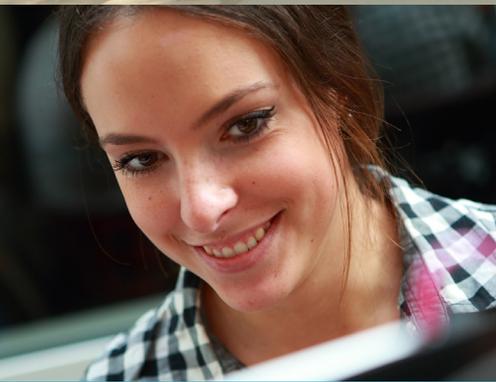


UNDERGRADUATE CATALOG



2014-2015

MONMOUTH UNIVERSITY

MONMOUTH UNIVERSITY

Undergraduate Catalog

2 0 1 4 – 2 0 1 5

Date of Publication: August 2014

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>	9
<i>Admission</i>	15
<i>Tuition and Fees</i>	29
<i>Financial Aid</i>	35
<i>Academic Programs, Support Services, and Regulations</i>	47
<i>The Wayne D. McMurray School of Humanities and Social Sciences</i>	77
<i>School of Science</i>	99
<i>Leon Hess Business School</i>	109
<i>School of Education</i>	115
<i>The Marjorie K. Unterberg School of Nursing and Health Studies</i>	121
<i>School of Social Work</i>	127
<i>Student Services</i>	131
<i>Directories</i>	137
<i>Appendix A: Course Descriptions</i>	A1
<i>Appendix B: Curriculum Charts</i>	B1
<i>Appendix C: Academic Calendars</i>	C1
<i>Appendix D: Index</i>	D1
<i>Appendix E: Map and Directions</i>	E1

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 Equity and Diversity located in Wilson Hall, Room 304.

Family Educational Rights and Privacy Act

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

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FERPA Waiver has been processed, it will remain in effect during the student's career at Monmouth University unless rescinded in writing by the student.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

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

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

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

A copy of "FERPA Policy for Students," developed in support of the Family Educational Rights and Privacy Act, may be inspected at the Office of the Registrar, 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 the Office of Equity and Diversity has been designated by the University as the ADA/504 Coordinator. Anyone having a complaint or observation about a possibly discriminatory act or practice should contact the ADA/504 Coordinator (Wilson Hall, Room 304) for information concerning the grievance procedure. A prompt investigation will be undertaken in an effort to resolve the matter and assure compliance.

Human Relations Philosophy and Policy

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

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

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

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

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

Directory in Brief

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

Academic Foundations – General Education

Judith Nye, Associate Vice President
 732-571-3683

Admission, Graduate

Laurie Kuhn, Associate Director
 732-571-3452
 gradadm@monmouth.edu

Admission, Undergraduate

Victoria Bobik, Director
 732-571-3456
 admission@monmouth.edu

Athletics

Marilyn McNeil, Vice President and Director
 732-571-3415
 athletics@monmouth.edu

Bursar's Office

Jonas Javier, Bursar
 732-571-3454
 bursar@monmouth.edu

Campus Tours

Victoria Bobik, Director of Undergraduate
 Admission
 732-571-3456
 admission@monmouth.edu

Career Services

William F. Hill, Assistant Dean
 732-571-3471
 careerservices@monmouth.edu

Cashier's Office

Marilyn Cusick, Manager
 732-571-7540
 mucashier@monmouth.edu

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

Danielle Schrama, Director of Academic Advising
 732-263-5868
 fyadvisor@monmouth.edu

**Center for Student Success and Academic
 Advising**

Mercy Azeke, Dean
 732-571-3601
 cssdean@monmouth.edu

Disability Services for Students

John Carey, Director
 732-571-3460, Voice
 732-263-5795, TTY Relay
 dds@monmouth.edu

Directory in Brief

Educational Opportunity Fund

Colleen Johnson, Director
732-571-3462
eof@monmouth.edu

Financial Aid

Claire M. Alasio, Associate Vice President
and Director of Financial Aid
732-571-3463
finaid@monmouth.edu

Graduate Assistantships

Datta Naik, Dean
732-571-7550
graduateschool@monmouth.edu

Graduate School

Datta Naik, Dean
732-571-7550
graduateschool@monmouth.edu

Health Services

Kathy Maloney, Director
732-571-3464
health@monmouth.edu

Help Desk (e-mail and Webadvisor)

Lynn Stipick, Director
732-571-3459
helpdesk@monmouth.edu

Honors School

Kevin Dooley, Dean
732-571-3620
honors@monmouth.edu

Housing

James Pillar, Associate Vice President
732-571-3465
reslife@monmouth.edu

International Student and Faculty Services

Barbara Nitzberg, Assistant Director
732-571-3478
intl.students@monmouth.edu

Leon Hess Business School

Donald Moliver, Dean
732-571-3423

Library

Edward Christensen, Interim Dean
732-571-3438
referenc@monmouth.edu

Mathematics Center

Lynn Dietrich, Coordinator
732-571-5305

Military/Veteran's Services

Jeff Hood, Coordinator of Veteran's Services
732-263-5258
veterans@monmouth.edu

Orientation, Undergraduate

Amy Bellina, Director
732-571-3591
activities@monmouth.edu

Physician's Assistant Program

Carol Biscardi, Director
Monmouth Park Corporate Center, Building C
732-923-4505
paprogram@monmouth.edu

Police Department

William McElrath,
Director, Chief of Police
732-571-4444
mupd@monmouth.edu

Pre-Professional Health Advising (for medicine, dentistry and other health careers)

Professional Health Advisory Committee (PPHAC)
732-571-3687
pphac@monmouth.edu

Psychological Services

Franca Mancini, Director
732-571-7517
mucounseling@monmouth.edu

Registrar's Office

Lynn Reynolds, Registrar
732-571-3477
registrar@monmouth.edu

Residential Life

James Pillar, Associate Vice President
reslife@monmouth.edu

Scholarships

Claire M. Alasio, Associate Vice President and
Director of Financial Aid
732-571-3463
finaid@monmouth.edu

School of Education

Lynn Romeo, Dean
732-571-3437
soe@monmouth.edu

School of Humanities and Social Sciences

Stanton Green, Dean
732-571-3419

School of Nursing and Health Studies

Janet Mahoney, Dean
732-571-3443

School of Science

Michael Palladino, Dean
732-571-3421

School of Social Work

Robin Mama, Dean
732-571-3543

Service Learning and Community Programs

Center for Student Success
732-571-4411
careerservices@monmouth.edu

Student Activities

Amy Bellina, Director
732-571-3586
activities@monmouth.edu

Student Employment

Amy Parks, Assistant Director
732-571-3471

Student Life

Mary Anne Nagy, Vice President
732-571-3417

Study Abroad

Robin Asaro, Assistant Director
732-263-5377

Tutoring Services

Dorothy Cleary, Director of Tutoring and
Writing Services
732-571-3542
tutoringservices@monmouth.edu

Undeclared Majors Advising Program

Jean Judge, Associate Dean
732-571-3588
askanadvisor@monmouth.edu

Writing Services and Supplemental Instruction

Neva Lozada, Assistant Director of Writing
Services and Supplemental Instruction
732-571-7542
writingservices@monmouth.edu

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

The University

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

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

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

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

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

CAMPUS FACILITIES

The University's 157-acre campus, considered to be one of the most beautiful in New Jersey, includes among its fifty-seven buildings a harmonious blending of historic and traditional architectural styles.

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

In 2012 the **Monmouth University Health Sciences Center** opened at the Monmouth Corporate Park Center on Highway 36, West Long Branch. This center is approximately two miles from the main campus and currently houses the Department of Psychological Counseling. In the Fall of 2014, the new Physician's Assistant program is scheduled to open at this location.

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

The **Lauren K. Woods Theatre**, a former carriage house that retains many of its original architectural features, is just one of the many gracious older buildings that lend distinctive balance to the modern additions to the campus. Prominent among these newer buildings is the **Stafford Student Center** that houses an open computer lab, dining room and food court, 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 student dining hall and conference center; the **Thomas A. Edison Science Building** (with nearby greenhouse); **Howard Hall**, housing the **Pollak Theatre** and many academic computing labs, as well as a twenty-four hour open lab; **Bey Hall**, the Leon Hess Business School building, which contains case study classrooms, seminar rooms, and a computer laboratory; **McAllan Hall**, which houses the School of Education, The Marjorie K. Unterberg School of Nursing and Health Studies, The School of Social Work, and the department of Criminal Justice; the new state-of-the-art **Jules Plangere Center**, which houses the department of Communication, Foreign Language Studies, and a Faculty Resource Center; and **Joan and Robert Rechnitz Hall**, which houses the department of Art and Design and the Rechnitz Gallery. **William T. Boylan Gymnasium**; eleven traditional and suite-style, on-campus residence halls: **Beechwood, Cedar, Elmwood, Laurel, Mullaney, Oakwood, Pinewood, Redwood, Spruce, Willow**, and a **new residence hall**; and three apartment-style facilities: the **Great Lawn Apartments**, the **Garden Apartments**, and **Maplewood Hall**. Additional off-campus housing is the **University Bluffs**, a six apartment building complex located on 2.7 acres on the ocean in Long Branch and **Pier Village**.

HISTORY

Monmouth University was founded in 1933 with federal assistance as Monmouth Junior College, largely to provide opportunity for higher education to area high school graduates who, in those Depression days, could not afford to go away to college. It was a two-year institution, holding classes only in the evening. For a time it appeared uncertain whether the College would have adequate funds to continue. With support from students and the community, however, the fledgling College survived the economic crisis and quickly assumed its present private status. In 1956, it was renamed Monmouth College and accredited by the state to offer four-year programs leading to the baccalaureate degree. Less than a decade later, it was authorized to offer master's degree programs. In March 1995, the New Jersey Commission on Higher Education designated Monmouth a teaching university pursuant to N.J.A.C. 9:1-3.1 et seq.

Today, Monmouth offers more than eighty-three undergraduate and graduate degree programs and concentrations. Beginning in the Fall of 2014, Monmouth University will offer the new MS in Physician's Assistant (PA) program and the MEd in Speech/Language Pathology. For more information about the PA program, please visit the Web site at <http://www.monmouth.edu/school-of-nursing-health/ms-in-physician-assistant.aspx>. For more information about the Speech/Language Pathology program, please visit the School of Education Web site at <http://www.monmouth.edu/education>. In 2011, Monmouth University started offering its first doctorate-level program, the Doctor of Nursing Practice (DNP), which is housed in the School of Nursing and Health Studies. Within Monmouth's student body, thirty-two states and forty-eight foreign countries are represented. More than 1,600 undergraduates are resident students.

ACCREDITATION

The University is licensed by the New Jersey Commission on Higher Education and accredited by the Middle States Commission on Higher Education. In addition, the Leon Hess Business School is accredited by the AACSB International — the Association to Advance Collegiate Schools of Business; the chemistry program (with a concentration in advanced chemistry) is on the Approved List of the American Chemical Society (ACS); the baccalaureate, master's

and DNP nursing programs at Monmouth University are accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791; the undergraduate BSW and graduate MSW social work programs are accredited by the Council on Social Work Education (CSWE); the undergraduate BSSE program is accredited by the Engineering Accreditation Commission of ABET, <http://abet.org>; the undergraduate Advanced Computing Concentration program is accredited by the Computing Accreditation Commission of ABET, <http://abet.org>; the degrees in Clinical Laboratory Science and Medical Technology are accredited by the Commission on Accreditation of Allied Health Education Professions (CAAHEP) or by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS); the School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE) and has also received accreditation from the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) for the MEd in School Counseling. The Psychological Counseling Department's MA in Psychological Counseling, Addiction Studies Track is accredited by the National Addiction Studies Accreditation Committee (NASAC). The department has also received CACREP accreditation for its MS in Mental Health Counseling program. The Master of Science Education (MEd) degree program in Speech/Language Pathology at Monmouth University is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association. This is a "pre-accreditation" status with the CAA, awarded to developing or emerging programs for a maximum period of five years. The accrediting agency, Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted Accreditation-Provisional status to the Monmouth University Physician Assistant 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 com-

munities. 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. Stysliger, 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 Del Guercio, 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 and Instruction	2006
Richard Veit, History and Anthropology	2007
Kelly Ward, Social Work	2008
Joseph Patten, Political Science	2009
David Tripold, Music and Theatre Arts	2010
Nancy Mezey, Political Science and Sociology	2011
Gary Lewandowski, Psychology	2012
Vincent Dimattio, Art and Design	2013
James Mack, Biology	2014

Mary Abate	1989
Aldean Davis	1990
Rose Iovino	1991
Demetrius Markov	1992
C. Dale Haase	1993
Carol Neuer	1993
Deanna Scherrer	1994
Sandra G. Epstein	1995
Gertrude Murphy	1996
Marilyn Parker	1996
Susan Kuykendall	1997
John Bolton	1998
James Mack	1999
Debbie Mellish	1999
Marianne Seitz	2000
Vernon Churchill	2001
Richard Guilfoyle	2002
Thomas Murtha	2003
Ella Elizabeth Boyington	2004
Koorleen Minton	2004
Linda Silverstein	2005
Franca Mancini	2006
Annette Gough	2007
Doreen Brown	2008
Sandy Villa	2008
William Mitchell	2009
Brian Garvey	2010
Heather Kelly	2011
Richard Veit	2012
Reenie Menditto	2013
Margaret Del Guercio	2014
Brian Greenberg	2014

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 2014 are:

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

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

The University

Colleen Johnson	2008
Jean Judge	2009
Sharon Smith	2010
Kevin Roane	2011
James Reme	2012
Kristen Isaksen	2013
Kara Sullivan	2013
Corey Inzana	2014

ACADEMIC HONESTY

Monmouth University encourages its students to grow intellectually as well as to become responsible citizens in our complex society. To develop their skills and talents, students are asked to conduct research, perform experiments, write papers, work individually, and cooperate in group activities. Academic dishonesty subverts the University's mission and undermines the student's intellectual growth. 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.

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

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, letter(s) of recommendation, essay, 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

Undergraduate Admission

March 1 will be notified of an admission decision by April 1. Nursing and Monmouth Medical Center Scholars applicants may have special application deadlines and requirements. Refer to the current Monmouth University Application for Undergraduate Admission for information.

Enrollment deposits are required of all undergraduate students who are accepting offers of admission to the University. Seats in the fall, first-year class are often filled by the May 1 National Candidates' reply date. Therefore, full-time, first-year students should submit the enrollment deposit by May 1.

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 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>, through the Common Application at www.commonapp.org or through the Universal Application at www.universalcollegeapp.com. 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. The ACT writing section is required.

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. At least one letter of recommendation from a high school teacher or counselor is required.
6. An essay is required for all freshman applicants.
7. 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 at 609-777-1050.
8. All matriculating undergraduate students must complete the required medical forms prior to registration. Medical forms will be forwarded to students for completion by their physician after the enrollment deposit is received by the University. 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 to 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	FE001	3
European History	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	FE001	3
Human Geography	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	FE001	3
U.S. History	4, 5	HS-104 (History Majors Only)	3 OR
U.S. History	4, 5	FE001 (Non-History Majors)	3
World History	3	FE001	3
World History	4, 5	HS101 or HS102	3

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	BY103	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
Dance	Higher Level (HL) 5, 6, or 7	DA001 Dance 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 completed. 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 at least one letter of recommendation.
5. 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 3.0 according to New Jersey State Guidelines. Please refer to the *School of Education* section of this catalog for additional 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 matriculate 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.)

Undergraduate Admission

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 must 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. The course type(s) associated with a course is 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. 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.

• Emergency Medical Technician (EMT) Training Credit

Students who successfully complete EMT training will be awarded five (5) total Monmouth University credits – three (3) credits of Biology free elective (BY-001) and two (2) credits for PE-201, Safety and First Aid. Students wishing to be awarded credit should present an active certification identification card to the Transcript Credit Evaluator.

• American Council on Education (ACE)

Credit for course work that appears on an official American Council on Education (ACE) transcript with a recommendation for credit at the 'baccalaureate degree level' will be awarded at the discretion of the University. The ACE recommendation does not guarantee that Monmouth University credit will be awarded.

TRANSFER EQUIVALENCIES FOR 2014-2015 GENERAL EDUCATION REQUIREMENTS**Monmouth University Requirement**

1. **First Year Seminar – Three Credits**
(FY 101)

2. **Reading & Writing – Six credits**
(EN 101 and EN102)

3. **Mathematics – Three credits**
("MA," except MA 050 or MA1010)

4. **Natural Sciences – Six credits**
(from Biology [BY], Chemistry [CE],
Geology [GL], Physics [PH], or Science [SC])

5. **Literature – Three credits**
(Course type "LIT")

6. **Aesthetics & Creativity – Three Credits**
(Art [AR], Music [MU], Theatre [TH],
or Dance [DA])

7. **Technological Literacy – Three Credits**
(Course type "TL")

8. **Reasoned Oral Discourse – Three Credits**
(Course type "RD")

9. **Historical Perspective – Three Credits**
(Course type "HS.SV")

10. **Social Sciences – Three Credits**
(Course type "SS.SV")

11. **Historical Perspective
or Social Sciences – Three Credits**
(Course type "HS.SV or "SS.SV")

12. **Interdisciplinary Studies – Three Credits**
(Course type "ISP")

13. **Cultural Diversity – Three credits***
(Course type "CD")

14. **Global Understanding – Three credits***
(Course type "GU")

OR*

15. **Foreign Language – Six credits**

16. **Experiential Education – Zero credits**
(Course type "EX")

17. **Writing Intensive – Zero credits**
(two courses from within the Major
designated with course type "WT")

Transfer Equivalencies

Waived for transfer students with a minimum of eighteen transfer credits.

Any two three-credit 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 (minimum six credits) in biology, chemistry, geology, physics, or science.

Any three-credit, 200-level or above literature survey course.

Any three-credit course in art, dance, music, or theatre.

Any three-credit course designed to develop the knowledge, skills, and abilities necessary to effectively and responsibly use Information Technology.

Any three-credit course emphasizing both public speaking (or oral presentation) and critical analysis of disciplinary material.

Any three-credit history survey course that is not a U.S. History course.

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

Any three-credit history survey course OR three credits in social sciences as listed above.

A three-credit senior-level course that involves an interdisciplinary approach to evaluate ethical and social issues.

Any three-credit course that deals primarily with issues of gender, race, ethnicity, or socio-economic status.

Any three-credit course that deals primarily with cultures and societies outside of the United States.

Two three-credit courses from the same foreign language

To be determined on an individual basis.

Writing Intensive courses must be completed at Monmouth University. Extraordinary cases will be heard and determined by the Writing Committee.

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 the Registrar 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 in at the Monmouth University equivalent.
3. Each transfer student must complete at least the last 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 the Registrar 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 one through four 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 credits 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 one through four 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 (1) 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 (CC), cultural diversity (CD) or global understanding (GU) general education requirement. These credits will not be included in 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 the Registrar.

- *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 the Registrar forms WEBpage at <http://www.monmouth.edu/registrar/forms.asp>.

- *Prior Learning/Portfolio 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 the Registrar.

FORMER STUDENTS APPLYING FOR READMISSION

Readmission to the University

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

Readmission to the University after Academic Dismissal

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

Application for Academic Amnesty

(See *Academic Amnesty*.)

VISITING STUDENTS

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

Undergraduate Admission

lege-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 (CAE) – A B2 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 for credit transfer. 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>) and Monmouth University's Application for Form I-20 (<http://www.monmouth.edu/Student/grad/FormI20.pdf>)

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

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

Undergraduate Admission

VETERANS AND WAR ORPHANS

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

MILITARY APPLICANTS

Monmouth University has been designated as an institutional member of Service Members Opportunity Colleges (SOC), a group of over 400 colleges and universities providing voluntary postsecondary education to members of the military throughout the world. As an SOC member, Monmouth University recognizes the unique nature of the military lifestyle and has committed itself to easing the transfer of relevant course credit, providing flexible

academic residency requirements, and crediting learning from appropriate military training and experiences. SOC has been developed jointly by educational representatives of each of the Armed Services, the Office of the Secretary of Defense, and a consortium of thirteen leading, national higher education associations; it is sponsored by the American Association of State Colleges and Universities (AASCU) and the American Association of Community and Junior Colleges (AACJC).

NON-DISCLOSURE

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

Tuition and Fees

FINANCIAL INFORMATION

Tuition and fees are subject to annual increases at the discretion of the Board of Trustees. Tuition and fees charges listed below are in effect as of May 19, 2014. 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 19, 2014**

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 19, 2014, for the Summer 2014, Fall 2014, and Spring 2015 Semesters

• UNDERGRADUATE

12 - 18 credits	\$15,841.00 (\$314.00*)
Each credit in excess of 18	\$917.00/credit
9 - 11.5 credits	\$917.00/credit (\$314.00*)
Less than 9 credits	\$917.00/credit (\$157.00*)
Auditor Program	\$305.00/credit
Summer Session	\$776.00/credit

• GRADUATE

9 or more credits	\$1004.00/credit (\$314.00*)
Less than 9 credits	\$1004.00/credit (\$157.00*)
Auditor Program	\$336.00/credit
Summer Session	\$1015.00/credit

• SENIOR CITIZENS (Undergraduate and Graduate)

9 or more credits	\$264.00/credit (\$314.00*)
Less than 9 credits	\$264.00/credit (\$157.00*)

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

Tuition and Fees

• RESIDENCE HALLS

Spruce/Willow/Cedar/Laurel/Beechwood	
Single Room	4,290.00
Double Room	3,388.00
Elmwood/Pinewood	
Single Room, small	3,315.00
Single Room	4,218.00
Double Room	3,344.00
Triple Room	2,508.00
Oakwood/Redwood	
Double Room	4,145.00
Triple Room	3,055.00
Garden Apartment	4,774.00
Great Lawn/Maplewood	
Double Room	4,359.00
Triple Room	3,403.00
Mullaney Hall/New Residence Hall	
Double	3,571.00
Triple	2,798.00

• Pier Village

Single - Per Semester	7,188.00
Double - Annual Contract**	11,501.00

**Billed in four cycles, see below:

Summer session A	502.00
Summer session E	1,844.00
Fall	4,326.00
Spring	4,829.00

• University Bluffs Apartments

Double - Per Semester	4,620.00
Double - Annual Contract**	10,750.00

**Billed in four cycles, see below:

Summer session A	470.00
Summer session E	1,724.00
Fall	4,043.00
Spring	4,513.00

• Intersession Housing

Residence Halls	194.00
Apartments	314.00

Deposits (for information only)

Enrollment Deposit (BSN) – nonrefundable	200.00
Enrollment Deposit (all other full time undergraduates) – refundable until May 1	200.00

Enrollment Deposit (MSW, Physician Assistant, Speech-Language Pathology) – nonrefundable	350.00
Housing Deposit – refundable (see Housing Contract)	150.00

• Study Abroad:

Florence – Italy (room charge)

Double – Fall	3,465.00
Double – Summer	1,000.00

Regent's College – London (room and board)

Single	7,252.00
Double	5,865.00
Triple	5,406.00

Macquarie University – Australia (room charge)

Single	6,500.00
--------------	----------

Spain (Summer) (single room charge)

Double	1,720.00
--------------	----------

HOUSING CONTRACT

CANCELLATION FEE	500.00
------------------------	--------

• BOARD

105 Meals plus points plan	2,380.00
195 Meals plus points plan	2,511.00
225 Meals plus points plan	2,591.00
Carte Blanche meal plan	2,677.00

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 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
Clinical Laboratory and Practicum Fee	300.00

PORTFOLIO ASSESSMENT FEES (per course)

Workshop	30.00
Assessment per academic area.....	225.00

CREDIT BY EXAMINATION FEES

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

SUMMER SESSION FEES

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

SUMMER ROOM RATES

Residence Hall - per week	194.00
Garden Apartment - per week.....	242.00
Great Lawn Apartment - per week	242.00
University Bluffs Apartments – per week	262.00

PARKING FEES

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

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

Explanation of Tuition, Fees, and Deposits

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

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

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

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

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

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

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

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

Late 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.

Tuition and Fees

Residence Hall Contract Cancellation

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

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

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.

Clinical Laboratory and Practicum Fee: This fee is charged to offset the additional costs associated with certain clinical laboratory and practicum courses.

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 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 the Registrar (OR). 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 OR 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 the OR 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 OR.
- The **student** is responsible for ensuring that the withdrawal is communicated to the OR.
- International students cannot use e-mail or telephone contact with the OR. 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

Tuition and Fees

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 availability 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 the Registrar (OR). E-mail or verbal communication will not be accepted for communicating partial withdrawals to OR. 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 or online at <http://www.monmouth.edu/refund>.

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

Financial Aid

Monmouth University believes that 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, state, and institutional financial aid programs; no supplementary applications are required. Students are encouraged to apply online at www.fafsa.gov.

The FAFSA is completed each year 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 (DRT) on the FAFSA to import their tax information from the IRS's database into the FAFSA. Completed FAFSAs may be submitted to the U.S. Department of Education after January 1.

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 recipientsOctober 1 of the current academic year
Prior TAG recipientsJune 1 of the preceding academic year
Spring Term onlyMarch 1 of the current 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.

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

Financial Aid

- 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 selects 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 cumulative high school grade point average and their standardized test scores. Transfer awards are made based upon the student's cumulative college grade point average. For both new and transfer students, 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 a full-time enrollment status (at least twelve credit hours) and a satisfactory level of academic progress; student teachers in their final

semester of student teaching may receive a prorated award if they are only enrolled for nine credit hours. Students receiving the incentive grant are required to maintain a minimum cumulative grade point average of 2.0; academic grant recipients must maintain a minimum cumulative grade point average of 2.5; and excellence scholarship recipients must maintain a minimum cumulative grade point average of 3.0. In the event that the student fails to maintain satisfactory academic progress, the award may be reduced.

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; academic awards are applicable to study abroad costs only when tuition is assessed by Monmouth University, to study at the Washington Center, and to off-campus internships for Medical Laboratory Science and Clinical Laboratory Science majors. For students in the medical laboratory science and clinical lab sciences programs, the award will be prorated during the semester(s) during which course work is not taken at Monmouth University. The award will be prorated by the amount of the non-Monmouth tuition as a percentage of Monmouth tuition. These awards will not be made 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 term.

• Part-time Academic Scholarships

The part-time academic scholarship is awarded to students who enter the University as a part-time student in the following majors: nursing, computer science, math, software engineering, chemistry, biology, or medical laboratory science. The award amount is \$100 per credit. Renewal is dependent on the student remaining in a part-time status. Awards will not be made in conjunction with other institutional benefits such as employee tuition remission or the tuition exchange program.

• Transfer Science Scholarships

Grants are offered to full-time transfer students who are science majors and meet certain academic criteria. Candidates are identified by the Office of Undergraduate Admission. The award is \$4,000 per academic year and is renewable. To renew, stu-

dents must maintain full-time status, have a cumulative grade point average of 3.0 or better, and remain a science major.

The award may only be applied toward tuition assessed by Monmouth University, and is applicable to costs associated with study abroad only when tuition is assessed by Monmouth University; the award is also available for study at the Washington Center or for externships for Medical Laboratory Science or Clinical Laboratory Science majors. For students in the medical laboratory science and clinical lab sciences programs, the award will be prorated during the semester(s) in which course work is not taken at Monmouth University. The award will be prorated by the amount of the non-Monmouth tuition as a percentage of Monmouth tuition. The awards will not be awarded in conjunction with other institutional benefits such as employee tuition remission or the tuition exchange program. The grant in combination with all other grants, scholarships, and need-based loans will not exceed direct cost (e.g., tuition, fees, and room/board for resident students). Awards are available only during the regular academic year (i.e., fall and spring semesters) and are not offered during the summer term.

- *Science Achievement Scholarship*

This scholarship is awarded to students who are first-time, full-time freshmen with a major in the School of Science. The Office of Undergraduate Admission selects students for the scholarship. The scholarship may be renewed provided the student maintains full-time status, at least a 3.0 or greater cumulative grade point average, and a major in the School of Science. Award amounts vary based on term of initial acceptance. The scholarship is \$4,000 per academic year.

The award may only be applied toward tuition assessed by Monmouth University and is applicable to costs associated with study abroad only when tuition is assessed by Monmouth University or study at the Washington Center. For students in the medical laboratory science and clinical lab sciences programs, the award will be prorated during the semester(s) in which course work is not taken at Monmouth University. The award will be prorated by the amount of the non-Monmouth tuition as a percentage of Monmouth tuition. The awards will not be awarded in conjunction with other institutional bene-

fits such as employee tuition remission or the tuition exchange program. The grant in combination with all other grants, scholarships, and need-based loans will not exceed direct cost (e.g., tuition, fees, and room/board for resident students). Awards are available only during the regular academic year (i.e., fall and spring semesters) and are not offered during the summer term.

- *Shadow Lawn Grants*

Grants are offered to first-time, full-time students who either reside out of state or are science majors and meet certain academic criteria. Candidates are identified by the Office of Undergraduate Admission. The award is \$4,000 per academic year and is renewable. To renew, students must maintain full-time status, a cumulative grade point average of 3.0 or better, and, if chosen based on science major, remain a science major.

The award may only be applied toward tuition assessed by Monmouth University and is applicable to costs associated with study abroad only when tuition is assessed by Monmouth University; the award is also available for study at the Washington Center or for externships for Medical Laboratory Science or Clinical Laboratory Science majors. For students in the medical laboratory science and clinical lab sciences programs, the award will be prorated during the semester(s) in which course work is not taken at Monmouth University. The award will be prorated by the amount of the non-Monmouth tuition as a percentage of Monmouth tuition. The awards will not be awarded in conjunction with other institutional benefits such as employee tuition remission or the tuition exchange program. The grant in combination with all other grants, scholarships, and need-based loans will not exceed direct cost (e.g., tuition, fees, and room/board for resident students). Awards are available only during the regular academic year (i.e., fall and spring semesters) and are not offered during the summer term.

- *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

Financial Aid

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.

• *Great Lawn Grant*

The Great Lawn Grant is awarded to first-time full-time students on the basis of unmet financial need (as defined by the U.S. Department of Education) and academic performance. All applicants for admission are given due consideration, and recipients are selected by the Director of Financial Aid.

Awards are valued at up to \$4,000 and may only be applied toward tuition assessed by Monmouth University; awards are applicable to costs associated with study abroad only when tuition is assessed by Monmouth University or study at the Washington Center. For students in the medical laboratory science and clinical lab sciences programs, the award will be prorated during the semester(s) in which course work is not taken at Monmouth University. The award will be prorated by the amount of the non-Monmouth tuition as a percentage of Monmouth tuition. The awards will not be made in conjunction with other institutional benefits such as employee tuition remission or the tuition exchange program. The grant in combination with all other grants, scholarships, and need-based loans will not exceed direct cost (e.g., tuition, fees, and room/board for resident students). Awards are available only during the regular academic year (i.e., fall and spring semesters) and are not offered during the summer term. Awards are renewable provided the student maintains a cumulative grade point average at Monmouth University of at least 2.5 and continues to demonstrate unmet financial need.

• *Phi Theta Kappa Scholarship*

Phi Theta Kappa is a national honor society for students at junior or community colleges. A limited number four (4) of scholarships at Monmouth University are available for students who are members of the society at the time they enroll at Monmouth. The Office of Undergraduate Admission will identify and select the recipients. Awards are val-

ued at \$1,500 per year and may only be applied toward tuition assessed by Monmouth University; awards are applicable to costs associated with study abroad only when tuition is assessed by Monmouth University or study at the Washington Center. The awards will not be made in conjunction with other institutional benefits such as employee tuition remission or the tuition exchange program. The scholarship in combination with all other grants, scholarships, and need-based loans will not exceed direct cost (e.g., tuition, fees, and room/board for resident students). Awards are available only during the regular academic year (i.e., fall and spring semesters) and are not offered during the summer term. Awards are renewable provided the student maintains a cumulative grade point average at Monmouth University of at least 3.0.

• *Yellow Ribbon*

Monmouth University has voluntarily entered into a Yellow Ribbon Agreement with the Department of Veterans Affairs (VA). The agreement is completed on an annual basis and includes the maximum number of students to be funded, degree level of the recipients, and the maximum contribution by the University. The University's contribution is matched by the VA. Students must be 100% eligible for Post-9/11 benefits to qualify for the Yellow Ribbon program. All interested students must complete the University's online Yellow Ribbon Application at www.monmouth.edu/Yellow-Ribbon-Application.asp. Full-time undergraduate students must submit an enrollment deposit before being considered for the program, and part-time students must submit a part-time reply form to the Office of Undergraduate Admission. A Certificate of Eligibility and DD-214 are required from all students at least two weeks prior to the start of their first semester. At present, the University provides funding for a total of up to forty (40) students – both undergraduate and graduate. Awards are made on a first-come, first-served basis, and students are notified of their eligibility through an award letter. Students serving on active duty are not eligible for the Yellow Ribbon Program. Students in the Yellow Ribbon Program are not eligible for institutional grants or scholarships. FSEOG and Perkins are only awarded to students living on campus and work study is available if the student has need and remaining unmet cost of attendance. Yellow Ribbon students may receive the Pell

Grant in addition to the benefit. Students are not issued refunds until the University receives payment from the VA. For students attending a full academic year, Yellow Ribbon benefits are generally awarded in the spring semester after the Post-9/11 benefits have been exhausted. Awards are renewable, provided that the student remains enrolled as a full-time student, and meets the established standards of Satisfactory Academic Progress for federal and state awards, and continues to meet VA-specified eligibility requirements.

• *Federal Pell Grant*

The Federal Pell Grant ranges from \$602 to \$5,730 per year and is available to all undergraduate students, both full- and part-time, 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 \$650 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 \$3,700 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 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 begin-

Financial Aid

ning of the academic year may be eligible to receive the TAG. (Note that TAG grants may be available under certain conditions for students in their last semester who are part-time.) Final determinations of eligibility are made by the New Jersey Higher Education Student Assistance Authority (NJHESAA). For the 2013-2014 academic year, grant amounts range from approximately \$1,922 to \$11,958. 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. TAG grants are only available during the regular academic year (i.e., fall and spring semesters).

There is no separate application for the grant; eligible students will be notified by NJHESAA. Funding of this award is subject to change due to annual State appropriations.

- *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. Once accepted into the program, students receive additional academic, social, and financial support; both the state of New Jersey and the University provide grants to EOF students. 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. 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.

- *Governor's Urban Scholarship Program*

The New Jersey Higher Education Student Assistance Authority (NJHESAA) provides eligible students awards of \$1,000 each year for up to four years as part of the Governor's Urban Scholarship Program. These funds are only available during the fall and spring terms. To be eligible for this award, students must meet all the following criteria:

- Reside in one of the designated high-need communities in New Jersey: Asbury Park, East Orange, Jersey City, Millville, New Brunswick, Plainfield, Trenton, Camden, Irvington, Lakewood, Newark, Paterson, Roselle, or Vineland.
- Be a U.S. citizen or eligible non-citizen with appropriate approval from the United

States Citizenship and Immigration Services (USCIS).

- Be a New Jersey resident for at least twelve consecutive months prior to receiving the award.
- File a FAFSA each year within the State-established deadlines (October 1 for new students; June 1 for continuing students).
- Be Tuition Aid Grant (TAG)-eligible (if at any point in time the student is no longer eligible for TAG funding, the Urban Scholarship money will be removed.)
- Be matriculated full-time in an eligible academic program.
- Make satisfactory academic progress in order to continue to receive the award.

There is no separate application for the scholarship; eligible students will be notified by NJH-ESAA. Funding of this award is subject to change due to annual State appropriations.

• *New Jersey Student Tuition Assistance Reward Scholarship (STARS) II*

The NJ STARS II Program is a continuation of the NJ STARS I Program that provides successful NJ STARS I students at New Jersey county colleges with funding to transfer to a New Jersey four-year college/university to earn a bachelor's degree. NJ STARS II awards may only go toward tuition, unless the student is also a Tuition Aid Grant (TAG) recipient, in which case it goes toward tuition and approved fees. All other State and Federal grants and scholarships will be applied to the charges first; the award will not exceed \$1,250 per semester. NJ STARS II awards are dependent upon annual State appropriations.

In order to be eligible for this scholarship, students must:

- Be a NJ STARS I recipient or NJ STARS I eligible and unfunded (e.g., student would otherwise qualify for STARS I, but tuition and approved fees are fully covered by other state and/or federal aid).
- Have graduated from a NJ county college with an associate degree and a GPA of 3.25 or higher.
- Have family income (including taxable and untaxed income) less than \$250,000.
- Be admitted to a NJ four-year institution that participates in the TAG program

- Begin NJ STARS II program participation no later than the second semester immediately following county college graduation.
- Be enrolled full-time (twelve credits or more) each semester.
- Submit their FAFSA and submit any requested documentation to complete or verify the application within established State deadlines.

LOANS

• *Federal Direct Subsidized 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 is not in default on a prior student loan; creditworthiness is not a requirement for the Direct Subsidized Loan. An undergraduate student may borrow between \$3,500 and \$5,500, depending upon class level. The interest rate is fixed at 4.66% for loans disbursed between July 1, 2014, and June 30, 2015. 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. For loans disbursed before October 1, 2014, that fee is 1.072% of the principal amount of the loan, and for loans disbursed on or after October 1, 2014, and before October 1, 2015, it is 1.073%. A promissory note for the Direct Unsubsidized Loan will be supplied by the Financial Aid Office. Borrowers must complete a promissory note and meet entrance counseling requirements before the loan funds will be credited electronically to the student's account. The student will begin repayment of the loan six months after graduation or cessation of half-time enrollment. Direct Subsidized Loans are available during the regular academic year (i.e., fall and spring semesters) and may be available during the summer term, depending upon the student's borrowing during the academic year.

• *Federal Direct Unsubsidized Loan*

The Federal Direct Unsubsidized Loan is a low-interest-rate loan with eligibility requirements, terms, and conditions similar to those of the Direct Subsidized 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 Loan funds each academic year, up to a

Financial Aid

maximum of \$8,000. Independent students (or dependent students whose parents are unable to borrow a Federal Direct PLUS Loan, see below) may borrow additional amounts under the Federal Direct Unsubsidized 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

Direct Unsubsidized Loans cannot exceed the student's budgeted cost of attendance in combination with other aid. The interest rate is fixed at 4.66%. For loans disbursed before October 1, 2014, that fee is 1.072% of the principal amount of the loan, and for loans disbursed on or after October 1, 2014, and before October 1, 2015, it is 1.073%. A promissory note for the Direct Unsubsidized Loan will be supplied by the Financial Aid Office. Borrowers must complete a promissory note and meet entrance counseling requirements before the loan funds will be credited electronically to the student's account. Direct Unsubsidized Loans are available during the regular academic year (i.e., fall and spring semesters) and may be available during the summer term.

• *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 Direct Subsidized and Unsubsidized 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. For loans disbursed before October 1, 2014, that fee is 4.204% of the principal amount of the loan, and for loans disbursed on or after October 1, 2014, and before October 15, 2015, it is 4.292%. For loans disbursed after July 1, 2014, and before June 30, 2015, the interest rate is fixed at 7.21%. 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.

The University's Financial Aid Office will provide the parent with a promissory note for the Direct 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. Promissory notes for Perkins Loans are mailed to students prior to the beginning of the term.

• *Alternative Loans*

Alternative Loans are available to students through private lenders. These types of loans are an option for students who are either ineligible to borrow through the Direct Loan program or who have exhausted their eligibility for Direct Loan funding. Generally, students may apply for a loan of up to the cost of education, as determined by the Financial Aid Office, minus any other aid (including federal loans).

Alternative Loans are not regulated by the federal government, and the terms and conditions of the loans may vary widely among lenders. Since there are many options, students will want to compare lenders to find the Alternative Loan that best meets their needs. As a starting point, we have compiled a list of preferred lenders. The lenders appearing on the list have been chosen without prejudice and for the sole benefit of Monmouth University students. Interest rates and fees, borrower benefits, life of loan servicing, and meeting customer service standards have all been taken into consideration on our lender evaluation scorecard (available online for review). Students are free to choose ANY lender—

whether it is on the list or not—without penalty. In the event that you choose a lender not appearing on the list, please notify the Financial Aid Office so we may assist in processing your loan.

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 2013-2014 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 732-263-5706.

SATISFACTORY ACADEMIC PROGRESS

Federal regulations require institutions to establish minimum standards of satisfactory academic progress for students receiving federal, state, and/or institutional financial aid. In the determination of satisfactory academic progress, all course work is

considered, whether or not the student received financial aid at the time the work was completed.

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

The standards for determining satisfactory academic progress at Monmouth University 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 numbered "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. Recipients of the Shadow Lawn Grant must maintain a cumulative grade point average of at least 3.0, while Great Lawn Grant awardees must maintain a 2.5; each sponsored or endowed scholarship may require unique criteria for renewal, and recipients will be advised of those criteria.

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 (i.e., 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 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 Direct Unsubsidized Loan
2. Federal Direct Subsidized 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 stu-

dent aid than the amount earned (based on withdrawal date). The Financial Aid Office will determine if the student is entitled to a post-withdrawal disbursement and will then offer, in writing, a disbursement of the earned aid that was not received. All post-withdrawal disbursement offers will be made within thirty days of the date Monmouth determined that the student withdrew. The student must respond within fourteen days from the date that the University sends the notification to be eligible to receive the post-withdrawal disbursement. If the student does not respond to the University’s notice, no portion of the post-withdrawal disbursement that is not credited to the student’s account may be disbursed. The student may accept or decline some or all of the post-withdrawal disbursement. Accepted post-withdrawal disbursements will be made from aid programs in the following order:

1. Pell Grant
2. SEOG
3. Federal Direct Subsidized Loan
4. Federal Direct Unsubsidized Loan
5. Federal Direct 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
- 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
- Political Science with a Concentration in Legal Studies
- Psychology
- Sociology
- Theatre Arts

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

- Homeland Security

Programs, Services, and Regulations

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 and Interactive Design

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 Laboratory Science
- 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 and

Decision Sciences, Marketing, Marketing and Management and Decision Sciences, 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, History/Political Science, 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 – (Pre-Licensure and RN to BSN)

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 Admission 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.

2014-2015 GENERAL EDUCATION REQUIREMENTS

COURSES AND TITLES	CREDITS
FIRST YEAR SEMINAR FY 101	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), Geology (GL), Physics (PH), or Science (SC)	6
LITERATURE One 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 One course designated with course type "CD"	3
GLOBAL UNDERSTANDING One course designated with course type "GU" OR Two courses from the SAME Foreign Language	3
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 designated with course type "EX"	0

Notes:

- 1. Two courses from the same foreign language may be used to fulfill the Cultural Diversity and Global Understanding requirements.*
- 2. 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 to partially fulfill these general education requirements (although, the course may only be used once for this purpose).*

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 fifty-eight credits from 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 must be at least 2.10 for courses completed at Monmouth. All students must complete the last thirty-two (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 courses are 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 courses, students sharpen higher-level academic skills, study ethical issues related to both course topic and to university life, and learn about Monmouth resources and opportunities. Students also gain experience in critical analysis of information and hone their research and collaborative problem-solving skills. **First Year Seminar is a requirement for all first-year students entering Monmouth University with eighteen (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 1) completing at least one designated course in their major or minor

fields, 2) participating in a faculty-sponsored internship, practicum, service learning, or corporate project, 3) completing a cooperative education placement, 4) earning credit through the Washington Center, or, finally, 5) participating in a Study Abroad program. Experiential Education courses are listed in the Catalog under each academic major and minor, 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. When students plan for an internship practicum, service learning, corporate project, or co-op they must complete fifty (50) hours for every one credit of experiential course work, except for students who are Art and Design majors. These students must complete seventy (70) hours for every one credit of experiential course work.

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 or discuss their options with departmental advisors. Students may also contact the Offices of Service Learning and Community Programs and Career Services in the Center for Student Success, which is located on the lower level of the Rebecca Stafford Student Center. In addition, some academic schools and departments have faculty members (and professional career advisors) who serve as career advisors to help students plan for and choose an experiential course or opportunity that will enhance and advance their professional and educational development. Department chairs and faculty can also aid and advise students who enter the University with substantial career experience as to the procedures for petitioning to satisfy the Experiential Education requirement through the submission of a work-related and employer-supported experiential education portfolio. Interested students must obtain permission of the chair of their academic department, as well as the Experiential Education Committee, before submitting this type of portfolio for review. Experiential Education portfolios are allowed on a case-by-case basis and only at the discretion of the Committee. Students who have served time in the military may also use that time towards their Experiential Education requirement.

Programs, Services, and Regulations

Students wishing to apply for Experiential Education credit must first consult with an advisor and the appropriate faculty member to submit the Experiential Education application e-FORM; the Experiential Education e-FORM is only accessible to faculty members. Students and their supervisors are required to complete an evaluation when their EXED experience has been successfully fulfilled, with the exception of study abroad.

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 chairperson 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 chair of the Experiential Education Committee. The documentation must include:
 - 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 Experiential Education Committee for final approval. After all of the appropriate signatures have been obtained, the memo will then be forwarded to the 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 chairperson and school dean before they are forwarded to the chair of the Experiential Education Committee.

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, pre-arranged with a supervisor at the destination (not the faculty member) for a minimum of fifty (50) hours/ one (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 satis-

fying 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 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 the Registrar 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 thirty-two (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 thirty-two (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

Sixty-three (63) credits of any bachelor's degree program, including English 101–102, and six (6) credits of either history or literature.

AA—Elective Studies

Sixty-three (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-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	FE001	3
European History	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	FE001	3
Human Geography	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	FE001	3
U.S. History	4, 5	HS-104 (History Majors Only)	3 OR
U.S. History	4, 5	FE001 (Non-History Majors)	3
World History	3	FE001	3
World History	4, 5	HS101 or HS102	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 twenty-five honors credits, twelve at the lower level in general education and thirteen at the upper level in their major. Students fulfill their twelve general education credits by taking sections restricted to Honors students. Limited in size to no more than twenty 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 thirteen 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.

Programs, Services, and Regulations

Students attending the Monmouth programs will 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 eighty programs in thirty-two countries by using Monmouth's membership in the College Consortium for International Studies. CCIS is a non-profit organization consisting of more than 135 public and private accredited colleges and universities in the United States. CCIS information can be obtained from its 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 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. 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 's Office. Students considering this opportunity should consult with the Office of the Registrar, 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 (with the

exception of the Information Technology Certificate which can be awarded prior to graduation). 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 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.

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 four-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 —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** 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 eighteen 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 assistance in 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 advising, 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 management, note-taking and listening skills, college textbook reading strategies, and test-taking preparation. For more information, please contact **Tutoring Services** at 732-263-5721, by e-mail at tutoringservices@monmouth.edu, 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, by e-mail at writingservices@monmouth.edu, 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 room 203, provides students with assistance in all levels of mathematics. Peer tutors are available to help students solve problems and to review concepts. In addition, students may use the Center to do homework assignments or to study for tests while having a student tutor available. For more information contact the Department of Mathematics at 732-571-4461.

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

Programs, Services, and Regulations

cover college costs and provides academic support services, developmental counseling, and career guidance throughout the student's college career. EOF students must be enrolled full-time. A five-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 learning disabilities and/or ADHD, visual or hearing impairments, physical disabilities, medical diagnoses and health conditions, and psychological/psychiatric diagnoses. Students with documented disabilities may request reasonable accommodations and auxiliary aids that will enable them to participate in programs and activities at Monmouth University. The Department of Disability Services (DDS) works with students who choose to register with the office, submit documentation that supports the request for accommodations, and self-disclose to their professors each semester.

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

In order to be eligible for reasonable academic accommodations, adequate and updated documentation of a student's disability must be submitted to the DDS office. Documentation must include a specific diagnosis of a disability and support the particular academic accommodation(s) being requested. Students should contact the DDS office for particular documentation requirements or questions about eligibility or services.

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 preparation charts a uniform course of study under the mentorship of the Pre-Professional

Health Advisory Committee (PPHAC). The preparation encompasses all undergraduates intending to attend medical school, dental school, or any graduate course of study in the health professions.

The PPHAC 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 from the science faculty and have strong interests in career advising. The Committee works closely with the Center for Student Success (CSS) and Undergraduate Admission.

Most pre-medical students major in biology or chemistry, as a strong foundation in basic science is vital to success in professional education. However, it is possible to major in another field, and to take the prerequisite science courses for professional schools. Students from diverse majors, including Spanish, psychology, and health studies, have been successful by being exceptional in both their majors and in science courses. Non-science majors are encouraged to use their free electives for biology and chemistry courses, as taking more science than the minimum prerequisite courses for professional schools is advised. 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 are encouraged to excel in humanities courses as well as in science. Students geared towards a career in healthcare should also seek out volunteer and shadowing opportunities as early as possible. Leadership skills can be enhanced through participation in campus clubs and organizations.

Preparation for health professional schools begins in the freshman year. Incoming first-year students are encouraged to indicate their future career aspirations to their academic advisor during orientation. 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. Throughout the academic year, students are encouraged to attend update meetings on the various professions, informal presentations by healthcare providers, and informational sessions on career preparation run by the PPHAC. 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 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 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 is pleased to offer the following affiliation programs:

- *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 (New Jersey residents) per year to be accepted as undergraduates at Monmouth University and gain automatic acceptance to 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 4.0 scale). Candidates who are finalists for the program are interviewed by Monmouth University, Monmouth Medical Center, and Drexel University. Accepted students must commit in writing to attend Drexel University College of Medicine by their junior year.

Accepted students complete a four-year undergraduate degree at Monmouth University, including a nine-credit clinical experience (MM490) at Monmouth Medical Center during their senior year. Medical scholars must maintain a 3.50 GPA with high grades in medical school prerequisite courses. By the spring of junior year, Medical Scholars must take the MCAT and obtain competitive scores. Upon graduation from Monmouth University, students commence medical studies at Drexel University College of Medicine.

- *Post-Baccalaureate Pre-Medical Preparation*

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 Admission 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 Physician Assistant Program*

The Monmouth University Physician Assistant Program began accepting students for its first class in Fall 2014. The Physician Assistant program allows qualified students to pursue a three-year Master of Science in Physician Assistant degree following a bachelor’s degree at Monmouth University. Preference for interviews for this program is given to Monmouth University undergraduates.

- *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. Students interested in this program should indicate their intent as early as possible, and should request consideration for the program at the end of their sophomore year. At the end of their third year, candidates should formally apply for the program. To qualify, students must receive a baccalaureate degree from Monmouth University and complete all prerequisite courses (as listed on Seton Hall University’s Web site) with a minimum grade of “C.” Candidates must maintain an overall GPA of 3.20 or better. At the time of their application, candidates should have healthcare experience involving direct patient contact (minimum of 100 hours). They must have a letter of recommendation from the PPHAC, and they must also successfully complete a personal interview at Seton Hall University. The decision for final admission to the Physician Assistant program will be made by Seton Hall University.

Programs, Services, and Regulations

- *Rowan University - School of Osteopathic Medicine*

Monmouth University offers a cooperative academic arrangement between Monmouth University and Rowan University-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 Medicine at Rowan University-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 biology or chemistry, and meet the following requirements: (1) overall GPA of 3.50 or higher, (2) receive a recommendation of support from the PPHAC, and (3) submit scores of all components of the SAT or the ACT. Candidates must maintain a 3.50 GPA at Monmouth University, with no science course grade lower than a "B." Candidates will be interviewed by the PPHAC at Monmouth University and by Rowan University-SOM and must achieve a competitive score on the MCAT (determined by Rowan University-SOM) by September 15 of their senior year. The decision for final admission to medical school will be made by the Rowan University-SOM and will be based on a candidate's satisfaction of the school's admission requirements.

- *American University of Antigua – School of Medicine*

American University of Antigua will allow qualified sophomores to apply to Monmouth University to be accepted into a "4 + 4" program with AUA School of Medicine. Qualified students (up to five per year) would complete four years at Monmouth University (with a major in biology or chemistry), and would continue to AUA College of Medicine to earn the Doctor of Medicine (MD) degree. Accepted students must maintain an overall 3.25 GPA at Monmouth University and a 3.25 GPA in all prerequisite courses required by AUA School of Medicine, with no more than one "D" or "F" in any prerequisite course. Candidates must also obtain a total MCAT score of 20 or higher, receive a letter of recommendation from the PPHAC, and be successfully interviewed by the AUA School of Medicine. Acceptance to this program is non-binding, and stu-

dents in the program are eligible to apply to additional schools.

- *St. George's University (SGU), Grenada, BS/MD and BS/DVM 4 +4 Program*

In this program, students will begin their studies at Monmouth University (MU). After successfully completing four (4) years of undergraduate study and earning a BS degree at MU, qualified students who satisfy all respective admission requirements will proceed to Grenada and enter the first year of St. George's University School of Medicine or St. George's University School of Veterinary Medicine. Qualified medical students will be eligible to complete the first two (2) years of medical study in Grenada and the final two (2) years of this combined program in clinical rotations at affiliated hospitals in the U.S. and/or the UK. Qualified veterinary students will be eligible to complete the first three (3) years of veterinary study in Grenada and their final clinical year at affiliated veterinary schools in the U.S., UK, Canada, Australia, or Ireland.

Undergraduate students must express interest in one of the combined degree programs at time of application to Monmouth University. MU and SGU will select candidates based on criteria and conduct undergraduate interviews. The eligible medical student will maintain a GPA of at least 3.40 while at MU and a score of 25 or higher on the MCAT. For the veterinary student, a GPA of 3.10 must be maintained while at MU and a score of at least 300 (combined verbal reasoning and quantitative reasoning) on the GRE. Additionally, all qualified MU students must meet all admission criteria of SGU School of Medicine and SGU School of Veterinary Medicine including a successful interview with SGU.

Students apply to this joint program from high school. There is no cap on the number of students who can be accepted. There is no binding commitment for the student to attend SGU once accepted into the program. They may choose to apply and enter another school if accepted.

- *American International College of Arts and Sciences – Antigua (AICASA) – Monmouth University Bachelor of Science degree*

Students who achieve an Associate's Degree from the American International College of Arts and Sciences (Antigua) may be offered admission to Monmouth University to complete a Bachelor

of Science degree in Biology or Chemistry if the following qualifications are met:

- Be in good academic and disciplinary standing;
- An overall cumulative college grade point average (GPA) of 3.00 or higher; high school applicants must have at least a 3.00 cumulative high school GPA and 1500 three-section SAT score;
- No “F” or “D” grade in any required course by Monmouth University;
- Monmouth University does not represent that students admitted pursuant to this agreement will be able to complete the degree requirements. Each student is responsible for planning his or her undergraduate education to develop the skills necessary to succeed in a demanding degree program;
- Transfer credit will be awarded as specified in the Monmouth University catalog.

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. Monmouth University also offers a major in Political Science with a Concentration 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 consider joining the Pre-Law Club and 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 cat-

Programs, Services, and Regulations

alog can be borrowed through the Interlibrary Loan Department.

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

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

Instructional Technology Support

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

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

All students are provided with an official e-mail account and storage for course-related files and Web pages. The Student Technology Assistant Program (STAP) provides students with the opportunity to learn about current technology, while earning cash and boosting their résumé. Each semester, approximately forty (40) undergraduate and graduate students from all majors join the program in one of

several different positions. STAP members can be found working in the University's open computer labs, at the Student HelpDesk, with multimedia equipment, and troubleshooting problems with computer hardware and software.

For all information management service needs, call the HelpDesk at 732-923-4357, Monday through Friday from 8:15 a.m. until 9 p.m. Technicians are also on site until 11 p.m., Monday through Friday, with abbreviated availability on weekends. For more information on the services of Information Management and many self-help documents and FAQ's, please visit the Web pages at http://www.monmouth.edu/Campus_Technology.aspx.

GRADES

The grading system is as follows:

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

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

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

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

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

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

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

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

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

NR: No Report. This temporary grade is given by the 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, twelve (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 withdrawals) 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 have one opportunity to repeat 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 the Registrar 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

Programs, Services, and Regulations

them to view their grade reports online. Undergraduate midterm grades are only provided online.

Student Complaints about Grades

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

Change of Grade Requests

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

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.

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

• Maximum Course Load

Undergraduate students who wish to carry more than eighteen (18) credits for a regular term must obtain the permission of the department chair. Students wishing to enroll for twenty-one (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 twelve (12) – eighteen (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 eighteen (18) credits, the credits beyond eighteen (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 twelve (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 twelve (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 fifty-six (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 the Registrar.

The official curriculum of record is maintained in the Office of the Registrar. 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.

Programs, Services, and Regulations

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 2.00 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 thirty (32) credits at Monmouth University with a minimum of sixteen (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. To develop their skills and talents, students are asked to conduct research, perform experiments, write papers, work individually, and cooperate in group activities. Academic dishonesty subverts the University's mission and undermines the student's intellectual growth. 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.

The University has an obligation as an educational institution to be certain that each student's work is his/her own. Note that Monmouth University faculty members have access to Turnitin (<http://www.turnitin.com>), a Web-based plagiarism detection resource that compares the text of student papers to an extensive electronic database. This database includes current and archived Internet resources, periodicals, journals and other publications, and past student papers from Monmouth and other educational institutions. All student assignments may be subject to submission for textual similarity review to turnitin.com for the detection of plagiarism. All submitted papers may be included as source documents in the Turnitin reference database (solely for the purpose of detecting plagiarism of such papers). Faculty are expected to inform students in advance

about which assignments will be checked for originality using Turnitin. Use of the Turnitin service is subject to the Usage Policy posted on the Turnitin site.

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 nineteen (19) college credits completed will be placed on academic probation. Any student who has earned a minimum of eighty (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 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 the Registrar). If students attend without prior registration, they are subject to disciplinary actions, inclusive of suspension and/or dismissal, and will not be permitted to “retroactively” enroll.

Course Withdrawals

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

The official date of a withdrawal form is the date it is received in the Office of the Registrar. 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 the Registrar 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 .

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 3.00 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 within two 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 the Registrar 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. The student or the advisor must submit the appropriate form, the Undergraduate Independent Study Application or the Graduate Independent Study Application form; both forms are available online. The Adobe form should be downloaded and printed from the Office of the Registrar's forms page (<http://www.monmouth.edu/registrar/forms.asp>). Advisors can submit the appropriate form utilizing e-FORMS, which are accessible from the main menu of WebAdvisor. Approval from the supervising professor, the department chair, and the school dean prior to registering for the course is required. Independent Study applications containing the appropriate signatures must be submitted to the Office of the Registrar. Generally, students are expected to complete no more than six (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.**

Portfolio Assessment

Students interested in a portfolio assessment must have attained matriculated status and accumulated a total of at least six (6) college credits at Monmouth University. There is a non-refundable fee per area of assessment (please refer to the current

catalog for the fees). Interested students should download, complete and submit the Application for Portfolio Assessment to the Registrar's Office (which shows proof of payment), along with one copy of their portfolio. The form is available from the Registrar: <http://www.monmouth.edu/registrar/forms.asp>.

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 thirty (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 the Registrar.

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 have one opportunity to repeat 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 the Registrar 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 . 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 fifty-seven [57] or more 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. If there is a financial aid consortium in place, please refer to the *Non-Monmouth Study Abroad Programs* in this catalog for more details. In accordance with Monmouth University’s residency requirement, students who are within thirty-two (32) credits of graduation are not eligible for this permission.

Graduate Courses for Undergraduates

An undergraduate student at Monmouth University who has an outstanding academic record may apply for permission to take graduate courses while completing the work for a bachelor’s degree. Such courses may count toward a bachelor’s or master’s degree, but not toward both degrees, unless the student has been formally admitted into a five-year undergraduate/graduate plan and the plan sequence chart allows it. Please refer to the *Five Year Plans* section in this catalog for additional details. Prior to submitting the e-FORM Request to Take a Graduate Course to the graduate program director, an undergraduate student must have completed ninety-two (92) credits and have a major GPA of 3.25 and an overall GPA of 2.75. Permission may be given to take up to nine (9) graduate credits while completing the work for an undergraduate degree. Undergraduate students who select to use the course toward a grad-

uate degree must have their graduate application on file with Admissions. Additional details are available in the Office of the Registrar.

Submission of the Same Paper or Computer Program for Two Courses

The submission of the same (or essentially the same) paper or computer program for two separate courses without the expressed permission of all faculty members involved is against University policy. *(Please refer to the Academic Honesty policy included in this catalog for more information)*

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 the Registrar for processing. Students will receive an e-mail to their student accounts after the substitution request has been completed, unless the substitution was initiated by their advisor. In that case, students should follow up with their advisors to make sure that their substitution 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 the Registrar 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. 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 the Registrar 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 twelve (12) credits and a maximum of eighteen (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 "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 . All forms must be brought to the Office of the Registrar 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

A leave of absence (LOA) enables students to maintain the same curriculum of record if they intend to be away (no active registration) from the University for a full semester. Interested students should submit an LOA request e-FORM in order to be placed on a leave; e-FORMS are accessible from the main menu of WEBadvisor. The deadline to submit this request is by the conclusion of the course change (add/drop) period. Please consult the official University academic calendar for specific dates. All degree requirements must be completed as specified in the "Time Limitation" section of this catalog. Students on a LOA may not attend another institution and transfer credits back to 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 dur-

ing 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 the Registrar). If students attend without prior registration, they are subject to disciplinary action, including suspension and dismissal, and will not be permitted to “retroactively” enroll.

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

Registration privileges are not extended to students who have significant unresolved financial or other obligations to the University. “Holds” are placed on the records of such students. Upon resolution of the obligation, registration privileges are restored. Course prerequisites are updated periodically. Students should confer with their advisors concerning the most recent prerequisites on record for courses they wish to take. Students should also confer with their advisors when they want to register for more than eighteen (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 the Registrar. Former students and alumni may print and submit a “Request for Transcript” form available from the Office of the Registrar “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’s Office or any other University office to ensure that there are no outstanding obligations. The University may withhold transcripts, or information related thereto, if an outstanding balance exists, or if repayment of a loan granted either by or through the University is in arrears.

During a period of approximately two weeks when grades are being recorded and processed at

the conclusion of a semester, transcripts cannot be issued for currently enrolled students.

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

SCHEDULING INFORMATION

Fall and Spring Semesters

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

Summer Sessions

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

The University offers five regular summer sessions. The maximum course load for summer school is twelve (12) credits.

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

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

UNIVERSITY EMERGENCY CLOSING

Monmouth University has established a Weather Emergency Information Line: (732) 263-5900. During emergencies, including weather-related situations when the University may need to close or delay the start of the workday, this line will have a pre-recorded message with necessary information for stu-

Programs, Services, and Regulations

dents and staff. If the University must close or cancel classes, a broadcast message will also be sent to all employees and resident students via the campus alert system. You may also find out about weather-related cancellations and closings by e-mail messages, the Monmouth University Web page (<http://www.monmouth.edu>), social media posts, or from one of the local radio stations or TV channels listed below:

FM

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

AM

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

TV

News 12 New Jersey
Channel 4 WNBC news

UNIVERSITY E-MAIL

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

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

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

- graduateschool@monmouth.edu
- fyseminar@monmouth.edu

WEBstudent and e-FORMS

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

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

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

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: Nancy Mezey, PhD

ASSOCIATE 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, Homeland Security, 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, the Jules Plangere Jr. Chair in American Social History endowed through a gift of Life Trustee Jules Plangere Jr., and the McMurray-Bennett Endowed Chair in the Humanities. Professor Brian Greenberg of the History Department occupies the Plangere Chair; and Professor Kristen Blumel of the English Department occupies the Wayne D. McMurray-Bennett Chair.

ANTHROPOLOGY

Richard Veit, Chair, Department of History and Anthropology

Edward Gonzalez-Tennent, Program Director, Anthropology

Heidi Bludau, Lecturer of Anthropology. PhD, Indiana University. Research interests include transnationalism and migration of healthcare workers, globalization and health, professional identity, post-socialism, and Europe. Teaching areas include medical anthropology, globalization, applied anthropology, ethnographic methods, and anthropology of food.

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

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

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

Brook Nappi, Instructor. MA, Montclair State University.

Richard Veit, Professor of Anthropology and Chair. 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 MINORS

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, 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*.

Corey Dzenko, Assistant Professor. PhD, University of New Mexico. Contemporary and modern art history specialist, with emphasis on photography, interactive media, and theory.

Wobbe Koning, Assistant Professor. MFA, Ohio State University. Animation and interactive media specialization; also has video, sound and television expertise.

Mark Ludak, Specialist Professor and Compliance Officer. MFA, Hunter College. Professional work includes documentary, fine art, and editorial photography.

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 and Interactive Design and Animation) is a career-track program that prepares students for professional work in the fields of graphic design, computer graphics, Web design, and animation or for 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 Art and Design Student Portfolio Review (AR-REV). Upon successful completion of the AR-REV, BFA degree candidates will be officially accepted into the BFA degree program. If a student fails to pass the AR-REV, he or she will be referred to a Student Review 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 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 at least 3.3
- A major GPA of at least 3.5
- Completion of AR410 and AR411, Advanced Project 1 and 2
- Artifacts having been publicly presented with a reading and defense of research topic

Humanities and Social Sciences

- Project and paper to have a combined average of a “B” or better

BACHELOR OF FINE ARTS IN ART WITH A CONCENTRATION IN GRAPHIC AND INTERACTIVE 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 and Interactive 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
Rebecca Sanford, Assistant 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. Co-advisor to the Public Relations Student Society of America.
mcharris@monmouth.edu

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

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

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

Sheila McAllister, Associate Professor. PhD, Rutgers University. Introduction to Public Relations, Professional Communication, Crisis and Issues Management, Public Relations Writing, Nonprofit Fundraising, Strategic Public Relations Planning, Principles of Fundraising, and Public Relations special topics. Co-advisor to the Public Relations Student Society of America. APR, and Public Relations Society of America. 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. enovek@monmouth.edu

Michael Phillips-Anderson, Associate Professor. PhD, University of Maryland. Interests include political communication, rhetoric, critical/cultural studies, and gender. Political Communication,

Critical Discourse, Senior Seminar, and Introduction to Communication. mphillip@monmouth.edu

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

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

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

Deanna Shoemaker, Associate Professor and Director of the Master's Program in Corporate and Public Communication. 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. Director of the Master's Program in Corporate and Public Communication. dshoemake@monmouth.edu

Kristine M. Simoes, Specialist Professor. MA, Rowan University. Teaching focus on field-applicable curriculum that prepares students for careers in public relations professions. Courses developed

Humanities and Social Sciences

include Public Relations Writing/Layout and Design, Public Relations Campaigns, and Public Relations Trends and Analysis. APR, Public Relations Society of America.

ksimoes@monmouth.edu

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

dswanson@monmouth.edu

Marina Vujnovic, Associate Professor. PhD, University of Iowa. Primary fields of research are participatory journalism and new media studies, media history and gender, critical political economy, and cultural studies. Research interests focus on international communication and global flow of information; journalism studies; and explorations of the historical, political-economic, and cultural impact on media, gender, and ethnicity. Advisor to the student-operated online news magazine, *The Verge*.

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.

swine@monmouth.edu

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 Leadership Communication
- Minor in Media Production
- Minor in Public Relations
- Minor in Screen Studies
- Minor in Sports Communication

CRIMINAL JUSTICE

Albert Gorman, Chair, Department of Criminal Justice

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

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

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

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

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

Brian Lockwood, Assistant Professor. BA, College of New Jersey; MA, PhD, Temple University. Research interests include the applications of Geographic Information Systems (GIS) in the study of offending, environmental criminology, and juvenile delinquency.

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

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 chart for program requirements. All curriculum charts are detailed and displayed in Appendix "B."

- Bachelor of Arts in Criminal Justice

BACHELOR OF SCIENCE IN HOMELAND SECURITY

The Homeland Security major incorporates core homeland security competencies in the areas of counterterrorism and intelligence, emergency management, strategic planning, and collaborative partnerships. This program also prepares students for graduate study.

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

- Bachelor of Science in Homeland Security

CRIMINAL JUSTICE DEPARTMENT MINORS

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 Forensic Investigation
- Minor in Homeland Security

ENGLISH

*Susan Goulding, Chair, Department of English
David Tietge, Director of First Year Composition
Kristen Blumel, Graduate Program Director
(2014-2015)*

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.

Humanities and Social Sciences

Kristin Bluemel, Professor and the Wayne D. McMurray-Helen Bennett Endowed Chair in the Humanities. PhD, Rutgers University. Specialty is twentieth-century British literature. Additional interests include literary criticism and theory, the novel, children's literature, World War II and the end of empire, and book history.

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

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

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

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

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

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

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

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

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

John Hanly, Assistant Professor. PhD, University of Louisville. Areas of specialty include composition theory and ethics.

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 at least 3.3
- A major GPA of at least 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 Irish Studies
- Minor in Professional 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 specializa-

tion include medieval through eighteenth-century Spanish literature, linguistics, Latin-American theatre, and Latin-American women authors. Teaching and research interests include linguistics, methodology of foreign language teaching, oral proficiency acquisition, and Spanish and Italian language and culture.

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

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

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

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

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

Humanities and Social Sciences

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 and should consult with the chair of the Department of Foreign Language Studies or the department advising coordinator for placement.
- 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 or the Department Advising Coordinator.

** 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.

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 or the Department Advising Coordinator, Dr. Alison Maginn, extension 3612.

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.

Note: All Spanish majors must complete the Oral Proficiency Interview (OPI) coordinated by the department. For any questions concerning the OPI,

please contact the Chair of the Department of Foreign Language Studies, Dr. Barrea-Marlys, extension 5390 or the Oral Proficiency Coordinator, Dr. Gac-Artigas, extension 3406.

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

- Overall GPA of at least 3.3
- Major GPA of at least 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.”

- Certificate in Spanish Language

HISTORY

Richard Veit, Chair, Department of History and Anthropology

Julius O. Adekunle, Professor. PhD, Dalhousie University, Canada. Teaching fields include

African history, Africa and its Diaspora, and Western Civilization. Recent research on Nigerian history and society.

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

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

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

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

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

Frederick L. McKittrick, Associate Professor. 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.

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

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

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

Richard Veit, Professor and Chair. 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

Joseph Rapolla, Chair, Department of Music and Theatre Arts

Sheri Anderson, Specialist Professor, Theatre, Stage Management. MFA, University of California, San Diego. Ms. 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.

Jamie Baer Peterson, Instructor of Applied Voice. Eastman School of Music. Experience includes the Lyric Opera of Chicago and soloist with the Dallas, Atlanta, Hartford, Omaha, Princeton, and Westfield Symphonies and also in two national broadcasts with the Mormon Tabernacle Choir. Opera highlights include leading roles with many opera house throughout the United States and France.

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

Ferdinando Del Guercio, Technical Director/Set Designer. BFA, The Maryland Institute College of Art. He is a visual artist/sculptor working with assemblages of found and fabricated objects in wood, glass, metals, and stone. His works have been exhibited in Virginia’s Richmond Museum, the Statesville Museum of Art in North Carolina, the Carnegie Museum in Pittsburgh, and the Birmingham Museum in Alabama. His recent juried exhibitions include “Trenton Metals,” at Artworks in Trenton, NJ, and “The Ellarslie Open,” at the Trenton Art Museum. As the Technical Director for the Lauren K. Woods Theatre at Monmouth University since 2002, he has designed and led Monmouth University’s theatre students to build over fifty sets and has taught Photography, Jewelry/Metal Craft, Stained Glass, 3-D Design, and Art Appreciation for the Department of Art and Design since 1993.

Linda Foster, Instructor of Piano and Mentoring Coordinator in the School of Education. DM, Boston University. Nationally registered music educator and member of NAFME. Experience includes many years of musical performances in

popular music groups and instruction at all grade levels.

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

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

Joseph Rapolla, Instructor and Chair. MBA, Monmouth University. A recognized music industry innovator, who built and led Integrated Marketing departments at Universal and Warner Music Group. He co-founded a Direct-to-Consumer Marketing Agency and a Social Research Agency, and directed relationship marketing for the video game division of Def Jam Enterprises. He has directed programs for top talent, such as Madonna, Bon Jovi, U2, and

Sting, and has partnered with the world’s leading entertainment, media, and consumer brands and agencies. He has earned two Gold Records for his work. He is also a performing songwriter and producer. He has released three studio CD’s and film soundtracks, collaborates with top writers and artists in New York City and Nashville, and continues to perform locally and abroad.

Denise Ridoux, Instructor of Music Appreciation. DMA (expected), Boston University. Also teaches private music lessons at her studio in Sea Girt, NJ.

Erik Kase Romero, Instructor of Advanced Audio Production. BM, College of New Jersey. Recording engineer, producer, multi-instrumentalist, and educator. Head engineer at the Asbury Park Lakehouse Recording Studio. Numerous credits as an engineer, mixer and studio musician working with a broad spectrum of clients from indie projects and local talent to international and major label artists and producers. Active musician performing and touring with several original music projects.

Gloria A. Rotella, Specialist Professor of Music (Piano, Music Education). EdD, Rutgers University. Teaches piano and coordinates the Early Field Placement/Student Teaching Program. Expanded the Methods classes and also introduced a Job Shadowing Program for Long Branch High School seniors. As Director of Applied Music, Dr. Rotella has increased student enrollment in applied music courses as well as the number of senior recitals. Dr. Rotella recently coordinated a Music Career Networking event for all music education students and alumni which provided an opportunity for students to network for future employment.

David M. Tripold, Associate Professor. PhD, Drew University. Field of interest is American sacred music. He is a composer, choral director, vocal teacher, and organist. Dr. Tripold is a nationally recognized choral conductor, singer, voice teacher, organist, and liturgical scholar who oversees Monmouth University’s music education degree program and directs the concert chorus and chamber choir. For over thirty years he has been engaged as a church organist and choir director and has performed as a baritone soloist and organist in the United States and Europe. His present scholarship focuses on American church

music, especially pertaining to the origins of church choirs, church music collections known as tune books, and patterns and developments in contemporary American worship.

George Wurzbach, Specialist Professor of Music. MA Music Composition, Hunter College. Professor Wurzbach is a multi-award-winning composer, performer, and producer. His work with the music comedy group Modern Man earned a BackStage Magazine Bistro Award and several MAC Award nominations. His recent contribution to the album *Comedians and Angels* earned a 2009 Grammy Award nomination for folk music legend Tom Paxton. As a composer he recently scored theme and segment music for the PBS series *Real Simple* and created the sound design for the “Roaring Mountain” with composer John Deak and librettist Bill Gordh, debuted by the New York Philharmonic at Lincoln Center. During the past four theater seasons as Music Director at Monmouth University he has composed and conducted original scores that were premiered by the Music and Theatre Arts student.

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

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

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

Manuel Chávez, Lecturer. PhD, Binghamton University – SUNY. Areas of interest include Latin American philosophy, Latino/a Studies, Pragmatism, and Social and Political philosophy. Current research interests include Decolonial Theory and Ethics.

George González, Assistant Professor. ThD, Harvard Divinity School. Dr. González teaches courses in religious studies, ethics, and philosophy. His research methodology, philosophical anthropology, is highly interdisciplinary and

weaves together ethnography, philosophical inquiry, social science, and historiography in the service of intersubjective inquiry and anthropological ethics. Dr. González's recent publications are in the area of religion and capitalism. His research interests include critical theory, post-colonial studies, Latino/a Studies, gender and queer studies, religion and the professions, New Age religions, and post-secularism. Dr. González is also involved in interfaith initiatives both within and outside the University.

Golam Mathbor, Professor and Chair. PhD, The University of Calgary. Areas of interest include development and analysis of social policies and services, community organizing and social action, social planning, community development and community participation, and international social work. Current research interests include sustainable development of coastal communities, international development, and interdisciplinary studies.

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

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."

- Certificate in Africana Studies

POLITICAL SCIENCE AND SOCIOLOGY

Joseph Patten, Chair, Department of Political Science and Sociology

Kathryn Kloby, Public Policy Program Director

Johanna Foster, Sociology Program Director

Gregory Bordelon, Lecturer of Political Science. JD, Louisiana State University. Professor Bordelon previously worked for the Paris branch of a U.S. law firm. Before coming to Monmouth University, he worked as an editor and lecturer for the BAR-BRI program under West Education Group. He is a member of the Northeast Association of Pre-Law Advisors, the International Law Society and the American Political Science Association. He has published on the "Napoleonic Code," constitutional dynamics of campaign finance and lobbying laws and materials for students preparing for the Louisiana and Georgia bar exams. Current projects include shifts in law school curricula and pre-law effects thereof, and media influence on legal procedure.

Stephen Chapman, Assistant Professor. PhD, SUNY Binghamton (expected summer 2014). Specializes in research methods and American politics.

Rekha Datta, Professor and Interim Director of the Center for Excellence in Teaching and Learning (CETL). PhD, University of Connecticut. Specialization in political theory, international relations, comparative politics of South Asia, East Asia, the United Nations, and Women and the World. Research interests focus on issues of gender and development, traditional and human

security issues, and child labor. Author of: *Beyond Realism: Human Security in India and Pakistan in the Twenty-First Century* (2008); *Why Alliances Endure: The United States-Pakistan Alliance, 1954-1971* (1994); co-editor, with Judith Kornberg, *Women in Developing Countries: Assessing Strategies for Empowerment* (2002). Advisor of Pi Sigma Alpha National Political Honor Society. Founder of the Institute for Global Understanding.

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

Johanna Foster, Assistant Professor of Sociology and Sociology Program Director. PhD, Rutgers University. Dr. Foster holds a PhD in Sociology from Rutgers University with a concentration in Gender Studies (2000), and a MA in Applied Sociology/Social Policy (1994) from The American University, where she also earned a BA in Interdisciplinary Studies/Women's Studies (1992). She has taught sociology and gender studies for almost twenty years at a range of academic institutions, from private universities to urban community colleges, and with many of those years on the faculty at Monmouth University. She most enjoys sharing her love of sociology with students, and regularly teaches such courses as Introduction to Sociology, Introduction to Gender Studies, Race and Ethnicity, and Social Stratification. For many years, she combined her teaching and research efforts in social inequalities with work to restore higher education to prison communities, co-founding *The College Bound Consortium* for incarcerated women in New Jersey, and the college connections program for incarcerated women in New York.

Kathryn Kloby, Associate Professor. PhD, Rutgers University. Specialties are public sector accounting, performance measurement and reporting, citizen participation, public policy, and research

methods. Her most current research focuses on accountability in public education.

Jennifer McGovern, Lecturer of Political Science and Sociology. PhD, Temple University. Passionate about teaching and learning sociology. She specializes in understanding how sport both reflects and challenges social inequalities, such as social class, race, ethnicity, nationality, gender, and sexuality. Her previous research focused on the ways that professional baseball's institutional structures have grown and changed and how local baseball fans tell narratives about baseball players as the game has grown more global in scope.

Nancy J. Mezey, Associate Professor of Sociology and Associate Dean of Faculty and Academic Affairs for the Wayne McMurray School of Humanities and Social Sciences. PhD, Michigan State University. Specializes in family sociology, race-class-gender studies, gender studies, and the sociology of sexualities. Her research and publications focus on how and why diverse family forms develop out of particular social, cultural historical and political contexts. Outside of Monmouth University, Dr. Mezey serves as the 2014-2015 Vice President of the Society for the Study of Social Problems (SSSP). She also served as a volunteer in Mali, West Africa, for the Peace Corps from 1988-1990. In 2010, she received the Monmouth University Distinguished Teacher of the Year Award.

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. Teaches courses in American politics and public policy. Received the Monmouth University Distinguished Teaching Award in 2009. Coach of the Monmouth University Policy Debate Team and University advisor for the Washington Semester Internship Program. He also served as president of the New Jersey Political Science Association in 2012 and 2013. Co-author of *Why Politics Matter: An Introduction to Political Science* (Wadsworth Cengage Publisher) in 2012.

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

Journal of Social Justice; *Middle East Quarterly*; *Jerusalem Quarterly File*; *Scandinavian Journal of Development Alternatives and Area Studies*; *Journal of South Asian and Middle East Studies*; *International Journal of Leadership*; *Journal of Leadership Studies*; and *Leadership and Organization Development Journal*. Dr. Sarsar also has two published books of poetry: *Crosswinds* (1999) and *Seven Gates of Jerusalem* (2010). A third book of poetry, *Poems of the Holy Land*, is awaiting publication.

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 GPA 3.5 or higher; Political Science GPA 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 GPA 3.5 or higher; Sociology GPA 3.65 or higher

Student Clubs: Political Science Club, Global Service Club (Model UN), 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
- 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

BACHELOR OF ARTS IN POLITICAL SCIENCE WITH A CONCENTRATION IN LEGAL STUDIES

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 Legal Studies

POLITICAL SCIENCE 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 Social Justice
- 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, Associate Professor. PhD, Arizona State University. Licensed Marriage and Family Counselor. Interests include how gender development impacts individuals' life decisions and development, particularly in terms of education and career trajectories.

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

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

Robyn M. Holmes, Professor. PhD, Rutgers University. Specialization is in child development

with a primary interest in children's play and ethnographic methods. Current research focuses upon the relationship play and culture, play and learning, and recess, most recently in the Pacific Rim. Teaching and research interests include interdisciplinary and cross-cultural approaches.

Gary Lewandowski, Professor and Chair. PhD, State University of New York at Stony Brook. General area of interest is social psychology. Within social psychology, specializes in close romantic relationships, involving such topics as interpersonal attraction, love, relationship maintenance, and relationship dissolution. Specifically, research focuses on how entering, maintaining, and losing romantic relationships influences the self.

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

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

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

David B. Strohmetz, Professor. 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 differ-

ences 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 and a wide variety of career paths within and outside of psychology.

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

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

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

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

Laura Schmuldt, Specialist Professor. PhD, University of Central Florida.

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 Laboratory Science, and Software

Engineering, an undergraduate Networking Technologies and Applications certificate and minors in Biology, Chemistry, Computer Science, Global Sustainability, Information Technology, Mathematics, Statistics, and Physics, and concentrations in Molecular Cell Physiology, Advanced Chemistry, Biochemistry, Chemical Physics, Cytotechnology, Medical Laboratory Science, and Statistics.

The School of Science also offers master's degrees in Computer Science, Information Systems, and Software Engineering. The undergraduate Bachelor of Science in Computer Science Advanced Computing Concentration program is accredited by the Computing Accreditation Commission of ABET, <http://www.abet.org>. The undergraduate Bachelor of Science in Software Engineering program is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>. The Chemistry and Physics Department is approved by the American Chemical Society (ACS). All qualified advanced chemistry, biochemistry, and chemical physics degree recipients are eligible to receive ACS certification of their degrees. The degrees in Clinical Laboratory Science and Medical Laboratory Science are accredited by the Commission on Accreditation of Allied Health Education Professions (CAAHEP) or

by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). All programs of study are directed toward preparing students for working and living in a multicultural, technologically complex, global environment.

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

RAPID RESPONSE INSTITUTE

Barbara T. Reagor, PhD. Director, Rapid Response Institute. A Bellcore Fellow and former Telcordia VP of Homeland Security, Dr. Reagor worked has 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 Memorial Institute for the Prevention of Terrorism (MIPT) publication "Project First Responder." He has also held positions at FEMA and AT&T.

Robert M. Kelly Jr., MSEE Stanford University. Adjunct Professor, Monmouth University. Synthesis of emerging and existing technologies into useful applications; Radio Frequency Identification (RFID), large scale systems architecture, and integration; work in all phases of technology development from the lab to customer support; operations, administration, and maintenance (OA&M) of complex computer/communications environments; customer/client and vendor relationship management, especially outsourcing; and processes for quality technology realization and support.

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

URBAN COAST INSTITUTE

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

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

The Urban Coast Institute (UCI) serves the public interest as a forum for research, education,

and collaboration that fosters the application of the best available science and policy to support healthy and productive coastal ecosystems and a sustainable and economically vibrant future for coastal 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

Bernadette Dunphy, Interim Chair, Department of Biology

Pedram Patrick Daneshgar, Assistant Professor. BA, University of Delaware; MS, Saint Joseph's University; PhD, University of Florida. Dr. Daneshgar's research interests include community and ecosystem ecology of coastal systems including dunes and mangroves, impacts of invasive plant species, and diversity maintenance mechanisms of grasslands.

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 and the roles of antioxidant proteins in cells during oxidative stress and neurodegeneration.

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

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

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

Kathryn A. Lionetti, Associate Professor. PhD., State University of New York at Stony Brook. Specializes in microbiology and molecular biology.

Current interests include recombinant DNA technology, apoptosis, and applications of molecular biology in clinical diagnostic procedures and emerging viral diseases.

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

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

Tiffany Medley, Lecturer. PhD, City University of New York. Specializes in environmental policy, estuarine ecology and ecosystem restoration. Current research includes evaluating the abundance and health of wild oysters in the Hudson River Estuary.

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

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

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

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

best management practices for coastal nonpoint source pollution.

Jeffrey H. Weisburg, Specialist Professor. PhD, Cornell University-Weill Graduate School of Biomedical Sciences. Specializes in Anatomy and Physiology and Immunology. Current research involves the use of nutraceuticals, food derivatives that have pharmacological properties, to treat cancers of the oral cavity and leukemia.

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

DEPARTMENT OF CHEMISTRY AND PHYSICS

William Schreiber, Chair, Department of Chemistry and Physics

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

Bradley J. Ingebretsen, 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.

Dmytro Kosenkov, Assistant Professor. Ph.D., Chemistry, Jackson State University, Physical chemistry. Research interests: investigation of energy transfer in photosynthetic complexes to design new types of solar cells, modeling light sensitive proteins for non-invasive control of neurons, speeding-up computational chemistry using graphics processing units (GPUs).

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. Research interests: small molecule synthesis for the inhibition of telomerase by G-quadruplex DNA stabilization; synthesis of novel chromophoric systems for dye-sensitized solar cells and sensor applications; synthetic methodology.

Kayla Lewis, Assistant Professor. PhD, Georgia Institute of Technology. Geophysics research interests: computer modeling of processes associated with climate change.

Gregory Moehring, Associate Professor. PhD, Purdue University. Inorganic Chemistry. Research interests: 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: detection and control of process gases, air quality, and spectroscopic methods of analysis.

Jonathan Ouellet, Assistant Professor. PhD, University of Sherbrooke. Biochemistry, Research interests: nucleic acid structure and folding dynamics.

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

William L. Schreiber, Lecturer and Chair. 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. Research interests: speciation, geochemical cycling, 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.

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 and related sciences, medicine, pharmacy and other health professions, or in education. Careers in academia, the chemical and pharmaceutical industries, 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 qualifies graduates to apply for Secondary Education endorsement as a chemistry teacher. Completion of two additional courses makes one eligible for the teacher of physical science certification.

The Bachelor of Science in 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 pursue graduate study in chemistry should follow this program. 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 pursue graduate study in biochemistry or any of the health-related professions should follow this program. American Chemical Society certification may also be achieved in this concentration by appropriate choice of electives.

The concentration in Chemical Physics will prepare students interested in graduate work in areas such as nanotechnology and materials sci-

School of Science

ence, which are at the interface of chemistry and physics.

Departmental Honors can be earned in Chemistry if the following criteria are met:

- An overall GPA of 3.3 or higher;
- A major GPA of 3.5 or higher;
- At least three credits of research;
- Completion of: Physical Chemistry II and Physical Chemistry II Lab
- 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 Elementary Education 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 in 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 pro-

gram 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

MEDICAL LABORATORY SCIENCE and CLINICAL LABORATORY SCIENCES

William Schreiber, Chair, Department of Chemistry and Physics

The curricula in Medical Laboratory Science and Clinical Laboratory Sciences are quite similar. Both prepare students to work as skilled professionals in medically related laboratories. Students complete three years of course work, focused on chemistry and biology, followed by a one-year hands-on internship at one of several hospital sites. Professionals in these areas provide laboratory data that is essential to the diagnosis of diseases, management of patient therapy, and maintenance of health. Graduates of these rewarding programs are highly employable and enjoy excellent starting salaries. They also have the potential for further career advancement in the field.

The **Clinical Laboratory Sciences** program is offered in collaboration with the Rutgers School of Health Related Professions (Rutgers-SHRP). The curriculum is composed of three years of a pre-professional component followed by a fifteen-month internship at the Rutgers-School of Health-Related Professions. Concentrations are available in cytotechnology and medical laboratory science. Monmouth University and the Rutgers-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 Sciences with a Concentration in Cytotechnology
- Bachelor of Science in Clinical Laboratory Sciences with a Concentration in Medical Laboratory Science

The **Medical Laboratory Science** 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 an eleven-month training period at a NAACLS-approved hospital program. Students have typically attended programs at:

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 chart located in Appendix "B" for program requirements:

- Bachelor of Science in Medical Laboratory Science

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 support various undergraduate programs by offering specific physics courses required in other majors and courses designed to meet the general education natural sciences requirements. The faculty also provides research opportunities for interested students.

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

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

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

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

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

Richard Scherl, Associate Professor. PhD, University of Illinois and University of Chicago. Interests include artificial intelligence (especially

knowledge representation, automated reasoning, and natural language processing), cognitive science, and databases.

William Tepfenhart, Professor. PhD, University of Texas. Interests include artificial intelligence, software architecture, and software design.

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

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

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

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, which is accredited by the Computing Accreditation Commission of ABET, <http://www.abet.org>, 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, com-

puter 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
Advanced Computing Concentration
- Bachelor of Science in Computer Science
Applied Computing Concentration

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

NETWORKING 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."

- Networking Technologies and Applications

BACHELOR OF SCIENCE IN SOFTWARE ENGINEERING

The undergraduate Software Engineering curriculum, which is accredited by the Engineering Accreditation Commission of ABET www.abet.org 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.

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

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

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

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

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

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

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

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

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

Sandra Zak, Lecturer. PhD, University of New Hampshire. Interests include operator algebras, C^* - algebras, curriculum development, and the mathematical preparation of teachers.

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.

The Concentration in Statistics gives students both a strong foundation in mathematics and specialized, advanced knowledge in pure and applied statistics. Students will be well prepared to enter data analysis and statistics fields, as well as graduate statistics programs.

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."

- 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 MINORS

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, CRE, MAI

ASSOCIATE DEAN: Gilda Agacer, PhD

MBA PROGRAM EXECUTIVE DIRECTOR:

Peter Reinhart, Esq.

MBA PROGRAM DIRECTOR: Susan Gupta, PhD

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

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

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

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

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

Student Honor Society: Beta Gamma Sigma

ACCOUNTING

Nancy Uddin, Chair, Department of Accounting

Gilda Agacer, Associate Professor and Associate Dean of the Leon Hess Business School. PhD, University of South Carolina. Specializes in governmental accounting, advanced accounting analysis, and managerial cost analysis.
gagacer@monmouth.edu

Vasundhara Chakraborty, Assistant Professor. BS, Nagpur University; MS, PhD, Rutgers University.

Linda Flaming, Associate Professor. PhD, University of Oklahoma; CPA, Oklahoma. Teaching interests include all levels of financial and managerial accounting. Research interests are in tax, audit, accounting, and investor decision-making.
lflaming@monmouth.edu

Xudong (Daniel) Li, Assistant Professor. BE, BS, University of Science and Technology of China, MBA, University of California; ABD, University of North Texas.

Paul J. Savoth, Associate Professor. JD, Seton Hall University; LLM, Villanova University; BA Middlebury College. Primary research interests include various areas of business law and federal taxation.
psavoth@monmouth.edu

Douglas Stives, Specialist Professor. MBA, Lehigh University. CPA; New Jersey. Teaching interests are in the areas of taxation.
dstives@monmouth.edu

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

Minna Yu, Assistant Professor. PhD, Kent State University. BA, MS, Dongbei University, China. Teaching interests include managerial accounting, financial accounting, and international accounting. Current research interests include analyst forecasts, accrual anomaly, and corporate governance.
miyu@monmouth.edu

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

ECONOMICS, FINANCE, AND REAL ESTATE

Benedicte Reyes, 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.
naslanbe@monmouth.edu

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

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

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

Judex Hyppolite, Assistant Professor. PhD, Indiana University.
jhyppoli@monmouth.edu

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.
ymahajan@monmouth.edu

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.
dmoliver@monmouth.edu

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

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.
pressman@monmouth.edu

Peter S. Reinhart, Esq., Specialist Professor, Director of the Kislak Real Estate Institute, and Interim MBA Program Executive Director. JD, Rutgers Law School, Camden. BA, Franklin and Marshall College. Served as Senior Vice President and General Counsel for Hovnanian Enterprises, Inc., for thirty-three years. Also served on the Council on Affordable Housing for ten years and was a member of the Real Estate Task Force of Governor Whitman's Economic Master Plan Commission. He was also a past president of the New Jersey Builders' Association and is the current Chairman of New Jersey Future. Mr. Reinhart has authored articles for *Housing New Jersey*, *Tri-State Real Estate Journal*, and *New Jersey Lawyer*.
preinhar@monmouth.edu

Benedicte Reyes, Associate Professor and Chair. PhD, Finance, Columbia University. Research interests include international corporate finance and capital markets deregulation.
breyes@monmouth.edu

Robert H. Scott III, Associate Professor. PhD, University of Missouri at Kansas City. Research interests include credit cards, start-up business financing, and interpreting the work of Kenneth Boulding.
rscott@monmouth.edu

MANAGEMENT AND DECISION SCIENCES

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

Gwendolyn Yvonne 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.
galexis@monmouth.edu

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

John S. Buzza, Specialist Professor. MA, University of Phoenix. Primary interests include teaching, entrepreneurial endeavors, and philanthropic activities.
jbuzza@monmouth.edu

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

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

Joseph J. McManus, Assistant Professor and Director of the Center for Entrepreneurship. PhD, Rutgers University, MBA, Pepperdine University, JD, Rutgers University School of Law, Camden. Research interests include organizational misconduct, business ethics, corporate social responsibility, and social entrepreneurship.
jmcmamus@monmouth.edu

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

tions are human resource management, human relations, and active teaching methods. His current research interests focus on developing hybrid courses, employee behavior, and jobs of the twenty-first century.
mosca@monmouth.edu

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

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.
goakes@monmouth.edu

Stuart Rosenberg, Associate Professor. PhD, Fordham University. Research interests include case writing, managerial economics, and the relationship between management and culture.
srosenbe@monmouth.edu

Eugene S. Simko, Associate Professor, PhD, Strategic Management, Baruch College of the City University of New York, MBA, Temple University. Primary area of teaching and research is strategic management. Dr. Simko has over thirty years of consulting and training experience in strategic planning. He served on Governor Whitman's NJ State Assembly Taskforce on Business Retention in NJ, and was appointed by her to serve as a commissioner on the USS NJ Battleship Commission. He is a member of the Board of Trustees of the USS NJ Battleship Museum in Camden, NJ. He served for six years as a commissioned officer in the US Army Reserve, Adjutant General Corps, and attended the US Military Academy at West Point. He is on the Board of Governors of the West Point Society of NJ. He is the co-author of four editions of the Cengage Textbook, *Current Topics In Technology*.
simko@monmouth.edu

Donald R. Smith, Associate Professor. PhD, University of California at Berkeley. Research interests include applied quantitative decision making, operations research, and management science.
dsmith@monmouth.edu

Charles Willow, Associate Professor. PhD, Industrial and Systems Engineering, University of Houston. Research interest includes Digital Business, Management Information System, and E-commerce, Web-based Information Technology, Technological Innovations Management, Technological Entrepreneurship, Intelligent Information Systems, Systems Modeling and Development, Robotics, and Digilog (Digital + Analog) Technology, among others.
cwillow@monmouth.edu

MARKETING AND INTERNATIONAL BUSINESS

Min Hua Lu, Chair, Department of Marketing and International Business

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

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.
ahandlin@monmouth.edu

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.
mlu@monmouth.edu

David P. Paul III, Associate Professor. PhD, Old Dominion University; DDS, Virginia Commonwealth University; Medical College of Virginia. Primary interests are in marketing and healthcare management. Co-editor of *Health Marketing Quarterly*.
dpaul@monmouth.edu

Joseph Rocereto, Associate Professor. PhD, Drexel University. Primary research interests are brand anthropomorphization, customer loyalty, strategic branding, and integrated marketing commu-

nications. Other interests include the use of color in marketing communications and the effects of self-concept congruity constructs.

jroceret@monmouth.edu

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.
mskiba@monmouth.edu

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 and Decision Sciences
- Bachelor of Science in Business Administration with a Concentration in Marketing
- Bachelor of Science in Business Administration with a Concentration in Marketing, Management and Decision Sciences
- 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 Accounting
- Minor in Business Administration
- Minor in Business of Healthcare
- Minor in Business Administration—Economics
- Minor in Business Administration—Finance
- Minor in General Management
- Minor in 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 content 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 P-12 student learning. The School's pro-

Education

grams also integrate state-of-the-art computer technologies that can be applied in K-12 classrooms, school administration, and student counseling. The School has its own computer lab and offers its own online and Web-enhanced courses.

CURRICULUM AND INSTRUCTION

Wendy Harriott, Chair, Department of Curriculum and Instruction

Linda Arnold, Assistant Professor. PhD, The University of Tennessee

Judith Bazler, Professor. EdD, University of Montana. Specialty is curriculum design and science education and informal science (e.g., museums). Founder of the Smart Discovery Center, Bethlehem, Pennsylvania.

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

Letitia Graybill, Lecturer. EdD, Rutgers University. Professional interests include issues in science and society and applications of computer technology to classroom teaching.

Wendy Harriott, Associate Professor and Chair. PhD, Pennsylvania State University. Professional interests include special education, behavior management, and inclusive education.

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

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

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

Alex Romagnoli, Assistant Professor. PhD, University of Pennsylvania.

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

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

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 complete 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, English/Creative Writing, Foreign Languages/Spanish, 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 four 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); or Early Childhood - P3 (available to Elementary K-5 only). One or more of these endorsements may be combined with a student's academic program.

Internal Progression Requirements

To qualify for certification, by August 1 before the sophomore year at Monmouth, students must meet New Jersey State mandated progression requirements to qualify for certification. This will require students to have a 3.0 grade point average (GPA), achieve a passing score on the Praxis Core Academic Skills for Educators (CORE) (or score of at least a 1660 combined critical reading, writing, and mathematics score on the SAT, or at least a 23 on the ACT, or 4.0 on the analytical writing section and a combined score of 310 on the quantitative and verbal

sections of the GRE), and send a completed assessment of written and oral communication skills to the School of Education. Students must also 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 3.0 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 3.0. Transfer students will be permitted to take one or two education courses as appropriate in the first semester. Transfer students may transfer a maximum of six (6) professional education credits from a two-year institution. Please refer to the *Internal Progression Requirements* in the paragraph above for additional State-mandated progression requirements.

Applications for student teaching must be submitted to the Office of Certification, Field Placements, and School Partnerships by January 31 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
- 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

Education

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

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)

SPEECH PATHOLOGY, EDUCATIONAL COUNSELING AND LEADERSHIP

Tina Paone, Chair, Department of Speech Pathology, Educational Counseling and Leadership

Harvey Allen, Specialist 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.

Patricia Bonaventura, Assistant Professor. PhD, Ohio State University.

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

JoAnne Cascia, Assistant Professor. EdD, Nova Southeastern University. Professional interests include language development and disorders, articulation disorders, sensory integration disorders, autism, and supervision.

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

Jose M. Maldonado, Associate Professor. PhD, University of Arkansas. Areas of interest include multicultural counseling and school counseling.

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

Cynthia O'Connell, Specialist Professor. MEd, The College of New Jersey, Post Master's Certificate in School Counseling, Director of School Counseling and Student Assistance Coordinator, Georgian Court University. Professional interests include school counseling topics such as school climate change, at-risk youth, careers, and spirituality in counseling.

Tina Paone, Associate Professor and Chair. PhD, University of Nevada, Reno. Areas of professional interest include school counseling, group counseling, diversity, and play therapy.

Nicole Pulliam, Assistant Professor. PhD, Montclair State University

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

Lynn Romeo, Dean and Associate Professor. EdD, Rutgers University. Areas of professional interest include literacy, comprehension instruction, mentoring, and electronic dialoguing.

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

Lilly Steiner, Assistant Professor. EdD, Boston University; MA, University of North Dakota; BA, University of Wisconsin-LaCrosse. Research interests include family literacy and creating strong home-school partnerships.

The Marjorie K. Unterberg School of Nursing and Health Studies

DEAN: Janet Mahoney, PhD

ASSOCIATE DEAN: James Konopack, PhD

The Marjorie K. Unterberg School of Nursing and Health Studies was established in 1998.

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.

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.

The faculty believe 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 enables graduates to obtain entry-level position as registered nurses.

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.

In the belief that professional nurses must possess the capacity to modify their roles and responsibilities as healthcare continues to change, the faculty look 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 faculty believe 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.

The school offers a Pre-Licensure Bachelor of Science in Nursing program (BSN) and an RN to BSN Bachelor of Science in Nursing program for registered nurses; a Bachelor of Science in Health Studies program for non-nursing majors; a Bachelor of Science in Health Studies/Physical Education program with or without an Endorsement in K-12 Education; a Health Studies minor for non-nursing majors; and an undergraduate interdisciplinary certificate in gerontology.

SCHOOL OF NURSING AND HEALTH STUDIES FACULTY

Staci Andrews, Lecturer, Health and Physical Education. ABD (August 2014) Springfield College.

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

Tresa Dusaj, Assistant Professor. PhD, Rutgers University; BSN, Johns Hopkins University; MS, New York University, RN, CNE. Specialty areas include nursing education, technology, and pediatrics.

Kathryn Fleming, Specialist Professor. PhD, MSN, CPHG University of Medicine and Dentistry of New Jersey. Specialty areas include nursing informatics, quality management, and process improvement.

Cira Fraser, Professor. PhD, Adelphi University, RN, ACNS-BC. Specialty interest areas include nurs-

ing 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.

Maria Hrycenko, Lecturer, DC, Sherman College, Spartanburg, South Carolina. Specialty area interests include health policy, alternative health, and ergonomics.

Laura T. Jannone, Associate Professor, Chair of the Nursing Department, and Director of the MSN Program. EdD, Teachers College, Columbia University. NJ-CSN, FNASN. Specialty areas and interests are tobacco prevention and cessation, school nursing, and health policy.

Barbara Johnston, Professor, Hess Chair and Director of the DNP Program. PhD, RN, CNE, Hofstra University. Specialty areas and interests include gerontological topics, pharmacology, pathophysiology, and distance/online education.

Laura Kelly, Associate Professor. PhD, Rutgers University. Adult Psychiatric Clinical Nurse Specialist and Family Psychiatric Nurse Practitioner. Specialty areas include sexually transmitted diseases and lesbian health concerns.

Rose Knapp, Assistant Professor. DNP, University of Miami, ACNP-BC. Specialty interest areas include acute care and emergency nursing issues, pharmacology and primary care, and disaster preparedness.

James F. Konopack, Associate Professor, Associate Dean 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.

Gina LaMandre, Specialist Professor, Physician's Assistant Program. MS, University of Massachusetts; MS, University of Medicine and Dentistry.

Cheryl Leiningen, Assistant Professor, Nursing. DNP, UMDNJ, Adult Nurse Practitioner. Specialty interest areas include community/envi-

ronmental health issues, Bullying in Nursing and LGBT health.

Stephanie Lynch, Specialist Professor, Physician's Assistant Program. MS, George Washington University.

Janet Mahoney, Professor and Dean. PhD, APN-BC, ENA, New York University. Specialty areas and interests include nursing research, nursing administration, and gerontological nursing.

Colleen Manzetti, Assistant Professor, DNP, Sanford, Alabama CNE, CNLCP. Specialty interests include life care planning, rehabilitation nursing, and nursing education.

Christina McSherry, Associate Professor, Nursing. PhD, New York University.

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

Jaime Myers, Assistant Professor, Health and Physical Education. ABD, University of South Florida.

Marta Neumann, Lecturer. PhD, Academy of Physical Education, Wroclaw, Poland. BA, MA, College of Physical Education, Wroclaw, Poland. Specialty areas and interests include exercise physiology, physical education, physical fitness and yoga.

Sue Polito, Specialist Professor. MSN, Monmouth University ANP-C, GNP-C. Specialty areas include healthy aging, cognitive decline, and end-of-life care.

Julie Schaaff, Lecturer in Health Studies. MS, University of Delaware. Specialty areas include biomechanics, mind-body fitness and health studies.

Patricia Sciscione, Specialist Professor. PhD, Seton Hall University; MSN, Kean University. Certified School Nurse. Specialty areas and interests include school nursing and emergency nursing.

Sharon W. Stark, Professor. PhD, Widener University. AGPCNP-BC. Certified Forensic Nurse (CFN). NAPG Credentialed Professional Gerontologist. (CPG). Specialty areas and interests are gerontology/geriatrics, adult nursing, health education, and forensic nursing.

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

Mary Ann Troiano, Associate Professor. DNP, Waynesburg University, FNP-BC. Child Care Health Consultant. Specialty areas include women's health, adolescents, and child care.

Nursing Student Honor Societies:

Lambda Delta Chapter - Sigma Theta Tau, the International Nursing Honor Society

NURSING

Laura Jannone, Chair, Department of Nursing

PRE-LICENSURE BSN PROGRAM FOR NON-NURSES:

Admission Requirements: (For Freshmen Only):

- Satisfying Monmouth's admission criteria for the University and for the BSN program. Writing an essay that expresses an interest in, and commitment to, the nursing profession.
- Demonstrating a strong background in the sciences.
- Exposure to a healthcare setting or related experience is encouraged.

Progression Requirements:

Once selected for the program, students will be required to meet certain benchmarks, including:

- Maintaining a cumulative GPA of 2.75 or better.
- Achieving a minimum standard grade of C+ or better in prerequisite courses (CE109, BY111, BY112, BY107, HE200).
- Maintaining a standard grade of "C+" or better in nursing clinical didactic courses (NU201, NU202, NU 203, NU204, NU415).
- 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 and submit a copy of liability and malpractice policy. Students with criminal backgrounds may not proceed in the nursing program.

- All students are expected to maintain membership in the Student Nurse Association ANA/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.

RN TO BSN PROGRAM:

The RN to BSN 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 on campus, hybrid, or on-line. 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 RN to 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.
- All students are expected to maintain membership in the Student Nurse Association ANA/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 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 Admission section of this catalog.

Local testing center: Brookdale Community College, 732-224-2583 or 732-224-2229.

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 – Pre-Licensure
- Bachelor of Science in Nursing – RN to BSN

CERTIFICATE IN GERONTOLOGY

The fifteen-credit undergraduate Certificate in Gerontology is an interdisciplinary program coordinated by Professor Janet Mahoney. The program 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

HEALTH STUDIES AND PHYSICAL EDUCATION

James Konopack, Chair, Department of Health Studies and Physical Education

HEALTH STUDIES

The Health Studies program at Monmouth University is designed for students who wish to enhance their knowledge of health and health-related issues. Specific course content provides information about current health issues and allows students to develop the analytical skills needed to evaluate issues and policies. Additionally, students develop an understanding of the link between new research in health science and the development of healthcare strategies and policies.

Graduates are prepared to work with individuals, groups, and families in health organizations and services, corporate health programs, education, and at the local, state, federal, or international level. Students can further their education by pursuing graduate degrees in areas such as medicine, dentistry, physical therapy, health and physical education, healthcare administration, public health, and many others. The mission of the Health Studies program is to increase students’ knowledge in a variety of health disciplines by teaching students to: analyze the causes and means of preventing disease and illness while seeking optimal health, develop the responsibilities and competencies of effective health educators, and advocate for the health of others. The mission of the Health and Physical Education program is to prepare well-rounded undergraduates for careers in health and physical education through a curriculum that combines courses in health education with a strong foundation in exercise science.

To date, Health Studies graduates have secured entry-level employment in various health-related organizations as well as acceptance for graduate enrollment in the following disciplines: Dentistry, Physician Assistant, Occupational Therapy, Physical Therapy, Accelerated Nursing, Psychological

Nursing and Health Studies

Counseling, and Exercise Science. All students are encouraged to apply to sit for the Certified Health Education Specialist (CHES) certification exam at the conclusion of their undergraduate curriculum.

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

Student Health Honor Society:

Epsilon Gamma Chapter – Eta Sigma Gamma
National Health Education Honor Society

PHYSICAL EDUCATION

Note: A maximum of four credits of physical education course work 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 course work.

In addition to undergraduate programs, the school offers an RN to MSN Direct Program for registered nurses; a bridge program for registered nurses who hold a bachelor's degree in a field other than nursing; a Master of Science in Nursing (MSN) degree for nurses seeking preparation as an adult-gerontological nurse practitioner, family nurse practitioner, nurse administrator, nurse educator, school nurse, psychiatric and mental health nurse practitioner, or forensic nurse; and a post-master's Doctor of Nursing Practice (DNP) degree for nationally certified nurse-practitioners and nurse executives. Five post-master's certificates are available for master's degree-prepared nurses seeking preparation as an adult-gerontological or family nurse practitioner, nurse administrator, psychiatric and mental health nurse practitioner, or nurse educator. Graduate certificates are available for school nurses and forensic nurses. A Master of Science Physician Assistant program will be in the fall of 2014. Detailed information about these graduate programs is located in the graduate catalog.

The School of Social Work

DEAN: Robin Mama, PhD

DIRECTOR OF THE BSW PROGRAM:

Elena Mazza, PhD

DIRECTOR OF THE MSW PROGRAM:

Kelly Ward, 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:

- To conceptualize and contribute to social work theory, knowledge, values, and skills on a generalist level for BSW students, and on an advanced, concentration-specific level for MSW students through three interrelated perspectives:

social and economic justice through the advancement of human rights, strengths-based empowerment, and practice with families within a global context;

- 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;
- 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;
- To think critically, analyze, produce, and disseminate research that informs theory, policy, practice, and evaluation in social work;
- 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.

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

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, Associate 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.

Anne Deepak, Associate Professor. PhD, Columbia University.

Christa Hogan, Lecturer. BSW, Monmouth University; MSW, Fordham University. Extensive practice in geriatric social work as well as in specialized school settings working with special needs children. Her private practice focuses on individual counseling to children, adolescents, and adults. She also provides hospice services to the terminally ill.

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

Robin Mama, Professor and Dean. PhD, Bryn Mawr College. Areas of interest include occupational safety and health, field education, and culturally competent social work practice. Current research projects include international social work and human rights.

Golam Mathbor, 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, Associate Professor and Director of the BSW Program. 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.

Sanjana Ragudaran, Specialist Professor. PhD, University of New York. Social work researcher with areas of interest in participating research, community development, and immigration.

Michelle Ann Scott, Associate 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 MSW 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.

Paul Urbanski, Assistant Professor. PhD, University of Albany, New York.

Joelle Zobotka, Assistant Professor. PhD, Rutgers University. Clinical social worker with practice in children, youth and young adults; clinical training in parent management and the diagnosis of fetal alcohol syndrome.

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 Life at Monmouth University offers many important 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 policies and practices relevant to student life. Students should become familiar with the handbook at the start of every academic year.

SERVICES FOR STUDENTS: ORIENTATION

A student's introduction to student life at Monmouth begins even before classes start. All new students participate in orientation programs designed specifically for their needs.

First-year students

All new first-year students, commuters and residents, are expected to take part in a comprehensive two-day, one-night New Student Orientation Program during the month of July. This structured program includes educational and social activities designed to ease the transition to college life at

Monmouth and to give students opportunities to meet and interact with other new students. Prior to the program, students must complete an online Math Placement Test. During orientation, students will attend an advising/registration program during which they will work with a First-Year Advisor to develop a schedule for the fall semester. They will also meet faculty, staff, and students with whom they'll be interacting during the first year.

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

Families of first-year students have opportunities to come to campus to learn about life at Monmouth University during their student's first year on campus. The first is a Parent Program, offered in June, before New Student Orientation. Families will receive important information about their student's upcoming transition into life as a university student and meet representatives from across the campus. 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 Associate Dean for CSS Support Services and Articulation and Student Development Counselors are available to assist transfer students with their personal adjustment and educational plans.

At the beginning of each semester, all new transfer students are welcomed to the University at a specially designed orientation program.

HOUSING OPTIONS

Residents

The University offers a variety of housing options in sixteen locations: Beechwood, Cedar, Mullaney, Spruce, Willow, Laurel, Elmwood, Pinewood, Oakwood, Redwood, new residence hall and Maplewood Halls; the Garden, Great Lawn, and University Bluffs apartment complexes; and Pier Village. Living styles include traditional room arrangements, usually for first-year students; suite style, usually for first-year and upper-class students; and apartments for juniors and seniors. Residence halls are typically co-ed by floor, and the majority of students share double rooms. In an effort to make a comfortable match, new students are asked to complete a questionnaire before room assignments are made. First-year and sophomore housing is guaranteed for students who submit the required enrollment and housing deposits and housing contract by the required deadline. For first-year students, the deadline is May 1.

Each residential area is staffed by full-time professional Area Coordinators who reside on campus. Each hall is staffed by Resident Assistants, all of whom are intensively trained in providing assistance, information, activities, and programs for resident students. The Associate Vice President for Student Services, two Associate Directors of Residential Life, and one Assistant Director of Residential Life reside near campus and provide additional, professional support for the Residence Life program.

All on-campus halls provide laundry facilities that utilize vending cards, which can be purchased on campus. All resident students not living in a

University-owned or -sponsored apartment are required to be on the meal plan of the Residence Dining Hall. Students may choose either a carte blanche plan, which allows you unlimited access to the Residential Dining Hall, or one of three “block” meal plans, which provides students with a set number of meals for the semester. First-year students may not select a “block” lower than 195 until their sophomore year.

Cars are unnecessary, as everything generally is within walking distance of campus. Many students use bicycles. While students are not prohibited from bringing cars (parking is extremely limited and a parking decal is required), they are discouraged from having cars on campus so that they may fully experience University life and all that it has to offer.

Commuters

There are traditional, nontraditional, full-time, part-time, graduate, and undergraduate students who commute to campus every year. Monmouth University recognizes that its commuter students are unique and that they have a variety of needs which the University attempts to address each semester. As such, the Office of Off-Campus and Commuter Services (OCCS) is available to provide support and guidance to all of the commuter students who attend Monmouth University. Commuter students are notified as early as summer orientation where information sessions are offered. They can also communicate with student leaders to find out how to navigate the programs and services that are available on campus. Students who have an interest in getting involved are encouraged to contact the Office of Student Activities or any of the ninety recognized clubs and organizations that exist at Monmouth.

There are a wide range of extracurricular events and leadership opportunities that take place, and programs are planned so that commuters can participate during the day. Furthermore, commuter students may choose from a number of dining options that include a la carte and meal plan services in the Student Center Cafeteria, Java City, Bey Hall Express, the Magill Commons Dining Hall, and the Café at the Library. Commuter students will find parking at any time of the day or night. For more information, contact OCCS at 732-263-5651 or refer to the Office’s Web site at www.monmouth.edu/commuter.

STUDENT SERVICES

Health Services is open to all students whether they live on or off campus. All students, aged thirty (30) years or younger, must show proof of two measles, two mumps, and one rubella immunization and if taking nine (9) or more credits must show proof of having completed the Hepatitis B series. All resident students, regardless of age, are required to receive the meningitis vaccine. There is no fee to be medically evaluated. Students are responsible for any costs that may be incurred for outside referrals, prescriptions, special services, laboratory, and diagnostic procedures. Students are seen on a walk-in basis. Appointments are required for Women's Clinic, physicals, and psychiatric evaluations. Services include: diagnosis and treatment of common ambulatory illnesses and injuries, immunizations, allergy injections, physicals, GYN services, drug and alcohol screening, psychiatric evaluation, and medication titration.

The Health Center hours are: Monday through Thursday, 8:00 a.m. to 7 p.m., and Friday, 8:00 a.m. to 5 p.m.

Health Services is staffed with four nurse practitioners, a nurse practitioner/director, a licensed drug and alcohol counselor, a part-time general practitioner physician, and a part-time psychiatrist. Monmouth Medical Center, a community teaching hospital, offers complete medical and psychiatric services and is within a mile and a half of the University.

The Department of Counseling and Psychological Services provides free, confidential psychological counseling to Monmouth University students on a "first-come, first-served" basis. The professional staff of licensed psychological counselors supports students in addressing a variety of personal issues, including general mental health, anxiety and stress management, depression, emotional crises, family issues, interpersonal conflicts, and more. The Counseling Center is located on the third floor of the Rebecca Stafford Student Center and is open from 8:45 a.m. to 5 p.m., Monday, Wednesday and Friday. Evening appointments are available on Tuesdays and Wednesdays until 7 pm. Contact us by e-mail at mucounseling@monmouth.edu 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, room 202D. The office hours are Monday through Friday 8:45 a.m. to 5 p.m.

CO-CURRICULAR PROGRAMS

Athletics

Athletics constitute an integral part of a Monmouth University education. The NCAA Division I athletic program offers excellent opportunities for qualified athletes who wish to participate and a special level of enthusiasm and excitement for the entire University community.

The athletics program fields men's varsity teams in baseball, basketball, cross-country, football, golf, indoor track and field, lacrosse, soccer, tennis, and outdoor track and field. Women's varsity teams participate in basketball, bowling, cross-country, field hockey, golf, indoor track and field, lacrosse, soccer, softball, tennis, and outdoor track and field.

Student Activities

The Office of Student Activities and Student Center Operations provides a variety of programs and opportunities that are intended to assist in the social, cultural, and intellectual development of our students. The office is responsible for the coordination of cultural and social activities reflecting the diverse population of the University. It encourages student participation in clubs and organizations, is involved in the coordination of campus and multicultural activities, provides leadership training for student organizations, oversees Fraternity and Sorority Life and the operation of the Student Center, and supports and provides weekend programming and a film series. It also sponsors an involvement fair and provides student group and leader recognition opportunities.

STUDENT ORGANIZATIONS

There are more than ninety-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, social media sites, e-mail, electronic boards, the student newspaper, *The Outlook*, and the Calendar of Events to learn more about club activities throughout the year.

Student Center

An integral part of Monmouth's overall campus life program, the Student Center serves as a gathering area for all segments of the University community. It is an area where students meet informally and formally to share common interests and develop friendships. The Student Center includes dining facilities, lounges, the Sovereign Bank office and ATM, computer labs, 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 Life, the Center for Student Success, the Office of Career Services, Student Activities/Operations, Judicial Affairs, International Student and Faculty Services, Central Scheduling, the Office of Off-Campus and Commuter Services, Conference and Event Services, the Study Abroad Office, the Office of Student Employment, the Academic Foundations Office, the Office for Disability Services, the Office of Veteran Services, and the Office of Counseling and Psychological 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 for fun.

Cultural Activities

The Department of Music and Theatre Arts, housed in the Lauren K. Woods Theatre, offers a wide ranging schedule of concerts, recitals and theatrical productions during the academic year, and a professional theatre, the Shadow Lawn Stage, in the summer. The department offers performance opportunities in concert chorus, chamber choir, glee clubs, chamber orchestra, jazz band, and pep band. Applied music study is offered to all students in voice, piano, woodwinds, brass, guitar, strings, and percussion.

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

While Monmouth has no religious affiliation, it does recognize the important place that religion has in the lives of many of its students. Cru, the Catholic Centre, Hillel, the Muslim Student Association, Chabad, and the Coptic Orthodox Club are all active on campus. In addition, churches and synagogues representing the major religious faiths are within convenient reach of the campus and are available for services and personal counseling. A listing of area places of worship is available at the Office of Student and Community Services.

Recreation

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

football/lacrosse, and soccer fields. There is a year-round Intramural Sports Program, which includes games and sports such as basketball, dodge ball, flag football, softball, volleyball, poker, home run derby, three-point contest, knockout, Baggo, soccer, water polo, and Whiffle ball.

SOCIETIES

Greek Letter Organizations

Currently there are seven National Interfraternity Conference (NIC) fraternities, six National Panhellenic Conference (NPC) sororities, two culturally based sororities, and one special interest fraternity on campus. The fraternities include: Delta Tau Delta, Phi Kappa Psi, Tau Kappa Epsilon, Sigma Pi, Tau Delta Phi, Theta Xi, and Sigma Tau Gamma. The sororities include: Alpha Omicron Pi, Alpha Sigma Tau, Alpha Xi Delta, Delta Phi Epsilon, Phi Sigma Sigma, and Zeta Tau Alpha. The two culturally based organizations are Lambda Theta Alpha Latin Sorority, Inc., and Alpha Kappa Alpha Sorority, Inc. The one special interest fraternity is Alpha Kappa Psi, a professional business fraternity.

Honor Societies

Academic departments sponsor honor societies to give recognition to outstanding scholarship in a particular area. Student Life does not oversee academic honor societies.

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

Henry D. Mercer, III '87, Chairman
Jeana M. Piscatelli, '01, '02,
Vice Chairman
James S. Vaccaro, III, Treasurer
Michael A. Plodwick '82, Secretary

TRUSTEES

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

Virginia S. Bauer (2009)
Chief Executive Officer
GTBM, Inc.
East Rutherford, NJ

Francis V. Bonello, Esq. (2010)
Of Counsel
Wilentz, Goldman and Spitzer, P.A.
Eatontown, NJ

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

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

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

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

John C. Conover, III (2013)
Broker/Owner
John C. Conover Agency
Asbury Park, NJ

William P. Dioguardi, Jr. '80 (2006)
Chairman and CEO
Four Springs Capital, LLC
Lake Como, NJ

Marti S. Egger '81 (2002)
Senior Account Manager, Supplier
Services
IMS Health, Inc.
Parsippany, NJ

Jan Greenwood, PhD (2001)
Greenwood/Asher Associates, Inc.
Miramar Beach, FL

Marianne Hesse (2007)
The Hesse Companies
Atlantic Highlands, NJ

Kenneth W. Hitchner, III (2007)
Partner and Managing Director
Goldman Sachs Group, Inc.
New York, NY

Frederick J. Kaeli, Jr. '61 (2010)
Atlantic Highlands, NJ

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

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

Jeana M. Piscatelli '01, '02 (2010)
Principal
Wells Fargo Business Banking
Summit, NJ

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

**Thomas A. Porskievies '82 '86
(1998)**
Mantech Advanced Systems International,
Inc.
Belcamp, MD

Steven J. Pozyski '73 (2003)
President
SJP Properties
Parsippany, NJ

Directories

David A. Reale '96 (2011)

Vice President
Phoenix Tube Company, Inc.
Bethlehem, PA

Robert B. Sculthorpe '63 (2003)

New York, NY

Carol A. Stillwell (2012)

President/CEO
Stillwell-Hansen, Inc.
Edison, NJ

Michelle Spicer Toto '94 (2011)

Vice President
PKM Panel Systems Corporation
Ocean, NJ

Webster B. Trammell, Jr., PhD '70, '73

Middletown, NJ

James S. Vaccaro, III (2010)

President and CEO
Manasquan Savings Bank
Wall Township, NJ

LIFE TRUSTEES

Marcia Sue Clever, MD (2003)

Red Bank, NJ

Paul W. Corliss (2000)

President and CEO
The Silver Fox Club
Manasquan, NJ

Alan E. Davis, Esq. (1995)

Partner
Greenbaum, Rowe, Smith, & Davis, LLP
Woodbridge, NJ

Judith Ann Eisenberg (1993)

Vero Beach, FL

Alfred L. Ferguson, Esq. (1998)

Fair Haven, NJ

Harold L. Hodes '65 (1997)

Senior Partner
Public Strategies Impact, LLC
Trenton, NJ

John H. Kessler '69 (1997)

Senior Vice President
RBC Wealth Management
West Palm Beach, FL

Robert E. McAllan '69 (2003)

Chief Executive Officer
Press Communication, LLC
Neptune, NJ

Stephen M. Parks '68 (1998)

Palm Beach Gardens, FL

William B. Roberts (1996)

President
Monmouth Capital
New York, NY

Alfred J. Schiavetti, Jr. (1997)

President
Navesink Associates, LLC
Red Bank, NJ

TRUSTEES EMERITI

Paul S. Doherty, Jr. '67, HN '04

Chairman and President
Arrowpac, Inc.
Secaucus, NJ

Charles T. Parton, HN '01

Little Silver, 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. Schlaefel (1933-1956) *

Eugene H. Lehman (1956-1957)

Edward G. Schlaefel (1957-1962)

William G. Van Note (1962-1971)

Richard J. Stonesifer (1971 – 1979)

Samuel H. Magill, PhD (1980–1993)

President Emeritus

Rebecca Stafford, PhD (1993–2003)

President Emerita

Paul G. Gaffney II (2003-2013)

President Emeritus

(*Dean)

ADMINISTRATION

OFFICERS

Paul R. Brown, PhD (2013)

President
BA, Franklin and Marshall College; MA,
PhD, University of Texas at Austin

Edward Christensen, PhD (1996)

Vice President for Information Management
AS, George Washington University; BS,
Southern Illinois University; MBA, PhD,
Rutgers University

William G. Craig (1981)

Vice President for Finance
BS, Seton Hall University; CPA, NJ

Grey J. Dimenna, Esq. (1995)

Vice President and General Counsel
BA, State University of New York at
Binghamton; JD, Syracuse University
College of Law

Jason Kroll (2013)

Vice President of External Affairs
BA, Drew University; MA, Fairleigh
Dickinson University

Robert D. Mc Caig, EdD (2005)

Vice President for Enrollment Management
BA, Penn State University; MA, Arcadia
University; EdD, Temple University

Marilyn McNeil, EdD (1994)

Vice President and Director of Athletics
B.R.E., The University of Calgary; MA,
McGill University, EdD, Washington
State University

Laura Moriarty, PhD (2014)

Provost/Vice President for Academic Affairs
BA, MA Louisiana State University, PhD,
Sam Houston State University

Mary Anne Nagy (1986)

Vice President for Student and Community
Services
Interim Vice President for University
Advancement
BS, Springfield College; MEd, Monmouth
College; MBA, Monmouth University

Patricia Swannack (1975)

Vice President for Administrative Services
BS, Monmouth University

OFFICE OF THE PRESIDENT

Paul R. Brown, PhD (2013)

President
BA, Franklin and Marshall College; MPA,
PhD, University of Texas at Austin

Annette Gough (1989)

Executive Assistant to the President
AA, Monmouth University

Janet Fell (1987)

Special Assistant to the Board of Trustees
BA, Thomas Edison State College

OFFICE OF THE GENERAL COUNSEL

Grey J. Dimenna, Esq. (1995)

Vice President and General Counsel
BA, State University of New York at
Binghamton; JD, Syracuse University
College of Law

Nina M. Anderson (2013)

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

Charlene K. Diana, Esq. (2005)

Associate General Counsel
BA, John Jay College of Criminal Justice;
JD, Roger Williams University School of
Law

Sandra M. Kosinski, CPA (2011)

Director of Internal Audit
BS, Kean University

ACADEMIC AFFAIRS

Laura Moriarty, PhD (2014)

Provost/Vice President for Academic Affairs
BA, MA Louisiana State University
PhD, Sam Houston State University,
Huntsville, TX

Mercy O. Azeke, EdD (2009)

Dean of the Center for Student
Success and Academic Advising
BS, University of Nigeria; MEd, EdD,
Temple University

Edward Christensen, PhD (1996)

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

Kevin Dooley, PhD (2005)

Dean of the Honors School
BA, Monmouth University; MA,
Rutgers University; PhD, Rutgers
University

Jacqueline-Ann Ferguson (2004)

Assistant Vice President for Academic
Budgets and Financial Analysis
BS, Brooklyn College; MBA,
Monmouth University

Stanton W. Green, PhD (2004)

Dean of the Wayne D. McMurray
School of Humanities and Social
Sciences
BA, University of New York at Stony
Brook; MA, PhD, University of
Massachusetts, Amherst

Janet Mahoney, PhD (1995)

Dean of the Marjorie K. Unterberg
School of Nursing and Health
Studies
RN, St. Mary's Hospital; BSN,
Monmouth College; MSN, Seton
Hall University; PhD, New York
University

Robin Mama, PhD (1992)

Dean of the School of Social Work
BSW, College of Misericordia; MSS,
PhD, Bryn Mawr College

Donald M. Moliver, PhD (1982)

Dean of the Leon Hess Business
School
BA, Fairleigh Dickinson University; MA,
PhD, Virginia Polytechnic Institute
and State University. State Certified
General Real Estate Appraiser for
New Jersey and New York

Datta V. Naik, PhD (1977)

Vice Provost and Dean of the
Graduate School and Continuing
Education
B.Sc., St. Xavier's College, University
of Bombay, Goa, India; PhD,
University of Notre Dame

Judith L. Nye, PhD (1987)

Associate Vice President for
Academic Foundations – General
Education
Interim Associate Vice President for
Academic and Institutional
Assessment
BS, MS, PhD, Virginia
Commonwealth University

Susan J. O'Keefe (1981)

Associate Vice President for
Academic Administration
AB, Douglass College; MS, Rutgers
University

Michael A. Palladino, PhD (1999)

Dean of the School of Science
BS, The College of New Jersey
(Trenton State College); PhD,
University of Virginia

Lynn Romeo, EdD (1994)

Dean of the School of Education
BA, Glassboro State College; MA,
Kean University; EdD, Rutgers
University

Saliba Sarsar, PhD (1985)

Associate Vice President for Global
Initiatives
BA, Monmouth College; PhD,
Rutgers University

Kathleen Snedden (1986)

Assistant to the Provost

Claude E. Taylor (2005)

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

Leon Hess Business School

Donald M. Moliver, PhD (1982)

Dean of the Leon Hess Business School
BA, Fairleigh Dickinson University; MA,
PhD, Virginia Polytechnic Institute and
State University. State Certified General
Real Estate Appraiser for New Jersey
and New York

Gilda M. Agacer, PhD (1998)

Associate Dean of the Leon Hess
Business School
BA, University of the East Philippines;
M.I.B.S., PhD, University of South
Carolina

Susan Gupta, PhD (2006)

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

Janeth Merkle

Assistant to the Dean

Theresa Lowy (2001)

Associate Director of the Kislak Real
Estate Institute

Nicola Kelly (2002)

MBA Program Administrator
BA, Thomas Edison College

Peter Reinhart, Esq.

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

School of Education

Lynn Romeo, EdD (1994)

Dean of the School of Education
BA, Glassboro State College; MA, Kean
University; EdD, Rutgers University

Jason Barr, PhD (2005)

Associate Dean of the School of
Education
BA, University of Hartford; MA, New
York University; PhD, Fordham
University

Christine Borlan (2003)

Credential Officer

Carrie Digironimo (2005)

Advising Liaison
BA, Adams State College; MAT, MEd,
Monmouth University

Directories

Gil Eckert (2011)

Assessment Project Coordinator
MS, Kean University; BS, Stockton
State College; CNE, Certified
Network Engineer, Novell

Patricia Heaney (2007)

Director of Field Placements
BA, St. Peter's College; MEd, William
Paterson University

Marta Jahn (2007)

Coordinator of Early Field Placements
AAS, Bergen Community College

Jenifer Joyce '87, '97 (1999)

Program Advisor
BS, MAT, Monmouth University

Janis Marcus (2000)

Academic Advisement Liaison
BSW, Ohio State University; MSED,
Northeastern University

Sarah Moore (2004)

MAT Program Coordinator
BA, Siena College; MA, Georgian
Court College

School of Humanities and Social Sciences

Stanton W. Green, PhD (2004)

Dean of the Wayne D. McMurray School
of Humanities and Social Sciences
BA, University of New York at Stony
Brook; MA, PhD, University of
Massachusetts, Amherst

Kelly Barratt (2011)

Marketing Coordinator for the Arts

Chris Cavallaro (1992)

Director of Broadcast Engineering
BA, Monmouth University

Eileen Chapman (2006)

Assistant Director of Performing Arts
Series

Mark Ludak (2007)

Compliance Officer/Technical
Specialist
Specialist Professor of Art
(Photography)
BA, Monmouth University, MFA,
Hunter College Parsons School of
Design

Scott Knauer (2005)

Director of Galleries and Collections
BFA, University of Wisconsin; MFA,
Ohio University

Nancy Mezey, PhD (2002)

Associate Dean of Faculty and
Academic Affairs for the Wayne D.
McMurray School of Humanities
and Social Sciences
B.A., Vassar College; M.A., Ph.D.,
Michigan State University

Patrick Murray (2005)

Director of the Polling Institute
AB, Lafayette College; MA, Rutgers
University

Vaune Peck (1987)

Counselor and Coordinator of Arts
Programming and Promotion

Eric Reisher (2002)

Broadcast Technical Assistant
BA, Monmouth University

Lorna Schmidt (1999)

Director of Advising, Department of
Communication
BA, Eastern Illinois University; MA,
Emerson College

Michael Thomas (1997)

Associate Dean of the Wayne D.
McMurray School of Humanities
and Social Sciences
BA, Hamilton College; MFA,
Syracuse University

School of Nursing and Health Studies

Janet Mahoney, PhD (1995)

Dean of the Marjorie K. Unterberg School
of Nursing and Health Studies
RN, St. Mary's Hospital; BSN, Monmouth
College; MSN, Seton Hall University;
PhD, New York University

Carol Biscardi, PhD (2012)

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

Kenneth Faistl (2013)

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

Joseph DePasquale (2013)

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

Cira Fraser, PhD (1996)

Coordinator of the BSN Program
RN, St. Vincent's Medical Center;
BSN, The College of Staten Island;
MS, Rutgers University; PhD,
Adelphi University

Laura Jannone (2000)

Director of the MSN Program
RN, Christ Hospital; BSN, Jersey City
State College; MS, Jersey City
University; EdD, Teachers College
Columbia

James Konopack, PhD (2006)

Associate Dean of the Marjorie K.
Unterberg School of Nursing and
Health Studies
Chair of Health Studies Department
BA, Cornell University; EdM, Boston
University; PhD, University of
Illinois

Joseph Monaco (2012)

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

Barbara Paskewich (2001)

Special Projects Coordinator
BA, Monmouth University; MA,
Montclair State University; RN,
Anne May School of Nursing

School of Science

Michael A. Palladino (1999)

Dean of the School of Science
BS, The College of New Jersey (Trenton
State College); PhD, University of Virginia

Joseph Chung (2001)

UNIX Administrator and Teacher
BS, MS, PhD, University of Illinois at
Chicago

Catherine N. Duckett (2009)

Associate Dean of the School of
Science
BA, Brown University; MA, University
of Texas at Austin; PhD, Cornell
University

Merrily Ervin (1997)

Coordinator of SC 100
BA, University of California-Davis;
MS, PhD, Rutgers University

Rigoberto Garcia (2005)

Chemistry Technician/Chemical
Hygiene Officer
BA, Thomas Edison State College

Anne Marie Lavin (1996)

Biology-Chemistry Lab Supervisor/
Compliance Officer
BS, Kean College

Anthony MacDonald (2005)

Director of the Urban Coast Institute
BA, Middlebury College; JD,
Fordham University

James Nickels (2007)

Marine Scientist, Urban Coast Institute
MS, Montclair State University

Janice Rohn (2012)

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

John A. Tiedemann (1998)

Assistant Dean of the School of
Science
Director of the Marine and
Environmental Biology and Policy
Program
BS, Upsala College; MS, Florida
Institute of Technology

Lynn Dietrich (2011)

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

School of Social Work

Robin Mama, PhD (1992)

Dean of the School of Social Work
BSW, College of Misericordia; MSS, PhD,
Bryn Mawr College

Leah Lazzaro (2006)

Field Placement Coordinator, School
of Social Work
BA, Penn State University; MSW,
Monmouth University

Paul Longo (1999)

Director of Field and Professional
Development, School of Social Work
BA, MSW, Rutgers University

**Graduate School and Continuing
Education**

Datta V. Naik, PhD (1977)

Vice Provost and Dean of the
Graduate School and Continuing
Education
B.Sc., St. Xavier's College, University
of Bombay, Goa, India; PhD,
University of Notre Dame

Anthony Lazroe (2007)

Director of the Office of Grants and
Contracts
BA, Long Island University; MA,
Northern Illinois University

Laura Babbin (1991)

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

Monmouth University Library

Edward Christensen (1996)

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

Susan Bucks (2010)

Instructor Librarian
Instructional Services/Reference/
Government Documents
BA, MA, Rutgers University

Eleanora Dubicki (2003)

Associate Librarian
BA, Douglass College; MLS, MBA,
Rutgers University

Rachel Gardner (1989)

Associate Librarian; Coordinator of
Information Services and Collection
Development
BA, Vassar College; MA, Middlebury
College; MLS, Rutgers University

George Germek (2006)

Assistant Librarian – Reference
Coordinator
BS Kean University; MA Rutgers
University; MLIS Rutgers University

Aurora Ioanid (1996)

Associate Librarian; Head of Technical
Services
MA, University of Bucharest,
Romania; MLS, Columbia University

Mary Beth Meszaros (2008)

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

Academic Administration

Lynn K. Reynolds (2002)

Registrar
BA, MA, Monmouth University

Marc Jose (2012)

Associate Registrar for Technology
BS, Bloomfield College

Debbie Mellish (1979)

Assistant Registrar for Scheduling
and Course Management
AAS, Brookdale Community College

LacyJane Ryman-Mescal (2008)

Assistant Registrar for Curriculum
Maintenance, Degree Audit, and
Commencement
BA, The College of New Jersey

Karen Wyant (2001)

Assistant Registrar for Academic
Services

**Academic and Institutional
Assessment**

Judith L. Nye, PhD (1987)

Interim Associate Vice President for
Academic and Institutional Assessment
Associate Vice President for Academic
Foundations – General Education
BS, MS, PhD, Virginia Commonwealth
University

Eleanor C. Swanson (1994)

Director of Institutional Research
BA, University of Arizona; MA, PhD,
University of Connecticut

Global Initiatives

Saliba Sarsar (1985)

Associate Vice President for Global
Initiatives
BA, Monmouth College; PhD, Rutgers
University

Robyn Asaro (1998)

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

Marina Vujnovic (2008)

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

Christopher Hirschler (2009)

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

Barbara Nitzberg (1996)

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

Joseph Patten (2002)

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

Directories

Academic Foundations – General Education

Judith L. Nye, PhD (1987)

Associate Vice President for Academic Foundations – General Education
BS, MS, PhD, Virginia Commonwealth University

Rekha Datta (1995)

Interim Director of the Center for Excellence in Teaching and Learning
B.A., M.A., Presidency College, University of Calcutta, India; Ph.D., University of Connecticut

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, EdD (2009)

Dean of the Academic Advising and the Center for Student Success
BS, University of Nigeria; MEd, EdD, Temple University

Skip Carey (2005)

Director of Disability Services for Students
BA, Marist College; MA, New Jersey City University

Carolyn Chirichello (2000)

Assistant Director, Disability Services for Students
BA, University of California, Santa Cruz; MS, San Jose State University

Dorothy Cleary (2010)

Director, Tutoring and Writing Services
MSEd, Walden University

Noah Hart (2004)

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

William F. Hill (1977)

Assistant Dean for Career Services
BA, St. Peter's College; MA, Manhattan College

Colleen Johnson (1981)

Director, Educational Opportunity Fund Program
BA, MSEd, Monmouth College

Jean Judge (1984)

Associate Dean for Support Services and Articulation
BS, Georgian Court College; MA, Trenton State College

Erin Kenney (2004)

Disability Specialist, Disability Services for Students
BS, Marist College; MSW, Fordham University

Lori Lichter (1983)

Student Development Counselor
BA, MA, Montclair State University

Nicole Martinez (2006)

Counselor and Freshman Coordinator, Educational Opportunity Fund
BA, MA, Monmouth University

Danielle Schrama (1999)

Director of Academic Advising
BS, MS, Monmouth University

Tyrone M. Smith (2009)

Counselor, Educational Opportunity Fund
BA, MEd, Monmouth University

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

Mary Byrne (2014)

Associate Vice President and Controller
BS, Saint Peter's University; MBA, Rutgers University; CPA, NJ

Mary Cadigan (2014)

Manager of Payroll Services
BA, Kean University

Shelley Carlock (2010)

Accountant
BBA, Pace University; CPA, NJ

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

Betsy Lunney (1981)

Assistant Vice President for Treasury Operations
BBA, Suffolk University; MBA, Monmouth University

Mohieb Mohsen (2010)

Loans and Collections Administrator
BS, Cairo University

Camille Peterson (1993)

Assistant Bursar

Laurie Stanton (1987)

Accounts Payable Manager
AA, Brookdale Community College

Melissa Sweeney (2007)

Accountant
BS, Rutgers School of Business; MBA, Monmouth University

John Gavin (1991)

Associate Vice President for Budgets and Finance
BS, MBA, Seton Hall University

David Tsong (2012)

Copy Center Manager
BA, Syracuse University

William T. Rainey (1982)

Bookstore Manager
BA, Rutgers University

Kathy Booth (1985)

Assistant Bookstore Manager

Nikki Hernandez (2000)

Assistant Manager of Course Materials
BA, Monmouth University

Mark Miranda (2005)

Director of Purchasing
BS, St. John's University

Patricia Curtis (2006)

Box Office Manager
BA, Montclair University

Edward Christensen (1996)

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

John Cavallo (1997)

Director, Information Logistics and
Security
BA, MA, Monmouth University

Theodore Tsoutsas (2001)

Software Licensing Administrator
Assistant LMS Administrator

Information Support

Wendy Savoth (2004)

Associate Vice President for Information
Support
BS, University of Connecticut; MS,
Monmouth University

Max Bado (2011)

Technology Support Specialist
BA, Bucknell University

Lydonna (Sue) Baklarz (2007)

Computer Systems Analyst

Joseph Bemby (2000)

Director of Computer Support
BA, MA, Monmouth University

Karen M. Blaney (2007)

Enterprise Application Support
Specialist

Edward Carson (2004)

Computer Systems Analyst

Robert Coles (2007)

Computer Trainer
BA, MA, Monmouth University

Deborah Cotler (2005)

Director of Instructional Support
BA, State University of New York,
Albany; EdM, Boston University

Aditi (Rupa) Dasgupta (2008)

Graphic Web Designer/Videographer
BA, University of Virginia; MFA,
Parsons Institute

Wayne Elliott (2002)

Instructional Technologist and LMS
Administrator
BA, Monmouth University

Tease Gould (1995)

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

Joseph Huybens (2001)

Computer Systems Analyst

Kristen Kormann (1998)

Enterprise Application Support
Specialist

Ronald Lawson (2006)

Computer Systems Analyst
AS, DeVry University

Aileen (Teri) Monahan (2008)

Enterprise Application Support
Specialist
AS, Staten Island Community
College; BS, C.U.N.Y.

Marijean Nagy (1999)

Enterprise Application Support
Specialist
BA, Felician College; MS, Villanova
University

Billy Pachamango (2001)

Computer Systems Analyst
AS, DeVry University

Linda Puches (2006)

Instructional Designer
BA, Fordham University; MA, Kean
University

Glenn Schacht (2000)

Computer Systems Assistant

Michael Seeley (2005)

Computer Systems Analyst
AAS, Bergen Community College

Lynn Stipick (1997)

Director of Help Desk and Training
BS, West Chester State University;
MSEd, Monmouth University

Michael Walsh (2002)

Director, Enterprise Application
Support
BA, Purdue University; MA, The
Richard Stockton College of New
Jersey

Information Operations

John Sonn (1988)

Associate Vice President for Information
Operations
BA, Rutgers University

James Allan (2004)

System Administrator
AA, Brookdale Community College;
BA, Monmouth University

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

Matthew Girard (2013)

System Administrator
Brick Computer Science Institute

Kathleen Crawley (2002)

Senior Programmer/Analyst

Eric Joyce (1999)

Director of Infrastructure Operations
Brick Computer Institute

Charles Kittner (2010)

Programmer/Analyst
Diploma in Computer Technology,
New York University

Mary Latteri (2002)

Programmer/Analyst
BS, Monmouth University

Michael McGuire (2007)

Network Systems Administrator
BA, Moravian College

Steven Mervine (2004)

Director of Media Operations
BS, Monmouth University

Don Reynolds (2005)

Programmer/Analyst

Gary Rosenberg (2001)

Manager, Telecommunications

Thomas Shenko (1999)

Senior Programmer/Analyst
AA, DeVry Technical Institute

Charles (Joe) Strickland (1993)

Network Administrator

Directories

Bonnie Ullmeyer (1997)

Director of Enterprise Programming
and Integration
BS, Monmouth University

STUDENT LIFE

Mary Anne Nagy (1986)

Vice President for Student Life and
Leadership Engagement
BS, Springfield College; MSEd., Monmouth
College; MBA, Monmouth University

James Pillar (1995)

Associate Vice President for Student
Life
BS, Millersville University; MBA,
West Chester 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; MSEd.,
Monmouth University

Corey Inzana (2006)

Area Coordinator
BS, Quinnipiac University; MBA,
Monmouth University

Tony Conard (2011)

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

Alicia Thompson (2013)

Area Coordinator
BSW, Elizabethtown College; MSW,
Monmouth 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
Life
BA, Glassboro State College; MA,
Rowan College

Kathy Maloney (2001)

Director of Health Services
BSN, Georgetown University; MBA,
The George Washington
University; MSN, Monmouth
University; DNP, Tulane University

Lita Abrazaldo-Richards (2012)

Nurse Practitioner
BSN, St. Louis University; MSN,
Monmouth University

Louise Bosman (1997)

University Nurse Practitioner
BSN, MSN, DNP, Monmouth
University

Mary Lou Dalessandro (2000)

University Nurse Practitioner
BA, Rutgers University; BSN, MSN,
Monmouth University

Carol Huggler (2012)

Nurse Practitioner
BSN, Wilkes College; MSN,
Monmouth University

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

Theresa Jaeger (2012)

Psychological Counselor
BA, St. Peters College; MA Hunter
College, CUNY; PhD, Seton Hall
University

Lorraine Chiavetta (2010)

Psychological Counselor
BA, Wheaton College; PsyD, Rutgers
University

Tom McCarthy (2007)

Assistant Director of Counseling and
Psychological Services
BA, MA, Monmouth University

Christopher McKittrick (2006)

Psychological Counselor
BS, MA, The College of New Jersey

EXTERNAL AFFAIRS

Jason Kroll (2013)

Vice President of External Affairs
BA, Drew University; Master of Public
Administration, Fairleigh Dickinson
University

Terence Bodak, '12 (2012)

Assistant Director, University
Engagement
BA, Monmouth University

Beth Brody (2013)

Director of Leadership Programs
BA, University of Delaware

Jan Connolly (2002)

Director of Special Events and
Programs
BS, University of Evansville

Catherine Cunning (2014)

Director of Leadership Programs
BA, MA, Seton Hall University

Marian Dalton (2003)

Senior Special Events Coordinator

Shari DeAnni (2005)

Assistant to the Vice President of External Affairs

Paul Dement (2005)

Director of Government and Community Relations
BS, Millersville University; MBA, West Chester University

Elizabeth Esten (2012)

Associate Director of Alumni Relations
BS, Boston University

Lucille Flynn (2002)

Associate Vice President of External Affairs
BS, Seton Hall University

Charles Gerdon (2011)

Director, Leadership Programs
BA, Stockton State College; MA, Montclair State University

Freda Karpf '75, '08 (1999)

Director of Prospect Research
BA, MSW, Monmouth University

Amanda Klaus '09 (2014)

Director of Leadership Programs
BA, Monmouth University

Thomas E. Klimchak (2002)

Director of Advancement Services
BA, Millersville University

Anthony Lazroe (2007)

Director of the Office of Grants and Contracts
BA, Long Island University; MA, Northern Illinois University

Jessica Lewis (2011)

Associate Director of Prospect Research
BA, Goucher College (Baltimore)

Petra Ludwig (2003)

Director of Public Affairs
BA, Clark University

Laura Macdonald, '10 (2012)

Assistant Director of Alumni Relations
BA, Monmouth University

Michael S. Maiden, Jr. '07, '14 (2005)

Assistant Vice President of Communications and University Relations
BA, Boston University; MA, Monmouth University

Heather Mistretta (2006)

Assistant Editor
BA, American University

Yasmin Nielsen (2014)

Assistant Vice President of University Engagement
BA, Rutgers – The State University of NJ; MBA, Keller

Keith Richardson (2014)

Assistant Vice President of Leadership Programs
BA, Rider University; MS, Rider 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 (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)

Associate Vice President for Undergraduate and Graduate Admission
BA, BS, MA, Monmouth University

Jessica Kimball (2014)

Graduate Admission Counselor
BS, Monmouth University

Laurie Kuhn (1999)

Associate Director of Graduate Admission
BA, State University of New York at Oneonta; MBA, Baruch College-Mount Sinai School of Medicine

Andrea Thompson (2007)

Graduate Admission Counselor
BA, Marymount Manhattan College; MAT, Monmouth University

Victoria Bobik (2005)

Director of Undergraduate Admission
BA, Colgate University; MA, University of South Carolina

Tyler Bischoff (2012)

Admission Counselor
BA, Monmouth University

Emma Caban (2012)

Admission Counselor
BA, Monmouth University

Casey Cantaffa

Admission Visitation Coordinator

Danielle Colbert (2007)

Assistant Director of Undergraduate Admissions
BA, Lafayette College; MBA, Monmouth University

Patrick Dorsey (2005)

Associate Director of Undergraduate Admission
BS, Fairleigh Dickinson University; MEd, Monmouth University

Lucia Fedele (2012)

Admission Counselor
BA, MBA, Monmouth University

Kamal Kornegay (2004)

Associate Director of Undergraduate Admission
BA, Rowan University

Lesbia Ortiz-Torres (2004)

Associate Director of Undergraduate Admission
BA, Inter America University

Brielle Parady (2013)

Admission Counselor
BA, Elizabethtown College

Lauren Puglisi (2012)

Admission Counselor
BA, Arcadia University; MA, Georgian Court University

Debbie Seals (2001)

Assistant to the Office of Undergraduate Admission
BS, Monmouth University

Christine Benol (1991)

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

Kathleen Dennis (1993)

Transfer Credit Evaluator
BA, College of Saint Elizabeth

Barbara Growney (1994)

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

Rosetta Arce (2013)

Assistant Director of Admission Processing
BS, Monmouth University

Directories

Claire Alasio (1997)

Associate Vice President of Enrollment Management/Director of Financial Aid
BA, Roanoke College; MAEd, Virginia Polytechnic Institute and State University

Kristen Isaksen (1997)

Associate Director of Financial Aid
BA, Dickinson College; MEd., Monmouth University

Tabitha Conlan (2001)

Assistant Director of Financial Aid
BS, Georgian Court University

Sandra Crawford (2008)

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

Marilyn Dorsey (1985)

Direct Lending Coordinator

Nancy Hanson (1997)

Assistant Director of Financial Aid
BS, MBA, Monmouth University

Robert C. Hennessey (2001)

Assistant Director of Financial Aid
BS, West Chester University

Sarah Savarese (2001)

Director of Enrollment Publications and Communications
BA, The College of New Jersey; MBA, Monmouth University

Jonathan Conner (2013)

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

Janine Frederick (2010)

Enrollment Publications and Communications
Assistant Website Developer

Eileen Reinhard (2004)

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

Christopher Robbins (2014)

Web Writer
BA, University of Kentucky

Robert E. Smith (2004)

Senior Website Developer
BS, Boston University

Vera Towle (2008)

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

ADMINISTRATIVE SERVICES

Patricia Swannack (1975)

Vice President for Administrative Services
BS, Monmouth University

Kara Sullivan (1998)

Assistant to the Vice President for Administrative Services
AAS, Brookdale Community College

Robert Cornero (1996)

Associate Vice President for Campus Planning and Construction
BE, Stevens Institute of Technology

Lester Hauck (1988)

Director of Facilities Management for Operations
BS, Monmouth University

Marta Figueroa, PhD (2014)

Director of Compliance
PhD, UMDNJ School of Public Health and Rutgers Graduate School; MS, Hunter College of the City University of New York; BA, Barnard College, Columbia University

Richard Su (1990)

Director of Service Response for Special Events
BA, Monmouth University

Timothy Orr (1996)

Construction Manager
BS, Geneva College

Theresa Fontana (2013)

Accountant
BS, Monmouth University

Maureen Coffey (1999)

Director of HRIS, Employment and Communications
BS, MBA, Monmouth University

Robyn Salvo (2006)

Director of Human Resources
BA, College of New Jersey; MBA, Monmouth University

Maureen Slendorn (2007)

Manager of Recruiting and Staffing
BS, Georgian Court University

Aimee M. Parks (2000)

Assistant Director of Human Resources for Student Employment
BA, MA, Monmouth University

Kathy Stein (2003)

Senior Benefits Administrator
BS, Monmouth University

William McElrath (2003)

Chief, MUPD
BA, Kings College; MA, Seton Hall University

Dean Volpe

Captain of Police, MUPD

ATHLETICS

Marilyn McNeil (1994)

Vice President and Director of Athletics
B.P.E., The University of Calgary; MA, McGill University, EdD; Washington State University

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, MA Monmouth University

Louie Berndt (2009)

Head Coach Softball
BS Western Michigan, Nicholls State University

Tom Bieber (2008)

Director of Athletics Academic Support
BS, Slippery Rock University; MBA, Monmouth University

Andy Bobik (1996)

Associate Head Coach Football
BA, Colgate

George Brown (2012)

Assistant Baseball Coach
BS, St. John's University

Kevin Callahan (1992)

Head Coach, Football
BA, University at Rochester

Richard Callahan (2011)

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

Rich Carragher (2001)

Assistant Athletics Director for Event Management
BS, St. Joseph's University

Jon Cascone (1997)

Director of Recreation and Intramurals
BS, MA, East Stroudsburg University

Vanessa Christensen (2006)

Assistant Athletics Trainer
BS, West Chester University; MEd,
Monmouth University

Marvin Cleidor (2012)

Assistant Football Coach
BS, Lafayette College

Joe Compagni (1995)

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

Gregory Decos (1999)

Assistant Athletics Director
Equipment, Laundry Services

Vincent DeStasio (2005)

Team Physician
BS, Monmouth University; MD, Des
Moines University

Marquetta Dickens (2011)

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

Thomas DiMuzio (2014)

Assistant Football Coach/Receivers
BA, Delaware University; MA,
Bowling Green State 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

Brian Fisher (2012)

Head Coach, Men's Lacrosse
BA, Rutgers University

Abe Flores (2003)

Assistant Coach Men's and Women's
In/Outdoor Track
BA Fine Arts; MAEd, University of
Southern California

Brian Gabriel (2004)

Assistant Coach/Recruiting Football
BA Sienna College

Jeff Gallo (2005)

Assistant Coach Football
BS, Monmouth University; MBA,
Monmouth University

Andrew Geison (2012)

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

Eileen Ghant (2011)

Assistant Lacrosse Coach
BS, Rutgers University

Karen Grygiel (2010)

Head Coach, Women's Bowling
BS, Vanderbilt University

Samantha Hegman (2012)

Director of Compliance
BS, Monmouth University; MS,
Adelphia

Brian Hirshblond (2003)

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

Corey Hubbard (2013)

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

Mike 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 Director of Student
Development
BA, Kean College

Amanda Kuperavage (2011)

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

Hugh MacDonald (2008)

Assistant Coach Men's Soccer
BA, Monmouth University

Megan McAllister (2011)

Assistant Coach Softball
BS, University of Georgia

Robert McCourt (2004)

Head Coach, Men's Soccer
BA, Adelphia University

Kevin Morris (2014)

Offensive Coordinator, Football
BA, Williams College

Patrice Murray (1988)

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

Ed Occhipinti (2006)

Assistant Athletics Director for
Marketing
BA, MA, Monmouth University

Rick Oliveri (2011)

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

Greg Ott (2011)

Athletics Communication Assistant
BS, Springfield College

Jenny Palmateer (2011)

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

Rachelle Paul (2012)

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

Derrick Phelps (2011)

Assistant Coach Men's Basketball
BA, University of North Carolina

Brian Reese (2011)

Assistant Coach, Men's Basketball
BA, University of North Carolina

Tim Rehm (2008)

Coordinator Strength and Conditioning
BS, Springfield College

King Rice (2011)

Head Men's Basketball Coach
BA, University of North Carolina

Carithia Rivers (2013)

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

Jon Roos (2011)

Assistant Athletics Director for Sales
and Development
BA, University of Tennessee; MBA,
Lynn University

Directories

Kylee Rossi (2012)

Assistant Coach, Women's Soccer
BA, University of Tennessee

Simon Rosenblum (2002)

Associate Director of Sports Medicine
BS, Waynesburg College; MEd, Old Dominion

Nicholas Scaramazza (2011)

Assistant Athletics Trainer
BS, West Chester University of Pennsylvania

Dennis Shea (1993)

Director of Golf
BS, Ithaca College

Charles Smith (2012)

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

Jeff Stapleton (1990)

Senior Associate Athletics Director for Internal Affairs
BA, Hobart College

Chris Tarello (2012)

Assistant Cross Country Coach
BA, Rider University

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

Greg Viscomi (2006)

Assistant Athletics Director for Communications and New Media
BA, Towson University; MS, Canisius College

Robert Voorhees (2003)

Director of Aquatics
BS, Monmouth University

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

Mary Yelverton (2014)

Director of Women's Basketball Operations
BSc, North Carolina State

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

Carol A. Giroud

Professor Emerita of Physical Education
B.S., University of North Carolina at Greensboro; M.Ed., University of North Carolina; Ph.D., Union Graduate School

Richard Guilfoyle

Professor Emeritus of Mathematics
B.S., C.W. Post College; M.S., Ph.D., Stevens Institute of Technology

C. Dale Haase

Associate Professor Emeritus of Music
B.S., Mannes College of Music; B.S., M.A., Teachers College, Columbia University

Doris K. Hiatt (1979)

Associate Professor Emerita of Psychology
A.B., Cornell University; Ph.D., City University of New York

Waltraud Hieslmair

Associate Professor Emerita of Physics
B.S., M.S., University of Vienna, Austria

Robert L. Huber

Associate Professor Emeritus of Communication
B.A., Montclair State College; M.A., Adelphi University

Edward Jankowski

Professor Emeritus of Art and Design
BFA, Layton School of Art; MFA,
University of Wisconsin

Barbara Harris Jaye

Professor Emerita of English
B.A., City College of New York; M.A.,
Ph.D., Rutgers University

Margaret G. Juckett

Associate Professor Emerita of
Management
B.S., West Virginia Wesleyan College;
M.A., University of Kentucky; M.B.A.,
Monmouth College

Quentin Keith

Associate Professor Emeritus of English
B.A., Lehigh University; B.A., (Hons.),
M.A., Kings College, Cambridge
University, England

Louis J. Kijewski

Professor Emeritus of Physics
B.A., La Salle College; M.A., Columbia
University; Ph.D., New York University

Glenn King

Professor Emeritus of History and
Anthropology
B.A., Cornell University, M.A., University of
California at Los Angeles; Ph.D.,
University of California at Berkeley

Carl M. Koreen

Associate Professor Emeritus of
Mathematics
B.S., M.S., Louisiana State University

Michiko Kosaka (1986)

Associate Professor Emerita of Computer
Science
B.A., Manhattanville College; M.A., Ph.D.,
New York University

Richard A. Kuntz

Professor Emeritus of Mathematics
B.S., Monmouth College; M.A., Ph.D.,
University of Maryland

Susan Kuykendall

Associate Librarian Emerita
B.S., Trinity University; M.L.S., Rutgers
University

Marilyn M. Lauria

Associate Professor Emerita of Nursing
B.S.N., Hunter College; M.Ed., Ed.D.,
Teachers College, Columbia University

R. Kaiser-Lenoir

Professor Emeritus of Foreign Languages
Licence es Lettres, Sorbonne; Diplome
d'Etudes Litteraires Superieures,
C.A.P.E.T., Strasbourg

Francis C. Lutz (1996)

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

Helen T. MacAllister

Associate Professor Emerita of Biology
B.S., Douglass College; M.S., Rutgers
University

David Martin

Professor Emeritus of English
B.A., Providence College; M.A., University
of Rhode Island; Ph.D., New York
University

Srikantaiah Mallikarjun (1967)

Professor Emeritus of Physics
B.Sc., M.Sc., University of Mysore, India;
A.M., Ph.D., University of London,
England

Donald B. McKenzie

Professor Emeritus of English
Ph.D., University of Pennsylvania

Rose Mary Miller

Associate Professor Emerita of
Mathematics
B.S., Middlebury College; Ed.M.,
University of Vermont; Post-Master's
Certificate, University of Maine

William P. Mitchell (1968)

Professor Emeritus of Anthropology
Freed Foundation Endowed Chair in
Social Science
A.B., Brooklyn College; Ph.D., University
of Pittsburgh

Howard Nitzberg

Professor Emeritus of Foreign Languages
A.B., M.A., Brooklyn College; Ph.D., New
York University

Richard Paris (1987)

Associate Professor Emeritus of English
B.A., University of California at Berkeley;
M.A., San Francisco State University;
Ph.D., University of California at Berkeley

Marilyn A. Parker

Professor Emerita of Chemistry
B.S., University of Wisconsin; Ph.D.,
University of Washington

Richard Pirchner

Associate Professor Emeritus of Computer
Science
B.S., University of Dayton; M.S., St.
John's University

Alicia E. Portuondo

Professor Emerita of Foreign Languages
Licenciado en Filosofia y Letras;
Licenciado en Derecho, Oriente
University, Cuba; M.A., Rutgers
University; Ph.D., New York University

Robert Rechnitz

Professor Emeritus of English
B.S., Northwestern University; M.A.,
Columbia University; Ph.D., University
of Colorado

Walter Reichert

Associate Professor Emeritus of Computer
Science
B.S.M.E., Drexel Institute of Technology;
Ph.D., University of Pittsburg

Thomas Reiter

Professor Emeritus of English
B.A. Loras College (IA); M.A., University
of Virginia; Ph.D., University of
Massachusetts

Everett Rich

Associate Professor Emeritus of
Communication
B.S., M.S., Emerson College

Benjamin Rigberg

Professor Emeritus of History
B.S., Temple University; M.A., University
of Illinois; Ph.D., University of
Pennsylvania

Pierre J. Salmon

Associate Professor Emeritus of
Accounting
B.S.B.A., Boston College; M.B.A., New
York University; CMA, CPA, New Jersey

Aaron H. Schectman

Professor Emeritus of Education
B.S., M.Ed., Ed.D., Rutgers University

Morris R. Short

Professor Emeritus of Philosophy
B.A., M.A., George Washington University;
Ph.D., Columbia University

Caryl Sills

Associate Professor Emerita of English
B.A., Northwestern University; M.A.T.,
Monmouth College; Ed.D., Rutgers
University

Robert J. Sipos

Professor Emeritus of English
B.S., Fordham College; M.A., Teachers
College; M.A., New York University

Directories

Thomas Smith

Associate Professor Emeritus of
Mathematics
B.S., Nicholls State College, M.S.,
Louisiana State University; Ph.D.,
Louisiana State University

Viola T. Snow

Associate Professor Emerita of Education
B.S., M.S.Ed., Monmouth College; Ed.D.,
Rutgers University

Kenneth R. Stunkel (1965)

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

G. Boyd Swartz (1966)

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

Tadeusz Swietochowski

Professor Emeritus of History
Magister, University of Warsaw; M.A.,
American University of Beirut; Ph.D.,
New York University

Mary E. Swigonski (1997)

Associate Professor Emerita of Social Work
B.A., Allentown College of St. Francis de
Sales; M.S.W., Marywood College;
Ph.D., Rutgers University

D. Robert Teeters

Professor Emeritus of Physics
B.A., Oregon State College; M.A., Ph.D.,
University of California at Berkeley

Arie van Everdingen

Associate Professor Emeritus of Art
B.F.A., M.F.A., Alfred University

Hildegard Webb

Associate Librarian Emerita
B.A., Wake Forest University; M.L.S.,
Rutgers University

Richard E. Weber

Professor Emeritus of Economics
B.A., M.A., Ph.D., Rutgers University

Ruth C. West

Associate Professor Emerita of Education
B.A., Barnard College; M.A., Ed.D.,
Teachers College, Columbia University

William F. Wetzel

Assistant Professor Emeritus of Music
B.A., M.A., Montclair State College

Richard Wilson

Associate Professor Emeritus of Business
Administration
A.B., Columbia College; J.D., St. John's
University; L.L.M., New York University;
Member of New York Bar

William A. Yaremchuk

Professor Emeritus of Communication
A.B., Fairmont (W. Va.) State College;
M.A., West Virginia University; Ph.D.,
New York University

Theresa Julia Zielinski

Professor Emerita of Chemistry
B.S., M.S., Ph.D., Fordham University

FACULTY

Julius O. Adekunle (1996)

Professor of History
B.A., University of Ife, Nigeria; M.A.,
University of Ibadan, Nigeria; Ph.D.,
Dalhousie University, Canada

Gilda M. Agacer (1998)

Associate Professor of Accounting and
Associate Dean of the Leon Hess
Business School
B.A., University of the East Philippines;
M.I.B.S., Ph.D., University of South
Carolina

G. Oty Agbajoh-Laoye (1997)

Associate Professor of English
B.A., M.A., Ph.D., University of Ibadan,
Nigeria

Gwendolyn Alexis (2005)

Associate Professor of Management
B.S., University of Southern California;
M.A.R., Yale University Divinity School;
M.A., Graduate Faculty New School;
Ph.D., New School for Social Research

Harvey Allen (2006)

Specialist Professor of Speech Pathology,
Educational Counseling and Leadership
B.A., M.A., Montclair State College; Ed.D.,
Rutgers University

Sheri Anderson (2005)

Specialist Professor of Theatre
B.A., William Jewell College; M.F.A.,
University of California, San Diego;
M.A., Monmouth University

Staci Andrews (2014)

Lecturer, Health and Physical Education
BA, Gonzaga University; MS, ABD
(August, 2014), Springfield College

Linda Arnold (2014)

Assistant Professor, Curriculum and
Instruction
BME, Florida State University; MEd, Texas
Christian University; PhD, The
University of Tennessee

Barbara Arrington (2012)

Specialist Professor of Social Work
MSW, Monmouth University

Nahid Aslanbeigui (1988)

Professor of Economics
B.A., University of Tehran; M.A.; Ph.D.,
University of Michigan

Mary Kate Azcuy (2004)

Associate Professor of English
B.S., Monmouth University; M.A., New
York University; Ph.D., Drew University

Barrie Bailey (2001)

Associate Professor of Finance
B.S., M.B.A.; Ph.D., University of Central
Florida

Thomas Baker (2004)

Associate Professor of Art
B.F.A., East Carolina University; M.F.A.,
University of Wisconsin

Daniel Ball (2007)

Associate Professor of Management and
Marketing
B.S., Western New England College;
M.S., Lehigh University; M.S.,
Rensselaer Polytechnic Institute; Ph.D.,
University of Massachusetts

Jason Barr (2005)

Associate Professor of Education,
Associate Dean, School of Education
B.A., University of Hartford; M.A., New
York University; Ph.D., Fordham
University

Richard Bastian (2006)

Lecturer of Mathematics
B.S., City College of New York; M.S.,
Columbia University; Ph.D., Johns
Hopkins University

Judith Bazler (1997)

Professor of Education
B.S., Northern Illinois University; M.Ed.,
Ed.D., University of Montana

Noel Belinski (2008)

Lecturer of English
B.A., Barnard College of Columbia
University; M.A.T., Monmouth University

Stanley S. Blair (1996)

Associate Professor of English
B.A., Gardner-Webb College; M.A.,
Marquette University; Ph.D., Duke
University

Heidi Bludau (2012)

Lecturer of History and Anthropology
BA, Med, Texas A&M University; MA,
ABD, Indiana University

Kristin Bluemel (1994)

Professor of English, McMurray Bennett
Endowed Chair
B.A., Wesleyan University; M.A., Ph.D.,
Rutgers University

Barbara Lynn Bodner (1988)

Professor of Mathematics
B.S., Fairleigh Dickinson University; M.S.,
Pennsylvania State University; Ed.D.,
Rutgers University

Patricia Bonaventura (2014)

Assistant Professor, Speech Language
Pathology, Educational Counseling and
Leadership
MA, University of Rome; MA, Universite
Paris; PhD, Ohio State University

Gregory Bordelon (2012)

Lecturer of Political Science
JD, Louisiana State University

Carolyn Bradley (2005)

Associate Professor of Social Work
B.A., College of St. Elizabeth; M.S.W.,
Ph.D., Fordham University

Mary Brennan (2005)

Specialist Professor of Education
BA, Dominican College; MS, Lehman
College

Karen T. Bright (1996)

Professor of Art
BFA, University of the Arts; MFA, Cranbrook
Academy of Art

Susan Bucks (2013)

Specialist Librarian
BS, Susquehanna University; BA, MLIS,
Rutgers University

John J. Burke (1996)

Associate Professor of Theatre
BA, Seton Hall University; MAT, Jersey
City State College; MALS, New School -
Graduate Faculty; PhD, Michigan State
University

John Burke (2011)

Specialist Professor of Economics and
Finance
MBA, Indiana University

David U. Burkholder (2009)

Assistant Professor of Psychological
Counseling
BS, Geneva College, MEd, Ohio
University, PhD, Kent State University

John Buzza (2005)

Specialist Professor of Management and
Marketing
BS, Monmouth University; MS, University
of Phoenix

Kenneth Campbell (1986)

Professor of History
BA, Virginia Commonwealth University;
MA, PhD, University of Delaware

Kerry Carley-Rizzuto (2012)

Assistant Professor of Education
MA, Brooklyn College

JoAnne Cascia (2012)

Assistant Professor of Education
BA, MA, Kean University; EdD, Nova
Southeastern University

Alan A. Cavaola (1996)

Professor of Psychological Counseling
BA, Monmouth College; MA, Fairleigh
Dickinson University; PhD, Hofstra
University

Vasundhara Chakraborty (2014)

Assistant Professor, Accounting
BS, Nagpur University; MS, PhD, Rutgers
University

Stephen Chapman (2014)

Assistant Professor, Political Science and
Sociology
BA, MA, East Stroudsburg, University;
MA, ABD, Binghamton University

Manuel Chavez (2013)

Lecturer, Philosophy, Religion and
Interdisciplinary Studies
BA, Truman State University; MA, PhD,
State University of New York

Micah Chrisman (2007)

Associate Professor of Mathematics
BS, M.S., Virginia Tech; PhD, University of
Hawai'i at Manoa

Edward W. Christensen (1996)

Associate Professor of Management; Vice
President for Information Management
AS, George Washington University; BS,
Southern Illinois University; MBA, PhD,
Rutgers University

Andreas C. Christofi (1997)

Associate Professor of Finance
BA, Graduate Industrial School of
Thessaloniki, Greece; MBA, University
of New Orleans; PhD, Pennsylvania
State University

Natalie Ciarocco (2007)

Associate Professor of Psychology
BA, MA, PhD, Case Western Reserve
University

Andrew L. Cohen (2007)

Professor of Art; Chair of the Department
of Art and Design
BA, Indiana University, MA, Ph.D.,
University of Chicago

John Comiskey (2012)

Assistant Professor of Criminal Justice
MS, Naval Post Graduate School

Gregory J. Coram (1987)

Associate Professor of Criminal Justice
BA, Wheeling College; MS, PsyD, Indiana
State University

Joseph Coyle (2002)

Associate Professor of Mathematics
BS, Miami University; MS, PhD, University
of Dayton

Pat Hill Cresson (1995)

Professor of Art
BS, University of Wisconsin; MFA, Pratt
Institute

Michael Cronin (2010)

Associate Professor of Social Work
BA, Northeastern University; MSW,
Columbia University; PhD, Yeshiva
University

Pedram Patrick Daneshgar (2010)

Assistant Professor of Biology
BA, University of Delaware; MS, Saint
Joseph's University; PhD, University of
Florida

Rekha Datta (1995)

Professor of Political Science
Interim Director of the Center for Excellence
in Teaching and Learning (CETL)
BA, MA, Presidency College, University of
Calcutta, India; PhD, University of
Connecticut

Veronica Davidov (2013)

Assistant Professor Anthropology
PhD, New York University

Anne Deepak (2014)

Associate Professor, Social Work
BA, Boston University; MS, PhD,
Columbia University

Margaret Del Guercio (1988)

Associate Professor of English
BA, MA, Montclair State College; PhD,
New York University

Chad Dell (1996)

Associate Professor of Communication;
Chair of the Department of
Communication
BA, MA, PhD, University of Wisconsin-
Madison

John W. Demarest (1976)

Professor of Psychology
BA, State University of New York
(Brockport); MA, Connecticut College;
PhD, State University of New York at
Stony Brook

Directories

Andrew Demirjian (2007)

Specialist Professor of Communication
BA, Clark University; MFA, Hunter College

Christopher DeRosa (2004)

Associate Professor of History
BA, Columbia University; PhD, Temple University

Vincent M. DiMattio (1968)

Professor of Art
BFA, Massachusetts College of Art; MFA, Southern Illinois University

Lisa Dinella (2006)

Associate Professor of Psychology
BA, The College of New Jersey; MS, PhD, Arizona State University

Donna Montanaro Dolphin (1987)

Associate Professor of Communication
BA, Clark University; MA, Montclair State College; MFA, Mason Gross School of the Arts, Rutgers University

Kevin Dooley (2005)

Associate Professor of Political Science and Dean of the Honors School
BA, Monmouth University; MA, Rutgers University; PhD, Rutgers University

Maureen Dorment (2006)

Lecturer of History and Anthropology
BS, Georgetown University; MS, Monmouth University

Ellen Doss-Pepe (2006)

Lecturer of Biology
BS, University of Scranton; PhD, Rensselaer Polytechnic Institute

Susan Douglass (2002)

Specialist Professor of History and Anthropology
BA, MA, Brooklyn College, City University of New York

Eleanora Dubicki (2003)

Associate Librarian
BA, Douglass College; MLS, MBA, Rutgers University

Bernadette Dunphy (2011)

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

Tresa Dusaj (2009)

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

Corey Dzenko (2014)

Assistant Professor, Art and Design
BFA, Central Michigan University; MA, University of Alabama; PhD, University of New Mexico

Azzam Elayan (2006)

Lecturer of Chemistry and Physics
BS, Bethlehem University, Israel; PhD, Wesleyan University

Josh Emmons (2010)

Assistant Professor of English
BA, Oberlin College; MFA, The University of Iowa

Heide Estes (1998)

Professor of English
BA, University of Pennsylvania; MA, M.Phil., PhD, New York University

Prescott Evarts, Jr. (1966)

Professor of English
BA, Harvard College; MA, PhD, Columbia University

Melissa Febos (2013)

Assistant Professor of English
MFA, Sarah Lawrence College

Linda Flaming (2003)

Associate Professor of Accounting
BS, University of Science and Arts of Oklahoma; BA, MS, Queens College, City University of New York; PhD, University of Oklahoma

Kathryn Fleming (2011)

Specialist Professor of Nursing
PhD, University of Medicine and Dentistry of New Jersey

Luis Flores-Portero

Lecturer, Speech Pathology, Educational Counseling and Leadership
BA, Universidad de Extremadura; MA, Western Michigan University; PhD, The Pennsylvania State University

Johanna Foster (2013)

Assistant Professor of Sociology
PhD, Rutgers University

Ronald G. Frangipane (1997)

Associate Professor of Music
BA, Eastman School of Music; MFA, Goddard College

Cira Fraser (1998)

Professor of Nursing
BS, The College of Staten Island; MS, Rutgers University, Newark; PhD, Adelphi University

Aaron Furgason (2004)

Associate Professor of Communication
BA, Monmouth University; MA, Emerson College; PhD, Rutgers State University of New Jersey

Frank Fury (2007)

Lecturer of English
BA, Boston College; PhD, Drew University

Priscilla Gac-Artigas (1995)

Professor of Foreign Language Studies
BA, University of Puerto Rico; Ph.D., University of Franche-Comte, France

Rachel Gardner (1989)

Associate Librarian
BA, Vassar College; MA, Middlebury College; MLS, Rutgers University

Ivan A. Gepner (1973)

Associate Professor of Biology
BA, Rutgers University; MA, PhD, Princeton University

George Germek (2006)

Associate Librarian
BA, BS, Kean University; MA, MLS, Rutgers University

Michael Gillette

Specialist Professor of Music and Theatre Arts
BA, Hamilton College; MA, Yale University

Elizabeth Gilmartin (2004)

Lecturer of English
BA, Georgian Court College; MA, Seton Hall University; PhD, New York University

Bonnie Gold (1998)

Professor of Mathematics
AB, University of Rochester; MA, Princeton University; PhD, Cornell University

George Gonzalez (2013)

Assistant Professor of Philosophy and Religion
ThD, Harvard Divinity School

Edward Gonzalez-Tennent (2011)

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

Albert Gorman (2007)

Specialist Professor of Criminal Justice and Chair of the Criminal Justice Department
BA, Iona College; MA, City University of New York

Susan M. Goulding (1996)

Associate Professor of English; Chair,
Department of English
BA, MA, Adelphi University; PhD, New
York University

Letitia Graybill (2004)

Lecturer of Education
AB, City University of New York, Hunter
College; EdM, Harvard University; EdD,
Rutgers University

Stanton W. Green (2004)

Professor of Anthropology;
Dean of the Wayne D. McMurray School
of Humanities and Social Sciences
BA, New York University; MA, PhD,
University of Massachusetts, Amherst

Brian Greenberg (1990)

Professor of History; Jules L. Plangere, Jr.
Endowed Chair in American Social
History
BA, Hofstra University; MA, State
University of New York at Albany; PhD,
Princeton University

Michelle Grillo (2010)

Assistant Professor of Criminal Justice
BS, MA, University of Massachusetts
Lowell; MA, PhD, Rutgers University

Carolyn Groff (2007)

Associate Professor of Education
BA, Mount Holyoke College; PhD, Rutgers
University

Susan Gupta (2006)

Associate Professor of Management and
Marketing
Director MBA Program
BS, MS, University of Missouri-Columbia;
Ph.D., University of Tennessee

Stephanie Hall (2009)

Associate Professor of Psychological
Counseling
BA University of Kentucky; MA, Louisiana
Tech University; PhD, University of New
Orleans

Gary Handler (2013)

Specialist Professor of Psychological
Counseling
PhD, New York University

Amy Handlin (1991)

Associate Professor of Marketing
BA, Harvard University; MBA, Columbia
University; PhD, New York University

John Hanly (2014)

Assistant Professor of English
BA, Georgetown College; MA, University
of Chicago; PhD, University of Louisville

Matthew Harmon (2012)

Specialist Professor of Communication
BA, MA, Monmouth University

Wendy A. Harriott (2000)

Associate Professor of Education; Chair,
Department of Curriculum and Instruction
BS, Bloomsburg University; MS,
Marywood College; PhD, Pennsylvania
State University

Mary Harris (2011)

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

Christine Hatchard (2013)

Assistant Professor of Psychology
BA, Monmouth University; MS, PsyD,
Chestnut Hill College

Christopher A. Hirschler (2009)

Assistant Professor of Nursing
BS, Excelsior College; MA, State
University of New York; PhD, Cleveland
State University

Christa Hogan (2012)

Lecturer of Social Work
MSW Fordham University

Shannon Hokanson (2005)

Lecturer of Communication
BA, MA, Monmouth University

Robyn Holmes (1993)

Professor of Psychology
BA, MA, PhD, Rutgers University

Andrea Hope (2007)

Assistant Professor of Nursing and Health
Studies
BS, Montclair State University; MS, The
American University; EdD., Teachers
College, Columbia University

Ursula Howson (2006)

Assistant Professor of Biology
BS, Lebanon Valley College; MS, University
of Arizona; PhD, University of Delaware

Maria Hrycenko (2013)

Lecturer, Health and Physical Education
BS, Rutgers University; DC, Sherman
College of Chiropractic

Judex Hyppolite (2013)

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

Bradley Ingebretsen (2004)

Lecturer of Chemistry and Physics
BS, Brooklyn College City University of
New York; MS, PhD, Clarkson University

Aurora Ioanid (1996)

Associate Librarian
MA, University of Bucharest, Romania;
MLS, Columbia University

Jeffrey Jackson (2012)

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

Laura T. Jannone (2003)

Associate Professor of Nursing; Chair of
the Nursing Department and Director of
the MSN Program
BSN, M.S., New Jersey City State
College; PhD, Columbia University

Scott Jeffrey (2009)

Assistant Professor of Management
BSC, MBA Santa Clara University; PhD,
University of Chicago

Moyi Jia (2013)

Lecturer of Communication
PhD, Ohio University

Joanne Jodry (2003)

Specialist Professor of Psychological
Counseling
MA, Monmouth University, EdD, Argosy
University; DMH, Drew University

Barbara Johnston (2008)

Professor and Hess Chair in Nursing
Education; Director of the DNP Program
BS, MS, Hunter College; PhD, Hofstra
University

George Kapalka (2001)

Professor of Psychological Counseling and
Chair of the Department of Psychological
Counseling
BA, MA, Manhattan School of Music; MA,
Kean University; PhD, Fairleigh
Dickinson University

Laura Kelly (2003)

Associate Professor of Nursing
BS, Monmouth University; MS, Rutgers
University; PhD, Rutgers University

Jiwon Kim (2013)

Assistant Professor of Curriculum and
Instruction
BA, MA, Korea University, Seoul, South
Korea; PhD, Purdue University

Sung-Ju Kim (2012)

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

Directories

Kathryn Kloby (2007)

Associate Professor of Political Science
BA, Marywood College; MS, Montclair
State University; PhD, Rutgers University

Rose Knapp (2010)

Assistant Professor of Nursing
BA, State University of Plattsburgh; MS,
Seton Hall University; DNP, University
of Miami

Wobbe Frans Koning (2014)

Assistant Professor, Art and Design
BFA, The Netherlands Film and Television
Academy; MFA, Ohio State University

James Konopack (2006)

Associate Professor of Health Studies;
Associate Dean of the School of Nursing
and Health Studies;
Chair, Department of Health and Physical
Education
BA, Cornell University; ME, Boston
University; PhD, University of Illinois

Dmytro Kosenkov (2012)

Assistant Professor of Chemistry
BS, MS, National Taras Shevchenko
University of Kyiv; PhD, Jackson State
University

Jamie Kretsch (2007)

Specialist Professor of Software
Engineering
BS, Monmouth University; MS, University
of Wisconsin-Madison

Zachary Kudlak (2013)

Assistant Professor of Mathematics
PhD, University of Rhode Island

Robin Kurcharczyk (2005)

Lecturer of Chemistry and Physics
BA, Douglass College, Rutgers University;
PhD, Yale University

Gina LaMandre (2014)

Specialist Professor, Physician Assistant
Program
BS, The College of New Jersey; MS,
University of Massachusetts; MS,
University of Medicine and Dentistry

Massimiliano Lamberto (2006)

Associate Professor of Chemistry and
Physics
BS, MS, University of Messina, Italy; PhD,
University of Southampton, United
Kingdom

Stacy Lauderdale (2011)

Assistant Professor of Education
BS, Clemson University; MA, California
State University, Northridge; PhD,
University of California, Riverside

Matthew Lawrence (2012)

Specialist Professor of Communication
BA, The College of New Jersey; MFA,
Boston University

Cheryl Leiningen (2013)

Assistant Professor, Nursing
BS, The College of New Jersey; MA, New
York University; DNP, University of
Medicine and Dentistry of New Jersey

Gary Lewandowski (2002)

Professor of Psychology; Chair,
Department of Psychology
BA, Millersville University; MA, PhD, State
University of New York at Stony Brook

Kayla Lewis (2013)

Assistant Professor of Chemistry and
Physics
PhD, Georgia Institute of Technology

Xudong (Daniel) Li (2014)

Assistant Professor, Accounting
BE, BS, University of Science and
Technology of China; MBA, University of
California, ABD, University of North Texas

Kathryn A. Lionetti (1990)

Associate Professor of Biology
BS, PhD, State University of New York at
Stony Brook

Linda Littman (2005)

Lecturer of English
BA, State University of New York; MS,
Canisius College; MA, Columbia
University; PhD, Teachers College,
Columbia University

Biyue (Betty) Liu (2000)

Professor of Mathematics
BS, MS, Nanjing University, China; PhD,
University of Maryland

Weizheng Liu (1994)

Professor of Criminal Justice
BA, MA, Jilin University, China; PhD,
Indiana University of Pennsylvania

Dorothy Lobo (2002)

Associate Professor of Biology
BA, Immaculate College; PhD, Catholic
University of America

Brian Lockwood (2010)

Assistant Professor of Criminal Justice
BA, College of New Jersey; MA, PhD,
Temple University

Min-Hua Lu (1991)

Associate Professor of Marketing; Chair
Marketing and International Business
BA, MA, Beijing Institute of Foreign Trade;
DBA, George Washington University

Mark Ludak (2013)

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

Stephanie Lynch (2014)

Specialist Professor, Physician Assistant
Program
BS, Arizona University; MS, George
Washington University

James P. Mack (1974)

Professor of Biology
BS, Monmouth College; MS, William
Paterson College; EdD, Teachers
College, Columbia University

Alison Maginn (1997)

Associate Professor of Foreign Language
Studies
BA, University of Ulster, Northern Ireland;
MA, PhD, University of Wisconsin

Y. Lal Mahajan (1979)

Associate Professor of Economics and
Finance
BA, University of Panjab, India; MA,
University of Chicago; PhD, Northern
Illinois University; PhD, Rutgers
University

Janet Mahoney (1995)

Professor of Nursing
Dean of the Marjorie K. Unterberg School
of Nursing and Health Studies
RN, St. Mary's Hospital; BSN, Monmouth
College; MSN, Seton Hall University;
PhD, New York University

Jose M. Maldonado (2005)

Associate Professor of Education
BA, East Stroudsburg University; MEd,
Lehigh University; MS, Wilkes
University; PhD, University of Arkansas

Robin Mama (1992)

Professor of Social Work
Dean of the School of Social Work
BSW, College of Misericordia; MSS, PhD,
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; MA, Villanova;
PhD, University of Pennsylvania

David C. Marshall (2004)

Associate Professor of Mathematics;
Chair, Department of Mathematics
BA, California State University at
Fullerton; PhD, University of Arizona

Susan H. Marshall (2004)

Associate Professor of Mathematics
B.S., Wake Forest University; Ph.D.,
University of Arizona

Golam Mathbor (1999)

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

Associate Professor of Social Work; BSW
Program Director
BSW, Monmouth University; MSW,
Fordham University; PhD, New York
University

Sheila McAllister (2007)

Associate Professor of Communication
BA, MA, William Paterson University; PhD,
Rutgers University

Carol McArthur-Amedeo (2011)

Lecturer of Education
EdD, Rutgers University

Rebecca McCloskey (2010)

Specialist Professor of Social Work
BA, Seton Hall University; MSW, Ohio
State University

James McDonald (1999)

Associate Professor of Software
Engineering
BSEE, New Jersey Institute of
Technology; MSEE, Massachusetts
Institute of Technology; PhD, New York
University School of Engineering

Jennifer McGovern (2013)

Lecturer, Political Science and Sociology
BS, Sacred Heart University; MS, Central
Connecticut State University; MS, PhD,
Temple University

Frederick L. McKittrick (1994)

Associate Professor of History
BA, MA, PhD, Columbia University

Joseph McManus (2013)

Assistant Professor of Management and
Decision Sciences
PhD, Rutgers University

Marilyn McNeil (1994)

Vice President and Director of Athletics;
Associate Professor of Physical
Education
BPE, The University of Calgary; MA,
McGill University; EdD, Washington
State University

Christina McSherry (2014)

Associate Professor of Nursing
BSN, Wagner College; MA, PhD, New
York University

Tiffany Medley (2013)

Lecturer of Biology
PhD, City University of New York

Mary Beth Meszaros (2008)

Specialist Librarian
BA, Villanova University; MS, Drexel
University; PhD, University of
Pennsylvania

Nancy Mezey (2002)

Associate Professor of Sociology
Associate Dean of Faculty and Academic
Affairs – School of Humanities
BA, Vassar College; MA, PhD, Michigan
State University

Allen Milewski (2003)

Associate Professor of Software
Engineering
BA, University of Wisconsin; MA, PhD,
Brown University

Kenneth Mitchell (2006)

Associate Professor of Political Science
BA, University of California; MS, London
School of Economics; DPhi, Oxford
University, United Kingdom

Elisabeth Mlawski (2013)

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

Gregory Moehring (2011)

Associate Professor of Chemistry
PhD, Purdue University

Donald M. Moliver (1982)

Professor of Economics and
Dean of the Leon Hess Business School
Pozycki Endowed Professor of Real Estate
BA, Fairleigh Dickinson University; MA,
PhD, Virginia Polytechnic Institute

John Morano (1988)

Professor of Communication
BA, Clark University; MA, Pennsylvania
State University

Joseph Mosca (1987)

Associate Professor of Management;
Chair, Department of Management and
Decision Sciences
BA, MA, Montclair State College; EdD,
New York University

Mihaela Moscaliuc (2011)

Assistant Professor of English
BA, MA, A.I. Cuza University; MA,
Salisbury University; MFA, New England
College; PhD, University of Maryland

Jaime Myers (2014)

Assistant Professor, Health and Physical
Education
BA, MPH, Emory University; ABD,
University of South Florida

Datta V. Naik (1977)

Professor of Chemistry; Vice Provost
Dean of the Graduate School and
Continuing Education
BSc, St. Xavier's College, University of
Bombay, Goa, India; PhD, University of
Notre Dame

Enoch L. Nappen (1960)

Associate Professor of Political Science
BA, MA, Rutgers University; PhD, New
York University

Roy L. Nersesian (1985)

Professor of Management
BS, Rensselaer Polytechnic Institute;
MBA, Harvard Business School

Marta Neumann (2009)

Lecturer of Nursing and Health Studies
BA, MA, College of Physical Education,
Wroclaw, Poland; PhD, Academy of
Physical Education, Wroclaw, Poland

Eleanor M. Novek (1996)

Associate Professor of Communication
BA, Georgia State University; MA, PhD,
University of Pennsylvania

Judith L. Nye (1988)

Associate Professor of Psychology;
Associate Vice President of Academic
Foundations
BS, MS, PhD, Virginia Commonwealth
University

Guy B. Oakes (1968)

Professor of Philosophy and Corporate
Values;
Kvernland Endowed Chair in Philosophy
and Corporate Social Policy
AB, University of Chicago; PhD, Cornell
University

Directories

Mohammad S. Obaidat (1996)

Professor of Computer Science
BSEE, Aleppo University; MSEE, PhD,
Ohio State 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
BA, MA, PhD, University of Wisconsin

Jonathan Ouellet (2012)

Assistant Professor of Chemistry
PhD, University of Sherbrooke

Michael Palladino (1999)

Professor of Biology
Dean of the School of Science
BS, The College of New Jersey (Trenton
State College); PhD, University of Virginia

Emanuel Palsu-Andriescu (2010)

Lecturer of Mathematics
BS, MS, A.I.I., Cuza University, Romania;
PhD, Rutgers University

Wai Kong Pang (2008)

Associate Professor of Mathematics
BS, Brigham Young University; MS, PhD,
Texas Tech University

Tina Paone (2006)

Associate Professor of Speech Pathology,
Educational Counseling and Leadership
Chair, Department of Speech Pathology,
Educational Counseling and Leadership
BA, University of Tampa; MA, PhD,
University of Nevada

Katherine Parkin (2003)

Associate Professor of History
BA, Lake Forest College; PhD, Temple
University

Abha Sood Patel (2005)

Lecturer of English
BA, MA, University of Delhi; PhD, 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
BA, Kean University; MA, PhD, West
Virginia University

David P. Paul III (1998)

Associate Professor of Marketing
BS, Hampden-Sydney College; DDS,
Medical College of Virginia; MBA, PhD,
Old Dominion University

David E. Payne (1986)

Associate Professor of Psychology
BA, University of Mississippi; MA, MPhil,
PhD, Columbia University

Thomas Pearson (1978)

Professor of History
BA, Santa Clara University; MA, PhD,
University of North Carolina at Chapel Hill

Karen Pesce (2008)

Lecturer of Biology
BA, BS, MS, Seton Hall University; PhD,
Rutgers University

Michael Phillips (2007)

Associate Professor of Communication
BA, George Mason University; MA, St.
John's College; PhD, University of
Maryland

Sue E. Polito (2004)

Specialist Professor of Nursing and Health
Studies
BA, Providence College; MSN, Monmouth
University

Steven Pressman (1981)

Professor of Economics
BA, Alfred University; MS, Syracuse
University; PhD, New School for Social
Research

Nicole Pulliam (2014)

Assistant Professor, Speech Pathology,
Educational Counseling and Leadership
BA, Ramapo College of New Jersey; MA,
PhD, Montclair State University

Sanjana Ragudaran (2014)

Specialist Professor, Social Work
BS, MSW, Flinders University, Australia;
PhD, University of New York

Joseph Rapolla (2013)

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

Peter Reinhart, Esq. (2011)

Specialist Professor
Director of the Kislak Real Estate Institute
Interim Executive Director of the MBA
Program
BA, Franklin and Marshall; JD, Rutgers-
Camden

Ronald L. Reisner (1995)

Associate Professor of Criminal Justice
BA, Brooklyn College; PhD, Columbia
University; JD, Rutgers University
School of Law

Patricia Remshifski (2013)

Assistant Professor of Speech Language
Pathology
PhD, Seton Hall University

Benedicte Reyes (2002)

Associate Professor of Economics and
Chair of Economics, Finance and
Real Estate
BA, Ecole Supérieure de Commerce de
Reims, France; MBA, Temple
University; PhD, Columbia University

Maryanne Rhett (2008)

Associate Professor of History and
Anthropology
BA, University of South Carolina; MA,
University of Arizona; PhD, Washington
State University

Dennis Rhoads (1995)

Professor of Biology
BA, University of Delaware; PhD,
University of Cincinnati

Michael Richison

Specialist Professor of Art and Design
BFA, Calvin College; MFA, Cranbrook
Academy of Art

Julia Riordan-Goncalves (2007)

Assistant Professor of Foreign Language
Studies
BA, Dickinson College; MA, ABD, University
of North Carolina at Chapel Hill

Joseph Rocereto (2006)

Associate Professor of Management and
Marketing
BA, Dickinson College; MBA, PhD, Drexel
University

Janice Rohn (2012)

Specialist Professor of Computer Science
and Software Engineering
BA, Thomas Edison State College; MS,
National Technological University

Alex Romagnoli (2014)

Assistant Professor, Curriculum and
Instruction
BS, MEd, East Stroudsburg University;
PhD, University of Pennsylvania

Lynn Andrews Romeo (1994)

Associate Professor of Education; Dean of
the School of Education
BA, Glassboro State College; MA, Kean
College; EdD, Rutgers University

Daniela Rosca (1998)

Associate Professor of Software Engineering
MS, Polytechnic University of Bucharest;
PhD, Old Dominion University

Stuart Rosenberg (2010)

Associate Professor of Management and Marketing
BA, Marquette University, MA, University of Wisconsin-Madison; MBA, PhD, Fordham University

Gloria Rotella (2006)

Specialist Professor of Music and Theatre Arts
BA, MA, New Jersey City University; MS, Monmouth University; EdD, Rutgers University

Ellen Rubinstein (2011)

Lecturer of Chemistry
PhD, University of Notre Dame

Rebecca Sanford (2004)

Associate Professor of Communication and Assistant Chair of Communication
BA, University of Pittsburgh; MA, Monmouth University; PhD, Temple University

Saliba Sarsar (1985)

Professor of Political Science; Associate Vice President for Global Initiatives
BA, Monmouth College; PhD, Rutgers University

Pietro Sasso (2012)

Assistant Professor of Education
PhD, Old Dominion University

Paul G. Savoth (1986)

Associate Professor of Accounting and Business Law
BA, Middlebury College; JD, Seton Hall University; CPA, New Jersey

Julie Schaaff (2011)

Lecturer of Health Studies
BA, Bucknell University, MA, University of Delaware

Richard Scherl (2002)

Associate Professor of Computer Science
BA, Columbia University; MA, University of Chicago; PhD, University of Illinois

Karen Schmelzkopf (1998)

Associate Professor of Geography
BA, MA, Florida Atlantic University; PhD, Pennsylvania State University

Laura Schmuldt (2013)

Specialist Professor, Psychological Counseling
BA, University of Illinois, MA, Northeastern Illinois University; PhD, University of Central Florida

William Schreiber (2006)

Lecturer of Chemistry and Physics; Chair of Chemistry and Physics
Coordinator, Clinical Laboratory Sciences and Medical Laboratory Science Programs
BS, Massachusetts Institute of Technology; PhD, University of Rochester

Solomon Z. Schuck (1966)

Associate Professor of Psychological Counseling
BS, City College of New York; PhD, New York University

Alan Schwerin (1996)

Associate Professor of Philosophy
BA, MA, Rhodes University; PhD, Rice University

Patricia Sciscione (2010)

Specialist Professor of Nursing
MSN, Kean University

Michelle Ann Scott (2008)

Associate Professor of Social Work
BA, Clark University; MSW; PhD, University of California, Berkeley

Robert E. Scott (2005)

Specialist Professor of Communication
BA, Monmouth University; MFA, University of Miami

Robert Scott, III (2005)

Associate Professor of Economics
BA, Western State College of Colorado; MA, PhD, University of Missouri

Jennifer Shamrock (2004)

Lecturer of Communication
BA, LaSalle University; MA, University of Maine; PhD, Arizona State University

Deanna Shoemaker (2005)

Associate Professor of Communication
BFA, Webster University; MA, PhD, University of Texas at Austin

Eugene S. Simko (1978)

Associate Professor of Management
BBA, MBA, Temple University; PhD, Baruch College of the City University of New York

Kristine Simoes (2001)

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

Maria Simonelli (2007)

Lecturer of Foreign Language Studies
MA, Licio Statale Nola, Italy; PhD, Università di Napoli, Italy

Michaeline Skiba (2003)

Associate Professor of Management
BS, MS, Loyola University; MS, Boston College; EdD, Columbia University

Donald R. Smith (2002)

Associate Professor of Management
BA, Cornell University; MS, Columbia University; PhD, University of California at Berkeley

Nora Smith (2000)

Associate Professor of Social Work
BS, MS, PhD, State University of New York at Albany

Janice Stapley (1990)

Associate Professor of Psychology
BA, Russell Sage College; MS, PhD, Rutgers University

Sharon W. Stark (1996)

Associate Professor of Nursing
BS, Thomas Edison State College; MSN, Rutgers University; PhD, Widener University

Sue Starke (2000)

Associate Professor of English
BA, Wellesley College; PhD, Rutgers University

Lilly Steiner (2010)

Assistant Professor of Educational Leadership, School Counseling and Special Education
BA, University of Wisconsin; MA, University of North Dakota; EdD, Boston University

Mary Stern (2013)

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

Douglas Stives (2006)

Specialist Professor of Accounting
BS, MBA, Lehigh University

David Strohmets (1996)

Professor of Psychology
BA, Dickinson College; MA, PhD, Temple University

Don R. Swanson (1995)

Professor of Communication
BA, Augustana College; MA, University of Montana; EdD, University of Northern Colorado

Danuta Sz wajkajzer (2004)

Lecturer of Chemistry
MS, Technical University of Warsaw; MS, University of Rochester; PhD, Rutgers University

Directories

William M. Tepfenhart (1999)

Professor of Software Engineering
BS, MS, PhD, University of Texas at Dallas

David J. Tietge (2002)

Associate Professor of English
BA, University of North Iowa; MA, Indiana State University; PhD, South Illinois University at Carbondale

Tsanangurayi Tongesayi (2006)

Associate Professor of Chemistry and Physics
BS, MS, University of Zimbabwe; PhD, West Virginia University

David Tripold (2002)

Associate Professor
BM, MM, Westminster Choir College of Rider University; PhD, Drew University

Mary Ann Troiano (2001)

Associate Professor of Nursing and Health Studies
BSN, Long Island University; MSN, Wagner College

Frances K. Trotman (1995)

Professor of Psychological Counseling
BA, City College; MEd, City University; MPhil, PhD, Columbia University

Nancy Uddin (1999)

Associate Professor of Accounting and Chair of the Accounting Department
BA, William Paterson University; PhD, Rutgers University

Paul Urbanski (2013)

Assistant Professor, Social Work
BFA, University of Michigan; MSW, Columbia University; PhD, University of Albany at New York

Jack M. Van Arsdale (1965)

Associate Professor of Software Engineering
BS, Monmouth College; MSEE, Polytechnic Institute of Brooklyn

Michelle Van Volkom (2007)

Lecturer of Psychology
BA, Seton Hall University, MA; PhD, State University of New York at Albany

Dorothy Varygiannes (2007)

Lecturer of Education
BA, New Jersey City University; MA, Montclair State University; EdD, Seton Hall University

Richard Veit (2000)

Professor of Anthropology and Chair of the History and Anthropology Department
BA, Drew University; MA, College of William and Mary; PhD, University of Pennsylvania

Lisa Vetere (2005)

Associate Professor of English
BA, Siena College; MA, St. Bonaventure University; PhD, Lehigh University

Marina Vujnovic (2008)

Associate Professor of Communication
BA, University of Zagreb, MA, University of Northern Iowa; PhD, University of Iowa

Jiacun Wang (2004)

Professor of Software Engineering
Chair of the Department of Computer Science and Software Engineering
BS, Jiangsu University of Science and Technology; MS, PhD, Nanjing University of Science and Technology

Kelly Ward (1999)

Professor of Social Work; Director, MSW Program
BS, Eastern Michigan University; BSW, Rutgers University; PhD, Fordham University

Michael Waters (2008)

Professor of English
BA, MA, State University of New York; MFA, University of Iowa; PhD, Ohio University

Jeffrey Weisburg (2014)

Specialist Professor, Biology
BA, Biology; PhD, Cornell University Medical College

Sherry Wien (2001)

Associate Professor of Communication
BA, Lynchburg College; MA, Penn State University; PhD, Rutgers University

Hettie Williams (2007)

Lecturer of History
BA, Rowan University; MA, Monmouth University

Charles Willow (2004)

Associate Professor of Management
BS, MS, Hanyang University; MS, Texas A&M University; PhD, University of Houston

Chiu-Yin (Cathy) Wong (2011)

Assistant Professor of Curriculum and Instruction
BA, Brigham Young University; MA, PhD, Texas Tech University

George Wurzbach (2009)

Specialist Professor of Music and Theatre Arts
BA, Brooklyn College CUNY; MA, Hunter College CUNY

Cui Yu (2002)

Associate Professor of Computer Science
BS, Nanjing University of Aeronautics & Astronautics; PhD, National University of Singapore, Singapore

Minna Yu (2010)

Assistant Professor of Accounting
BA, M.S., Dongbei University, China; PhD, Kent State University

Joelle Zabotka (2014)

Assistant Professor, Social Work
BA, Drew University; MSW, Columbia University; PhD, Rutgers University

Ronald Zhao (2002)

Associate Professor of Accounting
BA, Fudan University, China; MA, Shanghai Foreign Language Institute, China; MBA, Yale School of Management; PhD, Texas Tech University

Jing Zhou (2004)

Associate Professor of Art
BA, Sichuan Fine Arts Institute; MFA, Georgia Southern University

Appendix A: Undergraduate Course Descriptions

The course descriptions for undergraduate and graduate courses offered by Monmouth University are listed alphabetically by subject and in numerical order within the discipline in this section. Each discipline is identified by a subject code, e.g., Anthropology is “AN”, and English is “EN”. This code precedes the course number in course listings and class schedules, e.g., “AN 103”, “EN 101”.

Please refer to the page index provided below in order to quickly locate a specific group of courses.

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

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 2014. Monmouth University maintains the most current course descriptions on the Web site Webadvisor menu, <https://webadvisor.monmouth.edu/datatel/openweb/st/stmenu.html>.

Appendix A: Course Descriptions

Course Index:

AA: Africana Studies	A4	EX: Experiential Education.....	A81
AN: Anthropology.....	A4-A10	FA: Foreign Language, Arabic	A82
AR: Art	A10-A19	FC: Foreign Language, Chinese	A82
BA: Business Accounting.....	A20-A21	FF: Foreign Language, French	A82-A83
BE: Business Economics.....	A22-A23	FG: Foreign Language, German	A83-A84
BF: Business Finance	A24-A26	FH: Foreign Language, Hebrew.....	A84
BH: Business Healthcare	A26	FI: Foreign Language, Italian.....	A84-A85
BI: Business International	A26-A27	FIR: Foreign Language, Irish	A85
BK: Business Marketing	A27-A28	FL: Foreign Language, Latin.....	A85-A86
BL: Business Law	A29	FO: Foreign Language	A86
BM: Business Management	A29-A32	FP: Foreign Language, Portuguese.....	A87
BR: Business Real Estate	A32-A33	FS: Foreign Language, Spanish	A87-A91
BY: Biology	A33-A41	FY: First Year	A91
CE: Chemistry.....	A41-A45	GIS: Geographic Information Systems.....	A92
CJ: Criminal Justice	A45-A50	GL: Geology	A92
CO: Communication.....	A50-A61	GO: Geography	A92-A94
CS: Computer Science	A61-A65	GS: Gender Studies.....	A94-A95
DA: Dance	A65	HE: Health	A95-A99
ED: Education.....	A65-A71	HLS: Homeland Security	A99-A100
EDL: Educational Leadership	A71-A73	HO: Honors	A100-A101
EDS: Education Special Education.....	A73-A74	HS: History	A101-A111
EN: English	A74-A81	HU: Humanities	A111
		IS: Interdisciplinary Studies.....	A111-A112

Appendix A: Course Descriptions

IT: Information Technology	A112-A113	PO: Public Policy	A139
LC: Life, Career Services	A113	PR: Perspectives	A139-A148
MA: Mathematics	A113-A119	PS: Political Science.....	A148-A155
ML: Medical Laboratory Science.....	A119-A120	PY: Psychology	A155-A161
MM: Monmouth Medical	A120	RS: Religious Studies.....	A161-A163
MS: Marine Science.....	A120	SC: Science.....	A163
MU: Music	A120-A127	SE: Software Engineering	A163-A165
NU: Nursing	A127-A131	SO: Sociology	A165-A171
PE: Physical Education	A131-A134	SW: Social Work.....	A171-A175
PH: Physics	A135-A136	TH: Theatre	A175-A179
PL: Philosophy	A136-A139		

Appendix A: Course Descriptions

- AA 225** **Cr. 3.0**
African World Literature
Major works from African, West Indian, and African-American traditions.
Course Type(s): none
- 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. 1.0 - 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. 1.0 - 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
- 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): BI.EL, GU, SS.SV
- 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 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.

Course Type(s): none

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): 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 environmen-

tal factors that affect tourists, local populations, and the physical destinations. Also listed as Geography 267.

Course Type(s): BI.EL, 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): CD, SUS

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): GU, MEBP, SUS

AN 279 Cr. 3.0

Medical Anthropology

A cross-cultural examination of health and healing from the view of applied medical anthropology. Explores bio-

Appendix A: Course Descriptions

logical, 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): CD, HE.EL, HEPE, 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): CD, 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. 1.0 - 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 305 **Cr. 3.0**

Caribbean Archaeology

Students are introduced to the archaeology and ethnohistory of the Caribbean Islands; the region where the Old World violently encountered the New World in AD 1492.

The general approach is historical and chronological. This course is divided into two broad sections covering the prehistoric and historic periods of the region. The encounter between Europe and the region's native inhabitants proved catastrophic for the later. The region then became central to the world economy through slave labor and the production of luxury for world markets.

Course Type(s): GU

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 identi-

fied 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 322 **Cr. 3.0**

Ethnographic Methods

An overview of ethnographic research design and methods employed in anthropology. Students will practice research design and methods, data analysis, and write-up techniques. Students will engage questions of ethics through research practice and theoretical discussion.
Prerequisites: English 101 and 102.
Course Type(s): WT

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

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 Thesis 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

Appendix A: Course Descriptions

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: archaeology 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 363 **Cr. 3.0** ***The Amazon***

An anthropological seminar focused on the Amazon region, with emphasis on how expert and lay knowledge about the Amazon has been produced and circulated.
Course Type(s): GU

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): BI.EL, GU, WT

AN 377 **Cr. 3.0** ***Archaeology of African American Life***

Explores the rapidly growing subfield of historical archaeology which deals with the life and history of African Americans. The history and modern challenges facing this group is conditioned by the historical experience of individuals and communities of African descent with the United States. Unlike many European groups, the historical evidence documenting the experience of African Americans through time is sparse and incomplete. Archaeological investigations offer a primary method for recovering the everyday life experiences of this group. In addition, African American archaeology provides an

important intersection for engaging the deep connection between the past and the present in socially meaningful ways. This course will review important case studies, key figure, major issues, and the overall development of African American archaeology.
Course Type(s): CD

AN 379 **Cr. 3.0** ***Globalization, Health and Healing***

Explores globalization through the lens of health and transnational movements. Through lectures, interactive seminar discussions, films, reflective analysis, and research projects, students will examine globalization processes through the movement of disease and treatments, patients, and healthcare workers.
Course Type(s): GU, HE.EL, HEPE

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 382 **Cr. 3.0** ***Applied Anthropology***

This course is anthropology put to use - meaning using anthropological research and methods to solve practical problems. This is an upper-level survey course that pays attention to cultural viewpoints, methods and results. While exploring different areas of applied anthropology through the history of the discipline and contemporary research projects, we will study methods unique to this subfield. Practical information, advice and resources on career preparation and development will be offered. By the end of the course, students should be able to answer the question, how can I use anthropology in my future career?
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. 1.0 - 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. 1.0 - 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.

Course Type(s): EX

AN 390 **Cr. 3.0**

Archaeology Field Study

An introduction to the practice of archaeology with a focus on fieldwork and limited laboratory analysis. This is a residential field school, meaning that students will live at or near the site for the majority of the semester. This might include living nearby during the week or for several weeks at a time, as in the case of an international archaeological field project. Students will learn traditional and advanced surveying methods, how to conduct pedestrian surveys, standard archaeological excavation techniques, and how to identify, catalogue, and analyze artifacts. There will be weekly lectures on the archaeology, history, and culture of the chosen archaeological site by project staff and visiting experts.

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**

Cultural Psychology

An interdisciplinary course that utilizes theoretical, empirical, and methodological contributions from psychology and anthropology to discuss the position of culture in understanding human behavior and thought. Culture is viewed as a cognitive construct that is learned, lived, shared, and performed. A sample of topics include: the history of cultural and cross-cultural psychology, methodological approaches, aggression, education, development, play, language, social relationships, intelligence, emotion, motivation, and mental health issues. Also listed as Psychology 408.

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) Prerequisite: Senior standing.

Course Type(s): RD

AN 488 **Cr. 1.0 -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. 1.0 - 3.0**

Anthropological Field Study

Supervised field experience in various branches of anthropology, e.g., archaeological excavation, museum

Appendix A: Course Descriptions

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

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. 1.0 - 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 is required.
Course Type(s): none

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** ***Introduction to Digital Design***

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 Studio 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): IM

AR 181 **Cr. 3.0** ***Digital Photography 1***

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**
Black and White Photography I

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 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 199 **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 6 credits. 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.

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 II

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 Light room 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 Studio I

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 Studio II

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 principles 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 283 Cr. 3.0

Black and White Photography II

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 284 Cr. 3.0

Web Design Dynamic for Non-BFA Candidates

Integrates 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 analysis 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. Course Type(s): none

AR 288 Cr. 1.0 - 3.0

Cooperative Education: Art or Graphic Design

An on-site graphic design cooperative work placement. This course may be repeated for credit. 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 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

AR 299 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

Appendix A: Course Descriptions

AR 311 **Cr. 3.0** **Drawing 3**

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 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** **Documentary Photography and Video**

By investigating documentary-style photography and video this course concentrates on using images to tell stories.

Working both independently and in small groups producing documentary photography and video, students explore the role of documentary photography and video in society.

Prerequisite: Art 181.

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 (ten to fifteen 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 1400s-1800s. 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, BI.EL, 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, BI.EL, 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

Digital Photography III

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

Appendix A: Course Descriptions

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

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 Studio 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 Silk screening

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/Interactive I

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/Interactive II

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.
Course Type(s): EX

AR 389 **Cr. 1.0 - 3.0**
Art and Photography Internship
An internship in Studio Art or Photography at an off-campus work site. The placement must enhance the student's understanding of professional practice in studio art or photography. Students are required to complete from 5 to 15 hours per week, or 70 to 210 hours per semester, depending on the required credit hours of the degree program.
Prerequisites: Junior status and permission of the instructor.
Course Type(s): EX

AR 390 **Cr. 3.0**
Animation/Motion Graphics I
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

Appendix A: Course Descriptions

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 conducted 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 and Illustration

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 learn how to make interfaces for smart phones and tablets to create interactive audio and video. In addition, students produce creative projects using data mapping, generative art and work collaboratively on a site-specific media project. Also listed as Communication 404.

Prerequisite: Communication 145 or Art 181.

Course Type(s): CORTP, IM

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 to 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 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 3D 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 résumés 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 interests. 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. 1.0 - 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.

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 Student Portfolio Review

Required student portfolio review usually completed during the fourth semester. Transfer students need to schedule with an advisor.

Course Type(s): none

AR SHO **Cr. 0.0**
Senior Show

Course Type(s): none

Appendix A: Course Descriptions

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.
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 breadth 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

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. 1.0 - 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 to 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 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.

Prerequisite: Accounting 312 passed with a grade of C or higher.

Course Type(s): none

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.

Prerequisites: Accounting 311, passed with a grade of C or higher; and English 101 and 102.

Course Type(s): WT

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. 1.0 - 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 to 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. 1.0 - 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 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

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. 1.0 - 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

Appendix A: Course Descriptions

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.

Prerequisites: Information Technology 100 or Information Technology 150; and Mathematics 117.

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 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. 1.0 - 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; a minimum GPA of 2.00, and completion of thirty credits, fifteen of which are earned 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. 1.0 - 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 GPA of 2.00, and completion of thirty credits, fifteen of which are earned at Monmouth University.
 Course Type(s): EX

BE 489 **Cr. 1.0 - 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): none

BE 499 **Cr. 1.0 - 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

Appendix A: Course Descriptions

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

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.

Prerequisites: Junior standing or BF 301; a minimum GPA of 2.00, and completion of thirty credits, fifteen of which are earned from Monmouth University.

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.

Prerequisites: Economics 251 and Finance 301.

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. 1.0- 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.

Prerequisites: Junior standing or BF 301; minimum GPA of 2.00, and completion of thirty credits, fifteen of which are earned at Monmouth University.

Course Type(s): EX

BF 489 Cr. 1.0 - 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

Appendix A: Course Descriptions

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. 1.0 - 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

BH 385 **Cr. 3.0**

American Health Care Delivery System

Examines the fundamental concepts of health care organization, finance, agencies, organizations, and various professional and paraprofessional employees in their roles as health care providers, and determine ways that these relationships can be improved.

Prerequisite: Sophomore status.

Course Type(s): none

BH 386 **Cr. 3.0**

Health Care Economics

Health policy is examined from an economic perspective. Basic economic theories and their relationships to the structure and function of the US health care system are explored. Alternative health care systems and health care reforms are also evaluated. The application of economics to the establishment of public policy is emphasized.

Prerequisites: Accounting 200, Economics 200, and Business Health 385, or with instructor and department chair permission in Nursing Studies.

Course Type(s): none

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

BI 388 **Cr. 1.0 - 3.0**

Cooperative Education: International Business 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: Successful completion of thirty credits and a minimum GPA of 2.00.

Course Type(s): EX

BI 399 **Cr. 1.0 - 3.0**

Independent Study in International Business

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

BI 488 **Cr. 1.0 - 3.0**

Cooperative Education: International Business 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: Successful completion of thirty credits and a minimum GPA of 2.00.

Course Type(s): EX

BI 489 **Cr. 1.0 - 3.0**

Internship in International Business

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 aspect includes reading assignments and a term paper. Students are limited to nine credits of intern credit-free electives. This course may be repeated for credit.

Prerequisites: Junior standing; Management 250, Marketing 250, Management 471, Marketing 453 and a minimum GPA of 2.10.

Course Type(s): EX

BI 498 **Cr. 1.0 - 3.0**
Special Topics in International Business (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

BI 499 **Cr. 1.0 - 3.0**
Independent Study in International Business
 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

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. 1.0 - 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.
 Prerequisites: Marketing 250, a minimum GPA of 2.00, and completion of thirty credits, fifteen of which are earned at Monmouth University.
 Course Type(s): EX

BK 399 **Cr. 1.0 - 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 or Information Technology 150.
 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.
 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 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

Appendix A: Course Descriptions

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 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 foreign 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. 1.0 - 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.

Prerequisites: Marketing 250, a minimum GPA of 2.00, and completion of thirty credits, fifteen of which are earned at Monmouth University.

Course Type(s): EX

BK 489 **Cr. 1.0 - 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. 1.0 - 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

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. Not open to Business majors.

Prerequisite: Management 200.

Course Type(s): none

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. 1.0 - 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

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 conducted 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

Appendix A: Course Descriptions

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: Management 250; Information Technology 100 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): SJL, 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. 1.0 - 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.

Prerequisites: Management 250, a minimum GPA of 2.00, and completion of thirty credits, fifteen of which are earned at Monmouth University.

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 systems 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**

Leadership and Team Development

Designed to help students understand the basics of team functioning, when to use group and individual decision making, and how to manage teams effectively as an influential leader.

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

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, and the various and diverse schools of thought that exist in the strategic management of hospitality, and, finally, 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 devel-

opment 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, and 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. 1.0 - 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.

Prerequisites: Management 250, a minimum GPA of 2.00, and completion of thirty credits, fifteen of which are earned at Monmouth University.

Course Type(s): EX

BM 489 Cr. 1.0 - 3.0

Internship in Management

An opportunity to apply classroom theory in practice

Appendix A: Course Descriptions

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. 1.0 - 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

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. 1.0 - 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 GPA of 2.0, and instructor consent are required. Course Type(s): EX

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

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

Appendix A: Course Descriptions

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 Laboratory Science, Mathematics, Computer Science, Software Engineering, Criminal Justice, Health Studies, and Health and Physical Education.

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.

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.

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

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, Medical Lab Science, or Clinical Lab Science 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, Medical Lab Science, or Clinical Lab Science 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 and 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 quality 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 microorganisms; 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

Appendix A: Course Descriptions

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): 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. Please note: when Scuba is offered as BY 298 it does not carry a course type of MC.

Prerequisite: As announced in the course schedule.

Course Type(s): MC, ME

BY 299 **Cr. 1.0 - 3.0**

Independent Study in Biology

Principles of independent study and research; critical review of published work on a designated topic in the biological sciences or original research; preparation of a research paper or review article in publishable format or oral presentation of research results. Laboratory or field work arranged as needed. Requires submission and approval of an Application for Independent Study (an e-form is available on WEBadvisor) with a faculty mentor. Prerequisites: Prior permission of the directing professor and department chair; Sophomore standing in Biology (Total of all independent study credits to be counted towards the degree may not exceed six, unless approved by the Dean).

Course Type(s): none

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, 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.

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 bio macromolecules. 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 minimum 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

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 Political Science 105, both 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 micro pipetting, bacterial culturing and sterile technique, solution preparation, DNA extraction, restriction digestion of DNA, DNA sub cloning, 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

Appendix A: Course Descriptions

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 conducted in a lecture, seminar, or laboratory format.
Prerequisite: As announced in course schedule.
Course Type(s): MC, ME

BY 399 **Cr. 1.0 - 3.0**

Independent Study in Biology

Principles of independent study and research; critical review of published work on a designated topic in the biological sciences or original research; preparation of a research paper or review article in publishable format or oral presentation of research results. Laboratory or field work arranged as needed. Requires submission and approval of an Application for Independent Study an e-form is available on WEBadvisor) with a faculty member.
Prerequisites: Prior permission of the directing professor and department chair; Junior standing in Biology. (Total of

all independent study credits to be counted towards the degree may not exceed six, unless approved by the Dean.)
Course Type(s): none

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 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

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 105, both 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

Appendix A: Course Descriptions

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.
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 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 - 3.0**

Independent Study in Biology

Principles of independent study and research; critical review of published work on a designated topic in the biological sciences or original research; preparation of a research paper or review article in publishable format or oral presentation of research results. Laboratory or field work arranged as needed. Requires submission and approval of an Application for Independent Study (an e-form is available on WEBadvisor) with a faculty member. Prerequisites: Prior permission of the directing professor and department chair; Senior standing in Biology. (Total of all independent study credits to be counted towards the degree may not exceed six, unless approved by the Dean.)

Course Type(s): none

BY 499T Cr. 1.0***Independent Study in Biology with Thesis***

Preparation and submission of a thesis in science journal format. The thesis will contain results from the completion of independent study and research and will include appropriate description of the background and methods for the project and discussion of the results and its significance. It is designed specifically for students desiring Biology departmental honors.

Prerequisite: Permission of the course advisor, Senior standing in Biology, Biology with a concentration in Cell and Molecular Physiology, or Marine and Environmental Biology and Policy.

Course Type(s): none

CE 101 Cr. 3.0***Chemistry in Our Lives***

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 Two 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

Appendix A: Course Descriptions

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 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 analysis for both qualitative and quantitative work.

Corequisite: Chemistry 322.

Course Type(s): none

CE 325 Cr. 3.0***NMR Spectroscopy***

A treatment of the theories and applications of modern Fourier transform nuclear magnetic resonance (FT-NMR) spectroscopy. Applications of FT-NMR spectroscopy to the investigation and solution of chemical problems will be emphasized.

Prerequisite: Chemistry 242L.

Course Type(s): none

CE 331 Cr. 3.0***Biochemistry I***

An introduction to biochemistry with a molecular biology and chemistry focus. It is centered on the relationships between structure and function of biological molecules

such as proteins, carbohydrates, nucleic acids, and lipids and their chemistry in living systems. It also includes the principle of bioenergetics, metabolic pathways, protein-ligand interactions, and enzyme kinetics.

Prerequisite: Chemistry 242.

Course Type(s): none

CE 332 Cr. 3.0***Biochemistry II***

A continuation of Biochemistry 1 (CE 331). Focus will be on metabolism, biological oxidation and reduction processes, and biosynthetic pathways in the cell. Also covers molecular aspects of DNA replication, transcription, and protein translation, and molecular basis of genetic regulation. In addition, some diseases related to defects in these metabolic pathways will be discussed.

Prerequisite: Chemistry 221.

Course Type(s): none

CE 341 Cr. 3.0***Physical Chemistry I***

Basic principles of quantum mechanics essential for understanding of atomic and molecular spectroscopy are covered. The specific topics included: Quantum Mechanics: postulates and formulation of Schrodinger equation, uncertainty principle, particle in a box, simple harmonic oscillator, rigid rotor, Hydrogen atom, hydrogenic wave functions, Pauli principle, Helium atom, Hydrogen molecule, Molecular Orbital Theory; Introduction and applications of Computational Chemistry; Spectroscopy; Light-matter interaction, term symbols, spectroscopic selection rules, electronic spectra of atoms and molecules, rotational and vibrational spectra, IR and Raman spectroscopy, Lasers.

Prerequisites: Chemistry 221 and 221L, Mathematics 126 and Physics 212, all passed with a grade of C- or higher.

Corequisite: Chemistry 341L.

Course Type(s): none

CE 341L Cr. 1.0***Physical Chemistry I Laboratory***

This course is designed to be taken concurrently with CE 341, Physical Chemistry I. The experiments performed complement material studied in CE 341. Topics covered include: UV-Vis, FT-IR, Raman, Laser Induced Fluorescence, and Flash Photolysis spectroscopies. This laboratory also requires the use of modern computer platforms and quantum chemistry software for molecular simulations and data analysis. Prerequisites: English 101 and 102 or permission of the instructor.

Corequisite: Chemistry 341.

Course Type(s): WT

Appendix A: Course Descriptions

CE 342

Cr. 3.0

Physical Chemistry II

Amplification of concepts in thermodynamics, chemical kinetics and dynamics and application of these to gases, liquids, and solutions to provide a solid background for understanding the physical principles that govern behavior of chemical and biological systems. The specific topics included: Thermodynamics: standard functions (enthalpy, entropy, etc.), ensembles, partition function. Gibbs chemical potential, phase equilibria, electrochemical cells; Kinetic Theory of Gases: Maxwell-Boltzmann distribution, collision frequency; effusion rate, heat capacity, transport processes (diffusion, viscosity, etc.); Chemical Kinetics: differential and integral expressions for rate laws, reaction mechanisms, Chemical Dynamics: collision theory, absolute rate theory, transition state theory.

Prerequisites: Chemistry 341 and 341L, Mathematics 126, and Physics 212, all passed with a grade of C- or higher.

Course Type(s): none

CE 342L

Cr. 1.0

Physical Chemistry II Laboratory

This course is designed to be taken concurrently with CE 342, Physical Chemistry II. The experiments performed complement material studied in CE 342. Topics covered include experimental investigation of gas laws, phase transitions, transport properties of gases (diffusion), electrochemistry (electrolysis, electroplating, and voltammetry) and chemical kinetics (fluorescence quenching). This laboratory also requires the use of modern computer platforms and quantum chemistry software for simulations of chemical kinetics, dynamics and data analysis.

Prerequisites: English 101 and 102 or permission of the instructor.

Corequisite: Chemistry 342.

Course Type(s): WT

CE 350

Cr. 1.0 - 4.0

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 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 2.00 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 341 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 405 **Cr. 3.0**

Methods of Inorganic Chemistry

Coverage of important experimental methods in inorganic structural determinations. Topics include symmetry and group theory, computational methods, mass spectrometry, diffraction analysis and nuclear magnetic resonance, electron paramagnetic resonance, rotational, Mossbauer, vibrational, electronic absorption, photoelectron spectroscopies. The application of these techniques to the characterization and determination of inorganic substances is the emphasis of the course.

Prerequisite: Chemistry 410.

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

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

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.

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.

Appendix A: Course Descriptions

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 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 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 professionals are entailed. Students are also helped to improve 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 288 **Cr. 1.0 - 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): BI.EL, 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 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 Political Science 313.
 Prerequisite: Political Science 101 or 103.
 Course Type(s): SJL

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; 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 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

Appendix A: Course Descriptions

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.

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. 1.0 - 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 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 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 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. 1.0 - 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 489 **Cr. 1.0 - 3.0**
Internship in Criminal Justice
 Supervised practical experience in criminal justice. Repeatable for credit.
 Prerequisites: Junior standing, departmental approval, and placement.
 Course Type(s): EX

CJ 490 **Cr. 4.0**
Seminar in Criminal Justice
 Selected topics in criminal justice; presentation and discussion of a 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

Appendix A: Course Descriptions

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

CO 100 **Cr. 3.0**

Introduction to Communication

Theory, concepts, and practices of the production, transmission, and reception of messages. Examines elements, models, 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, COACSD, 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 221 **Cr. 3.0**

Introduction to Digital Media

Students develop the skills and receive a theoretical framework to produce, manage and optimize digital media to create dynamic and engaging websites, broadcast graphics and imagery for presentations.
Course Type(s): CORTP, IM

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, COCSD

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

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): BI.EL, CD

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

Appendix A: Course Descriptions

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 global communication, emphasizing shifts in national, regional, and international media patterns and trends including production, distribution, and consumption.

Course Type(s): BI.EL, 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

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 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 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 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.

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 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 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 270 **Cr. 3.0**

The Business of Radio

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 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

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. 1.0 - 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): COCST, COPRT, CORTT

Appendix A: Course Descriptions

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 293 **Cr. 3.0**

Social Media in Public Relations

An interactive, intensive study of social media with regard to the field of public relations. Students will be introduced to new contexts and forms of social media, an ever-growing area of study.

Prerequisite: Communication 295 or permission of the instructor.

Course Type(s): COPRT, IM

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): COSPT

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, COSPT

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): As indicated in the course schedule.

CO 299 **Cr. 1.0 - 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): none

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 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

Appendix A: Course Descriptions

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.
Prerequisite: Communication 102 or permission 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

Appendix A: Course Descriptions

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 384 **Cr. 3.0**

Seminar in Leadership Communication

An introduction to the study and practice of leadership from a communicating perspective. Particular focus on the relationship between communicating and leading. Examination of leadership concepts and theories in organizational, group, and public contexts. Students will analyze their personal leadership styles and develop leadership communication skills through team projects and classroom exercises.

Prerequisite: Communication 220 or 225 or Humanities 201.

Course Type(s): none

CO 388 **Cr. 1.0 - 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

This internship allows students in all majors to intern at government agencies, public service organizations and business associations located in Washington, DC. Under the supervision of Washington Center supervisors and faculty, students gain substantive entry-level professional experience along with academic credit over the course of one semester. In general, students are required to intern in a government agency or public organizations four and a half days per week and attend educational seminars, workshops and participate in professional forums conducted by the Washington Center. In addition, students must complete learning objectives and assignments specified by Monmouth University faculty sponsors. Also listed as Political Science 390 and Sociology 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 and Sociology 393.

Prerequisites: Junior standing and a minimum GPA of 2.50.

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): As indicated in the course schedule.

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 learn how to make interfaces for smart phones and tablets to create interactive audio and video. In addition, students will produce creative projects using data mapping, generative art and work collaboratively on a site-specific media project. Also listed as Art and Design 404.

Prerequisite: Communication 145 or Art 181.

Course Type(s): CORTP, IM

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, COSS

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

Appendix A: Course Descriptions

methods involving publicity demands, special events, promotions, image problems, and other challenges.

Prerequisite: Communication 295.

Course Type(s): COPRT

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, 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. 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. 1.0 - 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. 1.0 - 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. 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 499B **Cr. 1.0 - 3.0**

Independent Study in Screen Studies

Guided research on a selected topic in screen studies.
Course Type(s): none

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 205 **Cr. 4.0**

Data Structures and Algorithms

Introduction to the design, implementation, and use of fundamental data structures (list, 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 130 or Computer Science 202, passed with a grade of C or higher.
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

Appendix A: Course Descriptions

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

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 data path. 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. 1.0 - 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 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 205, 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 Computer Science 176. Use of classes, inheritance, polymorphism, and libraries. Topics will include flexible system design for such requirements as globalization.
Prerequisite: Computer Science 205, 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.
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. 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 205, 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**

Administrating 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, 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 205, 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.

Course Type(s): EX

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 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.

Appendix A: Course Descriptions

Prerequisite: Computer Science 176 or Computer Science 275, passed with a grade of C or higher.
Course Type(s): none

CS 371 **Cr. 3.0** **Scripting Languages**

An introduction to programming using widely-used, dynamically-typed, interpreted programming languages, which are sometimes called scripting languages. Covers general-purpose scripting languages, such as Perl and Python that are used to develop a wide range of applications. Scripting languages, such as PHP, that are used primarily in web development will not be covered in this course.

Prerequisite: Computer Science 176 or equivalent.
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 205, passed with a grade of C or higher.

Course Type(s): none

CS 388 **Cr. 1.0 - 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.

Prerequisite: Computer Science 205 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 205, 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 205, 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 soft-

ware: 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 205, 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 205, 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 205, 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 205, 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. 1.0 - 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. This course satisfies the reasoned oral discourse requirement for computer science students.

Prerequisites: Computer Science 325 and 432, 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

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

Appendix A: Course Descriptions

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 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

ED 050 **Cr. 0.0**

English as a Second Language Instruction for Undergraduate International Students

Course Type(s): none

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.

Prerequisite or Corequisite: Education 250.

Course Type(s): EX, WT

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 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.

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.

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.

Appendix A: Course Descriptions

Prerequisites: Mathematics 103 or 203, Educational Leadership 326, and a minimum GPA of 2.75.
Course Type(s): EX

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.
Course Type(s): EX

ED 362 **Cr. 3.0** ***Teaching Elementary Social Studies***

Introduces 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.
Course Type(s): EX

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.
Course Type(s): EX

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.
Course Type(s): EX

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.
Course Type(s): EX

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 non-print 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.
Course Type(s): EX

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. Course Type(s): EX

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. Course Type(s): EX

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.
 Course Type(s): EX

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. Course Type(s): EX

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. Course Type(s): EX

ED 375 **Cr. 3.0**
Integrated Secondary Teaching Methods Part I

As a component of the teacher-education program, the intention is to introduce future secondary teachers to 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

Appendix A: Course Descriptions

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.
Course Type(s): EX

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 (e.g., 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.
Course Type(s): EX

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 (e.g., 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.
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.
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. Also, lifetime sports and activities for students with diverse needs and from diverse backgrounds will be highlighted. Field experience is required. Education majors only.
Prerequisites: Education 320 and a minimum GPA of 2.75.
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.
Course Type(s): EX

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 eighty credits). Limited to 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 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

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. Education majors only.
Prerequisites: Educational Leadership 201 and a minimum GPA of 2.75.
Course Type(s): none

EDL 210 **Cr. 3.0**
Introduction to Language Development
Provides an overview of the development of language over the course of the lifespan. An introduction to the normal acquisition of language including the components of language, as well as the physical, social, and cognitive basis for language. Theories of language development and how language evolves from infancy to adulthood will be discussed. Cultural influences on language development will also be explored.
Course Type(s): none

EDL 211 **Cr. 3.0**
Introduction to Phonetics
Provides students with the skills needed to produce, transcribe and describe in articulatory terms, the individual sounds used in speech. Will provide an introduction to sound patterns, phonetic transcriptions using the International Phonetic-Alphabet, acoustic aspects of phonetics and the application of these skills to clinical practice. Dialects and derivations of the English language will be explored.
Course Type(s): none

EDL 212 **Cr. 3.0**
Introduction to Communication Disorders
Provides an overview to the fields of speech-language pathology, audiology, and education of the hearing impaired. Will provide information regarding the nature, etiology, symptom, and remediation of organic and neurogenic disorders of speech, language, and hearing. Additionally, this course will provide an overview of various speech, language, and hearing disorders: the factors related to the causes and severity of these disorders and roles of professionals associated with the diagnosis and severity of these disorders and roles of professionals associated with the diagnosis and treatment, specifically speech-language pathologists and audiologists.
Course Type(s): none

Appendix A: Course Descriptions

EDL 213 **Cr. 3.0**

Neurological Bases of Communication

Students will learn the neuroanatomical and neurophysiological underpinnings of speech, language and hearing and will study how the nervous system controls communication. Additionally, the course will examine the cranial nerves and the circuits underlying sensory perception, motor action, and cognition as they relate to speech production and hearing.

Course Type(s): none

EDL 214 **Cr. 3.0**

Anatomy and Physiology of Speech and Hearing

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

Course Type(s): none

EDL 215 **Cr. 3.0**

Speech and Hearing Science

Studies the nature of sound, sound transmission, and units of measurement necessary to understand the physiologic, acoustic, and perceptual parameters of speech. Acoustics, speech production, and speech perception will be emphasized.

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 298 **Cr. 1.0 – 3.0**

Special Topics in SLP

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

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-6 Educational Settings I

Focuses on the literacy development of regular and special education children, including those from diverse backgrounds in grades K-6. Ongoing assessment and instructional strategies will be explored in various engaging, literate, educational settings.

Prerequisites: Education 250 and a minimum GPA of 2.75.

Course Type(s): none

EDL 327 **Cr. 3.0**

Literacy Instruction in K-6 Educational Settings II

Focuses on the literacy development of regular and special education children, including those from diverse backgrounds in grades K-6. 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.

Course Type(s): WT

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. 1.0 – 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 498 Cr. 1.0 - 3.0

Special Topics in SLP

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. 1.0 - 3.0

Independent Study in Educational Leadership

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

Course Type(s): none

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

Appendix A: Course Descriptions

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 con-

ducted 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. 1.0 - 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

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 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

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 U.S., 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 216 Cr. 3.0

Illness in Literature

An examination of illness in literature.

Course Type(s): HE.EL, HEPE, LIT

EN 217 Cr. 3.0

Rebirth in Comedy

Selected texts of the tradition of comedy, from Ancient Greece to the present, including plays, novels, and movies.

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

Appendix A: Course Descriptions

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): 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 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. 1.0 - 3.0**

Independent Study in English

Independent Study in English: Reading, writing, and research on a selected topic under the direction of an English department faculty member. For the Creative Writing or any of the Writing Minors, development of a major writing project under the guidance of a faculty member.

Prerequisites: English 101, 102, three credits from any course with a designation of LIT, and permission of the instructor.

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 comedies and histories.

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 tragedies and romances.

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, Defore, 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 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 Brontës, 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

Appendix A: Course Descriptions

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): none

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 373 **Cr. 3.0**

The Art and Practice of Persuasion

Classical and contemporary perspectives on the nature, functions, and scope of persuasion and rhetoric. Potential print and visual texts for analysis include but are not limited to non-fiction prose, novels, short fiction, speeches, films, video clips, and Web sites.

Prerequisites: English 101, 102, and either English 201 or 202 or 215.

Course Type(s): none

EN 384 **Cr. 1.0 - 3.0**

Language and Community

Students will learn theories and best practices of tutoring and will apply them in literacy activities in community settings. Will convene in three chronological formats: training of how to tutor, internship hours, and reflection on application of tutoring theories in the internship hours. This course does not qualify as a 300+ English elective.

Course Type(s): EX

EN 388 **Cr. 1.0 - 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 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 421 **Cr. 3.0**

African Diaspora Literatures

The study of the twentieth century literatures of worldwide African Diaspora. Primary texts will be drawn from differ-

ent 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.
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.
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, the 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

Appendix A: Course Descriptions

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: 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. 1.0 - 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 489 **Cr. 1.0 - 3.0**

Internship in English

Supervised practical experience in math; repeatable for credit.

Prerequisites: Departmental approval and Junior standing.
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 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 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, 201 or 202, plus two courses from English 226-229, or written permission of the instructor.
Course Type(s): none

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 Committee.
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 Committee.
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 Committee.
Course Type(s): EX

Appendix A: Course Descriptions

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): none

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): none

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 participate 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): none

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): none

FC 398 **Cr. 1.0 - 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): none

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): none

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): none

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): none

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): none

FF 301 Cr. 3.0

Survey of French Literature

Survey of French Literature up to 1800.

Course Type(s): none

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): none

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): none

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. 1.0 - 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. 1.0 - 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

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): none

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): none

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): none

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.

Appendix A: Course Descriptions

minated by the Department of Foreign Language Studies.
Prerequisite: German 101.
Course Type(s): none

FG 299 **Cr. 1.0 - 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. 1.0 - 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

FH 101 **Cr. 3.0** ***Elementary Modern Hebrew I***

Elements of language structure through oral and written practice, supplemented by work in the language laboratory, with emphasis on everyday Hebrew.
Course Type(s): none

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): none

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

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): none

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): none

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): none

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): none

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 fundamental 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: Italian 202.

Course Type(s): none

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): none

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. 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 LAB **Cr. 0.0**

Conversation Practice

Separate lab component from intermediate course(s).

Corequisite: Italian 201 or 202.

Course Type(s): none

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): none

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): none

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): none

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): none

Appendix A: Course Descriptions

FL 199 **Cr. 1.0 - 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. 1.0 - 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

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. 1.0 - 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): none

FO 299 **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. 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): none

FO 399 **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 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. 1.0 - 3.0**

Special Topics in Foreign Languages

Students study text in the original language at an advanced level. Course content will vary from semester to semester.

Course Type(s): none

FO 499 **Cr. 1.0 - 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 LTIOP1 **Cr. 0.0**

Oral Proficiency Interview

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

Course Type(s): none

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): none

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): none

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): none

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): none

FS 199 **Cr. 1.0 - 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): none

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): none

FS 298 **Cr. 1.0 - 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): none

FS 300A **Cr. 3.0**

Advanced Spanish Conversation and Oral Discourse

Intended for non-native speakers of Spanish and is a pre and/or co-requisite for FS 300B Advanced Conversation and Composition and a pre-requisite for all other 300 and 400-level courses in Spanish. This course is designed to bridge the gap between lower and upper division courses by providing students with optimal opportunities to prac-

Appendix A: Course Descriptions

tice their oral language skills at the high intermediate level. The course provides practice in all four language functions while placing special emphasis on conversation, listening, and oral presentation skills. Students who register for Spanish 300A must also register for a weekly one hour conversation practice lab at the time of registration. Prerequisite: Spanish 202 or five or more years of Advanced Placement credits.
Course Type(s): none

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): none

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): 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): 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): none

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): none

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): 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 who wish to do intensive work in their major field; materi-

als 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 Spanish-speaking countries.

Prerequisite: Spanish 202 or five or more years of Spanish or Advanced Placement credits.

Course Type(s): none

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): none

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): none

FS 398 Cr. 1.0 - 3.0

Special Topics in Spanish

Students study text in the original language. Course content 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 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 402 Cr. 3.0

Advanced Spanish Conversation and Oral Proficiency

Advanced conversational practice in Spanish and review of Spanish grammar and vocabulary. This course focuses on the improvement of oral and aural communication skills in Spanish and aims to prepare students to achieve an oral proficiency rating of Advanced Low or higher, according to the ACTFL scale. This course is intended for Spanish and Spanish/Education majors, and should be taken in the student's sophomore or junior year.

Prerequisites: Spanish 300A or 313 or 318.

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): none

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): none

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 number 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

Appendix A: Course Descriptions

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): WT

FS 406 **Cr. 3.0** ***Cervantes***

Analytical readings in Cervantes' Entremeses, Novelas Ejemplares, and Don Quixote. Course Type(s): none

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): none

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): none

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): none

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): none

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): none

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 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 forty-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): none

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): none

FS 455 **Cr. 3.0**

Latin American Seminar

Interdisciplinary study and research on a topic of contemporary interest.
Prerequisite: Permission of the Foreign Language Studies department.
Course Type(s): none

FS 489 **Cr. 1.0 - 3.0**

Internship in Foreign Language

Supervised practical experience in math; repeatable for credit.
Prerequisites: Departmental approval and Junior standing.
Course Type(s): EX

FS 499 **Cr. 1.0 - 3.0**

Independent Study in Spanish

Guided readings and research on an area or topic of 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

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

Appendix A: Course Descriptions

GIS 235 **Cr. 3.0**

GIS Applications in Homeland Security

Introduces students to the basic theories in geographic information systems (GIS). It provides students with a hands-on practical approach to analyze homeland security related data. Students will develop a skill set to map homeland security data and perform spatial analytical tasks. Also listed as Homeland Security 235.

Course Type(s): none

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.

Course Type(s): MEBP, SS.SV, TL

GIS 335 **Cr. 3.0**

Advanced Geographic Information Systems and Homeland Security

Students will build upon the skills and information learned in HLS 235, Geographical Information Systems and Homeland Security to demonstrate advanced techniques in the analysis of spatial data to help the homeland security enterprise prevent, mitigate, respond to, and recover from intentional, natural, and accidental threats. Also listed as Homeland Security 335.

Prerequisite: Homeland Security 235.

Course Type(s): none

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.

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 archaeology.

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. 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.

Prerequisite: GIS 250.

Course Type(s): EX

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

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): BI.EL, 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 geographic information systems (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): GU

GO 212H **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): BI.EL, 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): CD 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): GU, 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

Appendix A: Course Descriptions

GO 399 **Cr. 1.0 - 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. 1.0 - 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. 1.0 - 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

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, SJS, 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.

Course Type(s): CD GS, SI, SJS

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 U.S. 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. 1.0 - 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

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 200 **Cr. 4.0**

Becoming a Home Health Aide

Through classroom lecture, discussions, reading, and laboratory practice the student will learn the 76-hour training

Appendix A: Course Descriptions

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 NJ.
Course Type(s): HE.EL

HE 212 **Cr. 3.0** ***Lifespan Development and Health***

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 healing practices and rituals of different faiths and cultural traditions will be explored.
Course Type(s): HE.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 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.
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): BI.EL, CD, GS, HE.EL, HEPE

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): BI.EL, GU, HE.EL, HEPE, MEBP, 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): BI.EL, 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 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): HE.EL, HEPE

HE 370 Cr. 3.0

Alternative/Complementary Health Therapies

Cultural origins of Complimentary Alternative Medical (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): BI.EL, GU, HE.EL, HEPE

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): BI.EL, GU, HE.EL, HEPE, 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 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; 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): none

HE 389 Cr. 1.0 - 3.0

Internship in Health and Physical Education

Supervised, pre-professional field experience in health and physical education. The student will secure an internship site related to his/her interests and career goals. Potential internship sites include health and fitness clubs, community wellness agencies, coaching opportunities, hospitals, corporations, and private services. The student

Appendix A: Course Descriptions

will work fifty hours per credit per term at his/her internship site. Students are required to obtain a faculty sponsor, develop learning objectives at the start of their internship, keep a journal of their internship activities throughout their placement, and write a final paper reflecting upon their internship experience. Also listed as Physical Education 389.

Prerequisites: Junior standing (and others by permission of a faculty advisor), placement opportunity and approval by the Health and Physical Education Department.

Limited to Health majors.

Course Type(s): EX

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, 190 or 225, 212, 320, 324, and 380, and English 101 and 102.

Course Type(s): HEPE

HE 435 **Cr. 3.0**

Community Health

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.

Prerequisites: Health 101, 160, 190 or 225, 212, Health 324, and 380; and English 101 and 102 or permission of the instructor.

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, 160, 190 or 225, 212, 324, and 380 and English 101 and 102, or permission of the instructor.

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 BS 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, 190 or 225, 212, 324, 380 and either Health Studies 430 or 435 or 440 and

English 101 and 102.
Course Type(s): EX, HEPE

HE 498 **Cr. 1.0 - 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

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 preventing acts of terrorism.
Course Type(s): none

HLS 235 **Cr. 3.0**
GIS Applications in Homeland Security

Introduces students to the basic theories in Geographic Information Systems (GIS). Provides students with a hands-on practical approach to analyze homeland security related data. Students will develop a skill set to map homeland security data and perform spatial analytical tasks. Also listed as Geographic Information Systems 235.
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 assessment, and risk assessment, highlighting the differences, advantages, and disadvantages of each, as well as establishing effective security programs. Prerequisite: Homeland Security 212.
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.
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.
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.
Course Type(s): none

HLS 335 **Cr. 3.0**
Advanced Geographic Information Systems and Homeland Security

Students will build upon the skills and information learned in HLS 235 Geographical Information Systems and Homeland Security to demonstrate advanced techniques in the analysis of spatial data to help the homeland security enterprise prevent, mitigate, respond to, and recover from intentional, natural, and accidental threats. Also listed as Geographic Information Systems 335.
Prerequisite: Geographic Information Systems 235.
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 pro-

Appendix A: Course Descriptions

fessor and agency supervisor.
Prerequisites: English 101 or 102 and permission of the instructor.
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.
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.
Course Type(s): none

HLS 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: Homeland Security 212.
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.
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.
Course Type(s): none

HLS 415 **Cr. 3.0** ***Homeland Security Intelligence 2100***

An in-depth examination of intelligence successes and failures. Intelligence cases with homeland security implications will be examined. Focus will be on current and future intelligence threats and how the homeland security intelligence community perceives and acts upon those threats.
Prerequisite: Homeland Security 410.
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.
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.
Course Type(s): none

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 (the-

ater, 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 298H **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): HO

HO 497 **Cr. 1.0**
Research Methods - Honors

Provides instruction for HO 498 Proposal and HO 499

Thesis and concomitant research methods. Students decide upon a research area and engage a suitable supervisor. Students develop a research topic and requisite research methodology, and initiate investigation of that topic.

Prerequisites: Successful completion of eighty credits, (at least fifteen of which are in the major), a minimum GPA of 3.5 in the major, and a minimum GPA of 3.3 overall.
Course Type(s): HO

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, at least twelve credits of honors courses, and a grade of B or higher in Honors 497.
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

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

Appendix A: Course Descriptions

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

HS 103 **Cr. 3.0** ***U.S. 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** ***U.S. 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 105 **Cr. 3.0** ***The Verdict of History***

Students will explore the history of western civilization through some of its most controversial and pivotal trials. They will study both the historical context and the particulars of such cases, as the trials of Socrates, Jesus of Nazareth, Joan of Arc, Martin Luther, Galileo, the Amistad rebels, Alfred Dreyfus, Oscar Wilde, John Scopes, Sacco and Vanzetti, Adolf Eichmann, and O.J. Simpson.

Course Type(s): HS.SV

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): CD, 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 farmers, laborers, immigrants, African-Americans, and reformers.

Prerequisites: English 101 and 102 or permission of the instructor.

Course Type(s): CD, 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 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 twenty-first century; examines not only the major conflicts in this period, but

also the evolution of strategy, military institutions, civil-military relations, and the American way of war.
Course Type(s): HSUS

HS 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): 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): 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. Also listed as Political Science 225.
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

Appendix A: Course Descriptions

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 Muscovite and Imperial eras, the impact of the West to about 1855.

Course Type(s): BI.EL, 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): ARHIS, CD, 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): 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): BI.EL, 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 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): 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): BI.EL, 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): BI.EL, 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. Prerequisites: English 101 and 102.
Course Type(s): GU, HSNW, HSUS, WT

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): GU, 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): CD, 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): CD, 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): As indicated in the course schedule.

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

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

Appendix A: Course Descriptions

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 U.S. 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 U.S. history. Also listed as Gender Studies 305.

Prerequisites: English 101 and 102 or permission of the instructor.

Course Type(s): GS, HSUS, WT

HS 306 **Cr. 3.0** ***Jazz Age and Harlem Renaissance***

Focus will be on race, gender, class and sexuality in Jazz Age America as related to the development of the Harlem Renaissance. Harlem was the center of black culture in the 1920s; but this New Negro Movement stretched far beyond Harlem. In this course, we will explore both the national and transnational dimensions of the Harlem Renaissance and how the culture of the Harlem Renaissance helped to shape modern American culture more broadly. This course will include an examination of the Harlem Renaissance in American history from multiple perspectives including literary, artistic, cinematic, economic and philosophical aspects of the Renaissance in American history.

Course Type(s): CD, 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 1960s. 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): CD, 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 the 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

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

Appendix A: Course Descriptions

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): CD, 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 of 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): CD, 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 Germanys, and Unification.
Prerequisites: English 101 and 102 or permission of the instructor.

Course Type(s): CD, 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 361 **Cr. 3.0**

Revolution and Reaction: Jews of the Russian Empire and the Soviet Union (1772-1939)

This cultural, social, religious, economic and political history of the Jews of the Russian Empire in the 19th and early 20th centuries. Who were they and where did they come from? What was their place in society and what policies were invoked in the Russian Empire to deal with the Jewish problem? How did their lives change after the Bolshevik revolution and the establishment of the Soviet Union?

Course Type(s): CD, HSEU

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): BI.EL, GU, HSLA, HSNW, HSPRE, WT

HS 388 **Cr. 1.0 - 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): 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 1800s 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): BI.EL, 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): GU, HSAF, HSNW

HS 397 **Cr. 3.0**

Globalization and Africa

Globalization has profoundly influenced and transformed African in multi-dimensional ways-economically, politically, and socially. While globalization is not a new development, it has had a significant impact on Africa since the late nineteenth century. Africa has been connected to the world market thereby leading to opportunities for economic growth and development. Although African states are still grappling with sustainable economy, they remain

strongly attached to the world economic system.

Politically, there has been a transition from the monarchical to the parliamentary/presidential systems. This course will examine the concept of globalization, how it has impacted Africa, how Africa how responded to the economic, political, and social changes and challenges. We will also discuss the ways Africa can become more relevant in global affairs.

Course Type(s): GU, HSAF, HSNW

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): As indicated in the course schedule.

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 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 above 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 on 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. 1.0 - 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. 1.0 - 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 on 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. 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 course work; and prior permission of directing professor and department chair. Course Type(s): none

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. 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): SJL

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

IS 288 Cr. 3.0

Cooperative Education Interdisciplinary Studies

Application of skills from two or three interdisciplinary studies areas in a career-related position under faculty supervision. Students will work at least ten hours per week at an approved site and carry out academic assignments in coordination with their faculty sponsors. Course Type(s): EX

IS 290 Cr. 1.0 - 3.0

Professional and Organizational Ethics

Ethical theory and its applications to interdisciplinary social issues. Examination of moral principles, basic to professional practice, organizational behavior, and public policy making. Prerequisites: English 101 and 102 or permission of the instructor. Course Type(s): WT

IS 388 Cr. 1.0 - 3.0

Cooperative Education: Interdisciplinary Studies

Application of skills from two or three interdisciplinary studies areas in a career-related position under faculty supervision. Students will work at least ten hours per week at an approved site and carry out academic assignments in coordination with their faculty sponsors. Course Type(s): EX

IS 401 Cr. 2.0

Senior Integrative Thesis Proposal

Independent research guided by a chief advisor and second reader. Research should access the methods and materials of the chosen disciplines, focus on a specific problem or topic, and relate to a stated career ambition. Conventional library research, lab experiment component, survey, creative project, etc., are all acceptable. Prerequisite: Senior standing in the major or permission of the department chair. Course Type(s): none

IS 402 Cr. 2.0

Senior Integrative Thesis

Thesis based on research completed in Interdisciplinary Studies 401. A thoroughly developed research project, which must integrate chosen disciplines, focus on a specific problem, and relate to a career objective. Prerequisite: Interdisciplinary Studies 401, passed with a grade of B or higher. Course Type(s): none

Appendix A: Course Descriptions

IS 488 **Cr. 1.0 - 3.0**

Cooperative Education: Interdisciplinary Studies

Application of skills from two or three interdisciplinary studies areas in a career-related position under faculty supervision. Students will work at least ten hours per week at an approved site and carry out academic assignments in coordination with their faculty sponsors.

Course Type(s): EX

IS 499 **Cr. 1.0 - 3.0**

Independent Study in Interdisciplinary Studies

Guided research and in-depth study of a selected topic of an interdisciplinary nature under the direction of a faculty member through Interdisciplinary Studies. Conference(s) with sponsoring professor, extensive reading, and at least one written report are required.

Prerequisites: Senior standing, a 3.00 or higher GPA in major course work, and prior permission of the directing professor and chair.

Course Type(s): none

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 102 or Information Technology 102 or 150.

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 integrated 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 department.

Course Type(s): none

IT 298 **Cr. 1.0 - 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 department.

Course Type(s): none

IT 398 **Cr. 1.0 - 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. 1.0 - 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 of the department.

Corequisite: Information Technology 300.

Course Type(s): EX

IT 498 **Cr. 1.0 - 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

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. 1.0 - 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

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

Appendix A: Course Descriptions

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; zero, 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, 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 or 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 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 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

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

Appendix A: Course Descriptions

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. 1.0 - 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 Elementary Mathematics 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 percent, 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 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. 1.0 - 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, Math Level 3; and English 101 and 102 or permission of the instructor.

Course Type(s): 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 MA 319, including sample distributions, exploratory data analysis, estimation methods, regression and correlation, as well as applications to quality control.

Prerequisites: One of either Mathematics 116 or 118 or Mathematics 126 passed with a grade of C- or higher and one of either Mathematics 151 or Economics 251 or Mathematics 319 passed with a grade of C- or higher and English 101 and 102.

Course Type(s): WT

MA 321 Cr. 3.0

Statistical Consulting

Gives students a working knowledge of statistical consulting in the world outside of the classroom by working with real clients. Students will interview clients, translate client needs into statistical language, design statistical experiments, generate data collection plans, assist in data collection, analyze data, interpret their analyses, and present their finding to the client. Throughout the process students will interact with their clients regarding ongoing questions that occur. By the end of the course, students will be able to choose and apply appropriate statistical design and analysis methodologies. They will also be able to interpret and evaluate and present their conclusions in oral and written form. Topics covered will depend upon client needs and may include designing experiments with power and sample size considerations, multiple and logistic regression, survival analyses, t- and chi-square tests, ANOVA/MANOVA/ANCOVA, and principal component analysis. This course may be repeated once for additional credit to either continue work on a long-term project, or to

Appendix A: Course Descriptions

take part in a new statistical consulting project.
Prerequisite: Permission of the instructor is required.
Course Type(s): none

MA 388 **Cr. 1.0 - 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 ten 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 389 **Cr. 1.0 - 3.0**

Internship in Mathematics

Supervised practical experience in math; repeatable for credit.

Prerequisites: Departmental approval and Junior 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. 1.0 - 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, 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, all passed with a grade of C- or higher, Math Level 3; 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, mul-

tivariate 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.
Prerequisites: Mathematics 116 or 118 or 126; passed with a grade of C- or higher, and either Mathematics 151, 319 or Economics 251; passed with a grade of C- or higher.
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.
Prerequisites: Mathematics 116 or 118 or 126; passed with a grade of C- or higher and Mathematics 151 or 319 or Economics 251; 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.
Prerequisites: One of either Mathematics 116 or 118 or Mathematics 126 passed with a grade of C- or higher and one of either Mathematics 151 or Economics 251 or Mathematics 319 passed with a grade of 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.
Prerequisites: Mathematics 116 or 118 or 126; passed with a grade of C- or higher and Mathematics 151 or 319

or Economics 251; passed with a grade of C- or higher.
Course Type(s): none

MA 488 **Cr. 1.0 - 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 ten 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, both 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 489 **Cr. 1.0 - 3.0**

Internship in Mathematics

Supervised practical experience in math; repeatable for credit.
Prerequisites: Departmental approval and Junior 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. 1.0 - 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

ML 411 **Cr. 16.0**

Clinical Internship in Medical Laboratory Science I

First half of an intensive one-year clinical internship and training at an approved, partner medical institution in the requisite skills for a career in medical laboratory science. Practical experience in tests and procedures of hematology, histology, blood bank, clinical microscopy, clinical chemistry, bacteriology, parasitology, mycology, immunol-

Appendix A: Course Descriptions

ogy, serology, radioisotopes, and related subjects. Limited to Medical Laboratory Science majors who have completed all other degree requirements.
Course Type(s): EX, WT

ML 412 **Cr. 16.0** ***Clinical Internship in Medical Laboratory Science II***

Second half of an intensive one-year clinical internship and training at an approved, partner medical institution in the requisite skills for a career in medical laboratory science. 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 Laboratory Science majors who have completed all other requirements.
Prerequisite: Clinical Internship ML 411.
Course Type(s): EX

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

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 regard-

ing 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 - 3.0** ***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 contaminants 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

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 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 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 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 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.

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

Appendix A: Course Descriptions

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 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 permis-

sion 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

MU 172 **Cr. 3.0**

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

Appendix A: Course Descriptions

MU 180 **Cr. 1.0**

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

MU 181 **Cr. 1.0**

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

MU 188 **Cr. 3.0**

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

MU 190 **Cr. 1.0**

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

MU 191 **Cr. 1.0**

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

MU 192 **Cr. 1.0**

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

MU 193 **Cr. 1.0**

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

MU 194 **Cr. 1.0**

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

MU 195 **Cr. 1.0**

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

MU 196 **Cr. 1.0**

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

MU 197 **Cr. 1.0**

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

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

Appendix A: Course Descriptions

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 AD

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.

Prerequisites: Music 140 and 301.

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, 240, and 301.

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

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, presented 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

Appendix A: Course Descriptions

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 tours/acts.

Course Type(s): none

MU 398 **Cr. 1.0 - 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

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 publish-

ing, 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 students' 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

MU REC **Cr. 0.0**
Senior Recital - Music Major

Senior Recital - Music Major
Course Type(s): none

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 201 **Cr. 6.0**
Nursing I

Principles of nursing practice and basic nursing skills are introduced to provide for basic biopsychosocial needs of patients and their significant others. Students will gain confidence and competence in patient care and medication administration across the lifespan. An introduction to human responses, therapeutic communication, client advocacy and nursing care is the foundation for professional nursing practice. Students are introduced to nursing diagnosis, problem solving, decision making and critical thinking skills. Communication skills, the nursing process and medical mathematical calculations are areas of development. Methods for interpretation of medical orders, calculation of safe medication dosing and preparation, and administration of medications will be emphasized.
Prerequisites: Biology 111, 112, Chemistry 109 and successful completion of the Nursing Proficiency Exam.
Course Type(s): none

Appendix A: Course Descriptions

NU 202

Cr. 6.0

Nursing II

Professional nursing care for individuals and their significant others experiencing acute and/or chronic illness is emphasized. Students continue to hone nursing diagnosis, problem solving, decision-making and critical thinking skills in caring for adult and geriatric patients. The nursing process is applied in caring for adult/geriatric patients and their significant others across health care settings such as the hospital, end of life facilities, and home care.

Foundational clinical experiences help students to develop plans and implement strategies for health promotion, risk reduction, health maintenance, rehabilitation, injury prevention and treatments of acute and complex health issues of adult and geriatric patients from diverse backgrounds. Critical thinking and evidence-based practice are introduced for students to formulate differential diagnoses, clinical impressions, nursing diagnoses for treatments and evaluation of care provided to adult and geriatric patients. Clinical opportunities are provided to deliver safe, legal, and ethical care for adult and geriatric patients in a variety of clinical settings.

Prerequisites: Nursing 201 and successful completion of the Nursing Proficiency Exam.

Course Type(s): none

NU 203

Cr. 6.0

Nursing III

Family theory is applied for examining families in child-bearing years through pregnancy, labor, birth, post-partum mothers and their newborns, infancy, childhood and adolescence. The concentration is on the changing needs of women and families during the reproductive life cycle in the delivery of ethically sound nursing care. Care is adapted to the unique health and developmental needs of children and their families to maximize health potential. Health promotion, risk reduction, disease prevention and restoration of developing children and women are integrated and facilitated in the care of mothers, neonate, families and children in acute and community based settings.

Prerequisites: Nursing 201, 202, and successful completion of the Nursing Proficiency Exam.

Course Type(s): none

NU 204

Cr. 6.0

Nursing IV

Part I - Sound professional nursing care for individuals and their significant others who are experiencing acute or complex health issues is emphasized. Clinical experiences continue to foster students' ability to develop plans and implement strategies for health promotion, risk reduc-

tion, health maintenance, rehabilitation, injury prevention and treatment of acute and complex health issues of adult and geriatric patients from diverse backgrounds.

Students further improve their abilities to critically think and apply evidence-based practice to formulate differential diagnoses, clinical impressions, nursing diagnoses for treatment and evaluation of care provided to adult and geriatric patients. Clinical opportunities facilitate safe, legal, and ethical care for adult and geriatric patients in a variety of clinical settings. Part II - Students will gain knowledge, skills, values, and meanings associated with positive promotion of Psychiatric-Mental Health Nursing across the lifespan, as well as having an opportunity to apply previously learned behavioral and scientific concepts of health and wellness. Psychiatric-Mental Health Nursing principles and therapeutic and effective communications with clients will be addressed. Student activities focus on initiating, continuing and terminating a one-to-one relationship. The student will use therapeutic communications and observation to identify client needs and responses to care. Concepts related to ethical/legal, professional accountability, community, and teaching are applied in patient care. Past, present and future trends in mental health are explored. Discussion of the roles of the Psychiatric-Mental Health team, with emphasis on the nursing role, is integrated throughout the course.

Prerequisites: Nursing 201, 202 and 203; and successful completion of the Nursing Proficiency Exam.

Course Type(s): none

NU 205

Cr. 3.0

Pathophysiology

Concepts for anatomy, physiology, and chemistry courses provide the foundation for exploring human dysfunction across the lifespan. Emphasis is placed on the relationship of health patterns of major body systems to changes that occur during the illness experience. Major pathophysiologic concepts are explored using a symptom-based approach that focuses on the most common diagnoses encountered in the clinical setting. Theories relation etiology, pathogenesis, and clinical manifestations are used to study common disease processes. Concepts learned in this course are fundamental to nursing practice.

Course Type(s): none

NU 206

Cr. 3.0

Introduction to Pharmacology for Nurses

Basic pharmacotherapeutics, pharmacodynamics, and pharmacokinetics are introduced. Students will be instructed on the actions, interactions, adverse effects, and nursing implications of each drug classification. NUR

focuses on the principles and concepts of pharmacology and related nursing practices including the pharmacological approach to medication dosage/calculations, quality and safety in the administration of medication and patient/client education. The principles of altered pharmacodynamics relative to age and ethnicity will be included. Course Type(s): none

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-BSN 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-BSN 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; RN 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): BI.EL, 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.

Appendix A: Course Descriptions

Also listed as Health 360.

Course Type(s): BI.EL, 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 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): HE.EL

NU 370 **Cr. 3.0**

Alternative/Complementary Health Therapies

Cultural origins of Cultural Alternative Medical (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): BI.EL, 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): BI.EL 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 healthcare 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 healthcare 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

PE 110 Cr. 1.0

Swimming

Provides a comprehensive foundation for recreational swimming. Students will learn and practice skills associated with proper stroke development, water safety and improved general fitness. Individual Class.

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. Individual Class.

Course Type(s): none

Appendix A: Course Descriptions

PE 116 **Cr. 1.0**

Badminton

Learn basic skills, history, rules, and strategy for a single and double game in badminton. Dual Skills Class.

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. Students will learn the introductory steps to Foxtrot, English, the Viennese Waltz, East Coast Swing, Cha Cha, and the Charleston. A minimum of 5 step patterns per dance will be introduced. Students will practice dance etiquette and social skills, leading to increased confidence for social dancing and improved fitness. In addition, partner dance positions and keeping music tempos will be addressed. Dual Skills Class.

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. Students will learn introductory steps of the Hustle, Salsa, and Tango. Intermediate/advanced skills of the Viennese Waltz, Foxtrot, and East Coast Swing will be taught. A minimum of eight step patterns per dance will be introduced. Students will practice dance etiquette and social skills, leading to increased confidence for social dancing and improved fitness. In addition, partner dance positions and keeping music tempos will be addressed. Dual Skills class.

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. Individual Class.

Course Type(s): none

PE 120 **Cr. 1.0**

Golf II

Practicing more advanced skills in golf and playing the course. Individual Class.

Course Type(s): none

PE 125 **Cr. 1.0**

Tennis

Students will learn the basic skills, history, rules and strat-

egy for a singles and doubles game in tennis. 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. Dual Skills class.

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. Dual Skills Class.

Course Type(s): none

PE 127 **Cr. 1.0**

Volleyball

Students will learn the basic skills, history, rules and strategy for playing the team sport of volleyball. 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. Team Class.

Course Type(s): none

PE 128 **Cr. 1.0**

Yoga

Students will learn and practice basic styles of Hatha Yoga. A combination of asanas (physical postures), breathing techniques and relaxation/meditation methods will help students improve fitness levels, reduce stress and enhance mind-body awareness. Emphasis will be placed on proper body alignment and exercise safety. Individual Class.

Course Type(s): none

PE 130 **Cr. 1.0**

Basketball

Students will learn the basic skills, history, rules and strategy for playing 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. Team Class.

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 acquisi-

tion 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. Team Class.
Course Type(s): none

PE 132 **Cr. 1.0**
Softball

Students will learn the basic skills, history, rules and strategy for playing 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. Team Class.
Course Type(s): none

PE 142 **Cr. 1.0**
Pilates

Students will apply the principles of Pilates exercises to improve the strength, flexibility and endurance of the core muscles. Consistent Pilates exercise practice will help to improve posture, balance, and coordination; relieve pain and tension; and enhance athletic performance. Students will learn and practice the proper form and technique for a variety of Pilates exercises. Emphasis will be placed on proper body alignment, mind-body awareness and exercise safety. Individual class.
Course Type(s): none

PE 143 **Cr. 1.0**
Endurance Running

Working together to develop and achieve individual endurance running goals while cultivating a life-long love of running in a low-stress, social atmosphere. Pre-and post-run discussions focus on select topics about the history, science, and culture of running. Individual Class.
Course Type(s): none

PE 144 **Cr. 1.0**
T'ai Chi

Students will improve health, mental focus and overall well-being through the practice of QiGong and 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 simplified adaptation of the Yang Short form of T'ai Chi. Particular emphasis will be placed on the use of T'ai Chi and QiGong to reduce stress and anxiety. Individual Class.
Course Type(s): none

PE 156 **Cr. 1.0**
Aerobics

Learn and practice low- and high-impact aerobic activities. Individual Class.
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. Individual Class.
Course Type(s): none

PE 163 **Cr. 1.0**
Weight Training

Students will develop and practice an individualized, weight-training program using free weights and resistance machines. Proper training techniques, exercise safety and improvement of health and fitness will be emphasized. Individual Class.
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. Individual Class.
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

Appendix A: Course Descriptions

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 and Math 105 or higher. 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, 112 and Mathematics 105 or higher. 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, 112 and Math 105 or higher. 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 389 **Cr. 1.0 - 3.0**

Internship in Health and Physical Education

Supervised, pre-professional field experience in health and physical education. The student will secure an internship site related to his/her interests and career goals. Potential internship sites include health and fitness clubs, community wellness agencies, coaching opportunities, hospitals, corporations, and private services. The student will work 50 hours per credit per term at his/her internship site. Students are required to obtain a faculty sponsor, develop learning objectives at the start of their internship, keep a journal of their internship activities throughout their placement, and write a final paper reflecting upon their internship experience. Also listed as Health Studies 389. Prerequisites: Junior standing (and others by permission of a faculty advisor), placement opportunity and approval by the Health and Physical Education Department. Limited to Physical Education majors only. Satisfies the Experiential Education General Education requirement. Course Type(s): EX

PE 410 **Cr. 4.0**

Exercise Testing and Prescription

Provides the foundation of knowledge and skills necessary for assessing the health and physical fitness profile and developing effective exercise programs for healthy individuals and those with controlled chronic diseases. Prerequisites: Health 101, Physical Education 220 and 230. Course Type(s): HEPE

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

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 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

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

Appendix A: Course Descriptions

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 299 **Cr. 1.0 - 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

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. 1.0 - 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

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): SJL

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, traditional 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): none

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): 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): BI.EL, 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

Appendix A: Course Descriptions

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): BI,EL, 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 phi-

osophy 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. 1.0- 3.0**
Individual Studies in Philosophy

Guided research on selected topics; conference with sponsoring professor.
Prerequisites: Junior standing, twelve credits of Philosophy, prior permission of the directing professor and department chair.
Course Type(s): none

PO 330 **Cr. 3.0**
Environmental Policy

Introduces social, political, and organizational processes that influence and shape environmental and natural-resource policy. Focuses on the political arena and examines 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. 1:0 - 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

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. Also listed as Religious Studies 400.
Prerequisites: Eighty seven credits and completion of all other general education requirements.
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: Eighty seven credits and completion of all other general education requirements.
Course Type(s): GS, ISP

Appendix A: Course Descriptions

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: Eighty seven 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: Eighty seven credits and completion of all other general education requirements.

Course Type(s): ISP

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: Eighty seven 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: Eighty seven 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: Eighty seven 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: Eighty seven 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: Eighty seven 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: Eighty seven 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 larger global communities in which we live. Throughout the course, students will examine ethical and social issues concerning gender and culture. Prerequisites: Eighty seven credits and completion of all other general educa-

tion 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: Eighty seven 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, socioeconomic development, environmental protection, and global interdependence.

Prerequisites: Eighty seven 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: Eighty seven 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 represented include Sociology and Ethics. Prerequisites:

Eighty seven 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: Eighty seven 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.

Prerequisites: Eighty seven credits and completion of all other general education requirements.

Course Type(s): HE.EL, HEPE, 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: Eighty seven 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: Eighty seven credits and completion of all other general education requirements.

Course Type(s): none

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

Appendix A: Course Descriptions

and non-Western countries; associated social, psychological, ethical, economic, and health issues are explored.

Prerequisites: Eighty seven 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: Eighty seven 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: Eighty seven 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: Eighty seven 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: Eighty seven 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: Eighty seven 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 healthcare. Prerequisites: Eighty seven credits and completion of all other general education requirements.

Course Type(s): ISP

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: Eighty seven 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: Eighty seven 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: Eighty seven 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: Eighty seven 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: Eighty seven 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: Eighty seven 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 individuals, families, and communities impacted by abuse and violence.

Prerequisite: Eighty seven 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: Eighty seven credits and completion of all other general education requirements.
Course Type(s): ISP

PR 439 **Cr. 3.0**
Interdisciplinary Perspective on Social Business

Micro-credit has become one of the most successful 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, tran-

Appendix A: Course Descriptions

scending our differences across disciplinary lines, and envisioning creating a world without poverty.
Prerequisites: Eighty seven 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: Eighty seven 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: Eighty seven 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 nineteenth Century and trace their movements and influences into the twenty-first. Prerequisites: Eighty seven 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 twenty-first 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: Eighty seven credits and 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: Eighty seven credits and 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: Eighty seven 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: Eighty seven 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: Eighty seven 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: Eighty seven 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: Eighty seven 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: Eighty seven 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: Eighty seven 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 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: Eighty seven credits and completion of all other general education requirements.
Course Type(s): ISP

Appendix A: Course Descriptions

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: Eighty seven credits and completion of all other general education requirements.

Course Type(s): ISP

PR 454 **Cr. 3.0**

Word and Image

Explores the relationship between the two basic modes of representation in our culture - words and pictures. The interaction between the two will be investigated historically and theoretically through a close examination of a variety of media, from books and posters to comics and Web sites. Emphasis is on the power of word-image representations to define social and ethical concerns and also shape our lives, as well as on the beauty of some works of composite art created by poets and artists, from William Blake to Art Spiegelman. Prerequisite: Eighty seven credits and completion of all other general education requirements.

Course Type(s): ISP

PR 456 **Cr. 3.0**

Right Wing Extremism in Europe

Presents a comparative analysis of several far-right organizations in Western Europe as well as the characteristics of the right wing extremism in Eastern Europe. The course will identify the causes that led to the popularity of these groups, sub-culture of the skin-heads and the neo-Nazi and the attitude of the far right groups in Eastern Europe towards the Roma population. We shall also analyze their consequences for the political stability and democracy in the European Union.

Prerequisites: Eighty seven 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 (e.g., logic, rules, concepts, and analogies) and

contrasts how work in psychology (e.g., 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: Eighty seven 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, artificial 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: Eighty seven credits and completion of all other general education requirements.

Course Type(s): ISP

PR 459 **Cr. 3.0**

The Science and Politics of Climate Change

Earth's climate has changed in the past and will change in the future, however, current climate science describes a rate of climate change expected in the next hundred years that is similar to those experienced during mass extinctions in the past. This rate of change implies emergency conditions for most living creatures including man, and a need for urgent action if human caused contributions to climate change are to be stopped or slowed. This course will examine the science and politics of climate change with an emphasis on understanding the physical science behind climate change, the biological impacts of changing climate in a variety of biomes, suggested political and physical remediation and the political consequences of suggested remediation. This course will also examine the actions of certain lobbyists, political parties, and multinational corporations and their impacts on the politics of climate change.

Prerequisites: Completion of eighty seven 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: Eighty seven credits and completion of all other general education requirements.
Course Type(s): ISP

PR 461 **Cr. 3.0**
The Great Recession and its Effect on Society

The Great Recession officially began in December 2007 and ended in June 2009. The severity and extended duration of the second biggest economic downturn in history have inflicted long-lasting damage on individuals, families, and communities. This course will explore the historical sequence of events, similarities with the Great Depression, business and government decisions, and the theoretical underpinnings culminating in the Great Recession. Emphasis is given to the evaluation of the aftermath- the severe adverse effect on society! The course explores economics, decision-making, ethics, political and social issues - knowledge essential to the intellectual development of future leaders.
Prerequisites: Eighty seven 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: Eighty seven credits and completion of all other general education requirements.
Course Type(s): ISP

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: Eighty seven 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 artists responded or reacted to these. Combines elements of history and textual analysis (the methods used in the study of literature or film).
Prerequisites: Eighty seven 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: Eighty seven 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 a 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

Appendix A: Course Descriptions

understand and evaluate the potential of GM foods in both developed and developing countries and to address the ethical questions of modern agriculture.

Prerequisites: Eighty seven credits and completion of all other general education requirements.

Course Type(s): none

PR 498 **Cr. 1.0 - 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: Eighty seven 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: Eighty seven credits and completion of all other general education requirements.

Course Type(s): none

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 healthcare, 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.

Course Type(s): MEBP, PO, PSPA, SS.SV

PS 107 **Cr. 3.0**

Introduction to Social Justice

Provides a conceptual and practical basis to understand, interpret, and solve social problems in fair, equitable, and just ways. Also listed as Sociology 107.

Course Type(s): 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

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 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. Also listed as History 225.

Course Type(s): HSUS

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): BI.EL, GLS, GU, SJS, 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 278 **Cr. 3.0**

International Political Economy

The role that international institutions, transnational actors, and foreign governments play in the production, distribution, and consumption of resources will be investigated. Since much of international political economy has to do with various thinkers and schools of thought, an appropriate emphasis will be given to some of the important works in the field. For example, we will be analyzing the contributions of Liberal, Marxist, and Statist thinkers and the various perspectives that have been used to analyze the way policies are made, agreements are reached, and resources distributed. Following the establishment of

Appendix A: Course Descriptions

this theoretical framework, we will focus on the growth of regional integration, the role of hegemony in maintaining the stability of international systems, strategies of economic development, and the role of multinational and transnational companies in both the industrial and developing world. In essence, this course is concerned with looking at the relationship between power and wealth and the balance between the state and the market. Also listed as Sociology 278. Prerequisite: Political Science 101. Course Type(s): GLS, PSIP

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. 1.0 - 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): EX

PS 289 **Cr. 1.0 - 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): As indicated in the course schedule.

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 307 **Cr. 3.0**

The American Judiciary

Systematic study of the judiciary at the federal and New Jersey level, including an analysis of the jurisdictional limits of courts and the procedural rules for actions in each respective system; an intensive study of institutions of law (legal systems, federal courts, state courts) and interpreters and consumers of law (judges, lawyers, litigants, interest groups) as well as a study of the impact of court decisions on federal and state public policy. Prerequisite: Political Science 101 or 103.
Course Type(s): PSAL PSAM, SJL

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, SJL

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, SJL

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. Focuses on the political arena and examines 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

Appendix A: Course Descriptions

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 effect their reform.

Prerequisite: Political Science 101 or 103.
Course Type(s): PSAL, PSPA, SJL

PS 360 **Cr. 3.0**

Political Economy in the Developing World

This course introduces undergraduate students to the core concepts, theories and debates of political economy in the context of developing world countries. The primary unit of analysis will be the national case study (i.e., Brazil or Indonesia) rather than the international system or international institutions (for example, World Bank, IMF or global financial markets.) The aim is to provide the intellectual tool set to evaluate questions and challenges of political and economic development and modernization across a range of national case studies from Latin America, the Caribbean, Africa, the Middle East and Asia. Also listed as Sociology 360.

Course Type(s): PSIP, SJS

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): PSAL, SIN, SJL

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): EX, 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 comparative context in which to understand historical legacies and contemporary issues challenging democracy in South Asia.

Course Type(s): 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): 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): 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): 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): BI.EL, 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 UN 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. 1.0 - 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 389 **Cr. 1.0 – 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

This internship allows students in all majors to intern at government agencies, public service organizations and business associations located in Washington, DC. Under the supervision of Washington Center supervisors and faculty, students gain substantive entry-level professional experience along with academic credit over the course of one semester. In general, students are required to intern in a government agency or public organizations four and a half days per week and attend educational seminars, workshops and participate in professional forums conducted by the Washington Center. In addition, students must complete learning objectives and assignments specified by Monmouth University faculty sponsors.

Appendix A: Course Descriptions

Also listed as Communication 390 and Sociology 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 and Sociology 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): As indicated in the course schedule.

PS 399 **Cr. 1.0 - 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 431 **Cr. 3.0**

Public International Law

Detailed examination of the system of rules governing relations among states including in-depth review of the sources of public international law, transnational entities involved in applying international law, domestic application of international law including jurisdiction and extraterritoriality, the validity of state action vis-a-vis public international legal restrictions, and enforcement of international law as to states and individuals. Prerequisites: Political Science 101 or 103; and English 101 and 102.

Course Type(s): GU, PSAL, PSIP, SJL, WT

PS 488 **Cr. 1.0 - 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. 1.0 - 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. 1.0 - 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

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

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

Appendix A: Course Descriptions

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 I: Methods and Basic Data Analysis 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. 1.0 - 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 Thesis 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 305L **Cr. 1.0**

Social and Personality Thesis Lab

Research strategies used in the scientific study of person-

ality and social psychology. Deals with the following topics: constructing surveys, writing quality question items, correlational design, two-group design, multigroup design, factorial design, within-subjects design, and the use of statistical methods in research. These topics 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 207 or 305, and Psychology 311 and 320; all passed with a grade of C or higher.
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 Thesis 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, all passed with a grade of C or higher. Corequisites: Psychology 307 and 491.
Course Type(s): none

PY 310 **Cr. 3.0**
Field Experience in Psychology

Supervised, volunteer work in approved facilities, professional development and training and supervision provided by the agency in consultation with the psychology department.
Prerequisites: Psychology 208, 220, and completion of 57 credits.
Course Type(s): EX

PY 311 **Cr. 4.0**
Research II: Behavioral Statistics and Laboratory

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**
Research III: Experimental Methods 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 331L **Cr. 1.0**
Psychology of Women Thesis Lab

Research strategies used in the study of the psychology of women. Deals with the following topics: constructing surveys, writing quality question items, two-group design, multigroup design, factorial design, within-subject design, correlational design, and the use of statistical methods in research. These topics 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 311 and 320, both passed with a grade of C or higher, and Psychology 331 or Gender

Appendix A: Course Descriptions

Studies/Sociology 225.
Course Type(s): none

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 Thesis 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 320; all 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 Thesis 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. Corequisite: Anthropology 342.
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 Thesis Laboratory

Research strategies used in studying the role of evolution in human psychology. Projects include: methods of archival research, interview and survey techniques, naturalistic 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, and Psychology 311 and 320, all 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 Thesis 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; all 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 Thesis 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, both passed with a grade of C or higher. Corequisites: Psychology 370 and 491.
Course Type(s): none

PY 388 Cr. 1.0 - 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 - 3.0

Special Topics in Psychology Thesis Laboratory

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.
Prerequisites: Psychology 208 and 305.
Course Type(s): none

PY 401L Cr. 1.0

Clinical Psychology Thesis 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; all 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 Thesis 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: 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

Appendix A: Course Descriptions

PY 406L **Cr. 1.0**

Neurosciences Thesis 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, 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 Thesis 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, all passed with a grade of C or higher. Corequisites: Psychology 407 and 491.
Course Type(s): none

PY 408 **Cr. 3.0**

Cultural Psychology

An interdisciplinary course that utilizes theoretical, empirical, and methodological contributions from psychology and anthropology to discuss the position of culture in understanding human behavior and thought. Culture is viewed as a cognitive construct that is learned, lived, shared, and performed. A sample of topics include: the history of cultural and cross-cultural psychology, methodological approaches, aggression, education, development, play, language, social relationships, intelligence, emotion, motivation, and mental health issues. Also listed as Anthropology 408.
Course Type(s): none

PY 411 **Cr. 3.0**

Animal Behavior Internship

Covers psychological principles that are relevant to the psychology of animal behavior, animal training, and learn-

ing, memory, and cognitions. Students watch demonstrations of these principles on-site at Six Flags Safari with a selection of exotic animals. Animal training careers are explored and students gain public speaking experience via facilitating educational outreach events. Students will apply what they have learned to other vocations, such as teaching and therapy, in weekly presentations and round tables. For Psychology majors only.

Prerequisites: Psychology 103; and 220, passed with a minimum grade of C or higher.
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. 1.0 - 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 forty 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**

Research IV: 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 – 3.0**

Special Topics in Psychology Thesis 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. Maybe 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 theoretical) special project 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

RS 101 **Cr. 3.0**

Introduction to Religious Studies

Introduction to the study of religion. Emphasis on the cultural history of the study of religion, classical theories and methods in the study of religion, and contemporary conversations and issues in the study of religion. Readings drawn from anthropology, sociology, history, political theory, psychology, economics, and the biological sciences.

Course Type(s): none

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

Appendix A: Course Descriptions

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): BI,EL, CD

RS 272 **Cr. 3.0**

Magic, Witchcraft, and Religion

Explores the 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 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): BI,EL, 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): none

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): 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: Eighty seven 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: Eighty seven 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. Also listed as History 436.

Prerequisite: Junior standing or twelve credits in History.

Course Type(s): HSEU

RS 499 **Cr. 1.0 - 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

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

SC 130 **Cr. 3.0**

Climate Science for 21st Century Citizens

Earth's climate has changed in the past and will change in the future. Climate science and hypotheses about climate change and man's effects on climate figure prominently in the news and popular culture. However, forces and feedbacks impacting climate are poorly understood by the general public. This lack of understanding originates partially because climate science is complicated and interdisciplinary, and partially because addressing climate change requires significant changes in the global energy economy, turning it into a political issue with skewed and un-scientific public discourse. This course aims to cover parts of climate science that are well established, differentiate them clearly from parts of climate science where genuine uncertainty exists and use these contrasts to illustrate the scientific methods, culture of science and science practices of the 21st Century.

Course Type(s): none

SC 270 **Cr. 3.0**

Oceanography

Provides a survey of physical, chemical, geological, and biological resources and processes that define and affect the coastal ocean including ocean basins, coasts, beaches, estuaries, and offshore waters. Environmental considerations include the role of the oceans in the association with global climate change issues, problems associated with coastal development, exploitation of marine resources, and ocean and coastal pollution.

Course Type(s): MEBP

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,

Appendix A: Course Descriptions

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. 1.0 - 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 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: hypertext 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. Also listed as Computer Science 370.

Prerequisite: Computer Science 176 or 275 passed with a grade of C or higher.

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 205.

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 205, 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

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 107 Cr. 3.0

Introduction to Social Justice

Provides a conceptual and practical basis to understand, interpret, and solve social problems in fair, equitable, and just ways. Also listed as Political Science 107.

Course Type(s): SS.SV

Appendix A: Course Descriptions

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 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 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.

Course Type(s): GLS

SO 203 **Cr. 1.0**

Career Course in Sociology

An introduction to various career opportunities with an undergraduate degree in sociology. It will cover some of the skills necessary for successfully seeking employment and gaining acceptance into graduate school. It will provide sociology and related majors with the opportunity to reflect on professions that use the skills gained through a B.A. program in sociology and to consider their future interests and direction. Students will experience opportunities to prepare for career situations and develop materials to present their abilities to potential employers. This is a one-credit hour course meeting once a week.

Course Type(s): none

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, SJS, 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, SIN

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): SJS

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 245 **Cr. 3.0**
Classical Sociological Theory

The wide range of theoretical paradigms that characterized the discipline of sociology from the emergent period of industrialization to the rise of modernity are investigated. More specifically, the major foundations of classical sociology theory as it emerged in the mid-nineteenth century, moving beyond the narrowly constructed cannon of Marx, Weber and Durkheim, toward a more accurate and inclusive look at our intellectual roots as manifested in the works of Gilman, Simmel, DuBois and Mead are explored. Throughout the course, we critically engage in a kind of sociology of knowledge as we situate these central ideas and schools of thought in the social, political and economic contexts of the larger society, as well as their specific social history of the discipline. Finally, we engage the course with a preview of the ways in which the wide range of theoretical paradigms that characterized the nascent years of the discipline of sociology set the stage for the development of the modernist and post-modernist traditions, including, but not limited to critical theory; structural functionalism; symbolic interactionism; and feminist and critical race theories.
Prerequisite: Sociology 101.
Course Type(s): WT

SO 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 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, SJS

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, SIN, SJS

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): BI.EL, GLS, GU, SJS, SUS

SO 278 **Cr. 3.0**
International Political Economy

The role that international institutions, transnational actors, and foreign governments play in the production, distribution, and consumption of resources will be investigated.

Appendix A: Course Descriptions

Since much of international political economy has to do with various thinkers and schools of thought, an appropriate emphasis will be given to some of the important works in the field. For example, we will be analyzing the contributions of Liberal, Marxist, and Statist thinkers and the various perspectives that have been used to analyze the way policies are made, agreements are reached, and resources distributed. Following the establishment of this theoretical framework, we will focus on the growth of regional integration, the role of hegemony in maintaining the stability of international systems, strategies of economic development, and the role of multinational and transnational companies in both the industrial and developing world. In essence, this course is concerned with looking at the relationship between power and wealth and the balance between the state and the market. Also listed as Political Science 278. Prerequisite: Political Science 101. Course Type(s): GLS, PSIP

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 three 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 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, SJS

SO 360 Cr. 3.0

Political Economy in the Developing World

This course introduces undergraduate students to the core concepts, theories and debates of political economy in the context of developing world countries. The primary unit of analysis will be the national case study (i.e., Brazil or Indonesia) rather than the international system or international institutions (for example, World Bank, IMF or global financial markets.) The aim is to provide the intellectual tool set to evaluate questions and challenges of political and economic development and modernization across a range of national case studies from Latin America, the Caribbean, Africa, the Middle East and Asia. Also listed as Political Science 360.

Course Type(s): PSIP, SJS

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): SIN, SJL

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): CD, SI, SJS, 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): SIN

SO 390 Cr. 7.0 - 12.0

Washington Center Internship

This internship allows students in all majors to intern at government agencies, public service organizations and business associations located in Washington, DC. Under the supervision of Washington Center supervisors and faculty, students gain substantive entry-level professional experience along with academic credit over the course of one semester. In general, students are required to intern in a government agency or public organizations four and a half days per week and attend educational seminars, workshops and participate in professional forums conducted by the Washington Center. In addition, students must complete learning objectives and assignments specified by Monmouth University faculty sponsors.

Also listed as Communication 390 and Political Science 390.

Prerequisites: Junior standing and a minimum GPA of 2.50.

Course Type(s): EX

SO 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, and Summer term. Regular offerings include: politics, professional communication, the fine and performing arts, and economics. Also listed as Communication 393 and Political Science 393.

Prerequisites: Junior standing and a minimum GPA of 2.50.

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 sur-

Appendix A: Course Descriptions

rounding 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, SIN

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. 1.0 - 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 403 **Cr. 3.0** ***Contemporary Sociological Theory***

The wide range of theoretical paradigms that characterized the discipline of sociology from the emergent period of modernity to our current postmodern era is investigated. In the first half of the course, the traditions of critical theory; structural functionalism; symbolic interactionism; and phenomenology as key schools of thought in the modernist period are examined. In the second half, the most contemporary, and overlapping, additions to the theoretical landscape in sociology in our study of feminist and gender theories; critical race theories; post-modernism; and global theoretical perspectives are examined. Throughout the course, there will be critical engagement in a kind of sociology of knowledge as we situate these central ideas and schools of thought in the classic theoretical traditions from which they may intellectually descend, as well as in the more current political and economic contexts that influenced the emergence of these contemporary perspectives. Prerequisites: Nine credits in Sociology, English 101 and 102; or permission of the instructor.
Course Type(s): WT

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 490 **Cr. 3.0** ***Sociology Thesis Proposal***

Provides students with the opportunity to begin the process of conducting original research in sociology in which they will ultimately produce primary research, analyze data, and write up their findings, discussion, and conclusions. This course allows students to begin the work that they will complete in Sociology Thesis class (SO 491), thus ultimately resulting in a final senior thesis. Students will write a comprehensive thesis proposal including an introduction and statement of purpose, theory section, lit-

erature review, and preliminary methods section.
Prerequisites: Sociology 101 and successful completion of fifty seven credits; including nine credits of sociology.
Course Type(s): none

SO 491 **Cr. 3.0**
Sociology Thesis

Provides students with the opportunity to complete an original research project in sociology in which they will conduct primary research, analyze their data, and write up their findings, discussion, and conclusion. This course will also allow students to combine the work conducted in their proposal class (SO 490) with the work conducted in this semester, thus resulting in a complete senior thesis. Students will present their work two times: once as practice for the class and a second time for members of the Department of Political Science and Sociology and invited guests. Hence, the goal of this course is to present a holistic perspective to students and serve as their gateway to future studies and plans.
Prerequisite: Sociology 490.
Course Type(s): RD

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. 1.0 - 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

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): BI.EL, GU, SJS, SUS

SW 222 **Cr. 1.0**
Writing for Social Workers

Designed to prepare BSW students to successfully master the skill of writing professionally and effectively. Coursework and activities will provide a hands-on experience with social work writing tasks. Topics addressed include standards for scholarly writing, conducting literature reviews, writing mechanics, writing logically and coherently, adhering to APA format, writing for social media, the use of strengths-based empowerment language, and resume writing. Intended to strengthen students' writing, an essential social work skill, and to support students' efforts on writing tasks assigned in future courses, internship placements, and in the field of social work.
Corequisite: Social Work 223.
Course Type(s): none

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

Appendix A: Course Descriptions

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, the course 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 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 discussed. 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. 1.0 - 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 underlie 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, SJS

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.
Prerequisites: Social Work 105 and 223; both passed with a grade of C or higher. Corequisite: Social Work 342L.
Course Type(s): EX

Appendix A: Course Descriptions

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 342). Students will become familiar with videotaping equipment and will develop strong assessment skills to be used with clients in the field. For Social Work majors only. Prerequisite: Social Work 223. Corequisite: Social Work 342. Course Type(s): none

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. 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): 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. Prerequisites: English 101 and 102. Corequisite: Social Work 421. Course Type(s): WT

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): none

SW 421 **Cr. 6.0** ***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): EX

SW 422 **Cr. 6.0**
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

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 open 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

Appendix A: Course Descriptions

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

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 production. 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, lyri-

cists, 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 in-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): BI,EL, 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

Appendix A: Course Descriptions

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.

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): EX

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. 1.0 - 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. 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 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

Appendix A: Course Descriptions

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. 1.0 - 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 2014–2015 official curriculum charts (as of June 2014) 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 2014-2015

BS Business Administration – Finance	B30	BS Computer Science with a Concentration in Applied Computing.....	B66
BS Business Administration – Economics and Finance.....	B32	BA Criminal Justice	B68
BS Business Administration – International Business.....	B34	BA English.....	B70
BS Business Administration – Management Decision Sciences.....	B36	BA English and Education, Endorsement in Elementary Education.....	B72
BS Business Administration – Marketing	B38	BA English and Education, Endorsement in Secondary Education.....	B74
BS Business Administration – Marketing and Management and Decision Sciences.....	B40	BA English and Education, Endorsements in P-3 and Teacher of Students with Disabilities	B76
BS Business Administration – Real Estate	B42	BA English – Concentration in Creative Writing.....	B78
BS Chemistry	B44	BA English/Creative Writing and Education with Endorsement in Elementary Education.....	B80
BS Chemistry – Advanced Chemistry	B46	BA English/Creative Writing and Education with Endorsement in Secondary Education.....	B82
BS Chemistry – Biochemistry.....	B48	BA English/Creative Writing and Education, Endorsements in P-3 and Teacher of Students with Disabilities	B84
BS Chemistry – Chemical Physics.....	B50	BFA in Art – Concentration in Animation	B86
BS Chemistry and Education, Endorsement in Elementary Education in Chemistry.....	B52	BFA in Art – Concentration in Graphic and Interactive Design.....	B88
BS Chemistry and Education, Endorsement in Secondary Education in Chemistry.....	B54	BA Foreign Language – Spanish	B90
BS Chemistry and Education, Endorsement in Secondary Education in Physical Sciences.....	B56	BA Foreign Languages/Spanish Concentration and Communication (Journalism Cluster).....	B92
BS Clinical Laboratory Sciences – Cytotechnology	B58	BA Foreign Languages/Spanish Concentration and Communication (Radio and Television Cluster).....	B94
BS Clinical Laboratory Sciences – Medical Laboratory Science.....	B60	BA Spanish and International Business	B96
BA Communication.....	B62	BA Foreign Languages/Spanish & Education, Endorsement in Elementary Education.....	B98
BS Computer Science with a Concentration in Advanced Computing.....	B64		

Appendix B: Curriculum Charts 2014-2015

BA Foreign Languages/Spanish & Education, Endorsement in K-12 Education in SpanishB100	BS Mathematics with a Concentration in StatisticsB134
BA Foreign Languages/Spanish & Education, Endorsements in P-3 and Teacher of Students with Disabilities.....B102	BS Medical Laboratory Science.....B136
BS Health StudiesB104	BA MusicB138
BS Health Studies and Physical EducationB106	BA Music – Music Industry.....B140
BS Health Studies and Physical Education with Endorsement in K-12 Education in Health Studies and Physical Education.....B108	BA Music and Education, Endorsement in Elementary Education.....B142
BA HistoryB110	BA Music and Education, Endorsement in K-12 Education in Music.....B144
BA History and Education, Endorsement in Elementary EducationB112	BA Music and Education, Endorsements in P-3 and Teacher of Students with DisabilitiesB146
BA History and Education, Endorsement in Secondary Education in Social StudiesB114	BSN RN to BSNB148
BA History and Education, Endorsements in P-3 and Teacher of Students with Disabilities.....B116	BSN Pre-Licensure.....B150
BA History/Political Science.....B118	BA Political ScienceB152
BA History/Political Science Interdisciplinary & Education, Endorsement in Elementary Education.....B120	BA Political Science – International RelationsB154
BA History/Political Science Interdisciplinary & Education, Endorsement in Secondary Education in Social StudiesB122	BA Political Science – Legal StudiesB156
BS Homeland SecurityB124	BA Political Science and Education, Endorsement in Elementary EducationB158
BS Marine and Environmental Biology and Policy.....B126	BA Political Science and Education, Endorsement in Secondary Education in Social StudiesB160
BS MathematicsB128	BA PsychologyB162
BS Mathematics and Education, Endorsement in Elementary EducationB130	BSWB164
BS Mathematics and Education, Endorsement in Secondary Education in Mathematics.....B132	BA SociologyB166
	BS Software EngineeringB168
	BA Theatre ArtsB170

AN14.GE14

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 <i>*(excluding MA050 and MA101)</i>	3.0
Natural Sciences	6 Credits from subjects BY, CE, GL, 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 AN426	0.0
Historical Perspective	HS101: Western Civilization I	3.0
Social Science	3 Credits from courses designated with Course*Type: SS.SV* <i>*May be Fulfilled in Outside Major Requirements</i>	0.0 - 3.0
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	Fulfilled in Outside Major Requirements with GO101 and 3 Credits from courses designated with Course*Type: GU* <i>*May be fulfilled in Major Requirements; see your academic advisor</i>	0.0 - 6.0
	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 designated with Course*Type: WT	0.0
		0.0

Minimum Credits for Bachelor of Arts in Anthropology = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

B.A. Anthropology

AN14EDE14GE14

Bachelor of Arts in Anthropology and Education with Endorsement in Elementary Education		Credits
GENERAL EDUCATION REQUIREMENTS: 30 to 36 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 w/MA203 or MA204	0.0
Natural Sciences	6 Credits from subjects BY, CE, GL, 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 w/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	3 Credits from courses designated with Course*Type: SS.SV	3.0
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	Fulfilled in Outside Major Requirements with GO101 and 3 Credits from courses designated with Course*Type: GU* <i>*May be fulfilled in Major Requirements; see your academic advisor</i> or 6 Credits from the SAME foreign language	0.0 - 6.0
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 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 Anthropology 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 • Early Childhood Endorsement P-3 • MID - Middle School Social Studies

NOTES:

* 58 credits must be completed at the 200 level or higher.

** Education majors are required to have an overall GPA of 3.00 for State Certification.

***By state regulation, all Education Majors seeking content area endorsement must complete 30 content credits (12+ credits at the 300+ level).

Bachelor of Arts in Anthropology and Education with Endorsements in P3 and Teacher of Students with Disabilities			
MAJOR REQUIREMENTS/ANTHROPOLOGY: 30 Credits		MAJOR REQUIREMENTS/EDUCATION: 37 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
9 credits in Anthropology		EDL280: Intro. to Early Childhood Education	3.0
250-level or higher:		EDL325: Language & Early Literacy Development	3.0
AN250+: _____	3.0	EDL326: Literacy Instr in K-6 Ed. Settings I	3.0
AN250+: _____	3.0	ED320: Teaching Students with Diverse Needs	3.0
AN250+: _____	3.0	EDL333: Fam. Partnerships/Early Childhood Set.	3.0
3 credits in Anthropology		EDL363: Early Childhood Curriculum & Methods	4.0
300-level or higher:		9 Credits as Follows (b):	
AN300+: _____	3.0	ED416: Student Teaching AND	8.0
Take 1 Course from the Following:	3.0	ED416S: Seminar in Student Teaching	1.0
AN-315: Field Research in Archaeology			
AN-322: Ethnographic Methods			
AN-390: Archaeology Field Study			
AN426: Research Seminar in Anthropology	3.0		
AN401: Anthropological Theory	3.0		
OUTSIDE MAJOR (AN) REQUIREMENTS: 15 Credits		OUTSIDE MAJOR (ED) REQUIREMENTS: 6 Credits	
GO101: Principles of Human Geography	3.0		
HS102: Western Civilization 2	3.0	MA203: Foundations of Elem. Mathematics I	3.0
GO100: Introduction to Geography			
OR GIS250: Intro to Geo. Info. Systems	3.0	MA204: Foundations of Elem. Mathematics II	3.0
Take 6 Credits in any Combination from the Following Subjects:	6.0		
Gender Studies (GS), Economics (BE),			
Philosophy (PL), Political Science (PS),			
Psychology (PY), Sociology (SO)			
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-6 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) 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.			

AN14Y114GE14

Bachelor of Arts in Anthropology and Education with Endorsements in P3 and Teacher of Students with Disabilities		
GENERAL EDUCATION REQUIREMENTS: 30 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 w/MA203 or MA204	0.0
Natural Sciences	6 Credits from subjects BY, CE, GL, 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 w/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	3 Credits from courses designated with Course*Type: SS.SV	3.0
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	Fulfilled in Outside Major Requirements with GO101 and 3 Credits from courses designated with Course*Type: GU* <i>*May be fulfilled in Major Requirements; see your academic advisor</i> or 6 Credits from the SAME foreign language	0.0 - 6.0
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 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 Anthropology and Education with Endorsements in P3 and Teacher of Students with Disabilities = 136.0 to 142.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

** Education majors are required to have an overall GPA of 3.00 for State Certification.

***By state regulation, all Education Majors seeking content area endorsement must complete 30 content credits (12+ credits at the 300+ level).

BA Anthropology and Education, Endorsement in P-3 and Teacher of Students with Disabilities

AR14.GE14

Bachelor of Arts in Art		
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 MA excluding MA050 and MA101	3.0
Natural Sciences	6 Credits from subjects BY, CE, GL, 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 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 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.

AR14.PHOTO14.GE14

Bachelor of Arts in Art with a Concentration in Photography		
GENERAL EDUCATION REQUIREMENTS: 36 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, GL, 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 AR-172	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*	3.0 - 6.0
	<i>*Fulfilled in Concentration Requirements with AR244</i>	
	and 3 Credits from courses designated with Course*Type: GU*	
	<i>*May be fulfilled in Major Requirements with AR349</i>	
	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: Introduction to Digital Design	3.0	EDL326: Literacy Instructions in K-6 Ed. Set. I	3.0
AR181: Digital Photography I	3.0	ED320: Teaching Students with Diverse Needs	3.0
AR191: Drawing I	3.0	EDL327: Literacy Instruction in K-6 Ed. Set. II	3.0
AR192: Drawing II	3.0	ED360: Methods of Teaching Elementary Mathematics	3.0
AR241: History of Art I	3.0	ED361: Methods of Teaching Science for Elementary School	3.0
AR242: History of Art II	3.0	ED362: Teaching Elementary Social Studies	3.0
3 credits in Art History at the 300+ level			
AR300+: _____	3.0		
AR-REV: Art and Design Student Portfolio Review	0.0	9 Credits as Follows (b):	
AR-SHO: Senior Show	0.0	ED416: Student Teaching AND	8.0
		ED416S: Seminar in Student Teaching	1.0
ART MAJOR REQUIREMENTS: 24 Credits		ED. OUTSIDE MAJOR REQUIREMENTS: 6 Credits	
AR217: Sculpture I	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		
AR311: Drawing III	3.0		
AR321: Painting III	3.0		
AR265: Hand Built Ceramics or AR266: Wheel Thrown Ceramics	3.0	MA204: Foundations of Elementary Mathematics II	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>			

AR14EDE14GE14

Bachelor of Arts in Art 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 w/MA203 or MA204	0.0
Natural Sciences	6 Credits from subjects BY, CE, GL, 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	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*	6.0
	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
		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	

NOTES:

- * 58 credits must be completed at the 200 level or higher.
- ** Education majors are required to have an overall GPA of 3.00 for State Certification.
- ***By state regulation, all Education Majors seeking content area endorsement must complete 30 content credits (12+ credits at the 300+ level).

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		
AR116: Three-Dimensional Design	3.0	EDL201: Educational Psychology	3.0
AR172: Introduction to Digital Design	3.0		
AR181: Digital Photography I	3.0	EDL206: Child and Adolescent Development	3.0
AR191: Drawing I	3.0		
AR192: Drawing II	3.0	ED319: Content Literacy	3.0
AR241: History of Art I	3.0		
AR242: History of Art II	3.0	ED320: Teaching Students with Diverse Needs	3.0
3 credits in Art History at the 300+ level			
AR300+: _____	3.0		
AR-REV: Art and Design Student Portfolio Review	0.0	9 Credits as Follows (b):	
AR-SHO: Senior Show	0.0	ED416: Student Teaching AND	8.0
		ED416S: Seminar in Student Teaching	1.0
ART MAJOR REQUIREMENTS: 24 Credits		ED. OUTSIDE MAJOR REQUIREMENTS: 3 Credits	
AR217: Sculpture I	3.0		
AR218: Sculpture II	3.0		
AR221: Painting I	3.0		
AR222: Painting II	3.0	MA100: Quantitative Reasoning and Problem Solving	3.0
AR311: Drawing III	3.0		
AR321: Painting III	3.0	*OR*	
AR265: Hand Built Ceramics	3.0	MA203: Foundations of Elementary Mathematics I	
or AR266: Wheel Thrown Ceramics			
AR381: Print: Intaglio/Relief	3.0		
or AR382: Print: Litho/Silkscreen			
or AR406: Creative Book Arts			
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>			

AR14EDS14GE14

Bachelor of Arts in Art and Education with Endorsement in K-12 Education in Art		
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 w/MA203 or MA100	0.0
Natural Sciences	6 Credits from subjects BY, CE, GL, 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	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 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 0.0

Minimum Credits for Bachelor of Arts in Art and Education with Endorsement in K-12 Education in Art = 128.0	
ADDITIONAL ENDORSEMENTS AVAILABLE:	
• ESL - English as a Second Language - K-12	• TSD - Teacher of Students with Disabilities - K-12

NOTES:

* 58 credits must be completed at the 200 level or higher.

** Education majors are required to have an overall GPA of 3.00 for State Certification.

***By state regulation, all Education Majors seeking content area endorsement must complete 30 content credits (12+ credits at the 300+ level).

BA Art and Education, Endorsement in K-12 Education in Art

Appendix B: Curriculum Charts 2014-2015

BY12.GE14

Bachelor of Science in Biology	
MAJOR REQUIREMENTS/BIOLOGY: 45 Credits (a)	Credits
BY109: Intro to Biodiversity & Evolution	4.0
BY110: Intro to Cell & Molecular Biology	4.0
BY205: Zoology	3.0
BY214: Botany	3.0
BY223: General Microbiology	4.0
BY310: Biochemistry and Laboratory	4.0
BY370: Cell Biology	3.0
BY375L: Lab Molecular & Cell	3.0
BY423: Genetics	4.0
BY425: Principles of Developmental Biology	4.0
Take 8 Credits of Biology from the Following Courses:	8.0
BY-211: Physiology with Anatomy I	
BY-212: Physiology with Anatomy II	
BY-324: Applied Microbiology	
BY-340: Ecology	
BY-406: Introduction to Neurosciences	
BY-410: Molecular Biology	
BY-475: Endocrinology	
BY-499: Independent Study in Biology	
BY495: Senior Seminar	1.0
REQUIREMENTS OUTSIDE MAJOR: 30 Credits	Credits
MA115: Introduction to Mathematics Models in Biological Science	3.0
or MA116: Calculus for the Biological Science	
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: 17 Credits	Credits
_____	17.0

<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>	

BY12.GE14

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.

BS Biology

BY.MC12.GE14

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 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 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		
BY205: Zoology	3.0		
BY214: Botany	3.0		
BY223: General Microbiology	4.0	EDL206: Child and Adolescent Development	3.0
BY310: Biochemistry and Laboratory	4.0		
BY370: Cell Biology	3.0		
BY375L: Lab in Molecular & Cellular Biology	3.0		
BY423: Genetics	4.0	ED250: Foundations of Teaching and Learning	3.0
BY425: Principles of Developmental Biology	4.0		
Take 8 Credits of Biology from the Following Courses:	8.0	EDL326: Literacy Instruction in K-6 Educational Settings I	3.0
BY-211: Physiology with Anatomy I			
BY-212: Physiology with Anatomy II			
BY-324: Applied Microbiology		ED320: Teaching Students with Diverse Needs	3.0
BY-340: Ecology			
BY-406: Introduction to Neurosciences			
BY-410: Molecular Biology		EDL327: Literacy Instruction in K-6 Educational Settings II	3.0
BY-475: Endocrinology			
BY-499: Independent Study in Biology			
BY495: Senior Seminar	1.0	ED360: Methods of Teaching Elementary Mathematics	3.0
BIOLOGY OUTSIDE MAJOR REQUIREMENTS: 30 Credits			
MA115: Intro to Math. Models in Bio. Science	3.0	ED361: Methods of Teaching Science for Elementary School	3.0
or MA116: Calculus for the Biological Science			
or MA116: Calculus for the Biological Science			
MA151: Statistics with Applications	3.0	ED362: Teaching Elementary Social Studies	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	9 Credits as Follows (d):	
PH105: Physics for the Life Sciences	3.0	ED416: Student Teaching AND	8.0
PH105L: Physics for the Life Sciences Lab	1.0	ED416S: Seminar in Student Teaching	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>			

BY12EDE14GE14

Bachelor of Science in Biology and Education with Endorsement in Elementary Education		
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 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	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
	or 3 Credits from courses designated with Course*Type: GU	
Experiential Education	One course designated with Course*Type: EX	0.0
	Two courses from Biology (BY) designated with Course*Type: WT	
Writing Intensive	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:
<ul style="list-style-type: none"> • TSD - Teacher of Students with Disabilities - Elementary • P-3 Early Childhood Endorsement • ESL - English as a Second Language - Elementary • MID-SCI - Middle School Science

NOTES:

* 58 credits must be completed at the 200 level or higher.

** Education majors are required to have an overall GPA of 3.00 for State Certification.

***By state regulation, all Education Majors seeking content area endorsement must complete 30 content credits (12+ credits at the 300+ level).

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		
BY205: Zoology	3.0		
BY214: Botany	3.0		
BY223: General Microbiology	4.0	EDL201: Educational Psychology	3.0
BY310: Biochemistry and Laboratory	4.0		
BY370: Cell Biology	3.0		
BY375L: Lab in Molecular & Cellular Biology	3.0		
BY423: Genetics	4.0	EDL206: Child and Adolescent Development	3.0
BY425: Principles of Developmental Biology	4.0		
Take 8 Credits of Biology from the Following Courses:	8.0	ED319: Content Literacy	3.0
BY-211: Physiology with Anatomy I			
BY-212: Physiology with Anatomy II		ED320: Teaching Students with Diverse Needs	3.0
BY-324: Applied Microbiology			
BY-340: Ecology			
BY-406: Introduction to Neurosciences			
BY-410: Molecular Biology		9 Credits as Follows (d):	
BY-475: Endocrinology		ED416: Student Teaching AND	8.0
BY-499: Independent Study in Biology		ED416S: Seminar in Student Teaching	1.0
			1.0
BY495: Senior Seminar	1.0		
BIOLOGY OUTSIDE MAJOR REQUIREMENTS: 30 Credits		EDUCATION METHODS REQUIREMENTS: 6 Credits (c)	
MA115: Intro to Math. Models in Bio. Science	3.0	ED369: Methods of Teaching Science for the Secondary Teacher Part I	3.0
or MA116: Calculus for the Biological Science		*OR*	
or MA116: Calculus for the Biological Science		ED375: Integrated Secondary Teaching Methods Part I	
MA151: Statistics with Applications	3.0		
CE111: General Chemistry	3.0	ED370: Methods of Teaching Science for the Secondary Teacher Part II	3.0
CE111L: General Chemistry Lab	1.0	*OR*	
CE112: General Chemistry	3.0	ED376: Integrated Secondary Teaching Methods Part II	
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>			

BY12EDS14GE14

Bachelor of Science in Biology and Education with Endorsement in Secondary Education 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 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	3 Credits from courses designated with Course*Type: SS.SV	3.0
Historical	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	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 3.00 for State Certification.

***By state regulation, all Education Majors seeking content area endorsement must complete 30 content credits (12+ credits at the 300+ level).

BUBA13.GE14

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	0.0
Natural Sciences	6 Credits from subjects BY, CE, GL, 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)	0.0
	designated with Course*Type: WT	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.

Appendix B: Curriculum Charts 2014-2015

BUBE13.GE14

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: 18 Credits	
Credits	
MA118: Quantitative Analysis for Business II	3.0
BE305: Intermediate Macroeconomics	3.0
or BE307: Managerial Economics	
BE403: Economic Growth & Development	3.0
or BF421: International Finance	
9 credits in Economics	
300-level or higher	
BE300+: _____	3.0
BE300+: _____	3.0
BE300+: _____	3.0
REQUIREMENTS OUTSIDE MAJOR: 15 Credits	
Credits	
MA117: Quantitative Analysis for Business I	3.0
IT150: Information Technology for Business	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	3.0
or PS103: American National Government	
or SO101: Introduction to Sociology	
or PY103: Introduction to Psychology	
FREE ELECTIVES: 20 Credits	
Credits	
	20.0

BUBE13.GE14

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 with MA117 or MA118	0.0
Natural Sciences	6 Credits from subjects BY, CE, GL, 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 with PY 103 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)	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.

BUBF13.GE14

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 with MA117 or MA118	0.0
Natural Sciences	6 Credits from subjects BY, CE, GL, 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 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 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 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: 30 Credits	Credits
BE305: Intermediate Macroeconomics or BE307: Managerial Economics	3.0
BE403: Economic Growth & Development or BF421: International Finance	3.0
BF431: Managerial Finance	3.0
MA118: Quantitative Analysis for Business II	3.0
9 credits in Economics 300-level or higher	BE300+: _____ 3.0
	BE300+: _____ 3.0
	BE300+: _____ 3.0
9 credits in Finance 300-level or higher	BF300+: _____ 3.0
	BF300+: _____ 3.0
	BF300+: _____ 3.0
REQUIREMENTS OUTSIDE MAJOR: 15 Credits	Credits
MA117: Quantitative Analysis for Business I	3.0
IT150: Information Technology for Business	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

BUBEF13.GE14

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, GL, 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 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 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.

Appendix B: Curriculum Charts 2014-2015

BUBI13.GE14

Bachelor of Science in Business Administration with a Concentration in International Business	
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 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/INTERNATIONAL BUSINESS: 30 Credits	Credits
BK401: Marketing Research	3.0
BM471: Global Management	3.0
Choose 3 courses from among:	
BK453; BF421; BE403; BA425	9.0
BUxxx: Internship with Int'l Company/MNC	3.0
or One Study Abroad Course	
6 Credits From the Same Foreign Language (a)	6.0
6 Credits from courses designated with Course*Type: BI.EL	6.0
REQUIREMENTS OUTSIDE MAJOR: 15 Credits	Credits
MA117: Quantitative Analysis for Business I	3.0
IT150: Information Technology for Business	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	3.0
or PS103: American National Government	
or SO101: Introduction to Sociology	
or PY103: Introduction to Psychology	
FREE ELECTIVES: 14 Credits	Credits
_____	14.0

<i>(a) International students whose native language is not English, may request the department chair to substitute the foreign language requirement with an additional 3 credits of a GU course*type and an additional 3 credits of a CD course*type</i>	

BUBI13.GE14

Bachelor of Science in Business Administration with a Concentration in International Business		
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 Requirements Outside Major with MA117 or MA118	0.0
Natural Sciences	6 Credits from subjects BY, CE, GL, 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 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	Fulfilled in Concentration Requirements with Foreign Language Course	0.0
	and Fulfilled in Concentration Requirements with Foreign Language Course	
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.

Bachelor of Science in Business Administration with a Concentration in Management and Decision Sciences			
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	
	BM327: Ethics, Diversity, and Social Responsibility	3.0	
	BM350: Operations Management	3.0	
	BM490: Strategic Management	3.0	
	BM311: Management Information Systems or BA430: Accounting Information Systems	3.0	
CONCENTRATION REQUIREMENTS/MANAGEMENT & DECISION SCIENCES: 18 Credits		Credits	
6 credits in Management 300-level or higher	BM300+: _____	3.0	
	BM300+: _____	3.0	
	BM404: Human Resources Management	3.0	
	BM402: Business Modeling and Analysis or BM408: Logistics and Supply Management	3.0	
	BM434: Small Business Management/Marketing or BM451: Entrepreneurship	3.0	
	BM471: Global Management or BK453: International Marketing	3.0	
REQUIREMENTS OUTSIDE MAJOR: 15 Credits		Credits	
	MA117: Quantitative Analysis for Business I	3.0	
	IT150: Information Technology for Business	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 PY103: Introduction to Psychology or SO101: Introduction to Sociology	3.0	
FREE ELECTIVES: 20 Credits		Credits	
	_____	20.0	

BUBMDS13.GE14

Bachelor of Science in Business Administration with a Concentration in Management and Decision Sciences		
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	0.0
Natural Sciences	6 Credits from subjects BY, CE, GL, 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 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)	0.0
	designated with Course*Type: WT	0.0

Minimum Credits for Bachelor of Science in Business Administration with a Concentration in Management and Decision Sciences = 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.

BUBK14.GE14

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	0.0
Natural Sciences	6 Credits from subjects BY, CE, GL, 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 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 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.

Appendix B: Curriculum Charts 2014-2015

BUBKMDS14.GE14

Bachelor of Science in Business Administration with Concentrations in Marketing and Management and Decision Sciences	
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
BM327: Ethics, Diversity, and Social Responsibility	3.0
BM350: Operations Management	3.0
BM490: Strategic Management	3.0
 BM311: Management Information Systems	 3.0
or BA430: Accounting Information Systems	
CONCENTRATION REQUIREMENTS/ MARKETING & MANAGEMENT: 33 Credits	
Credits	
BK401: Marketing Research	3.0
BK404: Consumer Behavior	3.0
BK411: Principles of Advertising	3.0
BK459: Managerial Marketing	3.0
BM404: Human Resources Management	3.0
 BM471: Global Management	 3.0
or BK453: International Marketing	
 BM402: Business Modeling and Analysis	 3.0
or BM408: Logistics and Supply Management	
 BM434: Small Business Management/Marketing	 3.0
or BM451: Entrepreneurship	
 6 credits in Management	
300-level or higher	
BM300+ Level Courses : _____	3.0
BM300+ Level Courses : _____	3.0
 3 credits in Marketing	
300-level or higher	
BK300+ Level Courses: _____	3.0
REQUIREMENTS OUTSIDE MAJOR: 15 Credits	
Credits	
MA117: Quantitative Analysis for Business I	3.0
IT150: Information Technology for Business	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	 3.0
or PY103: Introduction to Psychology	
or PS103: American National Government	
or SO101: Introduction to Sociology	
FREE ELECTIVES: 5 Credits	
Credits	
_____	5.0

BUBKMDS14.GE14

Bachelor of Science in Business Administration with Concentrations in Marketing and Management and Decision Sciences		
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	0.0
Natural Sciences	6 Credits from subjects BY, CE, GL, 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 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)	0.0
	designated with Course*Type: WT	0.0

Total Credits For Bachelor of Science in Business Administration with Concentrations in Marketing and Management and Decision Sciences = 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.

Appendix B: Curriculum Charts 2014-2015

BUBR13.GE14

Bachelor of Science in Business Administration with a Concentration in Real Estate	
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, & Financial Institutions	3.0
BM327: Ethics, Diversity, and Social Responsibility	3.0
BM350: Operations Management	3.0
BM490: Strategic Management	3.0
 BM311: Management Information Systems	 3.0
or BA430: Accounting Information Systems	
CONCENTRATION REQUIREMENTS: 24 Credits	Credits
MA118: Quantitative Analysis for Business II	3.0
 BR301: Real Estate Law	 3.0
BR310: Real Estate Appraisal	3.0
BR405: Real Estate Development	3.0
 BR303: Real Estate Finance, Investment and Taxation	 3.0
 BR300+: _____	 3.0
BR300+: _____	3.0
_____: Global/International Business Course	
From among: BA425, BF421, BE403, BK453, or BM471	3.0
REQUIREMENTS OUTSIDE MAJOR: 15 Credits	Credits
MA117: Quantitative Analysis for Business I	3.0
IT150: Information Technology for Business	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	 3.0
or PS103: American National Government	
or PY103: Introduction to Psychology	
or SO101: Introduction to Sociology	
FREE ELECTIVES: 14 Credits	Credits
_____	14.0

BUBR13.GE14

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 with MA117 or MA118	0.0
Natural Sciences	6 Credits from subjects BY, CE, GL, 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 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: VT	0.0
		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.

Appendix B: Curriculum Charts 2014-2015

CE14.GE14

Bachelor of Science in Chemistry	
MAJOR REQUIREMENTS/CHEMISTRY: 36 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	3.0
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
CE341: Physical Chemistry I	3.0
CE341L: Physical Chemistry I Lab	1.0
CE410: Seminar in Chemistry	1.0
Take 3 Credits from Chemistry 400+ level 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: 38 Credits	Credits
_____	38.0

(a) Students desiring certification by the ACS should enroll in the CE.ACS program and should consult with the department chair and academic advisor.	

CE14.GE14

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	0.0
	Course*Type: WT	0.0

Minimum Credits for Bachelor of Science in Chemistry = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

CE.ACS14.GE14

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 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	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
(American Chemical Society Approved Program)*+ = 128.0**

NOTES:

* 58 credits must be completed at the 200 level or higher.

Appendix B: Curriculum Charts 2014-2015

CE.BY14.GE14

Bachelor of Science in Chemistry and a Concentration in Biochemistry	
MAJOR REQUIREMENTS/CHEMISTRY: 33 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	3.0
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
CE341: Physical Chemistry I	3.0
CE341L: Physical Chemistry I Lab	1.0
CE410: Seminar	1.0
CONCENTRATION REQUIREMENTS/BIOCHEMISTRY: 24 Credits	Credits
CE-331: Biochemistry I	3.0
CE-332: Biochemistry II	3.0
CE342: Physical Chemistry II	3.0
CE342L: Physical Chemistry II Lab	1.0
CE452: Advanced Organic Chemistry	3.0
BY110: Introduction to Cell and Molecular Biology	4.0
BY410: Molecular Biology	3.0
Take 4 Credits from the Following Courses:	4.0
BY223: General Microbiology	
BY423: Genetics	
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: 17 Credits	Credits
_____	17.0

<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.</i></p> <p><i>*Students who major in this concentration cannot also major in the Advanced Chemistry Concentration.</i></p>	

CE.BY14.GE14

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 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 Biochemistry = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

Bachelor of Science in Chemistry and a Concentration in Chemical Physics	
MAJOR REQUIREMENTS/CHEMISTRY: 33 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	3.0
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
CE341: Physical Chemistry I	3.0
CE341L: Physical Chemistry I Lab	1.0
CE410: Seminar	1.0
CONCENTRATION REQUIREMENTS/CHEMICAL PHYSICS: 13 Credits	Credits
CE342: Physical Chemistry II	3.0
CE342L: Physical Chemistry II 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 with Calculus I	4.0
PH211L: General Physics with Calculus I Lab	1.0
PH212: General Physics with Calculus I	4.0
PH212L: General Physics with Calculus II Lab	1.0
FREE ELECTIVES: 21 Credits *	Credits
_____	21.0

<i>*By careful choice of electives, the BS in Chemistry and a Concentration in Chemical Physics 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>	

CE.CP14.GE14

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.

Appendix B: Curriculum Charts 2014-2015

CE14EDE14GE14

Bachelor of Science in Chemistry and Education with Endorsement in Elementary Education			
MAJOR REQUIREMENTS/CHEMISTRY: 36 Credits (a)		MAJOR REQUIREMENTS/EDUCATION: 36 Credits (b)	
CE111: General Chemistry I	3.0	EDL201: Educational Psychology	3.0
CE111L: General Chemistry I Lab	1.0		
CE112: General Chemistry II	3.0	EDL206: Child and Adolescent Development	3.0
CE112L: General Chemistry II Lab	1.0		
CE221: Quantitative Analysis	3.0	ED250: Foundations of Teaching and Learning	3.0
CE221L: Quantitative Analysis Lab	2.0		
CE241: Organic Chemistry I	3.0	EDL326: Literacy Instructions in K-6 Educational Settings I	3.0
CE241L: Organic Chemistry I Lab	2.0		
CE242: Organic Chemistry II	3.0	ED320: Teaching Students with Diverse Needs	3.0
CE242L: Organic Chemistry II Lab	2.0		
CE311: Chemical Literature	1.0	EDL327: Literacy Instruction in K-6 Educational Settings II	3.0
CE322: Instrumental Analysis	3.0	ED360: Methods of Teaching Elementary Mathematics	3.0
CE322L: Instrumental Analysis Lab	1.0		
CE341: Physical Chemistry I	3.0	ED361: Methods of Teaching Science for Elementary School	3.0
CE341L: Physical Chemistry I Lab	1.0	ED362: Teaching Elementary Social Studies	3.0
CE410: Seminar	1.0	9 Credits as Follows (c):	
Take 3 Credits of Chemistry (CE) 400+ level	3.0	ED416: Student Teaching AND	8.0
CE4xx: <u>(Excluding CE499)</u>		ED416S: Seminar in Student Teaching	1.0
OUTSIDE MAJOR REQUIREMENTS/CHEM: 18 Credits			
MA 125: Calculus with Analytic Geometry I	4.0		
MA 126: Calculus with Analytic Geometry II	4.0		
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		
FREE ELECTIVES: 2 Credits		Credits	
			2.0
<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>			

CE14EDE14GE14

Bachelor of Science in Chemistry and Education with Endorsement in Elementary Education		
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 ED320	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	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/Global Understanding	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	
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
	Two courses from Education (ED, EDL, EDS) designated with Course*Type: WT	0.0
		0.0

Total Credits for Bachelor of Science in Chemistry 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
- MID-SCI - Middle School Science
- P-3 Early Childhood Endorsement

NOTES:

* 58 credits must be completed at the 200 level or higher.

** Education majors are required to have an overall GPA of 3.00 for State Certification.

***By state regulation, all Education Majors seeking content area endorsement must complete 30 content credits (12+ credits at the 300+ level).

Bachelor of Science in Chemistry and Education with Endorsement in Secondary Education			
MAJOR REQUIREMENTS/CHEMISTRY: 36 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		
CE112: General Chemistry II	3.0	EDL201: Educational Psychology	3.0
CE112L: General Chemistry II Lab	1.0		
CE221: Quantitative Analysis	3.0	EDL206: Child and Adolescent Development	3.0
CE221L: Quantitative Analysis Lab	2.0		
CE241: Organic Chemistry I	3.0	ED319: Content Literacy	3.0
CE241L: Organic Chemistry I Lab	2.0		
CE242: Organic Chemistry II	3.0	ED320: Teaching Students with Diverse Needs	3.0
CE242L: Organic Chemistry II Lab	2.0		
CE311: Chemical Literature	1.0		
CE322: Instrumental Analysis	3.0	9 Credits as Follows (c):	
CE322L: Instrumental Analysis Lab	1.0	ED416: Student Teaching AND	8.0
CE341: Physical Chemistry I	3.0	ED416S: Seminar in Student Teaching	1.0
CE341L: Physical Chemistry I 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 or ED375: Secondary Teaching Methods Part I	3.0
MA126: Calculus with Analytic Geometry II	4.0		
PH211: General Physics and Calculus I	4.0	ED370: Teaching Secondary Science, Part II or ED376: Secondary Teaching Methods Part II	3.0
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		
FREE ELECTIVES: 8 Credits		Credits	
		8.0	
<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>			

CE14EDS14GE14

Bachelor of Science in Chemistry and Education with Endorsement in Secondary Education		
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 Education Major Requirements with ED320	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	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: 36 Credits (a)		MAJOR REQUIREMENTS/EDUCATION: 24 Credits (b)	
CE111: General Chemistry I	3.0		
CE111L: General Chemistry I Lab	1.0	ED250: Foundations of Teaching and Learning	3.0
CE112: General Chemistry II	3.0	EDL201: Educational Psychology	3.0
CE112L: General Chemistry II Lab	1.0	EDL206: Child and Adolescent Development	3.0
CE221: Quantitative Analysis	3.0	ED319: Content Literacy	3.0
CE221L: Quantitative Analysis Lab	2.0	ED320: Teaching Students with Diverse Needs	3.0
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		
CE341: Physical Chemistry I	3.0		
CE341L: Physical Chemistry I Lab	1.0		
CE410: Seminar	1.0		
3 crs. of CE Electives from 400+ level CE4xx: <i>(Excluding CE499)</i>	3.0		
		9 Credits as Follows (c):	
		ED416: Student Teaching AND	8.0
		ED416S: Seminar in Student Teaching	1.0
		EDUCATION METHODS REQUIREMENTS: 6 Credits	
		ED369: Teaching Secondary Science, Part I or ED375: Secondary Teaching Methods Part I	3.0
		ED370: Teaching Secondary Science, Part II or ED376: Secondary Teaching Methods Part II	3.0
CHEMISTRY OUTSIDE MAJOR REQUIREMENTS: 24 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 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: 2 Credits			Credits
			2.0
<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>			

CP14EDS14GE14

Bachelor of Science in Chemistry and Education with Endorsement in Secondary Education and Physical Sciences		
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 ED320	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
	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.

Appendix B: Curriculum Charts 2014-2015

CL.CY14.GE14

Bachelor of Science in Clinical Laboratory Sciences with a Concentration in Cytotechnology	
MAJOR REQUIREMENTS/CLINICAL LAB SCIENCES CORE: 36 Credits (a)	
	Credits
BY110: Intro to Cell & Molecular Biology	4.0
BY211: Physiology with Anatomy I	4.0
BY212: Physiology with Anatomy II	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
BY310: Biochemistry and Lab	4.0
BY223: General Microbiology	4.0
OUTSIDE MAJOR REQUIREMENTS: 6 Credits	
	Credits
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: 47 Credits (c)	
	Credits
Completion of 90 credits of pre-professional credits is followed by a 12-month internship at Rutgers, School of Health Related Professions. Includes a 3-credit course in Histology, taken at Rutgers during the summer prior to the internship; this course will count as partial fulfillment of WT requirement.	47.0
FREE ELECTIVES: 6 Credits	
	Credits
_____	6.0

<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 Rutgers-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.CY14.GE14

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 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 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
= 137.0**

NOTES:

* 58 credits must be completed at the 200 level or higher.

Appendix B: Curriculum Charts 2014-2015

CL.MLS14.GE14

Bachelor of Science in Clinical Laboratory Sciences with a Concentration in Medical Laboratory Science	
MAJOR REQUIREMENTS/CLINICAL LAB SCIENCES CORE: 36 Credits (a)	
	Credits
BY110: Intro to Cell & Molecular Biology	4.0
BY211: Physiology with Anatomy I	4.0
BY212: Physiology with Anatomy II	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
BY310: Biochemistry and Lab	4.0
BY223: General Microbiology	4.0
OUTSIDE MAJOR REQUIREMENTS: 6 Credits	
	Credits
MA115: Introduction to Math Modeling in Biological Sciences (b)	3.0
MA151: Statistics with Applications	3.0
CONCENTRATION REQUIREMENTS: 4 Credits	
	Credits
BY324: Applied Microbiology	4.0
PROFESSIONAL CREDITS: 45 Credits (c)	
	Credits
Completion of 90 credits of pre-professional credits is followed by an internship at Rutgers, School of Health Related Professions. Will count as partial fulfillment of VWT requirement.	45.0
FREE ELECTIVES: 5 Credits	
	Credits
_____	5.0

<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 Rutgers-SHRP.</p> <p>(b) May substitute MA116 or MA125, depending upon placement.</p> <p>(c) Students must complete 90 credits at Monmouth University.</p>	

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 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	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	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 2014-2015

CO.AC11.GE14
CO.RT12.GE14
CO.PR11.GE14

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)					
Journalism and Public Relations * 29 Credits as Follows *		Radio and Television * 29 Credits as Follows *		Communication Studies * 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	1.0	CO262: Practicum in Radio	1.0	CO233: Rhetoric and Persuasion	3.0
OR		CO263: Practicum in Television		CO266: Practicum/Comm. Works	1.0
CO265: Practicum in Public Relations		2 courses from Course*Type: CORTP (Production)	3.0	*OR*	
CO215: Newswriting	3.0	1 course from each of the following Course*Types: CORTA (Act/Announce)	3.0	CO267: Practicum in MOCC	
OR		CORTW (Writing)	3.0	CO491: Seminar in Comm.	3.0
CO313: Public Relations Writing		2 courses from Course*Type: CORTT (Theory)	3.0	2 courses from Course*Type: COCST (Theory)	3.0
3 courses from each of the following Course*Types: COPRM (Message)	3.0 3.0 3.0	One 300+ Level course from one of the following Course*Types: CORTP, CORTA, CORTW, or CORTT	3.0	2 courses from Course*Type: COCSP (Problem)	3.0
COPRT (Theory)	3.0 3.0 3.0			1 course from Course*Type: COCS D (Delivery)	3.0
OUTSIDE MAJOR REQUIREMENTS: 6 Credits					Credits
		HU201: Critical Discourse			3.0
		MA105: Mathematical Modeling in the Social Sciences			3.0
FREE ELECTIVES: 30 to 33 Credits					Credits
					30 - 33.0

CO.AC11.GE14
CO.RT12.GE14
CO.PR11.GE14

Bachelor of Arts in Communication		
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	Fulfilled in Outside Major Requirements with MA105	0.0
Natural Sciences	6 Credits from subjects BY, CE, GL, 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	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>*Fulfilled in Major Requirements with CO226</i>	3.0 - 6.0
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from Communications designated with Course*Type: WT	0.0
		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.

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
CS205: 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
Take 6 Credits of Computer Science 200+ level:	6.0
CS200+: <u>(See Exceptions *)</u>	
CS200+: <u>(See Exceptions *)</u>	
<i>*Except the following courses: CS288, CS388, CS488, CS212, CS222, CS302, CS312, CS316, CS320, CS322, and CS330</i>	
Take 3 Credits of Computer Science 400+ level:	3.0
CS400+: <u>(Except CS488)</u>	
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
Take 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	
Take 4 additional credits (not taken above) from the following courses:	4.0
BY109: Introduction to Biodiversity and Evolution	
BY111: Anatomy and Physiology I	
BY223: General Microbiology	
CE111 and CE111L: General Chemistry I and Lab	
CE220 and CE220L: Environmental Chemistry and Lab	
CE221 and CE221L: Quantitative Analysis and Lab	
CE241 and CE241L: Organic Chemistry I and Lab	
PH211 and PH211L: General Physics with Calculus I and Lab	
Take 3 Credits from the following courses:	3.0
PH301, PH302, BY201, BY205, BY214, BY220, BY221, MA211, MA221, MA225, or MA320	
FREE ELECTIVES: 18 Credits	Credits
	18.0

CS14.A.GE14

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.

CS14.B.GE14

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	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 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

Appendix B: Curriculum Charts 2014-2015

CJ10.GE14

Bachelor of Arts in Criminal Justice	
MAJOR REQUIREMENTS/CRIMINALJUSTICE: 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
CJ205: Corrections	3.0
CJ225: Law Enforcement	3.0
CJ335: Juvenile Justice	3.0
CJ350: Ethical Issues in Criminal Justice	3.0
CJ490: Seminar in Criminal Justice	4.0
Take 6 Credits in Criminal Justice:	
CJxxx: _____	3.0
CJxxx: _____	3.0
REQUIREMENTS OUTSIDE MAJOR: 27 Credits	Credits
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
Take 15 Credits from the Following Courses:	15.0
AN103: Cultural Anthropology	
CO380: Organizational Communication	
HE160: Substance Use & Abuse	
PL101: Introduction to Philosophy	
SW105: Introduction to Social Work	
SO102: Social Problems	
PS312: Constitutional Law: Civil Rights	
PY103: Introduction to Psychology	
PY204: Adolescent Psychology	
PY207: Social Psychology	
FREE ELECTIVES: 16 Credits	Credits
_____	16.0

<small>(a) MA105 or higher level Math</small>	

CJ10.GE14

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	EN101: College Composition I	3.0
	EN102: College Composition II	3.0
Mathematics	Fulfilled in Outside Major Requirements with MA105 or higher	0.0
Natural Sciences	6 Credits from subjects BY, CE, GL, 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 with Course*Type: WT	0.0
		0.0

Minimum Credits for Bachelor of Arts in Criminal Justice = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

Appendix B: Curriculum Charts 2014-2015

EN11.GE14

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 or EN470: Theory and Practice of Writing* (<i>Elementary Ed. Majors</i>) or EN474: Approaches to Comp. Theory* (<i>Secondary & Spec. Ed. Majors</i>) <i>*ENED majors MUST take EN470 or EN 474 to fulfill the above credits</i>	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
Take 6 additional credits from English (EN) 300+ level: EN300+: _____ (a) EN300+: _____ (a)	3.0 3.0
Take 6 additional credits from English (EN) 400+ level: EN400+: _____ (a) EN400+: _____ (a)	3.0 3.0
EN491: Seminar in English	3.0
OUTSIDE MAJOR REQUIREMENTS: 3 Credits	Credits
Take 3 Credits 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.GE14

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, GL, 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.

BA English

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 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 3.0 or EN306: Shakespeare II 3.0 EN441: Criticism and Theory 3.0 or EN442: Language and Linguistics or EN443: History of the English Language or EN470: Theory & Practice of Writing* (*Elementary Education Majors) or EN474: Approaches to Comp. Theory* (*Secondary & Special Education Majors) <i>*ENED majors MUST take EN470 or EN 474 to fulfill the above credits.</i> EN252: Creative Writing: Fiction 3.0 or EN253: Creative Writing: Poetry or EN254: Creative Writing: Drama or EN255: Creative Writing: Non-Fiction or EN300+: _____ (a) 3.0 Take 6 additional credits from English (EN) at the 300+ level: EN300+: _____ (a) 3.0 EN300+: _____ (a) 3.0 Take 6 additional credits from English (EN) at the 400+ level: EN400+: _____ (a) 3.0 EN400+: _____ (a) 3.0 EN491: Seminar in English 3.0	EDL201: Educational Psychology 3.0 EDL206: Child and Adolescent Development 3.0 ED250: Foundations of Teaching and Learning 3.0 EDL326: Literacy Instructions in K-6 Ed. Set. I 3.0 ED320: Teaching Students with Diverse Needs 3.0 EDL327: Literacy Instruction in K-6 Ed. Set. II 3.0 ED360: Methods of Teaching Elem. Mathematics 3.0 ED361: Methods of Teaching Science for Elem. 3.0 ED362: Teaching Elementary Social Studies 3.0 9 Credits as Follows (b): ED416: Student Teaching AND 8.0 ED416S: Seminar in Student Teaching 1.0		
ENGLISH OUTSIDE MAJOR REQUIREMENTS: 3 Credits		ED. OUTSIDE MAJOR REQUIREMENTS: 6 Credits	
Take 3 Credits from a Foreign Language at the 200+ level Fx200+: _____ (c)	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
(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.			

EN11EDE14GE14

Bachelor of Arts in English and Education with Endorsement in Elementary Education		
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	Fulfilled in Outside Major Requirements with MA203 or MA204	0.0
Natural Sciences	6 Credits from subjects BY, CE, GL, 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	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 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
	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 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

NOTES:

- * 58 credits must be completed at the 200 level or higher.
- ** Education majors are required to have an overall GPA of 3.00 for State Certification.
- ***By state regulation, all Education Majors seeking content area endorsement must complete 30 content credits (12+ credits at the 300+ level).
- **** 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.

BA English and Education, Endorsement in Elementary Education

Bachelor of Arts in English and Education with Endorsement in Secondary Education in English			
MAJOR REQUIREMENTS/ENGLISH: 33 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		
EN228: Foundations of American Literature	3.0	EDL201: Educational Psychology	3.0
EN229: Non-European Literature in English	3.0		
EN305: Shakespeare I	3.0	EDL206: Child and Adolescent Development	3.0
or EN306: Shakespeare II			
EN441: Criticism and Theory	3.0	ED319: Literacy Across the Secondary Curriculum	3.0
or EN442: Language and Linguistics			
or EN443: History of the English Language		ED320: Teaching Students with Diverse Needs	3.0
or EN470: Theory & Practice of Writing* (*Elementary Education Majors)			
or EN474: Approaches to Comp. Theory* (*Secondary & Special Education Majors)			
*ENED majors MUST take EN470 or EN 474 to fulfill the above credits.		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 EN255: Creative Writing: Non-Fiction			
or EN300+: _____ (a)			
Take 6 additional credits from English (EN) at the 300+ level:		ED. OUTSIDE MAJOR REQUIREMENTS: 3 Credits	
EN300+: _____ (a)	3.0	MA100: Quantitative Reas. & Prob. Solving	3.0
EN300+: _____ (a)	3.0	*OR*	
Take 6 additional credits from English (EN) at the 400+ level:		MA203: Foundations of Elem. Mathematics I	
EN400+: _____ (a)	3.0		
EN400+: _____ (a)	3.0	EDUCATION METHODS REQUIREMENTS: 6 Credits (b)	
EN491: Seminar in English	3.0	ED367: Teaching Secondary English - Part I	3.0
ENGLISH OUTSIDE MAJOR REQUIREMENTS: 3 Credits		or ED375: Secondary Teaching Methods Part I	
Take 3 Credits from a Foreign Language at the 200+ level		ED368: Teaching Secondary English - Part II	3.0
Fx200+: _____ (c)	3.0	or ED376: Secondary Teaching Methods Part 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>			

EN11EDS14GE14

Bachelor of Arts in English and Education with Endorsement in Secondary Education in English		
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	Fulfilled in Outside Major Requ's. (ED) with MA100 or MA203	0.0
Natural Sciences	6 Credits from subjects BY, CE, GL, 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	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*	3.0 - 6.0
	<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
	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:	
• ESL - English as a Second Language - Secondary	• TSD - Teacher of Students with Disabilities - Secondary

NOTES:

- * 58 credits must be completed at the 200 level or higher.
- ** Education majors are required to have an overall GPA of 3.00 for State Certification.
- ***By state regulation, all Education Majors seeking content area endorsement must complete 30 content credits (12+ credits at the 300+ level).
- **** 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.

BA English and Education, Endorsement in Secondary Education

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: 34 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		
EN228: Foundations of American Literature	3.0	EDL280: Intro. to Early Childhood Education	3.0
EN229: Non-European Literature in English	3.0		
EN305: Shakespeare I	3.0	EDL325: Language and Early Literacy Development, Birth - K	3.0
or EN306: Shakespeare II			
EN441: Criticism and Theory	3.0	EDL326: Literacy Instructions in K-6 Educational Settings I	3.0
or EN442: Language and Linguistics			
or EN443: History of the English Language		ED320: Teaching Students with Diverse Needs	3.0
or EN470: Theory & Practice of Writing* (*Elementary Education Majors)			
or EN474: Approaches to Comp. Theory* (*Secondary & Special Education Majors)		EDL333: Family Partnerships in Early Childhood Settings	3.0
*EN/ED majors MUST take EN470 or EN 474 to fulfill the above credits.		EDL363: Early Childhood Curriculum and Methods	4.0
EN252: Creative Writing: Fiction	3.0	EDL201: Educational Psychology	3.0
or EN253: Creative Writing: Poetry			
or EN254: Creative Writing: Drama		EDL206: Child and Adolescent Development	3.0
or EN255: Creative Writing: Non-Fiction			
or EN300+: _____ (a)		9 Credits as Follows (d):	
Take 6 additional credits from English (EN) at the 300+ level:		ED416: Student Teaching AND	8.0
EN300+: _____ (a)	3.0	ED416S: Seminar in Student Teaching	1.0
EN300+: _____ (a)	3.0		
Take 6 additional credits from English (EN) at the 400+ level:			
EN400+: _____ (a)	3.0		
EN400+: _____ (a)	3.0		
EN491: Seminar in English	3.0		
OUTSIDE MAJOR (EN) REQUIREMENTS: 3 Credits		OUTSIDE MAJOR (ED) REQUIREMENTS: 6 Credits	
Take 3 Credits from a Foreign Language at the 200+ level	3.0	MA203: Foundations of Elem. Mathematics I	3.0
Fx200+: _____ (c)		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 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.			

EN11Y114GE14

Bachelor of Arts in English and Education with Endorsements in P3 and Teacher of Students with Disabilities		
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	Fulfilled in Outside Major Requirements w/MA203 or MA204	0.0
Natural Sciences	6 Credits from subjects BY, CE, GL, 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	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
	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 Endorsements in P3 and Teacher of Students with Disabilities = 139.0 to 142.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

** Education majors are required to have an overall GPA of 3.00 for State Certification.

***By state regulation, all Education Majors seeking content area endorsement must complete 30 content credits (12+ credits at the 300+ level).

**** 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.

Appendix B: Curriculum Charts 2014-2015

EN11.CW11.GE14

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 or EN470: Theory and Practice of Writing (<i>Elementary Ed. Majors</i>) or EN474: Approaches to Comp. Theory* (<i>Secondary & Spec. Ed. Majors</i>) <i>*ENED majors MUST use take EN470 or EN 474 to fulfill the above credits</i>	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)	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
Take 3 Credits 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.GE14

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, GL, 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 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.

EN11CW11EDE14GE14

Bachelor of Arts in English/Creative Writing and Education with Endorsement in Elementary Education		
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	Fulfilled in Outside Major Requirements w/ MA203 or MA204	0.0
Natural Sciences	6 Credits from subjects BY, CE, GL, 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	3 Credits from courses designated with Course*Type: SS.SV	3.0
Perspective/Social	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*	3.0 - 6.0
	<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
	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 Elementary Education = 128.0
ADDITIONAL ENDORSEMENTS AVAILABLE:
<ul style="list-style-type: none"> • TSD - Teacher of Students with Disabilities - Elementary • P-3 Early Childhood Endorsement • 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 3.00 for State Certification.
- ***By state regulation, all Education Majors seeking content area endorsement must complete 30 content credits (12+ credits at the 300+ level).
- **** 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.

BA English/Creative Writing and Education, Endorsement in Elementary Education

Bachelor of Arts in English/Creative Writing and Education with Endorsement in Secondary Education in English			
MAJOR REQUIREMENTS/ENGLISH: 42 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		
EN228: Foundations of American Literature	3.0	EDL201: Educational Psychology	3.0
EN229: Non-European Literature in English	3.0		
EN305: Shakespeare I or EN306: Shakespeare II	3.0	EDL206: Child and Adolescent Development	3.0
EN441: Criticism and Theory or EN442: Language and Linguistics or EN443: History of the English Language or EN470: Theory & Practice of Writing* <i>(*Elementary Education Majors)</i>	3.0	ED319: Literacy Across the Secondary Curriculum	3.0
or EN474: Approaches to Comp. Theory* <i>(*Secondary & Special Education Majors)</i>	3.0	ED320: Teaching Students with Diverse Needs	3.0
<i>*ENED majors MUST take EN470 or EN 474 to fulfill the above credits.</i>	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	8.0
		ED416S: Seminar in Student Teaching	1.0
		ED. OUTSIDE MAJOR REQUIREMENTS: 3 Credits	
Literature Elective: (at the 300+ level) EN300+: _____ (a)	3.0	MA100: Quantitative Reas. & Prob. Solving	3.0
EN352: The Craft of Writing	3.0	*OR*	
EN451: Advanced Creative Writing	3.0	MA203: Foundations of Elem. Mathematics I	
Take one course designated with Course*Type: ENCWU EN200+: _____ (a)	3.0	EDUCATION METHODS REQUIREMENTS: 6 Credits (b)	
ENGLISH OUTSIDE MAJOR REQUIREMENTS: 3 Credits		ED367: Teaching Secondary English - Part I	3.0
Take 3 Credits from a Foreign Language at the 200+ level Fx200+: _____ (c)	3.0	or ED375: Secondary Teaching Methods Part I	
		ED368: Teaching Secondary English - Part II	3.0
		or ED376: Secondary Teaching Methods Part II	
FREE ELECTIVES: 14 to 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>			

EN11CW11EDS14GE14

Bachelor of Arts in English/Creative Writing and Education with Endorsement in Secondary Education in English		
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	Fulfilled in Outside Major Requi's. (ED) with MA100 or MA203	0.0
Natural Sciences	6 Credits from subjects BY, CE, GL, 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	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*	3.0 - 6.0
	<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 Secondary Education in English = 128.0

ADDITIONAL ENDORSEMENTS AVAILABLE:

• ESL - English as a Second Language - Secondary • TSD - Teacher of Students with Disabilities - Secondary

NOTES:

* 58 credits must be completed at the 200 level or higher.

** Education majors are required to have an overall GPA of 3.00 for State Certification.

***By state regulation, all Education Majors seeking content area endorsement must complete 30 content credits (12+ credits at the 300+ level).

**** 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		
EN228: Foundations of American Literature	3.0	EDL280: Intro. to Early Childhood Education	3.0
EN229: Non-European Literature in English	3.0		
EN305: Shakespeare I	3.0		
or EN306: Shakespeare II		EDL325: Language and Early Literacy Development, Birth - K	3.0
EN441: Criticism and Theory	3.0		
or EN442: Language and Linguistics		EDL326: Literacy Instructions in K-6 Educational Settings I	3.0
or EN443: History of the English Language			
or EN470: Theory & Practice of Writing* <i>(*Elementary Education Majors)</i>		ED320: Teaching Students with Diverse Needs	3.0
or EN474: Approaches to Comp. Theory* <i>(*Secondary & Special Education Majors)</i>			
<i>*EN/ED majors MUST take EN470 or EN 474 to fulfill the above credits.</i>			
EN251: Introduction to Creative Writing	3.0	EDL333: Family Partnerships in Early Childhood Settings	3.0
EN252: Creative Writing: Fiction	3.0		
or EN253: Creative Writing: Poetry		EDL363: Early Childhood Curriculum and Methods	4.0
or EN254: Creative Writing: Drama			
or EN255: Creative Writing: Non-Fiction		EDL201: Educational Psychology	3.0
Literature Elective: (at the 300+ level)		EDL206: Child and Adolescent Development	3.0
EN300+: _____ (a)	3.0		
EN352: The Craft of Writing	3.0	9 Credits as Follows (d):	
EN451: Advanced Creative Writing	3.0	ED416: Student Teaching AND	8.0
Take one course designated with Course*Type: ENCWU		ED416S: Seminar in Student Teaching	1.0
EN200+: _____ (a)	3.0		
OUTSIDE MAJOR (EN) REQUIREMENTS: 3 Credits		ED. OUTSIDE MAJOR REQUIREMENTS: 6 Credits	
Take 3 Credits from a Foreign Language at the 200+ level	3.0	MA203: Foundations of Elem. Mathematics I	3.0
Fx200+: _____ (c)		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-6 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) Excludes EN388, EN488, and EN384</i>			
<i>(b) Minimum grade of "C" required for Education Courses</i>			
<i>(c) Partially fulfills Cultural Diversity/Global Understanding Requirement in General Education, if 3 additional credits of the SAME foreign language are completed.</i>			
<i>(d) Students must complete the appropriate test requirement(s) with a passing score PRIOR to Student Teaching.</i>			

EN11CW11YI14GE14

Bachelor of Arts in English/Creative Writing and Education with Endorsements in P3 and Teacher of Students with Disabilities		
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	Fulfilled in Outside Major Requirements w/MA203 or MA204	0.0
Natural Sciences	6 Credits from subjects BY, CE, GL, 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	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*	3.0 - 6.0
	<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
	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 = 139.0 to 142.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

** Education majors are required to have an overall GPA of 3.00 for State Certification.

***By state regulation, all Education Majors seeking content area endorsement must complete 30 content credits (12+ credits at the 300+ level).

**** 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: Introduction to Digital Design	3.0
AR181: Digital Photo I	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: Art and Design Portfolio Review	0.0
AR-SHO: Senior Show	0.0
ANIMATION REQUIREMENTS: 48 Credits	
Credits	
AR217: Sculpture I	3.0
or AR265: Hand Built Ceramics	
AR269: Graphic Design Studio I	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	
Take 2 Courses from the Following:	6.0
AR313: Lighting Techniques	
AR323: Documentary Photography and Video	
AR375: Illustration for Gaming	
AR382: Print: Lithography and Silkscreening	
AR383: Web Design/Interactive I	
AR384: Web Design/Interactive II	
AR403: Advanced Digital Imaging and Illustration	
AR404: Responsive Media	
AR410: Advanced Project I	
AR411: Advanced Project II	
FREE ELECTIVES: 12 to 15 Credits	
Credits	
(Except AR101) _____	12.0 -15.0

BFA.ANI14.GE14

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	3.0
Natural Sciences	6 Credits from subjects BY, CE, GL, 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* <i>*Partially fulfilled in Animation Requirements with AR349</i> or 6 Credits from SAME foreign language	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 = 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 Art & Design Student Portfolio Review (AR-REV) given in the 4th semester of study.

Bachelor of Fine Arts in Art with a Concentration in Graphic and Interactive Design	
ART & DESIGN CORE REQUIREMENTS: 24 Credits	
Credits	
AR113: Basic Design & Composition	3.0
AR114: Basic Design & Color	3.0
AR172: Introduction to Digital Design	3.0
AR181: Digital Photo I	3.0
or AR183: Black & White Photography I	
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: Art and Design Student Portfolio 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 Studio I	3.0
AR270: Graphic Design Studio 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 Studio III	3.0
AR374: Digital Imaging	3.0
AR383: Web Design/Interactive I	3.0
AR384: Web Design/Interactive II	3.0
AR390: Animation/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	
Take 9 Credits from the Following Courses:	9.0
AR323: Documentary Photography and Video	
AR370: Advanced Typography	
AR386: Principles of 3-D Animation	
AR387: 3-D Character Rigging and Animation	
AR391: Animation/Motion Graphics II	
AR403: Advanced Digital Imaging and Illustration	
AR406: Creative Book Arts	
AR410: Advanced Project I	
AR411: Advanced Project II	
FREE ELECTIVES: 12 to 15 Credits	
Credits	
(Except AR101) _____	12.0 - 15.0

BFA.GD14.GE14

Bachelor of Fine Arts in Art with a Concentration in Graphic and Interactive 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, GL, 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* <i>*Partially fulfilled in Graphic Design Requirements with AR349</i> or 6 Credits from SAME foreign language	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 and Interactive 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
FS301: Introduction to Hispanic Literature FS315: Introduction to Spanish Linguistics FS300A: Advanced Spanish I: Conversation & Oral Discourse <i>(b)</i> FS300B: Advanced Spanish II: Composition & Conversation FS305: Survey of Spanish-American Literature *OR* FS307: Survey of Spanish Literature FS309: Culture and Civilization of Spain FS310: Culture and Civilization of Latin America FS409: Advanced Spanish: Grammar & Stylistics Take 9 Credits from Spanish 400+ level FS400+: _____ FS400+: _____ FS400+: _____ FO-LTIOPI: Oral Interview	3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 9.0 0.0
OUTSIDE MAJOR REQUIREMENTS : 15 Credits	Credits
Take 15 Credits in one of the Following ways: In at LEAST three of the following subjects: (in addition to the General Education requirements) AR: _____ CO: _____ EN: _____ <i>(c)</i> HS: _____ MU: _____ PL: _____ *OR* A Second Foreign Language (other than Spanish): (in addition to the General Education requirements) FI: _____ FF: _____ FG: _____ FA: _____ FC: _____ FO: _____ FL: _____ FIR: _____	15.0
FREE ELECTIVES: 38 Credits	Credits
_____ _____ _____ _____ _____ _____ _____	38.0
<p><i>(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.</i></p> <p><i>(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.</i></p> <p><i>(c) Excluding EN110 and EN112</i></p>	

FS14.GE14

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)	3.0
Natural Sciences	6 Credits from subjects BY, CE, GL, 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 with Course*Type: WT	0.0
		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: 36 Credits (a)		MAJOR REQUIREMENTS/COMMUNICATION: 34 Credits	
FS301: Introduction to Hispanic Literature	3.0	CO100: Introduction to Communication	3.0
FS315: Introduction to Spanish Linguistics	3.0	CO155: Media Literacy	3.0
FS300A: Advanced Spanish I: Conversation & Oral Discourse <i>(b)</i>	3.0	CO220: Public Speaking	3.0
FS300B: Advanced Spanish II: Comp. & Conversation	3.0	CO224: Introduction To Mass Communication	3.0
FS305: Survey of Spanish-American Literature	3.0	CO292: Communication Research Methods	3.0
OR FS307: Survey of Spanish Literature		CO301: Communication Theory	3.0
FS309: Culture & Civilization of Spain	3.0	CO311: Communication Ethics	3.0
FS310: Culture & Civilization of Latin America	3.0	Journalism Cluster:	
FS409: Adv. Spanish: Grammar & Stylistics	3.0	CO211: Introduction to Journalism	3.0
FS318: Spanish Pronunciation, Voice, and Diction	3.0	CO215: Newswriting	3.0
FS411A: Writing for the Spanish Media	3.0	CO264: Co-Curricular: Practicum/Journalism	1.0
FS400+: Spanish Elective	3.0		
FO-OPI: Oral Interview	0.0		
OUTSIDE MAJOR REQUIREMENTS: 15 Credits (c)		Take 6 Credits of writing from among the following courses:	6.0
HU201: Critical Discourse	3.0	CO317: Civic Journalism	
MA105: Math. Modeling in Soc. Sciences	3.0	CO333: Online Journalism	
Take 9 Credits in one of the Following ways:	9.0	CO340: Writing the Review	
In at LEAST three of the following subjects:		CO342: Editorial Writing	
<i>(in addition to the Gen. Ed. requirements)</i>		CO360: Feature Writing	
AR: _____		Take 3 Credits from the following courses:	3.0
CO: _____		CO290: Media Law	
EN: _____ <i>(e)</i>		CO330: News Editing	
HS: _____		CO383: Gender, Race, & Media	
MU: _____		CO425: Political Communication	
PL: _____			
OR A Second Foreign Language			
<i>(other than Spanish): (in addition to the Gen. Ed. requirements)</i>			
(i.e. Italian, German, Irish, Latin, Chinese Arabic, French)			
FREE ELECTIVES: 7 Credits		Credits	
		7.0	
<p><i>(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.</i></p> <p><i>(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.</i></p> <p><i>(c) Can substitute a minimum of 9 credits in the same foreign language other than Spanish</i></p> <p><i>(d) Excluding EN110 and EN112</i></p>			

FSCOJN14.GE14

Bachelor of Arts in Foreign Languages/Spanish Concentration and Communication (Journalism Cluster)		
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 MA105	0.0
Natural Sciences	6 Credits from subjects BY, CE, GL, 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 <i>*May be fulfilled in Outside Major Requirements.</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	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 0.0
	Two courses from Communication (CO) designated with Course*Type: WT	0.0 0.0

**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.

**BA Foreign Languages/Spanish Concentration and Communication
(Journalism Cluster)**

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			
FS301: Introduction to Hispanic Literature	3.0	CO100: Introduction to Communication	3.0
FS315: Introduction to Spanish Linguistics	3.0	CO155: Media Literacy	3.0
		CO220: Public Speaking	3.0
FS300A: Advanced Spanish I: Conversation & Oral Discourse (b)	3.0	CO224: Introduction To Mass Communication	3.0
FS300B: Advanced. Spanish II: Comp. & Conversation	3.0	CO292: Communication Research Methods	3.0
		CO301: Communication Theory	3.0
FS305: Survey of Spanish-American Literature	3.0	CO311: Communication Ethics	3.0
OR FS307: Survey of Spanish Literature		Radio & Television Cluster:	
		CO102: Working with Audio	3.0
FS309: Culture & Civilization of Spain	3.0		
FS310: Culture & Civilization of Latin America	3.0	CO145: Intro. to Television Production	3.0
FS409: Adv. Spanish: Grammar & Stylistics	3.0	CO262: Co-Curricular Practicum/Radio	1.0
		OR CO263: Co-Curricular Practicum/Television	
FS318: Spanish Pronunciation, Voice, and Diction	3.0	Take 1 production course from among:	3.0
FS411A: Writing for the Spanish Media	3.0	CO242: Creating Good Radio	
FS400+: Spanish Elective	3.0	CO246: Producing & Directing for Television	
FO-OPI: Oral Interview	0.0	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	
OUTSIDE MAJOR REQU/SPANISH: 15 Credits (c)			
HU201: Critical Discourse	3.0	Take 3 credits of performance <u>*OR*</u> writing from the following courses:	3.0
MA105: Math. Modeling in Soc. Sciences	3.0	CO210: Voice & Diction	
Take 9 Credits in one of the Following ways:	9.0	CO275: Performance for Radio	
In at LEAST three of the following subjects:		CO357: Acting for Television	
<i>(in addition to the Gen. Ed. requirements)</i>		CO365: Screenwriting	
AR: _____		CO346: Documentary Film & Video	
CO: _____		CO350: Broadcast Newswriting/Reporting	
EN: _____ (e)		CO351: Broadcast Copywriting	
HS: _____		Take 3 Credits of theory <u>*OR*</u> analysis from the following courses:	3.0
MU: _____		CO290: Media Law	
PL: _____		CO367: Media Analysis	
OR A Second Foreign Language		CO375: Television Criticism	
<i>(other than Spanish): (in addition to the Gen. Ed. requirements)</i>		CO373: Music Industry	
(i.e. Italian, German, Irish, Latin, Chinese		CO376: Radio Station Management	
Arabic, French)		CO383: Gender, Race & Media	
FREE ELECTIVES: 7 to 10 Credits		Credits	
_____		7 - 10.0	

<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>			

FSCORT14.GE14

Bachelor of Arts in Foreign Languages/Spanish Concentration and Communication (Radio & Television Cluster)		
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 MA105	0.0
Natural Sciences	6 Credits from subjects BY, CE, GL, 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 <i>*May be fulfilled in Outside Major Requirements.</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	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 0.0
	Two courses from Communication (CO) designated with Course*Type: WT	0.0 0.0

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.

FSBU14.GE14

Bachelor of Arts in Spanish and International Business		
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 MA117	0.0
Natural Sciences	6 Credits from subjects BY, CE, GL, 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	Fulfilled in Outside the 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	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)	0.0
	OR from Business (BA, BE, BF, BI, BK, BM, BR) designated with Course*Type: WT	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 FS101, and/or FS102 in accordance with the placement policy of the Department of Foreign Language Studies.

Bachelor of Arts in Foreign Languages/Spanish and Education with Endorsement in Elementary Education			
MAJOR REQUIREMENTS/SPANISH: 33 Credits (a)		MAJOR REQUIREMENTS/EDUCATION: 36 Credits (c)	
*33 credits above the intermediate level			
FS301: Introduction to Hispanic Literature	3.0	EDL201: Educational Psychology	3.0
FS315: Introduction to Spanish Linguistics	3.0	EDL206: Child and Adolescent Development	3.0
FS300A: Advanced Spanish I: Conversation & Oral Discourse (b)	3.0	ED250: Foundations of Teaching and Learning	3.0
FS300B: Advanced Spanish II: Comp. & Conversation	3.0	EDL326: Literacy Instructions in K-6 Educational Settings I	3.0
FS305: Survey of Spanish-American Literature	3.0	ED320: Teaching Students with Diverse Needs	3.0
OR FS307: Survey of Spanish Literature		EDL327: Literacy Instructions in K-6 Educational Settings II	3.0
FS309: Culture & Civilization of Spain	3.0	ED360: Methods of Teaching Elementary Mathematics	3.0
FS310: Culture & Civilization of Latin America	3.0	ED361: Methods of Teaching Science for Elementary School	3.0
FS409: Advanced Spanish: Grammar & Stylistics	3.0	ED362: Teaching Elementary Social Studies	3.0
FS318: Spanish Pronunciation, Voice, and Diction	3.0		
FS411A: Writing for the Spanish Media	3.0	9 Credits as Follows (b):	
FS400+: Spanish Elective	3.0	ED416: Student Teaching AND	8.0
FO-OPI: Oral Interview	0.0	ED416S: Seminar in Student Teaching	1.0
OUTSIDE MAJOR REQUIREMENTS/SPANISH: 15 Credits		ED. OUTSIDE MAJOR REQUIREMENTS: 6 Credits	
Take 15 Credits in one of the Following ways: In at LEAST three of the following subjects: (in addition to the Gen. Ed. requirements)	15.0	MA203: Foundations of Elem. Mathematics I	3.0
AR: _____		MA204: Foundations of Elem. Mathematics II	3.0
CO: _____			
EN: _____ (e)			
HS: _____			
MU: _____			
PL: _____			
		EDUCATION METHODS REQUIREMENTS: 3 Credits	
OR A Second Foreign Language (other than Spanish): (in addition to the Gen. Ed. requirements) (i.e. Italian, German, Irish, Latin, Chinese Arabic, French)		ED427: Teaching of World Languages	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>			

FS14EDE14GE14

Bachelor of Arts in Foreign Languages/Spanish 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 w/MA203 or MA204	0.0
Natural Sciences	6 Credits from subjects BY, CE, GL, 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	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	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 0.0
	Two courses from Education (ED, EDL, EDS) designated with Course*Type: WT	0.0 0.0

<p>Minimum Credits for Bachelor of Arts in Foreign Languages/Spanish and Education with Endorsement in Elementary Education = 129.0</p> <p>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
--

NOTES:

- * 58 credits must be completed at the 200 level or higher.
- ** Education majors are required to have an overall GPA of 3.00 for State Certification.
- ***By state regulation, all Education Majors seeking content area endorsement must complete 30 content credits (12+ credits at the 300+ level).

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/SPANISH: 33 Credits (a)		MAJOR REQUIREMENTS/EDUCATION: 24 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	EDL201: Educational Psychology	3.0
FS300A: Advanced Spanish I: Conversation & Oral Discourse (b)	3.0	EDL206: Child and Adolescent Development	3.0
FS300B: Adv. Spanish II: Comp. & Conversation	3.0	ED319: Content Literacy	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 & Civilization of Spain	3.0		
FS310: Culture & Civilization of Latin America	3.0	9 Credits as Follows (b):	
FS409: Adv. Spanish: Grammar & Stylistics	3.0	ED416: Student Teaching AND	8.0
FS318: Spanish Pronunciation, Voice, and Diction	3.0	ED416S: Seminar in Student Teaching	1.0
FS411A: Writing for the Spanish Media	3.0		
FS400+: Spanish Elective	3.0		
FO-OPI: Oral Interview	0.0		
OUTSIDE MAJOR REQUIREMENTS/SPANISH: 15 Credits		ED. OUTSIDE MAJOR REQUIREMENTS: 3 Credits	
Take 15 Credits in one of the Following ways: In at LEAST three of the following subjects: <i>(in addition to the Gen. Ed. requirements)</i> AR: _____ CO: _____ EN: _____ (e) HS: _____ MU: _____ PL: _____ *OR* A Second Foreign Language <i>(other than Spanish): (in addition to the Gen. Ed. requirements)</i> (i.e. Italian, German, Irish, Latin, Chinese Arabic, French)	15.0	MA100: Quantitative Reasoning and Problem Solving	3.0
		OR MA203: Foundations of Elementary Mathematics	
		EDUCATION METHODS REQUIREMENTS: 6 Credits (e)	
		ED427: The Teaching of World Languages	3.0
		ED374: Issues & Practices in World Language Education Part II	3.0
		OR ED377: Integrated K-12 Teaching Methods	
FREE ELECTIVES: 11 Credits		Credits	
			11.0
(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			

FS14EDS14GE14

Bachelor of Arts in Foreign Languages/Spanish and Education with K-12 Endorsement in Spanish		
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 MA100 or MA203	0.0
Natural Sciences	6 Credits from subjects BY, CE, GL, 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	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	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 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:
• 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 3.00 for State Certification.
- ***By state regulation, all Education Majors seeking content area endorsement must complete 30 content credits (12+ credits at the 300+ level).

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/SPANISH: 33 Credits (a)		MAJOR REQUIREMENTS/EDUCATION: 37 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: Advanced Spanish I: Conversation & Oral Discourse (b)	3.0	EDL280: Intro. to Early Childhood Education	3.0
FS300B: Advanced. Spanish II: Comp. & Conversation	3.0	EDL325: Language & Early Literacy Development	3.0
FS305: Survey of Spanish-American Literature	3.0	EDL326: Literacy Instr in K-6 Ed. Settings I	3.0
OR FS307: Survey of Spanish Literature		ED320: Teaching Students with Diverse Needs	3.0
FS309: Culture & Civilization of Spain	3.0	EDL333: Fam. Partnerships/Early Childhood Set.	3.0
FS310: Culture & Civilization of Latin America	3.0	EDL363: Early Childhood Curriculum & Methods	4.0
FS409: Adv. Spanish: Grammar & Stylistics	3.0	9 Credits as Follows (b):	
FS318: Spanish Pronunciation, Voice, and Diction	3.0	ED416: Student Teaching AND	8.0
FS411A: Writing for the Spanish Media	3.0	ED416S: Seminar in Student Teaching	1.0
FS400+: Spanish Elective	3.0		
FO-OPI: Oral Interview	0.0		
OUTSIDE MAJOR REQUIREMENTS/SPANISH: 15 Credits		EARLY CHILDHOOD EDUCATION OUTSIDE MAJOR REQUIREMENTS: 6 Credits	
Take 15 Credits in one of the Following ways: In at LEAST three of the following subjects: (in addition to the Gen. Ed. requirements)	15.0	MA203: Foundations of Elem. Mathematics I	3.0
AR: _____		MA204: Foundations of Elem. Mathematics II	3.0
CO: _____			
EN: _____ (e)			
HS: _____			
MU: _____			
PL: _____			
OR A Second Foreign Language (other than Spanish): (in addition to the Gen. Ed. requirements) (i.e. Italian, German, Irish, Latin, Chinese Arabic, French)			
TEACHER OF STUDENTS WITH DISABILITIES REQUIREMENTS: 18 Credits (c)			
		ED320: Teaching Students with Diverse Needs *(Fulfilled in Education Major Requirements)	0.0
		EDL326: Literacy Instructions in K-6 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			

FS14YI14GE14

Bachelor of Arts in Foreign Languages/Spanish 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 w/MA100 or MA203	0.0
Natural Sciences	6 Credits from subjects BY, CE, GL, 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	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	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

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 3.00 for State Certification.

***By state regulation, all Education Majors seeking content area endorsement must complete 30 content credits (12+ credits at the 300+ level).

BA Foreign Languages/Spanish & Education, Endorsements in P-3 and Teacher of Students with Disabilities

HE14.GE14

Bachelor of Science in Health Studies		
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 MA151	0.0
Natural Sciences	Fulfilled in Outside Major Requirements with Biology 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	NU100: Technology and Health Informatics or HE100: Technology and Health Informatics or IT100: Information Technology	3.0
Reasoned Oral Discourse	Fulfilled in Major Requirements with HE212 or HE320	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 Science	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 or 6 Credits from the SAME foreign language	
Experiential Education	Fulfilled in Major Requirements with HE485	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.

HEPE14.GE14

Bachelor of Science in Health Studies and Physical 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 MA105 or Higher Level Math Course	0.0
Natural Sciences	Fulfilled in Outside Major Requirements with Biology 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	HE100: Technology and Health Informatics or IT100: Information Technology	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 Science	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	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 with Course*Type: WT	0.0
		0.0

Minimum Credits for Bachelor of Science in Health Studies and Physical Education = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

HEPE14ED13GE14

Bachelor of Science in Health Studies/Physical Education with Endorsement in K-12 Education in Health Studies and Physical 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 w/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	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 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 Science in Health Studies/Physical Education with Endorsement in K-12 Education in Health Studies and Physical Education = 128.0
ADDITIONAL ENDORSEMENTS AVAILABLE:
• ESL: Teacher of Students with Disabilities, K-12 • TSD: 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 3.00 for State Certification.
- ***By state regulation, all Education Majors seeking content area endorsement must complete 30 content credits (12+ credits at the 300+ level).

BS Health Studies and Physical Education Endorsement in K-12 Education in Health and Physical Education

Appendix B: Curriculum Charts 2014-2015

HS13.GE14

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
Pre-1700 History: Take 3 Credits from History designated with Course*Type: HSPRE HSxxx: _____	3.0
History of Europe: Take 3 Credits from History designated with Course*Type: HSEU HSxxx: _____	3.0
Take 3 Credits from History designated with one of the following Course*Types: HSAF, HSLA, HSAS, HSNW HSxxx: _____	3.0
History Electives:	
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: 15 Credits	Credits
GO100: People, Places, & Enviroments: Introduction to Geography	3.0
AN103: Cultural Anthropology	3.0
Take 3 Credits of ART from the following courses:	3.0
AR241: History of Art I	
AR242: History of Art II	
AR343: Renaissance, Mannerist, and Baroque Art	
AR345: Early to Late Modern Art	
AR348: Art of India	
AR349: Asian Art Survey	
AR350: World Art Nineteenth-Twentieth Century	
AR368: Women, Art and Society	
Take 6 Credits of the SAME Foreign Language *OR* 6 Credits from English 200+ level*: <i>*(excluding courses designated with Course*Type: LIT)</i> _____ _____ (b)	6.0
FREE ELECTIVES: 38.0 to 44.0 CREDITS	Credits
_____	38.0 - 44.0
<p>(a) At least 6 credits must be at the 300-400 level (not including HS411, HS441, HS461, HS481, HS491).</p> <p>(b) It is strongly recommended that HISTORY majors complete at least 1 foreign language through the intermediate level.</p> <p>* COURSES NOT USED TO CALCULATE THE MAJOR GPA</p>	

HS13.GE14

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	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.

BA History

Bachelor of Arts in History and Education with Endorsement in Elementary Education			
MAJOR REQUIREMENTS/HISTORY: 39 Credits		MAJOR REQUIREMENTS/EDUCATION: 36 Credits (b)	
HS101: Western Civilization I*	3.0	EDL201: Educational Psychology	3.0
HS102: Western Civilization II*	3.0		
HS103: United States History I	3.0	EDL206: Child and Adolescent Development	3.0
HS104: United States History II	3.0		
Take 3 Credits from History designated with Course*Type: HSPRE (Pre-1700 History): HSxxx: _____	3.0	ED250: Foundations of Teaching and Learning	3.0
Take 3 Credits from History designated with Course*Type: HSEU (History of Europe): HSxxx: _____	3.0	EDL-326: Literacy Instr. in K-6 Ed. Settings I	3.0
Take 3 Credits from History designated with one of the following Course*Types: HSLA (Latin America), HSNW (Non-Western) HSAF (Africa), or HSAS (Asia): HSxxx: _____	3.0	EDL-327: Literacy Instr. in K-6 Ed. Settings II	3.0
History Electives:		ED320: Teaching Students with Diverse Needs	3.0
HSxxx: _____ (a)	3.0	ED360: Methods of Teaching Elementary Mathematics	3.0
HSxxx: _____ (a)	3.0	ED-361: Methods of Teaching/Science	3.0
HSxxx: _____ (a)	3.0	ED362: Teaching Elementary Social Studies	3.0
HSxxx: _____ (a)	3.0		
HSxxx: _____ (a)	3.0	9 Credits as Follows (b):	
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	ED416: Student Teaching AND ED416S: Seminar in Student Teaching	8.0 1.0
HISTORY OUTSIDE MAJOR REQUIREMENTS: 15 Credits		ED. OUTSIDE MAJOR REQUIREMENTS: 12 Credits	
GO100: People, Places, & Environments	3.0	PS101: Introduction to Political Science	3.0
AN103: Cultural Anthropology	3.0	**OR**	
Take 3 Credits from the following courses:	3.0	PS103: American National Government	
AR241: History of Art I		BE200: Economics for Social Science	3.0
AR242: History of Art II		**OR**	
AR343: Renaissance, Mannerist, & Baroque Art		HS310: Business & Economic Development of the United States	
AR345: Early to Late Modern Art			
AR348: Art of India		MA203: Foundations of Elem. Mathematics I	3.0
AR349: Asian Art Survey			
AR350: World Art 19th-20th Century		MA204: Foundations of Elem. Mathematics II	3.0
Take 6 Credits of the SAME Foreign Language *OR* 6 Credits from English 200+ level: <i>*(excluding courses designated with Course*Type: LIT): (b)</i>	6.0		
<p>(a) Among these requirements, at least 6 credits must be at the 300-400 level (not including HS411, HS441, HS461, HS481, HS491). (b) Minimum grade of "C" required for Education Courses (c) Students planning to 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.</p>			

* COURSES NOT CALCULATED IN MAJOR GPA

HS13EDE14GE14

Bachelor of Arts in History and Education with Endorsement in Elementary Education		
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 w/MA203 or MA204	0.0
Natural Sciences	6 Credits from subjects BY, CE, GL, 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 PS103 or PY103	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
	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

Minimum Credits for Bachelor of Arts in History and Education with Endorsement in Elementary Education = 129.0
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 • MID-SS- Middle School Social Sciences

NOTES:

* 58 credits must be completed at the 200 level or higher.

** Education majors are required to have an overall GPA of 3.00 for State Certification.

***By state regulation, all Education Majors seeking content area endorsement must complete 30 content credits (12+ credits at the 300+ level).

****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: Western Civilization I*	3.0	ED250: Foundations of Teaching and Learning	3.0
HS102: Western Civilization II*	3.0		
HS103: United States History I	3.0	EDL201: Educational Psychology	3.0
HS104: United States History II	3.0		
Take 3 Credits from History designated with Course*Type: HSPRE (Pre-1700 History): HSxxx: _____	3.0	EDL206: Child and Adolescent Development	3.0
Take 3 Credits from History designated with Course*Type: HSEU (History of Europe): HSxxx: _____	3.0	ED319: Literacy Across the Secondary Curriculum	3.0
Take 3 Credits from History designated with one of 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 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		
HSxxx: _____(a)	3.0		
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	EDUCATION METHODS REQUIREMENTS: 6 Credits (b)	
		ED375: Secondary Teaching Methods I	3.0
		OR ED371: Teaching Social Studies at the Secondary Level I	
		ED376: Secondary Teaching Methods II	3.0
		OR ED372: Teaching Social Studies at the Secondary Level II	
HISTORY OUTSIDE MAJOR REQUIREMENTS: 15 Credits			
GO100: People, Places, & Environments	3.0		
AN103: Cultural Anthropology	3.0		
Take 3 Credits from the following courses:	3.0		
AR241: History of Art I			
AR242: History of Art II			
AR343: Renaissance, Mannerist, & Baroque Art			
AR345: Early to Late Modern Art			
AR348: Art of India			
AR349: Asian Art Survey			
AR350: World Art 19th-20th Century			
Take 6 Credits of the SAME Foreign Language *OR* 6 Credits from English 200+ level: <i>(excluding courses designated with Course*Type: LIT): (b)</i>	6.0		
		ED. OUTSIDE MAJOR REQUIREMENTS: 9 Credits	
		PS101: Introduction to Political Science	3.0
		OR PS103: American National Government	
		BE200: Economics for Social Science	3.0
		OR HS310: Business & Eco. Devpt. of US	
		MA105: Math Modeling for Social Sciences	3.0
			8.0
FREE ELECTIVES: 8 Credits			
<p>(a) Among these requirements, at least 6 credits must be at the 300-400 level (not including HS411, HS441, HS461, HS481, 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

HS13EDS14GE14

Bachelor of Arts in History and Education with Endorsement in Secondary Education in Social Studies		
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 MA105	0.0
Natural Sciences	6 Credits from subjects BY, CE, GL, 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*	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
		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 3.00 for State Certification.
- ***By state regulation, all Education Majors seeking content area endorsement must complete 30 content credits (12+ credits at the 300+ level).

BA History and Education, Endorsement in Secondary Education in Social Studies

Bachelor of Arts in History and Education with Endorsement in P3 and Teacher of Students with Disabilities			
MAJOR REQUIREMENTS/HISTORY: 39 Credits		MAJOR REQUIREMENTS/E. CHILDHOOD: 37 Credits (b)	
HS101: Western Civilization I*	3.0	ED250: Foundations of Teaching and Learning	3.0
HS102: Western Civilization II*	3.0		
HS103: United States History I	3.0	EDL280: Intro. to Early Childhood Education	3.0
HS104: United States History II	3.0		
Take 3 Credits from History designated with Course*Type: HSPRE (Pre-1700 History): HSxxx: _____	3.0	EDL325: Language & Early Literacy Development	3.0
Take 3 Credits from History designated with Course*Type: HSEU (History of Europe): HSxxx: _____	3.0	EDL326: Literacy Instr in K-6 Ed. Settings I	3.0
Take 3 Credits from History designated with one of 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 Electives:		EDL333: Family Partnerships/Early Childhood Settings	3.0
HSxxx: _____ (a)	3.0	EDL363: Early Childhood Curriculum & Methods	4.0
HSxxx: _____ (a)	3.0	EDL201: Educational Psychology	3.0
HSxxx: _____ (a)	3.0	EDL206: Child and Adolescent Development	3.0
HSxxx: _____ (a)	3.0		
HSxxx: _____ (a)	3.0	9 Credits as Follows (d):	
HS411: Rsrch. Sem. in American History	3.0	ED416: Student Teaching AND	8.0
or HS461: Rsrch. Sem. in History		ED416S: Seminar in Student Teaching	1.0
or HS441: Rsrch. Sem. in European History			
or HS491: Rsrch. Sem. in Mid. East. History			
or HS481: Rsrch. Sem. in African & Carib.			
HISTORY OUTSIDE MAJOR REQUIREMENTS: 15 Credits		ED. OUTSIDE MAJOR REQUIREMENTS: 12 Credits	
GO100: People, Places, & Environments	3.0	PS101: Introduction to Political Science	3.0
AN103: Cultural Anthropology	3.0	*OR* PS103: American National Government	
Take 3 Credits from the following courses:	3.0	BE200: Economics for Social Science	3.0
AR241: History of Art I		*OR* HS310: Business & Eco. Devlpt. of US	
AR242: History of Art II			
AR343: Renaissance, Mannerist, & Baroque Art		MA203: Foundations of Elem. Mathematics I	3.0
AR345: Early to Late Modern Art			
AR348: Art of India		MA204: Foundations of Elem. Mathematics II	3.0
AR349: Asian Art Survey			
AR350: World Art 19th-20th Century			
Take 6 Credits of the SAME Foreign Language	6.0		
OR 6 Credits from English 200+ level:			
<i>*(excluding courses designated with Course*Type: LIT); (b)</i>			
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-6 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) Among these requirements, at least 6 credits must be at the 300-400 level (not including HS411, HS441, HS461, HS481, 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			

HS13Y114GE14

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 w/MA203 or MA204	0.0
Natural Sciences	6 Credits from subjects BY, CE, GL, 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* <i>*May be fulfilled within the major/outside major requirements; see your academic advisor.</i>	0.0 - 6.0
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 = 142.0 to 148.0

NOTES:

- * 58 credits must be completed at the 200 level or higher.
- ** Education majors are required to have an overall GPA of 3.00 for State Certification.
- ***By state regulation, all Education Majors seeking content area endorsement must complete 30 content credits (12+ credits at the 300+ level).

BA History and Education, Endorsements in P-3 and Teacher of Students with Disabilities

Bachelor of Arts with an Interdisciplinary Major in History and Political Science	
MAJOR REQUIREMENTS/HISTORY AND POLITICAL SCIENCE: 42 Credits	Credits
PS101: Introduction to Political Science or PS103: American National Government	3.0
Take 12 Credits from FOUR of the following Course*Types: PSAM: American Politics and/or PSAL: American Legal System and/or PSPA: Public Policy and/or PSIP: International Relations and/or PSCG: Comparative Politics	12.0
Political Science / History Elective: PSxxx: _____ or HSxxx: _____	3.0
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
Take 3 Credits of History Electives HSxxx: _____	3.0
Take 3 Credits from Course*Type: HSEU HSxxx: _____	3.0
3 Credits from Course*Type: HSNW HSxxx: _____	3.0
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	3.0
REQUIREMENTS OUTSIDE MAJOR: 12 Credits	Credits
PL101: Introduction to Philosophy BE200: Economics for Social Science GO100: People, Places, & Environments: Intro. to Geography	3.0 3.0 3.0
Take 3 Credits from Anthropology or Sociology AN: _____ SO: _____	3.0
FREE ELECTIVES: 38 Credits	Credits
_____ _____ _____ _____	38.0

* COURSES NOT USED TO CALCULATE THE MAJOR GPA

HP12.GE14

Bachelor of Arts with an Interdisciplinary Major in History and Political Science		
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	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>	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*	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) or Political Science (PS)	0.0
	designated with Course*Type: WT	0.0

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.

BA History/Political Science

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)	
PS101: Introduction to Political Science or PS103: American National Government Political Science /History Elective: PSxxx: _____ or HSxxx: _____ Take 12 Credits from FOUR of the following Course*Types: PSAM: American Politics PSAL: American Legal System PSPA: Public Policy PSIP: International Relations PSCG: Comparative Politics HS101: Western Civ. in World Perspective I* HS102: Western Civ. in World Perspective II* HS103: United States History I HS104: United States History II Take 3 Credits of History Electives HSxxx: _____ 3 Credits from Course*Type: HSEU HSxxx: _____ 3 Credits from Course*Type: HSNW HSxxx: _____ 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	3.0 3.0 12.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0	EDL201: Educational Psychology EDL206: Child and Adolescent Development ED250: Foundations of Teaching and Learning EDL326: Literacy Instructions in K-6 Ed. Set. I ED320: Teaching Students with Diverse Needs EDL327: Literacy Instruction in K-6 Ed. Set. II ED360: Methods of Teaching Elem. Mathematics ED361: Meth. of Teaching Science for Elem. Sch. ED362: Teaching Elementary Social Studies 9 Credits of Student Teaching as follows (b): ED416: Student Teaching AND ED416S: Seminar in Student Teaching	3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 8.0 1.0
HS/PS OUTSIDE MAJOR REQUIREMENTS: 12 Credits		ED. OUTSIDE MAJOR REQUIREMENTS: 6 Credits	
PL101: Introduction to Philosophy BE200: Economics for Social Science GO100: Introduction to Geography Take 3 Credits from Anthropology or Sociology: AN: _____ SO: _____	3.0 3.0 3.0 3.0	MA203: Foundations of Elem. Mathematics I MA204: Foundations of Elem. Mathematics II	3.0 3.0
FREE ELECTIVES: 2 Credits			
			2.0
(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.			

HP12EDE14GE14

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 w/MA203 or MA204	0.0
Natural Sciences	6 Credits from subjects BY, CE, GL, 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 History Outside Major Requirements with GO100	0.0
Reasoned Oral Discourse	Fulfilled in Major Requirements w/ED320 or Research Sem.	0.0
Historical Perspective	Fulfilled in History Major Requirements with HS101	0.0
Social Science	Fulfilled in Outside Major Requirements w/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*	6.0
	3 Credits from courses designated with Course*Type: GU*	
	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) or Political Science (PS) designated with Course*Type: WT	0.0 0.0
	Two courses from Education (ED, EDL, EDS) designated with Course*Type: WT	0.0 0.0

Minimum Credits for Bachelor of Arts History/Political Science Interdisciplinary 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-SS- Middle School Social Sciences

NOTES:

- * 58 credits must be completed at the 200 level or higher.
- ** Education majors are required to have an overall GPA of 3.00 for State Certification.
- ***By state regulation, all Education Majors seeking content area endorsement must complete 30 content credits (12+ credits at the 300+ level).

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
Take 12 Credits from FOUR of the following Course*Types:	12.0	EDL206: Child and Adolescent Development	3.0
PSAM: American Politics		ED319: Literacy Across the Secondary Curriculum	3.0
PSAL: American Legal System		ED320: Teaching Students with Diverse Needs	3.0
PSPA: Public Policy			
PSIP: International Relations			
PSCG: Comparative Politics			
HS101: Western Civ. In World Perspective I*	3.0	9 Credits as Follows (b):	
HS102: Western Civ. in World Perspective II*	3.0	ED416: Student Teaching AND	8.0
HS103: United States History I	3.0	ED416S: Seminar in Student Teaching	1.0
HS104: United States History II	3.0		
Take 3 Credits of History Electives HSxxx: _____	3.0		
3 Credits from Course*Type: HSEU HSxxx: _____	3.0	EDUCATION METHODS REQUIREMENTS: 6 Credits (a)	
3 Credits from Course*Type: HSNW HSxxx: _____	3.0	ED375: Secondary Teaching Methods I	3.0
PS401: Seminar in Political Science	3.0	*OR* ED371: Teaching Social Studies at the Secondary Level I	
or HS411: Rsrch Sem in American History			
or HS461: Rsrch Sem in History		ED376: Secondary Teaching Methods II	3.0
or HS481: Rsrch Sem in African/Carib. History		*OR* ED372: Teaching Social Studies at the Secondary Level II	
or HS441: Rsrch Sem in European History			
or HS491: Rsrch Sem in Middle East History			
HS/PS OUTSIDE MAJOR REQUIREMENTS: 12 Credits		ED. OUTSIDE MAJOR REQUIREMENTS: 3 Credits	
PL101: Introduction to Philosophy	3.0		
BE200: Economics for Social Science	3.0		
GO100: Introduction to Geography	3.0	MA105: Math Modeling	3.0
Take 3 Credits from Anthropology or Sociology: AN: _____ SO: _____	3.0		
FREE ELECTIVES: 11 Credits		Credits	
_____		11.0	

(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.			

HP12EDS14GE14

Bachelor of Arts History/Political Science Interdisciplinary and Education with Endorsement in Secondary 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 Ed. Outside Major Requirements with MA105	0.0
Natural Sciences	6 Credits from subjects BY, CE, GL, 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 History Outside Major Requirements with GO100	0.0
Reasoned Oral Discourse	Fulfilled in Major Requirements w/ED320 or Research Sem.	0.0
Historical Perspective	Fulfilled in History 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*	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) or Political Science (PS) designated with Course*Type: VWT	0.0 0.0
	Two courses from Education (ED, EDL, EDS) designated with Course*Type: VWT	0.0 0.0

Minimum Credits for Bachelor of Arts History/Political Science Interdisciplinary and Education with Endorsement in Secondary Education = 128.0
ADDITIONAL ENDORSEMENTS AVAILABLE:
• ESL - English as a Second Language - Secondary • TSD - Teacher of Students with Disabilities - Secondary

NOTES:

- * 58 credits must be completed at the 200 level or higher.
- ** Education majors are required to have an overall GPA of 3.00 for State Certification.
- ***By state regulation, all Education Majors seeking content area endorsement must complete 30 content credits (12+ credits at the 300+ level).

BA History/Political Science Interdisciplinary & Education, Endorsement in Secondary Education in Social Studies

Bachelor of Science in Homeland Security	
MAJOR REQUIREMENTS/CRIMINAL JUSTICE: 37 Credits	Credits
HLS212: Introduction to Homeland Security	3.0
HLS235: GIS Applications in Homeland Security	3.0
HLS245: Strategic Security Management	3.0
HLS285: Domestic and International Terrorism	3.0
HLS286: Principles of Emergency Management	3.0
HLS320: Infrastructure Security Issues	3.0
HLS375: Homeland Security Internship	3.0
HLS385: Cyber Terrorism	3.0
HLS405: Transportation Threats	3.0
HLS410: Intelligence and Threat Analysis	3.0
HLS490: Senior Research Project	4.0
HLS-xxx: <u>HLS Elective</u> _____	3.0
OUTSIDE MAJOR REQUIREMENTS: 30 Credits	Credits
CJ211: Statistics for Criminal Justice	3.0
CJ315: Criminal Justice Research Methods	3.0
CJ325: Criminal Procedure	3.0
CJ380: Forensic Psychology	3.0
PS103: American National Government	3.0
PS312: Constitutional Law, Civil Rights	3.0
PS376: Comparative Politics of the Middle East	3.0
CO120: Interpersonal Communication	3.0
MA105: Math Modeling in Social Sciences	3.0
PY103: Introduction to Psychology	3.0
FREE ELECTIVES: 22 Credits	Credits
_____	22.0

HLS14.GE14

Bachelor of Science in 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 or higher level	0.0
Natural Sciences	6 Credits from subjects BY, CE, GL, 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 PY103	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 Homeland Security (HLS) designated with Course*Type: WT	0.0
		0.0

Minimum Credits for Bachelor of Science in Homeland Security = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

BS Homeland Security

BY.MEBP13.GE14

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.

BS Marine and Environmental Biology and Policy

Bachelor of Science in Mathematics	
MAJOR REQUIREMENTS/MATHEMATICS: 43 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
MA211: Differential Equations	3.0
MA221: Linear Algebra	3.0
MA225: Calculus with Analytic Geometry III	4.0
MA314: Number Theory	3.0
MA319: Probability and Statistics I	3.0
MA320: Probability and Statistics II	3.0
MA410: Modern Algebra	3.0
MA415: Real Analysis	3.0
Take 6 Credits from the Following Courses:	6.0
MA317: Geometry	
or MA411: Abstract Algebra	
or MA413: Complex Analysis	
or MA419: Introduction to Math Modeling	
MA LVL1: Gateway Exam 1	0.0
MA LVL2: Gateway Exam 2	0.0
MA LVL3: Gateway Exam 3	0.0
REQUIREMENTS OUTSIDE MAJOR: 11 to 14 Credits	Credits
CS175: Introduction to Computer Science I	3.0 - 4.0
or MA237: Programming and Technology in Mathematics	
AND either	
8 credits as follows:	
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	
10 credits as follows:	
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
OR	
8 credits as follows:	
BY109: Introduction to Biodiversity and Evolution	4.0
BY110: Introduction to Cell and Molecular Biology	4.0
FREE ELECTIVES: 35 to 38 Credits	Credits
_____	35 - 38.0

MA07.GE14

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		
MA126: Calculus with Analytic Geometry II	4.0	EDL206: Child and Adolescent Development	3.0
MA211: Differential Equations	3.0		
MA221: Linear Algebra	3.0	ED250: Foundations of Teaching and Learning	3.0
MA225: Calculus with Analytic Geometry III	4.0		
MA314: Number Theory	3.0	EDL326: Literacy Instructions in K-6 Educational Settings I	3.0
MA319: Probability and Statistics I	3.0		
MA320: Probability and Statistics II	3.0	ED320: Teaching Students with Diverse Needs	3.0
MA410: Modern Algebra	3.0		
MA415: Real Analysis	3.0	EDL327: Literacy Instruction in K-6 Educational Settings II	3.0
Take 2 courses from among:			
MA317: Geometry			
or MA411: Abstract Algebra	3.0		
or MA413: Complex Analysis	3.0		
or MA419: Introduction to Math Modeling	3.0		
MA LVL1: Gateway Exam 1	0.0	ED360: Methods of Teaching Elementary Mathematics	3.0
MA LVL2: Gateway Exam 2	0.0		
MA LVL3: Gateway Exam 3	0.0	ED361: Methods of Teaching Science for Elementary School	3.0
OUTSIDE MAJOR (MA) REQUIREMENTS: 11 to 14 Credits			
CS175: Introduction to Computer Science I	3.0		
or MA237: Programming & Technology in Mathematics	4.0	ED362: Teaching Elementary Social Studies	3.0
Complete one of the following groups:			
Group A - (8 credits):		9 Credits as Follows (b):	
CE111: General Chemistry I	3.0	ED416: Student Teaching AND	8.0
CE111L: General Chemistry I Lab	1.0	ED416S: Seminar in Student Teaching	1.0
CE112: General Chemistry II	3.0		
CE112L: General Chemistry II Lab	1.0		
OR Group B - (10 credits):		ED. OUTSIDE MAJOR REQUIREMENTS: 0 to 3 Credits	
PH211: General Physics w/Calculus I	4.0		
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: 0 to 2 Credits			Credits
			0 - 2.0
(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.			

MA07EDE14GE14

Bachelor of Science in Mathematics 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 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	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 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
		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"> <li style="width: 50%;">• TSD - Teacher of Students with Disabilities - Elementary <li style="width: 50%;">• ESL - English as a Second Language - Elementary <li style="width: 50%;">• MID-MA - Middle School Mathematics <li style="width: 50%;">• P-3 Early Childhood Endorsement

NOTES:

- * 58 credits must be completed at the 200 level or higher.
- ** Education majors are required to have an overall GPA of 3.00 for State Certification.
- ***By state regulation, all Education Majors seeking content area endorsement must complete 30 content credits (12+ credits at the 300+ level).

BS Mathematics and Education, Endorsement in Elementary Education

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		
MA126: Calculus with Analytic Geometry II	4.0	EDL201: Educational Psychology	3.0
MA211: Differential Equations	3.0		
MA221: Linear Algebra	3.0	EDL206: Child and Adolescent Development	3.0
MA225: Calculus with Analytic Geometry III	4.0		
MA314: Number Theory	3.0	ED319: Literacy Across the Secondary Curriculum	3.0
MA319: Probability and Statistics I	3.0		
MA320: Probability and Statistics II	3.0	ED320: Teaching Students with Diverse Needs	3.0
MA410: Modern Algebra	3.0		
MA415: Real Analysis	3.0		
Take 2 courses from among:		9 Credits as Follows (b):	
MA317: Geometry		ED416: Student Teaching AND	8.0
or MA411: Abstract Algebra		ED416S: Seminar in Student Teaching	1.0
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	3.0
or MA237: Programming & Technology in Mathematics	4.0	*OR* ED375: Secondary Teaching Methods Part I	
Complete one of the following groups:		ED366: Teaching Secondary Math Part II	3.0
Group A - (8 credits):		*OR* ED376: Secondary Teaching Methods Part II	
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: 0 to 3 Credits	
PH211: General Physics w/Calculus I	4.0	MA317: Geometry*	0.0 - 3.0
PH211L: General Physics w/Calculus I Lab	1.0	<i>*May be fulfilled in major requirements</i>	
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		
BY110: Intro to Cell & Molecular Biology	4.0		
FREE ELECTIVES: 2 to 8 Credits			Credits
_____			2.0 - 8.0

<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>			

MA07EDS14GE14

Bachelor of Science in Mathematics and Education with Endorsement in Secondary 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 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	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	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 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 3.00 for State Certification.
- ***By state regulation, all Education Majors seeking content area endorsement must complete 30 content credits (12+ credits at the 300+ level).

BS Mathematics and Education, Endorsement in Secondary Education in Mathematics

MA07.STAT12.GE14

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	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 MA419	0.0
Writing Intensive	Two courses from Mathematics (MA) designated	0.0
	with Course*Type: WT	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.

Appendix B: Curriculum Charts 2014-2015

MLS14.GE14

Bachelor of Science in Medical Laboratory Science	
MAJOR REQUIREMENTS/LABORATORY SCIENCE: 45 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	3.0
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
BY310: Biochemistry and Lab	4.0
BY110: Introduction to Cell and Molecular Biology	4.0
BY211: Physiology With Anatomy I	4.0
BY212: Physiology With Anatomy II	4.0
BY223: General Microbiology	4.0
BY324: Applied Microbiology	4.0
REQUIREMENTS OUTSIDE MAJOR: 6 Credits	Credits
MA115: Introduction to Math Modeling (a)	3.0
MA151: Statistics with Applications	3.0
PROFESSIONAL CREDITS: 32 Credits (b, c)	Credits
ML411: Clinical Internship I (c)	16.0
ML412: 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 program. Successful completion qualifies graduates to take the American Society of Clinical Pathologists (ASCP) Board Certification Exam.</p> <p>(c) ML-411 will partially complete Writing Intensive (WT) requirement in General Education Requirements.</p>	

MLS14.GE14

Bachelor of Science 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 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	Two Courses from major designated with Course*Type: WT	0.0 0.0

Minimum Credits for Bachelor of Science in Medical Laboratory Science = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

Appendix B: Curriculum Charts 2014-2015

MU13.GE14

Bachelor of Arts in Music	
MAJOR REQUIREMENTS/MUSIC: 45 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 (only required for MU/ED majors) *SEE EDUCATION METHODS REQUIREMENTS	0.0
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
6 semesters of: MU147: Chorus I	1.0
and/or MU148: Chorus II	1.0
and/or MU157: Chamber Choir I	1.0
and/or MU158: Chamber Choir II	1.0
and/or MU156: Chamber Orchestra	1.0
	1.0
MU-REC: A senior recital is required	0.0
FREE ELECTIVES: 38 Credits	Credits
_____	38.0

MU13.GE14

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 *(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 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	6.0
	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.

Appendix B: Curriculum Charts 2014-2015

MU.MI14.GE14

Bachelor of Arts in Music with a Concentration in Music Industry	
MAJOR REQUIREMENTS/MUSIC INDUSTRY: 61 Credits	Credits
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
Take 4 semesters of:	1.0
MU147: Chorus I	1.0
and/or MU148: Chorus II	1.0
and/or MU157: Chamber Choir I	1.0
and/or MU158: Chamber Choir II	1.0
and/or MU156: Chamber Orchestra	
MU301: The Business of Music	3.0
MUSIC INDUSTRY CONCENTRATION REQUIREMENTS: 79 Credits	Credits
MU140: Applied Music Industry I	1.0
MU240: Applied Music Industry II	1.0
MU241: Applied Music Industry III	1.0
Take 3 credits of Music 200+ level:	3.0
MUxxx: _____	
Take 6 Credits from the Following Courses:	6.0
MU-341: Songwriting I	
MU-342: Songwriting II	
MU-345: Record Production	
MU-353: Contemporary Rock Ensemble I	
MU-354: Contemporary Rock Ensemble II	
MU-453: Advanced Record Production	
Take 3 credits from the Following Courses:	3.0
MU-216: Blues to Rap: The African-American Music Tradition	
MU-290: Rock and Roll in American Culture	
MU-291: Jazz in America	
MU401: Music Business Internship - Seminar	3.0
REQUIREMENTS OUTSIDE MAJOR: 24 Credits	Credits
PS/CO290: Media Law	3.0
CO155: Media Literacy	3.0
Take 6 credits of Communication 100+ level:	6.0
COxxx: _____	
COxxx: _____	
BA200: Survey of Accounting	3.0
BM250: Principles of Management & Organizational Behavior	3.0
BK250: Principles of Marketing	3.0
BM451: Entrepreneurship	3.0
FREE ELECTIVES: 37 Credits	Credits
	37.0

MU.MI14.GE14

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 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 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.

MU13EDE14GE14

Bachelor of Arts in Music 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 w/MA203 or MA204	0.0
Natural Sciences	6 Credits from subjects BY, CE, GL, 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	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	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

Minimum Credits for Bachelor of Arts in Music and Education with Endorsement in Elementary Education = 137.0
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

NOTES:

* 58 credits must be completed at the 200 level or higher.

** Education majors are required to have an overall GPA of 3.00 for State Certification.

***By state regulation, all Education Majors seeking content area endorsement must complete 30 content credits (12+ credits at the 300+ level).

BA Music and Education, Endorsement in Elementary Education

Bachelor of Arts in Music and Education with Endorsement in K-12 Education in Music			
MAJOR REQUIREMENTS/MUSIC: 45 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		
MU217: The American Music Tradition	3.0	EDL201: Educational Psychology	3.0
MU218: History and Literature of Music I	3.0		
MU219: History and Literature of Music II	3.0	EDL206: Child and Adolescent Development	3.0
MU221: Theory I	3.0		
MU222: Theory II	3.0	ED319: Literacy Across the Secondary Curriculum	3.0
MU321: Theory III	3.0		
MU322: Theory IV	3.0	ED320: Teaching Students with Diverse Needs	3.0
MU327: Instrumental Arranging	3.0		
MU328: Conducting	3.0		
MU329: Conducting II*	0.0	9 Credits as Follows (b):	
<i>*(only required for MU/ED majors)</i>		ED416: Student Teaching AND	8.0
<i>*SEE EDUCATION METHODS REQUIREMENTS</i>		ED416S: Seminar in Student Teaching	1.0
6 semesters of Applied Music* (Private Instruction): Choose from courses MU180 thru MU199		EDUCATION OUTSIDE MAJOR REQUIREMENTS: 3 Credits	
MUxxx: _____	1.0	MA100: Quantitative Reasoning & Problem Solving	3.0
MUxxx: _____	1.0		
MUxxx: _____	1.0	*OR*	
MUxxx: _____	1.0	MA203: Foundations of Elem. Mathematics I	
MUxxx: _____	1.0		
MUxxx: _____	1.0		
<i>*(Combinations of instruction must be approved)</i>		EDUCATION METHODS REQUIREMENTS: 14 Credits	
6 semesters of:			
MU147: Chorus I	1.0	MU163: Group Strings	1.0
and/or MU148: Chorus II	1.0	MU164: Group Woodwinds	1.0
and/or MU157: Chamber Choir I	1.0	MU165: Group Brass	1.0
and/or MU158: Chamber Choir II	1.0	MU166: Group Percussion	1.0
and/or MU156: Chamber Orchestra	1.0	MU329: Conducting II	3.0
	1.0	ED331: Music for the Child	2.0
		ED333: Teaching of Music in Secondary School	2.0
MU-REC: Senior Recital - Music Major	0.0	ED377: Integrated Teaching Methods K-12	3.0
FREE ELECTIVES: 3 Credits		Credits	
_____		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>			

MU13EDS14GE14

Bachelor of Arts in Music and Education with Endorsement in K-12 Education in Music		
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 w/MA100 or MA203	0.0
Natural Sciences	6 Credits from subjects BY, CE, GL, 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 MU 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	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	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
	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 Endorsement in K-12 Education in Music = 128.0
ADDITIONAL ENDORSEMENTS AVAILABLE:
• ESL - English as a Second Language - Secondary • TSD - Teacher of Students with Disabilities - Secondary

NOTES:

- * 58 credits must be completed at the 200 level or higher.
- ** Education majors are required to have an overall GPA of 3.00 for State Certification.
- ***By state regulation, all Education Majors seeking content area endorsement must complete 30 content credits (12+ credits at the 300+ level).

BA Music and Education, Endorsement in K-12 Education in Music

MU13Y114GE14

Bachelor of Arts in Music 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 w/MA203 or MA204	0.0
Natural Sciences	6 Credits from subjects BY, CE, GL, 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	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	6.0
	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

Minimum Credits for Bachelor of Arts in Music and Education with Endorsements in P3 and Teacher of Students with Disabilities = 156.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

** Education majors are required to have an overall GPA of 3.00 for State Certification.

***By state regulation, all Education Majors seeking content area endorsement must complete 30 content credits (12+ credits at the 300+ level).

BSN13.GE14

Bachelor of Science in Nursing - RN to BSN		
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	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	3.0
	or HE100: Technology and Health Informatics	
	or IT100: Information Technology	
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 Science	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	3.0 - 6.0
	and 3 Credits from courses designated with Course*Type: GU*	
	<i>*partially fulfilled with NU360</i>	
	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 - RN to BSN = 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

Appendix B: Curriculum Charts 2014-2015

BSN14.PL.GE14

Bachelor of Science in Nursing - Pre-Licensure	
MAJOR REQUIREMENTS/ PRE-LICENSURE: 33 Credits	
Credits	
NU201: Nursing I (a) NU202: Nursing II (a) NU203: Nursing III (a) NU204: Nursing IV (a) NU205: Pathophysiology NU206: Introduction to Pharmacology NU380: Nutrition and Health	6.0 6.0 6.0 6.0 3.0 3.0 3.0
MAJOR REQUIREMENTS/NURSING: 30 Credits	
Credits	
NU311: Issues and Trends in Professional Nursing NU312: Individual Health Assessment NU355: Research Methods in Nursing NU360: Transcultural Health NU365: Wisdom, Wellness and Aging NU413: Comm. Health Nursing I: Nursing of the Young Family NU414: Comm. Health Nurs. II: Nursing of Communities NU415: Community Health Nursing Lab NU440: Health Policy NU450: Nursing for the Future	3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0
REQUIREMENTS OUTSIDE MAJOR: 35 Credits	
Credits	
PY103: Introduction to Psychology SO101: Introduction to Sociology BY107: Microbiology in Health and Disease (a) BY111: Anatomy and Physiology I (a) BY112: Anatomy and Physiology II (a) CE109: Intro. to General, Organic and Biochemistry (a) HE200: Becoming a Home Health Aide (a)(b) 9 Credits of Guided Electives: Select 9 credits from courses designated with Course*Type = NU.EL <i>*It is strongly recommended that students take NU-476: Interpersonal Violence</i>	3.0 3.0 4.0 4.0 4.0 4.0 4.0 9.0
FREE ELECTIVES: 0 to 2 Credits (c)	
Credits	
_____ _____ _____	0.0 - 2.0
(a) Minimum Grade of C+ required. (b) Graduates of Diploma and Associate Degree Programs will be able to substitute this requirement with approval from Department Chair. by NJSNA. (c) It is strongly recommended that Graduates of Diploma and Associate Degree Programs select these courses as NU.EL Electives	

BSN14.PL.GE14

Bachelor of Science in Nursing - Pre-Licensure		
GENERAL EDUCATION REQUIREMENTS: 30 to 36 Credits		Credits
First Year Seminar	FY-101: First Year Seminar (a)	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 HE100: Technology and Health Informatics or IT100: Information Technology	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 Science	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	3.0 - 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 - Pre-Licensure = 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

PS14.GE14

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 with Course*Type: WT	0.0
		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: 33 Credits	Credits
PS101: Intro to Political Science: Power & Globalization	3.0
PS103: American National Government	3.0
PS250: Social Science Research and Writing	3.0
Course*Type: <i>PSAM</i> - American Politics PSxx: _____	3.0
Course*Type: <i>PSAL</i> - American Legal System PSxx: _____	3.0
Course*Type: <i>PSPA</i> - Public Policy PSxx: _____	3.0
Course*Type: <i>PSIP</i> - International Relations PSxx: _____	3.0
Course*Type: <i>PSCG</i> - Comparative Politics PSxx: _____	3.0
PS221: Early Political Thought or PS222: Modern Political Thought	3.0
PS309: Seminar/Internship or PS289: Political Science Internship or PS371: International Service Seminar or PS383: Model UN Conference or PS389: Political Science Internship or PS489: Political Science Internship	3.0
PS401: Seminar in Political Science	3.0
CONCENTRATION REQUIREMENTS/INTERNATIONAL RELATIONS: 9 Credits	Credits
Course*Type: <i>PSCG</i> - Comparative Politics PSxx: _____	3.0
Course*Type: <i>PSIP</i> - International Relations PSxx: _____ PSxx: _____	3.0 3.0
FREE ELECTIVES: 47 Credits	Credits
_____ _____ _____ _____ _____ _____ _____ _____	47.0

PS14.INT10.GE14

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.

Appendix B: Curriculum Charts 2014-2015

PSLS14.GE14

Bachelor of Arts in Political Science with Concentration in Legal Studies	
MAJOR REQUIREMENTS/POLITICAL SCIENCE: 33 Credits	
	Credits
PS101: Intro to Political Science: Power & Globalization	3.0
PS103: American National Government	3.0
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 or PS222: Modern Political Thought	3.0
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/LEGAL STUDIES: 12 Credits	
	Credits
PS307: The American Judiciary	3.0
PS311: Introduction to Constitutional Law	3.0
PS312: Constitutional Law: Civil Rights	3.0
PSxx: _____	3.0
FREE ELECTIVES: 44 Credits	
	Credits
_____	44.0

PSLS14.GE14

Bachelor of Arts in Political Science with Concentration in Legal Studies		
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 Legal Studies = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

BA Political Science—Legal Studies

Bachelor of Arts in Political Science and Education with Endorsement in Elementary Education			
MAJOR REQUIREMENTS/POLITICAL SCIENCE: 39 Credits		MAJOR REQUIREMENTS/EDUCATION: 36 Credits (a)	
PS101: Intro to Poli. Sci: Power & Globalization	3.0	EDL201: Educational Psychology	3.0
PS103: American National Government	3.0		
PS250: Social Science Research and Writing	3.0	EDL206: Child and Adolescent Development	3.0
Course*Type: PSAM - American Politics			
PSxx: _____	3.0	ED250: Foundations of Teaching and Learning	3.0
Course*Type: PSAL - American Legal System			
PSxx: _____	3.0	EDL326: Literacy Instructions in K-6 Ed. Set. I	3.0
Course*Type: PSPA - Public Policy			
PSxx: _____	3.0	ED320: Teaching Students with Diverse Needs	3.0
Course*Type: PSIP - International Relations			
PSxx: _____	3.0	EDL327: Literacy Instruction in K-6 Ed. Set. II	3.0
Course*Type: PSCG - Comparative Politics			
PSxx: _____	3.0	ED360: Methods of Teaching Elem. Mathematics	3.0
PS221: Early Political Thought or PS222: Modern Political Thought	3.0	ED361: Meth. of Teaching Science for Elem. Sch.	3.0
		ED362: Teaching Elementary Social Studies	3.0
PS309: Seminar/Internship or PS289: Political Science Internship or PS371: International Service Seminar or PS383: Model UN Conference or PS389: Political Science Internship or PS489: Political Science Internship	3.0		
Take 6 Credits of Political Science Electives		9 Credits as Follows (d):	
PSxx: _____	3.0	ED416: Student Teaching AND	8.0
PSxx: _____	3.0	ED416S: Seminar in Student Teaching	1.0
		ED. OUTSIDE MAJOR REQUIREMENTS: 6 Credits	
PS401: Seminar in Political Science	3.0	MA203: Foundations of Elem. Mathematics I	3.0
		MA204: Foundations of Elem. Mathematics II	3.0
FREE ELECTIVES: 14 Credits			
			14.0
<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>			

PS14EDE14GE14

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 w/MA203 or MA204	0.0
Natural Sciences	6 Credits from subjects BY, CE, GL, 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	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

Minimum Credits for Bachelor of Arts in Political Science 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-SS- Middle School Social Sciences

NOTES:

* 58 credits must be completed at the 200 level or higher.

** Education majors are required to have an overall GPA of 3.00 for State Certification.

***By state regulation, all Education Majors seeking content area endorsement must complete 30 content credits (12+ credits at the 300+ level).

Bachelor of Arts in Political Science and Education with Endorsement in Secondary Education			
MAJOR REQUIREMENTS/POLITICAL SCIENCE: 39 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
PS250: Social Science Research and Writing	3.0	EDL206: Child and Adolescent Development	3.0
Course*Type: PSAM - American Politics		ED319: Literacy Across the Secondary Curriculum	3.0
PSxx: _____	3.0	ED320: Teaching Students with Diverse Needs	3.0
Course*Type: PSAL - American Legal System		<u>9 Credits as Follows (b):</u>	
PSxx: _____	3.0	ED416: Student Teaching AND	8.0
Course*Type: PSPA - Public Policy		ED416S: Seminar in Student Teaching	1.0
PSxx: _____	3.0		
Course*Type: PSIP - International Relations		EDUCATION METHODS REQUIREMENTS: 6 Credits (a)	
PSxx: _____	3.0	ED371: Teaching Social Studies I - Secondary or ED375: Secondary Teaching Methods Part I	3.0
Course*Type: PSCG - Comparative Politics		ED372: Teaching Social Studies II - Secondary or ED376: Secondary Teaching Methods Part II	3.0
PSxx: _____	3.0	ED OUTSIDE MAJOR REQUIREMENTS: 27 Credits	
PS221: Early Political Thought or PS222: Modern Political Thought	3.0	GO100: People, Places and Environments	3.0
PS309: Seminar/Internship or PS289: Political Science Internship or PS371: International Service Seminar or PS383: Model UN Conference or PS389: Political Science Internship or PS489: Political Science Internship	3.0	MA105: Math Modeling	3.0
Take 6 Credits of Political Science Electives		SO101: Introduction to Sociology	3.0
PSxx: _____	3.0	BE200: Economics for Social Sciences	3.0
PSxx: _____	3.0	HS101: Western Civilization I	3.0
PS401: Seminar in Political Science	3.0	HS102: Western Civilization II	3.0
		HS103: U.S. History I	3.0
		HS104: U.S. History II	3.0
		History Elective:	3.0
		HSxx: <u>(Course*Type: CD/GU)</u>	
FREE ELECTIVES: 2 to 5 Credits		Credits	
		2.0 - 5.0	
<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>			

PS14EDS14GE14

Bachelor of Arts in Political Science and Education with Endorsement in Secondary Education		
GENERAL EDUCATION REQUIREMENTS: 27 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 Major Requirements w/MA203 or MA204	0.0
Natural Sciences	6 Credits from subjects BY, CE, GL, 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	Fulfilled in Outside Major Requirements w/HS101 or HS102	0.0
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*	3.0 - 6.0
	and 3 Credits from courses designated with Course*Type: GU*	
	*Partially fulfilled within the outside major requirements 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
	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 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 3.00 for State Certification.

***By state regulation, all Education Majors seeking content area endorsement must complete 30 content credits (12+ credits at the 300+ level).

BA Political Science and Education,
Endorsement in Secondary Education in Social Studies

Appendix B: Curriculum Charts 2014-2015

PY14.GE14

Bachelor of Arts in Psychology	
MAJOR REQUIREMENTS/PSYCHOLOGY: 39 Credits	Credits
PY 103: Introduction to Psychology	3.0
Take 3 Credits from the Following Courses:	3.0
PY 203: Child Psychology	
PY 204: Adolescent Psychology	
PY 205: Psychology of Adulthood and Aging	
PY 207: Social Psychology	3.0
PY 208: Abnormal Psychology	3.0
Take 9 Credits from Psychology 300+/400+ level:	
PY 300+: * _____	3.0
PY 300+: * _____	3.0
PY 300+: * _____	3.0
*Excluding PY310 and PY411	
Take 3 Credits from the Following Courses:	3.0
PY 301: Psychology of Learning	
PY 302: Memory and Cognition	
PY 350: Evolutionary Psychology	
PY 370: Sensation and Perception	
PY 404: Animal Behavior	
PY 406: Introduction to Neurosciences	
PY 220: Research I: Methods and Basic Data Analysis Laboratory	4.0
PY 311: Research II: Behavioral Statistics and Laboratory	4.0
PY 320: Research III: Experimental Methods and Laboratory	4.0
PY 491: Research IV: Thesis in Psychology	2.0
Take 1 Credit of Psychology Thesis laboratory:	
PY 300L+: _____	1.0
OUTSIDE MAJOR REQUIREMENTS : 9 Credits	Credits
MA 105: Math Modeling in the Social Sciences (a)	3.0
PL 101: Introduction to Philosophy or PY 230: History of Psychology	3.0
XX-XXX: Social Science Elective (SS.SV)	3.0
FREE ELECTIVES: 44 Credits	Credits
_____	44.0

<i>(a) or higher level Mathematics course</i>	

PY14.GE14

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.

Appendix B: Curriculum Charts 2014-2015

BSW14.GE14

Bachelor of Social Work	
MAJOR REQUIREMENTS/SOCIAL WORK: 47 Credits	Credits
SW105: Introduction to Social Work or SW205: Global Human Rights and Social Justice	3.0
SW222: Writing for Social Work	1.0
SW223: Human Behavior & Social Environment I (a)	3.0
SW224: Human Behavior & Social Environment II	3.0
SW342: Social Work Practice with Individuals and Families	3.0
SW342L: Social Work Practice with Individuals and Families Lab	1.0
SW325: Social Welfare: Policies & Services I	3.0
SW326: Social Welfare: Policies & Services II	3.0
SW409: Social Work Research Methods	3.0
SW344: Social Work Practice with Communities	3.0
SW412: Practice Evaluation in Social Work	3.0
SW341: Social Work Practice with Groups	3.0
SW421: Field Practice in Social Work	6.0
SW422: Advanced Field Practice in Social Work	6.0
SW426: Seminar in Social Work	3.0
REQUIREMENTS OUTSIDE MAJOR: 33 to 36 Credits	Credits
PY103: Introduction to Psychology	3.0
BE200: Economics for Social Sciences	3.0
PS101: Introduction to Political Science or PS103: American National Government	3.0
MA151: Statistics with Applications or MA105: Mathematical Modeling in the Social Sciences and SW411: Data Analysis for Social Work	3.0 - 6.0
PY200+: _____	3.0
PY200+: _____	3.0
SO101: Introduction to Sociology	3.0
AN103: Cultural Anthropology	3.0
6 Additional credits from AN, SO, or SW at the 200-level or higher _____ : 3 credits at the 200-level or higher in AN, SO, or SW	3.0
_____ : 3 credits at the 200-level or higher in AN, SO, or SW	3.0
BY105: Introduction to Biology and Human Development	3.0
FREE ELECTIVES: 9 to 12 Credits (a)	Credits
_____	9.0 - 12.0

(a) With instructor's permission SW105 and SW223 may be taken concurrently.	

BSW14.GE14

Bachelor of Social Work		
GENERAL EDUCATION REQUIREMENTS: 36 Credits		Credits
First Year Seminar	FY101: 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 Biology (BY), Chemistry (CE), Geology (GL), <i>Physics (PH), or Science (SC)*</i> <i>*Partially fulfilled in Requirements Outside Major with BY105</i>	3.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art (AR), Music (MU), Theatre (TH), or Dance (DA)	3.0
Technological Literacy	IT 100: 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 PY103	0.0
Historical Perspective/Social Science	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	6.0
	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>	
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>		0.0

Minimum Credits for Bachelor of Social Work = 128.0

NOTES:

* 58 credits must be completed at the 200 level or higher.

SO14.GE14

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	Fulfilled in Outside Major Requirements with MA151	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 SO491	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*	0.0 - 3.0
	or 3 Credits from courses designated with Course*Type: SS.SV* <i>*May be fulfilled in Outside the Major Requirement</i>	
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	Fulfilled in Major Requirements with SO309, SO390, SO396, SO397, PS371, or PS383	0.0
Writing Intensive	Two courses from Sociology (SO) designated with Course*Type: WT	0.0
		0.0

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, Validation, and Maintenance	3.0
SE402: Human-Computer Interaction	3.0
SE403: Software Process Improvement	3.0
SE418: Software Project Management	3.0
Take 6 Credits in Software Engineering:	
SE-xxx: _____	3.0
SE-xxx: _____	3.0
PRACTICUM:	
SE485A: Software Practicum	6.0
SE485B: Software Practicum	
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
CS205: Data Structures and Algorithms	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
Take 6 credits from the following Math/Science Courses:	6.0
MA211: Differential Equations	
MA221: Linear Algebra	
MA225: Calculus with Analytic Geometry III	
MA320: Probability and Statistics II	
CE111 and CE111L*: General Chemistry I and Lab*	
CE112 and CE112L*: General Chemistry II and Lab*	
BY 109: Introduction to Biodiversity and Evolution	
BY110: Introduction to Cell and Molecular Biology	
PH301: Modern Physics	
PH302: Applied Physics	
<i>*Lab courses are 1 credit each</i>	

SE14.GE14

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	0.0
	with Course*Type: WT	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.

Appendix B: Curriculum Charts 2014-2015

TH13.GE14

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: 9 Credits	Credits
<p>6 Semesters of:</p> <p>MU147: Chorus I</p>	1.0
and/or MU148: Chorus II	1.0
and/or MU156: Chamber Orchestra	1.0
and/or MU157: Chamber Choir I	1.0
and/or MU158: Chamber Choir II	1.0
	1.0
CO210: Voice and Diction	3.0
or CO231: Performance of Literature	
or CO337: Performance Theory and Practice	
FREE ELECTIVES: 41 Credits	Credits
	41.0

TH13.GE14

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 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 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 2014-2015

Matriculated undergraduate students who declare a minor or endorsement will have their program modified to include the additional minor or endorsement.

Minors

Minor: Accounting.....	B174	Minor: Forensic Investigation	B191
Minor: Anthropology	B175	Minor: Gender Studies	B192
Minor: Archaeology.....	B176	Minor: General Management	B193
Minor: Art.....	B177	Minor: Geographic Information Systems.....	B194
Minor: Art History.....	B178	Minor: Geography.....	B195
Minor: Asian Studies	B179	Minor: Global Sustainability.....	B196
Minor: Biology.....	B180	Minor: Graphic Design/Computer Graphics	B197
Minor: Business Administration	B181	Minor: Health Studies.....	B198
Minor: Business Administration – Economics	B182	Minor: History	B199
Minor: Business Administration – Finance	B183	Minor: Homeland Security.....	B200
Minor: Business of Healthcare	B184	Minor: Information Technology	B201
Minor: Chemistry	B185	Minor: Interactive Media.....	B202
Minor: Communication	B186	Minor in Irish Studies.....	B203
Minor: Computer Science.....	B187	Minor: Italian.....	B204
Minor: Creative Writing.....	B188	Minor: Journalism	B205
Minor: Criminal Justice.....	B189	Minor: Leadership Communication	B206
Minor: English.....	B190	Minor: Legal Studies	B207
		Minor: Marketing.....	B208
		Minor: Mathematics	B209

Appendix B: Curriculum Charts 2014-2015

Minor: Media Production	B210
Minor: Musical Theatre	B211
Minor: Philosophy	B212
Minor: Philosophy and Religious Studies	B213
Minor: Photography	B214
Minor: Physics	B215
Minor: Political Science	B216
Minor: Popular Music	B217
Minor: Professional Writing	B218
Minor: Psychology	B219
Minor: Public Policy	B220
Minor: Public Relations	B221
Minor: Religious Studies	B222
Minor: Screen Studies	B223
Minor: Social Justice	B224
Minor: Social Services	B225
Minor: Sociology	B226
Minor: Spanish	B227
Minor: Spanish for Business	B228
Minor: Sports Communication	B229

Minor: Statistics	B230
Minor: Theatre	B231

Undergraduate Certificate

Certificate: Africana Studies	B232
Certificate: Gerontology	B233
Certificate: Information Technology	B234
Certificate: Networking Technologies and Applications	B235
Certificate: Spanish Language	B236

Undergraduate Education Endorsements

Early Childhood P3	B237
English as a Second Language Elementary Education	B238
K-12 Education	B239
Secondary Education	B240
Teacher of Students with Disabilities Elementary Education	B241
K-12 Education	B242
Secondary Education	B243
Middle School – English	B244
Middle School – Social Studies	B245
Middle School – Sciences	B246
Middle School – Math	B247

Appendix B: Curriculum Charts 2014-2015

Minor in Accounting	
REQUIREMENTS: 21 Credits	Credits
BM200: Introduction to Business	3.0
BL200: The Law and Your Life	3.0
BA251: Principles of Financial Accounting	3.0
BA252: Principles of Managerial Accounting	3.0
BA311: Intermediate Accounting I	3.0
Take 6 Credits from the following courses:	6.0
BA-312: Intermediate Accounting II	
BA-316: Individual Income Tax	
BA-320: Managerial Cost Analysis	
BA-345: Forensic and Investigative Accounting	
<i>Not available to students majoring in Business Administration</i>	

TOTAL CREDITS FOR THE MINOR IN ACCOUNTING = 21.0

Minor in Anthropology	
REQUIREMENTS: 15 Credits	Credits
AN103: Cultural Anthropology	3.0
AN104: Human Evolution & Racial Variation	3.0
AN107: Introduction to Archaeology	3.0
ELECTIVES:	
6 credits from Anthrpology (AN); 250+ level	6.0
TOTAL CREDITS FOR THE MINOR IN ANTHROPOLOGY = 15.0	

Appendix B: Curriculum Charts 2014-2015

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
Choose 2 Courses from the Following:	3.0
GIS250: Introduction to Geographic Information Systems	3.0
AN264: North American Indians	
AN383: Old World Prehistory	
AN298: Special Topics in Anthropology	
AN489: Anthropological Field Study	
GO125: Maps and Mapping	
* 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	

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:	6.0
Choose 6 Credits from the following:	
AR177: Computer Graphics (Non-Art)	
AR183: Black and White Photography I	
AR217: Sculpture I	
AR218: Sculpture II	
AR221: Painting I	
AS222: Painting II	
AR265: Hand Built Ceramics	
AR266: Wheel Thrown Ceramics	
AR283: Black and White Photography II	
AR343: Renaissance, Mannerist, and Baroque Art	
AR381: Print: Intaglio/Relief	
AR382: Print: Lithography and Silkscreening	
TOTAL CREDITS FOR THE MINOR IN ART = 27.0	

Appendix B: Curriculum Charts 2014-2015

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:	9.0
Choose 9 Credits from the following:	
AR243: History of Graphic Design	
AR343: Renaissance, Mannerist, and Baroque Art	
AR345: Early to Late Modern Art	
AR348: Art of India	
AR350: World Art Nineteenth-Twentieth Century	
AR368: Women, Art and Society	
PR410: Architecture in History as Art and Technology	
TOTAL CREDITS FOR THE MINOR IN ART HISTORY = 18.0	

Appendix B: Curriculum Charts 2014-2015

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 among:	6.0
AR348: Art of India	
PL216: Religions and Philosophies of India	
PR417: Social Control in USA, Japan, and China	
PR427: Ideas in the Art of Asian Civilization	
PR435: The Way and the Word: Hinduism	
PS371: International Service Seminar	
PS372: Democracy in South Asia	
TOTAL CREDITS FOR THE MINOR IN ASIAN STUDIES = 15.0	

Appendix B: Curriculum Charts 2014-2015

Minor in Biology	
REQUIREMENTS: 25 Credits	Credits
BY109: Introduction to Biodiversity and Evolution	4.0
BY110: Introduction to Cell and Molecular Biology	4.0
BY223: General Microbiology	4.0
BY423: Genetics	4.0
Choose one:	
BY205: Zoology	3.0
or BY214: 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	

Appendix B: Curriculum Charts 2014-2015

Minor in Business Administration	
REQUIREMENTS: 21 Credits	Credits
BM200: Introduction to Business	3.0
BM201: Survey of Management and Marketing	3.0
BA200: Survey of Accounting	3.0
BE200: Economics for Social Science	3.0
BL200: The Law and Your Life	3.0
BM210: A Survey of Entrepreneurship	3.0
BF200: Survey of Finance	3.0
Not available to students majoring in Business Administration.	
TOTAL CREDITS FOR THE MINOR IN BUSINESS ADMINISTRATION = 21.0	

Appendix B: Curriculum Charts 2014-2015

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 Economics (BE) 300+ level	9.0
Not available to students majoring in Business Administration	
TOTAL CREDITS FOR THE MINOR IN BUSINESS ADMINISTRATION - ECONOMICS = 21.0	

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 Finance (BF) 300+ level*	12.0
<i>*Note: Students can not take upper level Finance courses without BF301</i>	
Not available to students majoring in Business Administration	
TOTAL CREDITS FOR THE MINOR IN BUSINESS ADMINISTRATION - FINANCE = 24.0	

Appendix B: Curriculum Charts 2014-2015

Minor in Business of Healthcare	
REQUIREMENTS: 24 Credits	Credits
BA200: Survey of Accounting	3.0
BE200: Economics for Social Science	3.0
BM250: Principles of Management and Organizational Behavior	3.0
BK250: Principles of Marketing	3.0
BH385: American Health Care Delivery System	3.0
BH386: Health Care Economics	3.0
BK420: Health Care Management and Marketing	3.0
Take 3 Credits from the following courses:	3.0
BK421: Marketing of Services	
BM404: Human Resources Management	
HE/NU100: Technology and Health Informatics	
<i>Not available to students majoring in Business Administration</i>	
Total Credits for Minor in Business of Healthcare = 24.0	

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
CE241: Organic Chemistry	3.0
CE241L: Organic Chemistry Laboratory	2.0
Take 1 Group:	
CE220: Environmental Chemistry	3.0
and CE 220L Environmental Chemistry Lab	1.0
and 6 credits from Chemistry (CE); 200+ level	6.0
OR	
CE221: Quantitative Analysis	3.0
and CE221L: Quantitative Analysis Laboratory	2.0
and 5 credits from Chemistry (CE); 200+ level	5.0
TOTAL CREDITS FOR THE MINOR IN CHEMISTRY = 23.0	

Appendix B: Curriculum Charts 2014-2015

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

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

Appendix B: Curriculum Charts 2014-2015

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	

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:	
Choose 2 courses from the following:	6.0
CJ204: Administration and Organization in Criminal Justice	
CJ210: Judicial Administration	
CJ215: Environmental Security	
CJ305: Criminal Law	
CJ317: Law of Evidence	
CJ330: Crisis Intervention	
CJ360: Comparative Criminal Justice Systems	
CJ362: Community-Based Corrections	
TOTAL CREDITS FOR THE MINOR IN CRIMINAL JUSTICE = 15.0	

Appendix B: Curriculum Charts 2014-2015

Minor in English	
REQUIREMENTS: 15 Credits	Credits
<p>ELECTIVES: 6 Credits from the Following Courses: EN226: Literary Studies for English Majors EN227: Foundations of British Literature EN228: Foundations of American Literature EN229: Non-European Literature</p>	6.0
<p>ELECTIVES: 9 Credits from EN, 300+ level* <i>*EXCEPT EN388, EN488, EN384, EN470, EN474 and EN courses with course.type= ENCWU</i></p>	9.0
TOTAL CREDITS FOR THE MINOR IN ENGLISH = 15.0	

Minor in Forensic Investigation	
REQUIREMENTS: 24 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
BY110: Intro to Cell and Molecular Biology	4.0
CE111: General Chemistry I	3.0
CE111L: General Chemistry Lab I	1.0
CE112: General Chemistry II	3.0
CE112L: General Chemistry Lab II	1.0
<i>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.</i>	
TOTAL CREDITS FOR THE MINOR IN FORENSIC INVESTIGATION = 24.0	

Appendix B: Curriculum Charts 2014-2015

Minor in Gender Studies	
REQUIREMENTS: 15 Credits	Credits
GS/SO225: Introduction to Gender Studies	3.0
ELECTIVES: Choose 4 courses from the 200+ level designated with Course*Type: GS	12.0
TOTAL CREDITS FOR THE MINOR IN GENDER STUDIES = 15.0	

Minor in General Management	
REQUIREMENTS: 21 Credits	Credits
BM200: Introduction to Business	3.0
BM250: Principles of Management and Organizational Behavior	3.0
BK250: Principles of Marketing	3.0
BM403: Management of Technology	3.0
BM405: Coaching and Team Development	3.0
or BM423: Human Relations in Management	
BM434: Small Business Management/Marketing	3.0
BM451: Entrepreneurship	3.0
Not available to students majoring in Business Administration	
Total Credits for Minor in General Management = 21.0	

Appendix B: Curriculum Charts 2014-2015

Minor in Geographic Information Systems	
REQUIREMENTS: 15 Credits	Credits
GIS250: Introduction to Geographic Information Systems	3.0
GIS350: Spatial Data	3.0
GIS400: Individualized GIS-Based Research Seminar or GIS470: Internship Seminar in Geographic Information Systems	3.0
Choose 2 courses from among: GO125: Maps and Mapping HLS235: GIS Applications in Homeland Security GIS375: Applications in Remote Sensing & GIS BY303: Biological Oceanography	6.0
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
GIS-250: Intro to Geographic Information Systems	3.0
ELECTIVES:	
Take 3 Additional Credits from Geography	3.0
Take 3 Credits from the Following:	3.0
BY-220: Environmental Biology	
BY-221: Introduction to Global Sustainability	
HS-203: New Jersey History: A Mirror on America	
HS-319: History of the American City	
PS-105: Introduction to Public Policy	
PS/PO-330: Environmental Policy	
GO-xxx: Any Geography Course Not Previously Taken	
TOTAL CREDITS FOR THE MINOR IN GEOGRAPHY = 15.0	

Appendix B: Curriculum Charts 2014-2015

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
<p style="text-align: center;">Environment & Health</p> <p style="text-align: center;">BY-220: Environmental Biology</p> <p style="text-align: center;">HE-340: Environmental Health Issues</p> <p style="text-align: center;">HE-375: Health in Developing Countries</p> <p style="text-align: center;">BY-442: Natural Resource Conservation & Management</p>	
<p style="text-align: center;">Economy and Development</p> <p style="text-align: center;">AN/GO-267: Tourism Around the World</p> <p style="text-align: center;">AN/GO-268: Urbanization Around the World</p> <p style="text-align: center;">BE-498: Special Topics in Economics</p> <p style="text-align: center;">BR-405: Real Estate Development</p>	
<p style="text-align: center;">Society & Policy</p> <p style="text-align: center;">SW-205: Global Human Rights and Social Justice</p> <p style="text-align: center;">PS/SO-274: Global Inequalities</p> <p style="text-align: center;">AN/GO-275: Global Environmental Problems</p> <p style="text-align: center;">PO/PS-330: Environmental Policy</p>	
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 Studio I	3.0
AR270: Graphic Design Studio II	3.0
AR273: Digital Illustration	3.0
ELECTIVES:	
AR-371: Graphic Design Studio III	3.0
or AR-374: Digital Imaging	
<i>Not Available to Fine Art (FA) Majors</i>	
TOTAL CREDITS FOR THE MINOR IN GRAPHIC DESIGN/COMPUTER GRAPHICS = 15.0	

Appendix B: Curriculum Charts 2014-2015

Minor in Health Studies	
REQUIREMENTS: 18 Credits	Credits
HE101: Strategies for Healthy Living	3.0
Take 3 Credits from Health 100+ Level	3.0
Take 6 Credits From Health or Phys. Education at the 200+ Level	6.0
Take 6 Credits From Health or Phys. Education at the 300+ Level	6.0
TOTAL CREDITS FOR THE MINOR IN HEALTH STUDIES = 18.0	

Minor in History	
REQUIREMENTS: 15 Credits	Credits
ELECTIVES: Take 12 Credits from History* *(Excluding HS101 and HS102)	12.0
ELECTIVES: Take 3 Credits from History 300+ Level	3.0
TOTAL CREDITS FOR THE MINOR IN HISTORY = 15.0	

Appendix B: Curriculum Charts 2014-2015

Minor in Homeland Security	
REQUIREMENTS: 15 Credits	Credits
HLS212: Introduction to Homeland Security	3.0
HLS235: GIS Applications in Homeland Security	3.0
HLS285: Domestic and International Terrorism	3.0
ELECTIVES:	
Take 2 Courses from the Following:	6.0
HLS286: Principles of Emergency Management	
HLS385: Cyber Terrorism	
HLS405: Transportation Threats	
HLS410: Intelligence and Threat Analysis	

TOTAL CREDITS FOR THE MINOR IN HOMELAND SECURITY = 15.0
--

Minor in Information Technology	
REQUIREMENTS: 15 Credits	Credits
<ul style="list-style-type: none"> IT100: Information Technology or IT102: Information Technology for Scientists or CS102: Introduction to Computing and Problem Solving or IT150: Information Technology for Business 	3.0
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	

Appendix B: Curriculum Charts 2014-2015

Minor in Interactive Media	
REQUIREMENTS: 19 Credits	Credits
AR178: Web Studio	3.0
AR181: Digital Photography I or CO 145 Intro to TV Production	3.0
CO241: Introduction to Screen Studies	3.0
CO/AR404: Responsive Media	3.0
CO/AR399: Independent Study in IM	1.0
ELECTIVES: Take 6 Credits from Courses Designated with Course*Type: IM	6.0
<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 (AR284, 383, 384, 386, 390) for AR178, 10 credits must be unique to the minor.</i></p>	

Minimum Credits for Minor in Interactive Media = 19.0
--

Minor in Irish Studies	
REQUIREMENTS: 15 Credits	Credits
FIR-101: Elementary Irish I	3.0
ELECTIVES: Take 12 Credits from at Least 2 Groups: A. FIR102: Elementary Irish II *and/or* B. EN214: The Irish: Home and Abroad EN316: Modern British & Irish Literature EN318: Contemporary British & Irish Literature *and/or* C. HS251: History of the British Isles I HS252: History of the British Isles II HS253: History of Ireland HS352: Militant Nationalism	12.0
TOTAL CREDITS FOR THE MINOR IN IRISH STUDIES = 15.0	

Appendix B: Curriculum Charts 2014-2015

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:	
Take 9 Credits from Italian 300+ Level	9.0
TOTAL CREDITS FOR THE MINOR IN ITALIAN = 15.0	

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:	
Take 1 Course from the Following:	3.0
CO-260: Contemporary News Design	
CO-330: News Editing	
CO-340: Writing the Review	
CO-342: Editorial Writing	
TOTAL CREDITS FOR THE MINOR IN JOURNALISM = 18.0	

Appendix B: Curriculum Charts 2014-2015

Minor in Leadership Communication	
REQUIREMENTS: 18 Credits	Credits
CO220: Public Speaking	3.0
CO384: Seminar in Leadership Communication	3.0
Choose 2 courses from the Following:	6.0
CO233: Rhetoric and Persuasion	
CO320: Small Group Communication	
CO323: Persuasion	
CO380: Organizational Communication	
CO425: Political Communication	
Choose 2 courses from the Following:	6.0
CO-120: Interpersonal Communication	
CO-225: Business & Professional Communication	
CO-295: Introduction to Public Relations	
CO-233: Rhetoric and Persuasion	
CO-311: Communication Ethics	
CO-323: Persuasion	
CO-320: Small Group Communication	
CO-327: Civic Participation	
CO-343: Performance and Social Activism	
CO-380: Organizational Communication	
CO-425: Political Communication	
PS-103: American National Government	
PY-207: Social Psychology	
BM-250: Principles of Mgmt. & Org. Behavior	
<i>Communication majors can share 3 credits between the major and minor; 15 credits must be unique</i>	
TOTAL CREDITS FOR THE MINOR IN LEADERSHIP COMMUNICATION = 18.0	

Minor in Legal Studies	
REQUIREMENTS: 18 Credits	Credits
PS103: American National Government	3.0
PL106: Elementary Logic	3.0
OR PL260: Informal Logic	
Take 6 Credits from Courses Designated with Course*Type: PSAL	6.0
Take 6 Credits from the Following Courses:	6.0
BA251: Principles of Financial Accounting	
BA316: Individual Income Tax	
BE200: Economics for Social Science	
BL201: Legal Environment of Business I	
BL202: Legal Environment of Business II	
BL480: Business Research: Business Law	
BR301: Real Estate Law	
CO100: Introduction to Communication	
CO220: Public Speaking	
CO223: Argumentation and Debate	
CO323: Persuasion	
CJ101: Introduction to Criminal Justice	
CJ210: Judicial Administration	
CJ280: Introduction to Forensic Science	
CJ305: Criminal Law	
CJ317: Law of Evidence	
CJ325: Criminal Procedure	
CJ335: Juvenile Justice	
CJ350: Ethical Issues in Criminal Justice	
CJ351: Sentencing Practices	
EN271: Professional Writing	
EN373: The Art and Practice of Persuasion	
HS103: U.S. History I	
HS104: U.S. History II	
HS216: Recent American History, 1933-Present	
HS225: Supreme Court Decisions	
HS318: History of Public Policy	
HU290: Professional Ethics	
PL104: Ethics	
PR423: Perspectives on Human Rights	
PR426: Contemporary Issues in Free Speech	
SO241: Criminology	
SO243: Juvenile Delinquency	
SO364: Law and Society	
<i>Political Science majors can only share 6 credits in this minor.</i>	
Total Credits for Minor in Legal Studies = 18.0	

Appendix B: Curriculum Charts 2014-2015

Minor in Marketing	
REQUIREMENTS: 21 Credits	Credits
BM200: Introduction to Business	3.0
BM250: Principles of Management & Organizational Behavior	3.0
BK250: Principles of Marketing	3.0
BK404: Consumer Behavior	3.0
BK411: Principles of Advertising	3.0
Take 6 Credits from the following courses:	6.0
BK-420: Health Care Management and Marketing	
BK-421: Marketing of Services	
BK-422: Principles of Personal Selling	
BK-431: Sports Marketing	
BK-452: Business Marketing	
BK-453: International Marketing	
<i>Not available to students majoring in Business Administration</i>	
TOTAL CREDITS FOR THE MINOR IN MARKETING = 21.0	

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	

Appendix B: Curriculum Charts 2014-2015

Minor in Media Production	
REQUIREMENTS: 15 Credits	Credits
CO102: Introduction to Television Production	3.0
CO145: Working with Audio	3.0
CO221: Introduction to Digital Media	3.0
Choose 2 additional courses designated with Course*Type: CORTP	6.0
<i>Note: Communication majors can share 3 credits between the major and minor; 12 credits must be unique to the minor.</i>	
TOTAL CREDITS FOR THE MINOR IN MEDIA PRODUCTION = 15.0	

Minor in Musical Theatre	
REQUIREMENTS: 21 Credits	Credits
MU171: Group Voice I	3.0
TH154: Acting I (non-major)	3.0
TH230: Acting II (non-major)	3.0
TH310: Musical Theatre History	3.0
Take 3 Credits from the Following:	3.0
TH-245: Theatre Performance Practicum I	
TH-246: Theatre Performance Practicum II	
TH-247: Theatre Performance Practicum III	
OR Take 3 Credits from the Following:	
TH-190: Applied Theatre Techniques I	
TH-191: Applied Theatre Techniques II	
TH-290: Applied Theatre Design	
TH-291: Applied Theatre Management	
TH-390: Applied Theatre	
TH-391: Applied Theatre	
ELECTIVES: Take 6 Additional Credits from the Following:	6.0
TH-251: Introduction to Theatre Production and Design	
TH-301: Theatre History I	
TH-310: Musical Theatre History	
TH-335: Group Techniques in Performance of Literature	
TH-349: Postcolonial Drama and Film	
TH-357: Acting for Television	
TH-361: Play Direction	
TH-401: Theatre History II	
TH-441: Summer Theatre Workshop I	
TH-442: Summer Theatre Workshop II	
TH-453: Creative Dramatics	
DA-207: Modern Ballet I	
DA-209: Jazz Dance I	
DA-211: Jazz Dance II	
TOTAL CREDITS FOR THE MINOR IN MUSICAL THEATRE = 21.0	

Appendix B: Curriculum Charts 2014-2015

Minor in Philosophy	
REQUIREMENTS: 15 Credits	Credits
PL-101: Introduction to Philosophy	3.0
ELECTIVES: 6 Credits in Philosophy	6.0
ELECTIVES: 6 Credits from Philosophy (PL); at the 200+ level	6.0
TOTAL CREDITS FOR THE MINOR IN PHILOSOPHY = 15.0	

Minor in Philosophy and Religious Studies	
REQUIREMENTS: 18 Credits	Credits
PL101: Introduction to Philosophy	3.0
RS/PL201: Philosophy of Religion	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	

Appendix B: Curriculum Charts 2014-2015

Minor in Photography	
REQUIREMENTS: 15 Credits	Credits
AR181: Digital Photography I	3.0
AR183: Black and White Photography I	3.0
AR253: Digital Photography II	3.0
Take 6 Credits from the Following Courses:	6.0
AR313: Lighting Techniques	
OR AR323: Documentary Photography and Video	
OR AR353: Digital Photography III	
<i>Note: Not Available to Art Majors</i>	
Total Credits for Minor in Photography = 15.0	

Appendix B: Curriculum Charts 2014-2015

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	

Appendix B: Curriculum Charts 2014-2015

Minor in Political Science	
REQUIREMENTS: 15 Credits	Credits
ELECTIVES: 9 credits in Political Science (PS)	9.0
ELECTIVES: 6 credits in Political Science (PS); at the 300+ level	6.0
TOTAL CREDITS FOR THE MINOR IN POLITICAL SCIENCE = 15.0	

Minor in Popular Music	
REQUIREMENTS: 24 Credits	Credits
MU151: Group Piano I	3.0
OR MU152: Group Piano II	
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:	
MU145 and MU146	
OR MU147 and MU148	
ELECTIVES:	
Take 3 credits from MU-xxx	3.0
TOTAL CREDITS FOR THE MINOR IN POPULAR MUSIC = 24.0	

Appendix B: Curriculum Charts 2014-2015

Minor in Professional Writing	
REQUIREMENTS: 18 Credits	Credits
EN442: Language and Linguistics	3.0
OR EN443: History of the English Language	
Take 2 Courses from the Following:	6.0
EN-271: Professional Writing	
EN-255: Creative Writing: Non-Fiction	
EN-298: Special Topics in English	
EN-384: Language and Community	
Take 3 Courses from the Following:	9.0
CO-211: Introduction to Journalism	
CO-215: Newswriting	
CO-233: Rhetoric and Persuasion	
CO-313: Public Relations Writing	
CO-333: Online Journalism	
CO-340: Writing the Review	
CO-342: Editorial Writing	
CO-351: Broadcast Copywriting	
CO-360: Feature Writing	
CO-365: Screenwriting	
CO-367: Media Analysis	
CO-375: Television Criticism	
EN-373: The Art and Practice of Persuasion	
EN-475: Writing and New Media	
Total Credits for the Minor in Professional Writing = 18.0	

Appendix B: Curriculum Charts 2014-2015

Minor in Psychology	
REQUIREMENTS: 18 Credits	Credits
PY103: Introduction to Psychology	3.0
ELECTIVES: 9 credits from Psychology (PY); 200+ level	9.0
ELECTIVES: 6 credits from Psychology (PY); 300+ level	6.0
TOTAL CREDITS FOR THE MINOR IN PSYCHOLOGY = 18.0	

Appendix B: Curriculum Charts 2014-2015

Minor in Public Policy	
REQUIREMENTS: 15 Credits	Credits
PS105: Introduction to Public Policy	3.0
ELECTIVES: Take 4 Courses from the Following: AN275, BE202, BE301, BE304, BE403, BE451, BL201, BL202, BM404, BM423, CJ201, CJ362, GO101, GO212, HS310, HS316, HS318, PS305, PS330, PS315, PS350, PS351, PS371, PS378, PS383, PS385, PY307, SO102, SO231, SO316	12.0
<i>Note: Political Science Majors can share up to 6 credits; 9 credits must be unique to the minor.</i>	

TOTAL CREDITS FOR THE MINOR IN PUBLIC POLICY = 15.0 Credits
--

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 2014-2015

Minor in Religious Studies	
REQUIREMENTS: 15 Credits	Credits
RS101: Introduction to Religious Studies	3.0
RS/PL 277 Comparative Religions	3.0
Take 9 Credits from the Following:	9.0
RS/PL104: Ethics	
RS/PL201: Philosophy of Religion	
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 2014-2015

Minor in Social Justice	
REQUIREMENTS: 18 Credits	Credits
PS/SO107: Introduction to Social Justice	3.0
6 Credits from Courses designated with Course*Type: SJS	6.0
6 Credits from Courses designated with Course*Type: SJL	6.0
Take 3 additional Credits from Courses Designated with Course*Type: SJS or SJL	3.0

TOTAL CREDITS FOR THE MINOR IN SOCIAL JUSTICE = 18.0

Appendix B: Curriculum Charts 2014-2015

Minor in Social Services	
REQUIREMENTS: 17 Credits	Credits
SW105: Introduction to Social Work	3.0
SW222: Writing for Social Workers	1.0
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
<i>*NOTE: Not Available to Social Work Majors</i>	

TOTAL CREDITS FOR THE MINOR IN SOCIAL SERVICES = 17.0

Appendix B: Curriculum Charts 2014-2015

Minor in Sociology	
REQUIREMENTS: 15 Credits	Credits
SO101: Introduction to Sociology	3.0
<p>ELECTIVES: Take 12 Credits as Follows: 9 credits SOxxx at the 200 level or above and 3 credits SOxxx at the 300 level or above</p> <p>*OR* Take 12 Credits as Follows: 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/PO330, PS377, PY207, PY307, SO102, SW278, SW317, PS225</p>	12.0
TOTAL CREDITS FOR THE MINOR IN SOCIOLOGY = 15.0	

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:	
Take 9 credits from Spanish (FS); 300+ level	9.0
TOTAL CREDITS FOR THE MINOR IN SPANISH = 15.0	

Appendix B: Curriculum Charts 2014-2015

Minor in Spanish for Business	
REQUIREMENTS: 15 Credits	Credits
FS201: Intermediate Spanish I (a)	3.0
FS202: Intermediate Spanish II (a)	3.0
FS313: Commercial Spanish	3.0
Take 2 Courses from the Following:	6.0
FS412: Advanced Business Spanish I	
FS413: Advanced Business Spanish II	
FS414: Current Issues in Business in the Spanish-Speaking World	
<i>(a) A native speaker may be exempt from taking FS201 and/or 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

Minor in Sports Communication	
REQUIREMENTS: 18 Credits	Credits
<p>Take 2 of the Following Courses:</p> <p>CO295: Introduction to Public Relations CO211: Introduction to Journalism CO102: Working with Audio</p> <p>CO205: History of Sports & Media *OR* CO206: Issues in Sports Media</p> <p>ELECTIVES:</p> <p>Takes 6 Credits from Courses designated with Course*Type: COSPT</p> <p>CO399: Independent Study in Communication *OR* CO389: Internship in Communication</p>	<p>6.0</p> <p>3.0</p> <p>6.0</p> <p>3.0</p>
<p><i>NOTE: Communication Majors can share up to 3 credits; 15 credits MUST be unique</i></p>	
<p>Total Credits for Minor in Sports Communication = 18.0</p>	

Appendix B: Curriculum Charts 2014-2015

Minor in Statistics	
REQUIREMENTS: 15-16 Credits	Credits
<p>Take 1 Course from the Following: MA-116: Calculus for the Biological Sciences MA-118: Quantitative Analysis for Business II MA-126: Calculus with Analytic Geometry II</p>	3.0
<p>Take 1 Course from the Following: MA-151: Statistics with Applications MA-319: Probability and Statistics I BE-251: Business Statistics</p>	3.0
<p>Take 9 Credits from the Following: MA-320: Probability and Statistics II MA-321: Statistical Consulting MA-421: Applied Multivariate Regression & ANOVA MA-440: Applied Time Series Analysis MA-450: Computation and Statistics MA-460: Multivariate Statistics</p>	9.0
<i>Note: Not available to Mathematics Majors</i>	
TOTAL CREDITS FOR THE MINOR IN STATISTICS = 15.0	

Appendix B: Curriculum Charts 2014-2015

Minor in Theatre	
REQUIREMENTS: 21 Credits	Credits
<p style="text-align: center;">TH101: Theatre Appreciation *OR* TH150: Introduction to Theatre</p>	3.0
<p style="text-align: center;">TH154: Acting I (non-majors) TH230: Acting II (non-majors)</p>	3.0 3.0
<p>Take 3 Credits from the Following: TH-245: Theatre Performance Practicum I TH-246: Theatre Performance Practicum II TH-247: Theatre Performance Practicum III</p>	3.0
<p>*OR* Take 3 Credits from the Following: TH-190: Applied Theatre Techniques I TH-191: Applied Theatre Techniques II TH-290: Applied Theatre Design TH-291: Applied Theatre Management TH-390: Applied Theatre TH-391: Applied Theatre</p>	
<p>Take 3 Courses from the Following: TH-251: Introduction to Theatre Production TH-301: Theatre History I TH-310: Musical Theatre History TH-335: Group Techniques in Performance of Literature TH-349: Postcolonial Drama and Film TH-357: Acting for Television TH-361: Play Direction TH-401: Theatre History II TH-441: Summer Theatre Workshop I TH-442: Summer Theatre Workshop II TH-453: Creative Dramatics</p>	9.0
TOTAL CREDITS FOR THE MINOR IN THEATRE = 21.0	

Undergraduate Certificate in Africana Studies	
REQUIREMENTS: 15 Credits	Credits
AA246: Introduction to Africana Studies	3.0
AA302: Africana Seminar	3.0
Take 9 Credits from the Following Courses:	9.0
AA225: African World Literature	
AA498: Special Topics in Africana Studies	
AA499: Independent Study in Africana Studies	
TOTAL CREDITS FOR THE UNDERGRADUATE CERTIFICATE IN AFRICANA STUDIES = 15.0	

Undergraduate Certificate in Gerontology	
REQUIREMENTS: 15 Credits	Credits
<p>Take 15 Credits from the Following Courses:</p> <p>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</p>	<p>15.0</p>

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 IT150: Information Technology for Business	
or CS102: Introduction to Computing and Problem Solving	
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	

Undergraduate Certificate in Networking Technologies and Applications	
REQUIREMENTS: 15 Credits	Credits
<p>Take 15 Credits from the Following Courses:</p> <p>CS212: Networking Fundamentals I CS222: Networking Fundamentals II CS302: Designing & Implementing Routing in Enterprise Networks CS312: Designing & Implementing Switching in Enterprise Networks CS316: Implementing Network Security CS320: IP Telephony Design & Implementation CS322: Network Troubleshooting CS330: Administrating Unified Communication Manager</p>	<p>15.0</p>
<p>TOTAL CREDITS FOR THE UNDERGRADUATE CERTIFICATE IN NETWORKING TECHNOLOGIES AND APPLICATIONS = 15.0</p>	

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 Conversation and Oral Discourse	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.	
<i>*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).</i>	

TOTAL CREDITS FOR THE UNDERGRADUATE CERTIFICATE IN SPANISH LANGUAGE = 24.0

ELE.P3.14

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
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
<p><i>(a) Minimum Grade of "C" required for Education Courses</i></p> <p><i>(b) Students must complete the appropriate test requirement(s) with a passing score PRIOR to Student Teaching</i></p>	

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 <i>Fulfilled in Education Major Requirements</i>	0.0
EDL327: Literacy Instruction in K-6 Educational Settings II <i>Fulfilled in Education Major Requirements</i>	0.0
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

(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

TOTAL CREDITS FOR ENGLISH AS A SECOND LANGUAGE ENDORSEMENT - ELEMENTARY = 12.0

K12.ESL.14

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 <i>Fulfilled in Education Major Requirements</i>	0.0
ED320: Teaching Students with Diverse Needs <i>Fulfilled in Education Major Requirements</i>	0.0
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
(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	

TOTAL CREDITS FOR ENGLISH AS A SECOND LANGUAGE ENDORSEMENT - K12 = 12.0

EDUCATION ENDORSEMENT
 Can only be combined with students following a content major coupled with Education with Endorsement in Secondary Education

English as a Second Language Endorsement - Secondary

REQUIREMENTS: 12 Credits	Credits
ED319: Content Literacy <i>Fulfilled in Education Major Requirements</i>	0.0
ED320: Teaching Students with Diverse Needs <i>Fulfilled in Education Major Requirements</i>	0.0
AN380: American Diversity	3.0
EN442: Language and Linguistics	3.0
ED327: Theories and Practice of ESL Instruction Part I	3.0
ED328: Theories and Practice of ESL Instruction Part II	3.0
(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	

TOTAL CREDITS FOR ENGLISH AS A SECOND LANGUAGE ENDORSEMENT - SECONDARY = 12.0

ELE.TSD.14

EDUCATION ENDORSEMENT
 Can only be combined with students following a content major coupled with Education with Endorsement in Elementary Education

Teacher of Students with Disabilities - Elementary

REQUIREMENTS: 18 Credits	Credits
ED320: Teaching Children with Diverse Needs <i>(Fulfilled in Education Major Requirements)</i>	0.0
EDL326: Literacy Instruction in K-6 Educational Settings I <i>(Fulfilled in Education Major Requirements)</i>	0.0
EDL327: Literacy Instruction in K-6 Educational Settings II <i>(Fulfilled in Education Major Requirements)</i>	0.0
EDS330: Human Exceptionalities	3.0
EDS332: Family/School/Community Partnerships and Resources, P-12	3.0
EDS336: Classroom Management	3.0
EDS338: Assessment Approaches (P12)	3.0
EDS350: Individualizing Curricula & Systematic Instruction for Special Education	3.0
EDS352: Curricula, Methods and Materials for Learners with Difficulties	3.0
<p><i>(a) Minimum Grade of "C" required for Education Courses</i></p> <p><i>(b) Students must complete the appropriate test requirement(s) with a passing score PRIOR to Student Teaching</i></p>	

TOTAL CREDITS FOR TEACHER OF STUDENTS WITH DISABILITIES ENDORSEMENT - ELEMENTARY = 18.0

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
ED319: Content Literacy <i>(Fulfilled in Education Major Requirement)</i>	0.0
ED320: Teaching Students with Diverse Needs <i>(Fulfilled in Education Major Requirement)</i>	0.0
EDS330: Human Exceptionalities	3.0
EDS332: Family/School/Community Partnerships & Resources, P-12	3.0
EDS336: Classroom Management	3.0
EDS338: Assessment Approaches P-12	3.0
EDS350: Individualizing Curricula & Systematic Instruction for Special Education	3.0
EDS352: Curricula, Methods and Materials for Learners with Difficulties	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>	

TOTAL CREDITS FOR TEACHER OF STUDENTS WITH DISABILITIES ENDORSEMENT - K12 = 18.0

EDS.TSD.14

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 <i>Fulfilled in Education Major Requirements</i>	0.0
ED320: Teaching Students with Diverse Needs <i>Fulfilled in Education Major Requirements</i>	0.0
EDS330: Human Exceptionalities	3.0
EDS338: Assessment Approaches, P-12	3.0
EDS332: Family/School Community Partnerships and Resources P-12	3.0
EDS336: Classroom Management	3.0
EDS342: Instructional Methods & Materials for Middle/Secondary Students with Mild/Moderate Disabilities	3.0
EDS350: Individualizing Curricula & Systematic Instruction for Special Education	3.0

(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

TOTAL CREDITS FOR TEACHER OF STUDENTS WITH DISABILITIES ENDORSEMENT - SECONDARY = 18.0

EDUCATION ENDORSEMENT
 Can only be combined with students following an English or English/Creative Writing 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 - 3.0

(a) May be fulfilled within the Education 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

MINIMUM CREDITS MIDDLE SCHOOL ENGLISH ENDORSEMENT = 9.0 CREDITS

MID.SS.14

EDUCATION ENDORSEMENT
Can only be combined with students following an Anthropology, 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
EDL206: Child & Adolescent Development (a)	0 - 3.0

(a) May be fulfilled within the Education 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

TOTAL CREDITS MIDDLE SCHOOL SOCIAL STUDIES ENDORSEMENT = 9 CREDITS

EDUCATION ENDORSEMENT
 Can only be combined with students following a Chemistry or Biology content major coupled with Education with Endorsement in Elementary Education

Middle School Science Endorsement

REQUIREMENTS: 9 Credits **Credits**

ED380: Middle Level Learning and Teaching	3.0
ED369: Teaching Secondary Science Part I or ED375: Integrated Secondary Teaching Methods Part I	3.0
EDL206: Child & Adolescent Development (a)	0 - 3.0

(a) May be fulfilled within the Education 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

TOTAL CREDITS MIDDLE SCHOOL SCIENCE ENDORSEMENT = 9.0 CREDITS

MID.MA.14

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
ED380: Middle Level Learning and Teaching	3.0
ED365: Teaching Secondary Mathematics Part I or ED375: Integrated Secondary Teaching Methods Part I	3.0
EDL206: Child & Adolescent Development (a)	0 - 3.0
(a) May be fulfilled within the Education 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	

MINIMUM CREDITS MIDDLE SCHOOL MATH ENDORSEMENT = 9.0 CREDITS

Appendix C: Monmouth University Academic Calendar

FALL SEMESTER 2014

September 2014

End of Continuing Registration.....	Thursday, August 28, 2014
CLASSES BEGIN (8:30 A.M.).....	Tuesday, September 2, 2014
Late Registration or Program Changes.....	Tuesday–Tuesday, September 2-9, 2014
Leave of Absence Deadline.....	Tuesday, September 9, 2014
“W”ithdrawal Deadline Pattern “A” Classes.....	Monday, September 29, 2014

October 2014

Fall Holiday.....	Thursday-Sunday, October 16-19, 2014
Pattern “A” Classes End.....	Monday, October 20, 2014
Pattern “B” Classes Begin.....	Tuesday, October 21, 2014
Undergraduate Midterm Grades Due in Office of the Registrar*.....	Tuesday, October 21, 2014

November 2014

Deadline to submit graduation applications for January 2015 Graduation.....	Saturday, November 1, 2014
Last Day to Withdraw with “W” Grade (semester-long classes).....	Tuesday, November 4, 2014
Last Day to submit substitutions and/or waivers for January 2015 Graduation.....	Saturday, November 15, 2014
Last Day to Withdraw from Pattern “B” Classes.....	Monday, November 17, 2014
Thursday Classes Meet on Tuesday, Nov. 25.....	Tuesday, November 25, 2014
Friday Classes Meet on Wednesday, Nov. 26.....	Wednesday, November 26, 2014
Thanksgiving Recess.....	Thursday–Friday, November 27-28, 2014

December 2014

Classes End.....	Sunday, December 14, 2014
Final Examination Period.....	Monday–Sunday, December 15-21, 2014
Final Grades Due 12:00 Noon*.....	Tuesday, December 23, 2014

* Grades will be posted on WEBstudent approximately 2 days after the Office of the Registrar has received all grades.

Appendix C: Academic Calendar

SPRING SEMESTER 2015

January 2015

- End of Continuing RegistrationThursday, January 15, 2015
- WINTER COMMENCEMENTFriday, January 16, 2015
- Martin Luther King HolidayMonday, January 19, 2015
- CLASSES BEGIN 8:30 A.M.Tuesday, January 20, 2015
- Late Registration or Program Changes.....Tuesday–Tuesday, January 20-27, 2015
- Leave of Absence DeadlineTuesday, January 27, 2015

February 2015

- Last Day to Withdraw from Pattern “A” Classes.....Monday, February 16, 2015

March 2015

- Graduation Applications due for May, 2015.....Sunday, March 1, 2015
- Pattern “A” Classes EndMonday, March 9, 2015
- Pattern “B” Classes BeginTuesday March 10, 2015
- Undergraduate Midterm Grades Due in
Office of the Registrar*Tuesday, March 10, 2015
- Spring Recess.....Saturday–Friday, March 14-20, 2015
- “W”ithdrawal Deadline (semester-long classes)Monday, March 30, 2015

April 2015

- Academic Advising and Priority/Early Registration
for Summer, Fall and Spring.....Thursday–Friday, April 2-17, 2015
- Last Day to Withdraw from Pattern “B” ClassesMonday, April 13, 2015
- Last day to submit substitutions and/or waivers
For May, 2015 graduationWednesday, April 15, 2015

May 2015

- CLASSES ENDMonday, May 4, 2015
- Reading Day.....Tuesday, May 5, 2015
- Final Examination PeriodWednesday–Tuesday, May 6-12, 2015
- Grades Due 10 P.M.....Thursday, May 14, 2015
- SPRING COMMENCEMENTWednesday, May 20, 2015

* Grades will be posted on WEBstudent approximately 2 days after the Office of the Registrar has received all grades.

Appendix D: Index

A

Academic Advising	58
Academic Amnesty.....	68
Academic Calendars	Appendix C
Academic Definitions.....	66
Academic Dismissal	69
Academic Honesty	14, 68
Academic Probation	69
Academic Procedures	73
Academic Programs Listing	47-49
Academic Progress (Financial Aid).....	43-44
Academic Regulations	68
Academic Skills Services	59
Academic Support Services For Students with Learning Disabilities	60
Accelerated Programs.....	56
Accounting	
Faculty	110
Program.....	Appendix B
Courses.....	A20-A21
Accreditation.....	11
Activities, Student.....	133
Add/Drop (see Course Changes)	
Administration, University.....	138
Admission Requirements and Procedures	
Adult Learners.....	16
Former Students	25
First Year Students.....	15
Homeschooled	19
International Applicants.....	26-27
Military Students	23-28
Applicants with Disabilities.....	26
Transfer Students.....	19
Visiting Students	25
Adult Applicants.....	26
Advanced Placement Exams	17
Advanced Standing	16
Advising, Academic.....	58
Africana Studies	
Certificate Program.....	Appendix B
Courses	A4
Air Force ROTC	57
Army ROTC.....	57
Alternative Credit Options	24
Alumni Association Achievement Award.....	67
American Council on Education.....	21
Americans with Disabilities Act	4
Anthropology	
Faculty	78
Minor	78, Appendix B
Undergraduate Courses.....	A4-A10
Undergraduate Curricula	Appendix B
Application for Graduation	73
Application to the University.....	15
Applied Music.....	25
Arabic Courses	A82
Art and Design	
Faculty	78-79
Minors	80
Undergraduate Courses.....	A10-A19
Undergraduate Curricula	Appendix B
Articulation Agreements, Transfer.....	20
Associate Degree Curricula	53
Athletics, Co-Curricular Programs	133
Athletic Grants.....	37
Attendance Requirements.....	69
Auditing Courses.....	66
Awards	
Alumni Association	
Achievement Award	67
Distinguished Teaching Award.....	12
Outstanding Student Award	135
Donald Warncke Award.....	13
Stafford Presidential Award.....	13
B	
Bachelor's Degree Curricula.....	77-129
Biographical Data, Student	72
Biology	
Faculty.....	101
Minor.....	102, Appendix B
Undergraduate Courses.....	A33-A41

Appendix D: Index

Undergraduate CurriculaAppendix B	
Board and Room	30
Board of Trustees.....	137
Bookstore	10
Boylan Gymnasium	134

C

Campus Facilities	10
Campus Map	Appendix E
Career Services	58
Courses	A113
Catalog of Record (see Curriculum of Record)	
Certificates.....	Appendix B
Center for Student Success	58
Changing Courses	74
Changing from Non-matriculated to Regular (Matriculated) Status	74
Changing Majors	73
Chemistry	
Faculty	102-103
Minor	104, Appendix B
Undergraduate Courses.....	A41-A45
Undergraduate Curricula	Appendix B
Chinese Courses	A82
Classification of Students.....	66
CLEP (College Level Examination Program).....	24
Commencement.....	73
Communication	
Faculty	80-82
Minors	82
Undergraduate Courses.....	A50-A61
Undergraduate Curriculum	Appendix B
Commuter Students	132
Complaints about Grades	66
Computer Science	
Faculty	105-106
Minor	106, Appendix B
Undergraduate Courses.....	A61-A65
Undergraduate Curricula	Appendix B
Cooperative Education Program.....	58
Counseling	133
Course Changes	74
Course Descriptions	Appendix A
Course Withdrawals	70
Credit Cards	32

Credits in Escrow	19
Credit by Exam	25
Criminal Justice	
Faculty	82-83
Minors	83, Appendix B
Undergraduate Courses.....	A45-A50
Undergraduate Curricula	Appendix B
Cultural Activities	134
Curricula, Associate's Degree	53
Curricula, Bachelor's Degree.....	77-129
Curriculum and Instruction	
Faculty	116
Undergraduate Courses.....	A65-A71
Curriculum of Record	67

D

Dance Courses	A65
Dean's List	67
Degree Programs.....	47-49
Degree Requirements	49
Departmental Honors (listed within each department in this catalog)	
Developmental Courses.....	67
Dining Hall.....	8
Directions.....	Appendix E
Directories	137-158
Directory in Brief	5-6
Disability Services	60
Dismissal, Academic	69
Distinguished Teaching Award	12
Dormitories (see Residence Halls)	
Drop/Add (see Course Changes)	
Dual Majors	52

E

Economics	
Faculty	110-111
Undergraduate Courses.....	A22-A23
Undergraduate Concentration	113, Appendix B
Education, School of	115
Educational Opportunity Fund Program.....	59
Educational Opportunity Fund Grant.....	40
e-FORMS	76
Eligibility for Financial Aid	35-38

Emergency Medical Technician (EMT) Training	21
Employment, On-Campus.....	43
Endorsements.....	Appendix B
Endowed Chairs	
Freed Chair in Social Science	77
Jack T. Kvernland Chair in Philosophy and Corporate Social Policy	109
Jules Plangere, Jr. Chair in American Social History.....	77
McMurray-Bennett Chair.....	77
Steven and Elaine Pozycki Chair in Real Estate.....	109
English	
Faculty	83-84
Minors	85
Undergraduate Courses.....	A74-A81
Undergraduate Curricula	Appendix B
EOF (see Educational Opportunity Fund Program)	
Equal Opportunity Policy.....	4
Experiential Education	
Courses	A81
Portfolio Policy	51
Requirement.....	5
Travel Class Policy.....	52

F

Facilities	10
Faculty	148-158
Family Educational Rights and Privacy Act (FERPA)	4
Federal Work Study	43
Final Examinations.....	70
Finance	
Faculty	110-111
Undergraduate Concentration	110, Appendix B
Undergraduate Courses.....	A24-A26
Financial Aid.....	35
Financial Information.....	29
Fine Arts Curricula	Appendix B
First Year Advising	58
First Year Students.....	131
First Year Seminar	21, 50, 51
Courses	A91
Five Year Plans	71
Foreign Languages	
Faculty.....	85

Minors87
 Undergraduate CoursesA82-A91
 Undergraduate CurriculaAppendix B
 Foreign Students (see International Students)
 Former Students25
 Fraternities135
 Freed Chair in Social Science77
 French Courses.....A82-A83
 Freshman, Classification as66
 Full-time Students66

G

Gender Studies
 MinorAppendix B
 Undergraduate CoursesA94-A95
 General Education Requirements ...21, 50
 Geography
 MinorAppendix B
 Undergraduate CoursesA92-A94
 Geology CoursesA92
 Geographic Information SystemsA92
 German CoursesA83-A84
 Governor's Urban Scholarship40
 Grade Point Average (GPA)65
 Grade Reports65
 Grades64
 Grades, Complaints About66
 Graduate Courses, Enrollment in72
 Graduation, Application for73
 Graduation with Honors67
 Grants (Financial Aid)36-41
 Graphic Design/Computer Graphics
 Minor80, Appendix B
 Greek Letter Organizations135
 Gymnasium, Boylan134

H

Health Center132
 Health/Physical Education125
 CurriculaAppendix B
 Health Studies
 Minor126, Appendix B
 Undergraduate CoursesA95-A99
 Undergraduate CurriculaAppendix B
 Hebrew CoursesA84

History
 Faculty87-88
 Minors89, Appendix B
 Undergraduate CoursesA101-A111
 Undergraduate CurriculaAppendix B
 History of the University11
 Homeschooled Students19
 Homeland Security Courses ...A99-A100
 Honesty, Academic14, 68
 Honor Societies135
 Honors CoursesA100-A101
 Honors, Graduation67
 Honors School55
 Housing132
 Humanities and Social Sciences,
 Wayne D. McMurray, School of77
 Humanities CoursesA111
 Human Relations, Office of4
 Human Relations Philosophy
 and Policy4

I

Independent Study71
 Information Technology
 CoursesA112-A113
 Instructional Technology Support64
 Interdisciplinary Studies
 Minors92, Appendix B
 Undergraduate Curricula92
 Philosophy and Religion91
 Internal Progression Requirements
 (School of Education)116-117
 International Students
 Admission of26-27
 Office of133
 Irish Studies Minor85, Appendix B
 Italian CoursesA84-A85

J

Journalism MinorAppendix B
 Junior, Classification of66

K

Kislak Real Estate Institute109
 Kvernland, Jack T., Chair in Philosophy
 and Corporate Social Policy109

L

Latin CoursesA85-A86
 Law63
 Law Enforcement Official Memorial
 Scholarship40
 Learning Disabilities, Students with60
 Leave of Absence74
 Leadership Communication
 MinorAppendix B
 Legal Studies MinorAppendix B
 Leon Hess Business School109
 Minors113
 Business Health CoursesA26
 Undergraduate CurriculaAppendix B
 Business Law CoursesA29
 Business Real Estate
 CoursesA32-A33
 Faculty110-113
 Library63
 Loans41

M

MAC10
 Magill Commons10
 Majors, Change of73
 Management
 Faculty111-112
 Undergraduate
 Concentration113, Appendix B
 Undergraduate CoursesA29-A32
 Map, CampusAppendix E
 Marketing
 Faculty112-113
 Undergraduate
 Concentration113, Appendix B
 Undergraduate CoursesA27-A28
 Undergraduate CurriculaAppendix B
 Marine Science CoursesA120
 Marine and Environmental Biology and
 Policy102, Appendix B
 Math Learning Center59
 Mathematics
 Faculty107-108
 Minor108, Appendix B
 Undergraduate CoursesA113-A119
 Undergraduate CurriculaAppendix B
 Matriculated Student (see Regular Student)

Appendix D: Index

McMurray, Wayne D., School of Humanities	77
Meal Plans	30
Media Production Minor.....	Appendix B
Medical Laboratory Science Undergraduate Courses	A120
Undergraduate Curricula	Appendix B
Merit Grants	36
Merit Scholarships.....	36
Minor Programs, General Discussion of	53
Minors	Appendix B
Mission Statement.....	2
Monmouth Medical Center Scholars Program	61
Monmouth Medical Courses.....	A120
Multipurpose Activity Center (MAC)	10
Music and Theatre Arts Faculty	89-90
Minors	91
Undergraduate Courses	A120
Undergraduate Curricula	Appendix B

N

New Student Orientation.....	131
New Jersey Student Tuition Assistance Reward Scholarship (STARS) II	41
New Jersey Survivor Tuition Benefits Program	40
New Jersey Tuition Aid Grant (TAG)	39-40
Nondisclosure	28
Nonmatriculated Students.....	66
Non-traditional Students.....	26
Nursing and Health Studies Faculty	122-123
Marjorie K. Unterberg School of ...	121
Minor in Health Studies	126, Appendix B
Undergraduate Courses.....	A127-A131
Undergraduate Curriculum.....	Appendix B

O

On-Campus Employment.....	43
Orientation.....	131
Outstanding Student Award	135

P

Parent Programs	59
Parking Areas (see map Appendix E)	
Part-time Students	66
Part-time Academic Scholarship	36
Payment Plan.....	32
Payment, Terms of	32
Pell Grant	39
Permission to Take Courses at Another Institution	72
Perspectives Courses	A139-A148
Philosophy Faculty	91-92
Minor	92, Appendix B
Undergraduate Courses....	A135-A136
Phi Theta Kappa Scholarship	38
Physical Disabilities.....	60
Physical Education Courses	A131-A134
Physics Undergraduate Courses ...	A135-A136
Plangere, Jules Jr., Chair American Social History.....	77
Policy Studies Undergraduate Courses	A139
Political Science and Sociology Faculty	92-94
Minors	95, Appendix B
Undergraduate Courses....	A148-A155
Undergraduate Curricula	Appendix B
Popular Music Minor.....	Appendix B
Portfolio/Prior Learning Assessment Program	23, 71
Portfolio Assessment for EXED	51
Pre-Law Advising	63
Pre-Professional Programs.....	61-63
Prior Learning Assessment Program ..	25
Probation, Academic	69
Professional Health-Related Advising	61-63
Professional Writing Minor....	Appendix B
Program 65	26
Psychological Services	133
Psychology Faculty	95-96
Minor	96, Appendix B
Undergraduate Courses....	A155-A161
Undergraduate Curricula	Appendix B

Psychological Counseling	96
Faculty	96-97
Public Policy Minor	Appendix B
Public Relations Minor.....	Appendix B

R

Readmission	25
Real Estate Courses	A32-A33
Recreation.....	134
Refunding of Tuition and Fees.....	33-34
Registration	74
Regular Students (matriculated)	66
Rehabilitation Act of 1973	4
Religious Studies Undergraduate Courses....	A161-A163
Minor.....	Appendix B
Repeating a Course	65, 71
Residence Halls	10, 132
Residency Requirements	22, 51
Responsibility of the University	4
Room and Board.....	30
ROTC, Air Force	57
ROTC, Army.....	57

S

SAT (see Scholastic Assessment Tests)	
Satisfactory Academic Progress	43-44
Scheduling Information	75
Scholarships	36-37
Scholastic Assessment Tests	15
School of Science	99
Science Courses.....	A163
Science Achievement Scholarship	36-37
Screen Studies Minor	Appendix B
Second Bachelor's Degree	53
Section 504 (see Rehabilitation Act of 1973).....	4
Senior Citizens Admission of.....	26
Tuition.....	29
Senior, Classification as.....	66
Service Members Opportunity College.....	28
Shadow Loan Grants	37
SOAR	59

Social Justice Minor.....95, Appendix B
 Social Work, School of.....127
 Faculty 128-129
 Minor in Social Services ...Appendix B
 Undergraduate Courses....A171-A175
 Undergraduate
 Curriculum.....Appendix B
 Sociology
 Undergraduate Courses....A165-A171
 CurriculumAppendix B
 Software Engineering
 Faculty.....105
 Minors106
 Undergraduate Courses....A163-A165
 Undergraduate
 CurriculumAppendix B
 Sophomore, Classification as66
 Sororities135
 Spanish
 Undergraduate Concentration.....87
 Undergraduate Courses.....A87-A91
 Undergraduate
 CurriculumAppendix B
 Spanish and International Business
 Concentration87
 CurriculumAppendix B
 Speech Pathology, Educational
 Counseling and Leadership118
 Statistics108, Appendix B
 Student Activities.....133
 Student Activities Board134
 Student Biographical Data72
 Student Center134
 Student Classification.....66

Student Code of Conduct.....135
 Student Government Association.....134
 Student Services131
 Students with Disabilities60
 Study Abroad Program55-56
 Submission of the Same Paper or
 Computer Program73
 Substitution of Requirements.....73

T

Table of Contents3
 Taking Courses at Another
 Institution72
 Teaching Certification117
 TEACH Grants39
 Theatre Arts
 Undergraduate Courses....A175-A179
 Undergraduate
 CurriculumAppendix B
 Theatre, Lauren K. Woods.....10, 134
 Theatre MinorAppendix B
 Time Limitation73
 Transcript Requests75
 Transfer Applicants.....19
 Transfer Articulation Agreements21
 Transfer Credits19-22
 Transfer Science Scholarship36
 Trustees, Board of.....137
 Tuition.....29
 Tuition and Fees, Explanation of...31-32
 Tuition and Fees, Refunds of.....33-34
 Tuition Payment Plan32
 Tutoring and Writing Services59

U

University Endowed and Sponsored
 Scholarship37-38
 University Store.....10
 Unterburg, Marjorie K., School of
 Nursing and Health Studies.....121

V

Veteran's and War Orphans.....28
 Veterans' Services.....133
 Visiting Students25-26

W

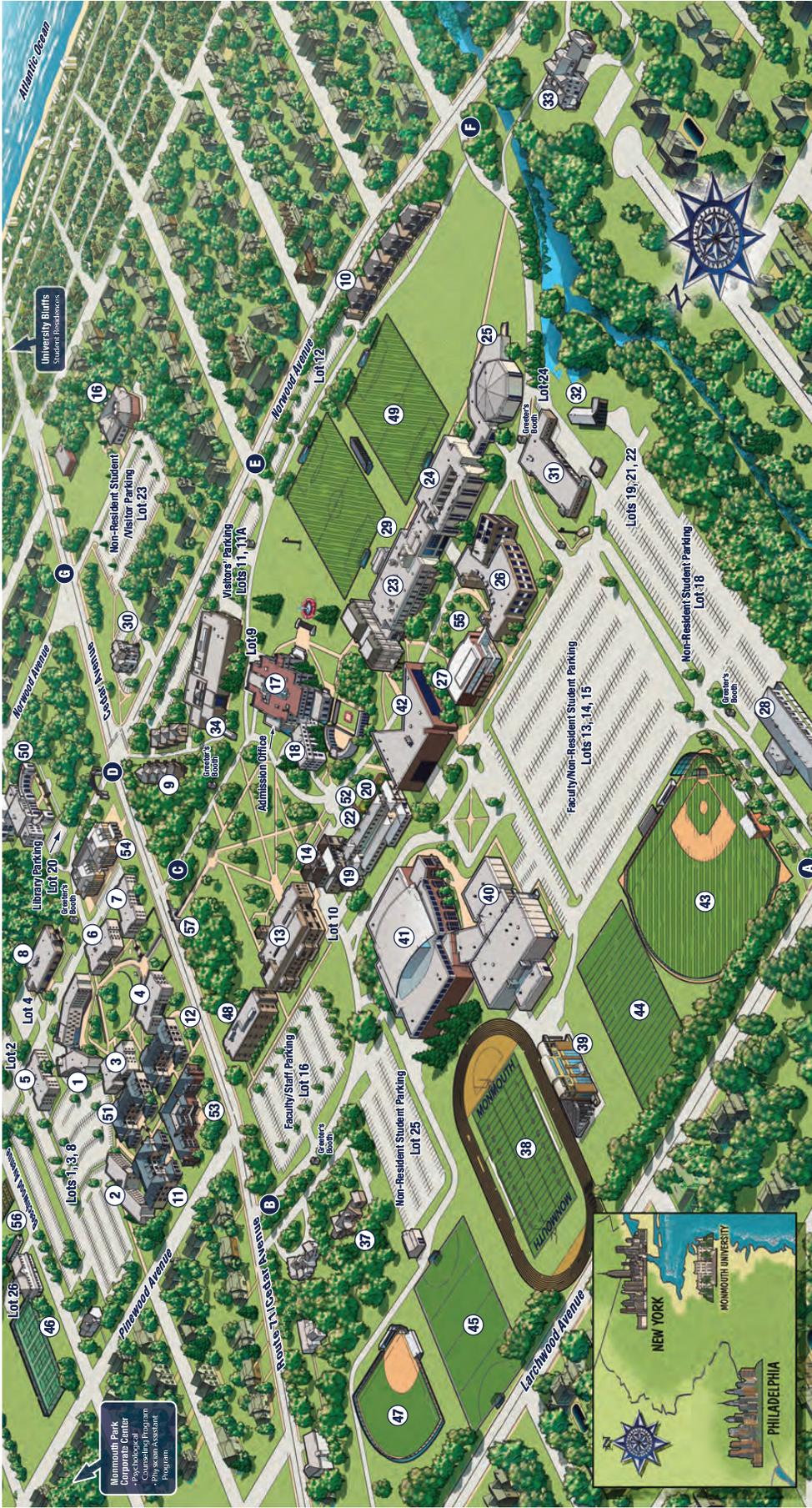
Waiving Requirements (see Substitution
 of Requirements)
 Warncke Award, Donald.....13
 War Orphans, Admission of28
 Washington Center.....56
 WEBstudent76
 Withdrawal from Courses.....70
 Woodrow Wilson Hall10
 Work Study, Federal.....43
 World Trade Center Scholarship40
 Writing Services59
 Writing Minor.....Appendix B

Y

Yellow Ribbon Grant28

Appendix E: Directions

- 1. From the Garden State Parkway:** Take Exit 105. The Parkway offramp leads directly onto Route 36 East. Continue on Route 36 East approximately three miles to Route 71 South. Go approximately one mile and Route 71 will fork left and become Cedar Avenue. Enter the campus through the Norwood Avenue entrance.
 - 2. From the NJ Turnpike:** From the South, take Turnpike North to Exit 7A. After the toll plaza, take I-195 East to Shore Points. Approaching Belmar, I-195 becomes NJ Route 138. After crossing the Garden State Parkway, exit right to NJ Route 18 North, marked Eatontown. Take the Deal Road exit and drive east to the intersection at Monmouth Road. Turn left and proceed to the third traffic light, which is Cedar Avenue. Turn right onto Cedar (also labeled NJ Route 71 South) and follow to campus. Enter the campus through the Norwood Avenue entrance.
 - 3. From the NJ Turnpike:** From the North, take Turnpike South to Exit 11 (Garden State Parkway South), Take Exit 105 as outlined in #1 above.
 - 4. From Trenton and Points West:** Take I-195 East, and follow instructions outlined in #2 above.
 - 5. From Freehold area:** Take US Route 9 South to I-195 East. Follow instructions outlined in #2 above.
-



Monmouth Park
 • Center for
 • Psychological
 • Physician Assistant
 • Program



MONMOUTH UNIVERSITY CAMPUS MAP

VEHICULAR ENTRANCES

- A, B Students & Employees
- A, C, E Visitors
- D Students & Library
- A, F Polak Theatre
- F Students & Employees
- G Lauren K. Woods Theatre & Students

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 Mullaney Hall
- 54 New Residence Hall

ADMINISTRATION AND ACADEMIC BUILDINGS

- 13 Plangere Center for Communication
- 14 Joan and Robert Reimnitz Hall-Art Gallery
- 16 Lauren K. Woods Theatre Complex
- 17 Woodrow Wilson Hall Auditorium
- Admission Registration & Records
- Academic & Office
- Human Resources
- Financial Aid
- Controller's Office
- External Affairs

RECREATION/FOOD SERVICE

- 34 Samuel Hays Magli Commons, The Club, Dining Hall
- 38 Kessler Field
- 39 Press Box
- 40 William T. Boylan Tennis Complex
- 47 Women's Softball Field
- 49 Great Lawn Fields
- 52 Lois Blonder Sculpture Garden
- 55 Torcivia Common

MONMOUTH
UNIVERSITY
