.0
FREE ELECTIVES: 8 Credits	Credits
_____	8.0

BUBEF11.GE12

Bachelor of Science in Business Administration with Concentrations in Economics and Finance		
GENERAL EDUCATION REQUIREMENTS: 33 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Requirements Outside Major with MA117 or MA118	0.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	Fulfilled in Requirements Outside Major with IT150	0.0
Reasoned Oral Discourse	Fulfilled in Requirements Outside Major with CO225	0.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	Fulfilled in Outside Major Requirements with PS101 or PS103 or PY103 or SO101	0.0
Historical Perspective/Social Sciences	Fulfilled in Major Requirements with BE201 or BE202	0.0
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD	6.0
	and 3 Credits from courses designated with Course*Type: GU or 6 Credits from the SAME foreign language	
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Business (BA, BE, BF, BK, BM, BL, BR)	0.0
	designated with Course*Type: WT	0.0

Minimum Credits for Bachelor of Science in Business Administration with Concentrations in Economics and Finance = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

** Business majors are required to complete at least 50% of their major and concentration requirements at Monmouth University.

Bachelor of Science in Business Administration with a Concentration in International Business	
MAJOR REQUIREMENTS/BUSINESS: 42 Credits	Credits
BA251: Principles of Financial Accounting BA252: Principles of Managerial Accounting BE201: Microeconomics BE202: Macroeconomics BF301: Principles of Finance BL201: Legal Environment of Business I BE/BF304: Money, Credit, and Financial Institutions BK250: Principles of Marketing BM250: Principles of Management & Organizational Behavior BE251: Business Statistics BM311: Management Information Systems BM327: Ethics, Diversity, and Social Responsibility BM350: Operations Management BM490: Strategic Management	3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0
CONCENTRATION REQUIREMENTS/INTERNATIONAL BUSINESS: 21 Credits	Credits
BM471: Global Management Choose 3 courses from among: BK453; BF421; BE403; BA425 BUxxx: Internship with Int'l Company/MNC or One Study Abroad Course 6 Credits From the Same Foreign Language at the Intermediate Level	3.0 9.0 3.0 6.0
REQUIREMENTS OUTSIDE MAJOR: 18 Credits	Credits
MA117: Quantitative Analysis for Business I MA118: Quantitative Analysis for Business II IT150: Information Technology CO226: Intercultural Communication HS310: Business and Economic Development of the United States PS101: Introduction to Political Science or PS103: American National Government or SO101: Introduction to Sociology or PY103: Introduction to Psychology	3.0 3.0 3.0 3.0 3.0 3.0
FREE ELECTIVES: 17 Credits	Credits
_____ _____ _____	17.0

BUBI10.GE12

Bachelor of Science in Business Administration with a Concentration in International Business		
GENERAL EDUCATION REQUIREMENTS: 30 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Requirements Outside Major with MA117 or MA118	0.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	Fulfilled in Requirements Outside Major with IT150	0.0
Reasoned Oral Discourse	3 Credits from courses designated with Course*Type: RD	3.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	Fulfilled in Outside Major Requirements with PS101 or PS103 or PY103 or SO101	0.0
Historical Perspective/Social Sciences	Fulfilled in Major Requirements with BE201 or BE202	0.0
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	Fulfilled in Outside Major Requirements with 6 credits from SAME foreign language	6.0
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Business (BA, BE, BF, BK, BM, BL, BR)	0.0
	designated with Course*Type: WT	0.0

Minimum Credits For Bachelor of Science in Business Administration with a Concentration in International Business = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

** Business majors are required to complete at least 50% of their major and concentration requirements at Monmouth University.

BUBM10.GE12

Bachelor of Science in Business Administration with a Concentration in Management	
MAJOR REQUIREMENTS/BUSINESS: 42 Credits	Credits
BA251: Principles of Financial Accounting	3.0
BA252: Principles of Managerial Accounting	3.0
BE201: Microeconomics	3.0
BE202: Macroeconomics	3.0
BF301: Principles of Finance	3.0
BL201: Legal Environment of Business I	3.0
BE/BF304: Money, Credit and Fin. Institutions	3.0
BK250: Principles of Marketing	3.0
BM250: Principles of Management & Organizational Behavior	3.0
BE251: Business Statistics	3.0
BM311: Management Information Systems	3.0
or BA430: Accounting Information Systems	3.0
BM327: Ethics, Diversity, and Social Responsibility	3.0
BM350: Operations Management	3.0
BM490: Strategic Management	3.0
CONCENTRATION REQUIREMENTS/MANAGEMENT: 15 Credits	Credits
BM404: Human Resources Management	3.0
9 credits in Management 300-level or higher	
BM300+: _____	3.0
BM300+: _____	3.0
BM300+: _____	3.0
_____ : Global/International Business Course	3.0
From among: BA425, BF421, BE403, BK453, or BM471	
REQUIREMENTS OUTSIDE MAJOR: 18 Credits	Credits
MA117: Quantitative Analysis for Business I	3.0
MA118: Quantitative Analysis for Business II	3.0
IT150: Information Technology	3.0
CO225: Business and Professional Communication	3.0
HS310: Business and Economic Development of the United States	3.0
PS101: Introduction to Political Science	3.0
or PS103: American National Government	3.0
or PY103: Introduction to Psychology	3.0
or SO101: Introduction to Sociology	3.0
FREE ELECTIVES: 20 Credits	Credits
_____	20.0

BUBM10.GE12

Bachelor of Science in Business Administration with a Concentration in Management		
GENERAL EDUCATION REQUIREMENTS: 33 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Requirements Outside Major with MA117 or MA118	0.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	Fulfilled in Requirements Outside Major with IT150	0.0
Reasoned Oral Discourse	Fulfilled in Requirements Outside Major with CO225	0.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	Fulfilled in Outside Major Requirements with PS101 or PS103 or PY103 or SO101	0.0
Historical Perspective/Social Sciences	Fulfilled in Major Requirements with BE201 or BE202	0.0
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD	6.0
	and 3 Credits from courses designated with Course*Type: GU or 6 Credits from the SAME foreign language	
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Business (BA, BE, BF, BK, BM, BL, BR)	0.0
	designated with Course*Type: WT	0.0

Minimum Credits for Bachelor of Science in Business Administration with a Concentration in Management = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

** Business majors are required to complete at least 50% of their major and concentration requirements at Monmouth University.

BUBK10.GE12

Bachelor of Science in Business Administration with a Concentration in Marketing	
MAJOR REQUIREMENTS/BUSINESS: 42 Credits	Credits
BA251: Principles of Financial Accounting	3.0
BA252: Principles of Managerial Accounting	3.0
BE201: Microeconomics	3.0
BE202: Macroeconomics	3.0
BF301: Principles of Finance	3.0
BL201: Legal Environment of Business I	3.0
BK250: Principles of Marketing	3.0
BM250: Principles of Management & Organizational Behavior	3.0
BE251: Business Statistics	3.0
BE/BF304: Money, Credit, and Financial Institutions	3.0
BM311: Management Information Systems	3.0
or BA430: Accounting Information Systems	3.0
BM327: Ethics, Diversity, and Social Responsibility	3.0
BM350: Operations Management	3.0
BM490: Strategic Management	3.0
CONCENTRATION REQUIREMENTS/MARKETING: 15 Credits	Credits
BK401: Marketing Research	3.0
BK459: Managerial Marketing	3.0
_____ : Global/International Business Course	
From among: BA425, BF421, BE403, BK453, or BM471	3.0
BK300+: _____ *	3.0
BK300+: _____ *	3.0
<i>*(Cannot use Co-Op or Internship Courses)</i>	
REQUIREMENTS OUTSIDE MAJOR: 18 Credits	Credits
MA117: Quantitative Analysis for Business I	3.0
MA118: Quantitative Analysis for Business II	3.0
IT150: Information Technology	3.0
CO225: Business and Professional Communication	3.0
HS310: Business and Economic Development of the United States	3.0
PS101: Introduction to Political Science	
or PS103: American National Government	
or SO101: Introduction to Sociology	
or PY103: Introduction to Psychology	3.0
FREE ELECTIVES: 20 Credits	Credits
_____	20.0

BUBK10.GE12

Bachelor of Science in Business Administration with a Concentration in Marketing		
GENERAL EDUCATION REQUIREMENTS: 33 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Requirements Outside Major with MA117 or MA118	0.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	Fulfilled in Requirements Outside Major with IT150	0.0
Reasoned Oral Discourse	Fulfilled in Requirements Outside Major with CO225	0.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	Fulfilled in Outside Major Requirements with PS101 or PS103 or PY103 or SO101	0.0
Historical Perspective/Social Sciences	Fulfilled in Major Requirements with BE201 or BE202	0.0
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD	6.0
	and 3 Credits from courses designated with Course*Type: GU or 6 Credits from the SAME foreign language	
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Business (BA, BE, BF, BK, BM, BL, BR)	0.0
	designated with Course*Type: WT	0.0

Minimum Credits For Bachelor of Science in Business Administration with a Concentration in Marketing = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

** Business majors are required to complete at least 50% of their major and concentration requirements at Monmouth University.

BUBKM10.GE12

Bachelor of Science in Business Administration with Concentrations in Marketing and Management	
MAJOR REQUIREMENTS/BUSINESS: 42 Credits	Credits
BA251: Principles of Financial Accounting	3.0
BA252: Principles of Managerial Accounting	3.0
BE201: Microeconomics	3.0
BE202: Macroeconomics	3.0
BF301: Principles of Finance	3.0
BL201: Legal Environment of Business I	3.0
BK250: Principles of Marketing	3.0
BM250: Principles Management & Organizational Behavior	3.0
BE/BF304: Money, Credit and Fin. Mkts.	3.0
BE251: Business Statistics	3.0
BM311: Management Information Systems	3.0
or BA430: Accounting Information Systems	3.0
BM327: Ethics, Diversity, and Social Responsibility	3.0
BM350: Operations Management	3.0
BM490: Strategic Management	3.0
CONCENTRATION REQUIREMENTS/ MARKETING & MANAGEMENT: 27 Credits	Credits
BK401: Marketing Research	3.0
BM404: Human Resources Management	3.0
BK459: Managerial Marketing	3.0
_____ : Global/International Business Course	3.0
From among: BA425, BF421, BE403, BK453, or BM471	3.0
9 credits in Management 300-level or higher	9.0
BM300+ Level Courses : _____	
BM300+ Level Courses : _____	
BM300+ Level Courses : _____	
6 credits in Marketing 300-level or higher	6.0
BK300+ Level Courses: _____*	
BK300+ Level Courses: _____*	
*(Cannot Use Co-Op or Internship Courses)	
REQUIREMENTS OUTSIDE MAJOR: 18 Credits	Credits
MA117: Quantitative Analysis for Business I	3.0
MA118: Quantitative Analysis for Business II	3.0
IT 150: Information Technology	3.0
CO225: Business and Professional Communication	3.0
HS310: Business and Economic Development of the United States	3.0
PS101: Introduction to Political Science	3.0
or PY103: Introduction to Psychology	3.0
or PS103: American National Government	3.0
or SO101: Introduction to Sociology	3.0
FREE ELECTIVES: 8 Credits	Credits
_____	8.0

BUBKM10.GE12

Bachelor of Science in Business Administration with Concentrations in Marketing and Management		
GENERAL EDUCATION REQUIREMENTS: 33 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Requirements Outside Major with MA117 or MA118	0.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	Fulfilled in Requirements Outside Major with IT150	0.0
Reasoned Oral Discourse	Fulfilled in Requirements Outside Major with CO225	0.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	Fulfilled in Major Requirements with BE201 or BE202	0.0
Historical Perspective/Social Sciences	Fulfilled in Outside Major Requirements with PS101 or PS103 or PY103 or SO101	0.0
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD	6.0
	and 3 Credits from courses designated with Course*Type: GU or 6 Credits from the SAME foreign language	
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Business (BA, BE, BF, BK, BM, BL, BR)	0.0
	designated with Course*Type: WT	0.0

Total Credits For Bachelor of Science in Business Administration with Concentrations in Marketing and Management = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

** Business majors are required to complete at least 50% of their major and concentration requirements at Monmouth University.

BUBR12.GE12

Bachelor of Science in Business Administration with a Concentration in Real Estate	
MAJOR REQUIREMENTS/BUSINESS: 42 Credits	Credits
BA251: Principles of Financial Accounting BA252: Principles of Managerial Accounting BE201: Microeconomics BE202: Macroeconomics BF301: Principles of Finance BL201: Legal Environment of Business I BK250: Principles of Marketing BM250: Principles of Management & Organizational Behavior BE251: Business Statistics BE/BF304: Money, Credit, & Financial Institutions BM311: Management Information Systems or BA430: Accounting Information Systems BM327: Ethics, Diversity, and Social Responsibility BM350: Operations Management BM490: Strategic Management	3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0
CONCENTRATION REQUIREMENTS: 21 Credits	Credits
BR301: Real Estate Law BR310: Real Estate Appraisal BR405: Real Estate Development BR303: Real Estate Finance, Investment and Taxation BR300+: _____ BR300+: _____ _____: Global/International Business Course From among: BA425, BF421, BE403, BK453, or BM471	3.0 3.0 3.0 3.0 3.0 3.0 3.0
REQUIREMENTS OUTSIDE MAJOR: 18 Credits	Credits
MA117: Quantitative Analysis for Business I MA118: Quantitative Analysis for Business II IT150: Information Technology CO225: Business and Professional Communication HS310: Business and Economic Development of the United States PS101: Introduction to Political Science or PS103: American National Government or PY103: Introduction to Psychology or SO101: Introduction to Sociology	3.0 3.0 3.0 3.0 3.0 3.0 3.0
FREE ELECTIVES: 14 Credits	Credits
_____ _____	14.0

BUBR12.GE12

Bachelor of Science in Business Administration with a Concentration in Real Estate		
GENERAL EDUCATION REQUIREMENTS: 33 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Requirements Outside Major with MA117 or MA118	0.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	Fulfilled in Requirements Outside Major with IT150	0.0
Reasoned Oral Discourse	Fulfilled in Requirements Outside Major with CO225	0.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	Fulfilled in Outside Major Requirements with PS101 or PS103 or PY103 or SO101	0.0
Historical Perspective/Social Sciences	Fulfilled in Major Requirements with BE201 or BE202	0.0
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or foreign Language	3 Credits from courses designated with Course*Type: CD	6.0
	and 3 Credits from courses designated with Course*Type: GU or 6 Credits from the SAME foreign language	
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Business (BA, BE, BF, BK, BM, BL, BR)	0.0
	designated with Course*Type: WT	0.0

Minimum Credits for Bachelor of Science in Business Administration with a Concentration in Real Estate = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

** Business majors are required to complete at least 50% of their major and concentration requirements at Monmouth University.

CE12.GE12

Bachelor of Science in Chemistry	
MAJOR REQUIREMENTS/CHEMISTRY: 35 Credits (a)	Credits
CE111: General Chemistry I	3.0
CE111L: General Chemistry I Lab	1.0
CE112: General Chemistry II	3.0
CE112L: General Chemistry II Lab	1.0
CE221: Quantitative Analysis	2.0
CE221L: Quantitative Analysis Lab	2.0
CE241: Organic Chemistry I	3.0
CE241L: Organic Chemistry I Lab	2.0
CE242: Organic Chemistry II	3.0
CE242L: Organic Chemistry II Lab	2.0
CE311: Chemical Literature	1.0
CE322: Instrumental Analysis	3.0
CE322L: Instrumental Analysis Lab	1.0
CE372: Phys. Chem: Intro. to Spectroscopy & Quantum Chemistry	3.0
CE372L: Phys. Chem: Intro. to Spectroscopy & Quantum Chem. Lab	1.0
CE410: Seminar in Chemistry	1.0
3 crs. of CE electives from level 400+	3.0
CExxx: (Except CE499) _____	3.0
REQUIREMENTS OUTSIDE MAJOR: 18 Credits	Credits
MA125: Calculus with Analytic Geometry I	4.0
MA126: Calculus with Analytic Geometry II	4.0
PH211: General Physics and Calculus I	4.0
PH211L: General Physics with Calculus I Lab	1.0
PH212: General Physics with Calculus II	4.0
PH212L: General Physics with Calculus II Lab	1.0
FREE ELECTIVES: 39 Credits	Credits
_____	39.0

(a) Students desiring certification by the ACS should enroll in the CE.ACS program and should consult with the department chair and academic advisor.	

CE12.GE12

Bachelor of Science in Chemistry		
GENERAL EDUCATION REQUIREMENTS: 36 Credits		Credits
First Year Seminar	FY-101: First Year Seminar *(Select Section "CE")	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Outside Major Requirements with MA125 or MA126	0.0
Natural Sciences	Fulfilled in Major Requirements with required CE courses	0.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	IT102: Information Technology for Scientists	3.0
Reasoned Oral Discourse	Fulfilled in the Major Requirements with CE410	0.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	3 Credits from courses designated with Course*Type: SS.SV	3.0
Historical Perspective/Social Sciences	3 Credits from courses designated with Course*Type: HS.SV	3.0
	or 3 Credits from courses designated with Course*Type: SS.SV	
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD	6.0
	and 3 Credits from courses designated with Course*Type: GU	
	or 6 Credits from the SAME foreign language	
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Chemistry (CE) designated with Course*Type: WT	0.0
		0.0

Minimum Credits for Bachelor of Science in Chemistry = 128.0
NOTES:

* 58 credits must be completed at the 200 level or higher.

Bachelor of Science in Chemistry and a Concentration in Advanced Chemistry (American Chemical Society Approved Program)*	
MAJOR REQUIREMENTS/CHEMISTRY: 50 Credits	Credits
CE111: General Chemistry I	3.0
CE111L: General Chemistry I Lab	1.0
CE112: General Chemistry II	3.0
CE112L: General Chemistry II Lab	1.0
CE221: Quantitative Analysis	2.0
CE221L: Quantitative Analysis Lab	2.0
CE241: Organic Chemistry I	3.0
CE241L: Organic Chemistry I Lab	2.0
CE242: Organic Chemistry II	3.0
CE242L: Organic Chemistry II Lab	2.0
CE310: Biochemistry and Lab	4.0
CE311: Chemical Literature	1.0
CE322: Instrumental Analysis	3.0
CE322L: Instrumental Analysis Lab	1.0
CE371: Biophysical Chemistry: Thermodynamics, Dynamics, & Chemical Kinetics	3.0
CE371L: Biophysical Chemistry: Thermodynamics, Dynamics, & Chemical Kinetics Lab	1.0
CE372: Phys. Chem: Intro. to Spectroscopy & Quantum Chemistry	3.0
CE372L: Phys. Chem: Intro. to Spectroscopy & Quantum Chem. Lab	1.0
CE401: Advanced Inorganic Chemistry	3.0
CE401L: Advanced Inorganic Chemistry Lab	1.0
CE410: Seminar	1.0
CE452: Advanced Organic Chemistry	3.0
3 crs. of CE electives from level 400+	
CExxx: (Except CE499) _____	3.0
REQUIREMENTS OUTSIDE MAJOR: 18 Credits	Credits
MA125: Calculus with Analytic Geometry I	4.0
MA126: Calculus with Analytic Geometry II	4.0
PH211: General Physics and Calculus I	4.0
PH211L: General Physics with Calculus I Lab	1.0
PH212: General Physics with Calculus II	4.0
PH212L: General Physics with Calculus II Lab	1.0
FREE ELECTIVES: 24 Credits	Credits
_____	24.0

* Students who complete this program will have their degree certified by the American Chemical Society.	

CE.ACS12.GE12

Bachelor of Science in Chemistry and a Concentration in Advanced Chemistry (American Chemical Society Approved Program)*		
GENERAL EDUCATION REQUIREMENTS: 36 Credits		Credits
First Year Seminar	FY-101: First Year Seminar *(Select Section "CE")	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Outside Major Requirements with MA125 or MA126	0.0
Natural Sciences	Fulfilled in Major Requirements with required CE courses	0.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	IT102: Information Technology for Scientists	3.0
Reasoned Oral Discourse	Fulfilled in Major Requirements with required CE410	0.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	3 Credits from courses designated with Course*Type: SS.SV	3.0
Historical Perspective/Social Sciences	3 Credits from courses designated with Course*Type: HS.SV	3.0
	or 3 Credits from courses designated with Course*Type: SS.SV	
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD	6.0
	and 3 Credits from courses designated with Course*Type: GU	
	or 6 Credits from the SAME foreign language	
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Chemistry (CE) designated with Course*Type: WT	0.0
		0.0

Minimum Credits for Bachelor of Science in Chemistry and a Concentration in Advanced Chemistry = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

Bachelor of Science in Chemistry and a Concentration in Biochemistry	
MAJOR REQUIREMENTS/CHEMISTRY: 32 Credits	Credits
CE111: General Chemistry I	3.0
CE111L: General Chemistry I Lab	1.0
CE112: General Chemistry II	3.0
CE112L: General Chemistry II Lab	1.0
CE221: Quantitative Analysis	2.0
CE221L: Quantitative Analysis Lab	2.0
CE241: Organic Chemistry I	3.0
CE241L: Organic Chemistry I Lab	2.0
CE242: Organic Chemistry II	3.0
CE242L: Organic Chemistry II Lab	2.0
CE311: Chemical Literature	1.0
CE322: Instrumental Analysis	3.0
CE322L: Instrumental Analysis Lab	1.0
CE372: Phys. Chem: Intro. to Spectroscopy & Quantum Chemistry	3.0
CE372L: Phys. Chem: Intro. to Spectroscopy & Quantum Chemistry Lab	1.0
CE410: Seminar	1.0
CONCENTRATION REQUIREMENTS/BIOCHEMISTRY: 22 Credits	Credits
CE310: Biochemistry & Lab	4.0
CE371: Biophysical Chemistry: Thermodynamics, Dynamics, & Chemical Kinetics	3.0
CE371L: Biophysical Chemistry: Thermodynamics, Dynamics, & Chemical Kinetics Lab	1.0
CE452: Advanced Organic Chemistry	3.0
BY110: Introduction to Cell and Molecular Biology	4.0
BY410: Molecular Biology	3.0
Take one of the following courses: BY223: General Microbiology	4.0
or BY423: Genetics	4.0
REQUIREMENTS OUTSIDE MAJOR: 18 Credits	Credits
MA125: Calculus with Analytic Geometry I	4.0
MA126: Calculus with Analytic Geometry II	4.0
PH211: General Physics and Calculus I	4.0
PH211L: General Physics with Calculus I Lab	1.0
PH212: General Physics with Calculus II	4.0
PH212L: General Physics with Calculus II Lab	1.0
FREE ELECTIVES: 20 Credits	Credits
	20.0
<p><i>*By careful choice of electives, the BS in Chemistry and a Concentration in Biochemistry can meet the requirements for American Chemical Society Certification. Students wishing to graduate with an ACS certified degree must take CE401 and CE401L, and apply to the Department Chair. See the curriculum chart for BS in Chem. & Concentration in Adv. Chem. option.</i></p>	

CE.BY12.GE12

Bachelor of Science in Chemistry and a Concentration in Biochemistry		
GENERAL EDUCATION REQUIREMENTS: 36 Credits		Credits
First Year Seminar	FY-101: First Year Seminar *(Select Section "CE")	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Outside Major Requirements with MA125 or MA126	0.0
Natural Sciences	Fulfilled in Major Requirements with required CE and BY courses	0.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	IT102: Information Technology for Scientists	3.0
Reasoned Oral Discourse	Fulfilled in Major Requirements with CE410	0.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	3 Credits from courses designated with Course*Type: SS.SV	3.0
Historical Perspective/Social Sciences	3 Credits from courses designated with Course*Type: HS.SV	3.0
	or 3 Credits from courses designated with Course*Type: SS.SV	
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD	6.0
	and 3 Credits from courses designated with Course*Type: GU	
	or 6 Credits from the SAME foreign language	
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Chemistry (CE) designated with Course*Type: WT	0.0
		0.0

Minimum Credits for Bachelor of Science in Chemistry and a Concentration in Biochemistry = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

Appendix B: Curriculum Charts 2012-2013

CE.CP12.GE12

Bachelor of Science in Chemistry and a Concentration in Chemical Physics	
MAJOR REQUIREMENTS/CHEMISTRY: 32 Credits	Credits
CE111: General Chemistry I	3.0
CE111L: General Chemistry I Lab	1.0
CE112: General Chemistry II	3.0
CE112L: General Chemistry II Lab	1.0
CE221: Quantitative Analysis	2.0
CE221L: Quantitative Analysis Lab	2.0
CE241: Organic Chemistry I	3.0
CE241L: Organic Chemistry I Lab	2.0
CE242: Organic Chemistry II	3.0
CE242L: Organic Chemistry II Lab	2.0
CE311: Chemical Literature	1.0
CE322: Instrumental Analysis	3.0
CE322L: Instrumental Analysis Lab	1.0
CE372: Phys. Chem: Intro. to Spectroscopy & Quantum Chemistry	3.0
CE372L: Phys. Chem: Intro. to Spectroscopy & Quantum Chemistry Lab	1.0
CE410: Seminar	1.0
CONCENTRATION REQUIREMENTS/CHEMICAL PHYSICS: 13 Credits	Credits
CE371: Biophysical Chemistry: Thermodynamics, Dynamics, and Chemical Kinetics	3.0
CE371L: Biophysical Chemistry: Thermodynamics, Dynamics, and Chemical Kinetics Lab	1.0
CE475: Computational Chemistry and Molecular Modeling	3.0
PH301: Modern Physics*	3.0
PH302: Applied Physics*	3.0
<i>*Offered in alternative years; care in scheduling is required.</i>	
REQUIREMENTS OUTSIDE MAJOR: 25 Credits	Credits
MA125: Calculus with Analytic Geometry I	4.0
MA126: Calculus with Analytic Geometry II	4.0
MA211: Differential Equations	3.0
MA225: Calculus with Analytic Geometry III	4.0
PH211: General Physics and Calculus I	4.0
PH211L: General Physics and Calculus I Lab	1.0
PH212: General Physics and Calculus I	4.0
PH212L: General Physics with Calculus II Lab	1.0
FREE ELECTIVES: 22 Credits *	Credits
	22.0
<p><i>*By careful choice of electives, the BS in Chemistry and a Concentration in Biochemistry can meet the requirements for American Chemical Society Certification. Students wishing to graduate with an ACS certified degree must take CE310, CE401, CE401L, and CE452 for a total of 11 credits, and apply to the Department Chair. See the curriculum chart for BS in Chemistry and a Concentration in Advanced Chemistry option.</i></p>	

CE.CP12.GE12

Bachelor of Science in Chemistry and a Concentration in Chemical Physics		
GENERAL EDUCATION REQUIREMENTS: 36 Credits		Credits
First Year Seminar	FY-101: First Year Seminar *(Select Section "CE")	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Outside Major Requirements with MA125 or MA126	0.0
Natural Sciences	Fulfilled in Major Requirements with required CE and BY courses	0.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	IT102: Information Technology for Scientists	3.0
Reasoned Oral Discourse	Fulfilled in Major Requirements with required CE410	0.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	3 Credits from courses designated with Course*Type: SS.SV	3.0
Historical Perspective/Social Sciences	3 Credits from courses designated with Course*Type: HS.SV or 3 Credits from courses designated with Course*Type: SS.SV	3.0
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD and 3 Credits from courses designated with Course*Type: GU or 6 Credits from the SAME foreign language	6.0
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Chemistry (CE) designated with Course*Type: WT	0.0 0.0

Minimum Credits for Bachelor of Science in Chemistry and a Concentration in Chemical Physics = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

Bachelor of Science in Chemistry and Education with Endorsement in Secondary Education			
MAJOR REQUIREMENTS/CHEMISTRY: 35 Credits (a)		MAJOR REQUIREMENTS/EDUCATION: 24 Credits (b)	
CE111: General Chemistry I	3.0	ED250: Foundations of Teaching and Learning	3.0
CE111L: General Chemistry I Lab	1.0	EDL201: Educational Psychology	3.0
CE112: General Chemistry II	3.0	EDL206: Child and Adolescent Development	3.0
CE112L: General Chemistry II Lab	1.0	ED319: Content Literacy	3.0
CE221: Quantitative Analysis	2.0	ED319N: NCATE Assessment	0.0
CE221L: Quantitative Analysis Lab	2.0	ED320: Teaching Students with Diverse Needs	3.0
CE241: Organic Chemistry I	3.0	9 Credits as Follows (c):	
CE241L: Organic Chemistry I Lab	2.0	ED416: Student Teaching AND	8.0
CE242: Organic Chemistry II	3.0	ED416S: Seminar in Student Teaching	1.0
CE242L: Organic Chemistry II Lab	2.0	*OR*	
CE311: Chemical Literature	1.0	ED417: Supervised Student Teaching AND	8.0
CE322: Instrumental Analysis	3.0	ED417S: Seminar - Supervised Student Teaching	1.0
CE322L: Instrumental Analysis Lab	1.0		
CE372: P.Chem: Intro to Spectroscopy and Quantum Chem.	3.0		
CE372L: P.Chem: Intro to Spectroscopy and Quantum Chem. Lab	1.0		
CE410: Seminar	1.0		
3 crs. of CE Electives from 400+ level CE4xx: <u>(Excluding CE499)</u>	3.0		
CHEMISTRY OUTSIDE MAJOR REQUIREMENTS: 18 Credits		EDUCATION METHODS REQUIREMENTS: 6 Credits	
MA125: Calculus with Analytic Geometry I	4.0	ED369: Teaching Secondary Science, Part I	
MA126: Calculus with Analytic Geometry II	4.0	or ED375: Secondary Teaching Methods Part I	3.0
PH211: General Physics and Calculus I	4.0	ED370: Teaching Secondary Science, Part II	
PH211L: General Physics w/Calculus I Lab	1.0	or ED376: Secondary Teaching Methods Part II	3.0
PH212: General Physics w/Calculus II	4.0		
PH212L: General Physics w/Calculus II Lab	1.0		
		EDUCATION OUTSIDE MAJOR REQUIREMENTS: 3 Credits	
		PY103: Introduction to Psychology	3.0
FREE ELECTIVES: 9 Credits			Credits
			9.0
(a) Students desiring certification by the ACS should enroll in the BS.CE ACS program			
(b) Minimum grade of "C" required for Education Courses			
(c) Students must complete the appropriate test requirement(s) with a passing score PRIOR to Student Teaching.			

CE12EDS11GE12

Bachelor of Science in Chemistry and Education with Endorsement in Secondary Education		
GENERAL EDUCATION REQUIREMENTS: 33 Credits		Credits
First Year Seminar	FY-101: First Year Seminar *(Select Section "CE")	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Outside Major Requirements with MA125, or MA126	0.0
Natural Sciences	Fulfilled in Major Requirements with required CE courses	0.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	IT102: Information Technology for Scientists	3.0
Reasoned Oral Discourse	Fulfilled in the Education Major Requirements with ED320	0.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	Fulfilled in Education Outside Major Requirements with PY103	0.0
Historical	3 Credits from courses designated with Course*Type: HS.SV	3.0
	or 3 Credits from courses designated with Course*Type: SS.SV	
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD	6.0
	and 3 Credits from courses designated with Course*Type: GU	
	or 6 Credits from the SAME foreign language	
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Chemistry (CE) designated with Course*Type: WT	0.0
	Two courses from Education (ED, EDL, EDS) designated with Course*Type: WT	0.0
		0.0
		0.0

Minimum Credits for Bachelor of Science in Chemistry and Education with Endorsement in Secondary Education = 128.0

ADDITIONAL ENDORSEMENTS AVAILABLE:

- TSD - Teacher of Students with Disabilities - Secondary
- ESL - English as a Second Language - Secondary

NOTES:

* 58 credits must be completed at the 200 level or higher.

** Education majors are required to have an overall GPA of 2.75 for State Certification.

***By state regulation, all Education Majors seeking content area endorsement must complete 12+ credits at the 300+ level in the content major.

Bachelor of Science in Chemistry and Education with Endorsement in Secondary Education and Physical Sciences			
MAJOR REQUIREMENTS/CHEMISTRY: 35 Credits (a)		MAJOR REQUIREMENTS/EDUCATION: 24 Credits (b)	
CE111: General Chemistry I	3.0	ED250: Foundations of Teaching and Learning	3.0
CE111L: General Chemistry I Lab	1.0	EDL201: Educational Psychology	3.0
CE112: General Chemistry II	3.0	EDL206: Child and Adolescent Development	3.0
CE112L: General Chemistry II Lab	1.0	ED319: Content Literacy	3.0
CE221: Quantitative Analysis	2.0	ED319N: NCATE Assessment	0.0
CE221L: Quantitative Analysis Lab	2.0	ED320: Teaching Students with Diverse Needs	3.0
CE241: Organic Chemistry I	3.0	9 Credits as Follows (c):	
CE241L: Organic Chemistry I Lab	2.0	ED416: Student Teaching AND	8.0
CE242: Organic Chemistry II	3.0	ED416S: Seminar in Student Teaching	1.0
CE242L: Organic Chemistry II Lab	2.0	*OR*	
CE311: Chemical Literature	1.0	ED417: Supervised Student Teaching AND	8.0
CE322: Instrumental Analysis	3.0	ED417S: Seminar - Supervised Student Teaching	1.0
CE322L: Instrumental Analysis Lab	1.0		
CE372: P.Chem: Intro to Spectroscopy and Quantum Chem.	3.0		
CE372L: P.Chem: Intro to Spectroscopy and Quantum Chem. Lab	1.0		
CE410: Seminar	1.0		
3 crs. of CE Electives from 400+ level CE4xx: (Excluding CE499)	3.0		
CHEMISTRY OUTSIDE MAJOR REQUIREMENTS: 24 Credits		EDUCATION METHODS REQUIREMENTS: 6 Credits	
MA125: Calculus with Analytic Geometry I	4.0	ED369: Teaching Secondary Science, Part I or ED375: Secondary Teaching Methods Part I	3.0
MA126: Calculus with Analytic Geometry II	4.0	ED370: Teaching Secondary Science, Part II or ED376: Secondary Teaching Methods Part II	3.0
PH211: General Physics and Calculus I	4.0		
PH211L: General Physics w/Calculus I Lab	1.0		
PH212: General Physics w/Calculus II	4.0		
PH212L: General Physics w/Calculus II Lab	1.0		
PH301: Modern Physics	3.0		
PH302: Applied Physics	3.0		
FREE ELECTIVES: 3 Credits		EDUCATION OUTSIDE MAJOR REQUIREMENTS: 3 Credits	
		PY103: Introduction to Psychology	3.0
			3.0
<p>(a) Students desiring certification by the ACS should enroll in the BS.CE ACS program</p> <p>(b) Minimum grade of "C" required for Education Courses</p> <p>(c) Students must complete the appropriate test requirement(s) with a passing score PRIOR to Student Teaching.</p>			

CP12EDS11GE12

Bachelor of Science in Chemistry and Education with Endorsement in Secondary Education and Physical Sciences		
GENERAL EDUCATION REQUIREMENTS: 33 Credits		Credits
First Year Seminar	FY-101: First Year Seminar *(Select Section "CE")	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Outside Major Requirements with MA125 or MA126	0.0
Natural Sciences	Fulfilled in Major Requirements with required CE courses	0.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	IT102: Information Technology for Scientists	3.0
Reasoned Oral Discourse	Fulfilled in the Major Requirements with ED320	0.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	Fulfilled in Outside Major Requirements with PY103	0.0
Historical Perspective/Social Sciences	3 Credits from courses designated with Course*Type: HS.SV	3.0
	or 3 Credits from courses designated with Course*Type: SS.SV	
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD	6.0
	and 3 Credits from courses designated with Course*Type: GU	
	or 6 Credits from the SAME foreign language	
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Chemistry (CE) designated with Course*Type: WT	0.0
	Two courses from Education (ED, EDL, EDS) designated with Course*Type: WT	0.0
		0.0
		0.0

Minimum Credits for a Bachelor of Science in Chemistry and Education with Endorsement in Secondary Education and Physical Sciences = 128.0

ADDITIONAL ENDORSEMENTS AVAILABLE:

- TSD - Teacher of Students with Disabilities - Secondary
- ESL - English as a Second Language - Secondary

NOTES:

* 58 credits must be completed at the 200 level or higher.

** Education majors are required to have an overall GPA of 2.75 for State Certification.

***By state regulation, all Education Majors seeking content area endorsement must complete 12+ credits at the 300 + level in the content major.

Bachelor of Science in Clinical Laboratory Sciences with a Concentration in Cytotechnology	
MAJOR REQUIREMENTS/CLINICAL LAB SCIENCE CORE: 38 Credits (a)	Credits
BY111: Anatomy and Physiology I	4.0
CE111: General Chemistry I	3.0
CE111L: General Chemistry I Lab	1.0
CE112: General Chemistry II	3.0
CE112L: General Chemistry II Lab	1.0
CE241: Organic Chemistry I	3.0
CE241L: Organic Chemistry I Lab	2.0
CE242: Organic Chemistry II	3.0
CE310: Biochemistry and Lab	4.0
BY110: Intro to Cell & Molecular Biology	4.0
BY223: General Microbiology	4.0
MA115: Introduction to Math Modeling in Biological Sciences (b)	3.0
MA151: Statistics with Applications	3.0
CONCENTRATION REQUIREMENTS: 3 Credits	Credits
BY370: Cell Biology	3.0
PROFESSIONAL CREDITS: 45 Credits (a) (c)	Credits
Completion of 90 credits of pre-professional credits is followed by a 12-month internship at the University of Medicine and Dentistry of New Jersey, School of Health Related Professions. Includes a 3-credit course in Histology, taken at UMDNJ during the summer prior to the internship.	45.0
FREE ELECTIVES: 10 Credits	Credits
_____	10.0

<p>(a) Students who have not completed all core requirements with a "C" grade or better will be ineligible for admission to the required internship program at UMDNJ-SHRP.</p> <p>(b) May substitute MA116 or MA125, depending upon placement.</p> <p>(c) Students must complete 90 credits at Monmouth University.</p>	

CL.CY11.GE12

Bachelor of Science in Clinical Laboratory Sciences with a Concentration in Cytotechnology		
GENERAL EDUCATION REQUIREMENTS: 39 Credits		Credits
First Year Seminar	FY-101: First Year Seminar *(Select Section "CE")	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Major Requirements with MA115 or MA151	0.0
Natural Sciences	Fulfilled in Major Requirements with BY or CE	0.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	IT102: Information Technology for Scientists	3.0
Reasoned Oral Discourse	3 Credits from courses designated with Course*Type: RD	3.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	3 Credits from courses designated with Course*Type: SS.SV	3.0
Historical Perspective/Social Sciences	3 Credits from courses designated with Course*Type: HS.SV or 3 Credits from courses designated with Course*Type: SS.SV	3.0
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD and 3 Credits from courses designated with Course*Type: GU or 6 Credits from the SAME foreign language	6.0
Experiential Education	Fulfilled in Professional Credits	0.0
Writing Intensive	One course from major designated with Course*Type: WT	0.0

Minimum Credits for Bachelor of Science in Clinical Laboratory Sciences with a Concentration in Cytotechnology = 135.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

Bachelor of Science in Clinical Laboratory Sciences with a Concentration in Medical Laboratory Science	
MAJOR REQUIREMENTS/CLINICAL LAB SCIENCE CORE: 38 Credits (a)	Credits
BY111: Anatomy and Physiology I	4.0
CE111: General Chemistry I	3.0
CE111L: General Chemistry I Lab	1.0
CE112: General Chemistry II	3.0
CE112L: General Chemistry II Lab	1.0
CE241: Organic Chemistry I	3.0
CE241L: Organic Chemistry I Lab	2.0
CE242: Organic Chemistry II	3.0
CE310: Biochemistry and Lab	4.0
BY110: Intro to Cell & Molecular Biology	4.0
BY223: General Microbiology	4.0
MA115: Introduction to Math Modeling (b)	3.0
MA151: Statistics with Applications	3.0
CONCENTRATION REQUIREMENTS: 4 Credits (a)	Credits
BY324: Applied Microbiology	4.0
PROFESSIONAL CREDITS: 45 Credits (a) (c)	Credits
Completion of 90 credits of pre-professional credits is followed by a 15-month internship at the University of Medicine and Dentistry of New Jersey, School of Health Related Professions.	45.0
FREE ELECTIVES: 9 Credits	Credits
_____	9.0

<p>(a) Students who have not completed all core requirements with a "C" grade or better will be ineligible for admission to the required internship program at UMDNJ-SHRP.</p> <p>(b) May substitute MA116 or MA125, depending upon placement.</p> <p>(c) Students must complete 90 credits at Monmouth University.</p>	

CL.MLS11.GE12

Bachelor of Science in Clinical Laboratory Sciences with a Concentration in Medical Laboratory Science		
GENERAL EDUCATION REQUIREMENTS: 39 Credits		Credits
First Year Seminar	FY-101: First Year Seminar *(Select Section "CE")	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Outside Major Requirements with MA115 or MA151	0.0
Natural Sciences	Fulfilled in Major Requirements with required BY and CE courses	0.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	IT102: Information Technology for Scientists	3.0
Reasoned Oral Discourse	3 Credits from courses designated with Course*Type: RD	3.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	3 Credits from courses designated with Course*Type: SS.SV	3.0
Historical Perspective/Social Sciences	3 Credits from courses designated with Course*Type: HS.SV	3.0
	or 3 Credits from courses designated with Course*Type: SS.SV	
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD	6.0
	and 3 Credits from courses designated with Course*Type: GU	
	or 6 Credits from the SAME foreign language	
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	One course from major designated with Course*Type: WT Second "WT" course waived due to Professional Credits	0.0

Minimum Credits for Bachelor of Science in Clinical Laboratory Sciences with a Concentration in Medical Laboratory Science = 135.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

Appendix B: Curriculum Charts 2012-2013

CO.AC11.GE12
 CO.RT12.GE12
 CO.PR11.GE12

Bachelor of Arts in Communication					
MAJOR REQUIREMENTS/COMMUNICATION: 24 Credits					
CO100: Introduction to Communication	3.0	CO226: Intercultural Communication	3.0		
CO155: Media Literacy	3.0	CO292: Communication Rsrch Methods	3.0		
CO220: Public Speaking	3.0	CO301: Communication Theory	3.0		
CO224: Intro. to Mass Communication	3.0	CO311: Communication Ethics	3.0		
CLUSTER REQUIREMENTS: Select One (29 Credits)					
<u>Journalism and Public Relations</u> * 29 Credits as Follows *		<u>Radio and Television</u> * 29 Credits as Follows *		<u>Communication Studies</u> * 29 Credits as Follows *	
CO211: Intro. to Journalism	3.0	CO102: Working with Audio	3.0	CO120: Interpersonal Communication	3.0
CO216: Career Preparation/PR	1.0	CO145: Intro. to TV Production	3.0	CO218: Career Preparation/CS	1.0
CO295: Intro. to Public Relations	3.0	CO217: Career Preparation/RT	1.0	CO225: Business & Professional Communication	3.0
CO264: Practicum in Journalism		CO262: Practicum in Radio		CO233: Rhetoric and Persuasion	3.0
OR		*OR*		CO266: Practicum/Comm. Works	
CO265: Practicum in Public Relations	1.0	CO263: Practicum in Television	1.0	*OR*	
CO215: Newswriting		2 courses from Course*Type: CORTP (Production)	3.0	CO267: Practicum in MOCC	1.0
OR		3.0	3.0	CO491: Seminar in Comm.	3.0
CO313: Public Relations Writing	3.0	1 course from each of the following Course*Types:		2 courses from Course*Type: COCST (Theory)	3.0
3 courses from each of the following Course*Types:		CORTA (Act/Announce)	3.0	COCSP (Problem)	3.0
COPRM (Message)	3.0	CORTW (Writing)	3.0	2 courses from Course*Type: COCSD (Delivery)	3.0
3.0		2 courses from Course*Type: CORTT (Theory)	3.0		
3.0		3.0	3.0		
COPRT (Theory)	3.0	One 300+ Level course from one of the following Course*Types: CORTP, CORTA, CORTW, or CORTT	3.0		
3.0					
3.0					
OUTSIDE MAJOR REQUIREMENTS: 6 Credits					
				Credits	
		HU201: Critical Discourse			3.0
		MA105: Mathematical Modeling in the Social Sciences			3.0
FREE ELECTIVES: 27 - 30 Credits					
				Credits	
					27.0 - 30.0

CO.AC11.GE12
CO.RT12.GE12
CO.PR11.GE12

Bachelor of Arts in Communication		
GENERAL EDUCATION REQUIREMENTS: 39 - 42 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Outside Major Requirements with MA105	0.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	3 Credits from courses designated with Course*Type: TL	3.0
Reasoned Oral Discourse	Fulfilled in Outside Major Requirements with HU201	0.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	3 Credits from courses designated with Course*Type: SS.SV	3.0
Historical Perspective/Social Sciences	3 Credits from courses designated with Course*Type: HS.SV or 3 Credits from courses designated with Course*Type: SS.SV	3.0
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	Partially fulfilled in Major Requirements with CO226 and 3 Credits from courses designated with Course*Type: GU or 6 Credits from the SAME foreign language	3.0 - 6.0
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Communications designated	0.0
	with Course*Type: WT	0.0

Minimum Credits for Bachelor of Arts in Communication = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

**Students must complete courses listed in MAJOR section and at least one CLUSTER in order to be considered for graduation.

CS12.A.GE12

Bachelor of Science in Computer Science with a Concentration in Advanced Computing		
MAJOR REQUIREMENTS/COMPUTER SCIENCE: 51 Credits		Credits
	CS102: Introduction to Computing and Problem Solving	4.0
	CS175: Introduction to Computer Science I	4.0
	CS176: Introduction to Computer Science II	4.0
	CS202: Discrete Math and Applications	4.0
	CS286: Computer Architecture I	3.0
	CS305: Data Structures and Algorithms	4.0
	CS325: Software Engineering Concepts	3.0
	CS310: Advanced Object Oriented Programming/Design	4.0
	CS432: Database Systems	4.0
	CS438: Operating Systems Analysis	4.0
	CS490: Senior Project	4.0
6 credits of CS Electives from 200+ level	CS200+: <u>(See Exceptions*)</u>	3.0
	CS200+: <u>(See Exceptions*)</u>	3.0
	<i>*Except the following courses: CS288, CS388, CS488, CS212 CS222, CS302, CS312, CS316, CS320, CS322, and CS330</i>	
3 credits of CS Electives from 400+ level	CS400+: <u>(Except CS488)</u>	3.0
REQUIREMENTS OUTSIDE MAJOR: 26 Credits		Credits
	MA125: Calculus with Analytic Geometry I	4.0
	MA126: Calculus with Analytic Geometry II	4.0
	MA319: Probability and Statistics I	3.0
8 credits from subjects BY, CE, PH	Take one Group:	8.0
	CE111/CE111L: General Chemistry I/Lab AND	
	CE112/CE112L: General Chemistry II/Lab	
	or	
	PH211/PH211L: General Physics with Calculus I/Lab AND	
	PH212/PH212L: General Physics with Calculus II/Lab	
	or	
	BY109: Introduction to Biodiversity and Evolution AND	
	BY110: Introduction to Cell and Molecular Biology	
Select 4 additional credits (not taken above) from among:	BY109, BY111, BY223, CE111 and CE111L, CE220 and CE220L, CE221 and CE221L, CE241 and CE241L, or PH211 and PH211L	4.0
3 credits from among:	PH301, PH302, BY201, BY205, BY214, BY220, BY221, MA211, MA221, MA225, or MA320	3.0
FREE ELECTIVES: Credits		Credits
	_____	18.0

CS12.A.GE12

Bachelor of Science in Computer Science with a Concentration in Advanced Computing		
GENERAL EDUCATION REQUIREMENTS: 33 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Outside Major Requirements with MA125 or MA126	0.0
Natural Sciences	Fulfilled in Outside Major Requirements with required courses	0.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	Fulfilled in Major Requirements with CS102	0.0
Reasoned Oral Discourse	Fulfilled in Outside Major Requirements with CS490	0.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	3 Credits from courses designated with Course*Type: SS.SV	3.0
Historical Perspective/Social Sciences	3 Credits from courses designated with Course*Type: HS.SV or 3 Credits from courses designated with Course*Type: SS.SV	3.0
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD and 3 Credits from courses designated with Course*Type: GU or 6 Credits from the SAME foreign language	6.0
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Computer Science (CS) designated	0.0
	with Course*Type: WT	0.0

Minimum Credits for Bachelor of Science in Computer Science with a Concentration in Advanced Computing = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

Bachelor of Science in Computer Science with a Concentration in Applied Computing		
MAJOR REQUIREMENTS/COMPUTER SCIENCE: 51 Credits		Credits
	CS102: Introduction to Computing and Problem Solving	4.0
	CS175: Introduction to Computer Science I	4.0
	CS176: Introduction to Computer Science II	4.0
	CS202: Discrete Math and Applications	4.0
	CS286: Computer Architecture I	3.0
	CS305: Data Structures and Algorithms	4.0
	CS325: Software Engineering Concepts	3.0
	CS310: Advanced Object Oriented Programming/Design	4.0
	CS432: Database Systems	4.0
	CS438: Operating Systems Analysis	4.0
	CS490: Senior Project	4.0
6 credits of CS Electives from 200+ level	CS200+: <u>(See Exceptions*)</u>	3.0
	CS200+: <u>(See Exceptions*)</u>	3.0
*Except the following courses: CS288, CS388, CS488		
3 credits of CS Electives from 400+ level	CS400+: <u>(Except CS488)</u>	3.0
REQUIREMENTS OUTSIDE MAJOR: 4 Credits		Credits
	MA109: Pre-calculus Mathematics	4.0
or	MA-XXX: _____ (except MA100, MA101, MA103, MA105, MA107, MA120, MA130, MA203, MA204, or MA237)	
FREE ELECTIVES: 34 Credits		Credits
	_____	34.0

CS12.B.GE12

Bachelor of Science in Computer Science with a Concentration in Applied Computing		
GENERAL EDUCATION REQUIREMENTS: 39 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Outside Major Requirements with MA109 or higher	0.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	Fulfilled in Major Requirements with CS102	0.0
Reasoned Oral Discourse	Fulfilled in Outside Major Requirements with CS490	0.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	3 Credits from courses designated with Course*Type: SS.SV	3.0
Historical Perspective/Social Sciences	3 Credits from courses designated with Course*Type: HS.SV or 3 Credits from courses designated with Course*Type: SS.SV	3.0
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD and 3 Credits from courses designated with Course*Type: GU or 6 Credits from the SAME foreign language	6.0
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Computer Science (CS) designated with Course*Type: WT	0.0
		0.0

Minimum Credits for Bachelor of Science in Computer Science with a Concentration in Applied Computing = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

BS Computer Science – Concentration in Applied Computing

Bachelor of Arts in Criminal Justice	
MAJOR REQUIREMENTS/CRIMINAL JUSTICE: 46 Credits	
	Credits
CJ101: Introduction to Criminal Justice	3.0
CJ211: Statistics for Criminal Justice	3.0
CJ241: Criminology	3.0
CJ305: Criminal Law	3.0
CJ315: Criminal Justice Research Methods	3.0
CJ325: Criminal Procedure	3.0
CJ375: Internship in CJ	3.0
CJ380: Forensic Psychology	3.0
CJ490: Seminar in Criminal Justice	4.0
CJ205: Corrections	3.0
CJ225: Law Enforcement	3.0
CJ335: Juvenile Justice	3.0
CJ350: Ethical Issues in Criminal Justice	3.0
6 Credits in Criminal Justice Electives:	CJxxx: _____ 3.0
	CJxxx: _____ 3.0
REQUIREMENTS OUTSIDE MAJOR: 27 Credits	
	Credits
	3.0
	3.0
	3.0
	3.0
15 credits from among the following courses:	
MA105: Math Modeling in Social Sciences (a)	3.0
SO101: Introduction to Sociology	3.0
PS103: American National Government	3.0
CO120: Interpersonal Communication	3.0
AN103: Cultural Anthropology	
CO380: Organizational Communication	
HE160: Substance Use & Abuse	
PL101: Introduction to Philosophy	
SW101: Introduction to Social Work	
SO102: Social Problems	
PS312: Constitutional Law: Civil Rights	
PY103: Introduction to Psychology	
PY204: Adolescent Psychology	
PY207: Social Psychology	15.0
FREE ELECTIVES: 16 Credits	
	Credits
	16.0
(a) MA105 or higher level Math	

CJ10.GE12

Bachelor of Arts in Criminal Justice		
GENERAL EDUCATION REQUIREMENTS: 39 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN 101: College Composition I	3.0
	EN 102: College Composition II	3.0
Mathematics	Fulfilled in Outside Major Requirements with MA105 (a)	0.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	3 Credits from courses designated with Course*Type: TL	3.0
Reasoned Oral Discourse	3 Credits from courses designated with Course*Type: RD	3.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	Fulfilled in Outside Major Requirements with SO101	0.0
Historical Perspective/Social Sciences	Fulfilled in Outside Major Requirements with PS103	0.0
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD	6.0
	and 3 Credits from courses designated with Course*Type: GU or 6 Credits from the SAME foreign language	
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Criminal Justice (CJ) designated	0.0
	with Course*Type: WT	0.0
<i>(a) MA105 or higher level math.</i>		

Minimum Credits for Bachelor of Arts in Criminal Justice = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

Bachelor of Arts in Criminal Justice with a Concentration Homeland Security	
MAJOR REQUIREMENTS/CRIMINAL JUSTICE: 64 Credits	Credits
CJ101: Introduction to Criminal Justice	3.0
CJ211: Statistics for Criminal Justice	3.0
CJ241: Criminology	3.0
CJ305: Criminal Law	3.0
CJ315: Criminal Justice Research Methods	3.0
CJ325: Criminal Procedure	3.0
CJ375: Internship in CJ	3.0
CJ380: Forensic Psychology	3.0
CJ490: Seminar in Criminal Justice	4.0
CJ212: Introduction to Homeland Security	3.0
CJ235: GIS Applications in Homeland Security	3.0
CJ285: Domestic and International Terrorism	3.0
CJ286: Principles of Emergency Management	3.0
CJ320: Infrastructure Security Issues	3.0
CJ385: Cyber Terrorism	3.0
CJ386: Technology Crime	3.0
CJ395: Terroristic Crime Scene Investigation	3.0
CJ410: Intelligence and Threat Analysis	3.0
CJ420: Strategic Security Management	3.0
CJ430: Weapons of Mass Destruction	3.0
Homeland Security Elective:	
3 credits from a course designated with Course*Type: CJHLS	
CJxxx: _____	3.0
OUTSIDE MAJOR REQUIREMENTS: 24 Credits	Credits
PS376: Comparative Politics of the Middle East	3.0
PS103: American National Government	3.0
CO120: Interpersonal Communication	3.0
MA105: Math Modeling in Social Sciences	3.0
PS312: Constitutional Law, Civil Rights	3.0
PY103: Introduction to Psychology	3.0
SO101: Introduction to Sociology	3.0
SO201: Global Social Problems	3.0
FREE ELECTIVES: 1 Credit	Credits
_____	1.0

CJ.HLS11.GE12

Bachelor of Arts in Criminal Justice with a Concentration Homeland Security		
GENERAL EDUCATION REQUIREMENTS: 39 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Outside Major Requirements with MA105 (a)	0.0
Natural Sciences	6 Credits from subjects BY, GE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Theatre, or Dance	3.0
Technological Literacy	3 Credits from courses designated with Course*Type: TL	3.0
Reasoned Oral Discourse	3 Credits from courses designated with Course*Type: RD	3.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	Fulfilled in Outside Major Requirements with SO101	0.0
Historical Perspective/Social Sciences	Fulfilled in Outside Major Requirements with PS103	0.0
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD	6.0
	and 3 Credits from courses designated with Course*Type: GU	
	or 6 Credits from the SAME foreign language	
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Criminal Justice (CJ) designated	0.0
	with Course*Type: WT	0.0
<i>(a) MA105 or Higher level Math</i>		

Minimum Credits for Bachelor of Arts in Criminal Justice with a Concentration Homeland Security = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

BA Criminal Justice—Homeland Security Concentration

Bachelor of Arts in English	
MAJOR REQUIREMENTS/ENGLISH: 36 Credits	Credits
EN226: Literary Studies for English Majors	3.0
EN227: Foundations of British Literature	3.0
EN228: Foundations of American Literature	3.0
EN229: Non-European Literature in English	3.0
EN305: Shakespeare I or EN306: Shakespeare II	3.0
EN441: Criticism and Theory or EN442: Language and Linguistics or EN443: History of the English Language	3.0
EN252: Creative Writing: Fiction or EN253: Creative Writing: Poetry or EN254: Creative Writing: Drama or EN255: Creative Writing: Non-Fiction or EN300+: _____ (a) <i>(See advisor for information on substitutions)</i>	3.0
6 additional credits from EN at the 300+ level:	
EN300+: _____ (a)	3.0
EN300+: _____ (a)	3.0
6 additional credits from EN at the 400+ level:	
EN400+: _____ (a)	3.0
EN400+: _____ (a)	3.0
*ENED majors MUST use EN470 (elementary) or EN 474 (secondary) to fulfill 3 of the above elective credits	
EN491: Seminar in English	3.0
OUTSIDE MAJOR REQUIREMENTS: 3 Credits	Credits
3 crs. from a foreign language at the 200+ Level	
Fx200+: _____ (b)	3.0
FREE ELECTIVES: 41 to 44 Credits (c)	Credits
_____	41.0 - 44.0

<p>(a) Excludes EN388, EN488, and EN384</p> <p>(b) Partially fulfills Cultural Diversity/Global Understanding Requirement in General Education, if 3 additional credits of the SAME foreign language are completed.</p> <p>(c) 41 free electives if Foreign Language is used to fulfill Cultural Diversity/Global Understanding Requirement in General Education, or 38 free electives if Foreign Language is NOT used to fulfill Cultural Diversity/Global Understanding Requirement in General Education.</p>	

EN11.GE12

Bachelor of Arts in English		
GENERAL EDUCATION REQUIREMENTS: 45 to 48 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	3 Credits from subject MA excluding MA050 and MA101	3.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	3 Credits from courses designated with Course*Type: TL	3.0
Reasoned Oral Discourse	3 Credits from courses designated with Course*Type: RD	3.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	3 Credits from courses designated with Course*Type: SS.SV	3.0
Historical Perspective/Social Sciences	3 Credits from courses designated with Course*Type: HS.SV or 3 Credits from courses designated with Course*Type: SS.SV	3.0
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD and 3 Credits from courses designated with Course*Type: GU or 6 Credits from the SAME foreign language* <i>*Partially fulfilled in Outside Major Requirements; 3 additional crs. of the SAME language required.</i>	3.0 - 6.0
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from English (EN) designated with Course*Type: WT	0.0
		0.0

Minimum Credits for Bachelor of Arts in English = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

** The English Department awards Departmental Honors to those graduating seniors who successfully completes a senior thesis, two designated courses beyond the standard major requirements, a 3.50 major GPA, a 3.30 overall GPA, and fulfillment of the intermediate level language requirement for English majors.

Bachelor of Arts in English and Education with Endorsement in Elementary Education			
MAJOR REQUIREMENTS/ENGLISH: 36 Credits		MAJOR REQUIREMENTS/EDUCATION: 36 Credits (b)	
EN226: Literary Studies for English Majors	3.0	EDL201: Educational Psychology	3.0
EN227: Foundations of British Literature	3.0	EDL206: Child and Adolescent Development	3.0
EN228: Foundations of American Literature	3.0	ED250: Foundations of Teaching and Learning	3.0
EN229: Non-European Literature in English	3.0	EDL326: Literacy Instructions in K-5 Ed. Set. I	3.0
EN305: Shakespeare I	3.0	ED320: Teaching Students with Diverse Needs	3.0
or EN306: Shakespeare II		EDL327: Literacy Instruction in K-5 Ed. Set. II	3.0
EN441: Criticism and Theory	3.0	EDL327N: NCATE Assessment	0.0
or EN442: Language and Linguistics		ED360: Methods of Teaching Elem. Mathematics	3.0
or EN443: History of the English Language		ED360N: NCATE Assessment	0.0
EN252: Creative Writing: Fiction	3.0	ED361: Methods of Teaching Science for Elementary School	3.0
or EN253: Creative Writing: Poetry		ED361N: NCATE Assessment	0.0
or EN254: Creative Writing: Drama		ED362: Teaching Elementary Social Studies	3.0
or EN255: Creative Writing: Non-Fiction		ED362N: NCATE Assessment	0.0
or EN300+: _____ (a)		9 Credits as Follows (d):	
(See advisor for information on substitutions)		ED416: Student Teaching AND	8.0
6 additional credits from EN at the 300+ level:		ED416S: Seminar in Student Teaching	1.0
EN300+: _____ (a)	3.0	*OR*	
EN300+: _____ (a)	3.0	ED417: Supervised Student Teaching AND	8.0
6 additional credits from EN at the 400+ level:		ED417S: Seminar - Supervised Student Teaching	1.0
EN400+: _____ (a)	3.0		
EN400+: _____ (a)	3.0		
*EN/ED majors MUST use EN470 (elementary) or EN 474 (secondary) to fulfill 3 of the above electives			
EN491: Seminar in English	3.0		
ENGLISH OUTSIDE MAJOR REQUIREMENTS: 3 Credits		EDUCATION OUTSIDE MAJOR REQUIREMENTS: 9 Credits	
3 crs. from a foreign language at the 200+ level		PY103: Introduction to Psychology	3.0
Fx200+: _____ (c)	3.0	MA203: Foundations of Elem. Mathematics I	3.0
		MA204: Foundations of Elem. Mathematics II	3.0
FREE ELECTIVES: 5 - 8 Credits			Credits
			5.0 - 8.0
<p>(a) Excludes EN388, EN488, and EN384</p> <p>(b) Minimum grade of "C" required for Education Courses</p> <p>(c) Partially fulfills Cultural Diversity/Global Understanding Requirement in General Education, if 3 additional credits of the SAME foreign language are completed.</p> <p>(d) Students must complete the appropriate test requirement(s) with a passing score PRIOR to Student Teaching.</p>			

EN11EDE11GE12

Bachelor of Arts in English and Education with Endorsement in Elementary Education		
GENERAL EDUCATION REQUIREMENTS: 33 to 36 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Outside Major Requirements with MA203 or MA204	0.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	3 Credits from courses designated with Course*Type: TL	3.0
Reasoned Oral Discourse	Fulfilled in Major Requirements with ED320	0.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	Fulfilled in Outside Major Requirements with PY103	0.0
Historical Perspective/Social Sciences	3 Credits from courses designated with Course*Type: HS.SV	3.0
	or 3 Credits from courses designated with Course*Type: SS.SV	
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD	3.0 - 6.0
	and 3 Credits from courses designated with Course*Type: GU	
	or 6 Credits from the SAME foreign language*	
<i>*Partially fulfilled in Outside Major Requirements; 3 additional crs. of the SAME language required.</i>		
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from English (EN) designated with Course*Type: WT	0.0
	Two courses from Education (ED, EDL, EDS) designated with Course*Type: WT	0.0
	Two courses from Education (ED, EDL, EDS) designated with Course*Type: WT	0.0

Minimum Credits for Bachelor of Arts in English and Education with Endorsement in Elementary Education = 128.0

ADDITIONAL ENDORSEMENTS AVAILABLE:

- TSD - Teacher of Students with Disabilities - Elementary
- ESL - English as a Second Language - Elementary
- P-3 Early Childhood Endorsement
- MID-EN - Middle School English
- Teacher of Supplemental Instruction in Reading/Mathematics K-8

NOTES:

* 58 credits must be completed at the 200 level or higher.

** Education majors are required to have an overall GPA of 2.75 for State Certification.

***By state regulation, all Ed. Majors seeking content area endorsement must complete 12+ crs. at the 300+ level of content.

**** The English Dept. awards Departmental Honors to graduating seniors who successfully complete a thesis, 2 courses beyond the standard major requirements, a 3.50 major GPA, a 3.30 overall GPA, and fulfill the intermediate language requirements.

Bachelor of Arts in English and Education with Endorsement in Secondary Education in English			
MAJOR REQUIREMENTS/ENGLISH: 36 Credits		MAJOR REQUIREMENTS/EDUCATION: 24 Credits (b)	
EN226: Literary Studies for English Majors	3.0	ED250: Foundations of Teaching and Learning	3.0
EN227: Foundations of British Literature	3.0	EDL201: Educational Psychology	3.0
EN228: Foundations of American Literature	3.0	EDL206: Child and Adolescent Development	3.0
EN229: Non-European Literature in English	3.0	ED319: Content Literacy	3.0
EN305: Shakespeare I	3.0	ED319N: NCATE Assessment	0.0
or EN306: Shakespeare II		ED320: Teaching Students with Diverse Needs	3.0
EN441: Criticism and Theory	3.0	9 Credits as Follows (d):	
or EN442: Language and Linguistics		ED416: Student Teaching AND	8.0
or EN443: History of the English Language		ED416S: Seminar in Student Teaching	1.0
EN252: Creative Writing: Fiction	3.0	*OR*	
or EN253: Creative Writing: Poetry		ED417: Supervised Student Teaching AND	8.0
or EN254: Creative Writing: Drama		ED417S: Seminar - Supervised Student Teaching	1.0
or EN255: Creative Writing: Non-Fiction			
or EN300+: _____ (a)			
(See advisor for information on substitutions)			
6 additional credits from EN at the 300+ level:		EDUCATION OUTSIDE MAJOR REQUIREMENTS: 6 Credits	
EN300+: _____ (a)	3.0	PY103: Introduction to Psychology	3.0
EN300+: _____ (a)	3.0	MA100: Quantitative Reas. & Prob Solving	3.0
*EN/ED majors MUST use EN470 (elementary) or EN 474 (secondary) to fulfill 3 of the above electives		*OR*	
EN491: Seminar in English	3.0	MA203: Foundations of Elem. Mathematics I	3.0
ENGLISH OUTSIDE MAJOR REQUIREMENTS: 3 Credits		EDUCATION METHODS REQUIREMENTS: 6 Credits (b)	
3 crs. from a foreign language at the 200+ level		ED367: Teaching Language Arts - Sec. Level I	3.0
Fx200+: _____ (c)	3.0	or ED375: Integrated Sec. Teaching Methods I	
		ED368: Teaching Language Arts - Sec. Level II	3.0
		or ED376: Integrated Sec. Teaching Methods II	
FREE ELECTIVES: 14 -17 Credits			Credits
			14 - 17.0
<p>(a) Excludes EN388, EN488, and EN384</p> <p>(b) Minimum grade of "C" required for Education Courses</p> <p>(c) Partially fulfills Cultural Diversity/Global Understanding Requirement in General Education, if 3 additional credits of the SAME foreign language are completed.</p> <p>(d) Students must complete the appropriate test requirement(s) with a passing score PRIOR to Student Teaching.</p>			

EN11EDS11GE12

Bachelor of Arts in English and Education with Endorsement in Secondary Education in English		
GENERAL EDUCATION REQUIREMENTS: 36 to 39 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Outside Major Requ's. (ED) with MA100 or MA203	0.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	3 Credits from courses designated with Course*Type: TL	3.0
Reasoned Oral Discourse	Fulfilled in Education Major Requirements with ED320	0.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	Fulfilled in Education Outside Major Requirements with PY103	0.0
Historical Perspective/Social Sciences	3 Credits from courses designated with Course*Type: HS.SV	3.0
	or 3 Credits from courses designated with Course*Type: SS.SV	
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD	6.0
	and 3 Credits from courses designated with Course*Type: GU	
	or 6 Credits from the SAME foreign language*	
	<i>*Partially fulfilled in Outside Major Requirements; 3 additional crs. of the SAME language required.</i>	
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from English (EN) designated with Course*Type: WT	0.0
	Two courses from Education (ED, EDL, EDS) designated with Course*Type: WT	0.0
		0.0

Minimum Credits for Bachelor of Arts in English and Education with Endorsement in Secondary Education in English = 128.0

ADDITIONAL ENDORSEMENTS AVAILABLE:

- TSD - Teacher of Students with Disabilities - Secondary
- ESL - English as a Second Language - Secondary

NOTES:

* 58 credits must be completed at the 200 level or higher.

** Education majors are required to have an overall GPA of 2.75 for State Certification.

*** By state regulation, all Education Majors seeking content area endorsement must complete 12+ credits at the 300+ level in the content major.

**** The English Department awards Departmental Honors to those graduating seniors who successfully complete a senior thesis, two designated courses beyond the standard major requirements, a 3.50 major GPA, a 3.30 overall GPA, and fulfillment of the intermediate level language requirement for English majors.

Bachelor of Arts in English and Education with Endorsements in P3 and Teacher of Students with Disabilities			
MAJOR REQUIREMENTS/ENGLISH: 36 Credits (a)		MAJOR REQUIREMENTS/EDUCATION: 37 Credits (b)	
EN226: Literary Studies for English Majors	3.0	ED250: Foundations of Teaching and Learning	3.0
EN227: Foundations of British Literature	3.0	EDL280: Intro. to Early Childhood Education	3.0
EN228: Foundations of American Literature	3.0	EDL325: Language & Early Literacy Dvlpt, Birth-K	3.0
EN229: Non-European Literature in English	3.0	EDL326: Literacy Instructions in K-5 Ed. Set. I	3.0
EN305: Shakespeare I		ED320: Teaching Students with Diverse Needs	3.0
or EN306: Shakespeare II	3.0	EDL333: Family Partnerships/Early Childhood Set.	3.0
EN441: Criticism and Theory		EDL363: Early Childhood Curriculum & Methods	4.0
or EN442: Language and Linguistics		EDL201: Educational Psychology	3.0
or EN443: History of the English Language	3.0	EDL206: Child and Adolescent Development	3.0
EN252: Creative Writing: Fiction		9 Credits as Follows (d):	
or EN253: Creative Writing: Poetry		ED416: Student Teaching AND	8.0
or EN254: Creative Writing: Drama		ED416S: Student Teaching Seminar	1.0
or EN255: Creative Writing: Non-Fiction		*OR*	
or EN300+: <i>*See advisor for info. on substitutions (a)</i>	3.0	ED417: Supervised Student Teaching AND	8.0
6 additional credits from EN at the 300+ level:		ED417S: Supervised Student Teaching Seminar	1.0
EN300+: _____ (a)	3.0		
EN300+: _____ (a)	3.0		
6 additional credits from EN at the 400+ level:			
EN400+: _____ (a)	3.0		
EN400+: _____ (a)	3.0		
<i>*EN/ED majors MUST use EN470 (elementary) or EN 474 (secondary) to fulfill 3 of the above electives</i>			
EN491: Seminar in English	3.0		
OUTSIDE MAJOR (EN) REQUIREMENTS: 3 Credits		OUTSIDE MAJOR (ED) REQUIREMENTS: 9 Credits	
3 crs. from a foreign language at the 200+ level		PY103: Introduction to Psychology	3.0
Fx200+: _____ (c)	3.0	MA203: Foundations of Elem. Mathematics I	3.0
		MA204: Foundations of Elem. Mathematics II	3.0
TEACHER OF STUDENTS WITH DISABILITIES REQUIREMENTS: 18 Credits (b)			
ED320: Teaching Students with Diverse Needs <i>(Fulfilled in Education Major Requirements)</i>			0.0
EDL326: Literacy Instructions in K-5 Educational Settings I <i>(Fulfilled in Education Major Requirements)</i>			0.0
EDS332: Family, School, Community Partnerships and Resources, P-12			3.0
EDS336: Classroom Management			3.0
EDS338: Assessment Approaches P-12			3.0
EDS330: Human Exceptionalities			3.0
EDS350: Individual Curriculum and System Instructions for Special Education			3.0
EDS352: Curricula Methods and Materials for Learners with Difficulties			3.0
(a) Excludes EN388, EN488, and EN384			
(b) Minimum grade of "C" required for Education Courses			
(c) Partially fulfills Cultural Diversity/Global Understanding Requirement in General Education, if 3 additional credits of the SAME foreign language are completed.			
(d) Students must complete the appropriate test requirement(s) with a passing score PRIOR to Student Teaching.			

EN11YI11GE12

Bachelor of Arts in English and Education with Endorsements in P3 and Teacher of Students with Disabilities		
GENERAL EDUCATION REQUIREMENTS: 39 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Outside Major Requirements with MA203 or MA204	0.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	3 Credits from courses designated with Course*Type: TL	3.0
Reasoned Oral Discourse	Fulfilled in Major Requirements with ED320	0.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	Fulfilled in Outside Major Requirements with PY103	0.0
Historical Perspective/Social Sciences	3 Credits from courses designated with Course*Type: HS.SV	3.0
	or 3 Credits from courses designated with Course*Type: SS.SV	
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD	3.0 - 6.0
	and 3 Credits from courses designated with Course*Type: GU	
	or 6 Credits from the SAME foreign language*	
	<i>*Partially fulfilled in Outside Major Requirements; 3 additional crs. of the SAME language required.</i>	
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from English (EN) designated with Course*Type: WT	0.0
	Two courses from Education (ED, EDL, EDS) designated with Course*Type: WT	0.0
		0.0
		0.0

Minimum Credits for Bachelor of Arts in English and Education with Endorsements in P3 and Teacher of Students with Disabilities = 142.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

** Education majors are required to have an overall GPA of 2.75 for State Certification.

***By state regulation, all Education Majors seeking content area endorsement must complete 12+ credits at the 300+ level in the content major.

**** The English Department awards Departmental Honors to those graduating seniors who successfully complete a senior thesis, two designated courses beyond the standard major requirements, a 3.50 major GPA, a 3.30 overall GPA, and fulfillment of the intermediate level language requirement for English majors.

Bachelor of Arts in English with a Concentration in Creative Writing	
MAJOR REQUIREMENTS/ENGLISH: 36 Credits	Credits
EN226: Literary Studies for English Majors	3.0
EN227: Foundations of British Literature	3.0
EN228: Foundations of American Literature	3.0
EN229: Non-European Literature in English	3.0
EN305: Shakespeare I or EN306: Shakespeare II	3.0
EN441: Criticism and Theory or EN442: Language and Linguistics or EN443: History of the English Language	3.0
EN251: Introduction to Creative Writing	3.0
EN252: Creative Writing: Fiction or EN253: Creative Writing: Poetry or EN254: Creative Writing: Drama or EN255: Creative Writing: Non-Fiction	3.0
Literature Elective (at the 300+ level): EN300+: _____ (a) <i>*ENED majors MUST use EN470 (elementary) or EN 474 (secondary) to fulfill 3 of the above elective credits</i>	3.0
EN352: The Craft of Writing	3.0
EN451: Advanced Creative Writing	3.0
Take one course designated with Course*Type: ENCWU EN200+: _____ (a)	3.0
OUTSIDE MAJOR REQUIREMENTS: 3 Credits	Credits
3 crs. from a foreign language at the 200+ Level Fx200+: _____ (b)	3.0
FREE ELECTIVES: 41 to 44 Credits (c)	Credits
_____ _____ _____	41 - 44.0
<p>(a) Excludes EN388, EN488, and EN384</p> <p>(b) Partially fulfills Cultural Diversity/Global Understanding Requirement in General Education, if 3 additional credits of the SAME foreign language are completed.</p> <p>(c) 41 free electives if Foreign Language is used to fulfill Cultural Diversity/Global Understanding Requirement in General Education, or 38 free electives if Foreign Language is NOT used to fulfill Cultural Diversity/Global Understanding Requirement in General Education.</p>	

EN11.CW11.GE12

Bachelor of Arts in English with a Concentration in Creative Writing		
GENERAL EDUCATION REQUIREMENTS: 45 to 48 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	3 Credits from subject MA excluding MA050 and MA101	3.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	3 Credits from courses designated with Course*Type: TL	3.0
Reasoned Oral Discourse	3 Credits from courses designated with Course*Type: RD	3.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	3 Credits from courses designated with Course*Type: SS.SV	3.0
Historical Perspective/Social Sciences	3 Credits from courses designated with Course*Type: HS.SV	3.0
	or 3 Credits from courses designated with Course*Type: SS.SV	
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD	3.0 - 6.0
	and 3 Credits from courses designated with Course*Type: GU	
	or 6 Credits from the SAME foreign language*	
<i>*Partially fulfilled in Outside Major Requirements; 3 additional crs. of the SAME language required.</i>		
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from English (EN) designated with Course*Type: WT	0.0
		0.0

Minimum Credits for Bachelor of Arts in English with a Concentration in Creative Writing = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

** The English Department awards Departmental Honors to those graduating seniors who successfully complete a senior thesis, two designated courses beyond the standard major requirements, a 3.50 major GPA, a 3.30 overall GPA, and fulfillment of the intermediate level language requirement for English majors.

Bachelor of Arts in English/Creative Writing and Education with Endorsement in Elementary Education			
MAJOR REQUIREMENTS/ENGLISH: 36 Credits		MAJOR REQUIREMENTS/EDUCATION: 36 Credits (b)	
EN226: Literary Studies for English Majors	3.0	EDL201: Educational Psychology	3.0
EN227: Foundations of British Literature	3.0	EDL206: Child and Adolescent Development	3.0
EN228: Foundations of American Literature	3.0	ED250: Foundations of Teaching and Learning	3.0
EN229: Non-European Literature in English	3.0	EDL326: Literacy Instructions in K-5 Ed. Set. I	3.0
EN305: Shakespeare I or EN306: Shakespeare II	3.0	ED320: Teaching Students with Diverse Needs	3.0
EN441: Criticism and Theory or EN442: Language and Linguistics or EN443: History of the English Language	3.0	EDL327: Literacy Instruction in K-5 Ed. Set. II EDL327N: NCATE Assessment	3.0 0.0
EN251: Introduction to Creative Writing	3.0	ED360: Methods of Teaching Elem. Mathematics ED360N: NCATE Assessment	3.0 0.0
EN252: Creative Writing: Fiction or EN253: Creative Writing: Poetry or EN254: Creative Writing: Drama or EN255: Creative Writing: Non-Fiction	3.0	ED361: Methods of Teaching Science for Elementary School ED361N: NCATE Assessment	3.0 0.0
Literature Elective: (at the 300+ level) EN300+: _____ (a) <i>*EN/ED majors MUST use EN470 (elementary) or EN474 (secondary) to fulfill 3 of the above elective credits</i>	3.0	ED362: Teaching Elementary Social Studies ED362N: NCATE Assessment	3.0 0.0
EN352: The Craft of Writing	3.0	9 Credits as Follows (d): ED416: Student Teaching AND ED416S: Seminar in Student Teaching	8.0 1.0
EN451: Advanced Creative Writing	3.0	*OR* ED417: Supervised Student Teaching AND ED417S: Seminar - Supervised Student Teaching	8.0 1.0
Take one course designated with Course*Type: ENCWU EN200+: _____ (a)	3.0		
ENGLISH OUTSIDE MAJOR REQUIREMENTS: 3 Credits		EDUCATION OUTSIDE MAJOR REQUIREMENTS: 9 Credits	
3 crs. from a foreign language at the 200+ level Fx200+: _____ (c)	3.0	PY103: Introduction to Psychology MA203: Foundations of Elem. Mathematics I MA204: Foundations of Elem. Mathematics II	3.0 3.0 3.0
FREE ELECTIVES: 5 - 8 Credits			Credits
_____			5.0 - 8.0
<p>(a) Excludes EN388, EN488, and EN384</p> <p>(b) Minimum grade of "C" required for Education Courses</p> <p>(c) Partially fulfills Cultural Diversity/Global Understanding Requirement in General Education, if 3 additional credits of the SAME foreign language are completed.</p> <p>(d) Students must complete the appropriate test requirement(s) with a passing score PRIOR to Student Teaching.</p>			

EN11CW11EDE11GE12

Bachelor of Arts in English/Creative Writing and Education with Endorsement in Elementary Education		
GENERAL EDUCATION REQUIREMENTS: 39 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Outside Major Requirements with MA203 or MA204	0.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	3 Credits from courses designated with Course*Type: TL	3.0
Reasoned Oral Discourse	Fulfilled in Major Requirements with ED320	0.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	Fulfilled in Outside Major Requirements with PY103	0.0
Perspective/Social	3 Credits from courses designated with Course*Type: HS.SV	3.0
	or 3 Credits from courses designated with Course*Type: SS.SV	
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD	3.0 - 6.0
	and 3 Credits from courses designated with Course*Type: GU	
	or 6 Credits from the SAME foreign language*	
	<i>*Partially fulfilled in Outside Major Requirements; 3 additional crs. of the SAME language required.</i>	
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from English (EN) designated with Course*Type: WT	0.0
	Two courses from Education (ED, EDL, EDS) designated with Course*Type: WT	0.0
		0.0
		0.0

Minimum Credits for Bachelor of Arts in English/Creative Writing and Education with Endorsement in Elementary Education = 128.0

ADDITIONAL ENDORSEMENTS AVAILABLE:

- TSD - Teacher of Students with Disabilities - Elementary
- P-3 Early Childhood Endorsement
- Teacher of Supplemental Instruction in Reading/Mathematics K-8
- ESL - English as a Second Language - Elementary
- MID-EN - Middle School English

NOTES:

* 58 credits must be completed at the 200 level or higher.

** Education majors are required to have an overall GPA of 2.75 for State Certification.

***By state regulation, all Ed. Majors seeking content area endorsement must complete 12+ crs. at the 300+ level of content.

**** The English Dept. awards Departmental Honors to graduating seniors who successfully complete a thesis, 2 courses beyond the standard major requirements, a 3.50 major GPA, a 3.30 overall GPA, and fulfill the intermediate language requirements.

Bachelor of Arts in English/Creative Writing and Education with Endorsement in Secondary Education in English			
MAJOR REQUIREMENTS/ENGLISH: 36 Credits		MAJOR REQUIREMENTS/EDUCATION: 24 Credits (b)	
EN226: Literary Studies for English Majors	3.0	ED250: Foundations of Teaching and Learning	3.0
EN227: Foundations of British Literature	3.0	EDL201: Educational Psychology	3.0
EN228: Foundations of American Literature	3.0	EDL206: Child and Adolescent Development	3.0
EN229: Non-European Literature in English	3.0	ED319: Literacy Across the Secondary Curriculum	3.0 0.0
EN305: Shakespeare I or EN306: Shakespeare II	3.0	ED319N: NCATE Assessment	0.0
EN441: Criticism and Theory or EN442: Language and Linguistics or EN443: History of the English Language	3.0	ED320: Teaching Students with Diverse Needs	3.0
EN251: Introduction to Creative Writing	3.0	9 Credits as Follows (d):	
EN252: Creative Writing: Fiction or EN253: Creative Writing: Poetry or EN254: Creative Writing: Drama or EN255: Creative Writing: Non-Fiction	3.0	ED416: Student Teaching AND ED416S: Seminar in Student Teaching	8.0 1.0
Literature Elective: (at the 300+ level) EN300+: _____ (a) 3.0 <i>*EN/ED majors MUST use EN470 (elementary) or EN 474 (secondary) to fulfill the above electives.</i>		*OR* ED417: Supervised Student Teaching AND ED417S: Seminar - Supervised Student Teaching	8.0 1.0
EN352: The Craft of Writing	3.0	EDUCATION OUTSIDE MAJOR REQUIREMENTS: 6 Credits	
EN451: Advanced Creative Writing	3.0	PY103: Introduction to Psychology	3.0
Take one course designated with Course*Type: ENCWU EN200+: _____ (a) 3.0		MA100: Quantitative Reas. & Prob. Solving *OR* MA203: Foundations of Elem. Mathematics I	3.0 3.0
ENGLISH OUTSIDE MAJOR REQUIREMENTS: 3 Credits		EDUCATION METHODS REQUIREMENTS: 6 Credits (b)	
3 crs. from a foreign language at the 200+ level Fx200+: _____ (c) 3.0		ED367: Teaching Secondary English - Part I or ED375: Secondary Teaching Methods Part I	3.0
		ED368: Teaching Secondary English - Part II or ED376: Secondary Teaching Methods Part II	3.0
FREE ELECTIVES: 14 - 17.0 Credits			Credits
_____			14 - 17.0

<p>(a) Excludes EN388, EN488, and EN384</p> <p>(b) Minimum grade of "C" required for Education Courses</p> <p>(c) Partially fulfills Cultural Diversity/Global Understanding Requirement in General Education, if 3 additional credits of the SAME foreign language are completed.</p> <p>(d) Students must complete the appropriate test requirement(s) with a passing score PRIOR to Student Teaching.</p>			

EN11CW11EDS11GE12

Bachelor of Arts in English/Creative Writing and Education with Endorsement in Secondary Education in English

GENERAL EDUCATION REQUIREMENTS: 36 to 39 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Outside Major Requ's. (ED) with MA100 or MA203	0.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	3 Credits from courses designated with Course*Type: TL	3.0
Reasoned Oral Discourse	Fulfilled in Education Major Requirements with ED320	0.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	Fulfilled in Education Outside Major Requirements with PY103	0.0
Historical Perspective/Social Sciences	3 Credits from courses designated with Course*Type: HS.SV	3.0
	or 3 Credits from courses designated with Course*Type: SS.SV	
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD	3.0 - 6.0
	and 3 Credits from courses designated with Course*Type: GU	
	or 6 Credits from the SAME foreign language*	
<i>*Partially fulfilled in Outside Major Requirements; 3 additional crs. of the SAME language required.</i>		
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from English (EN) designated with Course*Type: WT	0.0
	Two courses from Education (ED, EDL, EDS) designated with Course*Type: WT	0.0
		0.0

Minimum Credits for Bachelor of Arts in English/Creative Writing and Education with Endorsement in Secondary Education in English = 128.0

ADDITIONAL ENDORSEMENTS AVAILABLE:

- TSD - Teacher of Students with Disabilities - Secondary
- ESL - English as a Second Language - Secondary

NOTES:

* 58 credits must be completed at the 200 level or higher.

** Education majors are required to have an overall GPA of 2.75 for State Certification.

***By state regulation, all Education Majors seeking content area endorsement must complete 12+ credits at the 300+ level in the content major.

**** The English Department awards Departmental Honors to those graduating seniors who successfully complete a senior thesis, two designated courses beyond the standard major requirements, a 3.50 major GPA, a 3.30 overall GPA, and fulfillment of the intermediate level language requirement for English majors.

Bachelor of Arts in English/Creative Writing and Education with Endorsements in P3 and Teacher of Students with Disabilities			
MAJOR REQUIREMENTS/ENGLISH: 36 Credits (a)		MAJOR REQUIREMENTS/EDUCATION: 37 Credits (b)	
EN226: Literary Studies for English Majors	3.0	ED250: Foundations of Teaching and Learning	3.0
EN227: Foundations of British Literature	3.0	EDL280: Intro. to Early Childhood Education	3.0
EN228: Foundations of American Literature	3.0	EDL325: Language & Early Literacy Dvlpt, Birth-K	3.0
EN229: Non-European Literature in English	3.0	EDL326: Literacy Instructions in K-5 Ed. Set. I	3.0
EN305: Shakespeare I	3.0	ED320: Teaching Students with Diverse Needs	3.0
or EN306: Shakespeare II		EDL333: Family Partnerships/Early Childhood Set.	3.0
EN441: Criticism and Theory	3.0	EDL363: Early Childhood Curriculum & Methods	4.0
or EN442: Language and Linguistics		EDL201: Educational Psychology	3.0
or EN443: History of the English Language		EDL206: Child and Adolescent Development	3.0
EN251: Introduction to Creative Writing	3.0	9 Credits as Follows (d):	
EN252: Creative Writing: Fiction	3.0	ED416: Student Teaching AND	8.0
or EN253: Creative Writing: Poetry		ED416S: Seminar in Student Teaching	1.0
or EN254: Creative Writing: Drama		*OR*	
or EN255: Creative Writing: Non-Fiction		ED417: Supervised Student Teaching AND	8.0
Literature Elective: (at the 300+ level)		ED417S: Seminar - Supervised Student Teaching	1.0
EN300+: _____ (a)	3.0		
*EN/ED majors MUST use EN470 (elementary) or EN 474 (secondary) to fulfill the above electives.			
EN352: The Craft of Writing	3.0		
EN451: Advanced Creative Writing	3.0		
Take one course designated with Course*Type: ENCWU			
EN200+: _____ (a)	3.0		
OUTSIDE MAJOR (EN) REQUIREMENTS: 3 Credits		OUTSIDE MAJOR (ED) REQUIREMENTS: 9 Credits	
3 crs. from a foreign language at the 200+ level		PY103: Introduction to Psychology	3.0
Fx200+: _____ (c)	3.0	MA203: Foundations of Elem. Mathematics I	3.0
		MA204: Foundations of Elem. Mathematics II	3.0
TEACHER OF STUDENTS WITH DISABILITIES REQUIREMENTS: 18 Credits (b)			
ED320: Teaching Students with Diverse Needs *(Fulfilled in Education Major Requirements)		0.0	
EDL326: Literacy Instructions in K-5 Educational Settings I *(Fulfilled in Education Major Requirements)		0.0	
EDS332: Family, School, Community Partnerships and Resources, P-12		3.0	
EDS336: Classroom Management		3.0	
EDS338: Assessment Approaches P-12		3.0	
EDS330: Human Exceptionalities		3.0	
EDS350: Individual Curriculum and System Instructions for Special Education		3.0	
EDS352: Curricula Methods and Materials		3.0	
(a) Excludes EN388, EN488, and EN384			
(b) Minimum grade of "C" required for Education Courses			
(c) Partially fulfills Cultural Diversity/Global Understanding Requirement in General Education, if 3 additional credits of the SAME foreign language are completed.			
(d) Students must complete the appropriate test requirement(s) with a passing score PRIOR to Student Teaching.			

EN11CW11YI11GE12

Bachelor of Arts in English/Creative Writing and Education with Endorsements in P3 and Teacher of Students with Disabilities		
GENERAL EDUCATION REQUIREMENTS: 36 to 39 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Outside Major Requirements with MA203 or MA204	0.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	3 Credits from courses designated with Course*Type: TL	3.0
Reasoned Oral Discourse	Fulfilled in Major Requirements with ED320	0.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	Fulfilled in Outside Major Requirements with PY103	0.0
Historical Perspective/Social Sciences	3 Credits from courses designated with Course*Type: HS.SV	3.0
	or 3 Credits from courses designated with Course*Type: SS.SV	
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD	3.0 - 6.0
	and 3 Credits from courses designated with Course*Type: GU	
	or 6 Credits from the SAME foreign language*	
<i>*Partially fulfilled in Outside Major Requirements; 3 additional crs. of the SAME language required.</i>		
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from English (EN) designated with Course*Type: WT	0.0
	Two courses from Education (ED, EDL, EDS) designated with Course*Type: WT	0.0
		0.0

Minimum Credits for Bachelor of Arts in English/Creative Writing and Education with Endorsements in P3 and Teacher of Students with Disabilities = 142.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

** Education majors are required to have an overall GPA of 2.75 for State Certification.

*** By state regulation, all Education Majors seeking content area endorsement must complete 12+ credits at the 300+ level in the content major.

**** The English Department awards Departmental Honors to those graduating seniors who successfully complete a senior thesis, two designated courses beyond the standard major requirements, a 3.50 major GPA, a 3.30 overall GPA, and fulfillment of the intermediate level language requirement for English majors.

Bachelor of Fine Arts in Art with a Concentration in Animation		
ART & DESIGN CORE REQUIREMENTS: 24 Credits		Credits
	AR113: Basic Design & Composition	3.0
	AR114: Basic Design & Color	3.0
	AR172: Computer Graphics	3.0
	AR181: Light and Lens: An Introduction to Photography and Video	3.0
	AR191: Drawing I	3.0
	AR192: Drawing II	3.0
	AR241: History of Art I	3.0
	AR242: History of Art II	3.0
	AR-REV: Sophomore Year Review	0.0
	AR-SHO: Senior Show	0.0
ANIMATION REQUIREMENTS: 49 Credits		Credits
	AR325: Writing Supplement for Art and Design	1.0
	AR269: Graphic Design I	3.0
	AR217: Sculpture I	
	or AR265: Hand Built Ceramics	3.0
	AR273: Digital Illustration	3.0
	AR116: Three-Dimensional Design	3.0
	AR335: BFA Internship/Seminar	3.0
	AR349: Asian Art Survey	3.0
	AR374: Digital Imaging	3.0
	AR385: Flash Animation	3.0
	AR386: Principles of 3-D Animation	3.0
	AR387: 3-D Character Rigging and Animation	3.0
	AR390: Motion Graphics I	3.0
	AR391: Motion Graphics II	3.0
	AR393: 3-D Animation Production	3.0
	AR394: 3-D Environments and Effects	3.0
	AR414: Group Project in 3-D Animation	3.0
	AR415: Senior Animation Reel	3.0
ANIMATION ADVANCED OPTION: 6 Credits		Credits
Choose 2 courses from among:	AR313: Lighting Techniques	
	AR323: Sequence as Story	
	AR375: Illustration for Gaming	
	AR382: Print: Lithography and Silk-screening	
	AR383: Web Design Static	
	AR384: Web Design Dynamic	
	AR404: Responsive Media	
	AR403: Advanced Digital Imaging	
	AR410: Advanced Project I	
	AR411: Advanced Project II	
		6.0
REQUIREMENTS OUTSIDE MAJOR: 10 Credits		Credits
Choose 10 credits from among:	BK250, BK411, CO155, CO241, CO243, CO231, CO365, or any ART course not specified as a requirement	10.0

BFA.AN112.GE12

Bachelor of Fine Arts in Art with a Concentration in Animation		
GENERAL EDUCATION REQUIREMENTS: 39 to 42 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	3 Credits from MA excluding MA050 and MA101 (a)	3.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	Fulfilled in Major Requirements with any AR course	0.0
Technological Literacy	Fulfilled in Core Requirements with AR172	0.0
Reasoned Oral Discourse	3 Credits from courses designated with Course*Type: RD	3.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	3 Credits from courses designated with Course*Type: SS.SV	3.0
Historical Perspective/Social Sciences	3 Credits from courses designated with Course*Type: HS.SV or 3 Credits from courses designated with Course*Type: SS.SV	3.0
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding* or Foreign Language	3 Credits from courses designated with Course*Type: CD and 3 Credits from courses designated with Course*Type: GU* or 6 Credits from SAME foreign language <i>*Partially fulfilled in Animation Requirements with AR349</i>	3.0 - 6.0
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Art (AR) designated with Course*Type: WT	0.0
		0.0

Minimum Credits for Bachelor of Fine Arts in Art with a Concentration in Animation = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

** The Department of Art and Design awards departmental honors to those graduating seniors who successfully complete AR410 and AR411 with a "B" average, a 3.50 major GPA, and a 3.30 overall GPA.

*** B.F.A. majors must pass the Sophomore Review (AR-REV) given in the 4th semester of study.

Bachelor of Fine Arts in Art with a Concentration in Graphic Design		
ART & DESIGN CORE REQUIREMENTS: 24 Credits		Credits
	AR113: Basic Design & Composition	3.0
	AR114: Basic Design & Color	3.0
	AR172: Computer Graphics	3.0
	AR181: Light and Lens: An Introduction to Photography and Video	
or	AR183: Beginning Photo Practices	3.0
	AR191: Drawing I	3.0
	AR192: Drawing 2	3.0
	AR241: History of Art 1	3.0
	AR242: History of Art 2	3.0
	AR-REV: Sophomore Year Review	0.0
	AR-SHO: Senior Show	0.0
GRAPHIC DESIGN REQUIREMENTS: 42 Credits		Credits
	AR243: History of Graphic Design	3.0
	AR269: Graphic Design 1	3.0
	AR270: Graphic Design II	3.0
	AR273: Digital Illustration	3.0
	AR287: Typography	3.0
	AR335: BFA Internship/Seminar	3.0
	AR349: Asian Art Survey	3.0
	AR371: Graphic Design III	3.0
	AR374: Digital Imaging	3.0
	AR383: Web Design: Static	3.0
	AR384: Web Design: Dynamic	3.0
	AR390: Motion Graphics I	3.0
	AR401: Senior Portfolio	3.0
	AR381: Print: Intaglio/Relief	
or	AR382: Print: Litho/Silkscreen	3.0
GRAPHIC DESIGN ADVANCED OPTION: 9 Credits		Credits
Choose 3 courses from among:	AR323: Sequence as Story	
	AR370: Advanced Typography	
	AR386: Principles of 3D Animation	
	AR387: 3D Character Rigging & Animation	
	AR391: Motion Graphics II	
	AR403: Advanced Digital Imaging	
	AR406: Creative Book Arts	
	AR410: Advanced Project I**	
	AR411: Advanced Project II**	9.0
REQUIREMENTS OUTSIDE MAJOR: 15 Credits		Credits
Choose 5 courses from among:	BK250, BK411, CO155, CO241, CO245, CO367	
or	any AR course not specified as a requirement	15.0

BFA.GD12.GE12

Bachelor of Fine Arts in Art with a Concentration in Graphic Design		
GENERAL EDUCATION REQUIREMENTS: 39 to 42 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	3 Credits from MA excluding MA050 and MA101	3.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	Fulfilled in Major Requirements with any AR course	0.0
Technological Literacy	Fulfilled in Core Requirements with AR172	0.0
Reasoned Oral Discourse	3 Credits from courses designated with Course*Type: RD	3.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	3 Credits from courses designated with Course*Type: SS.SV	3.0
Historical Perspective/Social Sciences	3 Credits from courses designated with Course*Type: HS.SV or 3 Credits from courses designated with Course*Type: SS.SV	3.0
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding* or Foreign Language	3 Credits from courses designated with Course*Type: CD and 3 Credits from courses designated with Course*Type: GU* or 6 Credits from SAME foreign language <i>*Partially fulfilled in Animation Requirements with AR349</i>	3.0 - 6.0
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Art (AR) designated with Course*Type: WT	0.0
		0.0

Minimum Credits for Bachelor of Fine Arts in Art with a Concentration in Graphic Design = 129.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

** The Department of Art and Design awards departmental honors to those graduating seniors who successfully complete AR410 and AR411 with a "B" average, a 3.50 major GPA, and a 3.30 overall GPA.

*** B.F.A. majors must pass the Sophomore Review (AR-REV) given in the 4th semester of study.

Bachelor in Arts In Foreign Languages/Spanish Concentration			
MAJOR REQUIREMENTS/FOREIGN LANGUAGES/SPANISH CONCENTRATION: 33 Credits (a)		Credits	
33 credits above the intermediate level	FS301: Introduction to Hispanic Literature	3.0	
	FS315: Introduction to Spanish Linguistics	3.0	
	FS300A: Advanced Spanish I: Composition & Conversation (b)	3.0	
	FS300B: Advanced Spanish II: Composition & Conversation	3.0	
	FS305: Survey of Spanish-American Literature		
	or FS307: Survey of Spanish Literature	3.0	
	FS309: Culture and Civilization of Spain	3.0	
	FS310: Culture and Civilization of Latin America	3.0	
	FS409: Advanced Spanish: Grammar & Stylistics	3.0	
	9 credits at the 400+ level	FS400+: _____	3.0
		FS400+: _____	3.0
		FS400+: _____	3.0
	FO-OPI: Oral Interview	0.0	
OUTSIDE MAJOR REQUIREMENTS : 18 Credits (c)		Credits	
15 Credits* in at least three of the following categories:	AR: _____	3.0	
	CO: _____	3.0	
	EN: _____ (d)	3.0	
	HS: _____	3.0	
	MU: _____	3.0	
	PL: _____	3.0	
<i>*(in addition to the General Education requirements)</i>			
FREE ELECTIVES: 38 Credits		Credits	
		38.0	
<p>(a) In courses numbered above 300 it is presumed that the student has taken 201-202 (Intermediate) or equivalent to assure adequate communicative facility in the foreign language.</p> <p>(b) A native speaker may be exempt from taking FS300A upon consultation with the Chair of the Department. The student may substitute any FS300+ course to fulfill the three credit requirement.</p> <p>(c) Can substitute a minimum of 9 credits in the same foreign language other than Spanish</p> <p>(d) Excluding EN110 and EN112</p>			

FS09.GE12

Bachelor in Arts In Foreign Languages/Spanish Concentration		
GENERAL EDUCATION REQUIREMENTS: 42 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	3 Credits from subject MA *(excluding MA050 and MA101) (a)	3.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	3 Credits from courses designated with Course*Type: TL	3.0
Reasoned Oral Discourse	3 Credits from courses designated with Course*Type: RD	3.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	3 Credits from courses designated with Course*Type: SS.SV	3.0
Historical Perspective/Social Sciences	3 Credits from courses designated with Course*Type: HS.SV	3.0
	3 Credits from courses designated with Course*Type: SS.SV	
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	Fulfilled in Major Requirements with required FS courses	0.0
	Fulfilled in Major Requirements with required FS courses	
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Foreign Languages (FS) designated	0.0
	with Course*Type: WT	0.0

Minimum Credits for Bachelor in Arts In Foreign Languages/Spanish Concentration = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

Bachelor of Arts in Foreign Languages/Spanish Concentration and Communication (Journalism Cluster)			
MAJOR REQUIREMENTS/SPANISH: 33 Credits (a)		MAJOR REQUIREMENTS/COMMUNICATIONS: 37 Credits	
FS301: Introduction to Hispanic Literature FS315: Introduction to Spanish Linguistics FS300A: Advanced. Spanish I: Comp. & Conversation (b) FS300B: Advanced. Spanish II: Comp. & Conversation FS305: Survey of Spanish-American Literature or FS307: Survey of Spanish Literature FS309: Culture & Civilization of Spain FS310: Culture & Civilization of Latin America FS409: Advanced Spanish: Grammar & Stylistics FS318: Spanish Pronunciation, Voice & Diction FS411A: Writing for the Spanish Media FS400+: Spanish Elective FO-OPI: Oral Interview	3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 0.0	CO100: Introduction to Communication CO155: Media Literacy CO220: Public Speaking CO224: Introduction To Mass Communication CO292: Communication Research Methods CO301: Communication Theory CO311: Communication Ethics Journalism Cluster: CO211: Intro. to Journalism CO215: News Writing CO264: Co-Curricular: Practicum in Journalism Take 2 writing courses from among the following courses: CO317: Civic Journalism CO333: Online Journalism CO340: Writing the Review CO342: Editorial Writing CO360: Feature Writing Take 1 of the following courses: CO290: Media Law CO330: News Editing CO383: Gender, Race, Media CO425: Political Communication	3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0
OUTSIDE MAJOR REQUIREMENTS: 15 Credits (c)			Credits
		HU201: Critical Discourse MA105: Mathematical Modeling in the Social Sciences 9.00 credits in at least THREE of the following categories: AR: _____ EN: _____ (d) HS: _____ MU: _____ PL: _____	3.0 3.0 3.0 3.0 3.0
FREE ELECTIVES: 7 Credits			Credits
		_____	7.0
<p>(a) In courses numbered above 300 it is presumed that the student has taken 201-202 (Intermediate) or equivalent to assure adequate communicative facility in the foreign language.</p> <p>(b) A native speaker may be exempt from taking FS300A upon consultation with the Chair of the Department. The student may substitute any FS300+ course to fulfill the three credit requirement.</p> <p>(c) Can substitute a minimum of 9 credits in the same foreign language other than Spanish</p> <p>(d) Excluding EN110 and EN112</p>			

FSCOJN11.GE12

Bachelor of Arts in Foreign Languages/Spanish Concentration and Communication (Journalism Cluster)		
GENERAL EDUCATION REQUIREMENTS: 36 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Outside Major Requirements with MA105	0.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	3 Credits from courses designated with Course*Type: TL	3.0
Reasoned Oral Discourse	Fulfilled in Outside Major Requirements with HU201	0.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	3 Credits from courses designated with Course*Type: SS.SV	3.0
Historical Perspective/Social Sciences (e)	3 Credits from courses designated with Course*Type: HS.SV	3.0
	or 3 Credits from courses designated with Course*Type: SS.SV	
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	Fulfilled in Major Requirements with required FS courses	0.0
	Fulfilled in Major Requirements with required FS courses	0.0
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Foreign Languages/Spanish (FS)	0.0
	designated with Course*Type: WT	0.0
	Two courses from Communication (CO) designated	0.0
	with Course*Type: WT	0.0
<i>(e) May be fulfilled in Outside Major Requirements</i>		

**Minimum Credits for Bachelor of Arts in Foreign Languages/Spanish Concentration and Communication
(Journalism Cluster) = 128.0**

NOTES:

* 58 credits must be completed at the 200 level or higher.

Bachelor of Arts in Foreign Languages/Spanish Concentration and Communication (Radio & Television Cluster)			
MAJOR REQUIREMENTS/SPANISH: 33 Credits (a)		MAJOR REQUIREMENTS/COMMUNICATION: 37 Credits	
*33 credits above the intermediate level		CO100: Introduction to Communication	3.0
FS301: Introduction to Hispanic Literature	3.0	CO155: Media Literacy	3.0
FS315: Introduction to Spanish Linguistics	3.0	CO220: Public Speaking	3.0
FS300A: Advanced. Spanish I: Comp. & Conversation (b)	3.0	CO224: Introduction To Mass Communication	3.0
FS300B: Advanced. Spanish II: Comp. & Conversation	3.0	CO292: Communication Research Methods	3.0
FS305: Survey of Spanish-American Literature	3.0	CO301: Communication Theory	3.0
or FS307: Survey of Spanish Literature	3.0	CO311: Communication Ethics	3.0
FS309: Culture & Civilization of Spain	3.0	Radio & Television Cluster:	
FS310: Culture & Civilization of Latin America	3.0	CO102: Working with Audio	3.0
FS409: Advanced Spanish: Grammar & Stylistics	3.0	CO145: Intro. to Television Production	3.0
FS318: Spanish Pronunciation, Voice & Diction	3.0	CO262: Co-Curricular Practicum in Radio	
FS411A: Writing for the Spanish Media	3.0	or CO263: Co-Curricular Practicum in Television	1.0
FS400+: Spanish Elective	3.0	Take 1 production course from among:	
FO-OPI: Oral Interview	0.0	CO242: Creating Good Radio	
		CO246: Producing & Directing for Television	
		CO338: Adv. Video Production & Editing	
		CO345: Elec. Field Production & Editing	
		CO352: Broadcast News Operation	
		CO374: Radio Programing & Promotion	
		CO378: Talk Radio	
		CO379: Adv. Radio Production	
		CO398: Special Topics in Communication	3.0
		Take 1 performance *OR* writing course from among:	
		CO210: Voice & Diction	
		CO275: Performance for Radio	
		CO357: Acting for Television	
		CO365: Screenwriting	
		CO346: Documentary Film & Video	
		CO350: Broadcast News Writing/Reporting	
		CO351: Broadcast Copywriting	3.0
		Take 1 theory/analysis course from among:	
		CO290: Media Law	
		CO367: Media Analysis	
		CO375: Television Criticism	
		CO373: Music Industry	
		CO376: Radio Station Management	
		CO383: Gender, Race & Media	3.0
OUTSIDE MAJOR REQUIREMENTS/SPANISH: 15 Credits (c)			
Take 9 Credits in at least THREE of the following categories:			
ARxxx: _____			
ENxxx: _____ (d)			
MUxxx: _____	3.0		
HSxxx: _____	3.0		
PLxxx: _____	3.0		
HU201: Critical Discourse	3.0		
MA105: Mathematical Modeling in Social Sciences	3.0		
FREE ELECTIVES: 7 Credits			Credits
_____			7.0
<p>(a) In courses numbered above 300 it is presumed that the student has taken 201-202 (intermediate) or equivalent</p> <p>(b) A native speaker may substitute any FS300+ course for FS300A after consultation with the Department Chair.</p> <p>(c) Can substitute a minimum of 9 credits in the same foreign language other than Spanish</p> <p>(d) Excluding EN110 and EN112</p>			

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Bachelor of Arts in Foreign Languages/Spanish Concentration and Communication (Radio & Television Cluster)		
GENERAL EDUCATION REQUIREMENTS: 36 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Outside Major Requirements with MA105	0.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	3 Credits from courses designated with Course*Type: TL	3.0
Reasoned Oral Discourse	Fulfilled in Outside Major Requirements with HU201	0.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	3 Credits from courses designated with Course*Type: SS.SV	3.0
Historical Perspective/Social Sciences (e)	3 Credits from courses designated with Course*Type: HS.SV	3.0
	or 3 Credits from courses designated with Course*Type: SS.SV	
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	Fulfilled in Major Requirements with required FS courses	0.0
	Fulfilled in Major Requirements with required FS courses	0.0
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Foreign Languages/Spanish (FS) designated with Course*Type: WT	0.0
	Two courses from Communication (CO) designated with Course*Type: WT	0.0
	with Course*Type: WT	0.0
<i>(d) May be fulfilled in Outside Major Requirements</i>		

**Minimum Credits for Bachelor of Arts in Foreign Languages/Spanish Concentration and Communication
(Radio & Television Cluster) = 128.0**

NOTES:

* 58 credits must be completed at the 200 level or higher.

Bachelor of Arts in Spanish and International Business			
MAJOR REQUIREMENTS/SPANISH: 30 Credits		MAJOR REQUIREMENTS/BUSINESS: 48 Credits	
FS300A: Advanced Spanish: Comp. & Conversation I (a)	3.0	BA251: Principles of Financial Accounting	3.0
		BA252: Principles of Managerial Accounting	3.0
FS300B: Advanced Spanish: Comp. & Conversation II	3.0	BE201: Microeconomics	3.0
		BE202: Macroeconomics	3.0
FS301: Introduction to Hispanic Literature	3.0	BF301: Principles of Finance	3.0
FS309: Culture and Civilization of Spain	3.0	BL201: Legal Environment of Business I	3.0
FS310: Culture and Civilization of Latin America	3.0	BE/BF304: Money, Credit, and Financial Institutions	3.0
FS313: Commercial Spanish	3.0	BK250: Principles of Marketing	3.0
FS409: Advanced Spanish: Grammar & Stylistics	3.0	BE251: Business Statistics	3.0
FS412: Advanced Business Spanish I	3.0	BM250: Principles of Management and Organizational Behavior	3.0
FS413: Advanced Business Spanish II	3.0	BM311: Management Information Systems	3.0
FS 400+ Elective: FS4xx: _____		BM327: Ethics, Diversity, & Soc. Responsibility	3.0
or FS 414: Current Issues in Business	3.0	BM350: Operations Management	3.0
FO OPI Oral Interview	0.0	BM490: Strategic Management	3.0
		BM471: Global Management or BK453: International Marketing	3.0
		BF421: International Finance or BE403: Economic Growth & Development	3.0
OUTSIDE MAJOR REQUIREMENTS: 9 Credits		Credits	
		MA117: Quantitative Analysis for Business I	3.0
		MA118: Quantitative Analysis for Business II	3.0
		IT150: Information Technology for Business	3.0
FREE ELECTIVES: 11 Credits		Credits	
			11.0
<p><i>(a) A native speaker may be exempt from FS300A upon consultation with the Chair of the Department. The student may substitute any FS 300+ course to fulfill the three credit requirement.</i></p>			

FSBU11.GE12

Bachelor of Arts in Spanish and International Business		
GENERAL EDUCATION REQUIREMENTS: 30 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Outside Major Requirements with MA117 or MA118	0.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	Fulfilled in Outside the Major with IT150	0.0
Reasoned Oral Discourse	3 Credits from courses designated with Course*Type: RD	3.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	Fulfilled in Major Requirements with BE201	0.0
Historical Perspective/Social Sciences	Fulfilled in Major Requirements with BE202	0.0
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	Fulfilled in Major Requirements with required FS courses	0.0
	Fulfilled in Major Requirements with required FS courses	0.0
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Spanish (FS) or from Business (BA, BE, BF, BI, BK, BM, BR) designated with Course*Type: WT	0.0
		0.0

Minimum Credits for Bachelor of Arts in Spanish and International Business = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

**Students in this program must complete a minimum of 21 credit hours in business courses at Monmouth University at the 300+ level (not including Internships or Cooperative Education courses).

***Students who do not place into FS201 or FS202 will be required to take FS100 or FS101, and FS102.

Bachelor of Arts in Foreign Languages/Spanish and Education with Endorsement in Elementary Education			
MAJOR REQUIREMENTS/FRN LNG/SPANISH: 33 Credits (a)		MAJOR REQUIREMENTS/EDUCATION: 36 Credits (c)	
*33 credits above the intermediate level		EDL201: Educational Psychology	3.0
FS301: Introduction to Hispanic Literature	3.0	EDL206: Child and Adolescent Development	3.0
FS315: Introduction to Spanish Linguistics	3.0	ED250: Foundations of Teaching and Learning	3.0
FS300A: Adv Spn I: Comp & Convers. (b)	3.0	EDL326: Literacy Instructions in K-5 Ed. Set. I	3.0
FS300B: Adv Spanish II: Comp & Convers.	3.0	ED320: Teaching Students with Diverse Needs	3.0
FS305: Survey of Spanish-American Literature or FS307: Survey of Spanish Literature	3.0	EDL327: Literacy Instruction in K-5 Ed. Set. II	3.0
FS309: Culture and Civilization of Spain	3.0	EDL327N: NCATE Assessment	0.0
FS310: Culture & Civ. of Latin America	3.0	ED360: Methods of Teaching Elem. Mathematics	3.0
FS409: Adv Spanish: Grammar & Stylistics	3.0	ED360N: NCATE Assessment	0.0
9 credits at the 400+ level	3.0	ED361: Methods of Teaching Science/Elementary	3.0
FS400+: _____	3.0	ED361N: NCATE Assessment	0.0
FS400+: _____	3.0	ED362: Teaching Elementary Social Studies	3.0
FS400+: _____	3.0	ED362N: NCATE Assessment	0.0
FO-OPI: Oral Interview	0.0	9 Credits as Follows (d):	
		ED416: Student Teaching AND	8.0
		ED416S: Seminar in Student Teaching	1.0
		OR	
		ED417: Supervised Student Teaching AND	8.0
		ED417S: Seminar - Supervised Student Teaching	1.0
FRN LNG/SP OUTSIDE MAJOR REQUIREMENTS: 15 Credits		EDUCATION OUTSIDE MAJOR REQUIREMENTS: 9 Credits	
Take 15 credits in at least 3 of the following categories:		PY103: Introduction to Psychology	3.0
*(in addition to the General Education requirement)		MA203: Foundations of Elem. Mathematics I	3.0
AR: _____	3.0	MA204: Foundations of Elem. Mathematics II	3.0
CO: _____	3.0		
EN: _____ (e)	3.0	EDUCATION METHODS REQUIREMENTS: 3 Credits	
HS: _____	3.0	FO427: Teaching of World Languages	
MU: _____	3.0	*OR* ED427: Teaching of World Languages	3.0
PL: _____	3.0		
<p>(a) In 300+ level courses it is presumed that the student has taken 201-202 (Intermediate) or equivalent to assure adequate communicative facility in the foreign language.</p> <p>(b) A student may be exempt from taking both courses upon a final grade of A- or above in one of the courses. Any FS300+ may be substituted to fulfill the three credits.</p> <p>(c) Minimum Grade of 'C' Required For All Education Courses</p> <p>(d) Students must complete the appropriate test requirement(s) with a passing score PRIOR to Student Teaching.</p> <p>(e) Excluding EN110 and EN112</p>			

FS09EDE11GE12

Bachelor of Arts in Foreign Languages/Spanish and Education with Endorsement in Elementary Education		
GENERAL EDUCATION REQUIREMENTS: 33 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Outside Major Requirements with MA203 or MA204	0.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	3 Credits from courses designated with Course*Type: TL	3.0
Reasoned Oral Discourse	Fulfilled in Major Requirements with ED320	0.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	Fulfilled in Outside Major Requirements with PY103	0.0
Historical Perspective/Social Sciences	3 Credits from courses designated with Course*Type: HS.SV	3.0
	or 3 Credits from courses designated with Course*Type: SS.SV	
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	Fulfilled in Major Requirements with required FS courses	0.0
	Fulfilled in Major Requirements with required FS courses	0.0
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Spanish (FS) designated with Course*Type: WT	0.0
	Two courses from Education (ED, EDL, EDS) designated with Course*Type: WT	0.0
		0.0
		0.0

Minimum Credits for Bachelor of Arts in Foreign Languages/Spanish and Education with Endorsement in Elementary Education = 129.0	
ADDITIONAL ENDORSEMENTS AVAILABLE:	
• TSD - Teacher of Students with Disabilities - Elementary	• ESL - English as a Second Language - Elementary
• P-3 Early Childhood Endorsement	
• Teacher of Supplemental Instruction in Reading/Mathematics K-8	

NOTES:

* 58 credits must be completed at the 200 level or higher.

** Education majors are required to have an overall GPA of 2.75 for State Certification.

***By state regulation, all Education Majors seeking content area endorsement must complete 12+ credits at the 300+ level in the content major.

BA Foreign Languages/Spanish & Education, Endorsement in Elementary Education

Bachelor of Arts in Foreign Languages/Spanish and Education with K - 12 Endorsement in Spanish			
MAJOR REQUIREMENTS/FRN LNG/SPANISH: 33 Credits (a)		MAJOR REQUIREMENTS/EDUCATION: 24 Credits (c)	
<p>*33 credits above the intermediate level</p> <p>FS301: Introduction to Hispanic Literature 3.0 FS315: Introduction to Spanish Linguistics 3.0</p> <p>FS300A: Adv Spn I: Comp & Convers. (b) 3.0 FS300B: Adv Spanish II: Comp & Convers. 3.0</p> <p>FS305: Survey of Spanish-American Literature or FS307: Survey of Spanish Literature 3.0</p> <p>FS309: Culture and Civilization of Spain 3.0 FS310: Culture & Civ. of Latin America 3.0</p> <p>FS409: Adv Spanish: Grammar & Stylistics 3.0</p> <p>9 credits at the 400+ level</p> <p>FS400+: _____ 3.0 FS400+: _____ 3.0 FS400+: _____ 3.0</p> <p>FO-OPI: Oral Interview 0.0</p>		<p>ED250: Foundations of Teaching & Learning 3.0 EDL201: Educational Psychology 3.0 EDL206: Child & Adolescent Development 3.0 ED319: Content Literacy 3.0 ED319N: NCATE Assessment 0.0 ED320: Teaching Students with Diverse Needs 3.0</p> <p>9 Credits as Follows (d):</p> <p>ED416: Student Teaching AND 8.0 ED416S: Seminar in Student Teaching 1.0</p> <p>OR</p> <p>ED417: Supervised Student Teaching AND 8.0 ED417S: Seminar - Supervised Student Teaching 1.0</p>	
FRN LNG/SP OUTSIDE MAJOR REQUIREMENTS: 15 Credits		EDUCATION OUTSIDE MAJOR REQUIREMENTS: 6 Credits	
<p>Take 15 credits in at least 3 of the following categories:</p> <p><i>*(in addition to the General Education requirement)</i></p> <p>AR: _____ 3.0 CO: _____ 3.0 EN: _____ (e) 3.0 HS: _____ 3.0 MU: _____ 3.0 PL: _____ 3.0</p>		<p>PY103: Introduction to Psychology 3.0 MA100: Quantitative Reasoning & Problem Solving *OR* MA203: Foundations of Elem. Mathematics I 3.0</p>	
		EDUCATION METHODS REQUIREMENTS: 6 Credits (c)	
		<p>ED427: The Teaching of World Languages 3.0 ED374: Issues & Practices in World Lang. Ed. II *OR* ED377: Integrated K-12 Teaching Methods 3.0</p>	
FREE ELECTIVES: 11 Credits			Credits
			11.0
<p>(a) In 300+ level courses it is presumed that the student has taken 201-202 (Intermediate) or equivalent to assure adequate communicative facility in the foreign language.</p> <p>(b) A student may be exempt from taking both courses upon a final grade of A- or above in one of the courses. Any FS300+ may be substituted to fulfill the three credits.</p> <p>(c) Minimum Grade of 'C' Required For All Education Courses</p> <p>(d) Students must complete the appropriate test requirement(s) with a passing score PRIOR to Student Teaching.</p> <p>(e) Excluding EN110 and EN112</p>			

FS09EDS11GE12

Bachelor of Arts in Foreign Languages/Spanish and Education with K-12 Endorsement in Spanish		
GENERAL EDUCATION REQUIREMENTS: 33 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Outside Major Requirements with MA100 or MA203	0.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	3 Credits from courses designated with Course*Type: TL	3.0
Reasoned Oral Discourse	Fulfilled in Major Requirements with ED320	0.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	Fulfilled in Outside Major Requirements with PY103	0.0
Historical Perspective/Social Sciences	3 Credits from courses designated with Course*Type: HS.SV	3.0
	or 3 Credits from courses designated with Course*Type: SS.SV	
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	Fulfilled in Major Requirements with required FS courses	0.0
	Fulfilled in Major Requirements with required FS courses	0.0
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Spanish (FS) designated with Course*Type: WT	0.0
	Two courses from Education (ED, EDL, EDS) designated with Course*Type: WT	0.0
		0.0

Minimum Credits for Bachelor of Arts in Foreign Languages/Spanish and Education with K - 12 Endorsement in Spanish = 128.0
ADDITIONAL ENDORSEMENTS AVAILABLE:
<ul style="list-style-type: none"> • TSD - Teacher of Students with Disabilities - K-12 • ESL - English as a Second Language - K-12

NOTES:

* 58 credits must be completed at the 200 level or higher.

** Education majors are required to have an overall GPA of 2.75 for State Certification.

***By state regulation, all Education Majors seeking content area endorsement must complete 12+ credits at the 300+ level in the content major.

**BA Foreign Languages/Spanish & Education,
Endorsement in K-12 Education in Spanish**

Bachelor of Arts in Foreign Languages/Spanish and Education with Endorsements in P3 and Teacher of Students with Disabilities			
MAJOR REQUIREMENTS/FRN LNG/SPANISH: 33 Credits (a)		MAJOR REQUIREMENTS/EDUCATION: 37 Credits (c)	
*33 credits above the intermediate level			
FS301: Introduction to Hispanic Literature	3.0	ED250: Foundations of Teaching and Learning	3.0
FS315: Introduction to Spanish Linguistics	3.0	EDL280: Intro. to Early Childhood Education	3.0
FS300A: Adv Spn I: Comp & Convers. (b)	3.0	EDL325: Language & Early Literacy Dvlp., Birth -K	3.0
FS300B: Adv Spanish II: Comp & Convers.	3.0	EDL326: Literacy Instructions in K-5 Ed. Set. I	3.0
FS305: Survey of Spanish-American Literature or FS307: Survey of Spanish Literature	3.0	ED320: Teaching Students with Diverse Needs	3.0
FS309: Culture and Civilization of Spain	3.0	EDL333: Family Partnerships/Early Childhood Set.	3.0
FS310: Culture & Civ. of Latin America	3.0	EDL363: Early Childhood Curriculum & Methods	4.0
FS409: Adv Spanish: Grammar & Stylistics	3.0	EDL201: Educational Psychology	3.0
9 credits at the 400+ level	3.0	EDL206: Child and Adolescent Development	3.0
FS400+: _____	3.0	9 Credits as Follows (d):	
FS400+: _____	3.0	ED416: Student Teaching AND	8.0
FS400+: _____	3.0	ED416S: Seminar in Student Teaching	1.0
FO-OPI: Oral Interview	0.0	*OR*	
		ED417: Supervised Student Teaching AND	8.0
		ED417S: Seminar - Supervised Student Teaching	1.0
		EARLY CHILDHOOD EDUCATION OUTSIDE MAJOR REQUIREMENTS: 9 Credits	
FRN LNG/SP OUTSIDE MAJOR REQUIREMENTS: 15 Credits			
Take 15 credits in at least 3 of the following categories: (*in addition to Gen. Ed requirements)			
AR: _____		PY103: Introduction to Psychology	3.0
CO: _____	3.0	MA203: Foundations of Elem. Mathematics I	3.0
EN: _____ (e)	3.0	MA204: Foundations of Elem. Mathematics II	3.0
HS: _____	3.0		
MU: _____	3.0		
PL: _____	3.0		
TEACHER OF STUDENTS WITH DISABILITIES REQUIREMENTS: 18 Credits (a)			
ED320: Teaching Students with Diverse Needs *(Fulfilled in Education Major Requirements)			0.0
EDL326: Literacy Instructions in K-5 Educational Settings I *(Fulfilled in Education Major Requirements)			0.0
EDS332: Family, School, Community Partnerships and Resources, P-12			3.0
EDS336: Classroom Management			3.0
EDS338: Assessment Approaches P-12			3.0
EDS330: Human Exceptionalities			3.0
EDS350: Individual Curricula and Systematic Instruction for Special Education			3.0
EDS352: Curricula Methods and Materials			3.0
(a) In 300+ level courses it is presumed that the student has taken 201-202 (Intermediate) or equivalent to assure adequate communicative facility in the foreign language.			
(b) A student may be exempt from taking both courses upon a final grade of A- or above in one of the courses. Any FS300+ may be substituted to fulfill the three credits.			
(c) Minimum Grade of 'C' Required For All Education Courses			
(d) Students must complete the appropriate test requirement(s) with a passing score PRIOR to Student Teaching.			
(e) Excluding EN110 and EN112			

FS09YI11GE12

Bachelor of Arts in Foreign Languages/Spanish and Education with Endorsements in P3 and Teacher of Students with Disabilities		
GENERAL EDUCATION REQUIREMENTS: 33 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Outside Major Requirements with MA100 or MA203	0.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	3 Credits from courses designated with Course*Type: TL	3.0
Reasoned Oral Discourse	Fulfilled in Major Requirements with ED320	0.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	Fulfilled in Outside Major Requirements with PY103	0.0
Historical Perspective/Social Sciences	3 Credits from courses designated with Course*Type: HS.SV	3.0
	or 3 Credits from courses designated with Course*Type: SS.SV	
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	Fulfilled in Major Requirements with required FS courses	0.0
	Fulfilled in Major Requirements with required FS courses	0.0
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Spanish (FS) designated with Course*Type: WT	0.0
	Two courses from Education (ED, EDL, EDS) designated with Course*Type: WT	0.0
		0.0
		0.0

Minimum Credits for Bachelor of Arts in Foreign Languages/Spanish and Education with Endorsements in P3 and Teacher of Students with Disabilities = 145.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

** Education majors are required to have an overall GPA of 2.75 for State Certification.

***By state regulation, all Education Majors seeking content area endorsement must complete 12+ credits at the 300+ level in the content major.

BA Foreign Languages/Spanish & Education, Endorsements in P-3 and Teacher of Students with Disabilities

HE12.GE12

Bachelor of Science in Health Studies		
REQUIREMENTS OUTSIDE MAJOR: 30 to 33 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	3 Credits from Subject MA Excluding MA050 and MA101	3.0
Natural Sciences	Fulfilled in Outside Major Requirements with BY111 and BY112	0.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	HE100: Technology and Health Informatics or IT100 or NU100	3.0
Reasoned Oral Discourse	Fulfilled in Major Requirements with HE212	0.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	Fulfilled in Outside Major Requirements with SO101	0.0
Historical Perspective/Social Sciences	Fulfilled in Outside Major Requirements with PY103	0.0
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP* <i>*May be fulfilled in Outside Major Requirements with PR422 or PR433</i>	0.0 - 3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD	3.0
	and 3 Credits from courses designated with Course*Type: GU or 6 Credits from the SAME foreign language	3.0
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Health Studies (HE) designated with Course*Type: WT	0.0
		0.0

Minimum Credits for Bachelor of Science in Health Studies = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

Bachelor of Science in Health and Physical Education	
MAJOR REQUIREMENTS/HEALTH STUDIES: 30 Credits	
	Credits
HE101: Strategies for Healthy Living HE160: Substance Use & Abuse HE190: Introduction to Health Research HE212: Health: A Lifelong Process HE324: Human Sexuality: Implications for Health HE380: Nutrition and Health HE435: Promoting Health in Communities HE440: Health Policy	3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0
Guided Electives:	3.0
Choose 6 credits from courses designated with Course*Type: HEPE	3.0
CONCENTRATION REQUIREMENTS/PHYSICAL EDUCATION: 18 Credits	
	Credits
PE220: Exercise Physiology PE230: Biomechanics/Kinesiology PE310: Sport and Exercise Psychology PE340: Motor Development and Learning	3.0 3.0 3.0 3.0
Six Skills Courses:	
Choose at least 1 course from each category: Individual, Dual, and Team	6.0
REQUIREMENTS OUTSIDE MAJOR: 17 Credits	
	Credits
BY111: Anatomy and Physiology I BY112: Anatomy and Physiology II SO101: Introduction to Sociology PY103: Introduction to Psychology MA105: Math Model for Social Sciences	4.0 4.0 3.0 3.0 3.0
FREE ELECTIVES: 33 - 36 Credits	
	Credits
_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	33.0 - 36.0

HEPE12.GE12

Bachelor of Science in Health and Physical Education		
GENERAL EDUCATION REQUIREMENTS: 27 - 30 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Outside Major Requirements with MA105	0.0
Natural Sciences	Fulfilled in Outside Major Requirements with BY111 and BY112	0.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	HE100 or IT100	3.0
Reasoned Oral Discourse	Fulfilled in Major Requirements with HE212	0.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	Fulfilled in Outside Major Requirements with PY103	0.0
Historical Perspective/Social Sciences	Fulfilled in Outside Major Requirements with SO101	0.0
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP <i>*May be fulfilled in Outside Major Requirements with PR422 or PR433</i>	0.0 - 3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD	6.0
	and 3 Credits from courses designated with Course*Type: GU	
	or 6 Credits from the SAME foreign language	
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Health Studies (HE) designated	0.0
	with Course*Type: WT	0.0

Minimum Credits for Bachelor of Science in Health and Physical Education = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

Bachelor of Science in Health/Physical Education with Endorsement in K-12 Education in Health and Physical Education			
MAJOR REQUIREMENTS/HEALTH STUDIES: 30 Credits		MAJOR REQUIREMENTS/EDUCATION K-12: 24 Credits (a)	
HE101: Strategies for Healthy Living	3.0	ED250: Foundations of Teaching & Learning	3.0
HE160: Substance Use & Abuse	3.0	EDL201: Educational Psychology	3.0
HE190: Introduction to Health Research	3.0	EDL206: Child & Adolescent Development	3.0
HE212: Health: A Lifelong Process	3.0	ED319: Content Literacy	3.0
HE324: Human Sexuality: Implications for Health	3.0	ED319N: NCATE Assessment	0.0
HE380: Nutrition and Health	3.0	ED320: Teaching Students with Diverse Needs	3.0
HE435: Promoting Health in Communities	3.0		
HE440: Health Policy	3.0		
Guided Electives:			
Choose 6 credits from courses designated with Course*Type: HEPE	3.0 3.0		
MAJOR REQUIREMENTS/PHYS. ED: 18 Credits		9 credits as follows (b) :	
PE220: Exercise Physiology	3.0	ED416: Student Teaching AND	8.0
PE230: Biomechanics/Kinesiology	3.0	ED416S: Seminar in Student Teaching	1.0
PE310: Sport and Exercise Psychology	3.0	*OR*	
PE340: Motor Development and Learning	3.0	ED417: Supervised Student Teaching AND	8.0
Six Skills Courses:		ED417S: Seminar in Supervised Student Teaching	1.0
Choose at least 1 course from each category: Individual, Dual, and Team	6.0		
OUTSIDE MAJOR REQUIREMENTS: 17 Credits		EDUCATION K-12 CERT. REQUIREMENTS: 6 Credits (a)	
BY111: Anatomy and Physiology I	4.0	ED378: Methods of Teaching Health K-12	3.0
BY112: Anatomy and Physiology II	4.0		
PY103: Introduction to Psychology	3.0	ED379: Methods of Teaching Physical Education K-12	3.0
SO101: Introduction to Sociology	3.0		
MA105: Math Model for Social Sciences			
OR MA203: Foundations of Elementary Math	3.0		
FREE ELECTIVES: 3 to 6 Credits		Credits	
		3.0 - 6.0	
<p>(a) Minimum grade of "C" required for Education Courses</p> <p>(b) Students must complete the appropriate test requirement(s) with a passing score PRIOR to Student Teaching.</p>			

HEPE12ED11GE12

Bachelor of Science in Health/Physical Education with Endorsement in K-12 Education in Health and Physical Education		
GENERAL EDUCATION REQUIREMENTS: 27 to 30 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN 101: College Composition I	3.0
	EN 102: College Composition II	3.0
Mathematics	Fulfilled in Outside Major Requirements with MA105 or MA203	0.0
Natural Sciences	Fulfilled in Outside Major Requirements with BY111 & BY112	0.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	3 Credits from courses designated with Course*Type: TL	3.0
Reasoned Oral Discourse	Fulfilled in the Major Requirements with HE212 or ED320	0.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	Fulfilled in Outside Major Requirements with PY103	0.0
Historical Perspective/Social Sciences	Fulfilled in Outside Major Requirements with SO101	0.0
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP* <i>*(May be fulfilled in Outside Major Requirements with PR423 or PR433)</i>	0.0 - 3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD and 3 Credits from courses designated with Course*Type: GU or 6 Credits from the SAME foreign language	6.0
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Health Sciences (HE) designated with Course*Type: WT	0.0
	Two courses from Education (ED, EDL, EDS) designated with Course*Type: WT	0.0
		0.0

<p>Minimum Credits for Bachelor of Science in Health/Physical Education with Endorsement in K-12 Education in Health and Physical Education = 128.0</p> <p>ADDITIONAL ENDORSEMENTS AVAILABLE: TSD: English as a Second Language, K-12 ESL: Teacher of Students with Disabilities, K-12</p>
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NOTES:

- * 58 credits must be completed at the 200 level or higher.
- ** Education majors are required to have an overall GPA of 2.75 for State Certification.
- ***By state regulation, all Education Majors seeking content area endorsement must complete 12+ credits at the 300+ level in the content major.

Bachelor of Arts in History	
MAJOR REQUIREMENTS/HISTORY: 39 Credits	Credits
HS101: Western Civilization in World Perspective I*	3.0
HS102: Western Civilization in World Perspective II*	3.0
HS103: United States History I	3.0
HS104: United States History II	3.0
Choose 1 course from HS designated with Course*Type: HSPRE - Pre-1700 History	
HSxxx: _____	3.0
Choose 1 course from HS designated with Course*Type: HSEU - History of Europe	
HSxxx: _____	3.0
Choose 1 course from HS designated with Course*Type: HSAF (Africa), or HSLA (Latin America), or HSAS (Asia), or HSNW (Non-Western)	
HSxxx: _____	3.0
History Electives: HSxxx: _____ (a)	3.0
HSxxx: _____ (a)	3.0
HSxxx: _____ (a)	3.0
HSxxx: _____ (a)	3.0
HSxxx: _____ (a)	3.0
HS411: Research Seminar in American History or HS461: Research Seminar in History or HS481: Research Seminar in African and Caribbean History or HS441: Research Seminar in European History or HS491: Research Seminar in Middle East History	3.0
REQUIREMENTS OUTSIDE MAJOR: 21 Credits	Credits
GO100: People, Places, & Environments: Introduction to Geography	3.0
AN103: Cultural Anthropology	3.0
3 crs. from the following	
ART courses: AR241, AR242, AR343, AR345, AR348, AR349, AR350, or AR368	3.0
PS101: Intro. to Political Science OR PS103: American Nat'l Gov.	3.0
BE200: Economics for Social Sciences	
OR BE310/HS310: Business & Economic Develop. of U.S.	3.0
6 crs. of the SAME Fxxx: _____ (b)	
Foreign Language: Fxxx: _____ (b)	
OR	
6 crs. of 200+ level English: EN203+: _____	3.0
(excluding EN201 & EN202) EN203+: _____	3.0
FREE ELECTIVES: 38.0 to 44.0 CREDITS	Credits
_____	38.0 - 44.0
(a) At least 6 credits must be at the 300-400 level (not including HS411, HS461, HS481, HS441, HS491). (b) It is strongly recommended that HISTORY majors complete at least 1 foreign language through the intermediate level.	
* COURSES NOT USED TO CALCULATE THE MAJOR GPA	

HS12.GE12

Bachelor of Arts in History		
GENERAL EDUCATION REQUIREMENTS: 30 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	3 Credits from subject MA <i>*(excluding MA050 and MA101)</i>	3.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	Fulfilled in Outside Major Requirements with ART courses	0.0
Technological Literacy	Fulfilled in Outside Major Requirements with GO100	0.0
Reasoned Oral Discourse	Fulfilled in Major Requirements with HS411, HS461, HS481, HS441, or HS491	0.0
Historical Perspective	Fulfilled in Major Requirements with HS101	0.0
Social Science	Fulfilled in Outside Major Requirements with AN103 or PS101	0.0
Historical Perspective/Social Sciences	Fulfilled in Major Requirements with HS102	0.0
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD*	6.0
	3 Credits from courses designated with Course*Type: GU* or 6 Credits from the SAME foreign language <i>*May be fulfilled within the major/outside major requirements; see your academic advisor.</i>	
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from History (HS) designated with Course*Type: WT	0.0
		0.0

Minimum Credits for Bachelor of Arts in History = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

Bachelor of Arts in History and Education with Endorsement in Elementary Education			
MAJOR REQUIREMENTS/HISTORY: 39 Credits		MAJOR REQUIREMENTS/EDUCATION: 36 Credits (b)	
HS101/HS102: Western Civilization I/II*	6.0	EDL201: Educational Psychology	3.0
HS103/HS104: United States History I/II	6.0	EDL206: Child and Adolescent Development	3.0
1 course from Course*Type: HSPRE Pre-1700 History): HSxxx: _____	3.0	ED250: Foundations of Teaching and Learning	3.0
1 course from Course*Type: HSEU (History of Europe): HSxxx: _____	3.0	EDL326: Literacy Instructions in K-5 Ed. Set. I	3.0
1 course from the following Course*Types: HSLA (Latin America), HSNW (Non-Western) HSAF (Africa), or HSAS (Asia): HSxxx: _____	3.0	ED320: Teaching Students with Diverse Needs	3.0
History HSxxx: _____ (a)	3.0	EDL327: Literacy Instruction in K-5 Ed. Set. II	3.0
Electives: HSxxx: _____ (a)	3.0	EDL327N: NCATE Assessment	0.0
HSxxx: _____ (a)	3.0	ED360: Methods of Teaching Elem. Mathematics	3.0
HSxxx: _____ (a)	3.0	ED360N: NCATE Assessment	0.0
HSxxx: _____ (a)	3.0	ED361: Meth. of Teaching Science for Elem. Sch.	3.0
HSxxx: _____ (a)	3.0	ED361N: NCATE Assessment	0.0
HS411: Rsrch. Sem. in American History or HS461: Rsrch. Sem. in History or HS441: Rsrch. Sem. in European History or HS491: Rsrch. Sem. in Mid. East. History or HS481: Rsrch. Sem. in African & Carib.	3.0	ED362: Teaching Elementary Social Studies	3.0
		ED362N: NCATE Assessment	0.0
HISTORY OUTSIDE MAJOR REQUIREMENTS: 21 Credits		9 Credits as Follows (d):	
GO100: People, Places, & Environments	3.0	ED416: Student Teaching AND	8.0
AN103: Cultural Anthropology	3.0	ED416S: Seminar in Student Teaching	1.0
3 crs. of ART from among: AR241, AR242, AR343, AR345, AR348, AR349, AR350, AR368	3.0	*OR*	
PS101: Intro. to Political Science or PS103: American National Government	3.0	ED417: Supervised Student Teaching AND	8.0
BE200: Economics for Social Sciences or BE310/HS310: Bus./Econ. Dvlpmnt. of U.S.	3.0	ED417S: Seminar - Supervised Student Teaching	1.0
6 crs. of SAME Fxxx: _____ (c)		EDUCATION OUTSIDE MAJOR REQUIREMENTS: 9 Credits	
Foreign Lang.: Fxxx: _____ (c)		PY103: Introduction to Psychology	3.0
OR		MA203: Foundations of Elem. Mathematics I	3.0
6 crs. of 203+ EN203+: _____	3.0	MA204: Foundations of Elem. Mathematics II	3.0
level English: EN203+: _____	3.0		
FREE ELECTIVES: 0 to 2 Credits			Credits
			0 - 2.0
<p>(a) Among these requirements, at least 6 credits must be at the 300-400 level (not including HS411, HS481, HS441, HS491).</p> <p>(b) Minimum grade of "C" required for Education Courses</p> <p>(c) Students planning to graduate study in history are strongly urged to complete at least 1 foreign language at the intermediate level.</p> <p>(d) Students must complete the appropriate test requirement(s) with a passing score PRIOR to Student Teaching.</p>			

* COURSES NOT CALCULATED IN MAJOR GPA

HS12EDE11GE12

Bachelor of Arts in History and Education with Endorsement in Elementary Education		
GENERAL EDUCATION REQUIREMENTS: 21 to 27 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Outside Major Requirements with MA203 or MA204	0.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	Fulfilled in Outside Major Requirements with ART Course	0.0
Technological Literacy	Fulfilled in Outside Major Requirements with GO100	0.0
Reasoned Oral Discourse	Fulfilled in Major Requirements with ED320 or HS Research	0.0
Historical Perspective	Fulfilled in Major Requirements with HS101	0.0
Social Science	Fulfilled in Outside Major Requirements with AN103 or PS103	0.0
Historical Perspective/Social Sciences	Fulfilled in Major Requirements with HS102	0.0
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD*	0.0 - 6.0
	and 3 Credits from courses designated with Course*Type: GU* or 6 Credits from the SAME foreign language*	
<i>*May be fulfilled within the major/outside major requirements; see your academic advisor.</i>		
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from History (HS) designated with Course*Type: WT	0.0
	Two courses from Education (ED, EDL, EDS) designated with Course*Type: WT	0.0
		0.0

Minimum Credits for Bachelor of Arts in History and Education with Endorsement in Elementary Education = 128.0
ADDITIONAL ENDORSEMENTS AVAILABLE:
<ul style="list-style-type: none"> <li style="width: 45%;">• TSD - Teacher of Students with Disabilities - Elementary <li style="width: 45%;">• ESL - English as a Second Language - Elementary <li style="width: 45%;">• P-3 Early Childhood Endorsement <li style="width: 45%;">• MID-SS- Middles School Social Sciences <li style="width: 45%;">• Teacher of Supplemental Instruction in Reading/Mathematics K-8

NOTES:

- * 58 credits must be completed at the 200 level or higher.
- ** Education majors are required to have an overall GPA of 2.75 for State Certification.
- ***By state regulation, all Education Majors seeking content area endorsement must complete 12+ credits at the 300+ level in the content major.
- ****Students selecting 6 credits of the same foreign language will have 2 free elective credits.

Bachelor of Arts in History and Education with Endorsement in Secondary Education in Social Studies

MAJOR REQUIREMENTS/HISTORY: 39 Credits		MAJOR REQUIREMENTS/EDUCATION: 24 Credits (b)	
HS101/HS102: Western Civilization I/II*	6.0	ED250: Foundations of Teaching and Learning	3.0
HS103/HS104: United States History I/II	6.0	EDL201: Educational Psychology	3.0
1 course from Course*Type: HSPRE Pre-1700 History): HSxxx: _____	3.0	EDL206: Child and Adolescent Development	3.0
1 course from Course*Type: HSEU (History of Europe): HSxxx: _____	3.0	ED319: Literacy Across the Secondary Curriculum	3.0 0.0
1 course from the following Course*Types: HSLA (Latin America), HSNW (Non-Western) HSAF (Africa), or HSAS (Asia): HSxxx: _____	3.0	ED319N: NCATE Assessment	0.0
History HSxxx: _____(a)	3.0	ED320: Teaching Students with Diverse Needs	3.0
Electives: HSxxx: _____(a)	3.0	9 Credits as Follows (d):	
HSxxx: _____(a)	3.0	ED416: Student Teaching AND	8.0
HSxxx: _____(a)	3.0	ED416S: Seminar in Student Teaching	1.0
HSxxx: _____(a)	3.0	*OR*	
HSxxx: _____(a)	3.0	ED417: Supervised Student Teaching AND	8.0
HS411: Rsrch. Sem. in American History or HS461: Rsrch. Sem. in History or HS441: Rsrch. Sem. in European History or HS491: Rsrch. Sem. in Mid. East. History or HS481: Rsrch. Sem. in African & Carib.	3.0	ED417S: Seminar - Supervised Student Teaching	1.0
HISTORY OUTSIDE MAJOR REQUIREMENTS: 21 Credits		EDUCATION METHODS REQUIREMENTS: 6 Credits (b)	
GO100: People, Places, & Environments	3.0	ED375: Secondary Teaching Methods I	
AN103: Cultural Anthropology	3.0	or	
3 crs. of ART AR241, AR242, AR343, AR345, from among: AR348, AR349, AR350, AR368	3.0	ED371: Teaching Social Studies at the Secondary Level I	3.0
PS101: Intro. to Political Science	3.0	ED376: Secondary Teaching Methods II	
or PS103: American National Government		or	
BE200: Economics for Social Sciences	3.0	ED372: Teaching Social Studies at the Secondary Level II	3.0
or BE310/HS310: Bus./Econ. Dvlpmnt. of U.S.			
6 crs. of SAME Fxxx: _____(c)		EDUCATION OUTSIDE MAJOR REQUIREMENTS: 6 Credits	
Foreign Lang.: Fxxx: _____(c)		PY103: Introduction to Psychology	3.0
OR		MA105: Math Modeling for Social Sciences	3.0
6 crs. of 203+ EN203+: _____	3.0		
level English: EN203+: _____	3.0		
FREE ELECTIVES: 5 to 11 Credits		Credits	
		5.0 - 11.0	
<p>(a) Among these requirements, at least 6 credits must be at the 300-400 level (not including HS411, HS481, HS441, HS491).</p> <p>(b) Minimum grade of "C" required for Education Courses</p> <p>(c) Students planning graduate study in history are strongly urged to complete at least 1 foreign language at the intermediate level.</p> <p>(d) Students must complete the appropriate test requirement(s) with a passing score PRIOR to Student Teaching.</p>			

* COURSES NOT CALCULATED IN MAJOR GPA

HS12EDS11GE12

Bachelor of Arts in History and Education with Endorsement in Secondary Education in Social Studies		
GENERAL EDUCATION REQUIREMENTS: 21 to 27 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Outside Major Requirements with MA105	0.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	Fulfilled in Outside Major Requirements with ART course	0.0
Technological Literacy	Fulfilled in Outside Major Requirements with GO100	0.0
Reasoned Oral Discourse	Fulfilled in Major Requirements with ED320, or HS Research	0.0
Historical Perspective	Fulfilled in Major Requirements with HS101	0.0
Social Science	Fulfilled in Outside Major Requirements with AN103 or PS103	0.0
Historical Perspective/Social Sciences	Fulfilled in Major Requirements with HS102	0.0
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD*	0.0 - 6.0
	and 3 Credits from courses designated with Course*Type: GU* or 6 Credits from the SAME foreign language*	
<i>*May be fulfilled within the major/outside major requirements; see your academic advisor.</i>		
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from History (HS) designated with	0.0
	Course*Type: WT	0.0
	Two courses from Education (ED, EDL, EDS) designated with	0.0
	Course*Type: WT	0.0

Minimum Credits for Bachelor of Arts in History and Education with an Endorsement in Secondary Education in Social Studies = 128.0

ADDITIONAL ENDORSEMENTS AVAILABLE:

- TSD - Teacher of Students with Disabilities - Secondary
- ESL - English as a Second Language - Secondary

NOTES:

* 58 credits must be completed at the 200 level or higher.

** Education majors are required to have an overall GPA of 2.75 for State Certification.

***By state regulation, all Education Majors seeking content area endorsement must complete 12.0+ credits at the 300+ level in the content major.

Bachelor of Arts in History and Education with Endorsement in P3 and Teacher of Students with Disabilities			
MAJOR REQUIREMENTS/HISTORY: 39 Credits		MAJOR REQUIREMENTS/EARLY CHILDHOOD: 37 Credits (b)	
HS101/HS102: Western Civilization I/II*	6.0	ED250: Foundations of Teaching and Learning	3.0
HS103/HS104: United States History I/II	6.0	EDL280: Intro. to Early Childhood Education	3.0
1 course from Course*Type: HSPRE Pre-1700 History): HSxxx: _____	3.0	EDL325: Language & Early Literacy Development	3.0
1 course from Course*Type: HSEU (History of Europe): HSxxx: _____	3.0	EDL326: Literacy Instructions in K-5 Ed. Set. I	3.0
1 course from the following Course*Types: HSLA (Latin America), HSNW (Non-Western)	3.0	ED320: Teaching Students with Diverse Needs	3.0
HSAF (Africa), or HSAS (Asia): HSxxx: _____	3.0	EDL333: Family Partnerships/Early Childhood Set	3.0
History HSxxx: _____ (a)	3.0	EDL363: Early Childhood Curriculum & Methods	4.0
Electives: HSxxx: _____ (a)	3.0	EDL201: Educational Psychology	3.0
HSxxx: _____ (a)	3.0	EDL206: Child and Adolescent Development	3.0
HSxxx: _____ (a)	3.0	9 Credits as Follows (d):	
HSxxx: _____ (a)	3.0	ED416: Student Teaching AND	8.0
		ED416S: Seminar in Student Teaching	1.0
		OR	
		ED417: Supervised Student Teaching AND	8.0
		ED417S: Seminar - Supervised Student Teaching	1.0
		EDUCATION OUTSIDE MAJOR REQUIREMENTS: 9 Credits	
HS411: Rsrch. Sem. in American History		PY103: Introduction to Psychology	3.0
or HS461: Rsrch. Sem. in History		MA203: Foundations of Elem. Mathematics I	3.0
or HS441: Rsrch. Sem. in European History		MA204: Foundations of Elem. Mathematics II	3.0
or HS491: Rsrch. Sem. in Mid. East. History			
or HS481: Rsrch. Sem. in African & Carib.	3.0		
HISTORY OUTSIDE MAJOR REQUIREMENTS: 21 Credits		TEACHER OF STUDENTS WITH DISABILITIES REQUIREMENTS: 45 Credits (b)	
GO100: People, Places, & Environments	3.0	ED320: Teaching Students with Diverse Needs*	0.0
AN103: Cultural Anthropology	3.0	*(Fulfilled in Education Major Requirements)	
3 crs. of ART AR241, AR242, AR343, AR345, from among: AR348, AR349, AR350, AR368	3.0	EDL326: Literacy Instructions in K-5 Ed. Set. I*	0.0
PS101: Intro. to Political Science	3.0	*(Fulfilled in Education Major Requirements)	
or PS103: American National Government	3.0	EDS332: Family, School, Community Partnerships and Resources, P-12	3.0
BE200: Economics for Social Sciences	3.0	EDS336: Classroom Management	3.0
or BE310/HS310: Bus./Econ. Dvlpmnt. of U.S.	3.0	EDS338: Assessment Approaches P-12	3.0
6 crs. of SAME Fxxx: _____ (c)	3.0	EDS330: Human Exceptionalities	3.0
Foreign Lang.: Fxxx: _____ (c)	3.0	EDS350: Individual Curricula & Sys. Instructions for Special Education	30.0
OR		EDS352: Curricula Methods and Materials for Learners with Difficulties	3.0
6 crs. of 203+ level English: EN203+: _____			

(a) Among these requirements, at least 6 credits must be at the 300-400 level (not including HS411, HS481, HS441, HS491).

(b) Minimum grade of "C" required for Education Courses

(c) Students planning graduate study in history are strongly urged to complete at least 1 foreign language at the intermediate level.

(d) Students must complete the appropriate test requirement(s) with a passing score PRIOR to Student Teaching.

* COURSES NOT CALCULATED IN MAJOR GPA

HS12Y111GE12

Bachelor of Arts in History and Education with Endorsement in P3 and Teacher of Students with Disabilities		
GENERAL EDUCATION REQUIREMENTS: 21 to 27 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Outside Major Requirements with MA203 or MA204	0.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	Fulfilled in Outside Major Requirements with ART course	0.0
Technological Literacy	Fulfilled in Outside Major Requirements with GO100	0.0
Reasoned Oral Discourse	Fulfilled in Major Requirements with ED320 or HS Research	0.0
Historical Perspective	Fulfilled in Major Requirements with HS101	0.0
Social Science	Fulfilled in Outside Major Requirements with AN103	0.0
Historical	Fulfilled in Major Requirements with HS102	0.0
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD* and 3 Credits from courses designated with Course*Type: GU* or 6 Credits from the SAME foreign language*	0.0 - 6.0
	<i>*May be fulfilled within the major/outside major requirements; see your academic advisor.</i>	
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from History (HS) designated with Course*Type: WT	0.0
	Two courses from Education (ED, EDL, EDS) designated with Course*Type: WT	0.0
		0.0

Minimum Credits for Bachelor of Arts in History and Education with Endorsement in P3 and Teacher of Students with Disabilities = 145.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

** Education majors are required to have an overall GPA of 2.75 for State Certification.

***By state regulation, all Education Majors seeking content area endorsement must complete 12+ credits at the 300+ level in the content major.

Bachelor of Arts with an Interdisciplinary Major in History and Political Science	
MAJOR REQUIREMENTS/HISTORY AND POLITICAL SCIENCE: 42 Credits	Credits
<p style="text-align: center;">PS101: Introduction to Political Science or PS103: American National Government</p> <p>12 Credits from FOUR of the following Course*Types:</p> <p style="text-align: center;">PSAM: American Politics and/or PSAL: American Legal System and/or PSPA: Public Policy and/or PSIP: International Relations and/or PSCG: Comparative Politics</p> <p>Political Science /History Elective:</p> <p style="text-align: center;">PSxxx: _____ or HSxxx: _____</p> <p style="text-align: center;">HS101: Western Civilization in World Perspective I* HS102: Western Civilization in World Perspective II* HS103: United States History I HS104: United States History II</p> <p>3 Credits of History Electives</p> <p style="text-align: center;">HSxxx: _____</p> <p>3 Credits from Course*Type: HSEU</p> <p style="text-align: center;">HSxxx: _____</p> <p>3 Credits from Course*Type: HSNW</p> <p style="text-align: center;">HSxxx: _____</p> <p style="text-align: center;">PS401: Seminar in Political Science or HS411: Research Seminar in American History or HS461: Research Seminar in History or HS481: Research Seminar in African and Caribbean History or HS441: Research Seminar in European History or HS491: Research Seminar in Middle East History</p>	<p>3.0</p> <p>3.0</p> <p>3.0</p> <p>3.0</p> <p>3.0</p> <p>3.0</p> <p>3.0</p> <p>3.0</p> <p>3.0</p> <p>3.0</p> <p>3.0</p> <p>3.0</p> <p>3.0</p> <p>3.0</p> <p>3.0</p> <p>3.0</p> <p>3.0</p>
REQUIREMENTS OUTSIDE MAJOR: 12 Credits	Credits
<p style="text-align: center;">PL101: Introduction to Philosophy BE200: Economics for Social Science GO100: People, Places, & Environments: Intro. to Geography</p> <p style="text-align: center;">Take 3 Credits From the following Categories:</p> <p style="text-align: center;">AN: _____ SO: _____</p>	<p>3.0</p> <p>3.0</p> <p>3.0</p> <p>3.0</p>
FREE ELECTIVES: 35 - 47 Credits	Credits
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>35 - 47</p>

* COURSES NOT USED TO CALCULATE THE MAJOR GPA

HP12.GE12

Bachelor of Arts with an Interdisciplinary Major in History and Political Science		
GENERAL EDUCATION REQUIREMENTS: 33 to 42 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	3 Credits from subject MA excluding MA050 and MA101	3.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	Fulfilled in Outside Major Requirements with GO100	0.0
Reasoned Oral Discourse	3 Credits from courses designated with Course*Type: RD <i>*(May be fulfilled in Major Requirements w/ HS Research Sem.)</i>	0.0-3.0
Historical Perspective	Fulfilled in Major Requirement with HS101	0.0
Social Science	Fulfilled in Major Requirements with PS101 or PS103	0.0
Historical Perspective/Social	Fulfilled in Major Requirements with HS102	0.0
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD (a)	6.0
	and 3 Credits from courses designated with Course*Type: GU (b)	
	or 6 Credits from the SAME foreign language	
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from History (HS) or Political Science (PS)	0.0
	designated with Course*Type: WT	0.0
(a) May be fulfilled in Major Requirements; see your academic advisor. (b) May be fulfilled in Major Requirements; see your academic advisor.		

Minimum Credits for Bachelor of Arts with an Interdisciplinary Major in History and Political Science = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

Bachelor of Arts History/Political Science Interdisciplinary and Education with Endorsement in Elementary Education			
MAJOR REQUIREMENTS/HIST-POLI SCI: 42 Credits		MAJOR REQUIREMENTS/EDUCATION: 36 Credits (a)	
<p>PS101: Introduction to Political Science or PS103: American National Government</p> <p>Political Science /History Elective: PSxxx: _____ or HSxxx: _____</p> <p>12.00 crs. from FOUR of the following Course*Types: PSAM: American Politics PSAL: American Legal System PSPA: Public Policy PSIP: International Relations PSCG: Comparative Politics</p> <p>HS101 and HS102: Western Civilization I/II</p> <p>HS103 and HS104: United States History I/II</p> <p>3 Credits of History Electives 3 Credits from Course*Type: HSEU 3 Credits from Course*Type: HSNW</p> <p>PS401: Seminar in Political Science or HS411: Rsrch Sem in American History or HS461: Rsrch Sem in History or HS481: Rsrch Sem in African/Carib. History or HS441: Rsrch Sem in European History or HS491: Rsrch Sem in Middle East History</p>	<p>3.0</p> <p>3.0</p> <p>3.0</p> <p>3.0</p> <p>3.0</p> <p>3.0</p> <p>3.0</p> <p>3.0</p> <p>6.0</p> <p>6.0</p> <p>3.0</p> <p>3.0</p> <p>3.0</p> <p>3.0</p>	<p>EDL201: Educational Psychology</p> <p>EDL206: Child and Adolescent Development</p> <p>ED250: Foundations of Teaching and Learning</p> <p>EDL326: Literacy Instructions in K-5 Ed. Set. I</p> <p>ED320: Teaching Students with Diverse Needs</p> <p>EDL327: Literacy Instruction in K-5 Ed. Set. II</p> <p>EDL327N: NCATE Assessment</p> <p>ED360: Methods of Teaching Elem. Mathematics</p> <p>ED360N: NCATE Assessment</p> <p>ED361: Meth. of Teaching Science for Elem. Sch.</p> <p>ED361N: NCATE Assessment</p> <p>ED362: Teaching Elementary Social Studies</p> <p>ED362N: NCATE Assessment</p> <p>9 Credits as Follows (b): ED416: Student Teaching AND ED416S: Seminar in Student Teaching *OR* ED417: Supervised Student Teaching AND ED417S: Seminar - Supervised Student Teaching</p>	<p>3.0</p> <p>3.0</p> <p>3.0</p> <p>3.0</p> <p>3.0</p> <p>3.0</p> <p>0.0</p> <p>3.0</p> <p>0.0</p> <p>3.0</p> <p>0.0</p> <p>3.0</p> <p>0.0</p> <p>8.0</p> <p>1.0</p> <p>8.0</p> <p>1.0</p>
HS/PS OUTSIDE MAJOR REQUIREMENTS: 12 Credits		EDUCATION OUTSIDE MAJOR REQUIREMENTS: 9 Credits	
<p>PL101: Introduction to Philosophy BE200: Economics for Social Science GO100: Introduction to Geography</p> <p>Take 3 Credits From the following Categories: AN: _____ SO: _____</p>	<p>3.0</p> <p>3.0</p> <p>3.0</p> <p>3.0</p>	<p>PY103: Introduction To Psychology</p> <p>MA203: Foundations of Elem. Mathematics I</p> <p>MA204: Foundations of Elem. Mathematics II</p>	<p>3.0</p> <p>3.0</p> <p>3.0</p>
FREE ELECTIVES: 0 to 5 Credits		Credits	
<p>_____</p> <p>_____</p> <p>_____</p>		<p>0.0 - 5.0</p>	
<p>(a) Minimum grade of "C" required for Education Courses</p> <p>(b) Students must complete the appropriate test requirement(s) with a passing score PRIOR to Student Teaching.</p>			

HP12EDE11GE12

Bachelor of Arts History/Political Science Interdisciplinary and Education with Endorsement in Elementary Education		
GENERAL EDUCATION REQUIREMENTS: 30 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Outside Major Requirements with MA203 or MA204	0.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	Fulfilled in Outside Major Requirements with GO100	0.0
Reasoned Oral Discourse	Fulfilled in Major Requirements with ED320/HS Research Sem.	0.0
Historical Perspective	Fulfilled in Major Requirements with HS101	0.0
Social Science	Fulfilled in Outside Major Requirements with PS101, or PS103	0.0
Historical Perspective/Social Sciences	Fulfilled in Major Requirements with HS102	0.0
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD (a)	0.0 - 6.0
	and 3 Credits from courses designated with Course*Type: GU (b)	
	or 6 Credits from the SAME foreign language	
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from History (HS) or Political Science (PS)	0.0
	designated with Course*Type: WT	0.0
	Two courses from Education (ED, EDL, EDS) designated with Course*Type: WT	0.0
		0.0
<i>(a) May be fulfilled within Major Requirements. See your academic advisor.</i>		
<i>(b) May be fulfilled within Major Requirements. See your academic advisor.</i>		

Minimum Credits for Bachelor of Arts History/Political Science Interdisciplinary and Education with Endorsement in Elementary Education = 128.0
<p style="text-align: center;">ADDITIONAL ENDORSEMENTS AVAILABLE:</p> <ul style="list-style-type: none"> • TSD - Teacher of Students with Disabilities - Elementary • ESL - English as a Second Language - Elementary • P-3 Early Childhood Endorsement • MID-SS- Middle School Social Sciences • Teacher of Supplemental Instruction in Reading/Mathematics K-8

NOTES:

* 58 credits must be completed at the 200 level or higher.

** Education majors are required to have an overall GPA of 2.75 for State Certification.

***By state regulation, all Education Majors seeking content area endorsement must complete 12+ credits at the 300+ level in the content major.

BA History/Political Science Interdisciplinary & Education, Endorsement in Elementary Education

Bachelor of Arts History/Political Science Interdisciplinary and Education with Endorsement in Secondary Education			
MAJOR REQUIREMENTS/HS-PS SCIENCE: 42 Credits		MAJOR REQUIREMENTS/EDUCATION: 24 Credits (a)	
PS101: Introduction to Political Science or PS103: American National Government	3.0	ED250: Foundations of Teaching and Learning	3.0
Political Science /History Elective: PSxxx: _____ or HSxxx: _____	3.0	EDL201: Educational Psychology	3.0
12.00 crs. from FOUR of the following Course*Types: PSAM: American Politics PSAL: American Legal System PSPA: Public Policy PSIP: International Relations PSCG: Comparative Politics	3.0 3.0 3.0 3.0 3.0	EDL206: Child and Adolescent Development	3.0
HS101 and HS102: Western Civilization I/II	6.0	ED319: Literacy Across the Secondary Curriculum	0.0
HS103 and HS104: United States History I/II	6.0	ED319N: NCATE Assessment	0.0
3 Credits of History Electives	3.0	ED320: Teaching Students with Diverse Needs	3.0
3 Credits from Course*Type: HSEU	3.0	9 Credits as Follows (b):	
3 Credits from Course*Type: HSNW	3.0	ED416: Student Teaching AND	8.0
PS401: Seminar in Political Science or HS411: Rsrch Sem in American History or HS461: Rsrch Sem in History or HS481: Rsrch Sem in African/Carib. History or HS441: Rsrch Sem in European History or HS491: Rsrch Sem in Mid. Eastern History	3.0	ED416S: Seminar in Student Teaching	1.0
		OR	
		ED417: Supervised Student Teaching AND	8.0
		ED417S: Seminar - Supervised Student Teaching	1.0
		EDUCATION METHODS REQUIREMENTS: 6 Credits (a)	
		ED375: Secondary Teaching Methods I	
		or	
		ED371: Teaching Social Studies I - Secondary	3.0
		ED376: Secondary Teaching Methods II	
		or	
		ED372: Teaching Social Studies II - Secondary	3.0
HS/PS OUTSIDE MAJOR REQUIREMENTS: 12 Credits		EDUCATION OUTSIDE MAJOR REQUIREMENTS: 6 Credits	
PL101: Introduction to Philosophy	3.0	PY103: Introduction to Psychology	3.0
BE200: Economics for Social Science	3.0		
GO100: People, Places, & Environments	3.0	MA105: Math Modeling	3.0
Take 3 Credits From the following Categories: AN: _____ SO: _____	3.0		
FREE ELECTIVES: 8 - 14 Credits			Credits
			8 - 14
<i>(a) Minimum grade of "C" required for Education Courses</i>			
<i>(b) Students must complete the appropriate test requirement(s) with a passing score PRIOR to Student Teaching.</i>			

HP12EDS11GE12

Bachelor of Arts History/Political Science Interdisciplinary and Education with Endorsement in Secondary Education		
GENERAL EDUCATION REQUIREMENTS: 24 to 30 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Outside Education Major Requirements with MA105	0.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	Fulfilled in Outside Education Major Requirements with GO100	0.0
Reasoned Oral Discourse	Fulfilled in Major Requirements with ED320/HS Research Sem.	0.0
Historical Perspective	Fulfilled in Education Major Requirements with HS101	0.0
Social Science	Fulfilled in Major Requirements with PS101, or PS103	0.0
Historical Perspective/Social Sciences	Fulfilled in Major Requirements with HS102	0.0
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD (a)	0.0 - 6.0
	and 3 Credits from courses designated with Course*Type: GU (b)	
	or 6 Credits from the SAME foreign language	
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from History (HS) or Political Science (PS)	0.0
	designated with Course*Type: WT	0.0
	Two courses from Education (ED, EDL, EDS) designated with Course*Type: WT	0.0
		0.0
<i>(a) May be fulfilled within Major Requirements. See your academic advisor.</i>		
<i>(b) May be fulfilled within Major Requirements. See your academic advisor.</i>		

Minimum Credits for Bachelor of Arts History/Political Science Interdisciplinary and Education with Endorsement in Secondary Education = 128.0
ADDITIONAL ENDORSEMENTS AVAILABLE:
<ul style="list-style-type: none"> • TSD - Teacher of Students with Disabilities - Secondary • ESL - English as a Second Language - Secondary

NOTES:

* 58 credits must be completed at the 200 level or higher.

** Education majors are required to have an overall GPA of 2.75 for State Certification.

***By state regulation, all Education Majors seeking content area endorsement must complete 12+ credits at the 300+ level in the content major.

BA History/Political Science Interdisciplinary & Education, Endorsement in Secondary Education in Social Studies

BY.MEBP12.GE12

Bachelor of Science in Marine and Environmental Biology and Policy	
MAJOR REQUIREMENTS/BIOLOGY - MEBP: 32 Credits (a)	Credits
BY109: Intro to Biodiversity & Evolution BY110: Intro to Cell & Molecular Biology BY205: Zoology BY214: Botany BY303: Biological Oceanography BY340: Ecology BY342: Coastal Zone Management BY441: Principles of Marine Biology BY442: Natural Resource Conservation & Management BY495: Senior Seminar	4.0 4.0 3.0 3.0 3.0 4.0 3.0 4.0 3.0 1.0
MEBP ELECTIVES: 17 Credits	Credits
Choose 17 Credits from courses designated with the COURSE*TYPE MEBP	MEBP Elective MEBP Elective MEBP Elective 17.0
REQUIREMENTS OUTSIDE MAJOR: 28 Credits	Credits
MA115: Math Models in Biology or MA116: Calculus for Biology or MA125: Calculus with Analytic Geometry I MA151: Statistics with Applications CE111: General Chemistry CE111L: General Chemistry Lab CE112: General Chemistry CE112L: General Chemistry Lab CE220: Environmental Chemistry PH105: Physics for the Life Sciences PH105L: Physics for the Life Sciences Lab IT102: Information Technology for Scientists PS/PO 330: Environmental Policy	3.0 3.0 3.0 1.0 3.0 1.0 4.0 3.0 1.0 3.0 3.0
FREE ELECTIVES: 18 Credits	Credits
_____ _____ _____ _____ _____	18.0
(a) Courses BY101 through BY108 are not used to calculate major GPA. (b) BY102, BY104, BY105, and BY106 are not available to BY majors.	

BY.MEBP12.GE12

Bachelor of Science in Marine and Environmental Biology and Policy		
GENERAL EDUCATION REQUIREMENTS: 33 Credits		Credits
First Year Seminar	FY-101: First Year Seminar *(Select Section "BY")	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Outside Major Requirements with MA115, MA116, MA125, or MA151	0.0
Natural Sciences	Fulfilled in Major Requirements with required BY courses	0.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	Fulfilled in Outside Major Requirements with IT102	0.0
Reasoned Oral Discourse	Fulfilled in Major Requirements with BY441, and BY495	0.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	3 Credits from courses designated with Course*Type: SS.SV	3.0
Historical Perspective/Social Sciences	3 Credits from courses designated with Course*Type: HS.SV or 3 Credits from courses designated with Course*Type: SS.SV	3.0
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD and 3 Credits from courses designated with Course*Type: GU or 6 Credits from the SAME foreign language	6.0
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Biology (BY) designated with Course*Type: WT	0.0
		0.0

Minimum Credits for Bachelor of Science in Marine and Environmental Biology and Policy = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

Bachelor of Science in Mathematics		
MAJOR REQUIREMENTS/MATHEMATICS: 43 Credits		Credits
<p style="margin-left: 40px;">MA120: Introduction to Mathematical Reasoning MA125: Calculus with Analytic Geometry I MA126: Calculus with Analytic Geometry II MA211: Differential Equations MA221: Linear Algebra MA225: Calculus with Analytic Geometry III MA314: Number Theory MA319: Probability and Statistics I MA320: Probability and Statistics II MA410: Modern Algebra MA415: Real Analysis</p> <p>2 courses from among:</p> <p style="margin-left: 20px;">MA317: Geometry or MA411: Abstract Algebra or MA413: Complex Analysis or MA419: Introduction to Math Modeling</p> <p style="margin-left: 40px;">MA LVL1: Gateway Exam 1 MA LVL2: Gateway Exam 2 MA LVL3: Gateway Exam 3</p>	<p>4.0 4.0 4.0 3.0 3.0 4.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0</p> <p>3.0 3.0</p> <p>0.0 0.0 0.0</p>	
REQUIREMENTS OUTSIDE MAJOR: 11 to 14 Credits		Credits
<p style="margin-left: 40px;">CS175: Introduction to Computer Science I or MA237: Programming and Technology in Mathematics</p> <p>AND either 8 credits as follows:</p> <p style="margin-left: 40px;">CE111: General Chemistry I CE111L: General Chemistry I Lab CE112: General Chemistry II CE112L: General Chemistry II Lab</p> <p>OR 10 credits as follows:</p> <p style="margin-left: 40px;">PH211: General Physics with Calculus I PH211L: General Physics with Calculus I Lab PH212: General Physics with Calculus II PH212L: General Physics with Calculus II Lab</p> <p>OR 8 credits as follows:</p> <p style="margin-left: 40px;">BY 109: Introduction to Biodiversity and Evolution BY 110: Introduction to Cell and Molecular Biology</p>	<p>3.0 - 4.0</p> <p>3.0 1.0 3.0 1.0</p> <p>4.0 1.0 4.0 1.0</p> <p>4.0 4.0</p>	
FREE ELECTIVES: 35 to 41 Credits		Credits
_____ _____ _____		35.0-41.0

MA07.GE12

Bachelor of Science in Mathematics		
GENERAL EDUCATION REQUIREMENTS: 33 to 36 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Major Requirements with required MA courses	0.0
Natural Sciences	Fulfilled in Outside Major Requirements with BY, CE or PH courses	0.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	3 Credits from courses designated with Course*Type: TL <i>*(May be fulfilled in Major requirements with MA237)</i>	0.0-3.0
Reasoned Oral Discourse	Fulfilled in Major Requirements with MA314	0.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	3 Credits from courses designated with Course*Type: SS.SV	3.0
Historical Perspective/Social Sciences	3 Credits from courses designated with Course*Type: HS.SV or 3 Credits from courses designated with Course*Type: SS.SV	3.0
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD and 3 Credits from courses designated with Course*Type: GU or 6 Credits from the SAME foreign language	6.0
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Mathematics (MA) designated with Course*Type: WT	0.0 0.0

Minimum Credits for Bachelor of Science in Mathematics = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

Bachelor of Science in Mathematics and Education with Endorsement in Elementary Education			
MAJOR REQUIREMENTS/MATHEMATICS: 43 Credits		MAJOR REQUIREMENTS/EDUCATION: 36 Credits (a)	
MA120: Intro to Mathematical Reasoning	4.0	EDL201: Educational Psychology	3.0
MA125: Calculus with Analytic Geometry I	4.0	EDL206: Child and Adolescent Development	3.0
MA126: Calculus with Analytic Geometry II	4.0	ED250: Foundations of Teaching and Learning	3.0
MA211: Differential Equations	3.0	EDL326: Literacy Instructions in K-5 Educational Settings I	3.0
MA221: Linear Algebra	3.0	ED320: Teaching Students with Diverse Needs	3.0
MA225: Calculus with Analytic Geometry III	4.0	EDL327: Literacy Instruction in K-5 Educational Settings II	3.0
MA314: Number Theory	3.0	EDL327N: NCATE Assessment	0.0
MA319: Probability and Statistics I	3.0	ED360: Methods of Teaching Elementary Mathematics	3.0
MA320: Probability and Statistics II	3.0	ED360N: NCATE Assessment	0.0
MA410: Modern Algebra	3.0	ED361: Methods of Teaching Science for Elementary School	3.0
MA415: Real Analysis	3.0	ED361N: NCATE Assessment	0.0
Take 2 courses from among:		ED362: Teaching Elementary Social Studies	3.0
MA317: Geometry		ED362N: NCATE Assessment	0.0
or MA411: Abstract Algebra		9 Credits as Follows (b) :	
or MA413: Complex Analysis	3.0	ED416: Student Teaching AND	8.0
or MA419: Introduction to Math Modeling	3.0	ED416S: Seminar in Student Teaching	1.0
MA LVL1: Gateway Exam 1	0.0	*OR*	
MA LVL2: Gateway Exam 2	0.0	ED417: Supervised Student Teaching AND	8.0
MA LVL3: Gateway Exam 3	0.0	ED417S: Seminar - Supervised Student Teaching	1.0
OUTSIDE MAJOR (MA) REQUIREMENTS: 11 to 14 Credits		OUTSIDE MAJOR (EDE) REQUIREMENTS: 3 to 6 Credits	
CS175: Introduction to Computer Science I	3.0	PY103: Introduction to Psychology	3.0
or MA237: Programming & Technology in Mathematics	4.0	MA317: Geometry*	0.0 - 3.0
Complete one of the following groups:		<i>*May be fulfilled in major requirements</i>	
Group A - (8 credits):			
CE111: General Chemistry I	3.0		
CE111L: General Chemistry I Lab	1.0		
CE112: General Chemistry II	3.0		
CE112L: General Chemistry II Lab	1.0		
OR Group B - (10 credits):			
PH211: General Physics w/Calculus I	4.0		
PH211L: General Physics w/Calculus I Lab	1.0		
PH212: General Physics w/Calculus II	4.0		
PH212L: General Physics w/Calculus II Lab	1.0		
OR Group C - (8 credits):			
BY109: Intro to Biodiversity and Evolution	4.0		
BY110: Intro to Cell & Molecular Biology	4.0		
FREE ELECTIVES: 0 to 5 Credits		Credits	
		0.0 -5.0	
(a) Minimum grade of "C" required for Education Courses			
(b) Students must complete the appropriate test requirement(s) with a passing score PRIOR to Student Teaching.			

MA07EDE11GE12

Bachelor of Science in Mathematics and Education with Endorsement in Elementary Education		
GENERAL EDUCATION REQUIREMENTS: 30 to 33 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Major Requirements with required MA courses	0.0
Natural Sciences	Fulfilled in Outside Major Req. with BY, CE, PH courses	0.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from subject MU, AR, TH, DA	3.0
Technological Literacy	3 Credits from courses designated with Course*Type: TL <i>*May be fulfilled in Major Requirements with MA237</i>	0.0 - 3.0
Reasoned Oral Discourse	Fulfilled in Major Requirements with ED320, and/or MA314	0.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	Fulfilled in Outside Major Requirements with PY103	0.0
Historical Perspective/Social Sciences	3 Credits from courses designated with Course*Type: HS.SV or 3 Credits from courses designated with Course*Type: SS.SV	3.0
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD and 3 Credits from courses designated with Course*Type: GU or 6 Credits from the SAME foreign language	6.0
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Mathematics (MA) designated with Course*Type: WT	0.0
	Two courses from Education (ED, EDL, EDS) designated with Course*Type: WT	0.0
		0.0

Minimum Credits for Bachelor of Science in Mathematics and Education with Endorsement in Elementary Education = 128.0
ADDITIONAL ENDORSEMENTS AVAILABLE:
<ul style="list-style-type: none"> • TSD - Teacher of Students with Disabilities - Elementary • ESL - English as a Second Language - Elementary • MID-MA - Middle School Mathematics • P-3 Early Childhood Endorsement • Teacher of Supplemental Instruction in Reading/Mathematics K-8

NOTES:

- * 58 credits must be completed at the 200 level or higher.
- ** Education majors are required to have an overall GPA of 2.75 for State Certification.
- ***By state regulation, all Education Majors seeking content area endorsement must complete 12+ credits at the 300+ level in the content major.

Bachelor of Science in Mathematics and Education with Endorsement in Secondary Education			
MAJOR REQUIREMENTS/MATHEMATICS: 43 Credits		MAJOR REQUIREMENTS/EDUCATION: 24 Credits (a)	
MA120: Intro to Mathematical Reasoning	4.0	ED250: Foundations of Teaching and Learning	3.0
MA125: Calculus with Analytic Geometry I	4.0	EDL201: Educational Psychology	3.0
MA126: Calculus with Analytic Geometry II	4.0	EDL206: Child and Adolescent Development	3.0
MA211: Differential Equations	3.0	ED319: Literacy Across the Secondary Curriculum	3.0 0.0
MA221: Linear Algebra	3.0	ED319N: NCATE Assessment	0.0
MA225: Calculus with Analytic Geometry III	4.0	ED320: Teaching Students with Diverse Needs	3.0
MA314: Number Theory	3.0	9 Credits as Follows (b):	
MA319: Probability and Statistics I	3.0	ED416: Student Teaching AND	8.0
MA320: Probability and Statistics II	3.0	ED416S: Seminar in Student Teaching	1.0
MA410: Modern Algebra	3.0	*OR*	
MA415: Real Analysis	3.0	ED417: Supervised Student Teaching AND	8.0
Take 2 courses from among:		ED417S: Seminar - Supervised Student Teaching	1.0
MA317: Geometry			
or MA411: Abstract Algebra			
or MA413: Complex Analysis	3.0		
or MA419: Introduction to Math Modeling	3.0		
MA LVL1: Gateway Exam 1	0.0		
MA LVL2: Gateway Exam 2	0.0		
MA LVL3: Gateway Exam 3	0.0		
OUTSIDE MAJOR (MA) REQUIREMENTS: 11 to 14 Credits		EDUCATION METHODS REQUIREMENTS: 6 Credits (a)	
CS175: Introduction to Computer Science I	3.0	ED365: Teaching Secondary Math Part I	
or MA237: Programming & Technology in Mathematics	4.0	*OR* ED375: Secondary Teaching Methods Part I	3.0
Complete one of the following groups:		ED366: Teaching Secondary Math Part II	
Group A - (8 credits):		*OR* ED376: Secondary Teaching Methods Part II	3.0
CE111: General Chemistry I	3.0		
CE111L: General Chemistry I Lab	1.0		
CE112: General Chemistry II	3.0		
CE112L: General Chemistry II Lab	1.0		
OR Group B - (10 credits):		OUTSIDE MAJOR (ED) REQUIREMENTS: 3 to 6 Credits	
PH211: General Physics w/Calculus I	4.0	PY103: Introduction to Psychology	3.0
PH211L: General Physics w/Calculus I Lab	1.0	MA317: Geometry*	0.0 - 3.0
PH212: General Physics w/Calculus II	4.0	<i>*May be fulfilled in major requirements</i>	
PH212L: General Physics w/Calculus II Lab	1.0		
OR Group C - (8 credits):			
BY109: Intro to Biodiversity and Evolution	4.0		
BY110: Intro to Cell & Molecular Biology	4.0		
FREE ELECTIVES: 2 to 11 Credits		Credits	
		2.0-11.0	
<i>(a) Minimum grade of "C" required for Education Courses</i>			
<i>(b) Students must complete the appropriate test requirement(s) with a passing score PRIOR to Student Teaching.</i>			

MA07EDS11GE12

Bachelor of Science in Mathematics and Education with Endorsement in Secondary Education		
GENERAL EDUCATION REQUIREMENTS: 30 to 33 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Major Requirements with required MA courses	0.0
Natural Sciences	Fulfilled in Outside Major Req. with BY, CE, PH courses	0.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from subject MU, AR, TH, DA	3.0
Technological Literacy	3 Credits from courses designated with Course*Type: TL* <i>*May be fulfilled in Outside Major Requirements with MA237</i>	0.0 - 3.0
Reasoned Oral Discourse	Fulfilled in Major Requirements with ED320 or MA314	0.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	Fulfilled in Outside Major Requirements with PY103	0.0
Historical	3 Credits from courses designated with Course*Type: HS.SV	3.0
	or 3 Credits from courses designated with Course*Type: SS.SV	
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD	6.0
	and 3 Credits from courses designated with Course*Type: GU or 6 Credits from the SAME foreign language	
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Mathematics (MA) designated with Course*Type: WT	0.0
	Two courses from Education (ED, EDL, EDS) designated with Course*Type: WT	0.0
		0.0

Minimum Credits for Bachelor of Science in Mathematics and Education with Endorsement in Secondary Education = 128.0
ADDITIONAL ENDORSEMENTS AVAILABLE:
• TSD - Teacher of Students with Disabilities - Secondary • ESL - English as a Second Language - Secondary

NOTES:

* 58 credits must be completed at the 200 level or higher.

** Education majors are required to have an overall GPA of 2.75 for State Certification.

***By state regulation, all Education Majors seeking content area endorsement must complete 12+ credits at the 300+ level in the content major.

BS Mathematics and Education, Endorsement in Secondary Education in Mathematics

Bachelor of Science in Mathematics with a Concentration in Statistics	
MAJOR REQUIREMENTS/MATHEMATICS: 49 Credits	Credits
<p style="margin-left: 100px;">MA120: Introduction to Mathematical Reasoning</p> <p style="margin-left: 100px;">MA125: Calculus with Analytic Geometry I</p> <p style="margin-left: 100px;">MA126: Calculus with Analytic Geometry II</p> <p style="margin-left: 100px;">MA211: Differential Equations</p> <p style="margin-left: 100px;">MA221: Linear Algebra</p> <p style="margin-left: 100px;">MA225: Calculus with Analytic Geometry III</p> <p style="margin-left: 100px;">MA314: Number Theory</p> <p style="margin-left: 50px;">or MA317: Geometry</p> <p style="margin-left: 100px;">MA319: Probability and Statistics I</p> <p style="margin-left: 100px;">MA320: Probability and Statistics II</p> <p style="margin-left: 100px;">MA415: Real Analysis</p> <p style="margin-left: 100px;">MA419: Introduction to Mathematical Modeling</p> <p style="margin-left: 100px;">MA421: Applied Multivariate Regression and ANOVA</p> <p style="margin-left: 100px;">MA440: Applied Time Series Analysis</p> <p style="margin-left: 100px;">MA450: Computation and Statistics</p> <p style="margin-left: 100px;">MA460: Multivariate Statistics</p> <p style="margin-left: 100px;">MA LVL1: Gateway Exam 1</p> <p style="margin-left: 100px;">MA LVL2: Gateway Exam 2</p> <p style="margin-left: 100px;">MA LVL3: Gateway Exam 3</p>	<p>4.0</p> <p>4.0</p> <p>4.0</p> <p>3.0</p> <p>3.0</p> <p>4.0</p> <p>3.0</p> <p>3.0</p> <p>3.0</p> <p>3.0</p> <p>3.0</p> <p>3.0</p> <p>3.0</p> <p>3.0</p> <p>3.0</p> <p>3.0</p> <p>3.0</p> <p>3.0</p> <p>3.0</p> <p>0.0</p> <p>0.0</p> <p>0.0</p>
REQUIREMENTS OUTSIDE MAJOR: 8 to 10 Credits	Credits
<p>Choose either</p> <p>8 credits as follows:</p> <p style="margin-left: 100px;">CE111: General Chemistry I</p> <p style="margin-left: 100px;">CE111L: General Chemistry I Lab</p> <p style="margin-left: 100px;">CE112: General Chemistry II</p> <p style="margin-left: 100px;">CE112L: General Chemistry II Lab</p> <p style="text-align: center;"><u>OR</u></p> <p>10 credits as follows:</p> <p style="margin-left: 100px;">PH211: General Physics with Calculus I</p> <p style="margin-left: 100px;">PH211L: General Physics with Calculus I Lab</p> <p style="margin-left: 100px;">PH212: General Physics with Calculus II</p> <p style="margin-left: 100px;">PH212L: General Physics with Calculus II Lab</p> <p style="text-align: center;"><u>OR</u></p> <p>8 credits as follows:</p> <p style="margin-left: 100px;">BY109: Introduction to Biodiversity and Evolution</p> <p style="margin-left: 100px;">BY110: Introduction to Cell and Molecular Biology</p>	<p>3.0</p> <p>1.0</p> <p>3.0</p> <p>1.0</p> <p>4.0</p> <p>1.0</p> <p>4.0</p> <p>1.0</p> <p>4.0</p> <p>4.0</p>
FREE ELECTIVES: 30 to 35 Credits	Credits
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>30 - 35.0</p>

MA07.STAT12.GE12

Bachelor of Science in Mathematics with a Concentration in Statistics		
GENERAL EDUCATION REQUIREMENTS: 36 to 39 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Major Requirements with required MA courses	0.0
Natural Sciences	Fulfilled in Outside Major Requirements with BY, CE or PH courses	0.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	3 Credits from courses designated with Course*Type: TL	3.0
Reasoned Oral Discourse	3 Credits from courses designated with Course*Type: RD* <i>*(May be fulfilled in Major requirements with MA314)</i>	0.0 - 3.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	3 Credits from courses designated with Course*Type: SS.SV	3.0
Historical Perspective/Social Sciences	3 Credits from courses designated with Course*Type: HS.SV or 3 Credits from courses designated with Course*Type: SS.SV	3.0
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD and 3 Credits from courses designated with Course*Type: GU or 6 Credits from the SAME foreign language	6.0
Experiential Education	Fulfilled in Major Requirements with MA419	0.0
Writing Intensive	Two courses from Mathematics (MA) designated with Course*Type: WT	0.0
		0.0

Minimum Credits for Bachelor of Science in Mathematics with a Concentration in Statistics = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

Bachelor of Science in Medical Technology (for Jersey Shore University Medical Center)	
MAJOR REQUIREMENTS/MEDICAL TECHNOLOGY: 48 Credits	
	Credits
CE111: General Chemistry I	3.0
CE111L: General Chemistry I Lab	1.0
CE112: General Chemistry II	3.0
CE112L: General Chemistry II Lab	1.0
CE221: Quantitative Analysis	2.0
CE221L: Quantitative Analysis Lab	2.0
CE241: Organic Chemistry I	3.0
CE241L: Organic Chemistry I Lab	2.0
CE242: Organic Chemistry II	3.0
CE310: Biochemistry and Lab	4.0
BY110: Introduction to Cell and Molecular Biology	4.0
BY111: Anatomy and Physiology I	4.0
BY112: Anatomy and Physiology II	4.0
BY223: General Microbiology	4.0
BY324: Applied Microbiology	4.0
BY423: Genetics	4.0
REQUIREMENTS OUTSIDE MAJOR: 3 Credits	
	Credits
MA115: Introduction to Math Modeling (a)	3.0
PROFESSIONAL CREDITS: 32 Credits (b)	
	Credits
MT411: Clinical Internship I	16.0
MT412: Clinical Internship II	16.0
FREE ELECTIVES: 6 Credits	
	Credits
_____	6.0

<p>(a) May substitute MA116 or MA125, depending on placement.</p> <p>(b) Completion of 96 credits of collegiate work prescribed by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) is followed by an eleven month training period in a NAACLS-approved hospital. Successful completion qualifies graduates to take the American Society of Clinical Pathologists (ASCP) Board Certification Exam.</p>	

MT12.JS.GE12

Bachelor of Science in Medical Technology (Jersey Shore University Medical Center)		
GENERAL EDUCATION REQUIREMENTS: 39 Credits		Credits
First Year Seminar	FY-101: First Year Seminar *(Select Section "CE")	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Outside Major Requirements with MA115	0.0
Natural Sciences	Fulfilled in Major Requirements with BY and CE courses	0.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	IT102: Information Technology for Scientists	3.0
Reasoned Oral Discourse	3 Credits from courses designated with Course*Type: RD	3.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	3 Credits from courses designated with Course*Type: SS.SV	3.0
Historical Perspective/Social Sciences	3 Credits from courses designated with Course*Type: HS.SV or 3 Credits from courses designated with Course*Type: SS.SV	3.0
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD and 3 Credits from courses designated with Course*Type: GU or 6 Credits from the SAME foreign language	6.0
Experiential Education	Fulfilled in Major Requirements with Professional Credits	0.0
Writing Intensive	One course from major designated with Course*Type: WT *Second "WT" course waived due to Professional Credits	0.0

Minimum Credits for Bachelor of Science in Medical Technology = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

Bachelor of Science in Medical Technology (Monmouth Medical Center)	
MAJOR REQUIREMENTS/MEDICAL TECHNOLOGY: 48 Credits	Credits
CE111: General Chemistry I	3.0
CE111L: General Chemistry I Lab	1.0
CE112: General Chemistry II	3.0
CE112L: General Chemistry II Lab	1.0
CE221: Quantitative Analysis	2.0
CE221L: Quantitative Analysis Lab	2.0
CE241: Organic Chemistry I	3.0
CE241L: Organic Chemistry I Lab	2.0
CE242: Organic Chemistry II	3.0
CE310: Biochemistry and Lab	4.0
BY110: Introduction to Cell and Molecular Biology	4.0
BY111: Anatomy and Physiology I	4.0
BY112: Anatomy and Physiology II	4.0
BY223: General Microbiology	4.0
BY324: Applied Microbiology	4.0
BY423: Genetics	4.0
REQUIREMENTS OUTSIDE MAJOR: 3 Credits	Credits
MA115: Introduction to Math Modeling (a)	3.0
PROFESSIONAL CREDITS: 32 Credits (b)	Credits
MT421: Clinical Chemistry	7.5
MT422: Hematology	5.0
MT423: Coagulation	1.5
MT424: Urinalysis and Body Fluids	1.5
MT425: Immunology and Serology	4.0
MT426: Transfusion Service	4.0
MT427: Clinical Microbiology	7.5
MT428: Mgt. Principles in Medical Technology	0.5
MT429: Educational Methodologies in Medical Technology	0.5
FREE ELECTIVES: 6 Credits	Credits
	6.0
<p>(a) May substitute MA116 or MA115, depending on placement.</p> <p>(b) Completion of 96 credits of collegiate work prescribed by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) is followed by an 11 ½ month training period in a NAACLS-approved hospital. Successful completion qualifies graduates to take the American Society of Clinical Pathologists (ASCP) Board Certification Exam.</p>	

MT12.MMC.GE12

B.S. in Medical Technology (for Monmouth Medical Center)		
GENERAL EDUCATION REQUIREMENTS: 39 Credits		Credits
First Year Seminar	FY-101: First Year Seminar *(Select Section "CE")	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Outside Major Requirements with MA115	0.0
Natural Sciences	Fulfilled in Major Requirements with BY and CE courses	0.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	IT102: Information Technology for Scientists	3.0
Reasoned Oral Discourse	3 Credits from courses designated with Course*Type: RD	3.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	3 Credits from courses designated with Course*Type: SS.SV	3.0
Historical Perspective/Social Sciences	3 Credits from courses designated with Course*Type: HS.SV	3.0
	or 3 Credits from courses designated with Course*Type: SS.SV	
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD	6.0
	and 3 Credits from courses designated with Course*Type: GU	
	or 6 Credits from the SAME foreign language	
Experiential Education	Fulfilled in Major with Professional Credits	0.0
Writing Intensive	One course from major designated with Course*Type: WT *Second 'WT' course waived due to Professional Credits	0.0

Minimum Credits for Bachelor of Science in Medical Technology = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

Bachelor of Arts in Music	
MAJOR REQUIREMENTS/MUSIC: 39 Credits	Credits
MU151: Group Piano	3.0
MU171: Group Voice	3.0
MU217: The American Music Tradition	3.0
MU218: History and Literature of Music I	3.0
MU219: History and Literature of Music II	3.0
MU221: Theory I	3.0
MU222: Theory II	3.0
MU321: Theory III	3.0
MU322: Theory IV	3.0
MU327: Instrumental Arranging	3.0
MU328: Conducting	3.0
MU329: Conducting II	0.0
(only required for MU/ED majors)	
*SEE EDUCATION METHODS REQUIREMENTS	
6 semesters of Applied Music* (Private Instruction):	
<i>*(Choose from courses MU180 thru MU199 - *Combinations of instruction must be approved by an advisor*)</i>	
MUxxx: _____	1.0
MUxxx: _____	1.0
MUxxx: _____	1.0
MUxxx: _____	1.0
MUxxx: _____	1.0
MUxxx: _____	1.0
6 semesters of:	
Band	0.0
and/or Chorus	0.0
and/or Choir	0.0
and/or Voice	0.0
and/or Chamber Orchestra	0.0
	0.0
MU-REC: A senior recital is required	0.0
FREE ELECTIVES: 44 Credits	Credits
_____	44.0

MU09.GE12

Bachelor of Arts in Music		
GENERAL EDUCATION REQUIREMENTS: 45 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	3 Credits from subject MA <i>*(excluding MA050 and MA101) (a)</i>	3.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	Fulfilled in Major Requirements with MU required courses	0.0
Technological Literacy	3 Credits from courses designated with Course*Type: TL	3.0
Reasoned Oral Discourse	3 Credits from courses designated with Course*Type: RD	3.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	3 Credits from courses designated with Course*Type: SS.SV	3.0
Historical Perspective/Social Sciences	3 Credits from courses designated with Course*Type: HS.SV	3.0
	or 3 Credits from courses designated with Course*Type: SS.SV	
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD	6.0
	and 3 Credits from courses designated with Course*Type: GU	
	or 6 Credits from the SAME foreign language	
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Music (MU) designated with Course*Type: WT	0.0
		0.0

Minimum Credits for Bachelor of Arts in Music = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.



Bachelor of Arts in Music with a Concentration in Music Industry		
MAJOR REQUIREMENTS/MUSIC INDUSTRY: 39 Credits		Credits
18 credits in Music Industry:	MU151: Group Piano I	3.0
	MU217: The American Music Tradition	3.0
	MU219: History and Literature of Music II	3.0
	MU221: Theory I	3.0
	MU222: Theory II	3.0
	MU301: The Business of Music	3.0
	MU401: Music Business Internship - Seminar	3.0
	6 credits of guided music electives:	
	MUxxx: _____	3.0
	MUxxx: _____	3.0
	MU140: Applied Music Industry I	1.0
	MU240: Applied Music Industry II	1.0
	MU241: Applied Music Industry III	1.0
	4 semesters of:	Band
and/or Chorus		
and/or Choir		
and/or Voice		
and/or Chamber Orchestra		
9 credits in Business:	BA251: Principles of Accounting	3.0
	BM250: Principles of Management & Organizational Behavior	3.0
	BK250: Principles of Marketing	3.0
REQUIREMENTS OUTSIDE MAJOR: 3 Credits		Credits
	PS/CO290: Media Law	3.0
FREE ELECTIVES: 41 Credits		Credits
	_____	41.0

MU.MI09.GE12

Bachelor of Arts in Music with a Concentration in Music Industry		
GENERAL EDUCATION REQUIREMENTS: 45 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	3 Credits from subject MA excluding MA050 and MA101	3.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	Fulfilled in Major Requirements with MU required courses	0.0
Technological Literacy	3 Credits from courses designated with Course*Type: TL	3.0
Reasoned Oral Discourse	3 Credits from courses designated with Course*Type: RD	3.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	3 Credits from courses designated with Course*Type: SS.SV	3.0
Historical Perspective/Social Sciences	3 Credits from courses designated with Course*Type: HS.SV	3.0
	or 3 Credits from courses designated with Course*Type: SS.SV	
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD	6.0
	and 3 Credits from courses designated with Course*Type: GU	
	or 6 Credits from the SAME foreign language	
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Music (MU) designated with Course*Type: WT	0.0
		0.0

Minimum Credits for Bachelor of Arts in Music with a Concentration in Music Industry = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

Bachelor of Arts in Music and Education with Endorsement in Elementary Education			
MAJOR REQUIREMENTS/MUSIC: 39 Credits		MAJOR REQUIREMENTS/EDUCATION: 36 Credits (a)	
MU151: Group Piano	3.0	EDL201: Educational Psychology	3.0
MU171: Group Voice	3.0	EDL206: Child and Adolescent Development	3.0
MU217: The American Music Tradition	3.0	ED250: Foundations of Teaching and Learning	3.0
MU218: History and Literature of Music I	3.0	EDL326: Literacy Instructions in K-5 Ed. Set. I	3.0
MU219: History and Literature of Music II	3.0	ED320: Teaching Students with Diverse Needs	3.0
MU221: Theory I	3.0	EDL327: Literacy Instruction in K-5 Ed. Set. II	3.0
MU222: Theory II	3.0	EDL327N: NCATE Assessment	0.0
MU321: Theory III	3.0	ED360: Methods of Teaching Elem. Mathematics	3.0
MU322: Theory IV	3.0	ED360N: NCATE Assessment	0.0
MU327: Instrumental Arranging	3.0	ED361: Methods of Teaching Science/Elem. Sch.	3.0
MU328: Conducting	3.0	ED361N: NCATE Assessment	0.0
MU329: Conducting II	0.0	ED362: Teaching Elementary Social Studies	3.0
(only required for MU/ED majors)		ED362N: NCATE Assessment	0.0
*SEE EDUCATION METHODS REQUIREMENTS			
6 semesters of Applied Music* (Private Instruction): Choose from courses MU180 <u>thru</u> MU199		9 Credits as Follows (b):	
MUxxx: _____	1.0	ED416: Student Teaching AND	8.0
MUxxx: _____	1.0	ED416S: Seminar in Student Teaching	1.0
MUxxx: _____	1.0	*OR*	
MUxxx: _____	1.0	ED417: Supervised Student Teaching AND	8.0
MUxxx: _____	1.0	ED417S: Seminar - Supervised Student Teaching	1.0
MUxxx: _____	1.0	EDUCATION OUTSIDE MAJOR REQUIREMENTS: 9 Credits	
		PY103: Introduction to Psychology	3.0
		MA203: Foundations of Elem. Mathematics I	3.0
		MA204: Foundations of Elem. Mathematics II	3.0
		EDUCATION METHODS REQUIREMENTS: 11 Credits	
6 semesters of:		MU163: Group Strings	1.0
Band	0.0	MU164: Group Woodwinds	1.0
and/or Chorus	0.0	MU165: Group Brass	1.0
and/or Choir	0.0	MU166: Group Percussion	1.0
and/or Voice	0.0	MU329: Conducting II	3.0
and/or Chamber Orchestra	0.0	MU331: Music for the Child	2.0
	0.0	MU333: Teaching of Music in Secondary School	2.0
MU-REC: A senior recital is required	0.0		
<i>(a) Minimum grade of "C" required for Education Courses</i>			
<i>(b) Students must complete the appropriate test requirement(s) with a passing score PRIOR to Student Teaching.</i>			

MU09EDE11GE12

Bachelor of Arts in Music and Education with Endorsement in Elementary Education		
GENERAL EDUCATION REQUIREMENTS: 36 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Outside Major Requirements with MA203 or MA204	0.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	Fulfilled in Major Requirements with MU required courses	0.0
Technological Literacy	3 Credits from courses designated with Course*Type: TL	3.0
Reasoned Oral Discourse	Fulfilled in Major Requirements with ED320	0.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	Fulfilled in Outside Major Requirements with PY103	0.0
Historical Perspective/Social Sciences	3 Credits from courses designated with Course*Type: HS.SV	3.0
	or 3 Credits from courses designated with Course*Type: SS.SV	
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD	6.0
	and 3 Credits from courses designated with Course*Type: GU	
	or 6 Credits from the SAME foreign language	
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Music (MU) designated with Course*Type: WT	0.0
	Two courses from Education (ED, EDL, EDS) designated with Course*Type: WT	0.0
		0.0
		0.0

Minimum Credits for Bachelor of Arts in Music and Education with Endorsement in Elementary Education = 131.0
ADDITIONAL ENDORSEMENTS AVAILABLE:
<ul style="list-style-type: none"> • TSD - Teacher of Students with Disabilities - Elementary • ESL - English as a Second Language - Elementary • P-3 Early Childhood Endorsement • Teacher of Supplemental Instruction in Reading/Mathematics K-8

NOTES:

* 58 credits must be completed at the 200 level or higher.

** Education majors are required to have an overall GPA of 2.75 for State Certification.

***By state regulation, all Education Majors seeking content area endorsement must complete 12+ credits at the 300+ level in the content major.

Bachelor of Arts in Music and Education with Endorsement in K-12 Education in Music			
MAJOR REQUIREMENTS/MUSIC: 39 Credits		MAJOR REQUIREMENTS/EDUCATION: 24 Credits (a)	
MU151: Group Piano	3.0	ED250: Foundations of Teaching and Learning	3.0
MU171: Group Voice	3.0	EDL201: Educational Psychology	3.0
MU217: The American Music Tradition	3.0	EDL206: Child and Adolescent Development	3.0
MU218: History and Literature of Music I	3.0	ED319: Literacy Across the Secondary Curriculum	3.0 0.0
MU219: History and Literature of Music II	3.0	ED319N: NCATE Assessment	0.0
MU221: Theory I	3.0	ED320: Teaching Students with Diverse Needs	3.0
MU222: Theory II	3.0	9 Credits as Follows (b):	
MU321: Theory III	3.0	ED416: Student Teaching AND	8.0
MU322: Theory IV	3.0	ED416S: Seminar in Student Teaching	1.0
MU327: Instrumental Arranging	3.0	*OR*	
MU328: Conducting	3.0	ED417: Supervised Student Teaching AND	8.0
MU329: Conducting II*	0.0	ED417S: Seminar - Supervised Student Teaching	1.0
*only required for MU/ED majors			
*SEE EDUCATION METHODS REQUIREMENTS			
6 semesters of Applied Music* (Private Instruction):		EDUCATION OUTSIDE MAJOR REQUIREMENTS: 6 Credits	
Choose from courses MU180 <u>thru</u> MU199		PY103: Introduction to Psychology	3.0
MUxxx: _____	1.0	MA100: Quantitative Reasoning and Problem Solving	
MUxxx: _____	1.0	*OR*	
MUxxx: _____	1.0	MA203: Foundations of Elem. Mathematics I	3.0
MUxxx: _____	1.0		
MUxxx: _____	1.0		
*(Combinations of instruction must be approved)		EDUCATION METHODS REQUIREMENTS: 14 Credits	
6 semesters of:		MU163: Group Strings	1.0
Band	0.0	MU164: Group Woodwinds	1.0
and/or Chorus	0.0	MU165: Group Brass	1.0
and/or Choir	0.0	MU166: Group Percussion	1.0
and/or Voice	0.0	MU329: Conducting II	3.0
and/or Chamber Orchestra	0.0	ED331: Music for the Child	2.0
	0.0	ED333: Teaching of Music in Secondary School	2.0
MU-REC: A senior recital is required	0.0	MU377: Integrated Teaching Methods K-12	3.0
FREE ELECTIVES: 9 Credits		Credits	
_____		9.0	

(a) Minimum grade of "C" required for Education Courses			
(b) Students must complete the appropriate test requirement(s) with a passing score PRIOR to Student Teaching.			

MU09EDS11GE12

Bachelor of Arts in Music and Education with Endorsement in K-12 Education in Music		
GENERAL EDUCATION REQUIREMENTS: 36 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Outside Education Major Requirements w/MA100 or M	0.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	Fulfilled in Music Major Requirements with MU required courses	0.0
Technological Literacy	3 Credits from courses designated with Course*Type: TL	3.0
Reasoned Oral Discourse	Fulfilled in Education Major Requirements with ED320	0.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	Fulfilled in Outside Education Major Requirements with PY103	0.0
Historical Perspective/Social Sciences	3 Credits from courses designated with Course*Type: HS.SV	3.0
	or 3 Credits from courses designated with Course*Type: SS.SV	
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD	6.0
	and 3 Credits from courses designated with Course*Type: GU	
	or 6 Credits from the SAME foreign language	
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Music (MU) designated with Course*Type: WT	0.0
	Two courses from Education (ED, EDL, EDS) designated with Course*Type: WT	0.0
		0.0
		0.0

Minimum Credits for Bachelor of Arts in Music and Education with Endorsement in K-12 Education in Music = 128.0
<p style="text-align: center;">ADDITIONAL ENDORSEMENTS AVAILABLE:</p> <ul style="list-style-type: none"> • TSD - Teacher of Students with Disabilities - Secondary • ESL - English as a Second Language - Secondary

NOTES:

* 58 credits must be completed at the 200 level or higher.

** Education majors are required to have an overall GPA of 2.75 for State Certification.

***By state regulation, all Education Majors seeking content area endorsement must complete 12+ credits at the 300+ level in the content major.

BA Music and Education, Endorsement in K-12 Education in Music

MU09Y11GE12

Bachelor of Arts in Music and Education with Endorsements in P3 and Teacher of Students with Disabilities			
MAJOR REQUIREMENTS/MUSIC: 39 Credits		MAJOR REQUIREMENTS/EARLY CHILDHOOD: 37 Credits (a)	
MU151: Group Piano	3.0	ED250: Foundations of Teaching and Learning	3.0
MU171: Group Voice	3.0	EDL280: Intro. to Early Childhood Education	3.0
MU217: The American Music Tradition	3.0	EDL325: Language & Early Literacy Development	3.0
MU218: History and Literature of Music I	3.0	EDL326: Literacy Instructions in K-5 Ed. Set. I	3.0
MU219: History and Literature of Music II	3.0	ED320: Teaching Students with Diverse Needs	3.0
MU221: Theory I	3.0	EDL333: Family Partnerships/Early Childhood Set.	3.0
MU222: Theory II	3.0	EDL363: Early Childhood Curriculum & Methods	4.0
MU321: Theory III	3.0	EDL201: Educational Psychology	3.0
MU322: Theory IV	3.0	EDL206: Child and Adolescent Development	3.0
MU327: Instrumental Arranging	3.0		
MU328: Conducting	3.0	9 Credits as Follows (b):	
MU329: Conducting II	0.0	ED416: Student Teaching AND	8.0
(only required for MU/ED majors)		ED416S: Seminar in Student Teaching	1.0
<i>*SEE EDUCATION METHODS REQUIREMENTS</i>		*OR*	
6 semesters of Applied Music*		ED417: Supervised Student Teaching AND	8.0
(Private Instruction):		ED417S: Seminar - Supervised Student Teaching	1.0
Choose from courses MU180 <u>thru</u> MU199			
MUxxx: _____	1.0	EARLY CHILDHOOD OUTSIDE MAJOR REQUIREMENTS: 9 Credits	
MUxxx: _____	1.0	PY103: Introduction to Psychology	3.0
MUxxx: _____	1.0	MA203: Foundations of Elem. Mathematics I	3.0
MUxxx: _____	1.0	MA204: Foundations of Elem. Mathematics II	3.0
MUxxx: _____	1.0	EDUCATION METHODS REQUIREMENTS: 11 Credits	
MUxxx: _____	1.0	MU163: Group Strings	1.0
<i>*(Combinations of instruction must be approved by an advisor)</i>		MU163: Group Strings	1.0
6 semesters of:		MU164: Group Woodwinds	1.0
Band	0.0	MU165: Group Brass	1.0
and/or Chorus	0.0	MU166: Group Percussion	1.0
and/or Choir	0.0	MU329: Conducting II	3.0
and/or Voice	0.0	MU331: Music for the Child	2.0
and/or Chamber Orchestra	0.0	MU333: Teaching Music in Sec. School	2.0
MU-REC: A senior recital is required	0.0		
TEACHER OF STUDENTS WITH DISABILITIES REQUIREMENTS: 18 Credits (a)			
		ED320: Teaching Students with Diverse Needs <i>*(Fulfilled in Education Major Requirements)</i>	0.0
		EDL326: Literacy Instructions in K-5 Educational Settings I <i>*(Fulfilled in Education Major Requirements)</i>	0.0
		EDS332: Family, School, Community Partnerships and Resources, P-12	3.0
		EDS336: Classroom Management	3.0
		EDS338: Assessment Approaches P-12	3.0
		EDS330: Human Exceptionalities	3.0
		EDS350: Individual Curriculum and System Instructions for Special Education	3.0
		EDS352: Curricula Methods and Materials	3.0
<i>(a) Minimum grade of "C" required for Education Courses</i>			
<i>(b) Students must complete the appropriate test requirement(s) with a passing score PRIOR to Student Teaching.</i>			

MU09YI11GE12

Bachelor of Arts in Music and Education with Endorsements in P3 and Teacher of Students with Disabilities		
GENERAL EDUCATION REQUIREMENTS: 36 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Outside Major Requirements with MA203 or MA204	0.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	Fulfilled in Major Requirements with MU required courses	0.0
Technological Literacy	3 Credits from courses designated with Course*Type: TL	3.0
Reasoned Oral Discourse	Fulfilled in Major Requirements with ED320	0.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	Fulfilled in Outside Major Requirements with PY103	0.0
Historical Perspective/Social Sciences	3 Credits from courses designated with Course*Type: HS.SV	3.0
	or 3 Credits from courses designated with Course*Type: SS.SV	
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD	6.0
	and 3 Credits from courses designated with Course*Type: GU	
	or 6 Credits from the SAME foreign language	
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Music (MU) designated with Course*Type: WT	0.0
	Two courses from Education (ED, EDL, EDS) designated with Course*Type: WT	0.0
		0.0

Minimum Credits for Bachelor of Arts in Music and Education with Endorsements in P3 and Teacher of Students with Disabilities = 150.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

** Education majors are required to have an overall GPA of 2.75 for State Certification.

***By state regulation, all Education Majors seeking content area endorsement must complete 12+ credits at the 300+ level in the content major.

Bachelor of Science in Nursing		
MAJOR REQUIREMENTS/NURSING: 60 Credits (a)		Credits
	NU311: Issues and Trends in Professional Nursing	3.0
	NU312: Individual Health Assessment	3.0
	NU355: Research Methods in Nursing	3.0
	NU360: Transcultural Health	3.0
	NU365: Wisdom, Wellness and Aging	3.0
	NU413: Comm. Health Nursing I: Nursing of the Young Family	3.0
	NU414: Comm. Health Nurs. II: Nursing of Communities	3.0
	NU415: Community Health Nursing Lab	3.0
	NU440: Health Policy	3.0
	NU450: Nursing for the Future	3.0
	NUxxx: Lower division course work (a)	30.0
REQUIREMENTS OUTSIDE MAJOR: 31 Credits		Credits
	PY103: Introduction to Psychology	3.0
	SO101: Introduction to Sociology	3.0
	BY107: Microbiology in Health & Disease	4.0
	BY111: Anatomy and Physiology I	4.0
	BY112: Anatomy and Physiology II	4.0
	CE109: Intro. to General, Organic and Biochemistry	4.0
9 Credits of Guided Electives	Select 9 credits from courses designated with	3.0
	Course*Type = NU.EL	3.0
		3.0
FREE ELECTIVES: 10 Credits		Credits
	_____	10.0

<p><i>(a) Graduates of diploma programs will earn 30 credits for their lower division nursing courses by following the guidelines as recommended by NJSNA.</i></p>		

BSN11.GE12

Bachelor of Science in Nursing		
GENERAL EDUCATION REQUIREMENTS: 30 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	3 Credits from subject MA excluding MA050 or MA101	3.0
Natural Sciences	Fulfilled in Outside Major Requirements with BY111 and BY112	0.0
Literature	3 Credits from courses with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	NU100: Technology and Health Informatics or IT100 or HE100	3.0
Reasoned Oral Discourse	Fulfilled in Major with NU413	0.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	Fulfilled in Outside Major Requirements with SO101	0.0
Historical Perspective/Social Sciences	Fulfilled in Outside Major Requirements with PY103	0.0
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD	6.0
	and 3 Credits from courses designated with Course*Type: GU*	
	*partially fulfilled with NU360 or 6 Credits from the SAME foreign language	
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Nursing (NU) designated with Course*Type: WT	0.0
		0.0

Minimum Credits for Bachelor of Science in Nursing = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

** In order to be eligible for graduation honors, 57 credits MUST be completed at Monmouth University

Bachelor of Arts in Political Science	
MAJOR REQUIREMENTS/POLITICAL SCIENCE: 40 Credits	Credits
PS101: Intro to Political Science: Power & Globalization	3.0
PS103: American National Government	3.0
PS109: Civic Engagement and Leadership	1.0
PS250: Social Science Research and Writing	3.0
Course*Type: PSAM - American Politics	
PSxx: _____	3.0
Course*Type: PSAL - American Legal System	
PSxx: _____	3.0
Course*Type: PSPA - Public Policy	
PSxx: _____	3.0
Course*Type: PSIP - International Relations	
PSxx: _____	3.0
Course*Type: PSCG - Comparative Politics	
PSxx: _____	3.0
PS221: Early Political Thought	3.0
or PS222: Modern Political Thought	
PS309: Seminar/Internship	
or PS289: Internship	
or PS371: International Service Seminar	
or PS383: Model UN Conference	
or PS389: Internship	
or PS489: Internship	3.0
6 Credits of Political Science Electives	
PSxx: _____	3.0
PSxx: _____	3.0
PS401: Seminar in Political Science	3.0
FREE ELECTIVES: 49 Credits	Credits
	49.0

PS12.GE12

Bachelor of Arts in Political Science		
GENERAL EDUCATION REQUIREMENTS: 39 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	3 Credits from subjects MA excluding MA050 and MA101	3.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	Fulfilled in Major Requirements with PS250	0.0
Reasoned Oral Discourse	3 Credits from courses designated with Course*Type: RD	3.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	Fulfilled in Major Requirements with required PS courses	0.0
Historical Perspective/Social Sciences	Fulfilled in Major Requirements with required PS courses	0.0
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD	6.0
	and 3 Credits from courses designated with Course*Type: GU or 6 Credits from the SAME foreign language	
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Political Science (PS) designated	0.0
	with Course*Type: WT	0.0

Minimum Credits for Bachelor of Arts in Political Science = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

Bachelor of Arts in Political Science with Concentration in International Relations	
MAJOR REQUIREMENTS/POLITICAL SCIENCE: 34 Credits	Credits
PS101: Intro to Political Science: Power & Globalization	3.0
PS103: American National Government	3.0
PS109: Civic Engagement and Leadership	1.0
PS250: Social Science Research and Writing	3.0
Course*Type: PSAM - American Politics	
PSxx: _____	3.0
Course*Type: PSAL - American Legal System	
PSxx: _____	3.0
Course*Type: PSPA - Public Policy	
PSxx: _____	3.0
Course*Type: PSIP - International Relations	
PSxx: _____	3.0
Course*Type: PSCG - Comparative Politics	
PSxx: _____	3.0
PS221: Early Political Thought	3.0
or PS222: Modern Political Thought	
PS309: Seminar/Internship	
or PS289: Internship	
or PS371: International Service Seminar	
or PS383: Model UN Conference	
or PS389: Internship	
or PS489: Internship	3.0
PS401: Seminar in Political Science	3.0
CONCENTRATION REQUIREMENTS/INTERNATIONAL RELATIONS: 9 Credits	Credits
Course type: PSCG - Comparative Politics	
PSxx: _____	3.0
Course type: PSIP - International Relations	
PSxx: _____	3.0
PSxx: _____	3.0
FREE ELECTIVES: 46 Credits	Credits
_____	40.0

PS12.INT10.GE12

Bachelor of Arts in Political Science with Concentration in International Relations		
GENERAL EDUCATION REQUIREMENTS: 39 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	3 Credits from subjects MA excluding MA050 and MA101	3.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	Fulfilled in Major Requirements with PS250	0.0
Reasoned Oral Discourse	3 Credits from courses designated with Course*Type: RD	3.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	Fulfilled in Major Requirements with required PS courses	0.0
Historical Perspective/Social Sciences	Fulfilled in Major Requirements with required PS courses	0.0
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding	3 Credits from courses designated with Course*Type: CD	6.0
	and 3 Credits from courses designated with Course*Type: GU or 6 Credits from the SAME foreign language	
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Political Science (PS) designated with Course*Type: WT	0.0
		0.0

Minimum Credits for Bachelor of Arts in Political Science with Concentration in International Relations = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

Bachelor of Arts in Political Science and Education with Endorsement in Elementary Education			
MAJOR REQUIREMENTS/POLITICAL SCIENCE: 40 Credits		MAJOR REQUIREMENTS/EDUCATION: 36 Credits (a)	
PS101: Intro to Poli. Sci.: Power & Globalization	3.0		
PS103: American National Government	3.0	EDL201: Educational Psychology	3.0
PS109: Civic Engagement and Leadership	1.0	EDL206: Child and Adolescent Development	3.0
PS250: Social Science Research and Writing	3.0		
Course*Type: PSAM - American Politics		ED250: Foundations of Teaching and Learning	3.0
PSxx: _____	3.0	EDL326: Literacy Instructions in K-5 Ed. Set. I	3.0
Course*Type: PSAL - American Legal System		ED320: Teaching Students with Diverse Needs	3.0
PSxx: _____	3.0	EDL327: Literacy Instruction in K-5 Ed. Set. II	3.0
Course*Type: PSPA - Public Policy		EDL327N: NCATE Assessment	0.0
PSxx: _____	3.0	ED360: Methods of Teaching Elem. Mathematics	3.0
Course*Type: PSIP - International Relations		ED360N: NCATE Assessment	0.0
PSxx: _____	3.0	ED361: Meth. of Teaching Science for Elem. Sch.	3.0
Course*Type: PSCG - Comparative Politics		ED361N: NCATE Assessment	0.0
PSxx: _____	3.0	ED362: Teaching Elementary Social Studies	3.0
PS221: Early Political Thought	3.0	ED362N: NCATE Assessment	0.0
or PS222: Modern Political Thought			
PS309: Seminar/Internship	3.0	9 Credits as Follows (b):	
or PS289: Internship		ED416: Student Teaching AND	8.0
or PS371: International Service Seminar		ED416S: Seminar in Student Teaching	1.0
or PS383: Model UN Conference		*OR*	
or PS389: Internship		ED417: Supervised Student Teaching AND	8.0
or PS489: Internship		ED417S: Seminar - Supervised Student Teaching	1.0
6 crs. of PS Electives			
PSxx: _____	3.0		
PSxx: _____	3.0		
PS401: Seminar in Political Science	3.0		
		EDUCATION OUTSIDE MAJOR REQUIREMENTS: 9 Credits	
		PY103: Introduction To Psychology	3.0
		MA203: Foundations of Elem. Mathematics I	3.0
		MA204: Foundations of Elem. Mathematics II	3.0
FREE ELECTIVES: 10 Credits			
		_____	10.0

<p>(a) Minimum grade of "C" required for Education Courses</p> <p>(b) Students must complete the appropriate test requirement(s) with a passing score PRIOR to Student Teaching.</p>			

PS12EDE11GE12

Bachelor of Arts in Political Science and Education with Endorsement in Elementary Education		
GENERAL EDUCATION REQUIREMENTS: 33 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Outside Major Requirements with MA203 or MA204	0.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from subject MU, AR, TH, DA	3.0
Technological Literacy	Fulfilled in Major Requirements with PS250	0.0
Reasoned Oral Discourse	Fulfilled in Major Requirements with ED320	0.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	Fulfilled in Major Requirements with PS courses	0.0
Historical Perspective/Social Sciences	Fulfilled in Major Requirements with required PS courses	0.0
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD	3.0
	and 3 Credits from courses designated with Course*Type: GU or 6 Credits from the SAME foreign language	3.0
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Political Science (PS) designated with Course*Type: WT	0.0
	Two courses from Education (ED, EDL, EDS) designated with Course*Type: WT	0.0
		0.0

Minimum Credits for Bachelor of Arts in Political Science and Education with Endorsement in Elementary Education = 128.0
ADDITIONAL ENDORSEMENTS AVAILABLE:
<ul style="list-style-type: none"> • TSD - Teacher of Students with Disabilities - Elementary • ESL - English as a Second Language - Elementary • P-3 Early Childhood Endorsement • Teacher of Supplemental Instruction in Reading/Mathematics K-8

NOTES:

- * 58 credits must be completed at the 200 level or higher.
- ** Education majors are required to have an overall GPA of 2.75 for State Certification.
- ***By state regulation, all Education Majors seeking content area endorsement must complete 12+ credits at the 300+ level in the content major.

BA Political Science and Education, Endorsement in Elementary Education

Bachelor of Arts in Political Science and Education with Endorsement in Secondary Education			
MAJOR REQUIREMENTS/POLITICAL SCIENCE: 40 Credits		MAJOR REQUIREMENTS/EDUCATION: 24 Credits (a)	
PS101: Intro to Poli. Sci.: Power & Globalization	3.0	ED250: Foundations of Teaching and Learning	3.0
PS103: American National Government	3.0	EDL201: Educational Psychology	3.0
PS109: Civic Engagement and Leadership	1.0	EDL206: Child and Adolescent Development	3.0
PS250: Social Science Research and Writing	3.0	ED319: Literacy Across the Secondary Curriculum	0.0
Course*Type: PSAM - American Politics		ED319N: NCATE Assessment	0.0
PSxx: _____	3.0	ED320: Teaching Students with Diverse Needs	3.0
Course*Type: PSAL - American Legal System		9 Credits as Follows (b):	
PSxx: _____	3.0	ED416: Student Teaching AND	8.0
Course*Type: PSPA - Public Policy		ED416S: Seminar in Student Teaching	1.0
PSxx: _____	3.0	*OR*	
Course*Type: PSIP - International Relations		ED417: Supervised Student Teaching AND	8.0
PSxx: _____	3.0	ED417S: Seminar - Supervised Student Teaching	1.0
Course*Type: PSCG - Comparative Politics			
PSxx: _____	3.0	EDUCATION METHODS REQUIREMENTS: 6 Credits (a)	
PS221: Early Political Thought	3.0	ED371: Teaching Social Studies I - Secondary	
or PS222: Modern Political Thought		or ED375: Secondary Teaching Methods Part I	3.0
PS309: Seminar/Internship	3.0	ED372: Teaching Social Studies II - Secondary	
or PS289: Political Science Internship		or ED376: Secondary Teaching Methods Part II	3.0
or PS371: International Service Seminar			
or PS383: Model UN Conference		ED OUTSIDE MAJOR REQUIREMENTS: 24 Credits	
or PS389: Political Science Internship		GO100: People, Places and Environments	3.0
or PS489: Political Science Internship		PY103: Introduction to Psychology	3.0
6 Credits of Political Science (PS) Electives		MA105: Math Modeling	3.0
PSxx: _____	3.0	SO101: Introduction to Sociology	3.0
PSxx: _____	3.0	BE200: Economics for Social Sciences	3.0
PS401: Seminar in Political Science	3.0	HS103: U.S. History I	3.0
		HS104: U.S. History II	3.0
		History Elective HSxx: _____	3.0
FREE ELECTIVES: 1 Credit		Credits	
_____		0 - 1.0	

<p>(a) Minimum grade of "C" required for Education Courses</p> <p>(b) Students must complete the appropriate test requirement(s) with a passing score PRIOR to Student Teaching.</p>			

PS10EDS11GE12

Bachelor of Arts in Political Science and Education with Endorsement in Secondary Education		
GENERAL EDUCATION REQUIREMENTS: 33 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Outside Major Requirements with MA203 or MA204	0.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from subject MU, AR, TH, DA	3.0
Technological Literacy	Fulfilled in Major Requirements with PS250	0.0
Reasoned Oral Discourse	Fulfilled in Major Requirements with ED320	0.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	Fulfilled in Major Requirements with required PS courses	0.0
Historical Perspective/Social Sciences	Fulfilled in Major Requirements with required PS courses	0.0
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD	6.0
	and 3 Credits from courses designated with Course*Type: GU	
	or 6 Credits from the SAME foreign language	
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Political Science (PS) designated with Course*Type: WT	0.0
	Two courses from Education (ED, EDL, EDS) designated with Course*Type: WT	0.0
		0.0
		0.0

Minimum Credits for Bachelor of Arts in Political Science and Education with Endorsement in Secondary Education = 128.0
<p style="text-align: center;">ADDITIONAL ENDORSEMENTS AVAILABLE:</p> <ul style="list-style-type: none"> • TSD - Teacher of Students with Disabilities - Secondary • ESL - English as a Second Language - Secondary

NOTES:

* 58 credits must be completed at the 200 level or higher.

** Education majors are required to have an overall GPA of 2.75 for State Certification.

*** By state regulation, all Education Majors seeking content area endorsement must complete 12+ credits at the 300+ level in the content major.

Bachelor of Arts in Psychology		
MAJOR REQUIREMENTS/PSYCHOLOGY: 39 Credits		Credits
	PY103: Introduction to Psychology	3.0
Take one from among:	PY203: Child Psychology	3.0
	PY204: Adolescent Psychology	
	PY205: Psychology of Adulthood and Aging	
	PY207: Social Psychology	3.0
	PY208: Abnormal Psychology	3.0
9 credits at the 300-400 level electives:	PY300+: _____	3.0
	PY300+: _____	3.0
	PY300+: _____	3.0
Take one from among:	PY301; PY302; PY350; PY370; PY404; PY406	3.0
1 credit of psychology laboratory:	PY220: Research Methods in Psychology and Lab	4.0
	PY311: Psychological Statistics and Lab	4.0
	PY320: Experimental Methods in Psychology & Lab	4.0
	PY491: Senior Thesis in Psychology	2.0
	PY300+L: _____	1.0
OUTSIDE MAJOR REQUIREMENTS : 9 Credits		Credits
	MA105: Math Modeling in the Social Sciences (a)	3.0
or	PL 101: Introduction to Philosophy	
	PY230: History of Psychology	3.0
	XX-XXX: Social Science Elective	3.0
FREE ELECTIVES: 44 Credits		Credits
	_____	44.0

<i>(a) or higher level Mathematics course</i>		

PY11.GE12

Bachelor of Arts in Psychology		
GENERAL EDUCATION REQUIREMENTS: 36 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Outside Major Requirements with MA105	0.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	Fulfilled in Major Requirements with PY220 and PY311	0.0
Reasoned Oral Discourse	3 Credits from courses designated with Course*Type: RD	3.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	Fulfilled in Major Requirements with PY103	0.0
Historical Perspective/Social Sciences	Fulfilled in Outside the Major with 3.0 credits of a Social Science Elective	0.0
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD	6.0
	and 3 Credits from courses designated with Course*Type: GU or 6 Credits from the SAME foreign language	
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Psychology designated with Course*Type: WT	0.0
		0.0

Minimum Credits for Bachelor of Arts in Psychology = 128.0
NOTES:

* 58 credits must be completed at the 200 level or higher.

Bachelor of Social Work (BSW)	
MAJOR REQUIREMENTS/SOCIAL WORK: 46 Credits	Credits
SW105: Introduction to Social Work or SW205: Global Human Rights and Social Justice SW223: Human Behavior & Social Environment I (a) SW224: Human Behavior & Social Environment II SW342: Social Work Practice with Individuals and Families SW342L: Social Work Practice with Individuals and Families Lab SW325: Social Welfare: Policies & Services I SW326: Social Welfare: Policies & Services II SW409: Social Work Research Methods SW344: Social Work Practice with Communities SW412: Practice Evaluation in Social Work SW341: Social Work Practice with Groups SW421: Field Practice in Social Work SW422: Advanced Field Practice in Social Work SW426: Seminar in Social Work	3.0 3.0 3.0 3.0 1.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 6.0 6.0 3.0
REQUIREMENTS OUTSIDE MAJOR: 33 to 36 Credits	Credits
PY 103: Introduction to Psychology BE200: Economics for Social Sciences PS101: Introduction to Political Science or PS103: American National Government MA151: Statistics with Applications or MA105: Mathematical Modeling in the Social Sciences and SW411: Data Analysis for Social Work PY200+: _____ PY200+: _____ SO101: Introduction to Sociology AN103: Cultural Anthropology _____: 3 credits at the 200-level or higher in AN, SO, or SW _____: 3 credits at the 200-level or higher in AN, SO, or SW BY 105: Introduction to Biology and Human Development	3.0 3.0 3.0 3.0 3.0 - 6.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0
6 Additional credits from AN, SO, or SW at the 200-level or higher	
FREE ELECTIVES: 10 to 13 Credits (a)	Credits
_____ _____ _____	10.0 - 13.0
(a) With instructor's permission SW105 and SW223 may be taken concurrently.	

BSW11.GE12

Bachelor of Social Work (BSW)		
GENERAL EDUCATION REQUIREMENTS: 39 Credits		Credits
First Year Seminar	FY 101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Requirements Outside Major with MA151 or MA105	0.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC* <i>*Partially fulfilled in Requirements Outside Major with BY105</i>	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	IT100: Information Technology	3.0
Reasoned Oral Discourse	HU201: Critical Discourse	3.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	Fulfilled in Outside Major Requirements with PY 103	0.0
Historical Perspective/Social Sciences	Fulfilled in Outside Major Requirements with SO101	0.0
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD and 3 Credits from courses designated with Course*Type: GU* or 6 Credits from the SAME foreign language (b) <i>*May be fulfilled in Major Requirements with SW205</i>	6.0
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Social Work designated with Course*Type: WT	0.0
<i>(b) Students are strongly advised to take six credits in Spanish</i>		

Minimum Credits for Bachelor of Social Work (BSW) = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

Bachelor of Arts in Sociology	
MAJOR REQUIREMENTS: 31 CREDITS	Credits
SO101: Introduction to Sociology	3.0
SO109: Civic Engagement and Leadership	1.0
SO250: Social Sciences Research & Writing	3.0
SO372: Social Stratification	3.0
SO401: Sociological Theory I	3.0
SO402: Seminar in Sociological Theory	3.0
SO397: Sociology of Aging	
or PS371: International Service Seminar	3.0
or PS383: Model UN Conference	
Choose 3 credits of Sociology courses not listed above:	
3 Credits from Sociology designated with Course*Type: SI SOxxx: _____	3.0
Choose 3 credits of Sociology courses not listed above:	
3 Credits from Sociology designated with Course*Type: GLS SOxxx: _____	3.0
Sociology Elective Credits:	
SO100+: _____	3.0
SO200+: _____	3.0
OUTSIDE MAJOR REQUIREMENTS : 9 Credits	Credits
9 credits in at least three of the following categories:	
AN, BE, GO, GS, HS, PL, PS, PY	
_____	3.0
_____	3.0
_____	3.0
FREE ELECTIVES: 46.0 - 52.0 Credits (a)	Credits
_____	46.0 - 52.0

<i>(a) Additional 6 Credits of Free Electives possible if General Education Requirements: Social Sciences or Historical Perspectives are completed in Outside Major Requirements.</i>	

SO10.GE12

Bachelor of Arts in Sociology		
GENERAL EDUCATION REQUIREMENTS: 30 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	3 Credits from MA excluding MA050 and MA101	3.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	Fulfilled in Major Requirements with SO250	0.0
Reasoned Oral Discourse	Fulfilled in Major Requirements with SO402	0.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	Fulfilled in Major Requirements with SO101	0.0
Historical Perspective/Social Sciences	3 Credits from courses designated with Course*Type: HS.SV* or 3 Credits from courses designated with Course*Type: SS.SV* <i>*May be fulfilled in Outside the Major Requirement</i>	0.0 - 3.0
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD (a)	6.0
	and 3 Credits from courses designated with Course*Type: GU (a)	
	or 6 Credits from the SAME foreign language	
Experiential Education	One course designated with Course*Type: EX (a)	0.0
Writing Intensive	Two courses from Sociology designated with Course*Type: WT	0.0
		0.0

(a) May be Fulfilled in Major/Outside Major Requirements; see your academic advisor.

Minimum Credits for Bachelor of Arts in Sociology = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

Bachelor of Science in Software Engineering	
MAJOR REQUIREMENTS/SOFTWARE ENGINEERING: 36 Credits	Credits
SE104: Introduction to Software Engineering	3.0
SE205: Requirements Engineering and Specifications	3.0
SE207: Software Design and Architecture	3.0
SE306: Formal Methods in Software Engineering	3.0
SE312: Software Verification	3.0
SE402: Human-Computer Interaction	3.0
SE403: Software Process Improvement	3.0
SE418: Software Project Management	3.0
SE485A/SE485B: Software Practicum	6.0
SExxx: Software Engineering Electives	6.0
REQUIREMENTS OUTSIDE MAJOR: 65 Credits	Credits
BE201: Microeconomics	3.0
BM250: Principles of Management and Organizational Behavior	3.0
BM311: Management of Information Systems	3.0
CS102: Introduction to Computing and Problem Solving	4.0
CS175: Introduction to Computer Science I	4.0
CS176: Introduction to Computer Science II	4.0
CS286: Computer Architecture I	3.0
CS305: Computer Algorithms I	4.0
CS438: Operating Systems Analysis	4.0
MA130: Applied Discrete Mathematics	3.0
MA125: Calculus with Analytic Geometry I	4.0
MA126: Calculus with Analytic Geometry II	4.0
MA319: Probability and Statistics I	3.0
PR432: Ethics and Professionalism in Science and Engineering	3.0
PH211: General Physics with Calculus I	4.0
PH211L: General Physics with Calculus I Lab	1.0
PH212: General Physics with Calculus II	4.0
PH212L: General Physics with Calculus II Lab	1.0
Choose 6 credits from among the following Math/Science electives:	
MA211; MA221; MA225; MA320 CE111 and CE111L* CE112 and CE112L* BY109; BY110 PH301; PH302	3.0
<i>*Lab courses are 1 credit each</i>	3.0

SE11.GE12

Bachelor of Science in Software Engineering		
GENERAL EDUCATION REQUIREMENTS: 27 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Outside Major Requirements with required MA courses	0.0
Natural Sciences	Fulfilled in Outside Major Requirements with required PH courses	0.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	Fulfilled in Outside Major Requirements with CS102	0.0
Reasoned Oral Discourse	Fulfilled in Major Requirements with SE485A or SE485B	0.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	Fulfilled in Outside the Major Requirements with BE201	0.0
Historical Perspective/Social Sciences	3 Credits from courses designated with Course*Type: HS.SV	3.0
	or 3 Credits from courses designated with Course*Type: SS.SV	
Interdisciplinary Perspectives	Fulfilled in Outside Major Requirements with PR432	0.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD	6.0
	and 3 Credits from courses designated with Course*Type: GU	
	or 6 Credits from the SAME foreign language	
Experiential Education	Fulfilled in Major Requirements with SE485B	0.0
Writing Intensive	Two courses from Software Engineering (SE) designated with Course*Type: WT	0.0
		0.0

Minimum Credits for Bachelor of Science in Software Engineering = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

Bachelor of Arts in Theatre Arts	
MAJOR REQUIREMENTS/THEATRE: 33 Credits	Credits
TH155: Acting I	3.0
TH156: Acting II	3.0
TH231: Acting III	3.0
TH232: Acting IV	3.0
TH301: Theatre History I	3.0
TH401: Theatre History II	3.0
TH251: Intro to Theatre Production and Design	3.0
TH190: Applied Theatre Tech I	1.0
TH191: Applied Theatre Tech II	1.0
TH290: Applied Theatre Design	1.0
TH291: Applied Theatre Management	1.0
TH389: Internship in Theatre	3.0
TH390: Applied Theatre	1.0
TH391: Applied Theatre	1.0
TH441: Summer Theatre Workshop I*	
or TH442: Summer Theatre Workshop II	3.0
<i>*TH441 Must be taken within first academic year</i>	
OUTSIDE MAJOR REQUIREMENTS: 3 Credits	Credits
6 Semesters of:	
MU147M: Chorus I	0.0
and/or MU148M: Chorus II	0.0
and/or MU171M: Group Voice I	0.0
and/or MU172M: Group Voice II	0.0
	0.0
	0.0
CO210: Voice and Diction	
or CO231: Performance of Literature	
or CO337: Performance Theory and Practice	3.0
FREE ELECTIVES: 47 Credits	Credits
	47.0

TH11.GE12

Bachelor of Arts in Theatre Arts		
GENERAL EDUCATION REQUIREMENTS: 45 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	3 Credits from MA excluding MA050 and MA101	3.0
Natural Sciences	6 Credits from subjects BY, CE, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	Fulfilled in Major Requirements with required TH courses	0.0
Technological Literacy	3 Credits from courses designated with Course*Type: TL	3.0
Reasoned Oral Discourse	3 Credits from courses designated with Course*Type: RD	3.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	3 Credits from courses designated with Course*Type: SS.SV	3.0
Historical Perspective/Social Sciences	3 Credits from courses designated with Course*Type: HS.SV	3.0
	or 3 Credits from courses designated with Course*Type: SS.SV	
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD	6.0
	and 3 Credits from courses designated with Course*Type: GU	
	or 6 Credits from the SAME foreign language	
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Theatre (TH) designated with Course*Type: WT	0.0
		0.0

Minimum Credits for Bachelor of Arts in Theatre Arts = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

Appendix B: Curriculum Charts 2012-2013

Matriculated undergraduate students who declare a minor or endorsement will have their program modified to include the additional minor or endorsement.

Minors

Minor: Anthropology	B170	Minor: Criminal Justice/Forensic Investigation.....	B187
Minor: Archaeology.....	B171	Minor: English.....	B188
Minor: Art.....	B172	Minor: Gender Studies	B189
Minor: Art History.....	B173	Minor: Geographic Information Systems.....	B190
Minor: Asian Studies	B174	Minor: Geography.....	B191
Minor: Biology.....	B175	Minor: Global Sustainability.....	B192
Minor: Business Administration	B176	Minor: Graphic Design/Computer Graphics	B193
Minor: Business Administration - Accounting	B177	Minor: Health Studies.....	B194
Minor: Business Administration - Economics	B178	Minor: History	B195
Minor: Business Administration - Finance.....	B179	Minor: Information Technology	B196
Minor: Business Administration - Management....	B180	Minor: Italian.....	B197
Minor: Business Administration - Marketing.....	B181	Minor: Interactive Media.....	B198
Minor: Chemistry	B182	Minor: Journalism.....	B199
Minor: Communication	B183	Minor: Legal Studies	B200
Minor: Computer Science.....	B184	Minor: Mathematics	B201
Minor: Creative Writing.....	B185	Minor: Musical Theatre.....	B202
Minor: Criminal Justice.....	B186	Minor: Philosophy.....	B203
		Minor: Philosophy and Religious Studies.....	B204
		Minor: Photography	B205

Appendix B: Curriculum Charts 2012-2013

Minor: Physics	B206
Minor: Political Science	B207
Minor: Popular Music	B208
Minor: Psychology	B209
Minor: Public Policy	B210
Minor: Public Relations	B211
Minor: Religious Studies	B212
Minor: Screen Studies	B213
Minor: Social Services	B214
Minor: Sociology	B215
Minor: Spanish	B216
Minor: Spanish for Business	B217
Minor: Sports Communication	B218
Minor: Statistics	B219
Minor: Theatre	B220
Minor: Writing	B221

Undergraduate Certificates

Certificate: Africana Studies	B222
Certificate: Gerontology	B223

Certificate: Information Technology	B224
Certificate: Networking Technologies and Applications	B225
Certificate: Spanish Language	B226

Undergraduate Education Endorsements

Early Childhood P3	B227
English as a Second Language	
Elementary Education	B228
K-12 Education	B229
Secondary Education	B230
Teacher of Students with Disabilities	
Elementary Education	B231
K-12 Education	B232
Secondary Education	B233
Teacher of Supplemental Instruction for Reading and Mathematics K-8	B234
Middle School – English	B235
Middle School – Social Studies	B236
Middle School – Sciences	B237
Middle School – Math	B238

Appendix B: Curriculum Charts 2012-2013

Minor in Anthropology	
REQUIREMENTS: 15 Credits	Credits
AN103: Cultural Anthropology	3.0
AN104: Human Evolution & Social Variation	3.0
AN107: Introduction to Archaeology	3.0
ELECTIVES:	
6 credits from AN; 250 level and above	6.0

TOTAL CREDITS FOR THE MINOR IN ANTHROPOLOGY = 15.0

Minor In Archaeology	
REQUIREMENTS: 18 Credits	Credits
AN103: Cultural Anthropology	3.0
AN107: Introduction to Archaeology	3.0
AN266: Historical Archaeology	3.0
AN315: Field Methods in Archaeology	3.0
Two courses from among:	
GIS250, AN264, AN383, AN298, AN489, GO125	3.0
	3.0
* Anthropology Majors can share up to 9 credits; 9 credits must be unique to the minor.	

TOTAL CREDITS FOR THE MINOR IN ARCHAEOLOGY = 18.0

Appendix B: Curriculum Charts 2012-2013

Minor in Art	
REQUIREMENTS: 27 Credits	Credits
AR113: Basic Design and Composition	3.0
AR114: Basic Design and Color	3.0
AR116: Three-Dimensional Design	3.0
AR191: Drawing I	3.0
AR192: Drawing II	3.0
AR241: History of Art I	3.0
AR242: History of Art II	3.0
ELECTIVES: 6 credits from AR177, AR183, AR184, AR217, AR218, AR221, AS222, AR265, AR266, AR343, AR344, AR362, AR365, AR381, AR382	6.0

TOTAL CREDITS FOR THE MINOR IN ART = 27.0
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Minor in Art History	
REQUIREMENTS: 18 Credits	Credits
AR241: History of Art I	3.0
AR242: History of Art II	3.0
AR349: Asian Art History	3.0
ELECTIVES: 9 credits from among: AR243, AR343, AR345, AR348, AR 350, AR368, PR410	9.0

TOTAL CREDITS FOR THE MINOR IN ART HISTORY = 18.0

Appendix B: Curriculum Charts 2012-2013

Minor in Asian Studies	
REQUIREMENTS: 15 Credits	Credits
AR349: Asian Art Survey	3.0
HS283: Civilizations of Asia (India, China, Japan)	3.0
PS373: Comparative Politics in Asia	3.0
Electives: 6 credits from aomng:	
AR348, PL216, PR417, PR427, PR435, PS371, PS372	6.0

TOTAL CREDITS FOR THE MINOR IN ASIAN STUDIES = 15.0
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Minor in Biology	
REQUIREMENTS: 25 Credits	Credits
BY109: Introduction to Biodiversity and Evolution	4.0
BY110: Introduction to Cell and Molecular Biology	4.0
BY323: General Microbiology	4.0
BY423: Genetics	4.0
Choose one:	
BY205: Zoology	3.0
or BY213: Biology of Vascular Plants	
or BY214: Systematic Botany	
6 credits from among:	
BY111: Anatomy & Physiology I	6.0
BY112: Anatomy & Physiology II	
BY200+ Elective	

TOTAL CREDITS FOR THE MINOR IN BIOLOGY = 25.0
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Appendix B: Curriculum Charts 2012-2013

Minor in Business Administration	
REQUIREMENTS: 21 Credits	Credits
BE201: Microeconomics	3.0
BE202: Macroeconomics	3.0
BA251: Principles of Financial Accounting	3.0
BA252: Principles of Managerial Accounting	3.0
ELECTIVES:	
9 credits from BA, BE, BF, BL, BK, BM; 200 level and above	9.0
Not available to students majoring in Business.	

TOTAL CREDITS FOR THE MINOR IN BUSINESS ADMINISTRATION = 21.0
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Minor in Business Administration - Accounting	
REQUIREMENTS: 21 Credits	Credits
BE201: Microeconomics	3.0
BE202: Macroeconomics	3.0
BA251: Principles of Financial Accounting	3.0
BA252: Principles of Managerial Accounting	3.0
ELECTIVES:	
9 credits from BA; 300 level or above	9.0
Not available to students majoring in Business.	

TOTAL CREDITS FOR THE MINOR IN BUSINESS ADMINISTRATION - ACCOUNTING = 21.0

Appendix B: Curriculum Charts 2012-2013

Minor in Business Administration - Economics	
REQUIREMENTS: 21 Credits	Credits
BE201: Microeconomics	3.0
BE202: Macroeconomics	3.0
BA251: Principles of Financial Accounting	3.0
BA252: Principles of Managerial Accounting	3.0
ELECTIVES: 9 credits from BE; 300 level or above	9.0
Not available to students majoring in Business.	

TOTAL CREDITS FOR THE MINOR IN BUSINESS ADMINISTRATION - ECONOMICS = 21.0
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Minor in Business Administration - Finance	
REQUIREMENTS: 24 Credits	Credits
BE201: Microeconomics	3.0
BE202: Macroeconomics	3.0
BA251: Principles of Financial Accounting	3.0
BA252: Principles of Managerial Accounting	3.0
ELECTIVES	
12 credits from BF; 300 level or above*	12.0
<i>*Note: Students can not take upper level Finance courses without BF301</i>	
Not available to students majoring in Business.	

TOTAL CREDITS FOR THE MINOR IN BUSINESS ADMINISTRATION - FINANCE = 24.0
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Appendix B: Curriculum Charts 2012-2013

Minor in Business Administration - Management	
REQUIREMENTS: 24 Credits	Credits
BE201: Microeconomics	3.0
BE202: Macroeconomics	3.0
BA251: Principles of Financial Accounting	3.0
BA252: Principles of Managerial Accounting	3.0
ELECTIVES	
12 credits from BM; 300 level or above	12.0
Not available to students majoring in Business.	

TOTAL CREDITS FOR THE MINOR IN BUSINESS ADMINISTRATION - MANAGEMENT = 24.0

Minor in Business Administration - Marketing	
REQUIREMENTS: 24 Credits	Credits
BE201: Microeconomics	3.0
BE202: Macroeconomics	3.0
BA251: Principles of Financial Accounting	3.0
BA252: Principles of Managerial Accounting	3.0
ELECTIVES	
12 credits from BK; 200 level or above	12.0
Not available to students majoring in Business.	

TOTAL CREDITS FOR THE MINOR IN BUSINESS ADMINISTRATION - MARKETING = 24.0
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Appendix B: Curriculum Charts 2012-2013

Minor in Chemistry	
REQUIREMENTS: 23 Credits	Credits
CE111: General Chemistry I	3.0
CE111L: General Chemistry I Laboratory	1.0
CE112: General Chemistry II	3.0
CE112L: General Chemistry II Laboratory	1.0
 CE220: Environmental Chemistry and CE 220L Environmental Chemistry Lab	
 or	
CE221: Quantitative Analysis and CE221L: Quantitative Analysis Laboratory	4.0
 CE241: Organic Chemistry CE241L: Organic Chemistry Laboratory	3.0 2.0
 ELECTIVES: 6 credits from CE; 200 level and above	6.0

TOTAL CREDITS FOR THE MINOR IN CHEMISTRY = 23.0

Minor in Communication	
REQUIREMENTS: 18 Credits	Credits
CO100: Introduction to Communication	3.0
CO120: Interpersonal Communication	3.0
CO155: Media Literacy	3.0
CO224: Introduction to Mass Communication	3.0
CO226: Intercultural Communication	3.0
CO320: Small Group Communication	3.0

TOTAL CREDITS FOR THE MINOR IN COMMUNICATION = 18.0

Appendix B: Curriculum Charts 2012-2013

Minor in Computer Science	
REQUIREMENTS: 21 Credits	Credits
CS175: Introduction to Computer Science I	4.0
CS176: Introduction to Computer Science II	4.0
CS305: Data Structures and Algorithms	4.0
CS286: Computer Architecture I	3.0
or CS325: Software Engineering Concepts	
ELECTIVES:	
3 credits from CS200 + level and above	3.0
3 credits from CS300 + level and above	3.0
<i>*NOTE: Not Available to Computer Science Majors</i>	

TOTAL CREDITS FOR THE MINOR IN COMPUTER SCIENCE = 21.0

Minor in Creative Writing	
REQUIREMENTS: 18 Credits	Credits
EN251: Creative Writing - Introduction	3.0
ELECTIVES:	
Choose three courses from among:	
EN252: Creative Writing - Fiction	
EN253: Creative Writing - Poetry	
EN254: Creative Writing - Drama	
EN255: Creative Writing - Non-Fiction	9.0
EN352: The Craft of Writing	3.0
EN451: Advanced Creative Writing	3.0

TOTAL CREDITS FOR THE MINOR IN CREATIVE WRITING = 18.0

Appendix B: Curriculum Charts 2012-2013

Minor in Criminal Justice	
REQUIREMENTS: 15 Credits	Credits
CJ101: Introduction to Criminal Justice	3.0
CJ241: Criminology	3.0
CJ380: Forensic Psychology	3.0
ELECTIVES:	
2 courses from among: CJ204, CJ210, CJ215, CJ305, CJ317, CJ330, CJ360, CJ362	6.0

TOTAL CREDITS FOR THE MINOR IN CRIMINAL JUSTICE = 15.0

Minor in Criminal Justice/Forensic Investigation	
REQUIREMENTS: 18 Credits	Credits
CJ101: Introduction to Criminal Justice	3.0
CJ280: Introduction to Forensic Science	3.0
CJ317: Law of Evidence	3.0
CJ384: Crime Scene Investigation	3.0
Electives:	
6 credits from among: CJ305, CJ230, CJ380, CJ365, CJ386, CJ387, BY210	6.0
Not available to Criminal Justice majors. <u>ONLY</u> available as a minor if student is majoring in Biology, Chemistry, Clinical Lab Sciences, or Medical Technology.	

TOTAL CREDITS FOR THE MINOR IN CRIMINAL JUSTICE/FORENSIC INVESTIGATION = 18.0
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Appendix B: Curriculum Charts 2012-2013

Minor in English	
REQUIREMENTS: 15 Credits	Credits
ELECTIVES: 6 Credits from EN226, EN 227, EN 228, EN 229	6.0
ELECTIVES: 9 Credits from EN, 300 level and above* <i>*EXCEPT EN388, EN488, EN384, EN470, EN474 and EN courses with course.type= ENCWU</i>	9.0

TOTAL CREDITS FOR THE MINOR IN ENGLISH = 15.0
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Minor in Gender Studies	
REQUIREMENTS: 15 Credits	Credits
GS/SO225: Women, Men and Modern Society: An Introduction to Gender Studies	3.0
ELECTIVES: 4 courses at the 200 level and above designated as course type GS	12.0

TOTAL CREDITS FOR THE MINOR IN GENDER STUDIES = 15.0

Appendix B: Curriculum Charts 2012-2013

Minor in Geographic Information Systems	
REQUIREMENTS: 15 Credits	Credits
GO125: Maps & Mapping	3.0
GO150: Geographic Information Systems	3.0
GO300: GIS Seminar	3.0
GO470: Internship in GIS	3.0
GO250: Spatial Data	3.0

TOTAL CREDITS FOR THE MINOR IN GEOGRAPHIC INFORMATION SYSTEMS = 15.0

Minor in Geography	
REQUIREMENTS: 15 Credits	Credits
GO100: People, Places & Environments	3.0
GO125: Maps & Mapping	3.0
ELECTIVES:	
6 credits from among: Any other geography course	6.0
3 credits from among: PO330, PR424, SO231, any Geography course	3.0

TOTAL CREDITS FOR THE MINOR IN GEOGRAPHY = 15.0

Appendix B: Curriculum Charts 2012-2013

Minor in Global Sustainability	
REQUIREMENTS: 18 Credits	Credits
BY221: Introduction to Global Sustainability	3.0
Choose 15 credits from the following; maximum of 6 credits per cluster:	15.0
Environment and Health:	
BY220: Environmental Biology	
HE340: Environmental Health Issues	
HE375: Health in Developing Countries: Cross-Cultural Perspective	
BY442: Natural Resource Conservation and Management	
Economy and Development:	
AN/GO267: Tourism Around the World	
AN/GO268: Urbanization Around the World	
BE498: Special Topics in Economics	
BR405: Real Estate Development	
Society and Policy:	
SW205: Global Human Rights and Social Justice	
PS/SO274: Global Inequalities	
AN/GO275: Global Environmental Problems	
PS/PO330: Environmental Policy	
PR413: Population Dynamics and a Sustainable Future	

TOTAL CREDITS FOR THE MINOR IN GLOBAL SUSTAINABILITY = 18.0
--

Minor in Graphic Design/Computer Graphics	
REQUIREMENTS: 15 Credits	Credits
AR177: Computer Graphics (Non-Art)	3.0
AR269: Graphic Design I	3.0
AR270: Graphic Design II	3.0
AR273: Digital Illustration	3.0
ELECTIVES:	
1 course from among:	3.0
AR371 or AR374	

TOTAL CREDITS FOR THE MINOR IN GRAPHIC DESIGN/COMPUTER GRAPHICS = 15.0

Appendix B: Curriculum Charts 2012-2013

Minor in Health Studies	
REQUIREMENTS: 15 Credits	Credits
HE101: Strategies for Healthy Living	3.0
HE160: Substance Use and Abuse	3.0
HE212: Health: A Lifelong Process	3.0
ELECTIVES:	
6 credits from among: PR433, HE225, HE340, HE/NU476, HE215, HE/NU360,	6.0

TOTAL CREDITS FOR THE MINOR IN HEALTH STUDIES = 15.0

Minor in History	
REQUIREMENTS: 15 Credits	Credits
ELECTIVES: 12 credits from HS* <i>*(Excluding HS101 and HS102)</i>	12.0
ELECTIVES: 3 credits from HS; 300 level and above	3.0

TOTAL CREDITS FOR THE MINOR IN HISTORY = 15.0
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Appendix B: Curriculum Charts 2012-2013

Minor in Information Technology	
REQUIREMENTS: 15 Credits	Credits
IT100: Information Technology	3.0
or IT102: Information Technology for Scientists	
or CS102: Scientific Computer Applications	
IT200: Advanced Information Technology	3.0
IT250: Internet and Network Technology	3.0
IT300: Windows Applications: Program Design & Implementation	3.0
IT450: Information Systems Project Management	3.0

TOTAL CREDITS FOR THE MINOR IN INFORMATION TECHNOLOGY = 15.0

Minor in Italian	
REQUIREMENTS: 15 Credits	Credits
FI201: Intermediate Italian I	3.0
FI202: Intermediate Italian II	3.0
FI-LAB: Conversation Practice	0.0
ELECTIVES: 9 credits from FI; 300 level or above	9.0

TOTAL CREDITS FOR THE MINOR IN ITALIAN = 15.0
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Appendix B: Curriculum Charts 2012-2013

Minor in Interactive Media	
REQUIREMENTS: 19 Credits	Credits
AR178: Web Design Studio	3.0
AR181: Light and Lens or CO 145 Intro to TV Production	3.0
CO241: Introduction to Screen Studies	3.0
AR284: Web Dynamic (Non-BFA)	3.0
CO/AR404: Responsive Media	3.0
CO/AR399: Independent Study in IM	1.0
ELECTIVES:	
3 Credits from courses designated with Course*Type = IM	3.0
<p><i>Communication Majors can share up to 6 credits, 13 credits must be unique to the minor.</i></p> <p><i>Art and Design Majors can share AR181 plus substitute any two of the following required courses from their major (AR383, 384, 386, 390) for the following listed courses in this minor: AR178, AR284, respectively; 10 credits must be unique to the minor.</i></p>	

Minimum Credits for Minor in Interactive Media = 19.0

Minor in Journalism	
REQUIREMENTS: 18 Credits	Credits
CO211: Introduction to Journalism	3.0
CO215: Newswriting	3.0
CO290: Media Law	3.0
CO291: Media Ethics	3.0
CO360: Feature Writing	3.0
ELECTIVES:	
One course from among: CO260, CO330, CO340, CO342	3.0

TOTAL CREDITS FOR THE MINOR IN JOURNALISM = 18.0

Appendix B: Curriculum Charts 2012-2013

Minor in Legal Studies	
REQUIREMENTS: 18 Credits	Credits
PS103: American National Government	3.0
Three courses from: PS290, PS309, PS311, PS312, PS313, PS355, PL106, PL260	9.0
Two courses from: BA251, BA316, BL201, BL202, BL480, CO100, CO220, CO223, CO323, CJ101, CJ210, CJ305, CJ317, CJ325, CJ335, CJ350, CJ351, CJ280, HS103, HS104, HS216, HS318, HU290, PL104, PR423, PR426, SO241, SO243, SO364	6.0
NOTE: Political Science majors can only share 6 credits in this minor.	

Total Credits for Minor in Legal Studies = 18.0
--

Minor in Mathematics	
REQUIREMENTS: 21 Credits	Credits
MA120: Introduction to Mathematical Reasoning	4.0
MA125: Calculus with Analytic Geometry I	4.0
MA126: Calculus with Analytic Geometry II	4.0
MA221: Linear Algebra	3.0
ELECTIVES:	
3 credits from MA; 200 level or above	3.0
3 credits from MA; 300 level or above	3.0
<i>Note: Not available to Mathematics Majors</i>	

TOTAL CREDITS FOR THE MINOR IN MATHEMATICS = 21.0
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Appendix B: Curriculum Charts 2012-2013

Minor in Musical Theatre	
REQUIREMENTS: 21 Credits	Credits
MU171: Group Voice	3.0
TH154: Acting I (non-majors)	3.0
TH230: Acting II (non-majors)	3.0
TH310: Musical Theatre History	3.0
Take either:	3.0
TH 245: Theatre Performance Practicum	
and TH 246: Theatre Performance Practicum	
and TH 247: Theatre Performance Practicum	
or Applied Theatre Tech: TH190 or TH191 or TH290 or TH291 or TH390 or TH391	
ELECTIVES:	
2 additional courses from TH251, TH301, TH310, TH335, TH349, TH357, TH361, TH401, TH441, TH442, TH443, DA207, DA209, DA211	6.0

TOTAL CREDITS FOR THE MINOR IN MUSICAL THEATRE = 21.0
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Minor in Philosophy	
REQUIREMENTS: 15 Credits	Credits
PL-101 Introduction to Philosophy	3.0
ELECTIVES: 6 credits in Philosophy	6.0
ELECTIVES: 6 credits in PL; at the 200 level and above	6.0

TOTAL CREDITS FOR THE MINOR IN PHILOSOPHY = 15.0

Appendix B: Curriculum Charts 2012-2013

Minor in Philosophy and Religious Studies	
REQUIREMENTS: 18 Credits	Credits
PL101 Introduction to Philosophy	3.0
RS/PL201 Religions & Philosophies in India	3.0
ELECTIVES:	
6 Credits from Philosophy (PL)	6.0
and 6 Credits from Religious Studies (RS)	6.0

TOTAL CREDITS FOR THE MINOR IN PHILOSOPHY & RELIGIOUS STUDIES = 18.0

Minor in Photography	
REQUIREMENTS: 15 Credits	Credits
AR181: Light & Lens	3.0
AR183: Beginning Photo Practices	3.0
AR184: Intermediate Black and White Photography	3.0
AR253: Digital Photography	3.0
AR353: Advanced Digital Photography	3.0
or AR323: Sequence as Story	3.0
<i>Not Available to Art Majors</i>	

TOTAL CREDITS FOR THE MINOR IN PHOTOGRAPHY = 15.0
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Appendix B: Curriculum Charts 2012-2013

Minor in Physics	
REQUIREMENTS: 16 Credits	Credits
PH211: General Physics with Calculus I	4.0
PH211L: General Physics with Calculus Lab I	1.0
PH212: General Physics with Calculus II	4.0
PH212L: General Physics with Calculus Lab II	1.0
PH301: Modern Physics*	3.0
PH302: Applied Physics*	3.0
<i>*Offered in alternative years; care in scheduling is required</i>	

TOTAL CREDITS FOR THE MINOR IN PHYSICS = 16.0

Minor in Political Science	
REQUIREMENTS: 15 Credits	Credits
ELECTIVES: 9 credits in Political Science (PS)	9.0
ELECTIVES: 6 credits in PS; at the 300 level and above	6.0

TOTAL CREDITS FOR THE MINOR IN POLITICAL SCIENCE = 15.0

Appendix B: Curriculum Charts 2012-2013

Minor in Popular Music	
REQUIREMENTS: 24 Credits	Credits
MU151: Group Piano	3.0
or MU152: Group Piano	
MU216: From Blues to Rap: The African-American Music Tradition	3.0
MU217: The American Music Tradition	3.0
MU218: History and Literature of Music I	3.0
MU290: Rock and Roll in American Culture	3.0
MU291: Jazz in America	3.0
MU301: The Business of Music	3.0
Two semesters of:	
MU145M and MU146M	
or MU147M and MU148M	
ELECTIVES:	
3 credits from MU-xxx	3.0

TOTAL CREDITS FOR THE MINOR IN POPULAR MUSIC = 24.0

Minor in Psychology	
REQUIREMENTS: 18 Credits	Credits
PY103: Introduction to Psychology	3.0
ELECTIVES: 9 credits from PY; 200 level or above	9.0
ELECTIVES: 6 credits from PY; 300 level or above	6.0

TOTAL CREDITS FOR THE MINOR IN PSYCHOLOGY = 18.0

Appendix B: Curriculum Charts 2012-2013

Minor in Public Policy	
REQUIREMENTS: 15 Credits	Credits
PS105: Introduction to Public Policy	3.0
ELECTIVES: Four courses from among: AN275, BE202, BE301, BE304, BE403, BE451, BL201, BL202, BM404, BM423, CJ201, CJ362, GO101, GO212, GO150, HS310, HS316, HS318, PS305, PS330, PS315, PS350, PS351, PS371, PS378, PS383, PS385, PY307, SO102, SO231, SO316, SW225, SW323, SW380	12.0
Political Science Majors can share up to 6 credits; 9 credits must be unique to the minor.	

TOTAL CREDITS FOR THE MINOR IN PUBLIC POLICY = 15.0 Credits
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Minor in Public Relations	
REQUIREMENTS: 18 Credits	Credits
CO211: Introduction to Journalism	3.0
CO295: Introduction to Public Relations	3.0
CO313: Public Relations Writing	3.0
CO414: Public Relations: Campaigns/Special Events	3.0
BK250: Principles of Marketing	3.0
BK411: Principles of Advertising	3.0

TOTAL CREDITS FOR THE MINOR IN PUBLIC RELATIONS = 18.0

Appendix B: Curriculum Charts 2012-2013

Minor in Religious Studies	
REQUIREMENTS: 15 Credits	Credits
RS/PL 277 Comparative Religions	3.0
Take 12 Credits From:	
RS/PL104: Ethics	12.0
RS/PL201: Philosophy of Religion	
RS/PL277: Comparative Religions	
RS/PL216: Religions and Philosophies of India	
RS/PR400: Love, Life, and Liberty	
PR408: The Jewish Experience	
RS/PR435: The Way and the Word	
RS/PS375: Islam and Politics	
RS/HS397: Christianity in Africa	
RS/HS436: The Reformation	
AN263: Peoples and Cultures of South America	
RS272/AN272: Magic, Witchcraft and Religion	

TOTAL CREDITS FOR THE MINOR IN RELIGIOUS STUDIES= 15.0

Minor in Screen Studies	
REQUIREMENTS: 18 Credits	Credits
CO241: Introduction to Screen Studies	3.0
CO243: History of the Motion Picture	3.0
ELECTIVES: 12 credits from among courses designated with Course*Type: COSS	12.0

Total Credits for Minor in Screen Studies = 18.0

Appendix B: Curriculum Charts 2012-2013

Minor in Social Services	
REQUIREMENTS: 16 Credits	Credits
SW105: Introduction to Social Work	3.0
SW223: Human Behavior and Social Environment I	3.0
SW325: Social Welfare: Policies and Services I	3.0
SW 341: Social Work Practice with Groups	3.0
SW 342: Social Work Practice with Individuals and Family	3.0
SW 342L: Social Work Practice with Individuals and Family Lab	1.0
*NOTE: Not Available to Social Work Majors	

TOTAL CREDITS FOR THE MINOR IN SOCIAL SERVICES = 16.0

Minor in Sociology	
REQUIREMENTS: 15 Credits	Credits
SO101: Introduction to Sociology	3.0
ELECTIVES: 12 credits as follows:	12.0
9 credits SOxxx at the 200 level or above and 3 credits SOxxx at the 300 level or above	
OR	
6 credits SOxxx at the 200 level or above and 3 credits SOxxx at the 300 level or above and 3 credits from among:	
AN275, AN380, BM327, GO/AN267, HS316, PS277, PS281, PS315, PS/PL330, PS377, PY207, PY307, SO102, SW278, SW317, SW/PS225	

TOTAL CREDITS FOR THE MINOR IN SOCIOLOGY = 15.0
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Appendix B: Curriculum Charts 2012-2013

Minor in Spanish	
REQUIREMENTS: 15 Credits	Credits
FS201: Intermediate Spanish I	3.0
FS202: Intermediate Spanish II	3.0
FS-LAB: Conversation Practice	0.0
ELECTIVES:	
9 credits from FS; 300 level or above	9.0

TOTAL CREDITS FOR THE MINOR IN SPANISH = 15.0

Minor in Spanish for Business	
REQUIREMENTS: 15 Credits	Credits
FS202: Intermediate Spanish II (a)	3.0
FS300B: Advanced Spanish Composition & Conversation II	3.0
FS313: Commercial Spanish	3.0
FS412: Advanced Business Spanish I	3.0
 FS413: Advanced Business Spanish 2	 3.0
or	
FS414: Current Issues in Business in the Spanish-Speaking World	
<i>(a) A native speaker may be exempt from taking FS202 upon consultation with the Chair of the Department. The students may substitute any FS 300+ course.</i>	

TOTAL CREDITS FOR THE MINOR IN SPANISH FOR BUSINESS= 15.0
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Appendix B: Curriculum Charts 2012-2013

Minor in Sports Communication	
REQUIREMENTS: 18 Credits	Credits
<p>TAKE 2 OF THE FOLLOWING COURSES: CO295: Introduction to Public Relations and/or CO211: Introduction to Journalism and/or CO102: Working with Audio</p>	6.0
<p>CO205: History of Sports & Media or CO206: Issues in Sports Media</p>	3.0
<p>ELECTIVES: Takes 6 credits from Courses designated with Course*Type: COSPT</p>	6.0
<p>CO399: Independent Study in Communication or CO389: Internship in Communication</p>	3.0
<p>NOTE: Communication Majors can share up to 3 credits; 15 credits MUST be unique</p>	

<p>Total Credits for Minor in Sports Communication = 18.0</p>
--

Minor in Statistics	
REQUIREMENTS: 20 Credits	Credits
MA125: Calculus with Analytic Geometry I	4.0
MA126: Calculus with Analytic Geometry II	4.0
MA319: Probability and Statistics I	3.0
MA320: Probability and Statistics II	3.0
MA421: Applied Multivariate Regression and ANOVA	3.0
Choose 3 credits from among:	3.0
MA440: Applied Time Series Analysis	
MA450: Computation and Statistics	
MA460: Multivariate Statistics	
<i>Note: Not available to Mathematics Majors</i>	

TOTAL CREDITS FOR THE MINOR IN STATISTICS = 20.0

Appendix B: Curriculum Charts 2012-2013

Minor in Theatre	
REQUIREMENTS: 21 Credits	Credits
TH101: Theatre Appreciation or TH150: Introduction to Theatre	3.0
TH154: Acting I (non-majors)	3.0
TH230: Acting II (non-majors)	3.0
Take either:	
TH 245: Theatre Performance Practicum	
and TH 246: Theatre Performance Practicum	
and TH247: Theatre Performance Practicum	
or an Applied Theatre Tech Course from Among: TH190, TH191, TH290, TH291, TH390, or TH391	3.0
ELECTIVES:	
3 courses from among:	9.0
TH251, TH301, TH310, TH335, TH349, TH357, TH361, TH401, TH441, TH442, TH453	

TOTAL CREDITS FOR THE MINOR IN THEATRE = 21.0
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Minor in Writing	
REQUIREMENTS: 21 Credits	Credits
EN299: Independent Study for the Minor in Writing or CO299: Independent Study for the Minor in Writing	3.0
ELECTIVES: 6 courses from among: <i>(Note: No more than four courses from either EN or CO)</i> CO211, CO215, CO350, CO351, CO360, EN251, EN252, EN 253, EN 254, EN 255, EN 271	18.0

TOTAL CREDITS FOR THE MINOR IN WRITING = 21.0
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Undergraduate Certificate in Africana Studies		
REQUIREMENTS: 15 Credits		Credits
	AA246: Introduction to Africana Studies	3.0
	AA302: Africana Seminar	3.0
	9 credits from: AA225, AA498, AA499	9.0
TOTAL CREDITS FOR THE UNDERGRADUATE CERTIFICATE IN AFRICANA STUDIES = 15.0		

12.CERT.GER

Undergraduate Certificate in Gerontology	
REQUIREMENTS: 15 Credits	Credits
<p>Select 5 courses from among:</p> <ul style="list-style-type: none"> HE235: Human Aging HE365: Wisdom, Wellness and Aging PR433: Death and Dying PY205: Psychology of Aging SO397: Sociology of Aging SW276: Administration of Gerontological Services 	15.0
TOTAL CREDITS FOR THE UNDERGRADUATE CERTIFICATE IN GERONTOLOGY = 15.0	

Undergraduate Certificate in Information Technology		
REQUIREMENTS: 15 Credits		Credits
	IT100: Information Technology	3.0
	or IT102: Information Technology for Scientists	
	or CS102: Scientific Computer Applications	
	IT200: Advanced Information Technology	3.0
	IT250: Internet & Network Technology	3.0
	IT300: Windows Applications & Program Design and Implementation	3.0
	IT450: Project Management	3.0
TOTAL CREDITS FOR THE UNDERGRADUATE CERTIFICATE IN INFORMATION TECHNOLOGY = 15.0		

12.CERT.NTA

Undergraduate Certificate in Networking Technologies and Applications	
REQUIREMENTS: 15 Credits	Credits
<p>Select 5 courses from among:</p> <p style="padding-left: 40px;">CS212: Networking Fundamentals I</p> <p style="padding-left: 40px;">CS222: Networking Fundamentals II</p> <p style="padding-left: 40px;">CS302: Designing & Implementing Routing in Enterprise Networks</p> <p style="padding-left: 40px;">CS312: Designing & Implementing Switching in Enterprise Networks</p> <p style="padding-left: 40px;">CS316: Implementing Network Security</p> <p style="padding-left: 40px;">CS320: IP Telephony Design & Implementation</p> <p style="padding-left: 40px;">CS322: Network Troubleshooting</p> <p style="padding-left: 40px;">CS330: Administrating Unified Communication Manager</p>	

TOTAL CREDITS FOR THE UNDERGRADUATE CERTIFICATE IN NETWORKING TECHNOLOGIES AND APPLICATIONS = 15.0

Undergraduate Certificate in Spanish Language	
REQUIREMENTS: 24 Credits	Credits
FS101: Elementary Spanish I	3.0
FS102: Elementary Spanish II	3.0
FS201: Intermediate Spanish I	3.0
FS202: Intermediate Spanish II	3.0
FS301: Introduction to Hispanic Literature	3.0
FS315: Introduction to Spanish Linguistics	3.0
FS300A: Advanced Spanish: Composition & Conversation I	3.0
or FS300B: Advanced Spanish Composition & Conversation II	
or FS313: Commercial Spanish	
FS309: Culture & Civilization of Spain	3.0
or FS310: Culture & Civilization of Latin America	
Not available to students with a major or minor in Foreign Language/Spanish.	
This certificate program only partially fulfills the requirements for the N.J. State Teaching Certificate in Spanish. In order to fulfill these requirements, students must complete a major in the language (33 credits above 201-202).	

TOTAL CREDITS FOR THE UNDERGRADUATE CERTIFICATE IN SPANISH LANGUAGE = 24.0

ELE.P3.12

EDUCATION ENDORSEMENT
 Can only be combined with students following a content major coupled with
 Education with Endorsement in Elementary Education

Early Childhood Endorsement P-3

REQUIREMENTS: 13 Credits	Credits
	3.0
EDL280: Introduction to Early Childhood Education	3.0
EDL325: Language and Early Literacy Development, Birth Through Kindergarten	3.0
EDL333: Family Partnerships in Early Childhood Settings	3.0
EDL363: Early Childhood Curriculum and Methods	4.0

**TOTAL CREDITS FOR EARLY CHILDHOOD
 ENDORSEMENT P-3 = 13.0**

EDUCATION ENDORSEMENT
 Can only be combined with students following a content major coupled with
 Education with Endorsement in Elementary Education

English as a Second Language Endorsement - Elementary

REQUIREMENTS: 12 Credits **Credits**

	ED320: Teaching Students with Diverse Needs	0.0
	<i>Fulfilled in Education Major Requirements</i>	
	EDL327: Literacy Instruction in K-5 Educational Settings II	0.0
	<i>Fulfilled in Education Major Requirements</i>	
	AN380: American Diversity	3.0
	EN442: Language and Linguistics	3.0
	ED327: Theories and Practice of ESL I	3.0
	ED328: Theories and Practice of ESL II	3.0

**TOTAL CREDITS FOR ENGLISH AS A SECOND LANGUAGE
 ENDORSEMENT - ELEMENTARY = 12.0**

K12.ESL.12

EDUCATION ENDORSEMENT
 Can only be combined with students following a content major coupled with
 Education with Endorsement in K12 Education

English as a Second Language Endorsement - K12

REQUIREMENTS: 12 Credits **Credits**

	ED319: Content Literacy	0.0
	<i>Fulfilled in Education Major Requirements</i>	
	ED320: Teaching Students with Diverse Needs	0.0
	<i>Fulfilled in Education Major Requirements</i>	
	AN380: American Diversity	3.0
	EN442: Language and Linguistics	3.0
	ED327: Theories and Practice of ESL I	3.0
	ED328: Theories and Practice of ESL II	3.0

**TOTAL CREDITS FOR ENGLISH AS A SECOND LANGUAGE
 ENDORSEMENT - K12 = 12.0**

<p>EDUCATION ENDORSEMENT Can only be combined with students following a content major coupled with Education with Endorsement in Secondary Education</p>

<p>English as a Second Language Endorsement - Secondary</p>
--

<p>REQUIREMENTS: 12 Credits</p>	<p>Credits</p>
--	-----------------------

	<p>ED319: Content Literacy <i>Fulfilled in Education Major Requirements</i></p> <p>ED320: Teaching Students with Diverse Needs <i>Fulfilled in Education Major Requirements</i></p> <p>AN380: American Diversity</p> <p>EN442: Language and Linguistics</p> <p>ED327: Theories and Practice of ESL I</p> <p>ED328: Theories and Practice of ESL II</p>	<p>0.0</p> <p>0.0</p> <p>3.0</p> <p>3.0</p> <p>3.0</p> <p>3.0</p>
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<p>TOTAL CREDITS FOR ENGLISH AS A SECOND LANGUAGE ENDORSEMENT - SECONDARY = 12.0</p>
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ELE.TSD.12

<p>EDUCATION ENDORSEMENT Can only be combined with students following a content major coupled with Education with Endorsement in Elementary Education</p>
--

Teacher of Students with Disabilities - Elementary

REQUIREMENTS: 18 Credits	Credits
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	<p>ED320: Teaching Children with Diverse Needs <i>(Fulfilled in Education Major Requirements)</i></p> <p>EDL326: Literacy Instruction in K-5 Educational Settings I <i>(Fulfilled in Education Major Requirements)</i></p> <p>EDL327: Literacy Instruction in K-5 Educational Settings II <i>(Fulfilled in Education Major Requirements)</i></p> <p>EDS330: Human Exceptionalities</p> <p>EDS332: Family/School/Community Partnerships and Resources, P-12</p> <p>EDS336: Classroom Management</p> <p>EDS338: Assessment Approaches (P12)</p> <p>EDS350: Individualizing Curricula and Systematic Instruction for Special Education</p> <p>EDS352: Curricula, Methods and Materials for Learners with Difficulties</p>	<p>0.0</p> <p>0.0</p> <p>0.0</p> <p>3.0</p> <p>3.0</p> <p>3.0</p> <p>3.0</p> <p>3.0</p> <p>3.0</p> <p>3.0</p>
--	---	---

<p>TOTAL CREDITS FOR TEACHER OF STUDENTS WITH DISABILITIES ENDORSEMENT - ELEMENTARY = 18.0</p>
--

EDUCATION ENDORSEMENT
 Can only be combined with students following a content major coupled with
 Education with Endorsement in K12 Education

Teacher of Students with Disabilities - K12

REQUIREMENTS: 18 Credits		Credits
	<p>ED319: Content Literacy</p> <p><i>Fulfilled in Education Major Requirements</i></p>	0.0
	<p>ED320: Teaching Students with Diverse Needs</p> <p><i>Fulfilled in Education Major Requirements</i></p>	0.0
	<p>EDS352: Curricula, Methods and Materials for Learners with Difficulties</p>	3.0
	<p>EDS330: Human Exceptionalities</p>	3.0
	<p>EDS332: Family/School/Community Partnerships & Resources, P-12</p>	3.0
	<p>EDS336: Classroom Management</p>	3.0
	<p>EDS338: Assessment Approaches P-12</p>	3.0
	<p>EDS350: Individualizing Curricula and Systematic Instruction for Special Education</p>	3.0

TOTAL CREDITS FOR TEACHER OF STUDENTS WITH DISABILITIES ENDORSEMENT - K12 = 18.0

EDS.TSD.12

EDUCATION ENDORSEMENT
 Can only be combined with students following a content major coupled with
 Education with Endorsement in Secondary Education

Teacher of Students with Disabilities - Secondary

REQUIREMENTS: 18 Credits		Credits
	ED319: Content Literacy	0.0
	<i>Fulfilled in Education Major Requirements</i>	
	ED320: Teaching Students with Diverse Needs	0.0
	<i>Fulfilled in Education Major Requirements</i>	
	EDS330: Human Exceptionalities	3.0
	EDS338: Assessment Approaches, P-12	3.0
	EDS332: Family/School Community Partnerships & Resources P-12	3.0
	EDS336: Classroom Management	3.0
	EDS342: Instructional Methods and Materials for Middle/Secondary Students with	3.0
	EDS350: Individualizing Curricula and Systematic Instruction for Special Education	3.0

**TOTAL CREDITS FOR TEACHER OF STUDENTS
 WITH DISABILITIES ENDORSEMENT - SECONDARY = 18.0**

<p>EDUCATION ENDORSEMENT Can only be combined with students following a content major coupled with Education with Endorsement in Elementary Education</p>
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<p>Endorsement in Teacher of Supplemental Instruction for Reading and Mathematics K-8</p>

REQUIREMENTS: 3 Credits	Credits
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	ED321: Supplemental Instruction in Reading and Mathematics	3.0
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<p>TOTAL CREDITS FOR TEACHER OF SUPPLEMENTAL INSTRUCTION FOR READING AND MATHEMATICS ENDORSEMENT = 3.0</p>
--

MID.EN.12

EDUCATION ENDORSEMENT
 Can only be combined with students following an English content major coupled with Education with Endorsement in Elementary Education

Middle School English Endorsement

REQUIREMENTS: 9 Credits	Credits
ED380: Middle Level Learning and Teaching	3.0
ED367: Teaching Language Arts at the Secondary Level Part I or ED375: Integrated Secondary Teaching Methods Part I	3.0
EDL206: Child & Adolescent Development (a)	0.0 - 3.0
(a) May be fulfilled within the Education program	

MINIMUM CREDITS MIDDLE SCHOOL ENGLISH ENDORSEMENT = 9.0 CREDITS

EDUCATION ENDORSEMENT
 Can only be combined with students following a History; History/Political Science;
 or Political Science content major coupled with
 Education with Endorsement in Elementary Education

Middle School Social Studies Endorsement

REQUIREMENTS: 9 Credits **Credits**

ED380: Middle Level Learning and Teaching	3.0
ED371: Teaching Social Science Part I	
or ED375: Integrated Secondary Teaching Methods Part I	3.0
EDL/PY206: Child & Adolescent Development (a)	0.0 - 3.0

(a) May be fulfilled within the Education program

**TOTAL CREDITS MIDDLE SCHOOL
 SOCIAL STUDIES ENDORSEMENT = 9 CREDITS**

MID.SCI.12

EDUCATION ENDORSEMENT
 Can only be combined with students following a Chemistry, Chemistry-Physical Science, or Biology content major coupled with Education with Endorsement in Elementary Education

Middle School Science Endorsement

REQUIREMENTS: 9 Credits	Credits
<p style="text-align: center;">ED380: Middle Level Learning and Teaching</p>	3.0
<p style="text-align: center;">ED369: Teaching Secondary Science Part I or ED375: Integrated Secondary Teaching Methods Part I</p>	3.0
<p style="text-align: center;">EDL/PY206: Child & Adolescent Development (a)</p>	0 - 3.0
<p><i>(a) May be fulfilled within the Education program</i></p>	

TOTAL CREDITS MIDDLE SCHOOL SCIENCE ENDORSEMENT = 9.0 CREDITS

EDUCATION ENDORSEMENT
 Can only be combined with students following a Math content major coupled with Education with Endorsement in Elementary Education

Middle School Math Endorsement	
REQUIREMENTS: 9 Credits	Credits
<p style="text-align: center;">ED380: Middle Level Learning and Teaching</p>	3.0
<p style="text-align: center;">ED365: Teaching Secondary Mathematics Part I</p>	3.0
<p style="text-align: center;">or ED375: Integrated Secondary Teaching Methods Part I</p>	3.0
<p style="text-align: center;">EDL206: Child & Adolescent Development (a)</p>	0.0 - 3.0
<p><i>(a) May be fulfilled within the Education program</i></p>	

MINIMUM CREDITS MIDDLE SCHOOL MATH ENDORSEMENT = 9.0 CREDITS

Appendix C: Index

A

Academic Advising	52
Academic Amnesty.....	61
Academic Calendars	149
Academic Definitions.....	59
Academic Dismissal	62
Academic Honesty	11, 61
Academic Probation	61
Academic Procedures	66
Academic Programs Listing	41-42
Academic Progress (Financial Aid)	38
Academic Regulations	61
Academic Skills Services	53
Academic Support Services for Students with Learning Disabilities	54
Accelerated Programs.....	50
Accounting	
Faculty.....	102
Undergraduate Concentration.....	104
Undergraduate Courses.....	A25-A27
Accreditation	9
Activities, Student.....	123
Add/Drop (see Course Changes)	
Administration, University.....	127
Admission Requirements and Procedures	
Adult Learners.....	14
Former Students	23
First Year Students.....	13
Homeschooled	17
International Students.....	24-25
Military Students	21, 26
Students with Disabilities	24
Transfer Students.....	17
Visiting Students	23
Adult Applicants.....	24
Advanced Placement Exams	15
Advanced Standing	14
Advising, Academic.....	52
Africana Studies	
Certificate Program.....	B222
Courses	A2
Air Force ROTC	51
Army ROTC.....	51
Alternative Credit Options	22
Alumni Association	
Achievement Award	60
Americans with Disabilities Act	4
Anthropology	
Faculty	71-72
Minor.....	72, B170
Undergraduate Courses.....	A2-A8
Undergraduate Curricula.....	B4-B8
Application for Graduation	66
Application to the University (see Admission Requirements and Procedures)	
Applied Music.....	23
Arabic Courses	A80
Art and Design	
Faculty.....	73
Minors	74
Undergraduate Courses.....	A8-A19
Undergraduate Curricula.....	B10-B16
Articulation Agreements, Transfer.....	19
Associate Degree Curricula	47
Athletics.....	123
Attendance Requirements.....	62
Auditing Courses.....	59
Awards	
Alumni Association Achievement Award.....	60
Distinguished Teaching Award	10
Outstanding Student Award	125
Donald Warncke Award.....	10
Stafford Presidential	11
B	
Bachelor's Degree Curricula	71-119
Biographical Data, Student	64
Biology	
Faculty.....	93
Minor.....	94, B175
Undergraduate Courses.....	A18-A25
Undergraduate Curricula.....	B18-B24

Appendix C: Index

- Board and Room28
Board of Trustees 127-128
Bookstore (see University Store)
Boylan Gymnasium124
- C**
- Campus Facilities8
Campus Map152
Career Services52
 CoursesA38
Catalog of Record
 (see Curriculum of Record)
Certificate ProgramsB222-B226
Center for Student Success52
Certificates
 Africana StudiesB222
 GerontologyB223
 Information TechnologyB224
 Network Technologies and
 ApplicationsB225
 Spanish LanguageB226
Changing Courses67
Changing from Non-matriculated to
 Regular (Matriculated) Status66
Changing Majors66
Chemistry
 Faculty94-95
 Minor96, B182
 Undergraduate CoursesA38-A42
 Undergraduate CurriculaB44-B54
Chinese CoursesA80-A81
Classification of Students59
CLEP (College Level Examination
 Program)22
Clinical Laboratory Sciences
 Undergraduate CurriculaB56-B58
Clubs124
Co-Curricular Programs123
Code of Conduct, Student125
College Level Examination Program
 (CLEP)22
Commencement66
Communication
 Faculty74-75
 Minors76
 Undergraduate CoursesA42-A53
 Undergraduate CurriculumB60
Commuter Students122
Complaints about Grades58
- Computer Science
 Faculty97
 Minor97, B184
 Undergraduate CoursesA53-A57
 Undergraduate CurriculaB62-B64
Cooperative Education Program45
Counseling123
Course Changes67
Course DescriptionsAppendix A
Course Withdrawals63
Credit Cards30
Credits in Escrow17
Credit by Exam23
Criminal Justice
 Faculty76-77
 Minors77, B188-B187
 Undergraduate CoursesA57-A63
 Undergraduate CurriculaB66-B68
Cultural Activities124
Curricula, Associate Degree47
Curricula, Bachelor's Degree71-119
Curriculum and Instruction,
 Department of Faculty106
 Undergraduate CoursesA64-A70
Curriculum of Record60
- D**
- Dance CoursesA63-A64
Dean's List60
Degree Programs71-115
Degree Requirements43-47
Developmental Courses60
Dining Hall8
Directions151
Directories127-148
Directory in Brief5-6
Disability Services54
Dismissal, Academic62
Distinguished Teaching Award10
Dormitories (see Residence Halls)
Drop/Add (see Course Changes)
Dual Majors46
- E**
- Economics
 Faculty102-103
 Undergraduate CoursesA27-A29
- Undergraduate
 Concentration104, B28
Education, School of105
Educational Leadership, School
 Counseling, and Special Education,
 Department of108
 Undergraduate CoursesA70-A73
Educational Opportunity
 Fund Program53
Educational Opportunity Fund Grant35
e-FORMS69
Eligibility for Financial Aid33-36
Employment, On-Campus38
Endorsements
 Early Childhood P3B227
 English as a Second
 LanguageB228-B230
 Teacher of Students with
 DisabilitiesB231-B233
 Middle School EnglishB235
 Middle School MathB238
 Middle School Social StudiesB236
 Middle School SciencesB237
 Teacher of Supplemental Instruction for
 Reading and Mathematics K-8B234
Endowed Chairs
 Freed Chair in Social Science71
 Jack T. Kvernland Chair in Philosophy
 and Corporate Social Policy101
 Jules Plangere, Jr. Chair in American
 Social History71
English
 Faculty77-78
 Minors78
 Undergraduate CoursesA73-A80
 Undergraduate CurriculaB70-B84
EOF (see Educational Opportunity Fund
 Program)
Equal Opportunity Policy4
Experiential Education
 CoursesA80
 Portfolio Policy45
 Requirement45
 Travel Class Policy46
- F**
- Facilities8
Faculty (see also listings by academic
 departments)138-148
Family Educational Rights and Privacy
 Act (FERPA)4

- Federal Work Study38
 Fees28-29
 FERPA (see Family Educational Rights and Privacy Act)
 Final Examinations63
 Finance
 Faculty102
 Undergraduate
 Concentration104, B30
 Undergraduate CoursesA29-A31
 Financial Aid33
 Financial Information27
 Fine Arts CurriculaB86-B88
 First Year Advising52
 First Year Students121
 First Year Seminar19, 44, 45
 CoursesA80
 Five Year Plans64
 Foreign Languages
 Faculty79
 Minor81
 Undergraduate CoursesA80-A90
 Undergraduate CurriculaB90-B102
 Foreign Students (see International Students)
 Former Students23
 Fraternities125
 Freed Chair in Social Science71
 French CoursesA82-A83
 Freshman, Classification as59
 Full-time Students59
- G**
- Gender Studies
 MinorB191
 Undergraduate CoursesA90-A91
 General Education
 Requirements19, 44
 Geography
 MinorB191
 Undergraduate CourseA92-A93
 Geology CoursesA93
 Geographic Information
 SystemsA91-A92
 German CoursesA83
 GPA (see Grade Point Averages)
 Grade Point Averages58
 Grade Reports58
 Grades57
- Grades, Complaints about58
 Graduate Courses, Enrollment in65
 Graduation, Application for66
 Graduation with Honors60
 Grants (Financial Aid)34-36
 Graphic Design/Computer Graphics
 Minor74, B193
 Greek Letter Organizations125
 Gymnasium, Boylan124
- H**
- Health Center123
 Health/Physical Education113-114
 CurriculaB104-B108
 Health Studies
 Minor111, B194
 Undergraduate CoursesA94-A97
 Undergraduate CurriculaB104-B108
 Hebrew CoursesA83-A84
 History
 Faculty81-82
 Minors82, B195
 Undergraduate CoursesA97-A107
 Undergraduate CurriculaB110-B122
 History of the University8-9
 Homeschooled Students17
 Homeland Security CoursesA107-A108
 Honesty, Academic11, 61
 Honor Societies (see also possible listing following faculty section in specific academic departments)125
 Honors CoursesA108-A109
 Honors, Graduation60
 Honors School49
 Housing122
 Humanities and Social Sciences, Wayne D. McMurray School of71
 Freed Chair in Social Science71
 Jack T. Kvernland Chair in Philosophy and Corporate Social Policy101
 Humanities CoursesA109
 Human Relations, Office of4
 Human Relations Philosophy
 and Policy4
- I**
- Independent Study64
 Information Technology
 CoursesA110-A111
- Instructional Technology
 Support Services57
 Interdisciplinary Studies
 Minor in Gender Studies88, B189
 Undergraduate Curricula85-86
 International Students
 Admission of24-25
 Office of123
 Italian CoursesA84-A85
- J**
- Journalism MinorB119
 Junior, Classification as59
- K**
- Kislak Real Estate Institute101
 Jack T. Kvernland Chair in Philosophy
 and Corporate Social Policy101
- L**
- Latin CoursesA85
 Law56
 Learning Disabilities, Students with54
 Leave of Absence67
 Legal Studies MinorB200
 Leon Hess Business School101
 Minors104
 Business Health CoursesA31
 Undergraduate CurriculaB26-B42
 Business Law CoursesA31-A32
 Business Real Estate CoursesA37
 Faculty102-104
 Library56
 Loans36
- M**
- MAC8
 Magill Commons8
 Majors, Change of66
 Management
 Faculty103
 Undergraduate
 Concentration104, B36
 Undergraduate CoursesA32-A34
 Map, Campus152

Pre-Professional Programs54-55
 Prior Learning Assessment Program23
 Probation, Academic61
 Professional Health-Related
 Advising54-55
 Program (see Senior Citizens)
 Psychological Services123
 Psychology
 Faculty88
 Minor89, B209
 Undergraduate Courses....A151-A157
 Undergraduate CurriculumB158
 Psychological Counseling89
 Faculty89-90
 Public Policy MinorB210
 Public Relations MinorB211

R

Readmission23
 Real Estate CoursesA37
 Recreation124
 Refunding of Tuition and Fees30-31
 Registration67
 Regular Students59
 Rehabilitation Act of 19734
 Religious Studies
 Undergraduate Courses....A157-A158
 Undergraduate Curriculum
 (minor).....B204, B212
 Repeating a Course58, 64
 Residence Halls8,118
 Residency Requirements20, 45
 Responsibility of the University4
 Room and Board28
 ROTC, Air Force51
 ROTC, Army51

S

SAT (see Scholastic Assessment Tests)
 Satisfactory Academic Progress38
 Scheduling Information68
 Scholarships34-36
 Scholastic Assessment Tests13
 School of Science91
 Science Courses.....A154

Screen Studies MinorB213
 Second Bachelor's Degree47
 Section 504 (see Rehabilitation Act of 1973)
 Senior Citizens
 Admission of.....22
 Tuition.....27
 Senior, Classification as59
 Service Members Opportunity
 College.....26
 SOAR53
 Social Work, School of117
 Faculty118-119
 Minor in Social ServicesB214
 Undergraduate Courses....A159-A163
 Undergraduate CurriculumB160
 Sociology
 Undergraduate Courses....A163-A167
 CurriculaB162
 Software Engineering
 Faculty97
 Minors98
 Undergraduate Courses....A167-A169
 Undergraduate CurriculumB164
 Sophomore, Classification as59
 Sororities125
 Spanish
 Undergraduate Concentration78
 Undergraduate Courses.....A85-A90
 Undergraduate Curriculum ..B90-B102
 Spanish International Business
 Undergraduate Concentration79
 CurriculumB96
 Statistics99, B132
 Statistics Minor100, B219
 Student Activities124
 Student Activities Board124
 Student Biographical Data64
 Student Center124
 Student Classification.....59
 Student Code of Conduct.....125
 Student Government Association.....124
 Student Services121
 Students with Disabilities54
 Study Abroad Program49-50
 Submission of the Same Paper or
 Computer Program65
 Substitution of Requirements66

T

Table of Contents3
 Taking Courses at Another
 Institution65
 Teaching Certification.....100-107
 Theatre Arts
 Undergraduate Courses....A169-A173
 Undergraduate CurriculumB168
 Theatre, Lauren K. Woods.....8, 124
 Theatre MinorB220
 Time Limitation.....65
 Transcript Requests68
 Transfer Articulation Agreements19
 Transfer Applicants.....17
 Transfer Credits.....18
 Trustees, Board of127-128
 Tuition.....27
 Tuition and Fees, Explanation of ...29-30
 Tuition and Fees, Refunds of.....30-32
 Tuition Payment Plan30
 Tutoring and Writing Services53

U

Marjorie K. Unterburg School of Nursing
 and Health Studies111

V

Veterans and War Orphans.....26
 Visiting Students23

W

Waiving Requirements
 (see Substitution of Requirements)
 Warncke Award, Donald.....10-11
 War Orphans, Admission of26
 The Washington Center50
 WEBstudent69
 Withdrawal from Courses.....63
 Woodrow Wilson Hall8
 Work Study, Federal.....38
 Writing Services53
 Writing Minor.....B221

MONMOUTH
UNIVERSITY

WHERE LEADERS LOOK *forward*