Appendix A: Graduate Course Descriptions

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

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

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

Graduate Courses:
The graduate courses are numbered 500 to 799. The number by which a course is designated usually indicates the relative level of the course.

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

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

Please note that this list was created in June 2012. Monmouth University maintains the most current course descriptions on their WEBsite, which can be accessed through the University’s WEBstudent menu (https://webadvisor.monmouth.edu/datatel/openweb/st/stmenu.html).
ANTHROPOLOGY

AN 501 Cr. 3.0
Anthropological Theory
A seminar style course that presents students with a survey of the theories that have shaped the thinking of anthropologists for over a century. We cover theories relevant to all four subfields of anthropology (cultural, archaeological, linguistic and biological), and compare them through a very general set of questions. The five questions asked are 1) How does society hold itself together? (structure); 2) How does society change? (history); 3) How aware are people of their society and its changes? (subjectivity); 4) How are people able to change their society? (agency); and 5) How do people divide society into groups? (alterity).
Course Type(s): none

AN 502 Cr. 3.0
Culture and Society
An in-depth introduction to the comparative analysis of human cultures; concepts and principles of cultural anthropology; theories of cultural patterning, structure, and dynamics; application to various aspects of cultural behavior in simple and complex societies, ranging from tribal communities through third-world peasantries to modern America.
Course Type(s): none

AN 504 Cr. 3.0
Ancient Civilizations of Native America
Cultural developments in Mesoamerica and the Central Andes, from the development of agriculture to the Spanish conquest, focusing on Inca and Aztec civilizations; theoretical exploration of developmental similarities between the two regions.
Course Type(s): HSNW

AN 506 Cr. 3.0
Historical Archaeology
An intensive introduction to historical and industrial archaeology (c. 1492+). Topics covered include exploration, imperialism, colonization, industrialization and urbanism. Archeological field methods and the interpretation of material culture are also introduced. Also listed as History 506.
Course Type(s): HSUS

AN 513 Cr. 3.0
Origin of Civilization and the State
Evolution of the ancient civilizations in China, Peru, Mexico, Mesopotamia, the Indus Valley, and Egypt.

AN 520 Cr. 3.0
Field Methods in Archaeology
An introduction to archaeological field methods: survey and excavation. Students will also learn excavation procedures, descriptive note writing, and drawing, and be introduced to archaeological photography, mapping, reporting, conservation and curation. Supervised fieldwork will be conducted on archaeological sites. Also listed as History 520.
Course Type(s): none

AN 524 Cr. 3.0
Introduction to Geographical Information Systems (GIS)
Provides both the theoretical and methodological background for proficient use of Geographical Information Systems (GIS). A multidisciplinary integration of theories and applications pertinent to both natural and social science research. Lectures and discussions will introduce the conceptual and methodological platform that is necessary to design, implement, and interpret GIS research. Weekly lab exercises will develop problem-solving skills and emphasize common research techniques in GIS. Students will also learn field techniques of spatial data collection. In sum, demonstrates how both GIS tools and a geographic perspective may be applied to a broad range of social and ecological research problems. Also listed as Geography 524.
Course Type(s): TL

AN 532 Cr. 3.0
Native American History and Prehistory
Examines North America’s native people in the area north of the Rio Grande. It combines North American prehistory with a historical overview of Native American experiences since contact. Evidence from archaeology, oral histories, and written sources are all presented. Challenges facing modern Native Americans are also examined. Also listed as History 532.
Course Type(s): HSNW, HSWLD

AN 534 Cr. 3.0
Landscapes: Theory and Interpretation
In the last three decades, social theorists have begun to consider how space may constrain and influence both human experience and perception. In this theoretical discussion, landscape has emerged as a central concept, an analytical lens through which researchers may consider
how the contours of social space are both the producers and products of human action. This class critically examines the theoretical underpinnings of these recent conceptual developments. It investigates theories of environment, space, and place, while critiquing and analyzing how such theories have been applied to empirical contexts.

Course Type(s): none

**AN 540**

*Psychological Anthropology*

Cr. 3.0

An introduction to the subfield of psychological anthropology. Research and inquiry in psychological anthropology is rooted in two traditions. The first is culture and personality which is aligned with psychoanalytical thought; the second is cognitive anthropology which emphasizes cultural models of thought. A fundamental pursuit in psychological anthropology is the relationship between culture, behavior, and thought. Psychological anthropology seeks to understand the relationship between individual and sociocultural phenomena-between polar extremes such as personality and mind and society and culture. Explores how culture and psyche affect each other. Topics include: theoretical frameworks; culture and personality, human development, emotion, self, and mental illness.

Course Type(s): none

**AN 542**

*Economic Anthropology*

Cr. 3.0

Examines human systems of production, distribution and consumption around the world - in short, cross-cultural economics. We consider how various economic systems differ from market capitalism, and therefore also analyze how capitalism itself operates on its periphery. We analyze the processes through which markets and money spread throughout the world, as well as their (often violent) interaction with local economic systems. As such, this inquiry raised fundamental questions about social inequality that we explore throughout the course, such as: Why are some people poor and others rich? How do people in different contexts understand these differences? How do economic disparities affect human desire, value, morality and choice?

Course Type(s): none

**AN 562**

*History of Maps and Mapping*

Cr. 3.0

Students will study the historical developments in cartographic technique, the development of mapping in different parts of the world, and the future of mapping in the computer age. Students will focus on the ways the events and ideology of a time period influence maps and mapping, and how in turn mapping influences history and ideology. Also listed as History 562.

Course Type(s): none

**AN 572**

*The History of Tourism*

Cr. 3.0

Students will study the history of tourism in different parts of the world from political, social, cultural, geographic, and economic perspectives. This will include an examination of historical differences in tourist attractions, tourist behaviors, and impacts on tourist destinations and their people. Students will also study how historical memory and interpretation shapes the contemporary tourist experience, as well as questions concerning authenticity and tourism. Also listed as History 572.

Course Type(s): HSEU, HSWLD

**AN 573**

*Ecological Imperialism*

Cr. 3.0

Ecological History will examine the relationship between human society(ies) and the natural world over recorded time. As an interdisciplinary exercise this class will draw on the natural sciences, anthropology, and history to better understand the biological, cultural, imperial, ethical, economic, religious, political, and global ramifications of the relationship between humanity and humanity's natural surroundings. Also listed as History 573.

Course Type(s): HSWLD

**AN 575**

*Civilizations of the Andes*

Cr. 3.0

A survey of Andean history from the beginning of human settlement through the Inca Empire and the Spanish conquest to contemporary peasant society. The evolution and nature of precolombian civilizations, focusing on Chavin, Paracas-Nazca, Huari-Tiahuanaco, Chimor, and the Inca; the social and political organization of the Inca empire; the Spanish conquest and its impact on native culture; contemporary social changes; and rural migration and the transformation of contemporary Andean society. Theoretical exploration of the developmental trajectory of Andean civilization. Also listed as History 575.

Course Type(s): HSNW, HSWLD

**AN 585**

*Seminar in African History*

Cr. 3.0

Analysis and appraisal of colonialism in Africa, reflecting on the political, economic, and sociocultural transformations, which occurred in Africa between 1880 and 1960. Also listed as History 585.

Course Type(s): HSNW
AN 586 Cr. 3.0
*Pre columbian Civilizations: The Aztec and Inka States*
An intensive examination of the emergence, growth and conquest of two native states from the ancient Americas: the Inka and the Aztec. Lectures and discussions examine the social, cultural and political contexts of these two Native American states, while applying broader anthropological theories of state genesis, power apparatuses, and social transformation. Considers the causes and consequences of the Spanish and Portuguese conquests within the Americas through an intensive discussion of the establishment of colonial societies in the sixteenth century. Also will examine how the Precolombian and colonial history of this region intimately linked to the contemporary politics of Latin American nations.
Course Type(s): none

AN 589 Cr. 3.0
*Formation of the Global System*
Formation of the early global system that changed the world in the fifteenth and sixteenth centuries. Brief survey of the Euro-African and American worlds prior to the fifteenth century. Transformations resulting from transatlantic trade and the colonial order; conceptual changes about life, the biological order, and religion; exchanges of crops, animals, and disease; depopulation and migration; African slavery and the plantation system; the forging of labor as capital; the transfer of American gold, silver, and other wealth to Europe and its impact on class formation and capitalism; interactions with Asia. Roots of the contemporary world. Also listed as History 589.
Course Type(s): HSNW, HSWLD

AN 595 Cr. 3.0
*Anthropology Internship/Practicum*
Provides graduate students with the opportunity to gain substantive career experience and build specific applied skills by working in outside programs, institutions, agencies and firms engaged in the fields of anthropology, museum studies, public history, and geography.
Course Type(s): none

AN 598 Cr. 3.0
*Special Topics in Anthropology*
Allows students to study a specific aspect of history. The subject matter varies from semester to semester, and depends on the professor who teaches the course.
Course Type(s): none

AN 599 Cr. 1.0 - 3.0
*Independent Study in Anthropology*
Reading and research leading to significant written work under the direction of a member of the anthropology faculty.
Course Type(s): none

AN 691 Cr. 3.0
*Anthropology Thesis (Research)*
Reading and research leading to significant written work, under the direction of a member of the anthropology faculty.
Prerequisite: Fifteen credits in Anthropology.
Course Type(s): none

AN 692 Cr. 3.0
*Anthropology Thesis (Writing)*
Reading and research leading to significant written work, under the direction of a member of the anthropology faculty.
Prerequisite: Eighteen credits in Anthropology.
Course Type(s): none

AN CPE Cr. 0.0
*Anthropology Comprehensive Exam*
The Anthropology comprehensive exam is a zero credit course for students which will allow students who have completed thirty credits of graduate coursework in anthropology to take a comprehensive exam and complete their degree.
Course Type(s): none

ART AND DESIGN

AR 505 Cr. 3.0
*Images of Contemporary Culture*
A study of the major forms of artistic expression in contemporary culture; their backgrounds in tradition, the interrelationships and limitations of their styles and themes; and a critical evaluation of their contributions to and impact on modern society.
Course Type(s): none

AR 522 Cr. 3.0
*Art in the Age of Revolution*
Investigation of major art movements from the early nineteenth to mid-twentieth century; analysis of visual stylistic developments in conjunction with exploration of other integral issues, subject matter, and the relationship of art to its political, cultural, social, and historical climate.
Course Type(s): none
AR 525 Cr. 3.0
Art in World Perspective
An examination of major artistic developments from 1300 AD to 1750 AD. Traditionally, this area of study is referred to as Renaissance, Mannerism, and the Baroque. The major thrust of the course will be concerned with artistic innovations surrounding the rebirth of Western Civilization.
Course Type(s): none

AR 528 Cr. 3.0
Asian Art and Ideas
A comparative exploration of the relationship of art and thought in Hindu India, Confucian China, and Feudal Japan.
Course Type(s): none

AR 551 Cr. 3.0
Methods of Teaching Art
Prepares pre-service teachers to implement a discipline-based sequential curriculum in the art content area. Satisfies the requirements of the NJCCCS (New Jersey Core Curriculum Content+Standards).
Prerequisite: Permission of the instructor or department chair.
Course Type(s): none

AR 580 Cr. 3.0
Themes and Variations in Cultural History
The exploration of symbol, style, and value in six historical periods from classical Greece to the end of the nineteenth century through art, literature, and philosophy.
Course Type(s): none

AR 597 Cr. 3.0
Fine Art/Design Studio
Advanced study within a classroom setting in a number of creative disciplines. Emphasis to further the student's knowledge base; unique approach to artistic investigation through advanced theory, research, technical experience, and critical dialog. Students must meet individually with the instructor at the beginning of the semester to discuss and define their creative work plan as a point of departure for critical discourse and grading.
Prerequisite: Permission of instructor to verify six credits of previous study in selected Art/Design discipline.
Course Type(s): none

AR 598 Cr. 3.0
Special Topics: Art and Design
The subject matter varies with the curricula needs of the student and the professor. The exact nature of the topic covered in any given semester is indicated in the student's transcript. Permission of the program director is required.
Prerequisite: As announced in the course schedule.
Course Type(s): none

AR 599 Cr. 1.0 - 3.0
Independent Study in Art
Independent study in a topic not substantially treated in a regular graduate course; weekly consultation. Prior permission of the directing professor and the chair of the department is required. For the course to count for credit toward a particular graduate program outside of the department of art and design, prior permission from the student's department chair must be obtained. The prerequisite varies with the topic.
Course Type(s): none

BIOLOGY

BY 502 Cr. 3.0
Technology and Human Biology
An examination of the potential effects of recent advances in biology on the natural processes, of human reproduction and evolution. (Cannot be taken to fulfill an MS or an MAT in Biology without permission of the appropriate departments.)
Course Type(s): none

BY 503 Cr. 3.0
Evolution
An interdisciplinary approach to the topic of evolution that combines historical and biological perspectives. Explore the current understanding of the evolutionary process as well as the social, political, and intellectual consequences of the evolutionary world view. (Cannot be taken to fulfill an MS or an MAT in Biology without permission of the appropriate departments.)
Course Type(s): none

BY 521 Cr. 3.0
Pathophysiology and Histology
Focuses on pathogenesis of selected diseases leading to alterations of body structure and functions across the lifespan. Emphasizes the laboratory identification of vertebrate tissue. Students must earn a minimum of a B- in the course. Students who receive less than a B- will be required to repeat the course. Students will be allowed to repeat the course no more than once. A second grade below a B- will make students ineligible to continue in programs requiring this course. Also listed as Nursing 521.
Course Type(s): none
BY 599 Cr. 2.0 - 4.0
Biological Research
Principles and applications of research in life sciences; participation and presentation of seminars; and preparation of research paper in publishable format. Hours arranged.
Prerequisite: Prior permission of the directing professor, department chair, and graduate program director.
Course Type(s): none

BUSINESS

BU 588 Cr. 1.0
Business Practice and Experience
Provides the opportunity for MBA graduate students to obtain related experience in employment at a local company or institution with Monmouth University sponsorship. Available to MBA students who have completed at least nine credit hours of graduate courses at the 500 level with a minimum GPA of 3.00. Does not satisfy elective requirements; students may take this course a maximum of two times.
Course Type(s): none

BUSINESS - ACCOUNTING

BA 503 Cr. 3.0
Financial Accounting
Principles and application of current accounting theory; the development and use of financial statements; and the influence of the various financial and accounting institutions.
Course Type(s): none

BA 510 Cr. 3.0
Business Income Tax
Advanced topics in corporate taxation, including corporate organizations, distributions, liquidations, reorganizations, and international and multistates operations; advanced topics in partnership taxation, including formation, basis, distribution, loss limitations, sale of an interest; and exempt organizations.
Prerequisite: Accounting 503.
Course Type(s): none

BA 512 Cr. 3.0
Selected Topics in Financial Accounting
This is an intensive capstone course covering major, intermediate accounting topics. It provides an in-depth examination of accounting principles and concepts pertaining to the preparation of financial statements. It also deals with a series of particular issues, including dilutive securities, investments, revenue recognition, income taxes, pension, and leases.
Prerequisite: Accounting 503.
Course Type(s): none

BA 515 Cr. 3.0
Advanced Accounting Practice
Covers an analytical approach to accounting and financial reporting when (1) two or more companies are involved, and (2) recording and reporting of transactions involving exchange of US dollars and foreign currencies. Provides an introduction to accounting for government and non-profit organizations.
Prerequisite: Accounting 512.
Course Type(s): none

BA 525 Cr. 3.0
Controlling Global Enterprises
Deals with the challenge of managing and controlling a company in the global economy with emphasis on management structure and style, financial reports as a control mechanism, currency exchange exposure, transaction and translation issues, transfer pricing, and risk management.
Prerequisite: Accounting 541.
Course Type(s): none

BA 541 Cr. 3.0
Managerial Accounting
Concepts and methods of cost determination, reporting and control for internal management, and varying types of information systems, with emphasis on the development and use of data for managerial decisions. May be offered with one-hour computer lab (extra fee).
Prerequisite: Accounting 503 or equivalent.
Course Type(s): none

BA 545 Cr. 3.0
Fraud Examination
Students will learn how and why occupational fraud is committed, how fraudulent conduct can be deterred, and how allegations of fraud should be investigated and resolved.
Prerequisite: Accounting 541.
Course Type(s): none

BA 552 Cr. 3.0
Management Control Systems
Focus on management control systems, which are processes intended to help implement strategies. Includes discussion and critical examination of concepts, text, and cases designed to allow students to gain knowl-
edge, insights, and analytical skills related to how a firm’s manager would go about designing and using planning and control systems to implement a firm’s strategies. Prerequisite: Accounting 541.
Course Type(s): none

BA 555 Cr. 3.0
Contemporary Accounting Theory
This course identifies the elements of accounting theory and then relates those elements to specific problem areas in accounting. The focus will be on controversial topics and the need for accurate data in this ever-changing information age. Prerequisite: Accounting 541. Course Type(s): none

BA 560 Cr. 3.0
Auditing Practices and Cases
Acquaints students with auditing standards and procedures associated with examination of financial statements. Students who successfully complete this course will be able to understand the role and methods of independent auditors and the legal and ethical environment in which an auditor functions. Prerequisite: Accounting 512. Course Type(s): none

BA 598 Cr. 3.0
Special Topics in Accounting
The subject matter of this course varies according to the interest of the students and the professor teaching the course. The exact nature of the topic covered is indicated in the student’s permanent record. Prerequisite: Accounting 541. Course Type(s): none

BA 599 Cr. 3.0
Business Research
Independent research in business administration in an area not substantially treated in a regular course offering, under the supervision of a Business Administration faculty member; written evaluation of the research required. Student must be within nine credits of graduation. Prerequisite: Prior permission of the directing professor and department chair. Course Type(s): none

BUSINESS - ECONOMICS

BE 501 Cr. 3.0
Economics for Management
Microeconomic and macroeconomic concepts and problems of the economic society and their relationship to the business sector; the forces that determine the composition and allocation of resources in the domestic as well as global economics. Course Type(s): none

BE 561 Cr. 3.0
Managerial Economics
The application of the theory of production and the theory of the firm to problems of managerial decision making. Prerequisites: Economics 501 and Management 506 or equivalent. Course Type(s): MBA.E

BE 571 Cr. 3.0
Economic Policy in Society
The factors that determine the level of national income, employment, and business activity; the relationship of government in the productive system in establishing economic goals and objectives and its role in making policy. Prerequisite: Economics 501 or equivalent. Course Type(s): MBA.E

BE 574 Cr. 3.0
Globalization
Students will be introduced to debates on the meaning, causes, and consequences of globalization. The role of trade, finance, labor, multinational corporations, nation—states, international institutions, and civil society will be examined. Benefits of globalization—the potential to create goods and services, employment, income and wealth—will be contrasted with its costs-volatility, contagion, environmental degradation, inequality, and poverty. A discussion of the management of globalization through global-coordination governance is at the end of the course. Prerequisites: Economics 501 and Finance 511. Course Type(s): MBA.E, MBA.I

BE 575 Cr. 3.0
Analysis and Forecasting
Identification, analysis, and appraisal of forces influencing the course of economic activity; evaluation of theories and models of cycles and growth; and various forecasting and projecting techniques.
Prerequisites: Economics 501 and Management 506 or equivalent.
Course Type(s): MBA.E

**BE 598**  
**Special Topics: Economics**  
Subject matter varies according to the interest of the students and the professor. The exact nature of the topic covered is indicated in the student’s permanent record.
Course Type(s): none

**BE 599**  
**Business Research**  
Independent research in business administration in an area not substantially treated in a regular course offering, under the supervision of a Business Administration faculty member; written evaluation of the research required.
Student must be within 9 credits of graduation.
Prerequisite: Prior permission of the directing professor and department chair.
Course Type(s): none

**BUSINESS - FINANCE**

**BF 511**  
**Business Finance**  
Principles and techniques of financial analysis: financial planning and control, profit planning and management, capital budgeting, working capital management, financial structure, and the cost of capital; valuation theory and dividend policy.
Prerequisites: Accounting 503, Management 506, and Economics 501.
Course Type(s): none

**BF 517**  
**Financial Institutions and Markets**  
Study of the theory, nature, and environment of financial institutions and markets of the United States, especially as it relates to activities of the federal government and Federal Reserve System. It includes: financial intermediaries, the central and commercial banking systems, the determination of the money supply and interest rates, and an introduction to international financial activities.
Prerequisites: Economics 501 and Finance 511.
Course Type(s): MBA.E

**BF 522**  
**Corporate Finance**  
Review and reinforce concepts and techniques of financial management learned in earlier coursework and, in addition, demonstrate the application of these tools to real world situations through the utilization of case studies.
The emphasis will be on valuation analysis. Students will learn to develop analytical and case presentation skills that are essential attributes for a successful corporate career. Consequently, considerable weight will be placed on verbal and written communication skills as evidenced in the case presentations and analyses. Readings are supplemented from academic and professional journals.
Prerequisite: Finance 511.
Course Type(s): none

**BF 523**  
**Investments**  
Security analysis and portfolio selection and evaluation techniques and models dealing with risk-reward relationships. Individual, as well as corporate investment and financing decisions under uncertainty, are dealt with.
Prerequisite: Finance 511.
Course Type(s): MBA.E

**BF 525**  
**Real Estate Analysis**  
Real estate financing and appraising. Examination of personal and corporate real estate portfolio strategies. This includes: single family homes, apartment houses, condominiums, shopping centers, and office and industrial buildings. Also listed as Real Estate 525.
Prerequisite: Finance 511 or equivalent.
Course Type(s): none

**BF 535**  
**International Finance**  
Explores corporate financing and investment decisions in an international context. A variety of frameworks and tools are studied, such as the balance of payments accounts, as well as the theories of interest rate and purchasing power parity. Emphasis is given to the identification and management of foreign-exchange risk associated with the operations of multinational firms, as compared to single-nation firms.
Prerequisite: Finance 511 or equivalent.
Course Type(s): MBA.E, MBA.I

**BF 598**  
**Special Topics in Finance**  
Subject matter varies according to the interest of the students and the professor. The exact nature of the topic covered is indicated in the student’s permanent record.
Course Type(s): none
**BF 599 Cr. 3.0**  
*Business Research*  
Independent research in business administration in an area not substantially treated in a regular course offering, under the supervision of a Business Administration faculty member; written evaluation of the research required. Student must be within nine credits of graduation.  
Prerequisite: Prior permission of the directing professor and department chair.  
Course Type(s): none

**BUSINESS – HEALTH CARE MANAGEMENT**

**BH 571 Cr. 3.0**  
*Introduction to the United States Health Care System*  
An overview of the U.S. health care delivery system, including the history, development, and description of the component parts involved in providing health care services. Taught from a sociological perspective, course emphasis is placed upon factors such as need, demand, quality, cost of care, distribution, and supply of manpower and physical resources. Also explored are the relationships of health care delivery to consumers, providers, financiers, regulators, and other health care stakeholders.  
Prerequisite: Completion or waiver of at least three of the six M.B.A. core courses.  
Course Type(s): none

**BH 572 Cr. 3.0**  
*Health Care Economics*  
Application of the tools of economics to issues of the organization, delivery, and financing of health care. Topics include: economic concepts relevant to health care, the system of health care financing and delivery arrangements in the U.S., the role of economic factors in the development of health and health care public policy, and a base for analyzing the implications of changes in health policy.  
Prerequisite: Economics 501.  
Course Type(s): none

**BH 573 Cr. 3.0**  
*Management of Health Care Organizations*  
Investigates the evolving management structures of health and health care-related organizations. In addition, the structure of managed care is investigated. The course integrates the changing provider organizations, regulatory, and quality assurance agencies and how they are affected by evolving, managed care reimbursement.  
Prerequisites: Health Care Management 571 and Management 502.  
Course Type(s): none

**BH 574 Cr. 3.0**  
*Seminar in Health Care Management*  
The capstone in health care concentration, materials contained in previous courses, as well as skills taught in general business courses, are incorporated into a unified examination of critical issues facing the health care services environment. Concentrates on the major events driving health management: the consolidation of individual stakeholders into integrated health delivery systems. Current efforts by these stakeholders are included as well, as a tool to reinforce class material.  
Prerequisites: Health Care Management 571, 572, 573, and Finance 511.  
Course Type(s): none

**BH 575 Cr. 3.0**  
*Health Care Management Residency*  
Applies the health care and business course material into the health care practitioner work setting. The goal is to unify the academic and conceptual with the pragmatism of the work experience. A residency is completed within a health care or health-related setting, such as a hospital, long-term care facility, or other health care setting, such as managed care organizations. The residency is composed of 400 hours of on-the-job responsibility under the directorship of a practicing health care manager. Students with extensive health experience may substitute an independent study for the residency.  
Prerequisites: Health Care Management 571, 572, and 573.  
Course Type(s): none

**BH 599 Cr. 3.0**  
*Independent Study in Health Care Management*  
Independent research in health care management in an area not substantially treated in a regular course offering, under the supervision of a Business Administration faculty member with the permission of the Program Director.  
Prerequisites: Health Care Management 571, 572, and 573.  
Course Type(s): none

**BUSINESS – LAW**

**BL 501 Cr. 3.0**  
*Legal Environment of Business*  
Government regulation affects every facet of how a business operates. Therefore, it is important for business students to understand the fundamental legal principles of contracts, crimes, torts, business organizations, property, negotiable instruments, and the employment relationship.  
Course Type(s): none
BL 551  Cr. 3.0
Law, Government, and Business
The legal environment in which business organizations function; the nature of law, its sources, and the factors that shape it; recent trends of public regulation of commerce, competition, freedom of contract, and labor-management relations.
Course Type(s): none

BL 598  Cr. 1.0 - 3.0
Special Topics in Business Law
Subject matter varies according to the interest of the students and the professor. The exact nature of the topic covered is indicated in the student’s permanent record.
Course Type(s): none

BL 599  Cr. 1.0 - 3.0
Independent Study in Business Law
Independent research in business administration in an area not substantially treated in a regular course offering, under the supervision of a Business Administration faculty member; written evaluation of the research required. Student must be within nine credits of graduation.
Course Type(s): none

BUSINESS – MANAGEMENT

BM 502  Cr. 3.0
Management and Organizational Behavior
Managerial functions, styles, techniques, and practices contingent on the internal and external global organizational environment; overview of diagnostic, behavioral, technical, and conceptual management skills and processes; comparative and applied study of organizational effectiveness, with emphasis on group dynamics and team building.
Course Type(s): none

BM 506  Cr. 3.0
Graduate Business Statistics
Surveys some of the primary statistical tools and applications. The topics chosen reflect those that are most commonly encountered in business and not-for-profit organizations. Topics include: graphical representation of data, descriptive statistics, probability, discrete and continuous random variables, inferential statistics, hypothesis testing, analysis of variance, and regression analysis.
Course Type(s): none

BM 507  Cr. 3.0
Production and Operations Management and Laboratory
Application and adaptation of current managerial methods for the production of goods and services, employing qualitative and quantitative analyses of allocating such production factors as human resources, materials, and technology in context of optimizing performance.
Prerequisite: Management 506 or equivalent.
Course Type(s): none

BM 515  Cr. 3.0
Ethics, Law, and Social Responsibility
The American state, its legislature, judicial, and regulatory apparatus are analyzed as factors that underpin and limit strategic decisions in business organizations. Markets, organizational structures, and organizational cultures are analyzed as factors that determine the role of organizational ethics in managerial decision making.
Prerequisite: Management 502 or equivalent.
Course Type(s): none

BM 520  Cr. 3.0
Management Information Systems
A survey of the concepts of management information systems and the information needs of management. A user-oriented introduction to the fundamentals of information systems and their integration into business organizations.
Prerequisite: Management 502.
Course Type(s): MBA.T

BM 521  Cr. 3.0
Seminar in Electronic Commerce
 Provides an overview of the managerial side of e-commerce for the purpose of discussing the strategic and managerial implications of this new and emerging phenomenon. The technological and business possibilities for commerce using information technologies and networks will be explored in terms of their value-adding potential to current business practices, as well as the development of new products and/or services.
Prerequisites: Management 502 and Marketing 509.
Course Type(s): none

BM 525  Cr. 3.0
Management for Human Resources
Examination of the practices and problems associated with the staffing, managing, evaluation, and compensation of employees, including employment discrimination, employee rights, and affirmative action.
Prerequisite: Management 502 or equivalent.
Course Type(s): MBA.B

**BM 529**  
Cr. 3.0  
*Project Management*
Project management is introduced from an applied managerial perspective with an emphasis on the behaviors, tools, and topics that managers will encounter throughout the life cycle of a project. The overall project phases of initiating, planning and design, executing, monitoring and controlling, and closing projects will be covered.
Prerequisite: Management 502.
Course Type(s): none

**BM 549**  
Cr. 3.0  
*Management Science*
Advanced application of quantitative methods in business, including in-depth linear programming and an introduction to computer simulation and decision support systems.
Prerequisites: Management 506 and 507.
Course Type(s): MBA.Q

**BM 556**  
Cr. 3.0  
*Principles of Logistics Management*
Conceptual underpinnings of business logistics; designing an integrated logistics system; managing for effective logistics.
Prerequisite: Management 507.
Course Type(s): MBA.Q

**BM 563**  
Cr. 3.0  
*International Business*
The nature of international business and the demographic, geographic, financial, economic, political, legal, and cultural factors affecting international business relationships.
Prerequisite: Management 502.
Course Type(s): MBA.B, MBA.I

**BM 565**  
Cr. 3.0  
*Management of Technology*
Study of the management of the technological innovation process and internal entrepreneurship; major topic areas include: technology strategy, technological evolution, strategic alliances, and new product development.
Prerequisite: Management 502.
Course Type(s): MBA.T

**BM 590**  
Cr. 3.0  
*Strategic Management*
A conceptual and capstone approach to business organizing and planning through seminars, case studies, and simulation of global enterprise; the formulation and implementation of competitive strategy.
Prerequisites: Accounting 541, Finance 511, Marketing 509, Management 507 and 515, and either Management 520, 521, or 565.
Course Type(s): none

**BM 598**  
Cr. 3.0  
*Special Topics in Management*
Subject matter varies according to the interest of the students and the professor teaching the course. The exact nature of the topic covered is indicated in the student's permanent record.
Prerequisite: Management 502.
Course Type(s): none

**BM 599**  
Cr. 3.0  
*Business Research: Management*
Independent research in business administration in an area not substantially treated in a regular course offering, under the supervision of a Business Administration faculty member; written evaluation of the research required. Student must be within nine credits of graduation.
Course Type(s): none

**BUSINESS – MARKETING**

**BK 509**  
Cr. 3.0  
*Marketing Management*
An integrated approach to managing the business function of marketing: planning, organizing, controlling, and measuring the total marketing effort; managerial principles and practices applied to the marketing process.
Course Type(s): none

**BK 533**  
Cr. 3.0  
*Marketing Research*
Tools and techniques for conducting, evaluating, and utilizing marketing research; decisions concerning pricing, promotion, personal selling, consumer behavior, and distribution policies evolving from the research data.
Prerequisites: Marketing 509 and Management 506.
Course Type(s): MBA.K

**BK 535**  
Cr. 3.0  
*International Marketing Management*
Strategic planning and management of resources, including finished goods between nations, environmental factors, government controls, cultural influences, and social
and demographic factors.
Prerequisite: Marketing 509.
Course Type(s): MBA.I, MBA.K

BK 539 Cr. 3.0
Promotional Strategy
Emphasis on promotional mix, including advertising, sales promotion, reseller stimulation, personal selling, and related communication tools; covers fundamental marketing issues and problems. Focus is on understanding and developing promotional decisions and marketing strategies.
Prerequisite: Marketing 509.
Course Type(s): MBA.K

BK 540 Cr. 3.0
Consumer Behavior
An in-depth study of the various perspectives, theories, and contributors to behavior displayed by consumers in the search, purchase, use, evaluation, and disposal of economic goods and services including the decision processes that precede and determine these acts.
Prerequisite: Marketing 509.
Course Type(s): MBA.K

BK 541 Cr. 3.0
Advertising and Media Management
Current practices in advertising and media planning; importance of the advertising campaign and the media plan; emphasis on print media, broadcast media, out of home advertising, and nonmedia advertising; examination of advertising campaigns and media plans. Emphasis will be on planning, directing, creating, and controlling strategic advertising and media efforts to meet domestic and global promotional and marketing goals.
Prerequisite: Marketing 509.
Course Type(s): MBA.K

BK 598 Cr. 3.0
Special Topics in Marketing
Subject matter varies according to the interest of the students and the professor. The exact nature of the topic covered is indicated in the student’s permanent record.
Course Type(s): none

BK 599 Cr. 3.0
Business Research
Independent research in Business Administration in an area not substantially treated in a regular course offering, under the supervision of a business administration faculty member; written evaluation of the research required.

Student must be within nine credits of graduation.
Course Type(s): none

BUSINESS – REAL ESTATE

BR 510 Cr. 3.0
Real Estate Law
Students will be introduced to the legal issues in the ownership, transfer, and development of real property.
Course Type(s): none

BR 525 Cr. 3.0
Real Estate Analysis
Students gain insight into basic real-estate finance and valuation theory. Traditional approaches to value are reviewed. Examination of personal and corporate real estate portfolio strategies. The analysis of specific types of real properties are reviewed. This includes: single-family homes, condominiums, shopping centers, and office and industrial buildings. Also listed as Finance 525.
Prerequisite: Finance 511.
Course Type(s): none

BR 527 Cr. 3.0
Real Estate Finance, Investment and Tax
Designed to introduce students to the world of real-estate finance, including debt and equity issues and securitization.
Course Type(s): none

BR 530 Cr. 3.0
Real Estate Lease and Negotiations
Students will look at the commercial leasing of real estate, including statutory law, public policy, and landlord-tenant relations, along with the role of the real estate broker.
Course Type(s): none

BR 580 Cr. 3.0
Regulation and Real Estate Development Process
Real Estate Development analyzes the distinctive roles and perspectives of government and business in the land development process. A step-by-step examination of the phases of a real estate development project from conceptualization to either disposition or lease-up that emphasizes both the management and approval aspects of those phases.
Course Type(s): none

BR 598 Cr. 1.0 - 3.0
Special Topics in Real Estate
Subject matter varies according to the interest of the stu-
dents and the professor. The exact nature of the topic covered is indicated in the student’s permanent record.

Course Type(s): none

**BR 599 Cr. 3.0**

*Independent Study in Real Estate*

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

Course Type(s): none

**CHEMISTRY**

**CE 560 Cr. 3.0**

*Chemistry and Physics in Elementary Education*

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

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

Course Type(s): none

**CE 598 Cr. 1.0 - 3.0**

*Special Topics in Chemistry*

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

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

Course Type(s): none

**COMMUNICATION**

**CO 501 Cr. 3.0**

*Communication Theory*

Introduces foundational ideas in the fields of human and mass communication and the ways scholars have developed these through research. Highlights theories that apply to public service communication(social responsibility, relationship building, etc.). Students learn to write literature review exploring recognized branch of theory.

Course Type(s): EN.RW

**CO 502 Cr. 3.0**

*Research Methods in Communication and Mass Media*

Introduces commonly employed quantitative and qualitative research techniques in communication as well as research ethics. Students learn to design a research project, conduct pilot study, and write formal proposal. Research for the public good will be emphasized.

Course Type(s): none

**CO 503 Cr. 3.0**

*Graduate Foundations in Communication*

Introduces new students to the field of communication, its history, branches and disciplines, emphasizing communication for the public good. Assists students in meeting demands of graduate study, using research resources, and understanding departmental policies. Establishes public service objectives of the program. Introduces options for final thesis or project. Students create a plan of study to guide future course and project selections.

Course Type(s): none

**CO 504 Cr. 3.0**

*Principles of Public Relations*

Explores the theoretical foundations and principles that encompass the field and practice of public relations. In addition to surveying relevant public relations communication theories, students will develop core competency skills in the creation and execution of strategies and tactics that encompass comprehensive public relations campaigns.

Course Type(s): none

**CO 505 Cr. 3.0**

*Interpersonal Communication*

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

Course Type(s): none

**CO 506 Cr. 3.0**

*The Mass Media and Contemporary Values*

An analysis of the products of television, cinema, and the print media as they relate to lifestyle, morality, and social behavior in America. Such problems as individuality in a mass society, the power of deity and religions, the decline of family, sexual behavior, and anti-intellectualism will be
explored within the framework of intensive media study. Course Type(s): none

CO 507  Cr. 3.0  Organizational Communication
The study of the role and impact of communication in contemporary organizations and a survey of contemporary organizational research. Examination of how an organization's structure, management philosophy, and internal culture impact the flow of information, productivity, and goal achievement of the organization and its members and clients. Study of the communication processes in business, medical, educational, and nonprofit organizations. Course Type(s): none

CO 508  Cr. 3.0  Executive Communication
A survey of the rhetorical principles that provide a basis for the production and analysis of effective oral presentation and impression management. Experience with the preparation of messages that represent communication specialists. Speech writing, testimony preparation, and preparation for a variety of public communication challenges are studied, and student presentation skills are honed in practice sessions. Prerequisite: Communication 503. Course Type(s): TPS

CO 509  Cr. 3.0  Communication, Culture, and Community
Fosters an understanding of community as a communication concept and explores the performance of community roles through civic engagement and democratic participation. Students will explore the nature of community, the impact of institutions in everyday life, the consequences of individual, social, and global privilege, and the role of personal responsibility in communities. Students test the possibilities and problems of contemporary forms of community through a community-based service project. Course Type(s): TPS

CO 512  Cr. 3.0  Intercultural Communication and Diversity Management
An examination of the cultural nature of communication and the dynamics of face-to-face interaction between persons from diverse cultures and co-cultures. Examining the challenge of managing a diverse organizational workforce in a multicultural society and methods to increase organization members intercultural communication competence. Prerequisite: Communication 503. Course Type(s): TPS

CO 514  Cr. 3.0  Conflict Management and Negotiation
Theory and research on the nature, causes, and resolution of interpersonal, group, and organizational conflict. A comprehensive examination of conflict styles, techniques, and methods of resolution of conflicts. Emphasis is placed on information sharing, effective listening, problem solving, mediation, and negotiation as tools for conflict management. Prerequisite: Communication 503. Course Type(s): TPS

CO 516  Cr. 3.0  Public Relations and Fundraising for Nonprofits
Through case study analysis, practical assignments, and examination of key public relations theories, this course provides an understanding of the important role that public relations plays in furthering the mission and goals of nonprofit and non-government organizations (NGOs). Instruction focuses on using effective public relations techniques to gain support from different constituencies. Course Type(s): TPS

CO 520  Cr. 3.0  Communication Ethics
Communication ethics is the study of the principles that govern the conduct of private and public communication in the pursuit of the personal and common good. Provides an introduction to communication ethics through the writings of important ancient and contemporary scholars. Course Type(s): none

CO 523  Cr. 3.0  Persuasion, Social Influence
A study of the historical and contemporary theoretical approaches and empirical research in the persuasive process. An examination of how informationdiffuses throughout and affects a socio-cultural system. Attention focused on the emergence, maintenance, and change of attitudes and values. Case study analysis and practicum in social marketing. Prerequisite: Communication 503. Course Type(s): none

CO 524  Cr. 3.0  Public Opinion and Media
An examination of the shifting nature of public opinion,
the agenda-setting role of mass media, and the survey methods that are employed to determine public opinion. The practices, values, and traditions of journalism that impact public opinion. Experience with the conduct of a survey and analysis of case studies. Prerequisite: Communication 503. Course Type(s): none

**CO 525 Cr. 3.0**  
*Political Communication*  
The study of traditional and contemporary theories of rhetoric as applied in research and analysis of political campaigns. The rhetorical creation, maintenance, application, and legitimization of symbolic power. A survey of analytic models of political communication and application of the models to case studies. The role of the political communication specialist. Practicum in political communication strategies and techniques. Also listed as Political Science 525. Prerequisite: Communication 503. Course Type(s): none

**CO 526 Cr. 3.0**  
*Advanced Public Relations Planning*  
Explores advanced theoretical foundations and principles demanded of public relations professionals working with corporations, for-profit entities and non-profit organizations. In addition to surveying relevant public relations communication theories, students will develop advanced competency skills required to plan and execute comprehensive public relations campaigns. Also examines the dynamics of the evolving approach to integrated marketing communication that currently dominates the field and practice of public relations. Prerequisite: Communication 503. Course Type(s): none

**CO 527 Cr. 3.0**  
*Crisis and Issues Management*  
Advanced public relations theory and practices dealing with management of organizational crisis and issues. The process of research, analysis, planning, and implementation of crisis management will be explored. The role of the public relations profession in the development of crisis communication strategies and tactics will be examined. Control of crisis, rumor, public perception, corporate image, and reputation will be emphasized. Case studies, simulations, group exercises, and projects will be used to develop skills in crisis and issues management. Prerequisite: Communication 503. Course Type(s): none

**CO 530 Cr. 3.0**  
*Mass Media, Public Interest, Corporation Profit*  
Undertakes a critical examination of the relationship between the citizens of the United States, the increasingly corporate, electronic mass media, and American laws and policies that attempt to regulate it. Students will gain an understanding of the historical context behind the contemporary media policy environment and will examine the challenge faced by citizens, regulators, and broadcasters in determining how the media should operate in the public interest. Prerequisite: Communication 503. Course Type(s): none

**CO 532 Cr. 3.0**  
*Global Media and New Technologies*  
An examination of the interlinked world of international mass media systems and media technologies; how societies and nations are both connected and divided by communication methods, technologies, national and international policies, and cultural expression. Students will examine the variety of models of electronic media around the globe and investigate the influence of national and international policy decisions on sovereign nations and indigenous culture, particularly in light of the constant advances of emerging media technologies. Prerequisite: Communication 503. Course Type(s): none

**CO 540 Cr. 3.0**  
*Organizational Training and Consulting*  
A survey of adult-learning theory, needs assessment, training techniques, and evaluation as applied to communication training. Planning and implementing training programs that serve real organizational needs. The role and ethical standards of the communication professional serving as a communication specialist or counsel to an organization. The completion of a practicum project in training or development. Prerequisite: Communication 503. Course Type(s): none

**CO 561 Cr. 3.0**  
*Message Construction: Audio, Video and Web*  
With the development of the new technologies and World Wide Web in particular visual communication has become major disciplines in today's media. This team-taught class deals with both theory and practice of achieving good message design to influence targeted audiences. Students are introduced to the process and theory of audio and video production for Web-based message construction. Course Type(s): none
Appendix A: Course Descriptions

CO 565 Cr. 3.0
Special Event Planning and Promotion
Many organizations use events as a public relations strategy to build and maintain relationships with key stakeholders. Through case study analysis, practical assignments, and examination of key public relations theories, this course introduces students to successful event planning and promotion. Emphasis is on creating, organizing, identifying sponsors, publicizing and implementing special events.
Course Type(s): none

CO 590 Cr. 1.0 - 3.0
Special Problems
For students capable of developing and pursuing a problem independently through research, conferences, and activities. Problem chosen by the student with the consent of the graduate program director and supervision of a graduate professor. To be approved, this independent study must target a problem that relates to the nature of the student's graduate program focus. May be taken for one, two, or three credits and repeated in subsequent semesters until three credits are earned. Does not substitute for Communication 599.
Prerequisite: Communication 503.
Course Type(s): none

CO 595 Cr. 3.0
Corporate and Public Communication Internship
Designed for students with less than one year professional experience. Supervised practical work experience with media outlets, advertising and promotion agencies, public relations firms, film companies, etc. Involves cooperative efforts of departmental faculty and employers. Exposure to current and innovative techniques in research, management and creative activities while offering practical experience.
Prerequisite: Consent of the graduate advisor and placement.
Course Type(s): none

CO 598 Cr. 1.0 - 3.0
Special Topics in Communication
Subject matter varies with the interests of the students and the professor. Intensive study of such topics in communication processes as gender relations, small group communication and decision making, leadership communication, film and video criticism, telecommunication technology, and legal communication.
Prerequisite: Communication 503.
Course Type(s): none

CO 599 Cr. 3.0
Independent Study in Communication
Guided research in selected topics in Communication. Prior permission of the directing professor and department chair is required.
Course Type(s): none

CO 691 Cr. 3.0
Communication Thesis Proposal
A two-semester sequence of an independent research study in consultation with a faculty thesis advisor. In this first semester, the student will select an area of communication research and develop a thesis proposal. The completed 10-15 page proposal will include a research question or hypothesis, rationale for study, literature review, methodology, and (if applicable) approval from the Institutional Review Board for research involving human participants.
Prerequisites: Communication 501, 502, 503 and completion of 9 graduate level communication credits (or approved equivalent), and permission of the faculty thesis advisor.
Course Type(s): none

CO 692 Cr. 3.0
Communication Thesis II
A two-semester sequence of an independent research study in consultation with a faculty thesis advisor. In the second semester, the student will complete work to execute the thesis proposal from Communication 691. The completed 25-30 page thesis will include a research question or hypothesis, rationale for study, literature review, methodology, results, discussion, conclusion, complete bibliography, and appropriate appendices. Upon completion of the study, the student is required to defend the thesis before a faculty committee and to make a presentation in Communication COL, Graduate Colloquium.
Prerequisite: Communication 691.
Course Type(s): none

CO 693 Cr. 3.0
Communication Project Proposal
A two-semester sequence of an independent professional project in consultation with a faculty project advisor. In the first semester, the student will review relevant trade and scholarly literature and conduct research leading to the development of a project proposal. The student must receive approval of the project advisor based on a demonstration of his or her pre-existing competence with media message construction.
Prerequisites: Communication 501, 502, 503 and comple-
tion of nine graduate level communication credits.
Course Type(s): none

CO 694 Cr. 3.0
Communication Project
A two-semester sequence of an independent professional project in consultation with a faculty project advisor. In the second semester the student will complete work to execute the project proposal from Communication 693. The project requires the production and execution of a professional-quality media message of significant length and value for a public service organization as well as a well-researched paper documenting and justifying the process. Upon completion of the project, the student is required to defend the project before a faculty committee and to make a presentation in Communication COL, Graduate Colloquium.
Prerequisites: Communication 693 and permission of the faculty project advisor.
Course Type(s): none

CO COL Cr. 1.0
Colloquium in Communication
Required in first semester of graduate study. Department faculty will present their areas of research and graduate courses they teach. Students network with other students, professors, and speakers from various branches of the field of communication. Graduating students present their research in this forum. (One section required)
Course Type(s): none

CO CPE Cr. 0.0
Communication Comprehensive Exam
Communication Comprehensive Exam
Course Type(s): none

COMPUTER SCIENCE

CS 501A Cr. 3.0
Computer Programming Essentials
An introduction in computer programming for newly admitted graduate students. Students will learn basic concepts in modern computer programming. Students will complete all the programming exercises and assignments in the modern object-oriented language. Limited to graduate students in Computer Science or Software Engineering. Prerequisite: Permission of the department chair.
Course Type(s): TPS

CS 501B Cr. 3.0
Program Development
Continuation at the coverage of the same modern object-oriented language introduced in CS 501A. More advanced object-oriented design, including inheritance and polymorphism. Limited to Computer Science or Software Engineering majors. Prerequisite: Computer Science 501A, passed with a grade of B- or higher.
Course Type(s): none

CS 502 Cr. 3.0
Theoretical Foundations of Computer Science
Concepts, methods, models, and associated computer exercises for important topics in discrete mathematics and probability. Includes: logic and mathematical reasoning, functions, sets, summations, asymptotic notation, algorithms and complexity, number theory, cryptography, matrix algebra, induction and recursion, counting techniques, combinatorial objects, discrete structures, discrete probability theory, relations, graph theory, moments, random variables, and graph algorithms. Limited to Computer Science majors.
Course Type(s): none

CS 503 Cr. 3.0
Data Structures and Algorithms
Design and implementation of fundamental data structures and algorithms, including: linked lists, hashing, sorting, trees, stacks, queues, sets and bags, and recursion. Application to problem solving and object-oriented design of moderate sized programs. Prerequisite: Computer Science 501B, passed with a grade of B- or higher.
Course Type(s): none

CS 505 Cr. 3.0
Operating Systems Concepts
The basic concepts of operating systems from the point of view of an advanced user: the interaction of the kernel, the command interpreter, and user processes. Focus is on process and resource management, concurrency control, and inter-process communication. Examples and projects are based mainly on Unix. The course also includes an introduction to computer architecture from an operating-systems perspective (processors, devices, interrupts, clocks, etc.). Prerequisites: Computer Science 503 and 509, both passed with a grade of B- or higher.
Course Type(s): none
CS 509 Cr. 3.0
**Advanced Object-Oriented Programming and Design**
Object-oriented programming and design, using a language different from that used in CS 501B. Used in classes, inheritance, polymorphism, and libraries.
Prerequisite: Computer Science 501B, passed with a grade of B- or higher.
Course Type(s): none

CS 511 Cr. 3.0
**Technical Communication**
Preparation, analysis, synthesis, and presentation of system documentation, technical papers, and data flow diagrams; literature search.
Prerequisite: Open only to those students accepted in the M.S. program in Computer Science.
Course Type(s): none

CS 512 Cr. 3.0
**Algorithm Design**
Design and analysis of algorithms; dependence of algorithm efficiency on data structure choice; correctness of algorithm implementation and basic design techniques and their applications to programming with fundamental data structures.
Prerequisites: Computer Science 502 and 503, both passed with a grade of B- or higher.
Course Type(s): none

CS 514 Cr. 3.0
**Networks**
This is an introductory-level course on the hierarchy of networking software and hardware. Particular emphasis on medium Access Control, Network layer, Transport layer, and Session layer. Several MAC-layer protocols, TCP/IP.
Corequisite: Computer Science 502.
Course Type(s): none

CS 515 Cr. 3.0
**Formal Methods**
The use of formal specifications to describe the behavior of computer systems and the use of formal proof methods to verify design.
Prerequisite: Computer Science 509 passed with a grade of B- or higher.
Course Type(s): none

CS 517 Cr. 3.0
**Database Design and Management**
Introduction to database systems, data modeling, design theory and methodologies, query languages and query processing. Coverage of relational database model and design, normalization process, SQL, hands-on database design and application development.
Prerequisite: Computer Science 503 passed with a grade of B- or higher.
Course Type(s): none

CS 518 Cr. 3.0
**Fundamentals of Computer Security and Cryptography**
An introduction to computer security and its related issues, including cryptography. It covers threats assessment, security policies, basic cryptography, security mechanisms, and assurance. Also includes several case studies on enhancing the security level of specific systems by integrating different security mechanisms and techniques. Both theoretical and practical issues are addressed in the course. Students who complete this course successfully will be capable of assessing the threats, enhancing the security, and evaluating the assurance level of specific computer systems.
Prerequisites: Computer Science 503 and 514, both passed with a grade of B- or higher.
Course Type(s): none

CS 519 Cr. 3.0
**Advanced Operating Systems**
Advanced operating systems with a number of case studies. Emphasis is placed on issues in both centralized and distributed operating systems (concurrency control, resource management, file systems, network interface).
Flavored with UNIX; some prior knowledge of C will be an asset, but is not necessary.
Prerequisites: Computer Science 505 and 509, both passed with a grade of B- or higher.
Course Type(s): none

CS 520 Cr. 3.0
**Introduction to Intelligent Systems**
Introduction to methods and algorithms used to incorporate intelligence into computer programs. Topics include search techniques, representation and reasoning, and machine learning. Applications of these methods are stressed. Also covers implementation of some of the fundamental algorithms.
Prerequisites: Computer Science 502 and 503, both passed with a grade of B- or higher.
Course Type(s): none
CS 521 Cr. 3.0
Artificial Intelligence
Basic and advanced methods in symbolic and quantitative artificial intelligence through Lisp programming techniques. Current issues concerning rule-based vs. statistical methods via applications.
Prerequisites: Computer Science 503 and 520, both passed with a grade of B- or higher.
Course Type(s): none

CS 522 Cr. 3.0
Knowledge Fusion
Fundamental techniques for integrating information from heterogeneous sources to obtain actionable knowledge. The sources of information include databases, files, and web pages. Covered techniques include both those based upon logic and also approaches based on probabilistic reasoning.
Prerequisites: Computer Science 517 and 520, both passed with a grade of B- or higher.
Course Type(s): none

CS 523 Cr. 3.0
Networked Information Systems
Basic principles, techniques, and tools for building networked information systems with a significant database component. Current protocols, languages, and data formats.
Prerequisites: Computer Science 505 and 517, both passed with a grade of B- or higher.
Course Type(s): none

CS 525 Cr. 3.0
Simulation
Formal models of discrete event systems, computer simulation of models, and analysis of simulation results. Discrete event simulation is applied to studying the performance of computer and communication systems. Object-oriented design and programming in C++.
Prerequisites: Computer Science 502, 503, and 514, all passed with a grade of B- or higher.
Course Type(s): none

CS 526 Cr. 3.0
Performance Evaluation
The role of performance evaluation in the product lifecycle. Introduction to Markov chains and elementary queuing theory; complementary roles of analytic and simulation methods and applications to performance evaluation of computer and communication systems.
Prerequisites: Computer Science 501B, 502, and 514, all passed with a grade of B- or higher.
Course Type(s): none

CS 528 Cr. 3.0
Database and Transactions Security
An overview of the methodologies to protect data. It covers both traditional and emerging security mechanisms and services, as well as the common threats and vulnerabilities of database and transaction processing systems. The topics include: discretionary and mandatory access controls in database systems, secure database design, data integrity, secure transaction processing, inference controls, and auditing. Also covers security models for relational and object-oriented databases, and security of databases in a distributed environment. Both theoretical and practical issues will be addressed in the course.
Prerequisites: Computer Science 517 and 518, both passed with a grade of B- or higher.
Course Type(s): none

CS 529 Cr. 3.0
Web Services and .NET
Introduction to web services. Theoretical and practical coverage of client-server architecture, communication protocols, messaging, including XML and SOAP transactions. .NET Framework architecture is used for the applications. We contrast with other platforms, e.g. Java-based web services. Students implement web services and simple clients on PC's or mobile devices.
Prerequisite: Computer Science 503 passed with a grade of B- or higher.
Course Type(s): none

CS 530 Cr. 3.0
Knowledge-Based Systems
Fundamental techniques in building knowledge-based systems using logic programming technology; applications of knowledge-based systems; prolog programming techniques; using advanced Prolog programming environments.
Prerequisites: Computer Science 502 and 509, both passed with a grade of B- or higher.
Course Type(s): none

CS 531 Cr. 3.0
Intelligent Interfaces
Computer-human interfaces that use speech understanding and image processing (such as handwriting).
Prerequisites: Computer Science 503 and 520, both passed with a grade of B- or higher.
Course Type(s): none
CS 532  
**Compiler Design**
The major techniques used in compiler writing, lexical analysis, syntax analysis, storage management, error detection and recovery, and code generation. Tools for compiler writing (LEX, YACC, etc.).  
Prerequisite: Computer Science 512 passed with a grade of B- or higher.  
Course Type(s): none

CS 533  
**Database System Implementation**
DBMS architecture, data storage and indexing, query processing and optimization, transaction management and recovery, and some issues related to advanced database applications.  
Prerequisites: Computer Science 502 and 503, both passed with a grade of B- or higher.  
Course Type(s): none

CS 535  
**Telecommunications**
In-depth coverage of the lower layers of the network hierarchy: Physical layer, Data Link layer, Network layer, and Transport layer.  
Prerequisites: Computer Science 502, 505, and 514, all passed with a grade of B- or higher.  
Course Type(s): none

CS 537  
**Client-Server Interfaces**
Design of client-server systems. This is a project-dominated course. Students from the AI stream will design and implement a distributed client-server system for some AI application, while students from the COMPUTER NETWORKS stream will be more involved in Transport layer issues. Coverage of the higher layers of the network hierarchy: Transport layer, Session layer, and Application layer. Programming with TCP and UDP.  
Prerequisites: Computer Science 505, 509, and 514, all passed with a grade of B- or higher.  
Course Type(s): none

CS 540  
**Model Building and Algorithms**
Solving real-world problems requires skills in model-building, model-selection and the application of appropriate algorithms. The applicable field of knowledge is basically Operations Research (OR). We discuss optimization (linear/integer programming, branch and bound, game theory), network and queuing models, and algorithms that may be applied in the solution of many practical problems arising, for example, in business, government, and private settings.  
Prerequisites: Computer Science 502, 503, and 514, all passed with a grade of B- or higher.  
Course Type(s): none

CS 545  
**Graphics**
Drawing with a graphics kernel, 2D and 3D transformations, view transformation, area filling, line and polygon clipping, hidden surface algorithms, curves and surfaces, Gouraud and Phong shading, pattern and texture mapping, fractals, and rendering using a ray-tracer.  
Prerequisite: Computer Science 509 passed with a grade of B- or higher.  
Course Type(s): none

CS 550  
**Computer System Architecture**
Computer system interconnection structures, central processing unit, control unit, microprogrammed control, memory organization, cache and virtual memory, computer arithmetic, RISC processors, introduction to parallel processing, and case studies.  
Prerequisites: Computer Science 502 and 503, both passed with a grade of B- or higher.  
Course Type(s): none

CS 551  
**Parallel Processing**
Parallel computer paradigms, parallel processing application, conditions of parallelism, scalable computer platforms, parallelism issues, performance metrics and benchmarking, speedup performance laws for parallel systems, parallel memory organization, interconnection networks, multiprocessing and multiprocessors, multicomputers, massively parallel systems, mapping applications to parallel systems, and case studies.  
Prerequisite: Computer Science 550 passed with a grade of B- or higher.  
Course Type(s): none

CS 560  
**Master's Seminar**
Emphasis on preparation, analysis, synthesis, and presentation of software system documentation, project progress reports, and technical papers based on literature research.  
Prerequisite: Completion of twenty one credits toward the M.S. degree, including four core courses, or permission of
CS 588 Cr. 1.0
Computer Science Practice and Experiences
Provides opportunity for Computer Science graduate students to obtain related experience in employment at a local company or institution with Monmouth University sponsorship. Available to Computer Science graduate students who have completed at least eighteen credit hours of graduate courses (500 level), with a minimum GPA of 3.00. Does not satisfy elective requirements. Students may take the course a maximum of two times.
Course Type(s): none

CS 598 Cr. 3.0
Special Topics in Computer Science
Subject matter varies with the interest of the students and of the professor teaching the course. The exact nature of the topic covered in any given semester is indicated in the student's transcript. Prerequisites: Computer Science 502 and 503, both passed with a grade of B- or higher.
Course Type(s): none

CS 618 Cr. 3.0
Data Mining
An introduction to the fundamental concepts, algorithms, and techniques of data mining. Topics include: data preprocessing, classification algorithms and techniques, anomaly detection, and the design of data warehousing and OLAP systems. Prerequisites: Computer Science 517 and 520; both passed with a grade of B- or higher.
Course Type(s): none

CS 625 Cr. 3.0
Internet Crawler
In-depth coverage of the crawler component of modern search engine. Examination of the architecture of crawlers; algorithms for visitation, retrieval and processing of Web pages; link analysis, (e.g. PageRank computation). Coverage of ethical and legal issues of customized Web robots. Students build automatic internet crawlers. Prerequisite: Computer Science 529 passed with a grade of B- or higher.
Course Type(s): none

CS 627 Cr. 3.0
Quantitative Systems Engineering
Development of methods and techniques for analyzing the performance of complex systems. Application to the performance engineering of computer/communications systems, including distributed computing/information systems and integrated telecommunications. Prerequisite: Computer Science 526 passed with a grade of B- or higher.
Course Type(s): none

CS 628 Cr. 3.0
Security of E-Systems and Networks
The fundamental techniques in security of e-based Systems and Computer Networks. E-based systems are ubiquitous in the modern world with applications spanning e-commerce, e-government, e-services, Virtual Private Networks (VPNs), health care, and government organizations. Deals with the fundamental concepts and tools of security of e-based systems and computer networks and its range of applications. Among the topics to be covered include: authentication of users, system integrity, confidentiality of communication, availability of business service, non-repudiation of transactions, public key cryptosystems, authentication and digital signature, e-security tools such as Public Key Infrastructure (PKI) systems, biometric-based security systems, trust management systems in communication networks, intrusion detection systems, protecting against malware, and computer network security risk management. Intended for graduate students in computer science, software engineering, and electrical engineering who have some background in computer networks and fundamentals of computer security. Prerequisite: Computer Science 518 passed with a grade of B- or higher.
Course Type(s): none

CS 635 Cr. 3.0
Wireless Network Systems and Security
Fundamental techniques in the design, operation, performance evaluation, and security of wireless network systems. Among the topics covered are first, second, third, and fourth generation wireless systems, cellular wireless networks, medium access techniques, physical layer, protocols (AMPS, IS-95, IS-136, GSM, GPRS, EDGE, WCDMA, cdma2000, etc), fixed wireless systems, personal area networks (PANs) including Bluetooth and Home RF systems, wireless local area networks (WLANs) technologies, architectures, protocols, and standards, and advanced topics. Security of WLANs, wireless sensor networks (WSNs), cellular systems, and Bluetooth and Home RF networks will be
Appendix A: Course Descriptions

dealt with as well. intended for graduate students in computer science, software engineering, and electrical engineering who have some background in computer networks.
Prerequisite: Computer Science 514 passed with a grade of B- or higher.
Course Type(s): none

CS 661 Cr. 3.0
Computer Science Advanced Project
A challenging project, such as the development of a large, complex program, done under the supervision of a faculty member.
Prerequisites: Completion of all foundation and core courses and departmental approval.
Course Type(s): none

CS 691 Cr. 3.0
Computer Science Thesis I
Independent investigation of special topics reflecting the research interests of the sponsoring professor. Provides students with an opportunity to do extended relevant research in collaboration with, or under the supervision of, a faculty member. Sequential registration of one or more credits is required until successful completion. (Minimum of six credits must be accumulated.)
Prerequisites: Completion of all foundation and core courses and departmental approval.
Course Type(s): none

CS 692 Cr. 3.0
Computer Science Thesis II
Independent investigation of special topics reflecting the research interests of the sponsoring professor. Provides students with an opportunity to do extended relevant research in collaboration with, or under the supervision of, a faculty member. Sequential registration of one or more credits is required until successful completion. (Minimum of six credits must be accumulated.)
Prerequisite: Computer Science 691.
Course Type(s): none

CS 698 Cr. 3.0
Advanced Special Topics
The advanced subject matter varies with the interest of the students and of the professor. The full syllabus for a specific offering will be filed with the STE and Graduate School Deans when it is scheduled. The exact nature of the topic covered in any given semester is indicated in the student’s transcript.
Prerequisites: Computer Science 502, 503, one core, and one 521+ level course, as per course syllabus, all passed with a grade of B- or higher.
Course Type(s): none

CS 699 Cr. 3.0
Independent Study in Computer Science
Independent study of a subject not substantially treated in a regular graduate course. Designed for students with superior abilities who, with guidance and direction from the supervising faculty member, can master a new subject. (Limited to students who have not yet taken Computer Science 699.)
Prerequisites: A minimum GPA of 3.50; completion of all foundation and core courses and departmental approval.
Course Type(s): none

CRIMINAL JUSTICE

CJ 500 Cr. 3.0
Theories and Methods of Geographic Information Systems
This course provides students with a solid foundation in the theories and methods of Geographic Information Systems. Students gain knowledge of important applications, as well as acquisition, accuracy, formatting management, analysis, and manipulation of data. When students complete this course, they are expected to know what GIS is, what GIS can and cannot do, how data is stored, and how data in GIS is manipulated and analyzed to satisfy a project’s goals.
Course Type(s): none

CJ 502 Cr. 3.0
Advanced Criminology
Professionals interested in the criminal justice system require a foundation in the criminological theories that underlie criminal behavior and rehabilitation. Provides the student with an opportunity to study and critically evaluate prominent criminological theories presented in the readings and research. Lectures emphasize the role of psychological principles, theories of learning, techniques of counseling, and psychopathology in the context of criminological theory on rehabilitation programs and on policy development. Also serves as a context for other graduate courses that pertain to the prison system and institutional treatment of offenders.
Course Type(s): none

CJ 510 Cr. 3.0
The American Penal System
Examines the history, philosophy, and organizational
structure of correctional systems in the United States, analyzing the various models of incarceration as they relate to punishment and rehabilitation.
Course Type(s): none

CJ 512 Cr. 3.0
Psychopathology
Advanced abnormal psychology; intensive investigation of current thinking regarding the etiology and development of aberrant behavior; theory in the light of experimental findings and clinical applications.
Course Type(s): none

CJ 515 Cr. 3.0
Institutional Treatment of the Offender
Provides the theoretical framework for the understanding of criminal behavior and the strategies employed in providing treatment and support services to the inmate. Focuses on techniques designed to facilitate the development of alternative behaviors. Attention will be given to problems that are especially relevant to penal institutions, e.g. violence, racial discord, sexual assault, and theories of punishment.
Course Type(s): none

CJ 525 Cr. 3.0
Applied Data Analysis in Criminal Justice
The examination, interpretation, and application of social statistical concepts in criminal justice; computerized data analysis techniques.
Course Type(s): none

CJ 530 Cr. 3.0
Criminal Justice Policy
The examination of opposing viewpoints on complex and sensitive issues in criminal justice. Emphasis on providing students with the ability to develop basic thinking skills and assisting students in evaluating sources of information.
Course Type(s): none

CJ 535 Cr. 3.0
Evaluation Strategies for Criminal Justice
Formulation of research problems and hypotheses; quantitative research designs; data collection strategies; data analysis methods.
Course Type(s): none

CJ 540 Cr. 3.0
Spatial Analysis and Modeling in Geographic Information Systems
Focuses on methods of spatial analysis and various kinds of modeling within GIS. Included are such topics as: 3-D terrain visualization and analysis, location and network modeling, map algebra, and spatial statistics.
Prerequisite: Criminal Justice 500.
Course Type(s): none

CJ 542 Cr. 3.0
Computer Application in Criminal Justice
Introduces computer basics, information system, and the Internet. Students will use several management-related applications, including spreadsheets, database, employee performance evaluations, and statistical analysis programs to develop an integrated database management system.
Course Type(s): none

CJ 545 Cr. 3.0
Seminar: Ethics, Law, and Society
Probes ethical issues that arise throughout the criminal justice system. Students will examine the fundamental meaning of justice, explore approaches to moral reasoning, and investigate issues such as the use of discretion, capital punishment, prisoners’ rights, and other ethics of criminal justice research.
Course Type(s): none

CJ 550 Cr. 3.0
Seminar: Police Administration
Examines the tasks and roles of police administrators for effective and efficient police operations. Police organization, policies, and rules will be analyzed for their impact on the delivery of police services.
Course Type(s): none

CJ 552 Cr. 3.0
Computer Crime
Understanding the nature of computer crime and the basic principles of technology in order to provide a foundation for criminal investigation.
Course Type(s): none

CJ 555 Cr. 3.0
Criminal Procedure and Constitution
A multidisciplinary examination of the major stages of the criminal process from arrest to trial. The course explores the effectiveness of criminal procedure, the Constitution, and the law in relationship to crime.
Course Type(s): none

CJ 560 Cr. 3.0
Seminar: Leadership and Management
Examines the role of leader or visionary in analyzing and
improving organizational operations in the criminal justice system. Emphasis is on the ability to assess and solve the complex problems facing criminal justice in the twenty-first century.

Course Type(s): none

CJ 562 Cr. 3.0
Graduate Criminal Justice Internship
Provides the student an opportunity to integrate academic theory with experiential learning. Each student will have an opportunity to focus on areas specific to his/her career objectives. Intern students will evaluate principles of the criminal justice system through on-site participation at an approved criminal justice agency. Executive writing opportunities will be an integral component of this course.

Course Type(s): none

CJ 565 Cr. 3.0
Comparative Criminal Justice Systems
Compares and contrasts the main similarities and differences among the major criminal justice systems in the world, including the civil law, common law, socialist law, and Islamic law families.

Course Type(s): none

CJ 572 Cr. 3.0
Civil Rights and Liberties
An examination of the Bill of Rights in contemporary America. The seminar analyzes the conflicting group interests, which advise around issues such as freedom of speech and assembly, church-state relations, and equal treatment before the law for members of minority groups.

Course Type(s): none

CJ 575 Cr. 3.0
Professionalism in Criminal Justice
An examination of major changes in politics, professionalism, and public order in society. Emphasis is on policing, criminal justice education, corrections, and jail management issues and examining the progress of, and obstacles to, improving training and split-second decision making.

Course Type(s): none

CJ 585 Cr. 3.0
Forensic Pathology
Designed to introduce students to concepts of forensic pathology with an emphasis on the recognition and interpretation of diseases and injuries in the human body that are the basis for medicolegal investigations. It presents an overview of the medicolegal investigative systems and the substance and mechanics of forensic pathology. The medical examiner, usually the pathologist, is primarily concerned with the investigation of violent, sudden, unexpected, and suspicious deaths. The medical examiner determines the cause and manner of death, identifies the deceased if unknown, determines the approximate time of injury and death, collects evidence from the body, issues a death certificate, and documents these events through an official autopsy report.

Course Type(s): none

CJ 590 Cr. 3.0
Internship in Crime Mapping

Course Type(s): none

CJ 595 Cr. 3.0
Geographic Information Systems, Crime Mapping, and Analysis
Incorporates GIS into criminal justice by including the use of crime mapping and analysis in problem solving. Takes a hands-on approach to many of the issues a criminal justice manager, officer, or crime analyst will face in pursuit of his/her work. Facilitates students' understanding of GIS and crime mapping theories, principles, concepts, and the software. Upon completion of the course, students will have developed two projects as part of their portfolio: one in crime mapping implementation and one in project design and analysis within their particular topic of study.

Prerequisite: Criminal Justice 500.

Course Type(s): none

CJ 598 Cr. 1.0 - 3.0
Special Topics in Criminal Justice
Subject matter varies with the interest of the students and the professor. The exact nature of the topic covered in any given semester is indicated in the student's transcript. Permission of the program director is required.

Course Type(s): none

CJ 599 Cr. 3.0
Independent Study in Criminal Justice
Development and execution of a relevant reading and research project leading to significant written work designed by the student in consultation with the professor. The subject chosen for study should be related with any area of Criminal Justice of special interest for the student. Students applying for this course must demonstrate
their knowledge of research techniques and their abilities to apply them to the specific area of studies chosen. It is also required that the student should be able to present the results of his/her research in appropriate written and oral form.

Course Type(s): none

**CJ 610**  
*Introduction to Homeland Security: Principles and Policies*  
Overview of homeland security basic management concepts, issues contributing to terrorist acts and critical analysis of terrorist activities.

Course Type(s): none

**CJ 615**  
*Terrorism: Crisis and Trauma*  
Explore the psychological impact of terrorism, including psychiatric disorders, physiological changes, and social/family disruption. Strategies and techniques for identifying trauma and skill for intervention will be discussed.

Course Type(s): none

**CJ 620**  
*Terrorism: Causes and Consequences - The Unconventional Threat*  
Provides students with an in-depth examination of the unconventional threat of terrorism and its impact on the Homeland Security enterprise by exploring the overall phenomena of terrorism as well as the complex motivations, ideologies, goals and tactics of various domestic and international groups. Cultural, religious and economic influences on terrorism, and media impact, will be considered. Students will analyze these groups in light of historical, contemporary and potential future acts of terrorism in order to understand the causes, consequences, and impact terrorism has on our society. Balances out topical issues related to state terrorism, political terrorism, religious and apocalyptic violence, the media and terrorism, weapons of mass destruction, terrorist tactics and targeting, and the operational and organizational dynamics of terrorism.

Course Type(s): none

**CJ 625**  
*Terroristic Crime Scene Investigation*  
Utilizing modern investigative technology in terrorist crime scenes; specialized evidence collection; role of crime scene manager.

Course Type(s): none

**CJ 630**  
*Intelligence for the Homeland Security Practitioner*  
Acquaints students with the concepts and practices involved in the process of collecting, analyzing and evaluating intelligence and in managing the intelligence function, as well as the influence of intelligence in shaping homeland security decision making at the federal, state and local levels. It examines the structures, roles, and interactions of the foreign and domestic intelligence communities, the intelligence gathering and analysis of capabilities of criminal justice and private sector entities, and the use of intelligence processes to support homeland security investigations, planning, and intelligence applications to support strategic decision making.

Course Type(s): none

**CJ 635**  
*Weapons of Mass Destruction*  
Focus on the practical and theoretical aspects of preparing for, and dealing with, incidents involving weapons of mass destruction. Discussion on the various devices and the means of delivering damage. Analysis of the intelligence approaches to reduce such an event.

Course Type(s): none

**CJ 640**  
*Multidisciplinary Approach to Homeland Security*  
Acquaints students with the concepts and practices among the various disciplines within the homeland security domain that provide the architecture for the nation’s preparedness strategy. Provides an understanding of how the law, constitution and interaction between the various disciplines of homeland security and defense, in theory and practice affect the development and execution of homeland security operations, strategies, and policies in general. Explores the collaborative efforts of multiple disciplines drawn from all levels of the public and private sectors, how they integrate with one another, and how they collectively factor into the prevention of, response to, and recovery from major events. Conversely, it will enhance the students understanding of the various disciplines associated with homeland security including law enforcement, fire services, emergency management, infrastructure custodians, the military, public health, and government administrators.

Course Type(s): none

**CJ 650**  
*Cyber Terrorism*  
Explores how new technology throughout the world has contributed to terroristic crimes and how information and
communication technology (ICT) has become a tool, a target, and a place of criminal activity threatening national security. Topics of study include: the information environment as crime scene, computer use in crimes, political terrorism, hacking, unauthorized access, and identity theft.

Course Type(s): none

**CJ 691**  
**Criminal Justice Thesis I**  
Independent investigation of special topics reflecting the research interests of the sponsoring professor.  
Prerequisites: Criminal Justice 502, 525, 530, and 542.  
Corequisite: Criminal Justice 535.  
Course Type(s): none

**CJ 692**  
**Criminal Justice Thesis II**  
Independent investigation of special topics reflecting the research interests of the sponsoring professor.  
Prerequisite: Criminal Justice 691.  
Course Type(s): none

**CJ CPE**  
**Comprehensive Exam**  
Criminal Justice Comprehensive Exam  
Course Type(s): none

**EDUCATION - CURRICULUM AND INSTRUCTION**

**ED 507**  
**Issues and Problems in Education**  
Major issues and problems affecting education are presented with historical perspectives for understanding the context in which these concerns arose.  
Course Type(s): none

**ED 510**  
**Foundations of Education**  
An introduction to education in the United States. Principles and practice for instructional delivery are presented. The history of education and philosophical, political, psychological, and social perspectives related to educational practice are explored. Contemporary issues and controversies in American education are highlighted. Fieldwork hours required for Education majors.  
Course Type(s): none

**ED 524**  
**Research in Teaching Practice**  
Research in education related to contemporary teaching practice will be emphasized. Introduction to qualitative and quantitative approaches from different theoretical perspectives is presented. Content will include: literature reviews, analysis and implication of existing research, classroom observation skills, and the role of the teacher as reflective practitioner. For Education majors only.  
Course Type(s): MAT

**ED 528**  
**Middle Level Learning and Teaching**  
The candidate will examine aspects of middle-level schooling that are responsive to the nature and needs of adolescents. The candidate will apply knowledge of adolescents' cognitive and affective development to design learning environments and to structure and implement learning experiences that effectively promote academic achievement and personal growth for all middle-grade students. Fieldwork is required.  
Prerequisites: Education 510 and 550.  
Course Type(s): none

**ED 529**  
**Content Literacy**  
Focuses on theory, methods, strategies, and materials for teaching literacy in all content areas, with an emphasis at the secondary level of education. The use of literature in all content areas will be explored, leading to a better understanding of the interdisciplinary approach to learning at the secondary level. Fieldwork hours are required.  
Course Type(s): none

**ED 533**  
**Contemporary Issues in Science Education**  
Examines current topics of special interest in science content and curriculum to a variety of students. Can be designed individually, based on strengths of students and their interest in personal professional development in an area of concentration in science curriculum. Valuable for practicing teachers at the elementary, middle, or high school level and/or those who wish to learn more about science teaching and content.  
Course Type(s): none

**ED 537**  
**Science and Society in the Twenty-First Century**  
Examines the developments in science knowledge and their impact on society over the last century and predicts
changes that might occur in the twenty-first century. We
are the only species on earth that has the power to
change our environment and the ability to comprehend
the universe. Students will explore major scientific
advances over the past 100 years and the resulting prob-
lems that these advances have wrought. Valuable for
practicing teachers at the elementary, middle, or high
school level and/or those who wish to learn more about
the history and sociology of science.
Course Type(s): none

ED 550 Cr. 3.0
Teaching Diverse Populations
Addresses two issues in today's field of education: ESL
students in mainstream classrooms and students with spe-
cial needs in inclusion classrooms. The relevant topics will
be explored from a multicultural perspective to provide
teacher candidates with a theoretical foundation, an under-
standing of their legal responsibility, and an opportunity to
design instruction addressing various needs of diverse stu-
dents in an inclusive setting. Fieldwork is required.
Prerequisite: Education 510.
Course Type(s): MAT

ED 552 Cr. 3.0
Child and Adolescent Development
Psychological, sociological and physiological develop-
ment related to academic functioning of children and ado-
lescents. Learning theories studied are related to current
educational concerns in this age group. For Education
majors only.
Course Type(s): none

ED 554 Cr. 3.0
Supplemental Instruction in Reading and
Mathematics
Focus on supplemental instruction for reading and mathe-
matics in educational settings from grades 6-8 but draws
heavily on assessment and analysis of student errors
from Pre-K to 5 as well. Extensive opportunities for diag-
osis and planning for remedial intervention in reading
and mathematics will be provided.
Prerequisites: Education 556 and Educational Leadership
575.
Course Type(s): MAT

ED 556 Cr. 3.0
Teaching Elementary Mathematics
Provides elementary teacher candidates with a modern
vision of elementary mathematics and beyond.
Candidates will learn to create a math classroom where
students of diverse backgrounds and abilities can con-
struct a conceptual as well as a procedural understanding
of mathematics. Fieldwork is required.
Prerequisites: Education 510, 550 and 552.
Course Type(s): none

ED 560 Cr. 3.0
Methods of Teaching in Secondary Education
A general methods course designed for candidates who
are preparing to teach in subject-specific classrooms in
high school environments. Provides an integrated per-
spective of general teaching methods from grade 9
through grade 12. Fieldwork is required.
Prerequisites: Education 510, 550, and 552; and permis-
sion of the MAT program director.
Course Type(s): none

ED 562 Cr. 3.0
Methods of Teaching Science at the Elementary
Level
Provides an integrated perspective of teaching science at
the elementary level. This perspective will allow future
elementary teachers to understand how foundational sci-
ence concepts should be taught. It will allow future ele-
mentary teachers to appreciate the developmental needs
of early learners and the corresponding pedagogy uti-
lized. Predominantly hands-on, interrelated to the national
and New Jersey Science Core Curriculum Content
Standards, providing usable materials adapted to each
student's needs. Fieldwork is required.
Prerequisites: Education 510, 550, and 552.
Course Type(s): none

ED 563 Cr. 3.0
Assessment and Treatment of Literacy Problems
Focus is on authentic assessment and corrective teaching
strategies to address literacy problems from a develop-
mental perspective. Techniques and methods for at-risk
learners will be emphasized. Strategies that guide stu-
dents to self-monitor their literacy acquisition will be
addressed.
Prerequisite: Educational Leadership 503.
Course Type(s): none

ED 564 Cr. 3.0
Preparing for School Mathematics: Secondary
Provides secondary-mathematics teacher candidates with
knowledge for teaching secondary mathematics.
Candidates will learn to create a math classroom where
students of diverse backgrounds and abilities can con-
struct a conceptual, as well as a procedural, understand-
ing of mathematics. Fieldwork is required.
Prerequisites: Education 510, 550, and 552.
Course Type(s): none

ED 565 Cr. 3.0
Methods of Teaching Mathematics for Secondary School Part II
Extends the study of secondary methodology begun in ED 564. The intent is to deepen the understanding of future secondary-school teachers in the complexities of the secondary-mathematics curriculum and build their competencies at the level of instructional implementation. Instructional methodologies studied will be more broadly applied to more advanced mathematical concepts. Fieldwork is required.
Prerequisite: Education 560 or 564.
Course Type(s): none

ED 566 Cr. 3.0
Methods of Teaching Science at the Secondary Level I
Provides the candidates with an understanding of the concepts and relationships of science to support student learning. The teaching strategies and techniques are based on research and emphasize the need to provide equal opportunities for all learners. Focuses on teaching science through inquiry as defined by state and national standards for science education. Fieldwork is required.
Prerequisites: Education 510, 550, and 552.
Course Type(s): none

ED 567 Cr. 3.0
Methods of Teaching Science at the Secondary Level II
Science methods for initial M.A.T. students at the secondary level. Provides active learning of science concepts through various inquiry activities. Following the learning theories that have produced both the National Science Education Standards and the New Jersey Core Curriculum Content Standards for science, this course will utilize projects, cases, and problems in real-world settings using a diversity of instructional methods and strategies to provide each student with the opportunity to learn how to teach inquiry and problem-solving across the sciences. Designed for those with a strong background in science. Fieldwork is required.
Prerequisite: Education 560 or 566.
Course Type(s): none

ED 576 Cr. 3.0
Teaching Social Studies at the Elementary Level
Introduces the P-8 teacher certification candidates to the social studies curriculum and methods. Emphasizes national and state standards for social studies education cross-curriculum integration, particularly world languages and culture, personal and social problem solving, and situated cognition in social studies education learning. Fieldwork is required.
Prerequisites: Education 510, 550, and 552.
Course Type(s): none

ED 578 Cr. 3.0
Methods of Teaching English at the Secondary Level
Prepares candidates to teach English/language arts at the secondary level (grades 7-12) by providing the essential knowledge, skills, and strategies grounded in research and related to effective classroom instruction. Emphasizes the use of literature and the integration of the components of literacy, namely reading, listening, speaking, and viewing. The New Jersey Core Curriculum Standards will be an integral part of the course. Fieldwork is required.
Prerequisites: Education 510, 550, and 552.
Course Type(s): none

ED 579 Cr. 3.0
Teaching Social Studies and Cultural Education at the Secondary Level
Introduces the middle- and secondary-level teacher certification candidate to social studies curriculum and methods. Emphasizes national and state standards for social education curriculum across the social science disciplines. Fieldwork is required.
Prerequisites: Education 510, 550, and 552.
Course Type(s): none

ED 580 Cr. 3.0
Secondary Social Studies Education Part II
Expands and further develops competencies covered in Part I. Instructional methodologies focusing on a constructivist, student-centered approach will be explored. Targets strategies for future secondary teachers to meet the New Jersey Core Curriculum Content Standards for Social Studies to include: infusing Economics and Geography into the curriculum, developing greater technology coalescence, extending cross-curriculum lesson plans, embracing a pluralistic approach, and expanding
multicultural themes. Curse design will foster the development of effective inquiry-based curriculum activities making effective use of community-based resources. Fieldwork is required.
Prerequisite: Education 560 or 579.
Course Type(s): none

ED 582 Cr. 3.0
World Language Education
Issues and practices in world language education. Fieldwork is required.
Prerequisites: Education 529, 550, and Foreign Language 599.
Course Type(s): none

ED 583 Cr. 3.0
Theories and Practice of ESL Instruction Part I
With an emphasis on teaching English through content, Part I of this two-semester course introduces the history of ESL teaching and critically explores exemplary curriculum designs and methods of teaching ESL. A wide range of ESL instructional strategies will be introduced and practiced. Both instructional design and implementation will be the focus for practice with the embedded language acquisition/learning theories and research studies carefully examined. Fieldwork is required.
Prerequisites: Education 529, 550, and English 563.
Course Type(s): MAT

ED 584 Cr. 3.0
Theories and Practice of ESL Instruction Part II
A continuation of Part I, examines public issues pertinent to ESL education with an emphasis on making connections between theories or research findings and classroom practice. While more approaches to ESL instruction will be introduced, a wide range of ESL instructional materials, services, and assessment measures will be introduced and explored. Fieldwork is required.
Prerequisite: Education 583.
Course Type(s): none

ED 585 Cr. 3.0
Methods of Teaching English at the Secondary Level Part II
A continuation of Part I. Expands teacher candidates' understanding of the intricacies of curriculum design and planning and builds their teaching competencies in English/Language Arts at the secondary level (grades 7-12). Teacher candidates will have increased opportunities to apply theory and refine practice in the use of print and nonprint texts and in the integration of the English Language Arts. The NCTE/IRA English Language Arts Standards and the New Jersey Core Curriculum Standards for Language Arts/Literacy will be applied throughout the course. Fieldwork is required.
Prerequisite: Education 560 or 578.
Course Type(s): none

ED 586 Cr. 3.0
Bilingual Education: Theories and Practices
Emphasizing on teaching content in bilingual/bicultural education, an understanding of bilingual development and available dual language program models for language and literacy development. How bilingual/bicultural programs based on community needs can be developed, implemented, and assessed will be explored with the embedded theories and research studies in bilingual/bicultural education carefully examined. Fieldwork is required.
Prerequisite: Education 583.
Course Type(s): none

ED 587 Cr. 3.0
Integrated Methods in K-12 Education
In-depth understanding and application of curriculum and instruction in K-12 education. Fieldwork is required.
Prerequisites: Education 510, 550, and 552 and a minimum GPA of 3.00.
Course Type(s): none

ED 593 Cr. 9.0
Student Teaching
Student teaching for teacher candidates provides experiences with regular and special education students. Under college supervision and working with a cooperative teacher, student teacher candidates assume full responsibility for lesson planning and teaching.
Prerequisites: Passing score on the appropriate Praxis test(s) prior to registration and completion of all coursework. Permission of the MAT Director is required to register.
Course Type(s): none

ED 594 Cr. 9.0
Supervised Student Teaching
Student teaching for teacher candidates provides experiences with regular and special education students. Under college supervision and working with a cooperative teacher, student teacher candidates assume full responsibility for lesson planning and teaching.
Prerequisites: Passing score on the appropriate Praxis test(s) prior to registration and completion of all coursework.
Appendix A: Course Descriptions

Permission of the MAT Director is required to register.

Course Type(s): none

ED 596 Cr. 3.0
Methods of Teaching Health K-12
Focuses on the planning, development, and teaching of health education in K-12 school settings. Emphasis will be placed on using recent data and contextual information to design instruction that focuses on the importance of exercise, family and community, school and work environments, and diet to promoting and maintaining good health throughout life for students with diverse needs and from diverse backgrounds. Fieldwork is required.
Prerequisites: Education 510, 550, and 552.
Course Type(s): none

ED 597 Cr. 3.0
Methods of Teaching Physical Education K-12
Designed to present current methods and techniques of teaching physical education to students in grades K-12. Particular attention will be on new techniques for adjusting tasks for a wide variety of children's interests, abilities, and learning styles, and ensuring safe use of equipment in physical education. As well, lifetime sports and activities for students with diverse needs and from diverse backgrounds will be highlighted. Fieldwork is required.
Prerequisites: Education 510, 550, and 552.
Course Type(s): none

ED 598 Cr. 3.0
Special Topics in Education
The subject matter varies with the interest of the students and the professor teaching the course. The exact nature of the topic covered in any given semester is indicated in the student's transcript. Permission of the program director is required.
Course Type(s): none

ED 599 Cr. 1.0 - 3.0
Independent Study in Education
Independent research in education in an area not substantially treated in a regular course offering, under the supervision of an Education faculty member; written evaluation of the research is required. For students with superior ability.
Course Type(s): MAT

ED 606 Cr. 3.0
Diversity in Education
Dealing with cultural differences in multi-ethnic and plural-istic school settings. The nature of the school as a social system.
Course Type(s): MAT

ED 608 Cr. 3.0
Curriculum in the Classroom
Today's practitioners must strike a balance between state and national curriculum standards and the needs and expectations of their own classroom. Candidates will examine various facets of curriculum specific to their professional environment.
Course Type(s): none

ED 610 Cr. 3.0
Education in a Democratic Society
Critical examination of ideas, purposes, and aims of schooling in historical and cultural contexts; explores ethical and research issues related to teaching and learning in ways that enhance democratic practices.
Course Type(s): none

ED 616 Cr. 3.0
Fundamentals of Curriculum Studies
The emergence of the field from the early twentieth century. Surveys the foundations of the field of curriculum studies at large, examines the standardization movement of the institutional curriculum and culminates in a critical examination of NCLB. Candidates will consider the importance of study tied to socially responsive curricular design.
Course Type(s): none

ED 618 Cr. 3.0
Survey of Curricular Paradigms
Provides an examination of the field of Curriculum Studies through the lens of key paradigms and perspectives.
Course Type(s): none

ED 620 Cr. 3.0
Philosophy and Curriculum
Serves to extend the examination of the evolution and current conditions of the field of curriculum studies initiated in fundamentals of curriculum studies. Introduces the work of core philosophies that inform contemporary curriculum work and encourage participants’ analysis of various influential voices in the field. Primary goals are to engage in critical discussions about the work of various philosophers who have influenced the field of curriculum studies and conceptualize connections between those works and our daily practice in the field.
Course Type(s): none
ED 624 Cr. 3.0
Research in Teaching Practice
Research in education related to contemporary teaching practice will be emphasized. Introduction to qualitative and quantitative approaches from different theoretical perspectives is presented. Content will include literature reviews, analysis and implication of existing research, classroom observation skills and the role of the teacher as reflective practitioner.
Course Type(s): none

ED 626 Cr. 3.0
Assessment Practice Now and When
Theory and practice of educational testing, development of and use of tests and alternative forms of assessment, analysis and interpretation of assessment results to monitor student progress, inform instruction, evaluate student achievement, and evaluate programs. Emphasis is placed on alternative and authentic forms of assessment that complement and support the standardized testing system. Through examination of techniques and strategies that characterize quality assessment, students will develop a philosophy of assessment supportive of classroom evaluation and understanding that fosters student growth and learning.
Course Type(s): none

ED 630 Cr. 3.0
Research in Curriculum Studies
The possession of effective research skills is an integral and necessary proficiency for success in the field of Curriculum Studies. Candidates will engage in the exploration of both qualitative and quantitative research methodologies. They will then design an investigation, apply for Institutional Research Board approval, and conduct a study relevant to their professional milieu and the field.
Prerequisite: Education 624.
Course Type(s): none

ED 632 Cr. 3.0
Classroom Technologies and Educational Media
Emphasis on commercially available computer software; analysis and evaluation of software design and documentation. Continuation of children's programming languages and word processing. Access to a microcomputer provided.
Course Type(s): none

ED 645 Cr. 6.0
Theories and Practice of ESL Instruction
With an emphasis on teaching English through content, this two-semester course will introduce the history of ESL teaching and critically explore exemplary curriculum designs and methods of teaching ESL. A wide range of ESL instructional strategies and assessment measures will be introduced and practiced. Both instructional design and implementation will be the focus for practice with the embedded language acquisition/learning theories and research studies carefully examined.
Course Type(s): none

ED 658 Cr. 3.0
Advanced Curriculum Studies
A comprehensive study of the theory and practice of designing, evaluating, and implementing valid and effective P-12 curricula.
Course Type(s): none

ED 670 Cr. 3.0
Qualitative Research: Principles and Practices
An introduction to the methods of qualitative research. A reading-based discussion/seminar focusing on methodological issues and an exploration of the variety of methods used in executing qualitative studies. Offers students a theoretical foundation for this form of inquiry and an opportunity to engage in research. Applicable to a variety of social inquiry disciplines.
Course Type(s): none

ED 680 Cr. 3.0
Advanced Professional Development Seminar for Teachers
This capstone seminar will support candidates for the degree in producing electronic portfolios, teacher research plans for teaching improvement, presentation of research, and self-reflection for future professional growth.
Course Type(s): none

ED 698 Cr. 3.0
Special Topics in Curriculum and Instruction
The subject matter varies with the interest of the candidates and the professor teaching the course. The exact nature of the topic covered in any given semester is indicated on the candidate's transcript. The course curriculum will include a variety of readings, as well as a research-based summative course assessment.
Prerequisite: Permission of the program director.
Course Type(s): none
ED 699 Cr. 3.0
Independent Study in Education
Independent research in education in an area not substantially treated in a regular course offering, under the supervision of an Education faculty member; written evaluation of the research is required. For students with superior ability.
Prerequisites: Prior permission of the directing professor and department chair. Application must be filed before registration.
Course Type(s): none

EDC 500 Cr. 3.0
Introduction to Professional Counseling
Designed as an introduction to the counseling profession with an emphasis on school counseling and student affairs. Traces the history of the school counseling profession, exposes the student to theoretical positions and approaches of counselors, orients the student to an initial understanding of legal and ethical obligations, prepares the student for school counseling, student affairs and the culture of schools and university, differentiates school counseling and student affairs from other counseling specialties and other school professionals, and provides the basis for continued studies in the counseling program.
Course Type(s): none

EDC 501 Cr. 3.0
Student Affairs and College Counseling
A comprehensive study of the theory and practice of student affairs and college counseling with an emphasis on preparing students to work in professional positions in higher education for the purpose of demonstrating the knowledge, skills and practices necessary to promote the development of postsecondary students.
Course Type(s): none

EDC 505 Cr. 3.0
Counseling and Ethical Practice
An intensive introduction to counseling skills and ethical principles within the school/university environment. Skills in counseling responses, feedback, goal setting, termination and follow-up are practiced in a clinical setting. Integration of ethical and legal procedures into school counseling/student affairs practice with children, families, and young adults is emphasized. A combination of theory and practice through role-play, videotape practice, and supervisory feedback.
Course Type(s): none

EDC 510 Cr. 3.0
Human Growth and Development
A study of principles and concepts of cognitive, personality, and social development from conception through death. An overview of empirical research and theoretical frameworks used in the study of life-span human development with a special emphasis on school-age and young adult populations. Uses both lecture and seminar formats. Students should be able to discuss the major theoretical questions involved in the study of life span development, as well as be able to discuss current findings in the areas of social, cognitive, personality, and moral development and the implications for student success in school and throughout the life span.
Course Type(s): none

EDC 515 Cr. 3.0
Risk and Resiliency in Children and Adolescents
Examines the developmental trajectory for at-risk children and adolescents and factors that promote resilience. Thoroughly examines the etiology of alcohol and drug abuse. Factors that contribute to school failure and success will also be addressed. Candidates will be able to identify risk (e.g. poverty, disabilities, child maltreatment, etc.) and protective factors and identify interventions that promote positive developmental outcomes.
Course Type(s): none

EDC 520 Cr. 3.0
The Group Experience
Designed to encompass the experience of participating in a counseling group. It will simulate the group experience over the course of one academic semester. Topics that will be addressed during the course of the semester will include ethnic identity development, self-awareness, as well as other counselor issues. Designed to understand what it is like to be a member of a counseling group. A pass/fail course, solely based on attendance, participation, and disposition.
Prerequisite: Educational Counseling 535.
Course Type(s): none

EDC 525 Cr. 3.0
Assessment for Counseling
Covers the theories and practice of selection, administration, and interpretation of various instruments used in school and university settings to measure achievement, intelligence, aptitude, and ability with an overview of the ethical and legal use of these instruments. Statistics necessary to understand test data will be examined as well as strategies necessary to communicate test results to
clients, parents, adults, and school personnel. Part theory and part skill laboratory where students will practice the administration of various educational instruments.

Course Type(s): none

EDC 530 Cr. 3.0
Counseling Theory and Practice
Explores the major counseling theories and related techniques with emphasis on translating counseling theory into effective practice with children, adolescents, adults, and families in schools and universities. Special attention is given to experiential analysis and the demonstration of effective school counseling skills using the various theoretical modalities. Part theory and part counseling skills laboratory with intensive role play, discussion and feedback.
Prerequisite: Educational Counseling 500.
Course Type(s): none

EDC 535 Cr. 3.0
Diversity and Social Justice
Experiential and clinical opportunities to become multiculturally competent school/university counselors as well as to understand students and their families within their unique cultural, historical, and ethnic contexts. Emphasis is placed on individual, group and systemic counseling models and interventions to promote multicultural sensitivity, diversity, equity, and access for all students.
Extensive personal development experiences, role play, and Triad Model practice are provided.
Prerequisites: Educational Counseling 500, 505, and 530.
Course Type(s): none

EDC 540 Cr. 3.0
Group Counseling
Designed to provide an overview of the basic process, dynamics, theoretical components, and developmental aspects of group counseling. It encompasses an increase in counselor skills, group leadership and facilitation. Emphasis is placed on understanding the diversity of students and their families. Combines the use of lectures, discussion, experiential exercises, readings, and journaling to advance students’ knowledge and skills in group counseling. Emphasis on working with diverse groups is also integrated into the course. Students will explore group leader and member roles through participation in various group situations.
Prerequisites: Educational Counseling 500, 505, and 530.
Course Type(s): none

EDC 545 Cr. 3.0
Career Development and Counseling
Designed to explore career counseling, development theory, and practices with consideration for life roles, diversity issues, and nontraditional careers within the context of a school and university settings. Theories, models, techniques, and resources including consultation relevant to decision making, assessment, career planning, and placement are addressed with attention to computer-based applications and Internet resources.
Prerequisites: Educational Counseling 500, 505, and 530.
Course Type(s): none

EDC 550 Cr. 3.0
Counseling At-Risk Children and Families
Counseling, intervention, and referral techniques for at-risk children, adolescents and their families with intensive practice in family counseling and crisis intervention skills. Family theory and applications for practical skills in the school environment are emphasized through various experiential learning activities. The school counselor’s role as an advocate and direct service provider for students and their families with multiple risk factors is emphasized.
Prerequisites: Educational Counseling 500, 505, and 530.
Course Type(s): none

EDC 555 Cr. 3.0
School Counseling Program Planning and Consultation
A comprehensive data-driven overview of the theory and practice for designing, implementing, and evaluating a comprehensive school counseling program P-12. Consultation within a school setting will be emphasized in this course. Multidimensional approaches will be studied, including school-based consultation, case consultation, systems consultation, and consultation with a school counseling program. Empirical research will be utilized in conjunction with school counseling programs based on national standards.
Prerequisites: Educational Counseling 500, 505, and 530.
Course Type(s): none

EDC 560 Cr. 3.0
Consultation Procedures for Counseling
Explores foundational concepts, theories, and models fundamental to school-based practices. Multidimensional approaches will be studied, including school-based consultation, case consultation, systems consultation, and consultation with a school counseling program. Consultation procedures are emphasized as a central part of the school counselor competencies in a multicultural
Appendix A: Course Descriptions

EDC 565  Cr. 3.0
Supervision of Counselors
Explore current foundational concepts, theories, and models fundamental to the administration of supervision of school counselors, and student service professionals within an educational environment. Multidimensional approaches to clinical supervision will be addressed using supervision models, including practical experience for counseling professionals who have responsibility directing the personal and professional development of school counselors. Critical analysis of theories of counselor supervision, techniques associated with theories, and assessment of supervision models will be examined. Also explores the benefits and shortcomings of individual versus group supervision, with particular focus on characteristics that make for a competent supervisor and effective supervisory relationships. Further explores the role of both supervisor and supervisee, ethical and legal considerations, evaluative criteria, cultural and gender issues, research and social justice.
Course Type(s): none

EDC 570  Cr. 3.0
Alcohol and Drug Abuse Programs and Services
A comprehensive study of alcohol and drug programs and services in the school and community including research-based prevention and intervention programs, chemical health curricula, policy, and staff development. Emphasis on the role of the substance awareness coordinator in organizing and coordinating intervention and referral services and multidisciplinary intervention teams.
Course Type(s): none

EDC 575  Cr. 3.0
Alcohol and Drug Assessment and Counseling
A comprehensive approach to assessment and treatment planning with alcohol and drug-affected students, including the intake interview, clinical assessment, and administration and interpretation of formal and informal instruments. Attention is given to the roles of the substance awareness coordinator and the counselor in assessment, referral, and intervention.
Course Type(s): none

EDC 580  Cr. 3.0
Behavioral Issues in Counseling
Designed to explore the contemporary behavioral issues that affect pre-school through university level students and their families. Emphasis will be placed on a comprehensive understanding of commonly encountered behavioral issues such as ADD/ADHD, Persuasive Development Disorders, and Mood Disorders. Students will learn the process of identification, assessment, intervention, and follow-up of working with students with such issues.
Course Type(s): none

EDC 598  Cr. 3.0
Special Topics in Educational Counseling
The subject matter varies with the interest of the students and the professor. The exact nature of the topic covered in any given semester is indicated on the student's transcript.
Course Type(s): none

EDC 599  Cr. 3.0
Independent Study in Educational Counseling
Independent research in education in an area not substantially treated in a regular course offering; under the supervision of a counseling faculty member; written evaluation of the research is required. For students with superior ability.
Prerequisites: Prior permission of the directing professor and department chair. Application must be filed before registration.
Course Type(s): none

EDC 600  Cr. 3.0
Practicum in Counseling
An intensive supervised 100-hour, field-based experience in the school or university, which provides an orientation to the school counselor's role within a school counseling program or student affairs program. Provides supervised opportunities to practice individual and group counseling skills along with day-to-day tasks of the school counselor/student affairs professional. Additionally, intensive individual and group supervision is provided through videotaped and/or audio taped sessions.
Prerequisites: Educational Counseling 500, 505, 530, and completion of twelve credits.
Course Type(s): none

EDC 601  Cr. 3.0
Internship in Counseling I
An intensive internship, supervised 300-hour field based experience, which allows students who have completed
the practicum to participate in a range of professional experiences expected of a school counselor or student affairs professional. Includes a requirement of documented supervised work as a student school counselor under the supervision of a practicing school counselor/student affairs professional and intensive individual and group supervision in the university seminar through videotaped and/or audio taped sessions.

Prerequisites: Educational Counseling 500, 505, 525, 530, 540, and 600, and completion of twenty four credits.
Corequisite: EDC Comprehensive Exam.
Course Type(s): none

EDC 602 Cr. 3.0
Internship in Counseling II
An intensive, supervised 300-hour-field-based experience, which allows students who have completed the practicum to participate in a range of professional experiences expected of a school counselor or student affairs professional. Includes a requirement of documented supervised work as a student school counselor under the supervision of a practicing school counselor/student affairs professional and intensive individual and group supervision in the university seminar through videotaped and/or audio taped sessions.
Prerequisite: Educational Counseling 601.
Course Type(s): none

EDC 604 Cr. 3.0
Clinical Practice in Addiction
Evaluates the clinical implications of substance use and abuse at three levels of social work practice. On the micro level, clinical implications including symptomatology, etiology, and physiology of substance use will be addressed. Assessment and treatment theory and techniques will be explored, implemented and evaluated. On a mezzo level, the effects of the extended family and systemic community of those who use substances are addressed. Strategies for meeting those needs will be researched and evaluated. Lastly, on the Macro level, existing resources available and active policy regarding substance abuse will be critically studied, and potential proposed changes will be discussed. Also listed as Social Work 604.
Course Type(s): none

EDC 605 Cr. 3.0
Clinical Practice with Families and Children
Understanding of family practice theory and intervention with a focus on core subsystems and operations of the family. Different family types, ethnic backgrounds and cultures as well as gender differences and issues of power and control are topics included. Also listed as Social Work 605.
Course Type(s): none

EDC 610 Cr. 3.0
SAC Internship
A supervised three-credit, 300 hour, field based, supervised experience in the school, which allows students to intern as a student assistance coordinator. This is the culminating activity of the student assistance coordinator program in which students will apply what they have learned in a school setting.
Prerequisites: Fifteen credits and permission of the instructor.
Course Type(s): none

EDC CPE Cr. 0.0
Counseling Preparatory Comprehensive Examination
Course Type(s): none

EDUCATION – EDUCATIONAL LEADERSHIP

EDL 502 Cr. 3.0
Development and Learning in Early Childhood
Studies designed to foster understanding of the dynamic continuum of development and learning in children from birth through age eight. Typical and atypical development of young children is addressed through a multicultural perspective. Developmental factors that impact learning in preschool and the primary grades are emphasized. Approaches to learning grounded in developmental theory are presented with an emphasis on developmentally appropriate practice.
Course Type(s): none

EDL 503 Cr. 3.0
Literacy Instruction
Content focuses on principles, methods, and materials applicable to teaching, reading, and writing to the beginning and skilled reader. Topics will include current approaches for developing literacy within a diverse popula-
tion of learners. Comprehension, content, and vocabulary strategies are presented. The writing process and writer’s workshop are explored. Prepares students for participation in school-based experience. Fieldwork is required.
Course Type(s): none

EDL 504 Cr. 3.0
Introduction to Educational Leadership and Supervision for Student Learning P-12
An introduction to the conceptual, theoretical, and practical foundations of educational administration and supervision. Examines the knowledge and research base of learning theory and the role of administrators and supervisors as instructional leaders in transferring theory into best practices to enhance student learning and sustain professional learning communities.
Course Type(s): none

EDL 505 Cr. 3.0
Anatomy and Physiology of Speech and Hearing
Designed to present specialized knowledge relevant to the understanding of speech communication. Through text, lecture, and a variety of multi-media sources, students will be introduced to the anatomical structures and physiological mechanisms essential for speech production. Specifically, the anatomy and physiology of respiration, phonation, articulation, and resonation will be covered in depth. It will also contain an overview of the neuroanatomy and neurophysiology essential to human communication.
Course Type(s): none

EDL 506 Cr. 3.0
Introduction to Human Neuroscience
Provides an initial exposure to neuroscience, the study of how nervous systems control behavior. It begins with a superficial discussion of some of the intrinsic properties of neurons, the cells that enable information to flow through the nervous system, and then how they talk to each other. We then put neurons together and begin to discuss the circuits underlying higher-order phenomena such as sensory perception, motor action, and cognition.
Course Type(s): none

EDL 507 Cr. 3.0
Introduction to Communication Disorders
A survey of problems in speech, language, and hearing, and their effects on communication. Serves as an introduction to normal communicative processes and to disorders of communication.
Course Type(s): none

EDL 508 Cr. 3.0
Introduction to Language Development
Addresses the major issues involved in first-language acquisition, including the child’s production and perception of speech sounds (phonology), the acquisition of the lexicon (semantics), the comprehension and production of structured word combinations (syntax), and the ability to use language to communicate (pragmatics).
Course Type(s): none

EDL 509 Cr. 3.0
Introduction to Speech and Hearing Science
An introduction to the study, analysis, and measurement of components and processes involved in production and reception of sound. It is a Linguistics Studies course.
Course Type(s): none

EDL 510 Cr. 3.0
Introduction to Phonetics
Introduces articulatory and acoustic phonetics, with an emphasis on the production and perception of sounds of the world’s languages. The lectures will concentrate on some of the general principles involved in speech production and how to articulate and transcribe the sounds in the IPA (International Phonetic Alphabet) chart. In section meetings, you will have practical experience in producing and transcribing a variety of sounds as well as in observing acoustic data.
Course Type(s): none

EDL 515 Cr. 3.0
Advanced Literacy Instruction
Focuses on pedagogy and theories that are applicable to teaching literacy to beginning, struggling, and skilled readers. Topics include approaches for teaching literacy to a diverse population of learners in a literate environment and assisting and supporting colleagues and para-professionals. Word identification, vocabulary, comprehension, and content strategies will be presented.
Course Type(s): MAT

EDL 516 Cr. 3.0
Literacy Strategies for All Learners I
Explores word identification and vocabulary research and instructional strategies for all learners including those from culturally diverse backgrounds. Individual and group instructional techniques in the area of phonemic awareness, phonics, word recognition, vocabulary, and fluency are explored in environments that promote collaboration and self-regulation. Instructional teaching strategies and
techniques for coaching colleagues and paraprofessionals are practiced in real settings.
Course Type(s): none

EDL 517 Cr. 3.0
Literacy Strategies for All Learners II
Addresses comprehension research and instructional strategies for all learners including those from culturally diverse backgrounds. Individual and group comprehension strategies, metacognition, and student self-evaluation are explored and practiced in collaborative education settings. Instructional teaching strategies and techniques for coaching colleagues and paraprofessionals are practiced in real settings.
Course Type(s): none

EDL 521 Cr. 3.0
Early Childhood Family, School and Community Collaboration in a Diverse Society
Focuses on the process of family assessment and intervention, issues of family and professional collaboration and diversity, and methods of promoting adult communication and management strategies. It applies the knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts as they relate to the family, culture and society. It identifies the members of teams designed to support and optimize children’s health, growth, and development and the network of community services to individuals, families and groups handicapped by social, environmental, health and related problems.
Course Type(s): none

EDL 522 Cr. 3.0
Early Literacy and Language Development
Focuses on the early literacy and language development of regular and special education children, ages three through eight. The content includes the study of the theories and acquisition of language, the interrelated nature of reading and writing, the appropriate development and assessment of early literacy, methods for engaging and motivating young learners, and the importance of family involvement.
Course Type(s): none

EDL 525 Cr. 3.0
Multicultural Literature and Literacy
Focuses on multicultural literature and how it is integrated into a classroom and/or school-wide literacy program. A wide array of multicultural literature and other genre for children and young adults will be presented, studies and integrated into a Teacher Work Sample. Coaching colleagues and paraprofessionals is emphasized.
Prerequisite: Educational Leadership 515.
Course Type(s): none

EDL 526 Cr. 3.0
Strategies for Teaching Writing, K-12
Provides an in-depth study of strategies for teaching various types of writing to elementary and secondary students. It involves assessing and instructing students who require assistance with the development of written expressive language under the direction of a university supervisor.
Course Type(s): none

EDL 527 Cr. 3.0
Literacy Trends and Issues
Focuses on issues, problems, and trends in the field of literacy. The content includes the study of divergent viewpoints and research regarding theories, instructional strategies, assessment, classroom environment and professional development.
Prerequisite: Educational Leadership 515.
Course Type(s): none

EDL 530 Cr. 3.0
School Law and Policy
A study of court decisions addressing the legal principles affecting education, schools, and school professionals. Constitutional, statute, and administrative laws related to education are examined and analyzed through case studies and Socratic methods.
Course Type(s): none

EDL 531 Cr. 3.0
Economics and School Business Leadership
Should be thought of as an applied economics course. It will focus on the topics that are of the greatest interest and importance to school business administrators. Applies topics in economic theory to administrative decision making. This course is concerned with the relationships between schools, consumers, and the economic environment in which they operate.
Course Type(s): none

EDL 532 Cr. 3.0
Human Resource Management and School Finance
Provides combined theory and practice of human resource management and public school finance in relation to expenditures and resources, and state and federal support of education in local school districts.
Course Type(s): none
Appendix A: Course Descriptions

EDL 533  Cr. 3.0  
Community Relations  
Examines the theoretical and practical approaches for establishing effective school/community relations and the role of the educational leader in promoting the success of all students by collaborating with families and other community members.  
Course Type(s): none

EDL 534  Cr. 3.0  
Principles of Accounting for School Business Administrators  
Provides the candidate with a basic understanding of the General Accepted Accounting Procedures (GAAP) used in the School Business Administrator’s office. The topics of tax levies, budgeting, purchasing, bidding, and referenda will also be discussed.  
Course Type(s): none

EDL 535  Cr. 3.0  
School Facilities Planning and Management  
Provides school district administrators the fundamental concepts of planning, designing and constructing new educational facilities and/or the rehabilitation, remodeling or modernization of existing facilities. Additionally, the course includes operation and maintenance programs.  
Course Type(s): none

EDL 536  Cr. 3.0  
Curriculum Development and Design  
Examining models of curriculum development, candidates evaluate, design and develop effective curricula to support the instructional process and enhance student learning experiences.  
Course Type(s): none

EDL 537  Cr. 3.0  
Technology for School Leaders  
Focuses on the practical applications and the authentic use of technology to provide instructional and administrative support of the learning community.  
Course Type(s): none

EDL 539  Cr. 3.0  
Instructional Theory and Leadership for Student Learning  
Examines the knowledge and research base of learning theory and the role of the instructional leader in transferring theory into best practices to enhance student learning and sustain professional learning communities.  
Course Type(s): none

EDL 541  Cr. 3.0  
Administration in Higher Education  
Provides theoretical and practical foundation of management and administration as applied to institutions of higher education. Designed to give students the analytical and behavioral skills necessary to manage on this level.  
Course Type(s): none

EDL 551  Cr. 3.0  
The In’s and Out’s and Do’s and Don’ts of Embracing Technology Tools in the Classroom  
Focuses on the use of educational technology in classroom settings and the strategies, resources, planning, and assessment of an effective program. Addresses collaboration with colleagues regarding the ethical boundaries of excursions, ways to fit in technology that saves time and provides meaningful experiences to learners at all levels and curricular areas. Students will become familiar with relevant text materials and participate in an exploration of resource options for utilizing technology for various purposes during instructional planning and execution of plans. Materials, methods and strategies will be prepared and ready-to-utilize for authentic purposes, upon completion of this course.  
Course Type(s): none

EDL 552  Cr. 3.0  
Creative Technology: Utilizing Technology to Ignite a Passion for Learning  
Through graphic design and the integration of digital photography, Flip Video, software such as PowerPoint, the Print Shop, and multi-media projection devices, the opportunity to use technology for stimulating, engaging and motivating students will be explored. Enables students to explore and develop exciting learning experiences. Includes ways to utilize resources in routine lesson planning and to make technology an exciting aspect of all lesson plans.  
Course Type(s): none

EDL 553  Cr. 3.0  
Technology Integration: Methods for Successfully Meeting Diverse Learning Needs Within a Classroom  
Expands further upon the various forms of technology available for classroom use. Students will develop engaging learning activities designed to meet the diverse learning needs within a classroom. Opportunities will be provided to explore the various possibilities for modifications and adaptations made possible via specific technology tools. Helps students maximize learning opportunities
through the use of Podcasts, instant messaging, text-to-speech capabilities, WebQuests, and more.

Prerequisites: Educational Leadership 551 and 552.
Course Type(s): none

EDL 554 Cr. 3.0
A Proactive Approach to Technology Implementation Across the Curriculum
Focus is on helping students infuse teaching with meaningful technology across the curriculum. Students will have the opportunity to create, share, demonstrate and showcase a portfolio of resources, strategies, methods and varied options for technology integration through the creation of an authentic classroom technology plan. Through collaboration, guidance practice then independent work, students will embrace all aspects of technology integration and work step-by-step to create a ready-to-use plan.
Prerequisite: Educational Leadership 551 and 552.
Course Type(s): none

EDL 556 Cr. 3.0
Diagnosis and Remediation of Literacy Problems I, Secondary
Involves a field-based component, which focuses on assessing and evaluating secondary students' reading and writing. Strategies to select appropriate standardized, criterion-referenced and informal assessment measures will be provided. Techniques for the analysis of literacy difficulties and the formulation of remediation plans will be addressed.
Prerequisite: Educational Leadership 551 and 552.
Course Type(s): none

EDL 560 Cr. 4.0
Early Childhood Curriculum Assessment for Inclusive Environments
Curriculum and assessment for early childhood programs serving children in preschool through age eight. Multidimensional, ongoing, and performance-based assessment strategies are addressed. Characteristics of developmentally appropriate curricula are explored. Development of learning environments that respect diversity and create opportunities for active participation of all children are emphasized.
Course Type(s): none

EDL 564 Cr. 3.0
Assessment and Instruction in Literacy I
Focuses on the principles of on-going assessment and instruction of K-12 students' reading and writing development. Strategies to select, use, and interpret appropriate standardized, criterion-referenced and informal assessment measures will be provided. Techniques for analysis of students' literacy strengths and weaknesses and techniques for coaching colleagues and paraprofessionals will be addressed. Individual and group literacy strategies are explored and practiced in public school classrooms and a clinical setting.
Course Type(s): none

EDL 565 Cr. 3.0
Assessment and Instruction in Literacy II
Focuses on assessment and instructional literacy strategies for assisting all learners, including those with diverse backgrounds. The content includes the theory and practice of portfolio assessment and varied instructional strategies as well as the integration of technology. Individual and group literacy and coaching strategies are explored and practiced in public school classrooms and a clinical setting.
Prerequisite: Educational Leadership 564.
Course Type(s): none

EDL 566 Cr. 3.0
Public School Supervision and Communication
Aspiring supervisors and principals will develop a greater understanding of the knowledge, interpersonal skills, and technical processes necessary to provide developmental supervision and professional growth experiences for staff members.
Prerequisite: Educational Leadership 536 or 565.
Course Type(s): none

EDL 572 Cr. 3.0
Current Topics in Educational Psychology
Several important contemporary theoretical, applied, and methodological issues in various areas of educational psychology are selected by the instructor for inclusion in the course. Seminar discussions focus on the critical evaluation of the recent literature in the areas selected.
Course Type(s): none

EDL 575 Cr. 3.0
Methods of Teaching Language Arts and Content Literacy at the Elementary Level
Provides candidates with the knowledge of language as a medium for teaching and learning. Candidates will be introduced to strategies that facilitate an integrated approach to language arts and content literacy instruction. The use of literature in all content areas will be explored, leading to a better understanding of the interdisciplinary approach to learning at the elementary level. Fieldwork is required.
Appendix A: Course Descriptions

Prerequisites: Education 510, 550, 552 and Educational Leadership 503.
Course Type(s): none

EDL 582 Cr. 3.0
Practicum in Supervision and Curriculum P-12
Application of duties and responsibilities of the supervisor and/or curriculum specialist to an in-school supervised practicum project.
Prerequisite: Educational Leadership 569 or 565.
Course Type(s): none

EDL 585 Cr. 3.0
Practicum in Literacy
Concentrates on the clinical assessment and instruction of students who have difficulty with reading and writing. The practicum involves instructional sessions, observing colleagues tutoring, and being observed during a seamless assessment and instruction cycle. In addition, self-assessment is encouraged via the use of videotaped teaching sessions and in-depth, collaborative case discussions.
Prerequisites: Educational Leadership 515, 564, and 565.
Course Type(s): none

EDL 588 Cr. 3.0
Practicum in School Leadership, Supervision and Curriculum P-12 I
Principles, problems, and techniques relative to the duties and responsibilities of the elementary and secondary school administrator will be discussed in conjunction with the ELCC Standards including curriculum review and revisions. Practical application of these concepts through internship will be the primary focus of the course and the course assessments.
Prerequisite: Educational Leadership 569.
Course Type(s): none

EDL 589 Cr. 3.0
Practicum in School Leadership and Supervision P-12 II
Principles, problems, and techniques relative to the duties and responsibilities of the elementary and secondary school administrator will be discussed in conjunction with the ELCC Standards. Practical application of these concepts through internship will be the primary focus of the course and the course assessments. The mentor is expected to extend and involve the intern in more administrative experiences now that he or she has had one semester of practicum.
Prerequisite: Educational Leadership 588.
Course Type(s): none

EDL 593 Cr. 3.0
Administration and Supervision of Literacy Practices and Professional Development for School Leaders
Focuses on the principles, methods, and materials applicable to the administration, organization, and supervision of literacy programs as well as the coaching of staff and colleagues. Students are involved in observation, supervision, and a long-term staff development program in schools.
Prerequisite: Educational Leadership 569.
Course Type(s): none

EDL 598 Cr. 3.0
Special Topics in Educational Leadership
The subject matter varies with the interest of the students and the professor teaching the course. The exact nature of the topic covered in any given semester is indicated in the student's transcript.
Prerequisite: Permission of the program director is required.
Course Type(s): none

EDL 599 Cr. 3.0
Independent Study in Education
Independent research in education in an area not substantially treated in a regular course offering, under the supervision of an Education faculty member; written evaluation of the research is required. For students with superior ability.
Prerequisites: Prior permission of the directing professor and department chair. Application must be filed before registration.
Course Type(s): none

EDL 600 Cr. 3.0
Current Issues in Speech-Language Pathology
Acquaints students with the fields of speech-language pathology and audiology. A wide range of communication processes will be discussed as well as some of the communication disorders that can affect these processes. Discussions will also be about what speech-language pathologists (SLPs) and audiologists do in order to facilitate communication in individuals with communicative impairments.
Course Type(s): none

EDL 601 Cr. 3.0
Research Methodology and Applications I
Designed to provide the students with a basic understanding of the practical and theoretical applications of educational research methodology. Beginning with an examination of the role of research in education, students will be
guided through the process of reviewing and analyzing information and data from a variety of sources, comparing and contrasting the different types of research designs, understanding the role of descriptive and inferential statistics, and the development of a research project.

Course Type(s): none

EDL 602 Cr. 3.0
Research Methodology and Applications II
This course is designed to extend students' understanding of research methodological knowledge and techniques presented in Educational Leadership 601 Research Methodology and Applications I. Beginning with an in-depth examination of the various types of quantitative and qualitative research designs in education, the course will present students with inferential statistical procedures, experimental vs. non-experimental studies, and an analysis of results and their implications. Students will use the information garnered through this course, along with their completed research proposal, to gather, analyze, and present their data and findings in the form of a research thesis.
Prerequisite: Educational Leadership 601.
Course Type(s): none

EDL 603 Cr. 3.0
Individual Research Study
Techniques of educational research including: types of research, problem definition, variables and controls, data collection, data analysis and communication of results.
Course Type(s): none

EDL 605 Cr. 3.0
Advanced Language Development
Focuses on the development of language in typical children, in preparation for working with children with language impairment. The following topics will be covered: definition of language, communication, and other basic terms; theoretical views of how children develop language; social, cognitive, biological, and cultural influences on language development; methods of studying and assessing speech and language development; methods of facilitating language development; development of pragmatics, semantics, and morphology; development of literacy.
Course Type(s): none

EDL 606 Cr. 3.0
Research Based Program Evaluation and Decision Making
Examines key concepts, methods, and approaches in the field of evaluation research. Students will be exposed to the basic principles and practices in educational program evaluation as well as the process of using evaluations to make decisions on the implementation of new programs or on the continuation of existing programs. Research of best practices, data-driven assessment that is unique to each student's particular school, statistical analysis, combined with a comprehensive range of activities involved in designing and implementing educational programs will be the primary focus of the course. Presents students with the larger political, administrative, and financial issues that occur in program evaluation.
Prerequisite: Educational Leadership 569.
Course Type(s): none

EDL 610 Cr. 3.0
Neurological Basis of Communication
Presents the foundations of the neurosciences to speech, language, and hearing. Both normal and abnormal neurological systems in communication disorders are discussed as well as the basic science foundation of the neurosciences.
Prerequisite: Educational Leadership 601.
Course Type(s): none

EDL 615 Cr. 3.0
Medical Speech-Language Pathology
Addresses the methods used for assessment procedures in speech and language pathology. The student will gain experience in testing, observation, decision making, and report writing.
Course Type(s): none

EDL 620 Cr. 3.0
Practicum in Executive Leadership
Issues, principles, and responsibilities of the executive leader at the district level are focused on. Using the ELCC Standards as a guide, the practical applications of contemporary principles of educational leadership through a 150 hour internship experience are explored.
Prerequisite: Educational Leadership 589.
Course Type(s): none

EDL 625 Cr. 3.0
Diagnostic Methods in Communication Disorders
Prepares graduate students to evaluate clients referred for communication disorders and to employ information gained from assessment to inform clinical decision-making and intervention.
Prerequisite: Educational Leadership 615.
Course Type(s): none
EDL 630 Cr. 3.0
Early Childhood Language Disorders
Addresses the nature, etiology, and clinical management of language disorders in preschool children from birth through age five years.
Course Type(s): none

EDL 635 Cr. 3.0
School Age Child Language Disorders
Addresses etiologies, characteristics, assessment, and intervention for language learning disabilities common in school-aged children, with particular emphasis on academic and cognitive aspects of language use in classroom context.
Course Type(s): none

EDL 640 Cr. 3.0
Acquired Adult Language Disorders
Addresses the nature, etiology, and clinical management of adults with acquired language disorders, with primary emphasis on aphasia and related cognitive disorders.
Course Type(s): none

EDL 645 Cr. 3.0
Phonological Disorders
Focuses on the practical application of phonological theory to techniques and procedures used for the assessment and intervention of speech disorders. It will include an analysis of the application of phonological theory to linguistic diversity.
Course Type(s): none

EDL 650 Cr. 3.0
Fluency Disorders
Designed to provide a comprehensive analysis of the theories of fluency disorders, diagnostic procedures, and treatment strategies. Behaviors related to fluency disorders will be examined. Current research literature for the management of fluency disorders will be included.
Course Type(s): none

EDL 655 Cr. 3.0
Voice Disorders
Addresses the nature, etiology, and clinical management techniques for individuals who have voice disorders resulting from both hyperfunctional and organic etiologies. Alaryngeal communication also will be addressed.
Course Type(s): none

EDL 660 Cr. 3.0
Motor Speech Disorders
Addresses the nature, etiology, and clinical management of motor speech disorders, with primary emphasis on apraxia and the dysarthrias.
Course Type(s): none

EDL 665 Cr. 3.0
Neuromotor Disorders
Emphasis is on diagnosing and treating the various types of motor speech disorders. Accordingly, this course will integrate academic and clinical aspects of motor speech disorders. Emphasis will be placed on the neurophysiologic bases of motor speech disorders.
Course Type(s): none

EDL 670 Cr. 3.0
Speech-Language Pathology in the Schools
Addresses the organization, materials, and methods for conducting speech, language, and hearing services in elementary and secondary schools.
Course Type(s): none

EDL 671 Cr. 3.0
Advanced Practice with Children
Designed for play therapy students; builds upon the foundation courses on individual, family and group counseling, with advanced clinical applications for work with children. Assessment and intervention skills are used with children and adolescents with special emphasis on expressive therapies such as art, play, sand tray, and music. Also listed as Psychological Counseling 671 and Social Work 671.
Course Type(s): none

EDL 672 Cr. 3.0
Advanced Theory in Play Therapy
Provides an in-depth understanding of the history and theories of play therapy. Emphasis is placed on the understanding of the roles of therapists and parents through the play process. Diversity and multicultural considerations for theoretical perspectives are highlighted. Also listed as Psychological Counseling 672 and Social Work 672.
Course Type(s): none

EDL 673 Cr. 3.0
Advanced Techniques in Play Therapy
Provides students with the opportunity to develop techniques and methods of play therapy. Emphasis is placed on working with children, adolescents, and adults through...
individual, group, and family play therapy. Major topics include group play therapy, family play therapy, short term play therapy, and sand tray/sand play therapy. Additionally, diversity and multicultural considerations are highlighted. Also listed as Psychological Counseling 673 and Social Work 673.

Course Type(s): none

**EDL 674 Cr. 3.0**  
**Play Therapy for Children at Risk**  
Focus is on play therapy with vulnerable and high risk children. Emphasis on working with children, adolescents, and adults using play therapy in trauma and crisis situations are highlighted. Special attention is given to social issues that can lead to or exacerbate trauma or crisis. Also listed as Psychological Counseling 674 and Social Work 674.

Course Type(s): none

**EDL 678 Cr. 3.0**  
**Comprehensive Examination for Speech and Language Pathology**  
A summative assessment related to the comprehensive examination of learning outcomes at the culmination of professional preparation. An Advanced Review of Speech-Language Pathology, for speech-language pathology students preparing to take departmental comprehensive examinations as well as the Praxis Examination in Speech-Language Pathology. Students must take and pass a comprehensive exam prior to graduation.

Course Type(s): none

**EDL 680 Cr. 3.0**  
**Research Methods**  
Addresses research methodologies and problem solving related to speech pathology and audiology and its literature with an emphasis on application.

Course Type(s): none

**EDL 685 Cr. 3.0**  
**Thesis Seminar**  
Focuses on the development of a thesis problem, the design of a research plan, collection and analysis of data, and writing of a formal thesis report.

Prerequisite: Educational Leadership 680.

Course Type(s): none

**EDL 691 Cr. 3.0**  
**Diagnostic Practicum**  
Provides clinical practicum hours in the assessment of speech and language in children and adults. Students will plan and carry out diagnostic assessments. 100 hours required.

Prerequisite: Educational Leadership 615.

Course Type(s): none

**EDL 692 Cr. 3.0**  
**Clinical Practicum**  
Provides clinical practicum hours in the therapeutic management of speech and language disorders. 100 hours required.

Prerequisites: Educational Leadership 691 and completion of thirty six credits.

Course Type(s): none

**EDL 693 Cr. 3.0**  
**Internship**  
Internship takes place at a facility where services are provided to various populations. Clinical experience is provided in either an educational setting or at a health care facility. Two hundred hours required.

Prerequisites: Educational Leadership 691 and 692.

Course Type(s): none

**EDL 699 Cr. 1.0 - 3.0**  
**Independent Study in Educational Leadership**  
Independent research in education in an area not substantially treated in a regular course offering under the supervision of an Education faculty member; written evaluation of the research is required. For students with superior ability.

Prerequisite: Prior permission of the directing professor and department chair. Application must be filed before registration.

Course Type(s): none

**EDUCATION – SPECIAL EDUCATION**

**EDS 500 Cr. 3.0**  
**Integrated Approach to Foundations of Special Education**  
Focuses on topics related to Special Education as a profession; the study of legal, social, and educational issues related to diverse students across the life-span, research-based approaches for assessment, intervention, and remediation for students with disabilities, and technology applications in the classroom guided by the Council for Exceptional Children Code of Ethics and the Professional Practice Standards for Teachers of Exceptional Learners, and the New Jersey Professional Teaching Standards.

Course Type(s): MAT
EDS 502 Cr. 3.0
Autism: Characteristics, Etiology, and Current Issues
Content includes an overview of various characteristics and learning traits of students who are served within the category of autism spectrum disorders. Candidates will examine definitions, eligibility criteria, incidence rates, etiology and historical perspectives on autism. Perspectives on the roles and responsibilities of students, families, educational professionals, community personnel, and employers in relation to individuals with autism are also explored.
Course Type(s): none

EDS 522 Cr. 3.0
Accommodating Learners with Special Needs in Inclusive Settings
Designed to explore the concept of inclusion, discuss it from a theoretical and practical perspective, and present strategies necessary for inclusion to be successful. Included will be an emphasis on instructional strategies, differentiated instruction, accommodations and modifications, and communication and consultation techniques for co-teaching and professional collaboration.
Course Type(s): none

EDS 530 Cr. 3.0
Research Issues and Trends in Special Education
An appraisal of current practices and issues in the field of special education is conducted through discussion and review of the research literature. Candidates explore the code of ethics and standards of practice in the field and are encouraged to become critical consumers of research as a foundation for practice. The ability to critically analyze, synthesize, and evaluate the research base in special education is emphasized.
Course Type(s): none

EDS 532 Cr. 3.0
Physiological Aspects of Learning
Extends candidates' knowledge of various applications of the physiological model of learning and learning disorders to various aspects of assessment and training of students with various learning, medical, and behavioral problems. Emphasis is placed on Learning Disorders (both right and left brain), ADHD (both inattentive and hyperactive), Social and Emotional Disorders, Autism Spectrum Disorder and other disorders under the category of Other Health Impaired (Tourette Syndrome and other chronic disorders).
Course Type(s): none

EDS 534 Cr. 3.0
Classroom Management in Inclusive Settings
Includes the study of the principles of behavior and a focus on the practical application strategies for teachers in inclusive settings. Factors that influence the behavior of students with disabilities and research-based techniques to facilitate positive teacher-student and peer relationships in a classroom environment are discussed. Fieldwork is required.
Prerequisite: Special Education 572.
Course Type(s): MAT

EDS 535 Cr. 3.0
Technology and Students with Disabilities
Focus is on instructor-centered and learner-centered integration of technology to provide a technological supportive environment to meet the special needs of students.
Course Type(s): MAT

EDS 537 Cr. 3.0
Collaborating with Families, Students, and Professionals in Community and Educational Settings
A study of social, legal, and educational issues related to diverse students across the lifespan, research-based approaches for assessment, intervention, and remediation for students with disabilities, and technology applications in the classroom; the impact of disability on the family system, communication skills needed for collaborating with diverse families; strategies for involving the families in the referral and evaluation and development process of transition and career planning as well as the selection of transition resources and services.
Course Type(s): none

EDS 542 Cr. 3.0
Communication and Social Competence Skills
Focuses on the development and improvement of speech, language and social competence skills for individuals with autism. Also included are research-based approaches to assessment, intervention and remediation of communication disorders for individuals with autism. The functional relationship between communication skills and behavior is also examined. (Field experience is required.)
Course Type(s): none
EDS 550 Cr. 3.0
*Learning Theories and Applications in Educational Settings*
Covers various classical and contemporary philosophies, aspects and models of learning. Emphasis will be placed upon such topics as multiple intelligences, learning styles, teaching styles, information processing critical thinking skills, brain-based learning and other learning theories. Students will review and critique general learning theories, as well as investigate how people organize, encode, process, transform, utilize and articulate information presented in an instructional environment.
Course Type(s): none

EDS 552 Cr. 3.0
*Methods of Teaching Students with Disabilities*
Methods in the field of special education are emphasized. Focus on identifying and creating accommodations and modification to meet the needs of all students in special education and inclusive settings. (Field experience is required.)
Prerequisites: Special Education 500, 535, 537, and 572.
Course Type(s): none

EDS 566 Cr. 3.0
*Assessment and Interventions for Individuals with Autism I*
Assessment processes such as screening, diagnosis, and identification of developmental skills for individuals with autism are included. Focus is on assessment of specific skills in developmental domains, such as sensory, oral, motor, play, and communication and practical strategies detailing what to teach based on assessment data. Research-based interventions that promote progress in the areas of communication, social, academic, behavior, and sensory motor skills for students with autism are examined. An overview of numerous curricula approaches and materials for individuals with autism are also included. Methods for monitoring the impact of interventions are explored in a variety of service delivery models. (Field experience is required.)
Course Type(s): none

EDS 567 Cr. 3.0
*Assessment and Interventions for Individuals with Autism II*
Various assessment processes such as screening, diagnosis, and identification of specific skills for individuals with autism are included. Focus is on using assessment data from various developmental domains to plan, choose, and implement appropriate intervention strategies based on specific needs of an individual with autism. An overview of numerous curricula approaches and materials for individuals with autism is included in this course. (Field experience is required.)
Prerequisite: Special Education 566.
Course Type(s): none

EDS 568 Cr. 3.0
*Advanced Instructional Methods in Special Education*
A focus on the physical and instructional dimensions of teaching to include research-based strategies and techniques for learners with special needs; effective instruction for students with disabilities across the content area; accommodations and adaptations; technology across the curriculum; as well as the learning implications of classroom organization and planning. This course requires demonstration that enrollees are able to evaluate, design, structure and implement instructional techniques and curriculum adaptations for students with learning problems. (Field experience is required.)
Prerequisite: Special Education 500.
Course Type(s): none

EDS 570 Cr. 3.0
*Assessment and Curricula Interventions and Strategies*
A supervised clinical course where candidates develop assessment plans and conduct assessments of students (P-12) who are at risk or who have learning problems. Content includes: evaluation of sound assessment; reliability and validity; formal and informal assessment techniques; administration of norm-referenced and informal tests; analysis of data; and the interpretation of assessment for educational intervention and instructional planning. The knowledge and skills of the educational diagnostician are also emphasized.
Course Type(s): none

EDS 571 Cr. 3.0
*Management of Challenging Behaviors*
An overview of the use of applied behavior analysis (ABA) for individuals with autism is the main focus of the course. Included are methods to increase behaviors, decrease behaviors, maintain behaviors, and generalize behaviors. Observation skills, data collection, and monitoring effectiveness of interventions are practiced. (Field experience is required.)
Course Type(s): none
Appendix A: Course Descriptions

EDS 572  Cr. 3.0
Assessment Strategies and Applications in the Classroom
Focuses on the educational assessment of students P-12 who may be at risk or who have been identified as having learning problems. Course content includes a discussion of assessment processes and concerns, importance of early intervention and procedural considerations. The course also includes an emphasis on educational interventions and strategies necessary to create an environment that leads to success for all learners with special needs. Further topics that are presented include accommodations and adaptations; technology across the curriculum; learning implications of classroom assessments, classroom organization and planning. Candidates must demonstrate that they are able to create informal assessments, analyze data and structure and collaborate about instructional techniques and curriculum adaptations for students with learning problems. (Field experience is required.)
Course Type(s): none

EDS 580  Cr. 3.0
Research Seminar in Autism
Research in the field of autism is emphasized. An overview of various types of research and methodologies is included in the course. Candidates will locate, interpret, analyze and synthesize the research base on autism. Candidates will prepare and implement a comprehensive research project and share the results. (Field Experience is required.)
Course Type(s): none

EDS 590  Cr. 3.0
Diagnosis and Correction of Learning Disabilities
Focuses on the legal and ethical foundations for assessment of school-age students. Strategies for the selection, administration, and scoring of formal and classroom-based educational and social assessments are addressed. Assessing students' levels of performance, interpreting results to enhance learner functioning and identifying service and programming options are explored. Collaboration with families and other professionals to assist in writing Individual Education Plans (IEP) is addressed.  
Prerequisites: Special Education 568, 570, and completion of eighteen graduate credits.
Course Type(s): none

EDS 598  Cr. 3.0
Special Topics in Special Education
The subject matter varies with the interest of the students and the professor teaching the course. The exact nature of the topic covered in any given semester is indicated in the student's transcript.
Prerequisite: Permission of the program director is required.
Course Type(s): none

EDS 599  Cr. 3.0
Independent Study in Special Education
Independent research in education in an area not substantially treated in a regular course offering, under the supervision of an Education faculty member; written evaluation of the research is required. For students with superior ability.
Course Type(s): none

EDS 601  Cr. 3.0
Applied Behavior Analysis: Selecting, Defining and Measuring Behavior and Evaluating Behavior Change
Includes an overview of basic concepts associated with applied behavior analysis. Candidates will examine selecting, defining, and measuring target behaviors, as well as, learning to evaluate and analyze behavior change. Ethical considerations for behavior analysts and interpreting research related to behavior analytic principles are also explored.
Course Type(s): none

EDS 602  Cr. 3.0
Applied Behavior Analysis: Reinforcement, Punishment and the Development of the New Behavior
Includes detailed information on types of reinforcement and reinforcement schedules, punishment by stimulus presentation and removal, and antecedent variables. Developing new behaviors by utilizing imitation, shaping, and chaining is also discussed.
Prerequisite: Special Education 601.
Course Type(s): none

EDS 603  Cr. 3.0
Applications of Applied Behavior Analysis (ABA) Principles
Includes detailed information on decreasing behavior utilizing nonpunishment procedures, verbal behavior, self-management, contingency contracting and generalization of behavior. Ethical considerations for behavior analysts and functional behavior assessments are also discussed. Field experience required.
Prerequisites: Special Education 601 and 602; and students must be enrolled in the Applied Behavior Analysis or the Basics of Applied Behavior Analysis certificate program.
Course Type(s): none
EDS 604  Cr. 3.0  
**Assessment and Analysis of Behavior Change**
Includes detailed information on conducting functional behavior assessments (FBA) and choosing the appropriate treatment package based on the results of the FBA. Emphasis is also placed on identification of appropriate replacement behaviors based on the function of the behavior and intervention development. (Field Experience is required.)
Prerequisites: Special Education 601, 602, and 603. 
Course Type(s): none

EDS 605  Cr. 3.0  
**Research and Advanced Topics: in Autism and ABA**
Includes detailed information on evidence-based practices associated with autism spectrum disorders. Emphasis is also placed on interpretation/analysis of peer-reviewed journal articles associated with autism interventions. (Field experience is required.)
Prerequisites: Special Education 601, 602, 603, and 604. 
Course Type(s): none

EDS 610  Cr. 3.0  
**Internship in Learning Disabilities Teacher-Consultant**
Teacher consultation in a public or private agency as part of a Child Study Team under the supervision of a certified L.D.T.C. and a faculty member. 
Prerequisites: Special Education 570 and 590; and approval of the program director. 
Course Type(s): none

ENGLISH

EN 500  Cr. 3.0  
**Critical Theory**
Introduction to a variety of critical approaches to literature. Theories will be applied to texts: poetry, fiction, and drama, and the interpretation developed from these theories will be considered. 
Course Type(s): EN.4, EN.RW

EN 502  Cr. 3.0  
**Seminar in Literary Research**
Methods and materials for composing and presenting graduate research centered upon selected texts chosen by the instructor; bibliography, reference resources, critical analysis, and evaluation of sources; techniques, forms and formats for research projects and papers. 
Course Type(s): none

EN 509  Cr. 3.0  
**Middle English Literature**
Study of selected works from the twelfth through the fifteenth centuries in the context of contemporary cultural and literary developments. 
Course Type(s): EN.1, EN.LT

EN 511  Cr. 3.0  
**The English Renaissance**
Intensive study of the major genres and authors of English literature from 1550-1660, the age of Spenser, Johnson and Milton. Lyric and epic poetry, drama, prose fiction, and the essay are represented. 
Course Type(s): EN.1, EN.LT

EN 513  Cr. 3.0  
**Shakespeare, His Contemporaries and Renaissance Society**
Study of selected Shakespeare plays along with works by Marlowe, Webster and others in order to place Shakespeare’s achievement within aesthetic, critical and historical contexts. 
Course Type(s): EN.1, EN.LT

EN 523  Cr. 3.0  
**Novel in English**
The development of long prose fiction from the Eighteenth century to the present with consideration of criticism that defines the novel as a genre. 
Course Type(s): EN.2, EN.LT

EN 525  Cr. 3.0  
**Eighteenth Century British Literature**
Intensive study of selected works of prose, poetry, and drama, which represent the Ages of Dryden, Pope, Johnson, and Hume. 
Course Type(s): EN.1, EN.LT

EN 528  Cr. 3.0  
**Foundations of World Literature**
The oral and written traditions of the foundation of the non-Western world: Africa, the African Diaspora, Asia and the Middle East. 
Course Type(s): EN.3, EN.LT

EN 530  Cr. 3.0  
**Contemporary World Literature**
Major literary texts from three broad areas of the non-Western world (African Diaspora, Asia, and the Middle East) will be critically examined, including literary trends,
theories, and criticism. Selections will be drawn from poetry, fiction, non-fiction, and drama.
Course Type(s): EN.3, EN.LT

EN 532 Cr. 3.0
South Asian Literature
Traces the development of twentieth-century South Asian fiction, poetry, and essays in English alongside the theories and discourses of nationalism, subaltern history, religion, and politics that are a product of and response to experiences that literary pieces represent. We will address the content and aesthetics of literature for India, Pakistan, Bangladesh, and Sri Lanka and develop techniques for interpreting and applying the inter-disciplinary theory written by South Asian critics.
Course Type(s): EN.3, EN.LT

EN 537 Cr. 3.0
British Romanticism
Investigation of British Romanticism as a self-consciously defined movement in literature. Will also consider how Romanticisms have been read and defined historically.
Course Type(s): EN.2, EN.LT

EN 538 Cr. 3.0
Victorian Novel
Through a close thematic and formal analysis, this course will study how British Victorian novels responded to the momentous social, political and intellectual changes of their time.
Course Type(s): EN.2, EN.LT

EN 540 Cr. 3.0
Modernism in Britain
Study of British modernism in the context of twentieth-century culture and history.
Course Type(s): EN.2, EN.LT

EN 541 Cr. 3.0
Utopias
The significance of utopian proposals and attempts to create utopian communities in the history of ideas. From the utopias of Plato and More to dystopian visions of the Brave New World to 1984 and science fiction as a utopian genre.
Course Type(s): EN.LT

EN 542 Cr. 3.0
Contemporary American/ British Literature
This course will explore American and/or British literature written in English from the contemporary period. These works will be critically examined via close readings and discussions within literary, historical, cultural, and/or theoretical framework.
Course Type(s): EN.2, EN.LT

EN 544 Cr. 3.0
Irish Literary Studies
Ireland’s literary tradition in English from the eighteenth-century to today. Different semesters may focus on a particular period, genre or theme within Irish literature, such as Irish drama, the eighteenth century tradition, W.B. Yeats and his circle or James Joyce and Irish Modernism.
Course Type(s): EN.2, EN.LT

EN 546 Cr. 3.0
Historical Persuasion and Argumentation
Examines important texts in the history of persuasion and argumentation. Covers the era when Rhetoric - the study and practice of persuasion and argumentation - was one of the fundamental disciplines (The Trivium) that every educated person had to learn.
Course Type(s): EN.4, EN.RW

EN 547 Cr. 3.0
Definitions of Contemporary Rhetoric
Examines the use of language in a number of key spheres of human communication with the ultimate objective of constructing a usable definition of modern rhetoric. Work in the course is especially concerned with defining more precisely the boundaries of contemporary rhetoric and language theories to gain a deeper understanding of the richness and dangers of language in our own written expression.
Course Type(s): EN.4, EN.RW

EN 548 Cr. 3.0
Rhetoric of Science and Society
Examination of how language-using agents (corporate, governmental, educational, journalistic, and scientific) outside the activities of a professional scientific community (and sometime within it) rely on the dominance and force of scientific language and its symbol systems to influence the society we live in.
Course Type(s): EN.4, EN.RW

EN 550 Cr. 3.0
Feminist Theory and Criticism
Examines the theories and strategies developed and used by feminist theorists and literary critics to explore a range of visual and written texts. Includes focus on gen-
der-related experiences in literature and culture.
Course Type(s): EN.4, EN.RW

EN 558  Cr. 3.0
**Teaching Composition**
The scholarship and methods of teaching composition with a focus on the collaboration experience of the writing process, one-on-one conferencing, and integration of language skills.
Course Type(s): EN.RW

EN 560  Cr. 3.0
**Early American Literature**
The development of American literature in various genres through the Colonial, Revolutionary War, and Early Republic periods.
Course Type(s): EN.1, EN.5, EN.LT

EN 561  Cr. 3.0
**Nineteenth Century American Literature**
Major works of American literature from 1830 to World War I will be critically examined to place them in their literary context and discover the techniques used by their authors.
Course Type(s): EN.2, EN.5, EN.LT

EN 563  Cr. 3.0
**Linguistics and the English Language**
Includes a grounding in the structural aspects of general linguistics: morphology, syntax, semantics, phonology, and pragmatics. Examines the structure of the English language, including nouns and noun classes, ways of talking about actions and states, how ideas are combined into complex sentences, and how context and purpose affect how we use language. Also considers differences between learning a first and second language.
Course Type(s): EN.4, EN.RW

EN 565  Cr. 3.0
**New Jersey’s Literary Heritage**
The development of New Jersey’s literary heritage in various genres from the Colonial period to the present, through analyses of representative works from different regions of the state, with emphasis on their local significance and their relationship to national literary trends.
Course Type(s): EN.2, EN.LT

EN 571  Cr. 3.0
**Modern American Literature**
Major works of American literature written between 1910 and 1945 will be critically examined and placed within a literary context in order to discuss techniques used by their authors.
Course Type(s): EN.2, EN.5, EN.LT

EN 581  Cr. 3.0
**Women in Literature**
Investigates the role of women in literature as writers, readers and subjects. Includes theoretical consideration of gender. Topics vary by semester.
Course Type(s): EN.LT

EN 598  Cr. 3.0
**Special Topics in English**
The subject matter varies with the interest of the students and of the professor teaching the course. The exact nature of the topic covered in any given semester is indicated in the student’s transcript.
Course Type(s): none

EN 599  Cr. 3.0
**Independent Study in English**
Reading and research under the direction of a member of the English faculty.
Prerequisite: Prior permission of the directing professor and department chair.
Course Type(s): none

EN 607  Cr. 3.0
**Seminar in Creative Writing: Non-Fiction**
Students will analyze, in a workshop setting, readings in creative non-fiction to understand and become aware of the variant forms, techniques, and approaches used. As workshop participants, students will write and analyze their own creative nonfiction pieces.
Course Type(s): EN.CW, EN.RW

EN 609  Cr. 3.0
**Seminar in Creative Writing: Poetry**
Students analyze in a workshop setting readings in contemporary poetry to observe techniques in craft, and present their own poetry for intensive examination by workshop participants.
Course Type(s): EN.CW

EN 611  Cr. 3.0
**Seminar in Creative Writing: Fiction**
Students will analyze in a workshop setting readings in both American and World fiction to observe techniques in craft and present their own short stories for intensive examination by workshop participants.
Course Type(s): EN.CW
EN 613 Cr. 3.0
Seminar in Creative Writing: Playwriting
In a workshop format, students will write, critique and perform stage readings of their classmates’ plays.
Course Type(s): EN.CW

EN 615 Cr. 3.0
Seminar in Creative Writing: Writer’s Craft
An in-depth study of the creative writing process. Students may develop a craft workbook that focuses on both traditional and contemporary literary forms and strategies. Students write by assignment and develop techniques of reviewing in order to compare and contrast major authors’ aesthetics with their own creative gestures.
Course Type(s): EN.CW

EN 617 Cr. 3.0
Advanced Academic Writing
Designed for the graduate student interested in sharpening his or her writing skills for the purpose of developing publication-quality articles. Content and assignments are structured in such a way as to provide practice in accelerated academic prose and, ideally, to produce a publication-quality article by the end of the course. Taught in a lecture/discussion and workshop format.
Course Type(s): EN.RW

EN 619 Cr. 3.0
Writing and the World Wide Wed
A study of theories and concepts of writing and rhetoric in digital media with emphasis on the uses of verbal and visual media in digital spaces, such as web sites, blogs, and wikis. Topics examined include authorship, narrative, and multimedia participation, design, and creation.
Course Type(s): EN.RW

EN 644 Cr. 3.0 - 6.0
Manuscript Seminar
Completion of the writing of the manuscript under the continuing direction of the mentor in consultation with another full-time faculty member, at least one of whom must be a member of the Graduate Faculty in the Monmouth University Department of English. The manuscript will consist of at least forty pages of poetry, or fiction, or creative non-fiction, or drama, and may contain work, substantially revised, completed in previous graduate creative writing courses. The emphasis will be on the manuscript as an integral unit, thematically and stylistically, rather than on individual works. The completed manuscript will be accompanied by an annotated bibliography and a brief introduction. Mixed genre manuscripts are discouraged. May be taken for either three or six credits.
Prerequisite: Completion of eighteen credits.
Course Type(s): none

EN 691 Cr. 3.0
English Thesis Development
An intensive and rigorous study of an author, topic, or theme developed under the direction of and evaluated by a thesis advisor in consultation with another full-time faculty member, at least one of whom must be a member of the Graduate Faculty in the Monmouth University Department of English. The thesis may be based upon a paper completed in a course taken in a previous semester and further developed under the direction of the professor in that course. By the end of the semester, students will submit a 25-item annotated bibliography and a ten-page review of recent scholarship.
Prerequisites: Completion of twelve credits and a minimum GPA of 3.00. A student who wishes to complete Thesis Development in Summer must register in Session C, and then only with a Thesis Advisor in residence for the majority of the term and with permission of the Graduate Program Director.
Course Type(s): none

EN 692 Cr. 3.0
English Thesis Writing
Completion of the writing of the thesis under the continuing direction of a thesis advisor. The thesis must comprise of between thirty and sixty pages (not including works cited) and will be evaluated by the thesis advisor in consultation with another full-time faculty member, at least one of whom must be a member of the Graduate Faculty in the Monmouth University Department of English. Once the thesis has been judged as satisfactory by both readers, the Graduate Program will schedule an oral defense to be attended by both readers as well as the Graduate Program Director.
Prerequisites: Satisfactory completion of Thesis Development (EN 691), completion of twenty one credits, and a minimum GPA of 3.00. Students may not register for Thesis Writing (EN 692) in a summer session.
Course Type(s): none

FOREIGN LANGUAGE STUDIES

FF 511 Cr. 3.0
Intensive Study: French
Readings and research on an area or topic in the field of French, chosen under the guidance of the instructor;
weekly conferences and written reports.
Prerequisites: Undergraduate major in French and the permission of the department.
Course Type(s): none

**FO 598**  
Special Topics in Foreign Languages  
Cr. 3.0  
Students study text in the original language at an advanced level. Course content will vary from semester to semester.
Course Type(s): none

**FO 599**  
Independent Studies in the Teaching of World Languages  
Cr. 3.0  
Curriculum development in foreign languages at the elementary and secondary level; the study and application of teaching methods and materials.
Course Type(s): none

**FO LTIOPI**  
Oral Proficiency Interview  
Cr. 0.0  
Language Testing International Examination for graduate students; requires one-hour preparation a week.
Course Type(s): none

**FS 511**  
Intensive Study: Spanish  
Cr. 3.0  
Readings and research on an area or topic in the field of Spanish, chosen under the guidance of the instructor; weekly conferences and written reports.
Prerequisites: Undergraduate major in Spanish and the permission of the department.
Course Type(s): TPS

**FS 512**  
Intensive Study: Spanish  
Cr. 3.0  
Readings and research on an area or topic in the field of Spanish, chosen under the guidance of the instructor; weekly conferences and written reports.
Prerequisite: Spanish 511.
Course Type(s): TPS

**FS 599**  
Independent Study in Spanish  
Cr. 3.0  
Development and execution of a relevant reading and research project leading to significant written work designed by the student in consultation with the research director. Subject chosen for study should be related with any area of Spanish or Spanish American literature of special interest to the student. Students applying, must demonstrate their knowledge of research techniques and their ability to apply them to the specific area of studies chosen. It is also required that the students should be able to present the results of their research in appropriate written and oral form.
Prerequisites: Permission of the program director, chair, and research director. Student must be within last twelve credits of graduation and have a GPA of at least 3.00.
Course Type(s): TPS

**GEOGRAPHIC INFORMATION SYSTEMS**

**GO 500**  
Theories and Methods of Geographic Information Systems  
Cr. 3.0  
Provides students with a solid foundation in the theories and methods of Geographic Information Systems. Students gain knowledge of important applications as well as the acquisition, accuracy, formatting, management, analysis and manipulation of data. When students complete this course, they are expected to know: what GIS is, what GIS can and cannot do, how data is stored, how data in GIS is manipulated and analyzed to satisfy a project’s goals.
Course Type(s): none

**GO 501**  
Advanced GIS Applications and Project Implementation  
Cr. 3.0  
Enables students to deepen their understanding of the software, theory, and applications of GIS. Upon completion of the course, students will have developed two projects as part of their portfolio: one in GIS implementation and one in project design and analysis within their particular area of study.
Prerequisite: Geography 500.
Course Type(s): none

**GO 510**  
Cartography in GIS  
Cr. 3.0  
Introduction to the study of cartography within Geographic Information Systems. Topics will include map types, the content and structure of maps, map interpretation, the history of mapping, map propaganda, the use of maps in society, and sources of data. Students will learn to make maps using GIS software.
Course Type(s): none
Appendix A: Course Descriptions

GO 515 Cr. 3.0
*Visual Basic for GIS*
Visual Basic is becoming the primary programming tool for developing Windows applications in most GIS environments. Students will learn fundamental programming technique and advanced methodologies, including component programming and object-oriented data structures. They will have hands-on experience and at the end of the semester will be able to customize and expand GIS functions for different GIS applications.
Prerequisite: Geography 500.
Course Type(s): none

GO 520 Cr. 3.0
*Spatial Database Design and Management in GIS*
Spatial databases make up the foundation for Geographic Information Systems. This course focuses on proper design, implementation, and management of spatial databases. Students will consider both logical and physical design. Students will get the theoretical training as well as hands-on experience.
Prerequisite: Geography 500.
Course Type(s): none

GO 524 Cr. 3.0
*Introduction to Geographical Information Systems (GIS)*
Provides both the theoretical and methodological background for proficient use of Geographical Information Systems (GIS). A multidisciplinary integration of theories and applications pertinent to both natural and social science research. Lectures and discussions will introduce the conceptual and methodological platform that is necessary to design, implement, and interpret GIS research. Weekly lab exercises will develop problem-solving skills and emphasize common research techniques in GIS. Students will also learn field techniques of spatial data collection. In sum, demonstrates how both GIS tools and a geographic perspective may be applied to a broad range of social and ecological research problems. Also listed as Anthropology 524.
Course Type(s): TL

GO 530 Cr. 3.0
*Advanced Techniques and Technology in GIS*
Covers current topics within the field of Geographic Information Systems. The topics will change each semester depending on the changes within the discipline and the needs of students. Such areas of study will include ArcInfo, Geomedia, Avenue Programming, Visual Basic for GIS, and Arcview extensions.
Prerequisite: Geography 500.
Course Type(s): none

GO 540 Cr. 3.0
*Spatial Analysis*
Focuses on methods of spatial analysis and various kinds of modeling within GIS. Included are such topics as 3-D terrain visualization and analysis, locational and network modeling, map algebra, and spatial statistics.
Prerequisite: Geography 500.
Course Type(s): none

GO 559 Cr. 3.0
*Remote Sensing and GPS*
Students will learn the principles of remote sensing, digital image processing, and image analysis. Students will also learn the basic principles of GPS, how to integrate GPS data with other GIS data sets, and how quality can affect problem solving and decision-making.
Course Type(s): none

GO 580 Cr. 3.0
*GIS and Society*
Examines the political, economic, legal, ethical, and social implications of GIS. Students will learn how GIS influences policy decisions. Topics include societal effects of GIS including issues of privacy, representation, and access to technology.
Course Type(s): none

GO 595 Cr. 3.0
*Geographic Information Systems Internship Seminar*
Provides the capstone experience for the GIS Certificate, in which students undertake an internship and participate in a seminar. Through the internship, students will get hands-on experience in a field related to their academic and career interests, working ten – fifteen hours per week in public, private, or non-profit agencies. Students will maintain a journal of their intern experience and provide a portfolio of their work and project(s) prepared during the internship. The seminar component will provide students with academic support and a framework to critically examine theoretical as well as practical aspects of their research and internship experience.
Prerequisite: Nine credits in Geography.
Course Type(s): none
GO 599 Cr. 1.0 - 3.0
Independent Study in Geography
Reading and research under the direction of a member of the Geography faculty.
Prerequisite: Prior permission of the directing professor and department chair.
Course Type(s): none

HEALTH STUDIES

HE 584 Cr. 3.0
Curriculum and Instruction in Health Education
Examination of theoretical bases for health education including program development and implementation, educational strategies, behavioral objectives, learner characteristics, instructional assessment, and classroom management.
Course Type(s): none

HISTORY

HS 501 Cr. 3.0
Historical Criticism
History as a scholarly discipline, with emphasis on historical interpretation and philosophy since Classical Antiquity, the evaluation of sources, and the rules of critical analysis. A research paper will be required.
Course Type(s): none

HS 502 Cr. 3.0
The Great Writings of History
Analysis and appraisal of representative writings and philosophies of great historians from Classical Antiquity to modern times, reflecting the development of history as a scholarly discipline.
Course Type(s): none

HS 503 Cr. 3.0
Introduction to the Study of World History
Introduces students to the growing field of World History, surveying the developments in the field since the nineteenth century. Examines key concepts and methods, and explores major themes and categories of analysis, including empire, nationalism, gender, and law. Required of all students in the World History specialization.
Course Type(s): HSNW, HSWLD

HS 504 Cr. 3.0
Ancient Civilizations of Native America
Cultural developments in Mesoamerica and the Central Andes from the development of agriculture to the Spanish conquest, focusing on Inca and Aztec civilizations; theoretical exploration of developmental similarities between the two regions. Also listed as Anthropology 504.
Course Type(s): HSNW

HS 505 Cr. 3.0
US Women's History
Explores US Women’s History and focus on how women of different socioeconomic backgrounds, races, and ethnic groups have experienced cultural transformations and political change. Emphasis will be on the significance of citizenship, political agency, the cultural construction of race and gender, and reproductive rights.
Course Type(s): HSUS

HS 506 Cr. 3.0
Historical Archeology
An intensive introduction to historical and industrial archeology (c. 1492+). Topics covered include exploration, imperialism, colonization, industrialization and urbanism. Archeological field methods and the interpretation of material culture are also introduced. Also listed as AN 506.
Course Type(s): HSUS

HS 510 Cr. 3.0
Seminar in American History
Selected topics in American history, with emphasis on techniques of independent historical research and writing.
Course Type(s): HSUS

HS 511 Cr. 3.0
Readings on American Colonial History
Readings in recent writings in monographs and periodicals devoted to social, economic, and political aspects of American colonial history.
Course Type(s): HSUS

HS 512 Cr. 3.0
American Revolution and Constitutional Issues, 1763-1789
Problems of Empire; the causes, course, and consequences of the American Revolution; the continuing revolution within the states and under the Articles of Confederation; postwar struggles resulting in the adoption of the Constitution.
Course Type(s): HSUS

HS 514 Cr. 3.0
Readings on Jacksonian Era
The meaning of Jacksonian democracy; political, eco-
HS 515 Cr. 3.0
The Civil War and Reconstruction
The economic, social, and political forces in the United States during the years 1850-1877 relating to the onset, nature, and impact of the Civil War and Reconstruction, and the Black Revolution.
Course Type(s): HSUS

HS 516 Cr. 3.0
Readings on Populism and Progressivism in America
A critical analysis of the reform impulses of the late nineteenth and early twentieth centuries with an emphasis on the various schools of interpretation.
Course Type(s): HSUS

HS 517 Cr. 3.0
Readings on Modern America, 1933-Present
Readings of pertinent historical literature (monographs and journal articles) dealing with United States history since the administration of F.D. Roosevelt.
Course Type(s): HSUS

HS 518 Cr. 3.0
United States Family History
This seminar explores United States Family History and the social construction of the family, its many diverse forms, and the relationship between society and the family. Analyzing issues of race, class, ethnicity, gender, and sexuality will further enable us to consider the history of the family form. We will cover such diverse topics as the history of adoption, courtship, and divorce.
Course Type(s): HSUS

HS 520 Cr. 3.0
Field Methods Arch
An introduction to archaeological field methods: survey and excavation. Students will also learn excavation procedures, descriptive note writing, and drawing, and be introduced to archaeological photography, mapping, reporting, conservation and curation. Supervised fieldwork will be conducted on archaeological sites. Also listed as Anthropology 520.
Course Type(s): none

HS 521 Cr. 3.0
All the Livelong Day: The Meaning of Work in Modern America
Examination of content changes in the meaning of work in America through the twentieth century.
Course Type(s): HSUS

HS 522 Cr. 3.0
History Urbanization in America
Provides an interdisciplinary study of the history of urbanization and industrialization in the United States from the mid-nineteenth century to the early twentieth century. Using the themes of community, technology, public policy, and immigration, students will examine the development and changes in the social, physical, political, and economic urban landscape. Also listed as Political Science 522.
Course Type(s): HSUS

HS 523 Cr. 3.0
Studies in Mexican History and Culture
The development of Mexican nationalism in the fusion of Indian and Spanish Catholic cultures; the chaos of independence; Mexico and the United States; the Reform; the Diaz dictatorship; Positivism, the search for order and progress; the Revolution of 1910; and Reconstruction.
Course Type(s): HSNW

HS 524 Cr. 3.0
Twentieth Century United States Political History
Examines the twentieth century evolution of liberalism and conservatism, campaigns and elections, and congress and the presidency; considers critical elections, consensus and dissent, and the status of political rights through the progressive period, the Republican ascendency, the New Deal, the Second World War, the Cold War, and Post-Cold War period.
Course Type(s): HSUS

HS 525 Cr. 3.0
World War II
Considers the military, economic, and political characteristics of the Allied and Axis powers and the strategies they produced; examines the military campaigns, the wartime economics, life on the home fronts, the experience of combat, the dynamics of occupation, and the roles of morality and immorality in the conduct of the war.
Course Type(s): HSEU, HSUS
HS 526 Cr. 3.0  
The Cold War  
Examines the rivalry between the United States and the Soviet Union that organized global politics for forty-five years; the roles of ideology, economy, and security that fueled it; the diplomacy, propaganda, and armed might used to wage it; and the impact it had on participants’ politics and culture.  
Course Type(s): HSEU, HSUS, HSWLD

HS 527 Cr. 3.0  
United States Military History  
Surveys the American experience of war, from the first Native American-European contact through the military interventions at the dawn of the twenty-first century; examines not only the major conflicts in this period, but also the evolution of strategy, military institutions, civil-military relations, and the American way of war.  
Course Type(s): HSUS

HS 528 Cr. 3.0  
History of Consumerism in America  
A seminar that explores the origins of the consumer culture and the multitude of ways in which it has shaped American society. We consider both the reverence of and the critiques of consumerism, analyzing race, class, gender, ethnicity, and geography in our consideration of consumer ideology and practices. Advertising, marketing, sales, and the consumer will all be considered in our analysis of the history of consumerism.  
Course Type(s): HSUS

HS 529 Cr. 3.0  
History of Sexuality in America  
A seminar that explores the cultural history of sexuality in the United States. We will consider how race, class, and gender have influenced ideas about sexuality, morality, and power. Major topics include prostitution, reproduction, gay, lesbian, and transgender sexualities, sexually transmitted diseases, and sexual representation and censorship. Working with monographs, scholarly articles, and primary sources that come from throughout American history, we will explore the ways in which sexuality has both shaped and been affected by this nation’s history.  
Course Type(s): HSUS

HS 530 Cr. 3.0  
New Jersey History  
A study of New Jersey history especially as a venue for exploring general trends in American history. Topics covered include New Jersey’s Native Americans, colonial settlement, the proprietary government, agricultural unrest, the American Revolution, Federalism, slavery, industrialization, urbanization, and suburbanization.  
Course Type(s): HSUS

HS 531 Cr. 3.0  
Studies in Ancient History  
Readings and discussion of principal aspects of Graeco-Roman culture, with emphasis on contribution of Classical Antiquity to Western Civilization and recent research in the field.  
Course Type(s): HSEU

HS 532 Cr. 3.0  
Native American History and Prehistory  
Examines North America’s native people in the area north of the Rio Grande. It combines North American prehistory with a historical overview of Native American experiences since contact. Evidence from archaeology, oral histories, and written sources are all presented. Challenges facing modern Native Americans are also examined. Also listed Anthropology 532.  
Course Type(s): HSNW, HSWLD

HS 533 Cr. 3.0  
The History of Public Policy in the United States  
The objective is to survey major issues in domestic public policy. The emphasis is on changes in the process of policy formation in both the public and private sectors. Also listed as Political Science 533.  
Course Type(s): HSUS

HS 535 Cr. 3.0  
The Renaissance  
Europe in transition from the fourteenth to the sixteenth century; the crisis of the church, humanism and art, politics and diplomacy, exploration and discovery, science and the occult.  
Course Type(s): HSEU

HS 536 Cr. 3.0  
The Reformation  
A study of sixteenth and early seventeenth century religious and political developments in Europe; causes of the Reformation, its political and social institutionalization, ideas of reformers, wars of religion, and the counter-Reformation.  
Course Type(s): HSEU
Appendix A: Course Descriptions

HS 537 Cr. 3.0
*Power and Enlightenment: Europe 1648-1789*
A study of European history from the Treaty of Westphalia to the French Revolution, emphasizing the contrast between political and military developments and cultural and intellectual trends. Special emphasis on the development of absolutism in France, Prussia, Austria, Spain, and Russia, the struggle against absolutism in Britain, Sweden, and the Netherlands; the ideals and goals of the European enlightenment, developing social and political tensions, and enlightened despotism.
Course Type(s): HSEU, HSPRE

HS 541 Cr. 3.0
*Graduate Seminar in European History*
Selected topics in European history, with emphasis on techniques of independent historical research and writing.
Course Type(s): HSEU

HS 542 Cr. 3.0
*French Revolution*
The causes of the Revolution; its relationship to the Enlightenment; the political, economic, social, and cultural consequences of the moderate phase and of the Terror.
Course Type(s): HSEU

HS 544 Cr. 3.0
*The German Empire, 1871-1914*
The unification of the Empire; the political and social settlement imposed by Bismarck; the domestic crisis preceding World War I.
Course Type(s): HSEU

HS 545 Cr. 3.0
*World War I*
The international and domestic causes of the Great War; its political, economic, social, cultural, and psychological consequences in Britain, France, and Germany; its role in the birth of the modern age.
Course Type(s): HSEU

HS 546 Cr. 3.0
*The Weimar Republic, 1918-1933*
The foundation of the first German republic as an outcome of revolution and defeat in war; its political and cultural innovations; the causes of its collapse.
Course Type(s): HSEU

HS 547 Cr. 3.0
*The Third Reich*
The ideological origins of Nazism; the consolidation and character of Nazi rule; the relation of Hitler with the German people; Nazism as revolution.
Course Type(s): HSEU

HS 551 Cr. 3.0
*Graduate Seminar in British History*
Selected topics in modern English and British history, with emphasis on techniques of historical research.
Course Type(s): HSEU

HS 553 Cr. 3.0
*Tudor-Stuart England*
The political, religious, social, and cultural history of England in the sixteenth and seventeenth centuries: Tudor absolutism, the English Reformation, the rise of Puritanism, social and economic change, the conflict between crown and Parliament, the English Civil War, and the Revolution of 1688.
Course Type(s): HSEU

HS 561 Cr. 3.0
*Twentieth Century Russia and the Soviet Union*
Studies in the transformation of Russian society, with emphasis on the revolutionary movements and the economic, social, and political institutions of Soviet Russia.
Course Type(s): HSEU

HS 562 Cr. 3.0
*History of Maps and Mapping*
Students will study the historical developments in cartographic technique, the development of mapping in different parts of the world, and the future of mapping in the computer age. Students will focus on the ways the events and ideology of a time period influence maps and mapping, and how in turn mapping influences history and ideology. Also listed an Anthropology 562.
Course Type(s): HSEU, HSNW, HSWLD

HS 563 Cr. 3.0
*Twentieth Century East Central Europe*
The political, economic, and social development of the lands between Germany and Russia, emphasizing the breakdown of the Ottoman and Hapsburg empires, the rise of the independent successor states between the wars, the Soviet takeover in the post-war era, and the development of national communism and polycentrism.
Course Type(s): HSEU
HS 571 Cr. 3.0  
Studies in the History of Revolution  
An interdisciplinary study of the nature and causes of modern revolutions, the makeup of the revolutionary personality, and the role of ideology, strategy, and tactics in the making of revolution. Emphasis is on twentieth-century communist revolutions.  
Course Type(s): HSEU

HS 572 Cr. 3.0  
The History of Tourism  
Students will study the history of tourism in different parts of the world from political, social, cultural, geographic, and economic perspectives. This will include an examination of historical differences in tourist attractions, tourist behaviors, and impacts on tourist destinations and their people. Students will also study how historical memory and interpretation shapes the contemporary tourist experience, as well as questions concerning authenticity and tourism. Also listed as Anthropology 572.  
Course Type(s): HSEU, HSWLD

HS 573 Cr. 3.0  
Ecological Imperialism  
Ecological History will examine the relationship between human society(ies) and the natural world over recorded time. As an interdisciplinary exercise this class will draw on the natural sciences, anthropology, and history to better understand the biological, cultural, imperial, ethical, economic, religious, political, and global ramifications of the relationship between humanity and humanity’s natural surroundings. Also listed as Anthropology 573.  
Course Type(s): HSWLD

HS 575 Cr. 3.0  
Civilization of the Andes  
Survey of Andean history from the beginning of human settlement through the Inca Empire and the Spanish conquest to contemporary peasant society. The evolution and nature of precolumbian civilizations, focusing on Chavin, Paracas-Nazca, Huari-Tiahuanaco, Chimor, and the Inca. The social and political organization of the Inca empire. The Spanish conquest and its impact on native culture. Contemporary social changes; rural migration and the transformation of contemporary Andean society. Theoretical exploration of the developmental trajectory of Andean civilization. Also listed as Anthropology 575.  
Course Type(s): HSNW, HSWLD

HS 577 Cr. 3.0  
European Intellectual Revolution, 1500-1800  
An examination of the roots of the modern mind, the secularization of thought, and individualism vs. traditional ideals of stability and order. Scientific, religious, and political thought will be traced through readings, painting, architecture and sculpture.  
Course Type(s): HSEU

HS 580 Cr. 3.0  
Themes and Variations in Cultural History  
The exploration of symbol, style, and value in six historical periods from classical Greece to the end of the nineteenth century through art, literature, and philosophy.  
Course Type(s): HSEU

HS 581 Cr. 3.0  
Seminar in East Asian History  
A study of selected topics in Chinese or Japanese history, with emphasis on techniques of historical research.  
Course Type(s): HSNW

HS 583 Cr. 3.0  
China, Japan, and the Modern World  
Experiences of China and Japan with Europe, America, and pressures to modernize in the nineteenth and early twentieth centuries. Emphasis is on contacts, exchanges, conflicts, and images of one another across space and time. Areas explored include traditional cultural patterns and ways of thinking, systems of foreign relations, the role of technology, and comparative successes and failures with modernization.  
Course Type(s): HSNW, HSWLD

HS 585 Cr. 3.0  
Seminar in African History  
Analysis and appraisal of colonialism in Africa, reflecting on the political, economic, and sociocultural transformations, which occurred in Africa between 1880 and 1960. Also listed as Anthropology 585.  
Course Type(s): HSNW

HS 587 Cr. 3.0  
Nationalism in Africa  
Examines a major episode that transformed the political history of Africa in the twentieth century. It discusses how nationalism became an instrument of political change that led to the independence of African states. Begins by examining the concept of nationalism in Europe, how it was applied in Africa, and how it contributed to the strug-
gle for independence.
Course Type(s): HSNW, HSWLD

HS 588
Cr. 3.0
**Decolonization in Africa 1940-1960**
Examines the process of transfer of power from colonial powers to Africans; the emergence of education elites; the rise of nationalism; implications of decolonizations; and African expectations of independence.
Course Type(s): HSNW, HSWLD

HS 589
Cr. 3.0
**Formation of the Global System: Fifteenth to Sixteenth Centuries**
Formation of the early global system that changed the world in the fifteenth and sixteenth centuries. Brief survey of the Euro-African and American worlds prior to the fifteenth century. Transformations resulting from transatlantic trade and the colonial order; conceptual changes about life, the biological order, and religion; exchanges of crops, animals, and disease; depopulation and migration; African slavery and the plantation system; the forging of labor as capital; the transfer of American gold, silver, and other wealth to Europe and its impact on class formation and capitalism; interactions with Asia. Roots of the contemporary world. Also listed as Anthropology 589.
Course Type(s): HSNW, HSWLD

HS 590
Cr. 3.0
**Paris, 1919: A World History**
Offers an examination of the Paris Peace Conference following World War One taking into account the ideologies and global themes of the time. Of particular interest, the course will examine nationalism, imperialism, state formation, militarism, and racism.
Course Type(s): HSWLD

HS 591
Cr. 3.0
**Graduate Seminar in the Modern History of Islamic Peoples**
Selected topics in Islamic history in the Middle East, North Africa, and some areas of the Balkan Peninsula; political, social, and intellectual change, the rise of nation states, and cultural interaction with the West.
Course Type(s): HSNW

HS 595
Cr. 3.0
**History Internship/Practicum**
Provides graduate students with the opportunity to gain substantive career experience and build specific applied skills by working in outside programs, institutions, agencies and firms engaged in the fields of public history, historical archeology and anthropology and regional geography.
Prerequisite: Completion of 12 graduate credits.
Course Type(s): none

HS 598
Cr. 3.0
**Special Topics in History**
Allows students to study a specific aspect of history. The subject matter varies from semester to semester, and depends on the professor who teaches the course.
Course Type(s): none

HS 599
Cr. 3.0
**Independent Study in History**
Reading and research leading to significant written work under the direction of a member of the History faculty.
Prerequisite: Prior permission of the directing professor and department chair.
Course Type(s): none

HS 691
Cr. 3.0
**History Master's Thesis I**
Reading and research leading to significant written work under the direction of a member of the history faculty.
Course Type(s): none

HS 692
Cr. 3.0
**History Masters Thesis II**
Reading and research leading to significant written work under the direction of a member of the history faculty.
Course Type(s): none

HS CPE
Cr. 0.0
**History Comprehensive Exam**
History Comprehensive Exam
Course Type(s): none

HS THD
Cr. 0.0
**Thesis Defense**
Course Type(s): none

HOMELAND SECURITY

HLS 610
Cr. 3.0
**Introduction to Homeland Security: Principles and Policies**
Overview of homeland security basic management concepts, issues contributing to terroristic acts, and critical
analysis of terrorist activities.
Effective Fall 2013.
Course Type(s): none

HLS 620 Cr. 3.0
Terrorism: Causes and Consequences: The Unconventional Threat
Provides students with an in-depth examination of the unconventional threat of terrorism and its impact on the Homeland Security enterprise by exploring the overall phenomena of terrorism as well as the complex motivations, ideologies, goals and tactics of various domestic and international groups. Cultural, religious and economic influences on terrorism, and media impact, will be considered. Students will analyze these groups in light of historical, contemporary and potential future acts of terrorism in order to understand the causes, consequences, and impact terrorism has on our society. Balances out topical issues related to state terrorism, political terrorism, religious and apocalyptic violence, the media and terrorism, weapons of mass destruction, terrorist tactics and targeting, and the operational and organizational dynamics of terrorism.
Effective Fall 2013.
Course Type(s): none

HLS 630 Cr. 3.0
Intelligence for the Homeland Security Practitioner
Acquaints students with the concepts and practices involved in the process of collecting, analyzing and evaluating intelligence and in managing the intelligence function, as well as the influence of intelligence in shaping homeland security decision making at the federal, state and local levels. It examines the structures, roles, and interactions of the foreign and domestic intelligence communities, the intelligence gathering and analysis of capabilities of criminal justice and private sector entities, and the use of intelligence processes to support homeland security investigations, planning, and intelligence applications to support strategic decision making.
Effective Fall 2013.
Course Type(s): none

HLS 640 Cr. 3.0
Multidisciplinary Approach to Homeland Security
Acquaints students with the concepts and practices among the various disciplines within the homeland security domain that provide the architecture for the nation’s preparedness strategy. Provides an understanding of how the law, constitution and interaction between the various disciplines of homeland security and defense, in theory and practice affect the development and execution of homeland security operations, strategies, and policies in general. Explores the collaborative efforts of multiple disciplines drawn from all levels of the public and private sectors, how they integrate with one another, and how they collectively factor into the prevention of, response to, and recovery from major events. Conversely, it will enhance the students understanding of the various disciplines associated with homeland security including law enforcement, fire services, emergency management, infrastructure custodians, the military, public health, and government administrators.
Effective Fall 2013.
Course Type(s): none

HLS 660 Cr. 3.0
Psychology of Fear Management And Terrorism
Discusses the psychology of fear and provides students with an in-depth examination of the psychological consequences of terrorism on a community. Students will be exposed to the neurobiology of fear including predicators of maladaptive/pathological response.
Prerequisites: Homeland Security 610, 620, 630, and 640.
Effective Fall 2013.
Course Type(s): none

HLS 670 Cr. 3.0
Constitutional Issues in Homeland Security
Prerequisites: Homeland Security 610, 620, 630, and 640.
Effective Fall 2013.
Course Type(s): none

HLS 675 Cr. 3.0
Technology for Homeland Security
Provides students with an overview of myriad technologies that have helped to shape the homeland security enterprise. Students will examine critical infrastructure and key resources threats and vulnerabilities that characterize the homeland security operational environment. Students will explore how past, present and emerging technologies have been used and how they might be used in the future. Balances out topical issues related to risk, perception of risk, technological capabilities, security, cyber-attacks, health issues, legal issues that impact the
homeland security. Students will explore elements of cyber terrorism and emerging technologies that can facilitate and strengthen capability specific national priorities in order to improve national preparedness.

Prerequisites: Homeland Security 610, 620, 630, and 640.
Effective Fall 2013.
Course Type(s): none

HLS 680 Cr. 3.0
Comparative Government for Homeland Security
Provides students with an in-depth examination of other countries homeland security governance and policies with a focus on counterterrorism laws, security, law enforcement, emergency response, and public health. Students will analyze other countries traditions, political and bureaucratic institutions and policies that might inform the U.S. homeland security enterprise. Designed to provide students with homeland security related lessons learned and smart practices employed by other countries that if adapted, scaled and measured to the vision, mission, and purpose of a U.S. jurisdiction/organization might make safe and secure the Nation.
Prerequisites: Homeland Security 610, 620, 630, and 640.
Effective Fall 2013.
Course Type(s): none

HLS 685 Cr. 3.0
Strategic Plan for Homeland Security
Provides students with an in-depth examination of strategic planning and especially as it relates to the homeland security enterprise. Students will explore how organizations identify, plan, and implement their strategy objectives. Students will analyze past, current, and future homeland security strategy objectives and identify both lessons learned and not learned. Students will develop a comprehensive strategic homeland security strategy to make safe and secure the Nation.
Prerequisites: Homeland Security 610, 620, 630, and 640.
Effective Fall 2013.
Course Type(s): none

HLS 690 Cr. 3.0
Knowledge Into Practice: Homeland Security Capstone Course
Provides students with a synthesis and evaluation of Monmouth University’s Masters in Homeland Security core curriculum functions and competencies: (1) Political, legal, and managerial context of homeland security. (2) Technology and its applications to homeland security. (3) Research, program evaluation, and needs assessment and their application to homeland security. (4) Current and emerging homeland security threats. Students will prepare an evidence-based research paper that applies the core curriculum functions and competencies to a related homeland security issue.
Prerequisites: Homeland Security 610, 620, 630, and 640.
Effective Fall 2013.
Course Type(s): none

HLS 695 Cr. 3.0
Policy Analysis and Research Methodology in Homeland Security
Requires students to construct an original research proposal that critically analyzes one aspect of the Homeland Security field within the United States of America. To do so, the course begins with a review of the tenets of sound research in the social sciences and proceeds with the development of a research proposal that includes the formulation of a research question and subsequent hypotheses, a review of the pertinent literature, and the development of a detailed methodology with which to conduct the research. Additional attention is devoted to the practical, ethical, and political issues that arise when conducting research and evaluation within the agencies, organizations, practices, and policies that fall under the auspices of the Department of Homeland Security.
Prerequisites: Homeland Security 610, 620, 630, and 640.
Effective Fall 2013.
Course Type(s): none

HLS 699 Cr. 3.0
Independent Study in Homeland Security
Provides a students the opportunity to focus on a specific area of interest within Homeland security. Research, reading and faculty-student communications will result in a significant written project. The supervising faculty member will meet weekly with the student to monitor progress and provide feedback.
Prerequisite: Prior permission of the selected faculty member, program director and chair.
Effective Fall 2013.
Course Type(s): none

INFORMATION TECHNOLOGY

IT 500 Cr. 3.0
Information Technology
Introduction to computer-based information management concepts that provide an integrated approach to personal computer software in a Windows environment. These include: word processing, spreadsheet, database, presentation graphics, and electronic communication applications; information retrieval from the Internet and online
library resources; fundamental computer literacy; and the ethical and societal implications of computer technology. Hands-on experience with a microcomputer in a networked environment is provided for completion of individual and group projects. This course is appropriate only for students from non-technology areas of study.
Course Type(s): none

IT 510 Cr. 3.0
Internet Technology
Introduction to integrated application software used for authoring and publishing Web sites. Applications include, preprogrammed software, markup programming and Internet scripting languages used to create Web pages. Network technologies and the fundamental concepts involved in creating a network and in facilitating network operation will also be introduced. Hands-on experience with a microcomputer on a networked system is provided for completion of individual and group projects. This course is appropriate only for students from non-technology areas of study.
Prerequisite: Information Technology 500.
Course Type(s): none

MARINE SCIENCES

MS 598A Cr. 1.0 - 3.0
Special Topics in Marine Sciences
Marine science education in the K-12 classroom. A brief history of marine science and education is followed by a review of current marine education projects.
Course Type(s): none

MATHEMATICS

MA 501 Cr. 3.0
C++ for Numerical Applications
Teaches C++ in the UNIX/Cygwin development environment. It specializes on practicalities of coding large applications utilizing software libraries containing numerical methods such as LAPACK/TNT/GSL and data structures such as STL.
Prerequisite: Permission of the director of the MSFM or department chair.
Course Type(s): none

MA 510 Cr. 3.0
Numerical Methods for Financial Mathematics
Teaches numerical methods aimed at implementing the mathematics developed in financial engineering. This includes practical implementation in C++ of numerical methods used in finance such as tree-based methods, finite differences, and Monte Carlo simulation.
Prerequisite: Mathematics 501 passed with a grade of C- or higher.
Course Type(s): none

MA 520 Cr. 3.0
Introduction to Financial Mathematics
An introduction that combines the topics of finance to mathematics. Topics include: introduction to pricing of derivative securities markets; futures, swaps; options and bonds.
Prerequisite: Permission of the director of the MSFM or department chair.
Course Type(s): none

MA 530 Cr. 3.0
Stochastic Calculus
Exposes students to some of the techniques from stochastic analysis that are employed in mathematical finance. This includes the importance in the revolution that has taken place in the financial markets over the last twenty-five years. Topics include developing the relationship between Brownian motion and stochastic calculus.
Prerequisite: Permission of the director of the MSFM or department chair.
Course Type(s): none

MA 540 Cr. 3.0
Statistical Theory in Finance and Economics
Covers topics related to multiple regression techniques, including testing the assumptions required for each to be valid. This includes applications to yield curve smoothing, pricing, and investment models. Also covered are techniques for the analysis and modeling of time series data, forecasting and market risk measures. In addition, factor analysis, structural equation modeling, and other multivariate techniques will be covered.
Prerequisites: Mathematics 520 and 530, both passed with a grade of C- or higher.
Course Type(s): none

MA 550 Cr. 3.0
Computation and Simulation in Finance
Teaches the most fundamental aspect of financial mathematics and numerical implementation from a practical business. Topics include Black Scholes equations; Tree based and Monte Carlo methods. Products.
Prerequisites: Mathematics 520 and 530, both passed with a grade of C- or higher.
Course Type(s): none
MA 595  Cr. 3.0
*Financial Mathematics Practicum*
Team work on substantial projects submitted by corporate sponsors. Students address practical quantitative problems from first formulation to final presentation, making full use of their modeling and computing skills. Projects will result in a final written report, formal defense, and presentation to corporate sponsor, faculty and other students in the course.
Prerequisites: Finance 511 and Mathematics 540, both passed with a grade of C- or higher, and permission of the director of the MSFM or department chair.
Course Type(s): none

MA 598  Cr. 3.0
*Special Topics in Mathematics*
The subject matter varies with the interest of the students and the professor teaching the course. The exact nature of the topic covered in any given semester is indicated in the student’s transcript. For the course to count for credit toward a particular graduate program outside mathematics, prior permission of the chair of graduate studies in that program must also be obtained.
Course Type(s): none

MA 599  Cr. 3.0
*Independent Study in Mathematics*
Independent study in a topic not substantially treated in a regular graduate course; weekly consultation. Prior permission of directing professor and the chair of the department is required. For the course to count for credit toward a particular graduate program outside mathematics, prior permission of the chair of graduate studies in that program must also be obtained.
Course Type(s): none

MUSIC

MU 599  Cr. 1.0 - 3.0
*Independent Study in Music*
Reading and research on a selected topic under the direction of a Music department faculty member.
Course Type(s): none

NURSING

NU 508  Cr. 3.0
*Factors Affecting Healthcare I*
Examine models and contexts for health promotion and disease prevention; examine the influence of culture on health beliefs and practices; ethical dilemmas. Investigate factors, such as access to care, health and social policy, healthcare finance and economics, and legislative influences on health.
Course Type(s): NU.EL, TPS

NU 509  Cr. 3.0
*Health Informatics and Concepts for Advanced Nursing Practice*
Overview of applied knowledge of information systems, computers, and technology in direct healthcare. Computer, information, and health literacy related to nursing informatics. A review of methodology of analyzing, formalizing, and processing information through computers that influence clinical practice, management, education, and research. Overview of qualitative and quantitative approaches to knowledge development in nursing. Concepts and theories in nursing and related disciplines to enhance evidence based practice.
Prerequisite: Nursing 512.
Course Type(s): NU.EL

NU 510  Cr. 3.0
*Knowledge Development in Nursing*
History and philosophy of science and nursing science; techniques for concept analysis and knowledge development; examination of nursing conceptual models used to develop nursing knowledge, research, and practice; review and analysis of concepts and relational statements for the development of nursing knowledge.
Course Type(s): none

NU 512  Cr. 3.0
*Nursing Research for Advanced Nursing Practice*
Critical appraisal of the role of nursing research and research methods of inquiry in the development of nursing theory and practice. Qualitative and quantitative research methods; research designs; measurement theory and strategies; methods of data analysis; read, critique and write research reports; ethics, application of research techniques for outcomes evaluation and evidence-based practice.
Prerequisite: Nursing 509.
Course Type(s): none

NU 514  Cr. 3.0
*Data Management for Advanced Nursing Practice*
Planning for and collection of outcome data; preparation of data for hypothesis testing; use of the SPSS statistical computer package for data management and analysis; selection and interpretation of appropriate parametric and
nonparametric descriptive and inferential statistics for outcome evaluation. Quantitative and qualitative data analysis. 

Prerequisites: Nursing 509 and 512.
Course Type(s): none

**NU 518**  Cr. 3.0  Education and Motivation of Nursing Clients
Role of the nurse in fostering health promotion via education of clients, families, and professional colleagues. Essential factors for successful teaching and learning. Motivating the client to make behavioral changes to promote health and development. Development, presentation, and evaluation of a formal teaching plan.
Course Type(s): none

**NU 521**  Cr. 3.0  Pathophysiology and Histology
Focuses on pathogenesis of selected diseases leading to alterations of body structure and functions across the life span. Emphasizes the laboratory identification of vertebrate tissue. Students must earn a minimum of a B- in the course. Students who receive less than a B- will be required to repeat the course. Students will be allowed to repeat the course no more than once. A second grade below a B- will make students ineligible to continue in programs requiring this course. Also listed as Biology 521.
Course Type(s): NU.EL

**NU 524**  Cr. 3.0  Pharmacology for Advanced Nursing Practice
Historical perspective, legal regulations and standards, the Controlled Substances Act; pharmacokinetics; pharmacodynamics; choice and use of pharmacotherapeutics; nursing responsibilities in drug prescription; client education with respect to drug-desired effects, side effects, interactions, toxicity, dependence, and addiction. Students must earn a minimum grade of B- in the course. Students who receive less than a B- will be required to repeat the course no more than once. A second grade below a B- will make students ineligible to continue in programs requiring this course.
Course Type(s): none

**NU 535**  Cr. 3.0  Advanced Health Assessment
Theory and practice of health assessment skills, identification of deviations from the normal and documentation of findings are refined. Advanced-level assessment includes the comprehensive history, physical, and psychological variations of the client. The client is viewed holistically, incorporating cultural, nutritional, and developmental variations. Application of techniques is practiced in the college laboratory and with clients in outside agencies. Students translate assessment data into differential diagnosis and interpret laboratory and diagnostic data.
Relationship of health assessment to the role and responsibilities of the nurse is examined.
Prerequisite: Biology or Nursing 521.
Course Type(s): none

**NU 540**  Cr. 3.0  Pharmacology for Advanced Practice Nursing
Historical perspective, legal regulations and standards, the Controlled Substances Act; pharmacokinetics; pharmacodynamics; choice and use of pharmacotherapeutics; nursing responsibilities in drug prescription; client education with respect to drug-desired effects, side effects, interactions, toxicity, dependence, and addiction. Students must earn a minimum grade of B- in the course. Students who receive less than a B- will be required to repeat the course no more than once. A second grade below a B- will make students ineligible to continue in programs requiring this course.
Course Type(s): none

**NU 541**  Cr. 3.0  Primary Care
Aspects of advanced health assessment, clinical reasoning, and diagnostic skills necessary to manage common stable, chronic, and episodic alterations in health. Various advanced nursing practice roles in health care, ethical and legal issues in clinical practice, application of research-based clinical outcomes, promotion and maintenance of health, disease prevention and treatment modalities for individuals are explored. Content is presented in weekly clinical case studies related to common alterations in health. Factors influencing health care systems, patterns of human responses, cultural and epidemiological influences will be discussed in weekly clinical case studies. Performing assessments and screenings related to common alterations in health are also included in a weekly, faculty-supervised clinical practice.
Prerequisites: Nursing 521, 524, and 535.
Corequisite: Nursing 542.
Course Type(s): none

**NU 542**  Cr. 1.0  Primary Care Laboratory
This clinical course is designed to be taken with the lecture component of NU 541. Aspects of advanced health assessment, clinical reasoning, and diagnostic skills necessary to manage common stable, chronic, and episodic alterations in health are explored. Practical application of assessment skills, strategies, and techniques is practiced in the college laboratory and with clients in outside agencies. Students translate assessment data into differential diagnosis and interpret laboratory and diagnostic data. Relationship of health assessment to the role and responsibilities of the nurse is examined.
Prerequisite: NU 541.
Corequisite: NU 541.
Course Type(s): none
in health. Various advanced nursing practice roles in health care, ethical and legal issues in clinical practice, application of research-based clinical outcomes, promotion and maintenance of health, disease prevention and treatment modalities for individuals are explored. Content is presented in weekly clinical case studies related to common alterations in health. Factors influencing health care systems, patterns of human responses, cultural and epidemiological influences will be discussed in weekly clinical case studies. Performing assessments and screenings related to common alterations in health are also included in a weekly, faculty-supervised clinical practice. 
Prerequisites: Nursing 521, 524, and 535. 
Corequisite: Nursing 541. 
Course Type(s): none

NU 543 Cr. 3.0
Diagnosis and Treatment of Psychopathology
Provides the basic foundations of clinical management of common psychiatric/mental health problems in adults. For students in Adult Psychiatric Mental Health APN track. 
Corequisite: Nursing 544. 
Course Type(s): none

NU 544 Cr. 1.0
Diagnosis and Treatment of Psychopathology
Clinical Laboratory
Provides the basic foundations of clinical management of common psychiatric/mental health problems in adults. The student will deliver mental health care to adults with mental health problems including collection of subjective and objective data using the techniques of interview; establishing a psychiatric diagnosis utilizing the DSMIV-TR classification system, completing an initial psychiatric assessment and identifying psychopharmacologic interventions as appropriate. Establishment of collaborative role with other health care providers. 
Corequisite: Nursing 543. 
Course Type(s): none

NU 562 Cr. 3.0
Tests and Measures
Considers evaluation methods related to norm-referenced and criterion-referenced evaluation methods in education. Students will investigate criteria used to develop reliable and valid evaluation measures. Current issues and research related to educational testing instruments, alternatives to standardized evaluation methods, and outcome measurement in education will be discussed. Students will explore measurement theory and evaluate measures that are used to identify cognitive, affective, and psychomotor domains as they relate to education.
Course Type(s): none

NU 564 Cr. 3.0
Curriculum Development and Instruction in Nursing Education
The primary focus of this course is the process of curriculum development in nursing. Factors influencing curriculum development, the process of curriculum development and evaluation methods are emphasized. Instruction and evaluation in didactic nursing courses and clinical experiences are addressed. Individuals completing this course will be prepared for the role of nurse educator in academic settings. 
Prerequisite: Nursing 518. 
Course Type(s): none

NU 566P Cr. 3.0
Nurse Educator Practicum
Focuses on the application of teaching and learning principles in academic and clinical settings. Instruction and evaluation in didactic nursing courses and clinical experiences are applied in nursing programs providing generic nursing education, in cooperation with a preceptor. 
Corequisite: Nursing 566S. 
Course Type(s): none

NU 566S Cr. 3.0
Nurse Educator Seminar
Provides a forum for reflection on student teaching experiences in the classroom and clinical settings. Through discussion and sharing, students refine the application of theory and research to practice as an educator. Topics relevant to the academic faculty role and current issues in nursing education are explored. 
Corequisite: Nursing 566P. 
Course Type(s): none

NU 575 Cr. 3.0
Issues in Forensic Nursing
The principles of forensic science and forensic nursing will be introduced. The advanced practice role of the forensic nurse and the use of nursing process in forensic decision making for the management of victims of crimes and their perpetrators are illustrated. The relationship between various sociocultural factors and psychosocial issues related to violent crimes are analyzed. Additionally, philosophies of clinical forensics are identified. Roles of the nurse in forensic science and scopes and standards of forensic nursing practice are discussed. Techniques in collection of forensic evidence and preservation are
demonstrated. Ethical responsibilities of the forensic nurses' responsibilities in the identification, prevention, and treatment of victims of violent crime are recognized.

**Course Type(s):** none

**NU 576 Cr. 3.0**

*Interpersonal Violence*

Examines the various types and patterns of violence related to cultural values, beliefs, biases and societal issues, as well as the historical perspective of violence. Content includes: family, community, youth, and workplace violence, child, domestic, elder and sexual abuse. Theories concerning gender violence, gangs, bias and hate crimes, and terrorism are challenged. Public health and health care issues related to violence, and primary, secondary, and tertiary level interventions for victims and offenders of violence are discussed. Individual responsibilities associated with identification and reporting violence are identified. Health care measures to identify and prevent violence are analyzed. Methods of treatment for victims and perpetrators of violence are evaluated.

**Course Type(s):** NU.EL

**NU 578P Cr. 2.0**

*Forensic Nursing Practicum*

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

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

**Corequisite:** Nursing 578S.

**Course Type(s):** none

**NU 578S Cr. 1.0**

*Forensic Nursing Seminar*

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

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

**Corequisite:** Nursing 578P.

**Course Type(s):** none

**NU 585 Cr. 3.0**

*School Nursing I*

Examines and analyzes the role of the school nurse as health care provider, health educator, health counselor, and interdisciplinary team member. Explores financial, legal, and administrative issues as they relate to school nursing. Reviews normal growth and developmental patterns. Describes common health problems, special needs, and interventions appropriate for school nurses.

**Course Type(s):** none

**NU 586 Cr. 3.0**

*School Nursing II*

A continuation of the examination and analysis of the role of the school nurse as healthcare provider, health educator, health counselor, and interdisciplinary team member. An expansion of the role of the nurse as child advocate in the community and as public health nurse. Explores external and internal environmental influences that impact on the health of children.

**Course Type(s):** none

**NU 587P Cr. 2.0**

*Practicum: School Nurse I*

Introduction to the clinical experience for the School Nurse. The student has his/her clinical experience in the school nurse’s office where he/she takes an active part in school health services, physical assessments, organiza-
tion and administration of the school health program as outlined in NJAC 6A:9 Professional Licensure and Standards of the NJ Board of Education Standards.
Prerequisite: Nursing 585.
Corequisite: Nursing 587S.
Course Type(s): none

NU 587S Cr. 2.0
Seminar: School Nurse I
Discusses the school nurse's role as a health care provider, health counselor, administrator and member of the interdisciplinary school team. Students that are employed as a school nurse should take this two-credit seminar to fulfill the New Jersey Board of Education's requirement of a minimum six semester-hour credits in school nursing, including school health services, physical assessments, organization and administration of the school health program.
Prerequisite: Nursing 585.
Corequisite: Nursing 587P.
Course Type(s): none

NU 588P Cr. 2.0
Practicum: School Nurse II
A continuation of the clinical experience for the School Nurse. The student functions in the role of the School Nurse as a Health Educator.
Prerequisites: Nursing 586, 587S, and Health 584.
Corequisite: Nursing 588S.
Course Type(s): none

NU 588S Cr. 2.0
Seminar: School Nurse II
Discusses the school nurse's role as a health educator.
Prerequisites: Nursing 586, 587S, and Health 584.
Corequisite: Nursing 588P.
Course Type(s): none

NU 598 Cr. 3.0
Special Topics in Nursing
Allows students to study a specific aspect of nursing. The subject matter varies from semester to semester and depends on the professor who teaches the course.
Course Type(s): none

NU 599 Cr. 1.0 - 4.0
Independent Study in Nursing
Independent study (theory and/or practica) in a specialized area of interest to the student. Weekly consultations with supervising faculty member.
Course Type(s): none

NU 621 Cr. 3.0
Advanced Practice Nursing I: Adult Gerontology
Detailed study analysis of health problems of the adult, including pathophysiology, strengths and weaknesses of assessment data collection, diagnostic process, planning, intervention, and evaluation. Interview and physical examination techniques for collecting subjective and objective data from the adult client in the primary care setting; deriving nursing diagnoses; planning care for acute and chronic illness using community resources; use of communication for health teaching, counseling, and motivating clients for positive health maintenance. Expansion of traditional nursing role to the advanced practice nurse (APN) role through the incorporation of the fundamental patterns of knowing; empirics, aesthetics, personal knowledge, and ethics. A process driven course which will require extensive reading in the student's specialty area.
Prerequisites: Nursing 521, 524, 535, 541, and 542.
Corequisites: Nursing 622P and 622S.
Course Type(s): none

NU 622P Cr. 3.0
Advanced Practice Nursing Practicum I: Adult-Gerontology
Delivery of primary health care to adults with common health problems, including collection of subjective and objective data using the techniques of interview and physical examination; deriving nursing diagnoses, planning care for acute and chronic illness using community resources; use of communication for health teaching, counseling, and motivating clients for positive health maintenance. Establishment of collaborative role with other health care providers.
Corequisites: Nursing 621 and 622S.
Course Type(s): none

NU 622S Cr. 1.0
Advanced Practice Nursing Seminar I: Adult-Gerontology
Discuss the delivery of primary health care to adults with common health problems, including collection of subjective and objective data using the techniques of interview and physical examination; deriving nursing diagnoses; planning care for acute and chronic illness using community resources; use of communication for health teaching, counseling, and motivating clients for positive health maintenance. Establishment of collaborative role with other health care providers.
Corequisites: Nursing 621 and 622P.
Course Type(s): none
NU 623  Cr. 3.0
Advanced Practice Nursing II: Adult - Gerontology
Detailed case study analysis of health problems of the adult, including pathophysiology, strengths and weaknesses of assessment of data collection, diagnostic process, planning, intervention, and evaluation. Expansion of traditional nursing role to the advanced practice nurse (APN) role through the incorporation of the fundamental patterns of knowing: empirics, aesthetics, personal knowledge, and ethics. A process-driven course which will require extensive reading in the student's specialty area. An extension of Advanced Practice Nursing I: Adult-Gerontology.
Prerequisite: Nursing 621.
Corequisites: Nursing 624P and 624S.
Course Type(s): none

NU 624P  Cr. 3.0
Advanced Practice Nursing Practicum: Adult-Gerontology
Delivery of primary health care to adults and adolescents with common health problems, including collection of subjective and objective data using the techniques of interview and physical examination; deriving nursing diagnoses; planning care for acute and chronic illness using community resources; use of communication for health teaching, counseling, and motivating clients for positive health maintenance. Establishment of collaborative role with other health care providers.
Prerequisites: Nursing 621, 622S, and 622P.
Corequisites: Nursing 623 and 624S.
Course Type(s): none

NU 624S  Cr. 1.0
Advanced Practice Nursing Seminar II: Adult-Gerontology
Discuss the delivery of primary health care to adults and adolescents with common health problems, including collection of subjective and objective data using the techniques of interview and physical examination; deriving nursing diagnoses; planning care for acute and chronic illness using community resources; use of communication for health teaching, counseling, and motivating clients for positive health maintenance. Establishment of collaborative role with other health care providers.
Prerequisites: Nursing 621, 622S, and 622P.
Corequisites: Nursing 623 and 624S.
Course Type(s): none

NU 631  Cr. 3.0
Advanced Practice Nursing I: Family
Detailed case study analysis of health problems, including pathophysiology, strengths and weaknesses of assessment of data collection, diagnostic process, planning, intervention, and evaluation. Assignment and physical examination techniques for collecting subjective and objective data in the primary care setting; deriving nursing diagnoses; planning care for acute and chronic illness in culturally diverse populations utilizing community resources; use of communication for health teaching and counseling to motivate clients for positive health maintenance with be explored. Expansion of traditional nursing role to the advanced practice nurse (APN) role through the incorporation of evidence-based practice, personal knowledge, and ethics will be discussed. A process-driven course which will require extensive reading in the student's specialty area.
Prerequisite: Nursing 521, 524, 535, 541, and 542.
Corequisites: Nursing 632P and 632S.
Course Type(s): none

NU 632P  Cr. 3.0
Advanced Practice Nursing Practicum I: Family
Delivery of primary health care to adults with common health problems, including collection of subjective and objective data using the techniques of interview and physical examination; deriving nursing diagnoses; planning care for acute and chronic illness using community resources; use of communication for health teaching, counseling, and motivating clients for positive health maintenance. Establishment of collaborative role with other health care providers.
Corequisites: Nursing 631 and 632S.
Course Type(s): none

NU 632S  Cr. 1.0
Advanced Practice Nursing Seminar I: Family
Discuss the delivery of primary health care to adults with common health problems, including collection of subjective and objective data using the techniques of interview and physical examination; deriving nursing diagnoses; planning care for acute and chronic illness using community resources; use of communication for health teaching, counseling, and motivating clients for positive health maintenance. Establishment of collaborative role with other health care providers.
Corequisites: Nursing 631 and 632P.
Course Type(s): none

NU 633  Cr. 3.0
Advanced Practice Nursing II: Family
Detailed case study analysis of health problems, including pathophysiology, epidemiology, strengths and weaknesses of assessment of data collection, diagnostic process, plan-
ning, intervention, and evaluation. Interview and physical examination techniques for collecting subjective and objective data in primary, acute and long term care settings; deriving nursing diagnoses; planning care for acute and chronic illness in culturally diverse populations utilizing community resources; using communication for health teaching and counseling and to motivate clients for positive health maintenance. Expansion of traditional nursing role to the advanced practice nurse (APN) role through the incorporation of evidence-based practice, personal knowledge, and ethics. A process-driven course which will require extensive reading in the student’s specialty area. Prerequisite: Nursing 631.
Corequisite: Nursing 634P and 634S.
Course Type(s): none

NU 634P Cr. 3.0
Advanced Practice Nursing Practicum II: Family
A continuation of NU 632. Delivery of health care to the child, pregnant couple, and adults with complex health problems, including collection of subjective and objective data using the techniques of interview and physical examination; deriving nursing diagnoses; planning care for acute and chronic illness using community resources; use of communication for health teaching, counseling and motivating clients for positive health maintenance. Establishment of collaborative role with other health care providers. Prerequisites: Nursing 631, 632S and 632P.
Corequisites: Nursing 633 and 634S.
Course Type(s): none

NU 634S Cr. 1.0
Advanced Practice Nursing Seminar II: Family
This course is a continuation of NU 632. Discussion of delivery of health care to the child, pregnant couple, and adults with complex health problems that include, collection of subjective and objective data using the techniques of interview and physical examination; diagnose and plan care for acute and chronic illness in culturally diverse pediatric populations utilizing community resources; use communication skills for health teaching and counseling and to motivate pediatric clients and their families for positive health maintenance. Expand the traditional nursing role to the advanced practice nurse (APN) role through the incorporation of evidence based practice, personal knowledge, and ethics. Establish collaborative relationships with other health care providers for comprehensive care. Corequisite: Nursing 635.
Course Type(s): none

NU 635 Cr. 2.0
Advanced Practice Nursing Pediatrics
Detailed case study analysis of health problems including pathophysiology, epidemiology, strengths and weaknesses of assessment of data collection, diagnostic process, planning, intervention, and evaluation. Interview and physical examination techniques for collecting subjective and objective data in pediatric care, both acute and chronic illness in culturally diverse pediatric populations utilizing community resources; using communication for health teaching and counseling and to motivate clients for positive health maintenance. Expansion of traditional nursing role to the advanced practice nurse (APN) role through the incorporation of evidence based practice, personal knowledge, and ethics. The course is process-driven and will require extensive reading in the student’s specialty area. Corequisite: Nursing 635P.
Course Type(s): none

NU 635P Cr. 1.0
Advanced Practice Nursing Pediatrics Practicum
Deliver primary care to pediatric clients with common health problems including collection of subjective and objective data using the techniques of interview and physical examination; diagnose and plan care for acute and chronic illness in culturally diverse pediatric populations utilizing community resources; use communication skills for health teaching and counseling and to motivate pediatric clients and their families for positive health maintenance. Expand the traditional nursing role to the advanced practice nurse (APN) role through the incorporation of evidence based practice, personal knowledge, and ethics. Establish collaborative relationships with other health care providers for comprehensive care. Corequisite: Nursing 635.
Course Type(s): none

NU 661 Cr. 3.0
Nursing Administration I
Students are socialized into the middle-level management and administration roles by examination of the administrative process in a variety of health care organizations. Students are expected to assess, plan, develop, evaluate, and refine their effectiveness as managers and leaders of nursing and patient care services. By synthesizing information from previous coursework, management theories, and relevant research, students will be able to apply themselves to the management/administration roles. Corequisites: Nursing 662P and 662S.
Course Type(s): none

NU 662P Cr. 2.0
Nursing Administration I Practicum
Students observe and participate in the middle-level man-
agement/administrative process in a variety of health care organizations. For the required practicum, the student selects a nursing service compatible with the student’s individual goals. Socialization into the middle management and administrative roles permit students to assess, plan, implement, and refine their skills as beginning practitioners as managers and leaders of nursing and patient care services. Corequisites: Nursing 661 and 662S.
Course Type(s): none

NU 662S  Cr. 1.0
*Nursing Administration I Seminar*
Students analyze the middle level-management/administrative process in a variety of health care organizations. Socialization into the middle management and administrative roles permit students to assess, plan, implement, and refine their skills as beginning practitioners as managers and leaders of nursing and patient care services.
Corequisites: Nursing 661 and 662S.
Course Type(s): none

NU 663  Cr. 3.0
*Nursing Administration II*
Students are prepared to practice in the role of middle-level administration and nursing case manager. Students will build on the information obtained in Nursing Administration I. In addition, nurses will learn the role of the nursing case manager. Students learn how to provide quality health care along a continuum, decrease fragmentation of care across multiple settings, enhance the client's quality of life, and address issues concerning cost containment. Communication and collaboration techniques are utilized to assess, plan, implement, coordinate, monitor and evaluate the options and services available to meet individual health needs.
Prerequisites: Nursing 661 and 662S and 662P.
Corequisites: Nursing 664P and 664S.
Course Type(s): none

NU 664P  Cr. 2.0
*Nursing Administration II Practicum*
Students observe and participate in the human resources and the nursing case management roles. Students build on the information obtained in Nursing Administration I. Students investigate the integration of the nursing administrator role and human resource elements and observe the relationship through direct observation of the HR staff and the Executive Team.
Prerequisites: Nursing 661, 662S and 662P.
Corequisites: Nursing 663 and 664S.
Course Type(s): none

NU 664S  Cr. 1.0
*Nursing Administration II Seminar*
Students analyze the Human Resource role and the nursing case management role and their relationship to nursing administration. Students build on the information obtained in Nursing Administration Seminar I. Students assess, plan, and implement their effectiveness as administrative-level nursing personnel and delve into the knowledge required to comprehend the role of case management and human resources and their relation to nursing administration.
Prerequisites: Nursing 661, 662S, and 622P.
Corequisites: Nursing 663 and 664P.
Course Type(s): none

NU 669  Cr. 3.0
*Family Psychiatric/Mental Health Nursing I: Practice with Children and Adolescents*
Examines psychological theories, assessment techniques and psychopharmacologic interventions for working directly with children, adolescents, and their caretakers. Emphasizes evidence-based interventions that address diverse groups of children or adolescents within their social contexts (e.g., peer group, school, family, neighborhood). Special attention will be given to issues of diversity as it relates to building therapeutic relationships and intervening with children, adolescents and their families. Treatment planning and specific methodologies for working therapeutically with children and adolescents, students will be placed in clinical sites concurrently with this course (NU 670).
Prerequisites: Nursing 521, 524, 535, 543, and 544.
Corequisites: Nursing 670P and 670S.
Course Type(s): none

NU 670P  Cr. 2.0
*Family Psychiatric/Mental Health Nursing I: Practice with Children and Adolescents Practicum*
Delivery of mental health care to children and adolescents with mental health problems including collection of subjective and objective data using the techniques of interview; deriving psychiatric diagnoses; deriving nursing diagnoses; planning care for acute and chronic mental health issues using community resources; use of interventions including short term problem focused psychotherapy, group therapy and psychopharmacologic modalities. Establishment of collaborative role with other health care providers.
Prerequisites: Nursing 521, 524, 535, 543, and 544.
Corequisite: Nursing 669 and 670S.
Course Type(s): none

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Appendix A: Course Descriptions

NU 670S  Cr. 1.0
*Family Psychiatric/ Mental Health Nursing I: Practice with Children and Adolescents Seminar*
Delivery of mental health care to children and adolescents with mental health problems including collection of subjective and objective data using the techniques of interview; deriving psychiatric diagnoses; deriving nursing diagnoses; planning care for acute and chronic mental health issues using community resources; use of interventions including short term problem focused psychotherapy, group therapy and psychopharmacologic modalities. Establishment of collaborative role with other health care providers.
Prerequisites: Nursing 521, 524, 535, 543, and 544.
Corequisites: Nursing 669 and NU 670P.
Course Type(s): none

NU 671  Cr. 3.0
*Advanced Practice Psychiatric/ Mental Health Nursing I*
Focuses on advanced knowledge of psychiatric/mental health nursing. Assessment, treatment planning and therapeutic interventions with individuals, families and groups will be introduced. Offers various treatment models including the classic schools and current developments in individuals, families and groups. Each therapeutic modality will be presented using key concepts, an explanation of the therapeutic process and application of techniques. In view of the reliance on direct practice experiences with individuals, families and groups, students will be placed in clinical sites concurrently with the courses Nursing 672P and 672S.
Prerequisites: Nursing 521, 535, 543 and 544.
Corequisites: Nursing 672P and 672S.
Course Type(s): none

NU 672P  Cr. 3.0
*Advanced Practice Psychiatric/ Mental Health Practicum I*
Delivery of mental health care to adults with mental health problems, including collection of subjective and objective data using the techniques of interview; deriving psychiatric diagnoses; deriving nursing diagnoses; planning care for acute and chronic mental health issues using community resources; use of interventions including short term problem focused psychotherapy, group therapy and psychopharmacologic modalities. Establishment of collaborative role with other health care providers.
Corequisites: Nursing 671 and 672S.
Course Type(s): none

NU 672S  Cr. 1.0
*Advanced Practice Psychiatric/ Mental Health Nursing Seminar I*
Delivery of mental health care to adults with mental health problems, including collection of subjective and objective data using the techniques of interview; deriving psychiatric diagnoses; deriving nursing diagnoses; planning care for acute and chronic mental health issues using community resources; use of interventions including short term problem focused psychotherapy, group therapy and psychopharmacologic modalities. Establishment of collaborative role with other health care providers.
Corequisites: Nursing 671 and 672P.
Course Type(s): none

NU 673  Cr. 3.0
*Advance Practice Psychiatric/ Mental Health Nursing 2*
Builds upon the foundation course NU 671. As clinicians there is an ever-pressing need to interpret theory and engage in practice inclusively. Examines how clients’ lives are affected by larger societal structures. This course will examine modalities and ways to intervene with clients with a true sensitivity and understanding of issues of race, culture, gender, religion and sexual orientation. Each therapeutic modality will be presented using key concepts, an explanation of the therapeutic process and application of techniques. In view of the reliance on direct practice experiences with individuals, families and groups, students will be placed in clinical sites concurrently with this course (NU 674).
Prerequisites: Nursing 671, 672P and 672S.
Corequisites: Nursing 674P and 674S.
Course Type(s): none

NU 674P  Cr. 3.0
*Advanced Practice Psychiatric Mental Health Nursing Practicum II*
A continuation of NU 672P. Delivery of mental health care to adults with mental health problems, including collection of subjective and objective data using the techniques of interview; deriving psychiatric diagnoses; deriving nursing diagnoses; planning care for acute and chronic mental health issues using community resources; use of interventions including short term, problem-focused psychotherapy, group therapy and psychopharmacologic modalities. Establishment of collaborative role with other health care providers.
Prerequisites: Nursing 671, 672P and 672S.
Corequisites: Nursing 673 and 674S.
Course Type(s): none
NU 674S  Cr. 1.0
Advanced Practice Psychiatric Mental Health Nursing Lab and Seminar II
A continuation of NU 672S. Delivery of mental health care to adults with mental health problems, including collection of subjective and objective data using the techniques of interview; deriving psychiatric diagnoses; deriving nursing diagnoses; planning care for acute and chronic mental health issues using community resources, use of interventions including short-term, problem focused psychotherapy, group therapy and psychopharmacologic modalities. Establishment of collaborative role with other health care providers.
Prerequisites: Nursing 671, 672S and 672P.
Corequisites: Nursing 673 and 674P.
Course Type(s): none

NU SANE  Cr. 0.0
Sexual Assault Nurse Examiner
Provides basic theoretical and forensic principles to treat victims of sexual crimes by introducing standards of practice for the sexual assault nurse examiner (SANE) as outlined for SANE certification. Standards and principles of nursing practice will be applied to the practice of various areas of expertise held by SANE nurses. Forensic evaluation may include victims of all ages and ethnic and socioeconomic backgrounds within a framework of community and agency policies, procedures and protocols. Using the nursing process in the investigation of sexual assault and in the promotion and restoration of psychological, biological, and social health of survivors of sexual assault or abuse will be introduced. History and physical examination, crisis intervention, identifying and collecting evidence, treating and counseling victims will be discussed.
Course Type(s): none

NU 701  Cr. 3.0
Translating Evidence to Clinical Practice
Components central to the concept of evidence-based practice are introduced and emphasis is placed on evaluating systematically, research and evidence from multiple sources. Critical appraisal of evidence utilizing clinical informatics, databases, multidisciplinary best practices, and systematic reviews of randomized clinical trials will be included in an approach to a clinical question or problem for a practice change. Strategies for creating a culture of evidence-based practice for individuals and clinical systems will be explored. Tools for diffusing the change or innovation are included. The concept of translational science will prepare students to begin formulation of a capstone project.
Course Type(s): none

NU 702  Cr. 3.0
Health Promotion in Diverse Populations
Examines the influence of culture on nursing care delivery. Explores the DNP’s role in providing culturally appropriate care for increasingly diverse populations. The focus of the course is on global health issues, factors affecting health, disparities in health care and infrastructure of populations. Student’s will utilize evidence-based research to analyze various social, cultural, and economic factors that impact health, illness and the perceptions/behaviors of diverse ethnic and minority groups as they relate to health promotion. Content includes an examination of social, psychological, and cultural theories, a review of current research about health and illness beliefs/behaviors, and the development of health promotion strategies to improve care provided to individuals, aggregates and populations.
Course Type(s): none

NU 703  Cr. 3.0
Epidemiology and Genetics/ Genomics
Explores key features of Epidemiological and Genetic concepts and theories in relation to populations. Epidemiological principles will be examined in relation to public health issues to plan and evaluate strategies to prevent illness and study diseases. Provides investigation into regional and national databases regarding health disparities, disease entities and genetic problems. Enables the student to identify risk factors for genetic disease and determine optimal treatment approaches to clinical practice utilizing evidence-based practice. The student will explore the influence of genetics and genomics on human diseases as they relate to the ethical, legal and financial responsibilities of the advanced practice nurse.
Course Type(s): none

NU 704  Cr. 3.0
Issues in Aging
Explores concepts and principles of aging using a systems approach to examine chronic disease, variations in presentation of the aged in disease, and evidence-based practice implications for health promotion, education, health care interventions and ethical, legal and practice responsibilities of the nurse in advanced practice. Healthcare delivery systems and barriers to health care access among older adults will be examined. Leadership roles in creating change and implementing models of care for aging populations are incorporated.
Course Type(s): none
NU 715 Cr. 3.0
Organizational Leadership in Health Care
Examines organizational systems and processes that emphasize the demand for clinical practice leadership, improvement of health outcomes and ensured patient safety. Students are provided the tools to develop expertise in assessing the vision, mission and organizational strategic plans. Emphasis is placed on executive decision making, leading change efforts, and instituting innovative methodologies for system improvement. Organizational behaviors directed towards quality improvement, negotiation, conflict resolution, performance evaluation and ethical conduct in a business environment. Enhances the student’s ability to use power and influence to achieve goals, to build teams and alliances, establish strong communication channels, and empower others.
Course Type(s): none

NU 716 Cr. 3.0
Health Care Policy for Advocacy in Health Care
Examines healthcare economics, political and public health issues, and their relation to development and implementation of health policies at regional, national and international levels. Health policy influences multiple care delivery issues, including health disparities, underserved populations, cultural sensitivity, ethics, law, health care financing, and issues of equity and social justice in the delivery of health care. The DNP rope will be discussed in the creation of such policies.
Course Type(s): none

NU 717 Cr. 3.0
Emerging Health Care Risks
Provides an exploration of the risks health care personnel deal with: environmental catastrophes, (Chemical, Biological, Radiation), nuclear attacks, disease outbreaks and global conflicts. Focus is on identification/detection, impact on health and healthcare resources and principles of remediation. The course analyzes local, regional, national, and international response preparedness and effectiveness, and the role of public health workers in the prevention, and management of these threats.
Course Type(s): none

NU 718 Cr. 3.0
Health Care Economics and Financial Management
Provides an in-depth exploration of economics and finance, budget, reimbursement mechanisms and innovative business models for health care organizations and practice settings. Students will have an opportunity to develop and review business plans and to evaluate cost-benefit analyses as they relate to the DNP role. The practical application of management of financial resources, tools for decision making and communication strategies will be integrated.
Course Type(s): none

NU 730 Cr. 2.0
Capstone Seminar I
The DNP Capstone culminates in a practice immersion experience that affords the student the opportunity to integrate and synthesize information from a variety of areas and previous coursework to exhibit mastery of an advanced specialty within nursing practice. Students will demonstrate synthesis of their DNP education and advanced nursing practice specialty to evoke practice improvement and change in a practice setting and/or an organizational system. Students will share their journey toward developing their capstone project through class discussion using a variety of communication modalities. In consultation with the DNP faculty advisor and clinical site perceptor, students will select an area of specialty practice and propose a change project. The end result will be a project based on the principles of evidence-based practice. This will provide a foundation for continued scholarship while making significant contributions in the student’s area of interest in practice or administration.
Prerequisites: Nursing 701, 702, 703, 704, 715, 716, 717, and 718, all passed with a grade of B or higher.
Corequisite: Nursing 731.
Course Type(s): none

NU 731 Cr. 4.0
Practicum I
This course engages students in advanced nursing practice in the clinical and administrative arenas to develop their nursing specialty expertise at the highest level of complexity. Students will use scholarly evidence to develop and plan a DNP project for improvement or change in their practice or administrative area. The final DNP project will serve to advance nursing practice, improve patient or population outcomes and enhance organizational system change. The DNP practicum documents outcomes of the student’s educational experiences and guides the direction of the capstone project. It provides a measureable medium for evaluating the immersion experience, and summarizes the student’s growth in knowledge and expertise. It will serve as a foundation for future scholarly practice. DNP Essentials state that graduates should have 1000 hours of combined clinical and experience through the MSN and DNP studies. It is expected that all students in the DNP program complete 500 hours in addi-
tion to the 500 hours completed in their master’s level program. Nurse Practitioners and Nurse Administrator students may continue to work in their work site, with the stipulation that the student, in collaboration with the school, will work with their employer and preceptor to design a special experience, to assume new responsibilities, and complete a special project. It is expected that students will complete 250 hours in the fall semester and 250 hours in the spring semester, for a total of 500 hours. Weekly journals document the student’s progress. Students will keep a log of clinical hours.

Prerequisites: Nursing 701, 702, 703, 704, 715, 716, 717, and 718, all passed with a grade of B or higher.

Corequisite: Nursing 730.

Course Type(s): none

NU 732  Cr. 2.0
Capstone Seminar II
The DNP Capstone II seminar builds on the content and processes developed in Capstone I seminar for implementation of the DNP project. Students will share their journey of implementation and evaluation of their DNP project through class discussion using a variety of communication modalities. Weekly seminars are an integral part in the success of the project. In consultation with the DNP faculty advisor and clinical site preceptor, students will implement and evaluate their change project. This course is a continuation of Capstone Course I. Students will continue to integrate and apply information from a variety of areas to demonstrate expertise in an advanced specialty within nursing practice. Students will continue to demonstrate synthesis of the DNP education and advanced nursing practice specialty to evoke practice improvement and change in their practice settings. Students will gain an in-depth and integrative experience resulting in a practice-related written project outcome at their clinical site which is subjected to peer and professional scrutiny. Students will disseminate the outcomes of their project through peer reviewed professional publication and presentations.

Prerequisites: Nursing 730 and 731, both passed with a grade of B or higher.

Corequisite: Nursing 732.

Course Type(s): none

RN 500A  Cr. 3.0
Issues and Trends in Professional Nursing
Utilizing the Monmouth University philosophy of nursing, the course explores the role of the nurse as a professional practitioner and as a member of the health care team. Content includes: trends and issues affecting health care of consumers, nursing, nursing education, and the health care delivery system, professional accountability, legal and ethical concerns, client advocacy, as well as political and social issues related to health care.

Course Type(s): none

RN 500B  Cr. 3.0
Individual Health Assessment
Theory and practice of health-assessment skills, identification of deviations from normal, and documentation of findings. Use of techniques in a university laboratory to collect subjective and objective assessment data from a developmental, hereditary, environmental, and nutritional perspective. Relationship of health assessment to the role and responsibilities of the professional nurse in application of the nursing process. Application of these skills is expected in Nursing 415.

Course Type(s): none
Appendix A: Course Descriptions

RN 500C Cr. 3.0
*Human Sexuality*
An introductory course designed to provide the student with a factual background as well as an in-depth understanding of his or her own and others’ sexuality and how it affects health. Focuses on developing an understanding of the essential components of human sexuality and their interrelationship with human development. Social, cultural and developmental determinants will be examined for their influence upon human sexuality. Examines the relationship between human sexuality and professional nursing practice. Content will include: the use of a sexual history in the nursing assessment, sexually transmitted disease, effects of pregnancy and aging on sexuality, effects of medical, surgical, and chronic health problems on an individual's sexual functioning and identity. The role of the nurse as an educator/counselor is discussed.
Course Type(s): none

RN 500D Cr. 3.0
*Transcultural Health*
Focus on African, Asian, Caribbean, South and Latin-American, Middle-East, and Indian beliefs, values and health practices, physical and psychological threats to health, and ethical issues. Differences of cultural beliefs related to health, illness, and the impact on the delivery of healthcare will be examined.
Course Type(s): none

RN 500E Cr. 3.0
*Wisdom, Wellness and Aging*
Provides an understanding of the cross-cultural variations in the status of aging and health in older adults. Examples of various cultures include examining older adults from non-English speaking countries such as North and South Korea, Iran, Mexico, China, and Brazil. Examines older adults from these diverse populations as well as other nations. Topics to be covered include examinations of health implications on aging populations in non-English speaking countries. Compare countries, such as Japan, India, and Nigeria, to explore how their specific culture influences caregiving, social support networks, and community. Specific, cultural views of love, intimacy, and sexuality in older adults will be examined.
Course Type(s): none

RN 500F Cr. 3.0
*Community Health Nursing I: Nursing of the Young Family*
The family as the basic unit of care in the community: a developmental approach to the nursing care of expanding families from conception through adolescence; the concept of health, environmental, and genetic influences; impact of political and economic policies, educational principles, ethics, health promotion, illness prevention, and common deviations from health.
Course Type(s): none

RN 500G Cr. 3.0
*Community Health Nursing II: Nursing of Communities*
Care of groups and communities: a developmental approach focusing on young adulthood through senescence; community health and public health theories, epidemiology, health promotion, illness prevention, research, ethics, palliative care, vulnerable populations, and common deviations from health.
Course Type(s): none

RN 500H Cr. 3.0
*Community Health Nursing Lab*
The twelve-hour clinical laboratory for Community Health Nursing. The nursing process is applied in a variety of community settings to clients from the formation of the family through senescence. Application of principles of health education, health promotion, and illness prevention in a culturally sensitive manner.
Course Type(s): none

RN 500I Cr. 3.0
*Nursing for the Future*
The acquisition of knowledge and skills necessary for personal and professional growth designed to address the elements of successful leadership in a manner that is practical and relevant for today's professional nurse.
Course Type(s): none

RN 500J Cr. 3.0
*Health Policy*
Delves into the core elements that define health policy. Describes factors such as the healthcare delivery systems (public/non-profits vs. private/for profits), access to care, healthcare financing, quality of care issues, and social issues such as gender and culture and their impact on health and healthcare. The dynamics of the policy making process at different levels (federal, state, and local) will be explored, along with the policy analysis and how policy influences health care decisions. The complexities and challenges of health care reform will be identified.
Course Type(s): none
RN 500K Cr. 3.0
Interpersonal Violence
Examines the various types and patterns of violence related to cultural values, beliefs, biases, and societal issues, as well as the historical perspectives of violence. Course content includes family, community, youth, and workplace violence, child, domestic, elder, and sexual abuse. Theories concerning gender violence, gangs, bias and hate crimes, and terrorism are challenged. Public health and health care issues related to violence, and primary, secondary, and tertiary level interventions for victims and offenders of violence are discussed. Individual responsibilities associated with identification and reporting violence are identified. Measures to identify and prevent violence are analyzed. Additionally, methods of treatment for victims and perpetrators of violence are evaluated.
Course Type(s): none

PHILOSOPHY

PL 518 Cr. 3.0
Religious Foundations of Contemporary Values
Systematic study of major contemporary value themes and their derivation from religious, mythic, and quasi-philosophic roots.
Course Type(s): none

PL 529 Cr. 3.0
Personal Identity, Ethics, and Social Order
An exploration of how the social formation of personal life and moral character is represented in social science, fiction, and philosophy.
Course Type(s): none

PL 532 Cr. 3.0
Professional and Organizational Ethics
Applies ethical concepts and theories to moral issues in professional and organizational life. Special attention is given to professional and corporate social responsibility.
Course Type(s): none

POLITICAL SCIENCE

PS 510 Cr. 3.0
Policy Analysis
An overview of the field of public policy studies with particular attention paid to the role of the policy analyst in the field of public policy. This course provides a solid foundation for the study of public policy analysis by concentrating on the five stages of the policy process, including agenda setting, policy formulation, budgeting, policy implementation, and policy evaluation.
Course Type(s): TPS

PS 514 Cr. 3.0
Public Opinion and Polling
Students are taught how to use social science research methods to critique and create polling surveys. Particular attention is paid to the data collection and sample design, survey research methods, questionnaire development, and data collection and analysis. Students are taught how to evaluate the quality of survey research methods. Students will also be expected to design, implement, and analyze an original polling survey.
Course Type(s): none

PS 516 Cr. 3.0
Research Methods
An introduction to the different ways in which social scientists study the social world. Designed to develop students’ understanding of the major purposes of social research as well as the major types of quantitative and qualitative research designs. They will also learn the research process itself, from conceptualization and measurement to operationalization, sampling, ethics, and the analysis and presentation of their study. An opportunity is provided to apply what students learn in class to actual research projects, including the ones they will design themselves.
Course Type(s): none

PS 518 Cr. 3.0
Theory, Policy, Ethics
Seeks to enable students to develop a critical understanding of the moral and political values that come into play in public policy. Topics include the tensions between ethics and politics in the tradition of political theory as well as how they feature in contemporary public policy debates in American and global politics. Students gain an understanding of the role of ethics as a matter of social justice as well as ethical issues and dilemmas in professional ethics.
Course Type(s): none

PS 522 Cr. 3.0
History of Urbanization in America
Provides an interdisciplinary study of the history of urbanization and industrialization in the United States from the mid-nineteenth century to the early twentieth century. Using the themes of community, technology, public policy, and immigration, students will examine the development and changes in the social, physical, political, and eco-
nomic urban landscape. Also listed as History 522.
Course Type(s): none

PS 524  Cr. 3.0
Public Opinion and the Media
An examination of the shifting nature of public opinion, the agenda setting role of mass media, and the survey methods that are employed to determine public opinion. The practices, values, and traditions of journalism that impact public opinion. Experience with the conduct of a survey and analysis of case studies.
Course Type(s): none

PS 525  Cr. 3.0
Political Communication
The study of traditional and contemporary theories of rhetoric as applied in research and analysis of political campaigns. The rhetorical creation, maintenance, application, and legitimization of symbolic power. A survey of analytic models of political communication and application of the models to case studies. The role of the political communication specialist. Practicum in political communication strategies and techniques. Also listed as Communication 525.
Course Type(s): none

PS 530  Cr. 3.0
Environmental Policy
A survey of the process by which environmental politics, planning, and public policy is conducted in the United States and around the world. We will examine the nature and scope of environmental, energy, and natural resource problems; contrasting perspectives on their severity and policy implications; the goals and strategies of the environmental movement and public opinion on the environment; scientific, economic, political, and institutional forces that shape policymaking and implementation; approaches to environmental policy analysis; and selected issues in environmental policy in the global community. In addition to the covering of certain ecological science terms, the interplay between international organizations, non-governmental organizations, and traditional states and the ways in which these actors seek diplomatic solutions to environmental problems is also covered.
Course Type(s): none

PS 533  Cr. 3.0
The History of Public Policy in the United States
The objective is to survey major issues in domestic public policy. The emphasis is on changes in the process of policy formation in both the public and private sectors. Also listed as History 533.
Course Type(s): HSUS

PS 553  Cr. 3.0
Gender, Family, and Policy
Examines how policies affect a diverse spectrum of families based on class, race, gender, sexuality, age, and nationality. It begins with a historical perspective on how families have developed because of historical factors such as changing economy and technology. It also examines how social structures such as race, class, gender, and sexuality have shaped families. It then focuses on current issues facing families and the policies that regulate those issues, such as the balance between work and family, welfare, reproductive issues, violence, healthcare, and educational issues. A comparative approach will be taken to examine policies both in the US and within other countries. Also discussed will be family activism aimed at affecting policy in the US.
Course Type(s): none

PS 563  Cr. 3.0
Global Policies and Issues
Adopting an interdisciplinary perspective, this course looks at the positive and negative effects of globalization. It also explores the national and international aspects of major global policies and issues that shape the interdependent world of the 21st century.
Course Type(s): none

PS 566  Cr. 3.0
Comparative Public Policy
In the world in which terrorism and chaos threaten to upset the policy making capabilities of state governments, it is vital that we understand the different ways that nations formulate and implement public policy. Through an extensive investigation of policy analysis across a broad spectrum of states, the student will be able to better understand the reasons for policy decisions around the world. Democratic governments will be compared and contrasted to non-democratic governments in an attempt to provide greater insight and answer questions of health, economic, environmental, and foreign policies.
Course Type(s): none

PS 583  Cr. 3.0
The Causes of War
A critical analysis of the general and recurring problems of war in human life; the course probes the direct and indirect causes of war by employing various analytical methods developed in political science as well as in sister
American Foreign Policy

Examines, analyzes, and evaluates the many dimensions and issues of American foreign policy since 1945. It provides an interpretative framework within which the sources of American action abroad may be understood. Combines descriptive and explanatory material with empirical evidence and makes a serious effort to distinguish facts from inferences, hypotheses, and opinions. The post-Cold War and post-9/11 worlds are assessed, with a focus on American goals, capabilities, and relationships around the world.

Course Type(s): none

Political Science Practicum

An opportunity to apply classroom theory in practice through actual work experience. Students have the opportunity to apply the theories and concepts of public policy to actual work settings.

Course Type(s): none

Portfolio

Enables students to complete their portfolios for the Master of Arts in Public Policy (M.A.P.P.). The portfolio displays academic and professional development and learning gained from the M.A.P.P. program and related experiences. The portfolio contains collections of academic and professional goal statements, term papers, reflective essays and artifacts gathered in various classes and colloquiums and connected work.

Course Type(s): none

Special Topics/ Special Projects

Offered occasionally to match the interest of the students' and the professor teaching the course. The instruction will follow classroom lectures and discussions on the topic. The exact nature of the topic covered in any given semester is indicated on the student's transcript.

Permission of program director required.

Course Type(s): none

Readings and Research

An independent research study based on relevant research and the writing of a substantial paper designed and executed by the student in consultation with a supervising professor. The subject matter should cover public policy and related areas.

Course Type(s): none

Social Work Administration

Designed to deepen the student's knowledge of the information and skills needed to organize and manage a modern human service not-for-profit organization. Except for those in private practice, most social workers function within an organization or agency environment - very often in the not-for-profit sector. Within five years many holding MSW degrees will hold management positions in those organizations. Allows students to gain some preparation for this future possibility, at the same time providing them with the tools to understand administrative processes in their organizations. Also listed as Social Work 618.

Course Type(s): TPS

Public Policy Research Design

The first of a two-part research writing project (PS 691-Public Policy Research Design) and PS 692-Public Policy Masters Thesis). Students in this class will construct a research proposal in partial fulfillment of the research project requirement. Students will also form their research project committee by selecting a faculty member from the department (project supervisor) and second reader (from within or outside the department). The proposal will include the research question, research design, and literature review. Upon completion of the proposal writing (20 pages) the student will defend the proposal.

Course Type(s): none

Public Policy Masters Thesis

The second of a two-part research writing project (PS 691-Public Policy Research Design and PS 692-Public Policy Masters Thesis). In this part (PS 692), students will work with the committee selected for PS 691 (Research Design) and work under their guidance to complete the research Masters thesis and presentation/defense at a departmental colloquium.

Prerequisites: Political Science 516 and 691.

Course Type(s): none

Public Policy Comprehensive Exam

Public Policy Comprehensive Exam
Appendix A: Course Descriptions

Prerequisites: Political Science 510, 516, 518, and 691.
Course Type(s): none

PSYCHOLOGICAL COUNSELING

PC 505 Cr. 3.0  
_Mental Health Counseling_  
An overview of the profession of counseling, its ethical standards, literature, professional organizations, and the knowledge, skills and abilities required for success in the field. Assists students in formulating a concept of the profession that will allow them to enhance their growth and professional identity as a counselor. In addition, the opportunity for students to become aware of counseling career opportunities in the region is provided. Must be taken during the first term of study in the MS in Mental Health Counseling and the MA in Psychological Counseling. Limited to Psychological Counseling majors.  
Course Type(s): none

PC 506 Cr. 3.0  
_Testing and Assessment in Counseling_  
An overview of test administration and validity. Students will be introduced to tests of intelligence, personality and interests. Limited to Psychological Counseling majors.  
Course Type(s): none

PC 508 Cr. 3.0  
_Psychological Counseling of Students_  
Provides students with an eclectic view of counseling theory and techniques. Students will practice skills of intervention, counseling, recognition of problems, and referral. Limited to Psychological Counseling majors.  
Course Type(s): none

PC 510 Cr. 3.0  
_Community Mental Health_  
An overview of mental health counseling within community and health/human services settings. Reviews prevention, intervention, needs assessment, as well as, program implementation and evaluation, in a comprehensive way. Client advocacy, governmental policies, obtaining funding, and other aspects of the delivery of human services are explored, with particular focus on the management and ethical standards of all administrative and clinical counseling services related to mental health programs. Limited to Psychological Counseling majors.  
Course Type(s): none

PC 512 Cr. 3.0  
_Psychopathology_  
Offers an intensive investigation of current thinking regarding the etiology and development of aberrant behavior; theory in the light of experimental findings and clinical applications. Limited to Psychological Counseling majors.  
Course Type(s): none

PC 515 Cr. 3.0  
_Human Development Through the Life Span_  
Provides students with an overview of human development, with comprehensive coverage of all major developmental stages (prenatal period and infancy, childhood, adolescence, early adulthood, middle adulthood, and late adulthood) and focuses on both normal and abnormal physical, mental health and social development. Emphasis on the interaction of biological, psychological and sociological forces that influence development. Limited to Psychological Counseling majors.  
Course Type(s): none

PC 516 Cr. 3.0  
_Counseling and Sexuality_  
Introduction to human sexuality and related issues that counselors may encounter in their work. Students will learn about normal and abnormal sexual functioning. Aims to desensitize students and provide introspection about diverse expression of sexuality; not designed to train students as sex therapists.  
Course Type(s): none

PC 517 Cr. 3.0  
_Counseling and Religion_  
Counseling and Religion will explore the world religions with a focus on the religions as they function in the U.S.A. in a multi-cultural context. This will give the student a basic understanding and respect for religious differences when counseling clients who have different religious values than the counselor. A historical perspective on the relationship between psychology and religion will be traced to contemporary practice. The student will be given the opportunity to develop a theory of how he or she would like to integrate his or her knowledge into his or her work as a counselor. Limited to Psychological Counseling majors.  
Course Type(s): none

PC 518 Cr. 3.0  
_Psychology of the Exceptional Child_  
The cognitive, social and emotional growth, diagnosis and potentials of the exceptional child; mental retardation, lan-
guage disorders, motor coordination disorders, blindness, and the gifted child; some field work required. Counseling interventions for exceptional children will be covered. Limited to Psychological Counseling majors.
Course Type(s): none

PC 519 Cr. 3.0
Theories of Learning
Associationist theories, classical conditioning, operant conditioning, and major cognitive theories. Major principles of learning will be explored as to their application to modern educational techniques and behavior change. Limited to Psychological Counseling majors.
Course Type(s): none

PC 520 Cr. 3.0
Handling of Emotional Problems in the Classroom
Analysis of emotional climate necessary for effective learning; recognition of some major causes of learning disability and disruptive classroom behavior; behavior modification techniques. Limited to Psychological Counseling majors.
Course Type(s): none

PC 521 Cr. 3.0
Spirituality and Counseling
Students are given a basic understanding of philosophical and practical ways to integrate existential, mystical, or other inexplicable issues into the counseling process. The student will look at different spiritual practices with a respectful, multicultural lens. Spiritual practices will be viewed as possible psychological techniques, pathology and/or cognitive distortions. The student will be given the opportunity to develop a personal spiritual theory of how he or she would like to integrate or not spirituality into his or her work as a counselor. Limited to Psychological Counseling majors.
Course Type(s): none

PC 522 Cr. 3.0
Self Exploration: Body, Mind, Spirit
This experiential course will take the student through a self exploration that will allow the student to explore the motivation, unconscious drives, anxieties, spiritual and existential meaning that lead he or she to be a counselor. It will explore many aspects of the personality, such as need for power/control and compassion, which will allow the student to become more fully aware. Limited to Psychological Counseling majors.
Course Type(s): none

PC 524 Cr. 3.0
Counseling Children and Adolescents: Theories and Techniques
An exploration of psychotherapeutic counseling theories and techniques used with children and adolescents within the developmental psychopathological framework. Limited to Psychological Counseling majors.
Course Type(s): none

PC 525 Cr. 3.0
Counseling Theory and Techniques
Study of the prominent theories that underlie the techniques of counseling psychology. Emphasis on the specific techniques utilized in the context of a therapeutic relationship. Limited to Psychological Counseling majors.
Course Type(s): none

PC 526 Cr. 3.0
Case Conceptualization
Allows students to put into practice all aspects of case conceptualization. Students will enter this class with the basic understanding of counseling theories, assessment, and psychopathology. Techniques and approaches for chosen theories, basic skills, and differential diagnosis will be reviewed and practiced. Students will develop an approach or style, based on known theory and technique. They will be able to identify how and why an intervention is chosen according to theory and knowledge in the field. Limited to Psychological Counseling majors.
Prerequisites: Psychological Counseling 505, 512, and 525.
Course Type(s): none

PC 528 Cr. 3.0
Family Counseling: Theory and Technique
Enables students to examine the historical development, theoretical foundations, and contemporary conceptual directions in the field of family counseling. Clinical concerns are interwoven with theoretical literature and counseling techniques. Limited to Psychological Counseling majors.
Prerequisite: Psychological Counseling 525.
Course Type(s): none

PC 529 Cr. 3.0
Multicultural Counseling
Examines counseling theories and techniques as they relate to diversity in the client population. Limited to Psychological Counseling majors.
Course Type(s): none
Appendix A: Course Descriptions

PC 530  Cr. 3.0
Crisis Intervention
This graduate seminar reviews crisis intervention theory and techniques. Students learn and practice counseling intervention skills for clients in crisis. Limited to Psychological Counseling majors.
Course Type(s): none

PC 533  Cr. 3.0
Marriage and Couples Counseling
Students are provided with an overview of the historical development, theoretical framework, and conceptual directions in the field of marriage and couples counseling. Also provides students with methods of marital/couples assessment and counseling techniques related to various clinical issues that are often encountered in counseling settings. Limited to Psychological Counseling majors.
Prerequisite: Psychological Counseling 525.
Course Type(s): none

PC 534  Cr. 3.0
Wellness and Counseling
Exploration of the human condition from a strength based wellness perspective, to further enhance counselor identity. Through self exploration, hands on experiences, and interactive discussions, students explore human motivation, unconscious drives, anxieties, aspects of personality, and spiritual and existential meaning within a wellness context. Allows students to become more aware of their own drives toward health and wellness and translate that understanding to the therapeutic relationship and counseling. For Psychological Counseling students only.
Course Type(s): none

PC 540  Cr. 3.0
Introduction to Alcohol and Drug Abuse
Course Type(s): none

PC 542  Cr. 3.0
Treatment of Alcohol and Drug Abuse
An examination of various treatment models within the alcohol and drug treatment field. The basics of individual, group, family, and couples counseling with alcoholic and addicted patients. Provides specific counseling techniques. This course can be used toward the Substance Awareness Coordinator Certificate.
Prerequisite: Psychological Counseling 540.
Course Type(s): none

PC 544  Cr. 3.0
Advanced Alcohol and Drug Counseling
Covers advanced topics that are introduced in Psychological Counseling 542 and is therefore dedicated to addiction counselor skill building. Advanced topics include skill building in areas of counselor ethics, motivational interviewing and motivational enhancement skills, group counseling skills, community and professional skills, counseling skills needed to work effectively with individuals impacted by HIV/AIDS, and counseling skills needed to work with those impacted by gambling addictions and clinical supervision skills. Limited to Psychological Counseling majors.
Prerequisites: Psychological Counseling 540 and 542.
Course Type(s): none

PC 545  Cr. 3.0
Psychopharmacology
An overview of basic psychopharmacology as it pertains to alcohol and mood-altering drugs (both licit and illicit). Information regarding drug action, interactions, adverse reactions, tolerance, dependency and withdrawal. Focus on biopsychosocial assessment and treatment. Limited to Psychological Counseling majors.
Prerequisite: Psychological Counseling 512.
Course Type(s): none

PC 546  Cr. 3.0
Substance Awareness in the Schools
A comprehensive study of the role of the Substance Awareness Coordinator in the Schools K-12. The areas that will be included for study will be a review of research based awareness and prevention programs as related to ATOD as seen in the school systems. School law, regulations, and policies, as it relates to substance abuse in the schools, as well as how well/consistent it is followed based on the school culture and the dynamics in a particular district. Prevention and advocacy will be emphasized as a large part of the SAC position, as well as learning to work within the school culture. Curriculum planning and staff education and development in chemical health will be an essential part of the course. Negotiating the systems to maximize potential of the SAC position will be the main focus. Limited to Psychological Counseling majors.
Prerequisite: Psychological Counseling 540.
Course Type(s): none

PC 550  Cr. 3.0
Group Counseling
Didactic and experiential course that introduces students to group dynamics and theories/techniques of group
counseling. Didactic component reviews, group counseling theories/techniques, stages in group development, and salient characteristics of effective group facilitators. Experiential component facilitates understanding of one’s own personality, biases and impact upon others in professional interactions. Legal and ethical issues relevant to group counseling are also examined. Limited to Psychological Counseling majors.

Course Type(s): none

PC 570 Cr. 3.0
**Career Counseling**
The psychology of careers and career counseling is a cornerstone of the counseling profession and forms the historical basis of the profession’s emphasis on normal development, decision-making, and assessment. Career theories, life-span development, and assessment instruments used in career counseling are reviewed. Recognizing the particular career issues of minorities and women, attention will be afforded to trans-cultural issues. Limited to Psychological Counseling majors.

Course Type(s): none

PC 574 Cr. 3.0
**Assessment and Treatment of Personality Disorders**
This course is designed to provide students with an overview of current assessment tools and treatment techniques pertaining to various personality disorders as listed in the DSM-IV. Limited to Psychological Counseling majors.

Course Type(s): none

PC 595 Cr. 3.0
**Psychological Counseling Practicum**
Students integrate theory and practice in the counseling profession through an off-campus practicum. In addition to the requirement of 100 hours of supervised field service in an approved counseling agency, students also attend class each week which consists of group supervision. During class the students also review relevant professional, ethical and legal issues in counseling (for example assessment procedures, treatment planning, best empirically proven interventions, confidentiality, etc.). Limited to Psychological Counseling majors who have completed at least 21 credits, 12 of which include selected core courses (e.g. PC 505, PC 512, PC 525, and PC 550. Registration is by special application, requiring the signature of the advisor and the Field Placement Coordinator.

Course Type(s): none

PC 598 Cr. 3.0
**Special Topics in Psychological Counseling**
The subject matter varies with the interest of the students and the professor teaching the course. The exact nature of the topic covered in any given semester is indicated in the student’s transcript. Limited to Psychological Counseling majors only.

Course Type(s): none

PC 599 Cr. 1.0 - 3.0
**Independent Study in Psychological Counseling**
Reading and research leading to significant written work under the direction of a faculty member. Limited to Psychological Counseling majors only.

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

Course Type(s): none

PC 601 Cr. 3.0
**Understanding Statistics in Counseling Research**
An overview of common statistical methods used in counseling research. Students will read articles that utilize common statistical procedures (t-tests, ANOVA, correlation, etc.). Students will also learn to understand the major differences between these techniques and the research questions that these statistical techniques address. Limited to Psychological Counseling majors.

Course Type(s): none

PC 603 Cr. 3.0
**Research Methods in Counseling**
Reviewing the literature, problem hypothesis research, naturalistic observation, survey and interview procedures, and experimental methods are discussed. Limited to Psychological Counseling majors.

Prerequisite: Psychological Counseling 601 or permission of the instructor.

Course Type(s): none

PC 671 Cr. 3.0
**Advanced Practice with Children**
Designed for play therapy students, builds upon the foundation courses on individual, family and group counseling, with advanced clinical applications for work with children. Assessment and intervention skills are used with children and adolescents with special emphasis on expressive therapies such as art, play, sand tray, and music. Also listed as Educational Leadership 671 and Social Work 671.

Course Type(s): none
PC 672 Cr. 3.0
Advanced Theory in Play Therapy
Provides an in-depth understanding of the history and theories of play therapy. Emphasis is placed on the understanding of the roles of therapists and parents through the play process. Diversity and multicultural considerations for theoretical perspectives are highlighted. Also listed as Educational Leadership 672 and Social Work 672.
Course Type(s): none

PC 673 Cr. 3.0
Advanced Techniques in Play Therapy
Provides students with the opportunity to develop techniques and methods of play therapy. Emphasis is placed on working with children, adolescents, and adults through individual, group, and family play therapy. Major topics include group play therapy, family play therapy, short term play therapy, and sand tray/sand play therapy. Additionally, diversity and multicultural considerations are highlighted. Also listed as Educational Leadership 673 and Social Work 673.
Course Type(s): none

PC 674 Cr. 3.0
Play Therapy for Children at Risk
Focus is on play therapy with vulnerable and high risk children. Emphasis on working with children, adolescents, and adults using play therapy in trauma and crisis situations are highlighted. Special attention is given to social issues that can lead to/or exacerbate trauma or crisis. Also listed as Educational Leadership 674 and Social Work 674.
Course Type(s): none

PC 675 Cr. 3.0
Play Therapy Practicum Seminar I
First of a two course sequence focusing on the application of the play therapy theories and techniques. Students will acquire experience using play therapy theories and techniques which can be used towards the requirements for RPT certification. Students will process the clinical experience of play with children and adolescents, with a review of advanced skills, assessment and treatment planning during individual and group supervision in the university seminar through videotape sessions and discussion. The therapeutic relationship is emphasized. Limited to Play Therapy (C.P.SW.PT) program majors. Also listed as Social Work 675.
Prerequisite: Prior permission of the C.P.SW.PT Program Coordinator.
Course Type(s): none

PC 676 Cr. 3.0
Play Therapy Practicum Seminar II
Second of a two course sequence focusing on the application of the play therapy theories and techniques. Students will acquire experience using play therapy theories and techniques which can be used towards the requirements for RPT certification. Students will process the clinical experience of play with children and adolescents, with a review of advanced skills, assessment and treatment planning during individual and group supervision in the university seminar through videotape sessions and discussion. Legal and ethical issues, transference/countertransference, and working with parents/caregivers are emphasized. Limited to Play Therapy (C.P.SW.PT) program majors. Cannot enroll in SW/PC 675 at the same time. Also listed as Social Work 676.
Prerequisite: Prior permission of the C.P.SW.PT Program Coordinator.
Course Type(s): none

PC 680 Cr. 3.0
Clinical Internship in Professional Counseling I
Designed to provide students intensive experience where they can integrate their academic learning during clinical experience. In addition to the requirement of 300 hours of supervised field service in an approved counseling agency, they also attend class each week. The weekly class consists of group supervision and a review of relevant professional, ethical and legal issues in counseling (for example assessment procedures, treatment planning, best empirically proven interventions, confidentiality, etc. Limited to Psychological Counseling majors who have completed at least 30 graduate credits.
Prerequisites: Psychological Counseling 526 and 595, and approval of the department. Registration is by special application, requiring the signature of the advisor and the Field Placement Coordinator.
Course Type(s): none

PC 681 Cr. 3.0
Clinical Internship in Professional Counseling II
Continuation of Clinical Internship I (PC 680). Limited to Psychological Counseling majors.
Prerequisite: Psychological Counseling 680.
Course Type(s): none

PC 682 Cr. 3.0
Clinical Internship in Professional Counseling III
Continuation of Clinical Internship II (PC 681). Limited to Psychological Counseling majors.
Prerequisites: Psychological Counseling 681 and the
Psychological Counseling Exam.
Course Type(s): none

PC 691 Cr. 3.0
Psychological Counseling Research Study
Empirical research under the supervision of a sponsoring faculty member to data collection and significant written work. Limited to Psychological Counseling majors.
Prerequisite: Permission of the sponsoring instructor and departmental approval.
Course Type(s): none

PC 692 Cr. 3.0
Psychological Counseling Thesis
Independent investigation of special topics related to counseling, reflecting the research interests of the sponsoring professor. Provides students with an opportunity to do extended quantitative or qualitative research in collaboration with or under the supervision of a faculty member. Limited to Psychological Counseling majors.
Prerequisites: Psychological Counseling 601, completion of twenty seven total credits within the program, permission of the sponsoring instructor, and departmental approval.
Course Type(s): none

PC CPE Cr. 0.0
Psychological Counseling Comprehensive Examination
Comprehensive Examination in Professional Counseling. Limited to Psychological Counseling majors.
Prerequisite: Successful completion of thirty nine credits.
Corequisite: PC 680.
Course Type(s): none

SOCIAL WORK

SW 503 Cr. 3.0
Social Work Practice with Individuals and Families
This beginning practice course introduces students to the basic processes of social work and the roles and skills needed for foundation practice. Relevant theories of social work practice with individuals and families are explored. Interviewing skills and assessment strategies are emphasized, particularly in relationship to various ethnic cultures, social classes and oppressed populations. Effective practice methods, ethical issues in domestic and international social work practice, and the problem-solving process are incorporated.
Course Type(s): none

SW 505 Cr. 3.0
Social Welfare Policy and Services I
The first of two required courses in social policy defines social policy, examines the social, economic and political circumstances that give rise to social problems and their policy solutions, explores frameworks for analyzing these solutions, and reviews a history of the profession of social work.
Course Type(s): none

SW 507 Cr. 3.0
Social Work Research
Develops the student's ability to use and engage in both quantitative and qualitative research in order to inform and evaluate his or her own social practice. Addresses key research concepts and procedures, such as hypothesis formulation, measurement, sampling, research design, and data collection.
Course Type(s): none

SW 509 Cr. 3.0
Human Behavior in the Social Environment I
This is the first semester of a two-semester course sequence within which students use theory and empirical data to assess human behavior as it develops in a variety of sociopolitical environments. A strengths-based, empowerment-focused paradigm is introduced to help students conceptualize biological, psychological, cognitive, and social factors as they influence human growth and development within families.
Course Type(s): none

SW 510 Cr. 3.0
Field Practicum I
Two hundred and fifty supervised hours in a social agency; direct work with individuals, groups, or communities in conjunction with a field practice seminar. Students must receive a grade of B or higher in this course in order to proceed to the next course.
Course Type(s): none

SW 513 Cr. 3.0
Social Work Practice in Groups
Builds on social work practice, knowledge, skills and techniques learned in Social Work 503. Describes social work practice with groups. It begins by delving into the history of group work in social work practice. Pioneers in the field of group work are discussed. Essentially, the course will explain the stages of group development, as well as concepts and theories related to group work treatment. In
addition, different styles of group leadership will be presented, as well as group member roles. Students will be expected to role-play various stages of group development. Group process will also incorporate an ecosystems perspective, with overall emphasis on empowerment utilizing a strengths perspective. Special attention will be given to diversity and cultural issues.

Course Type(s): none

SW 515 Cr. 3.0
Social Welfare Policy and Services II
Theories and frameworks are used to analyze the development, operation, impact, and strategies for change in today’s social welfare policies and services. Students apply analytic skills, scientific knowledge and research concepts to deepen their knowledge about different settings, populations and issues that are influenced and shaped by social needs, social policy, ethical questions, oppression and concerns for social justice.
Prerequisite: Social Work 505.
Course Type(s): none

SW 518 Cr. 3.0
Global Community Practice
Focuses on the community as the unit of intervention. Students will be introduced to the spectrum of macro social work practice from a global perspective. Students will learn the skills necessary for conceptualizing and facilitating social change, whether at the agency, neighborhood, state, federal or international levels. Direct action (grassroots) organizing will be the framework for learning about social change.
Prerequisite: Social Work 509.
Course Type(s): none

SW 519 Cr. 3.0
Human Behavior in the Social Environment II
This is the second semester of a two-semester course sequence within which students use theory and empirical data to assess human behavior as it develops within a variety of sociopolitical environments. A strengths-based, empowerment-focused paradigm is developed to help students conceptualize the interactions among social identities, such as race, class, ethnicity, sexual orientation and gender expression, as they influence human behavior in larger sociopolitical entities, such as groups, organizations, communities.
Prerequisite: Social Work 509.
Course Type(s): none

SW 520 Cr. 3.0
Field Practicum II
Two hundred and fifty supervised hours in a social agency; direct work with individuals, groups, or communities in conjunction with a field practice seminar. Students must receive a grade of B or higher in this course in order to proceed to the next course.
Prerequisite: Social Work 510 passed with a grade of “B” or higher.
Course Type(s): none

SW 598 Cr. 3.0
Special Topics in Social Work
The subject matter varies with the interest of the students and the professor teaching the course. The exact nature of the topic covered in any given semester is indicated in the student’s transcript.
Prerequisite: Permission of the department chair required.
Course Type(s): none

SW 599 Cr. 3.0
Independent Study in Social Work
Reading and research under the direction of a member of the Social Work faculty.
Prerequisite: Prior permission of the directing professor and department chair.
Course Type(s): none

SW 602 Cr. 3.0
Domestic Violence
Highlights the issues of power and control with respect to violence. The societal beliefs and mores of different cultures that condone violence will be examined. The patterns of domestic violence will be studied from the points-of-view of the victims as well as the abusers. Methods of social work practice with family violence as well as current treatment procedures with abusers and victims are included.
Prerequisite: Must be an advanced standing student or equivalent.
Course Type(s): none

SW 603 Cr. 1.0
Addictions Considerations
Deals with the practice of social work with substance abusing clients. It is meant to supplement material covered in SW 604 (Clinical Practice in Addictions) to fulfill the obligations of the licensure from the state of New Jersey.
Prerequisite: Must be an advanced standing student or equivalent.
Course Type(s): none
SW 604   Cr. 3.0  Clinical Practice in Addictions  Evaluates the clinical implications of substance use and abuse at three levels of social work practice. On the micro level, clinical implications including symptomatology, etiology, and physiology of substance use will be addressed. Assessment and treatment theory and techniques will be explored, implemented and evaluated. On a mezzo level, the effects on, and needs of, the extended family and systemic community of those who use substances, will be addressed. Strategies for meeting those needs will be researched and evaluated. Lastly, on the macro level, existing resources available and active policy regarding substance abuse will be critically studied and potential proposed changes will be discussed. Also listed as Educational Counseling 604.  Prerequisite: Must be an advanced standing student or equivalent.  Course Type(s): none

SW 605   Cr. 3.0  Clinical Practice with Families and Children  Understanding of family practice theory and intervention with a focus on core subsystems and operations of the family. Different family types, ethnic backgrounds and cultures as well as gender differences and issues of power and control are topics included in the course. Also listed as Educational Counseling 605.  Prerequisite: Must be an advanced standing student or equivalent.  Course Type(s): none

SW 606   Cr. 3.0  Working with Trauma in Child Welfare  Develops clinical practice skills in child welfare, especially related to trauma assessment and intervention. Prepares students by teaching them the latest theories, research, and assessment and intervention strategies designed to assist youth and their families recover from traumatic experiences that may include sexual abuse, neglect, physical abuse, poverty, and parental substance abuse. A review of the historical, legal and ethical issues provides students with enhanced personal and professional understanding of the complexities of working with youth and families with multiple problems in the child welfare system.  Prerequisite: Must be an advanced standing student or equivalent.  Course Type(s): none

SW 614   Cr. 3.0  Grant Writing  Provides students with the opportunity to develop grant writing skills and to apply for a grant for their field internship agency. Emphasis will be placed on writing skills, concept development, program development, and budget preparation.  Prerequisite: Must be an advanced standing student or equivalent.  Course Type(s): TPS

SW 615   Cr. 3.0  Issues in International and Community Social Work  Designed to introduce the student to global arenas for social work activities. Different perspectives on, and realities of development and underdevelopment; policies and practices of international aid and humanitarian agencies; and the role of social work in addressing human rights and needs of such groups as the displaced, unwanted refugees, victims of terror, the impoverished and children are critically examined. Emphasis is to give the impact of social welfare policy decisions upon oppressed population groups including their implications for human rights and social and economic justice. The relationship and tensions between first and third world development are explored using social and economic development policy concepts such as Appropriate Technology (AT), Center Periphery Phenomenon (CPP) and other analytical constructs. Policy areas for international development include: health care, income, social security and social welfare, housing, transportation, housing, transportation, environment, education, social justice and corrections, employment (both formal and informal sectors) and peace and insecurity. Knowledge, skills and awareness for community development work in multicultural and transnational settings are emphasized in this course. Understanding the generic community development process is a critical component of learning to work in this field and to achieve socially just policies for individual, families, organizations and communities in a global context. Special attention is given to social diversity in community development with oppressed populations i.e., overcoming sexism, ageism, racism, abilism, ethnocentrism, classism and militarism.  Prerequisite: Must be an advanced standing student or equivalent.  Course Type(s): none

SW 616   Cr. 3.0  Social Work Practice with the Aged  Designed for students specializing in practice with the aged and their families. Examines normative and patho-
logical aging personality. Emphasis is placed on the development of specialized knowledge and skills for assessment, intervention, and evaluation of a variety of issues and needs common in later life. Discussions on the applicability of certain interventions with the older adult and the family will be presented along with ethnocultural and gender considerations.

Prerequisite: Must be an advanced standing student or equivalent.

Course Type(s): none

SW 617 Cr. 3.0
Seminar on Emerging Challenges in International and Community Social Work
Addresses some of the emerging challenges facing social workers in international and community arenas. Many of these challenges are related to the rapidly changing nature of life in the twenty-first century. Focuses on these emerging challenges as they relate to the quality of life for people around the world. Special attention will be made to conceptualize emerging challenges, themes and issues using a social justice and human rights framework. Will run as a seminar where students will be involved in the generation of topics and discussions related to those topics.

Prerequisite: Must be an advanced standing student or equivalent.

Course Type(s): none

SW 618 Cr. 3.0
Social Work Administration
Designed to deepen the student’s knowledge of the information and skills needed to organize and manage a modern human service not-for-profit organization. Except for those in private practice, most social workers function within an organization or agency environment—very often in the not-for-profit sector. Within five years many holding MSW degrees will hold management positions in those organizations. Allows students to gain some preparation for this future possibility, at the same time providing them with the tools to understand administrative processes in their organizations. Also listed as Political Science 618.

Prerequisite: Must be an advanced standing student or equivalent.

Course Type(s): TPS

SW 619 Cr. 3.0
Social Work Supervision
Familiarizes students with the basic concepts of supervision as a vital component of social work practice in three areas: practice skills, administrative needs and evaluation. Covers a historical and theoretical view of supervision, techniques, styles, supervise counter transference, authority, power and the supervision process. Emphasis is placed on the dynamics of supervision, ethical and value principles, professional boundaries and supervision as a leadership function.

Prerequisite: Must be an advanced standing student or equivalent.

Course Type(s): none

SW 624 Cr. 3.0
Issues in International Care
An examination of the global impact of health care policy, managed care, medical ethics, technology, limited resources and poverty on the provision of health care services. Private and public services in developed and developing nations will be explored.

Prerequisite: Must be an advanced standing student or equivalent.

Course Type(s): none

SW 625 Cr. 3.0
Program Planning and Evaluation
Provides information about the techniques and procedures involved in the planning process and in the application of research methods to social work practice at the community level. Focus will be on the conceptualization of a social program and on process or planning and the outcome evaluation research. Different approaches to planning and evaluation from a strengths-based empowerment perspective will be surveyed. Students will deal with the theoretical and practical problems of planning and evaluating social welfare programs and services for individuals and families in a global context.

Prerequisite: Must be an advanced standing student or equivalent.

Course Type(s): none

SW 626 Cr. 3.0
Evaluation of Practice Effectiveness
Provides information about the values, techniques and procedures involved in the application of research methods to social services and programming. The focus will be on the conceptualization of a social program and on process and outcome evaluation research. Students will deal with the theoretical and practical problems of evaluating social work and social welfare programs and services.

Prerequisite: Must be an advanced standing student or equivalent.

Course Type(s): none
SW 627 Cr. 3.0  
*Implications of Social Justice and Human Rights for Social Work*
First of a two-course sequence examining the implications and applications of social justice and human rights within social work. Within this course, students develop their knowledge of social justice and human rights principles and theories. Students analyze the implications of those principles and theories for the profession of social work as they develop a proposal for the implementation of social justice and human rights in either an agency-based, creative, or research-focused project.
Prerequisite: Must be an advanced standing student or equivalent.
Course Type(s): none

SW 628 Cr. 3.0  
*School Social Work*
Designed for students in the MSW program who are either in a school social work field internship, who currently work in the school system, or who anticipate becoming a school social worker in the future. Provides a conceptual framework for understanding social work services in schools. It will also cover educational policy, pupil rights, and the current social issues that school personnel handle.
Prerequisite: Must be an advanced standing student or equivalent.
Course Type(s): none

SW 629 Cr. 3.0  
*Spirituality and Social Work*
Provides a forum in which students will explore spirituality in Social Work practice. Through a critically reflective approach, this course prepares students to respond competently and ethically to diverse spiritual perspectives in relation to themselves, their clients and the helping relationships they create with them.
Prerequisite: Must be an advanced standing student or equivalent.
Course Type(s): none

SW 630 Cr. 3.0  
*Field Practicum III FC*
Two hundred and fifty supervised hours in a social agency; direct work with individuals, groups or communities. Students must receive a grade of B or higher in this course in order to proceed to the next course.
Prerequisite: Must be an advanced standing student or equivalent.
Course Type(s): none

SW 631 Cr. 3.0  
*Field Practicum III CI*
Two hundred and fifty supervised hours in a social agency; direct work with individuals, groups or communities. Students must receive a grade of B or higher in this course in order to proceed to the next course.
Prerequisite: Must be an advanced standing student or equivalent.
Course Type(s): none

SW 632 Cr. 3.0  
*Crisis Intervention*
Examines the multiple definitions, concepts, and models of crisis intervention. Addresses the issue of scope and timing of services. Additionally, the issue of categories of events: private vs. public will be discussed. The education and training of the crisis intervention specialist will also be explored. The effect of a crisis on the individual, the family and the community is considered. Sociocultural factors will be considered also.
Prerequisite: Must be an advanced standing student or equivalent.
Course Type(s): none

SW 640 Cr. 3.0  
*Field Practicum IV FC*
Two hundred and fifty supervised hours in a social agency; direct work with individuals, groups or communities. Students must receive a grade of B or higher in this course in order to proceed to the next course.
Prerequisite: Must be an advanced standing student or equivalent.
Course Type(s): none

SW 641 Cr. 3.0  
*Field Practicum IV CI*
Two hundred and fifty supervised hours in a social agency; direct work with individuals, groups or communities. Students must receive a grade of B or higher in this course in order to proceed to the next course.
Prerequisite: Must be an advanced standing student or equivalent.
Course Type(s): none

SW 645 Cr. 3.0  
*Clinical Social Work Assessment Diagnosis and Intervention Planning*
Addresses advanced assessment, diagnosis and intervention planning with adults. Examines the use of advanced theory in understanding problem formulation,
assessment, diagnosis and intervention planning utilizing a clinical social work approach. Attention is directed to sociocultural factors, policy issues and global environment considerations which impact diagnosis and intervention with persons seeking clinical social work services. The impact of poverty, racism, sexism, homophobia and various manifestations of institutionalized oppression upon clients and clinicians is considered. Intervention methods which enhance adaptive functioning and resiliency are explored. Provides students with an understanding of social work values and ethics as directly related to clinical work, the relevance of critical thinking skills, and the importance of collaborative intervention planning and evaluation of treatment effectiveness. Prerequisite: Must be an advanced standing student or equivalent. Course Type(s): none

SW 650 Cr. 3.0
Diagnosing the Social Work Client
Presents a detailed explanation of the DMS IV and its practical use in the social work profession. Assessment and treatment interventions will be emphasized. Prerequisite: Must be an advanced standing student or equivalent. Course Type(s): none

SW 652 Cr. 3.0
Civil Society, NGOs and Social Work
Addresses the historical, philosophical, and theoretical underpinnings of philanthropy, charity, civil society, and non-governmental organizations. Through 1960 social services were delivered almost exclusively by public and voluntary organizations. However, inclusion of non-governmental organizations (NGOs) in the service delivery system raises both positive and negative global concerns. Issues related to the debate and future of public sector, NGOs, and Civil Society Organizations (CSO) in terms of service delivery, and how these sectors fit with the social work profession will be discussed. Prerequisite: Must be an advanced standing student or equivalent. Course Type(s): TPS

SW 655 Cr. 3.0
Comparative International and Community Policy and Practice
Designed to broaden student’s exposure to world problems and to the existence of alternative solutions to social problems through an economic and social justice approach. The interrelationship between domestic and international social welfare issues will be highlighted, and the functions and contributions of social work internationally will be examined. Also makes students aware of the opportunities for international collegial exchange through participation in international social work organizations. Prerequisite: Must be an advanced standing student or equivalent. Course Type(s): none

SW 658 Cr. 3.0
Social Work and the Law
Explores the strengths and limits of legal processes in promoting, controlling, or otherwise changing personal and social behavior. Alternatives to and within the legal system are compared as means for achieving social welfare objectives. Special attention is given to judicial activism in the structural reform of institutions, such as mental hospitals, prisons, health care and welfare. Prerequisite: Must be an advanced standing student or equivalent. Course Type(s): none

SW 665 Cr. 3.0
Advanced Clinical Practice with Children
Builds upon the foundation of individual, family and group work, with advanced practice applications for social work with children. Assessment and intervention skills used with children and adolescents are taught in relation to special issues that impact upon children today nationally and internationally. Prerequisite: Must be an advanced standing student or equivalent. Course Type(s): none

SW 669 Cr. 3.0
Applications of Social Justice and Human Rights in Social Work
Second of a two-course sequence examining the implications and applications of social justice and human rights within social work. Guides students in the practice and application of social justice and human rights theories within their concentration-specific engagement with social work. Students undertake the implementation of a project that advances social justice and human rights as appropriate to their concentration area and practice interests. Prerequisites: Must be an advanced standing student or equivalent, and Social Work 627. Course Type(s): none
SW 671 Cr. 3.0  
Advanced Practice with Children  
Designed for play therapy students, builds upon the foundation course on individual, family and group counseling, with advanced clinical applications for work with children. Assessment and intervention skills are used with children and adolescents with special emphasis on expressive therapies, such as art, play, sand tray, and music. Also listed as Educational Leadership 671 and Psychological Counseling 671.  
Course Type(s): none

SW 672 Cr. 3.0  
Advanced Theory in Play Therapy  
Provides an in-depth understanding of the history and theories of play therapy. Emphasis is placed on the understanding of the roles of therapists and parents through the play process. Diversity and multicultural considerations for theoretical perspectives are highlighted. Also listed as Educational Leadership 672 and Psychological Counseling 672.  
Course Type(s): none

SW 673 Cr. 3.0  
Advanced Techniques in Play Therapy  
Provides students with the opportunity to develop techniques and methods of play therapy. Emphasis is placed on working with children, adolescents, and adults through individual, group, and family play therapy. Major topics include group play therapy, family play therapy, short term play therapy, and sand tray/sand play therapy. Additionally, diversity and multicultural considerations are highlighted. Also listed as Educational Leadership 673 and Psychological Counseling 673.  
Course Type(s): none

SW 674 Cr. 3.0  
Play Therapy for Children at Risk  
Focus is on play therapy with vulnerable and high risk children. Emphasis on working with children, adolescents, and adults using play therapy in trauma and crisis situations are highlighted. Special attention is given to social issues that can lead to/or exacerbate trauma or crisis. Also listed as Educational Leadership 674 and Psychological Counseling 674.  
Course Type(s): none

SW 675 Cr. 3.0  
Play Therapy Practicum Seminar I  
Frist of a two course sequence focusing on the application of the play therapy theories and techniques. Students will acquire experience using play therapy theories and techniques which can be used towards the requirements for RPT certification. Students will process the clinical experience of play with children and adolescents, with a review of advanced skills, assessment and treatment planning during individual and group supervision in the university seminar through videotape sessions and discussion. The therapeutic relationship is emphasized. Limited to Play Therapy (C.P.SW.PT) program majors. Students cannot enroll in SW/PC 676 at the same time. Also listed as Psychological Counseling 675.  
Prerequisite: Prior permission of the C.P.SW.PT.Program Coordinator.  
Course Type(s): none

SW 676 Cr. 3.0  
Play Therapy Practicum Seminar II  
Second of a two course sequence focusing on the application of the play therapy theories and techniques. Students will acquire experience using play therapy theories and techniques which can be used towards the requirements for RPT certification. Students will process the clinical experience of play with children and adolescents, with a review of advanced skills, assessment and treatment planning during individual and group supervision in the university seminar through videotape sessions and discussion. Legal and ethical issues, transference/countertransference, and working with parents/caregivers are emphasized. Limited to Play Therapy (C.P.SW.PT) program majors. Cannot enroll in SW/PC 675 at the same time. Also listed as Psychological Counseling 676.  
Prerequisite: Prior permission of the C.P.SW.PT.Program Coordinator.  
Course Type(s): none

SW 698 Cr. 3.0  
Special Topics in Social Work  
The subject matter varies with the interest of the students and the professor teaching the course. The exact nature of the topic covered in any given semester is indicated in the student’s transcript. Permission of the program director is required.  
Prerequisite: Must be an advanced standing student or equivalent.  
Course Type(s): none

SW 699 Cr. 3.0  
Independent Study in Social Work  
Reading and research leading to significant written work
under the direction of a member of the social work faculty. Prior permission of the directing professor and department chair is required. Prerequisite: Must be an advanced standing student or equivalent. Course Type(s): none

SOFTWARE ENGINEERING

SE 504 Cr. 3.0
Principles of Software Engineering
Basic introduction to software engineering; justification that software engineering is an engineering discipline. The two main components of the software engineering discipline - the software product and software process - will be discussed in detail. For design and verification, there will be a focus on traditional Structured-Analysis methods. Limited to Software Engineering students. Course Type(s): none

SE 510 Cr. 3.0
Object-Oriented Analysis and Design
Students will learn how to develop the requirements, analysis model, and design for a software application. Uses object-oriented methodologies. This is not a programming course. Prerequisite: Software Engineering 504. Course Type(s): none

SE 515 Cr. 3.0
Disciplined Software Development
Introduces the need for an engineering approach to software, through a motivational discussion of the so-called software crisis and a presentation of software development processes at the various degrees of granularity; this ranges from organizational processes to team and individual engineers' processes. Provides practical experiences with the Personal Software Process. A software process is defined as a set of guidelines, activities, and methods that engineers use to develop and maintain software. Without a software process, most projects are over budget and behind schedule, since successful efforts cannot be guaranteed. The success of a project depends greatly upon the experience and discipline of the engineers. Limited to Software Engineering students. Prerequisite: Software Engineering 504. Course Type(s): none

SE 561 Cr. 3.0
Mathematical Foundations of Software Engineering
Introduces fundamental mathematical concepts of software engineering, such as sets, relations, infinities, propositional logic, predicate logic, temporal logic, model checking, formal languages, and graphs. Limited to software engineering students. Course Type(s): none

SE 565 Cr. 3.0
Software System Requirements
Students will learn advanced methods in software systems requirements. Ideally, these methods should be applied at the system, enterprise or global levels of software development. Methods in requirements elicitation, modeling of enterprises, prioritization and negotiation of requirements will be emphasized. Methods for including COTS into system applications and product families will be introduced. By the end of the course, students will master the standard documentation of system requirements. Many opportunities for hands-on experience with requirements tools will be provided throughout the course. Prerequisites: Computer Science 501B, 503, Software Engineering 504 and 510. Course Type(s): none

SE 570 Cr. 3.0
Software Systems Design
Students will learn how to design large software systems based on current practices. Covers basic system design concepts and design patterns, including-agent oriented software architectures, and service-oriented architectures. The application of these architectures to enterprise and global architectural levels will be covered as well. Prerequisites: Computer Science 501B and Software Engineering 510. Course Type(s): none

SE 575 Cr. 3.0
Software Verification, Validation and Maintenance
Covers software verification, validation and maintenance. The first half of the course includes inspections of requirements, design and code as well as testing. The second half addresses the handling of change requests, software evolution, code comprehension and change management. It will include hands-on experience with a change management system and an automated testing tool. Prerequisites: Computer Science 501B and Software Engineering 504. Course Type(s): none

SE 580 Cr. 3.0
The Process of Engineering Software
Students will learn how to define, apply and improve a
software process. The basic components of a software process will be introduced, as well as the most influential process models. Students will experiment with both plan-based and agile methods of software development. The need for continuous process quality assessment and improvement will be described. Models such as CMM, ISO9001 will be introduced as reference models for organizations process models.

Prerequisites: Computer Science 503 and Software Engineering 504.
Course Type(s): none

SE 588 Cr. 1.0
Software Practice and Experience
Provides opportunity for Software Engineering graduate students to obtain related experience in employment at a local company or institution, with Monmouth University sponsorship. Available to Software Engineering graduate students who have completed at least eighteen credit hours of graduate courses (500-level), with a minimum GPA of 3.00. Does not satisfy elective requirements. Students may take this course a maximum of two times.
Course Type(s): none

SE 601 Cr. 3.0
Outsourcing: Specifications and Strategies
Covers issues associated with out-sourcing software development in a fashion that assures delivery of acceptable products. The emphasis is on basic factors that determine the effectiveness of outsourcing, strategies for minimizing risk, project tracking, contract-specified breakpoints, and requirements.
Prerequisites: Software Engineering 565 and 570.
Course Type(s): none

SE 602 Cr. 3.0
Technology Assessment
Covers the practicalities of assessing a technology for use in delivery of products. It examines how new tools, processes, and training fit into an overall technology adoption decision.
Prerequisites: Software Engineering 565 and 570.
Course Type(s): none

SE 603 Cr. 3.0
MOST Implementation
A practical application of MOST concepts by following the process of adopting a new technology and putting the appropriate elements into an organization. Focuses on technology assessment, cost, scheduling, training, and project management.
Prerequisites: Software Engineering 565 and 570.
Course Type(s): none

SE 605 Cr. 3.0
Software Implementation and Reuse
Explores contemporary topics in systematic software implementation and reuse. Includes the impact of Object-Based and Object-Oriented Design and Programming with Ada83, Ada95, and C++ along with Domain Engineering on the software development process. Concentrates on the practical aspects of applying architecture-centric, domain-specific, library-based reuse methodologies integrated with the software development process to create software systems in an efficient, cost-effective manner. Illustrates how object-oriented and domain engineering techniques coupled with domain-specific libraries can be used to effectively develop significant software systems in a short period of time, frequently realizing reuse on the order of 70% or more. Libraries of object-based reusable software components will be used to design and implement solutions to problems.
Prerequisites: Software Engineering 565 and 570.
Course Type(s): none

SE 610 Cr. 3.0
Software Systems Security
Threats, vulnerabilities, and attacks to network-based systems. Heuristic procedures for breaking systems. UNIX and Internet case studies. Security modeling techniques including Bell-Lapadula, Biba, and Clark-Wilson. Composition of nondeducibility and noninterference security. Safeguard techniques including cryptographic protocols, online auditing and intrusion detection, access control, Internet firewalls, authentication, security kernel design, and trusted software development. Case studies in database security and secure network design.
Prerequisites: Software Engineering 565 and 570.
Course Type(s): none

SE 611 Cr. 3.0
Secure Web Services Design
Web applications present a complex set of security issues for architects, designers, and developers. The most secure and hack-resilient web applications are those that have been built from the ground up with security in mind. This course focuses on principles of secure web applications design. Topics include, threats and counter measures, security in Web service frameworks, session control, access control, and data protection.
Prerequisite: Software Engineering 565.
Course Type(s): none
Appendix A: Course Descriptions

SE 615 Cr. 3.0
Usability Engineering/ Human-Computer Interaction
Explores the requirements analysis, design and evaluation of the Computer User Interface in the context of Software Engineering Processes. Specific methods and design problems will be illustrated with real-world examples in information technology, the internet, communications, mobility, multimedia and speech technologies. Prepares students to perform usability tasks directly or to successfully manage and collaborate with usability experts.
Prerequisite: Software Engineering 565.
Course Type(s): none

SE 616 Cr. 3.0
Extensible Markup Language (xml)
Presents XML fundamental concepts, XML as a document format, XML as a data format, and special topics in using XML.
Prerequisite: Computer Science 501B.
Course Type(s): none

SE 620 Cr. 3.0
Networked Software Systems I
Network Computing Models, Concepts and Requirement specification; Techniques for Interprocess Communication; Message Passing; Remote procedures calls; Directory Service; Synchronization; Task Partition and Allocation; Threads; Security and Authentication; Time Management.
Prerequisites: Software Engineering 565 and 570.
Course Type(s): none

SE 621 Cr. 3.0
Networked Software Systems II
Prerequisite: Software Engineering 620.
Course Type(s): none

SE 625 Cr. 3.0
Information Systems Architecture
Prerequisites: Software Engineering 565 and 570.
Course Type(s): none

SE 626 Cr. 3.0
Information Systems Engineering
Theoretical and practical issues related to the implementation of information systems to support medium to large organizations. Databases within the Target Architecture and their role in building enterprise-wide information systems. Logical vs. Physical database design. Transaction Processing (TPS) and Decision Support Systems (DSS): similarities and differences. Knowledge-based systems. Implementation issues; reliability, integrity, security, performance, scalability and maintainability. Review of existing commercial tools and environments for building, using and maintaining Information Systems for the enterprise.
Prerequisite: Software Engineering 625.
Course Type(s): none

SE 630 Cr. 3.0
Real Time Software Analysis and Specification
Prerequisites: Software Engineering 565 and 570.
Course Type(s): none

SE 631 Cr. 3.0
Real-Time Software Design and Implementation
Criteria and trade-off for partitioning the functions of a real-time system among the hardware, firmware, and software. The interfaces of a real-time system to the external environments such as sensors and actuators. Designing real-time systems: structured and object-oriented methods. Case studies and comparison between the two. Design verification and validation. Implementation of Real-Time Systems. Development environments and
Prerequisite: Software Engineering 630.
Course Type(s): none

SE 637 Cr. 3.0
Wireless Communications
An introduction to wireless communication systems and techniques, mobile radio, wave propagation, modulation and coding, networks and systems examples.
Prerequisites: Software Engineering 565 and 570.
Course Type(s): none

SE 638 Cr. 3.0
Communications Systems
A systems overview of analog and digital communications systems intended for computer science and software engineering students. Fundamental limits on the rate of transfer of information due to the effects of bandwidth and noise. Impact of transmission media (e.g., wireless, fiber optic, cable) on the transmission rate. The use of coding to reduce the effects of noise.
Prerequisites: Software Engineering 565 and 570.
Course Type(s): none

SE 650 Cr. 3.0
Software Project Management
Prerequisite: Software Engineering 504.
Course Type(s): none

SE 651 Cr. 3.0
Software Organization Management
Management issues regarding the software process.

SE 652 Cr. 3.0
Software Quality Management
Designed to help students develop a broad understanding of the requirements and consideration in planning, managing, and implementing a software project with special emphasis on teams, quality, process, and measurement. This experiential course involves two iterations of a team project which help students learn how to apply specific software engineering practices and understand their value (or lack of value) to specific projects. The main themes include in-depth coverage of process models, such as CMMI and ISO 9000, as well as specific practices such as Risk Management, Configuration Management, Team Development, Inspections, and practical applications of Measurement.
Prerequisites: Software Engineering 565 and 570.
Course Type(s): none

SE 660 Cr. 3.0
Computer System Architecture
Computer system interconnection structures, central processing unit, control unit, microprogrammed control, memory organization, cache and virtual memory, computer arithmetic, RISC processor, introduction to parallel processing, and case studies.
Prerequisite: Computer Science 503.
Course Type(s): none

SE 691 Cr. 3.0
Software Engineering Thesis Research
Independent research in software engineering, spanning a period of two consecutive semesters in an area not substantially covered in a regular course offering, under the supervision of a software engineering faculty member. A formal thesis is required. An oral defense of the thesis before a committee of two faculty members, plus the advising professor is required. Depending on the topic, a
reviewer from outside the software engineering department may be asked to serve as a committee member. Limited to Software Engineering majors.

Prerequisites: Software Engineering 565, 570, and 580 and prior permission of the advising professor.

Course Type(s): none

**SE 692**  
Cr. 3.0  
**Software Engineering Thesis Research**

Independent research in software engineering, spanning a period of two consecutive semesters in an area not substantially covered in a regular course offering, under the supervision of a software engineering faculty member. A formal thesis is required. An oral defense of the thesis before a committee of two faculty members, plus the advising professor is required. Depending on the topic, a reviewer from outside the software engineering department may be asked to serve as a committee member. Limited to Software Engineering majors.

Prerequisites: Software Engineering 691 and prior permission of the advising professor.

Course Type(s): none

**SE 695A**  
Cr. 3.0  
**Software Engineering Practicum**

A two-semester course sequence with major emphasis on hands-on, team-oriented large software development projects. Students will be asked to form groups of three to five persons, which will work as a software team whose purpose will be to develop a software product. The particular product will be chosen through negotiation with the instructor. Teams will operate in accordance with a well-defined set of policies and procedures (documented in a SE Handbook) that governs the entire development process. This documented process addresses work products, roles, activities, entry and exit criteria, reviews and audits, documented procedures, and training. The practicum will also include the use of a set of approved tools. Additional software project management topics such as planning, estimation and tracking will be covered. Project management techniques and their application to the management of software projects. How to define a software development plan, its associated tasks, milestones and deliverables. Software project scheduling and the establishment of relationships among the different tasks. Task dependencies and conflict resolution.

Resources management and allocation. Software project cost estimation. Algorithmic models for estimating costs: the COCOMO model and its derivatives. Risk assessment and its impact in the planning and scheduling of software projects. Software project measurement and tracking. Comparative review of software tools for software project management. Software configuration management and its importance in the management of large software projects. The students will be asked to serve in team roles, hold oral reviews, and prepare documentation appropriate to their project. Students in the class will participate in the reviews of other teams in the class. At the end of the second semester, each team will give a formal presentation on the project. Limited to Software Engineering majors.

Prerequisite: Software Engineering 695A.

Course Type(s): none

**SE 695B**  
Cr. 3.0  
**Software Engineering Practicum**

A two-semester course sequence with major emphasis on hands-on, team oriented large software development projects. Students will be asked to form groups of three to five persons, which will work as a software team whose purpose will be to develop a software product. The particular product will be chosen through negotiation with the instructor. Teams will operate in accordance with a well-defined set of policies and procedures (documented in a SE handbook) that governs the entire development process. This documented process addresses work products, roles, activities, entry and exit criteria, reviews and audits, documented procedures, and training. The practicum will also include the use of a set of approved tools. Additional software project management topics such as planning, estimation and tracking will be covered. Project management techniques and their application to the management of software projects. How to define a software development plan, its associated tasks, milestones and deliverables. Software project scheduling and the establishment of relationships among the different tasks. Task dependencies and conflict resolution.

Resources management and allocation. Software project cost estimation. Algorithmic models for estimating costs: the COCOMO model and its derivatives. Risk assessment and its impact in the planning and scheduling of software projects. Software project measurement and tracking. Comparative review of software tools for software project management. Software configuration management and its importance in the management of large software projects. The students will be asked to serve in team roles, hold oral reviews, and prepare documentation appropriate to their project. Students will participate in the reviews of other teams in the class. At the end of the second semester, each team will give a formal presentation on the project. Limited to Software Engineering majors.

Prerequisite: Software Engineering 695A.

Course Type(s): none
SE 698  Cr. 3.0
*Special Topics in Software Engineering*
The subject matter varies with the interest of the students and of the professor teaching the course. The exact nature of the topic covered in any given semester is indicated in the student’s transcript.
Prerequisite: Approval of the department.
Course Type(s): none

SE 699  Cr. 3.0
*Individual Research Project in Software Engineering*
The development and execution of a significant research project designed by the student in consultation with a software engineering professor. An experience meant to focus learning on an area of special interest to the student.
Prerequisite: Approval of the department.
Course Type(s): none

**SOCIOLOGY**

SO 505  Cr. 3.0
*Critical Issues in Crime and Delinquency*
An overview of some of the major problems confronting criminology and the criminal and juvenile justice systems. Current criminological literature and research will be evaluated in terms of its ability to suggest solutions to these problems.
Course Type(s): none

**THEATRE**

TH 526  Cr. 3.0
*Comedy and Drama in Western Culture*
Explores the development of comic invention in drama in relation to social history. Readings in early European drama and social history are augmented by representations in art of early theaters, performances and comic themes. Videotapes are used to explore the development of traditional comic themes in modern theatre.
Course Type(s): none

TH 598  Cr. 3.0
*Special Topics in Theatre*
To equip teachers with the ability to use creative dramatics in the classroom. The emphasis is on the participant and participation. Dramatic play and play making are integral to the class. Techniques will be taught that can be transferred to many other subjects and disciplines.
Students should attend comfortably dressed.
Course Type(s): LA

TH 599  Cr. 3.0
*Independent Study in Theatre*
Reading and research leading to significant written work under the direction of a member of the theatre faculty.
Course Type(s): none