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

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

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

Equal Opportunity Policy

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

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

Family Educational Rights and Privacy Act

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

Information such as grades, financial records, and financial aid records may be released to parent(s) of Monmouth University students who are dependents of their parents as defined by the Internal Revenue Service (IRS), provided that the parent(s) furnishes proof of such dependency, or the student completes a “FERPA Waiver Release” form. The FERPA form is available through WEBSstudent.

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

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

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

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

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

Human Relations Philosophy and Policy

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

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

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

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

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

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

Academic Foundations - General Education
571-3683
Judith Nye, Associate Vice President

Admission, Undergraduate
571-3456
Victoria Bobik, Director

Admission, Graduate
571-3561
Kevin Roane, Director

Athletics
571-3415
Marilyn McNeil, Director

Bursar’s Office
571-3454
Jonas Javier, Acting Bursar

Campus Tours
571-3456
Victoria Bobik, Director

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

Career Services
571-3471
William F. Hill, Assistant Dean

Cashier’s Office
571-7540
Marilyn Cusick, Manager

Center for Student Success
571-7522
Mercy Azieke, Dean

Cooperative Education
571-3458
Kathleen Kennedy, Director

Disability Services for Students
571-3460
John Carey, Director

Educational Opportunity Fund
571-3462
Colleen Johnson, Director

Financial Aid
571-3463
Claire M. Alasio
Associate Vice President

Graduate Assistantships
571-7550
Datta Naik, Dean

Graduate School
571-7550
Datta Naik, Dean
Directory in Brief

Health Services
571-3464
Kathy Maloney, Director

Help Desk (e-mail and WEBadvisor)
571-3539
Cathy Davison, Help Desk Supervisor

Honors School
571-3620
Kevin Dooley, Dean

Housing
571-3465
James Pillar, Associate Vice President

International Student and Faculty Services
571-3478
Barbara Nitzberg, Assistant Director

Leon Hess Business School
571-3423
Donal M. Moliver, Dean

Library
571-3450
Ravindra Sharma, Dean

Mathematics Center
263-5305
Vacant, Coordinator

Orientation, Undergraduate
571-3591
Amy Bellina, Director

Pre-Medical, & Pre-Dental Careers
571-3687
James Mack, Director

Psychological Services
571-7517
Franca Mancini, Director

Registration and Records
571-3477
Laura Papa Babbin, Director

Residential Life
571-3585
James Pillar, Associate Vice President

Service Learning & Community Programs
571-4411
Marilyn Ward, Coordinator

Scholarships
571-3463
Claire M. Alasio, Associate Vice President

School of Education
571-3437
Lynn Romeo, Dean

School of Humanities and Social Sciences
571-3419
Stanton Green, Dean

School of Nursing and Health Studies
571-3443
Janet Mahoney, Dean

School of Science
571-3421
Michael Palladino, Dean

School of Social Work
571-3543
Robin Mama, Dean

Student Activities
571-3586
Amy Bellina, Director

Student Employment
571-3471
Aimee Parks, Assistant Director

Student and Community Services
571-3417
Mary Anne Nagy, Vice President

Study Abroad
263-5377
Robin Asaro, Assistant Director

Undeclared Majors Advising Program
571-3588
Jean Judge, Associate Dean

Writing Center
571-7543
Jane DeTullio, Director

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

Eight schools within the University—the Wayne D. McMurray School of Humanities and Social Sciences; the School of Science; the Leon Hess Business School; the School of Education; the Marjorie K. Unterberg School of Nursing and Health Studies; the Honors School; the Graduate School; and the School of Social Work—provide a wide variety of academic programs at both the undergraduate and graduate levels. There are bachelor’s degree programs in the arts and sciences and in the professional areas of business, computer science, criminal justice, education, nursing, social work, and software engineering. Co-curricular activities have been designed to complement the academic programs. Master’s level programs include business administration, computer science, corporate and public communication, criminal justice, education, English, financial mathematics, history, liberal arts, nursing, mental health counseling, psychological counseling, public policy, social work, and software engineering. Beginning the summer of 2011, the School of Nursing and Health Studies will offer a doctoral level program, Doctor of Nursing Practice (DNP) degree.

The undergraduate curriculum is built upon an innovative, interdisciplinary general education program and careful academic advising and career counseling. One of the University’s main goals is to prepare Monmouth undergraduates for active participation as leaders in the twenty-first century. Accordingly, the University provides a learning environment that enables all students to develop their capacities for leadership in a multicultural world. Students are provided opportunities to develop information technology and collaborative problem-solving skills and to develop a sense of social responsibility as members of local, national, and global communities. Small classes and course clustering allow for individual attention, cooperative learning, and interactive student-faculty exchange.
The University is located in a quiet, residential area of an attractive community near the Atlantic Ocean, about an hour and thirty minutes from the metropolitan attractions of New York City and Philadelphia. Monmouth enjoys the advantage of proximity, within its home county, to many high-technology firms, financial institutions, health care institutions, and a thriving business-industrial sector. These provide employment possibilities for Monmouth University graduates, as well as opportunities for undergraduates, to gain practical experience through internships and the Cooperative Education Program. The surrounding communities also offer opportunities for service activities in local schools and public agencies. Volunteer and service activity is encouraged and facilitated by the campus Office of Service Learning and Community Programs.

**CAMPUS FACILITIES**

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

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

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

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

**HISTORY**

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

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

**ACCREDITATION**

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

**THE FACULTY**

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rose Mary Miller, Mathematics</td>
<td>1975</td>
</tr>
<tr>
<td>William P. Mitchell, Anthology</td>
<td>1976</td>
</tr>
<tr>
<td>Richard Benjamin, Electronic Engineering</td>
<td>1977</td>
</tr>
<tr>
<td>Vernon Churchill, Biology</td>
<td>1978</td>
</tr>
<tr>
<td>Charles J. Lewis, Mathematics</td>
<td>1979</td>
</tr>
<tr>
<td>J. Emmett Collins, Marketing</td>
<td>1980</td>
</tr>
<tr>
<td>Robert J. Sipos, English</td>
<td>1981</td>
</tr>
<tr>
<td>Harris Drucker, Electronic Engineering</td>
<td>1982</td>
</tr>
<tr>
<td>Alicia E. Portuondo, Foreign Languages</td>
<td>1983</td>
</tr>
<tr>
<td>John A. Styslinder, English</td>
<td>1984</td>
</tr>
<tr>
<td>Everett L. Rich, Communication</td>
<td>1985</td>
</tr>
<tr>
<td>Doris K. Hiatt, Psychology</td>
<td>1986</td>
</tr>
<tr>
<td>Eugene S. Simko, Management</td>
<td>1987</td>
</tr>
<tr>
<td>Thomas S. Pearson, History</td>
<td>1988</td>
</tr>
<tr>
<td>Datta V. Naik, Chemistry</td>
<td>1989</td>
</tr>
<tr>
<td>Donald M. Moline, Economics</td>
<td>1990</td>
</tr>
<tr>
<td>Robert S. Rouse, Chemistry</td>
<td>1991</td>
</tr>
<tr>
<td>Leonard Wollack, Marketing</td>
<td>1992</td>
</tr>
<tr>
<td>Arie van Everdingen, Art.</td>
<td>1993</td>
</tr>
<tr>
<td>Mark Rodgers, Social Work</td>
<td>1994</td>
</tr>
<tr>
<td>Kenneth Campbell, History</td>
<td>1995</td>
</tr>
<tr>
<td>Margaret DeGuercio, English</td>
<td>1996</td>
</tr>
<tr>
<td>Marilyn Parker, Chemistry</td>
<td>1997</td>
</tr>
<tr>
<td>Gregory Coram, Criminal Justice</td>
<td>1998</td>
</tr>
<tr>
<td>Robyn Holmes, Psychology</td>
<td>1999</td>
</tr>
<tr>
<td>Robin Mama, Social Work</td>
<td>2000</td>
</tr>
<tr>
<td>Brian Garvey, English</td>
<td>2001</td>
</tr>
<tr>
<td>John Morano, Communication</td>
<td>2002</td>
</tr>
<tr>
<td>Rekha Datta, Political Science</td>
<td>2003</td>
</tr>
<tr>
<td>Judith Nye, Psychology</td>
<td>2004</td>
</tr>
<tr>
<td>Michael Palladino, Biology</td>
<td>2005</td>
</tr>
<tr>
<td>Bruce Normandia, Curriculum &amp; Instruction</td>
<td>2006</td>
</tr>
<tr>
<td>Richard Veit, History and Anthropology</td>
<td>2007</td>
</tr>
<tr>
<td>Kelly Ward, Social Work</td>
<td>2008</td>
</tr>
<tr>
<td>Joseph Patten, Political Science</td>
<td>2009</td>
</tr>
<tr>
<td>David Tripold, Music and Theatre Arts</td>
<td>2010</td>
</tr>
<tr>
<td>Nancy Mezey, Political Science and Sociology</td>
<td>2011</td>
</tr>
</tbody>
</table>

**AWARDS**

**Donald Warncke Award**

The Faculty Association of Monmouth (FAMCO) sponsors this award in memory of Donald Warncke, first president of FAMCO. Any member of the University community who has distinguished him or herself through outstanding service over the years is eligible. Recipients through 2010 are:

<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ann Nowick</td>
<td>1980</td>
</tr>
<tr>
<td>Carol Giroud</td>
<td>1981</td>
</tr>
<tr>
<td>Jack Christie and George Smith</td>
<td>1982</td>
</tr>
<tr>
<td>Richard Steadman</td>
<td>1983</td>
</tr>
<tr>
<td>Alfred Brown</td>
<td>1984</td>
</tr>
<tr>
<td>Jane Freed and Della Garrabrant</td>
<td>1985</td>
</tr>
</tbody>
</table>
Philip C. Donahue .......................... 1986
William T. Boylan .......................... 1988
Mary Abate ................................. 1989
Aldean Davis ............................... 1990
Rose Iovino ................................. 1991
Demetrius Markov ........................... 1992
C. Dale Haase and Carol Neuer ............. 1993
Deanna Scherrer ............................. 1994
Sandra G. Epstein ............................ 1995
Gertrude Murphy and Marilyn Parker ......... 1996
Susan Kuykendall ............................. 1997
John Bolton ................................. 1998
Debbie Mellish and James Mack .............. 1999
Marianne Seitz ............................... 2000
Vernon Churchill ............................. 2001
Richard Guilfoyle ............................ 2002
Thomas Murtha ............................... 2003
Koorleen Minton and Ella Elizabeth Boyington ................................. 2004
Linda Silverstein .............................. 2005
Franca Mancini ............................... 2006
Annette Gough ............................... 2007
Doreen Brown and Sandy Villa .......................... 2008
William Mitchell ............................. 2009
Brian Garvey ................................. 2010
Heather Kelly ................................. 2011
Patricia L. Swannack .......................... 2004
Samuel A. Weir ............................... 2005
Saliba Sarsar ................................. 2006
Debbie Mellish ............................... 2007
Mary Anne Nagy ............................... 2007
Colleen Johnson ............................... 2008
Jean Judge .................................... 2009
Sharon Smith ................................. 2010
Kevin Roane ................................. 2011

**ACADEMIC HONESTY**

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

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

**Stafford Presidential Award of Excellence**

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

Bertha Hughes ............................... 2003
Datta Naik .................................... 2003
Maureen Paparella ............................ 2003

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Datta Naik .................................... 2003
Maureen Paparella ............................ 2003

**ACADEMIC HONESTY**

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

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

**Stafford Presidential Award of Excellence**

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

Bertha Hughes ............................... 2003
Datta Naik .................................... 2003
Maureen Paparella ............................ 2003
Graduate Admission

NEW TO MONMOUTH STUDENTS’ REQUIREMENTS

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

PROCEDURES

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

APPLICATION DEADLINES*

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

<table>
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<tr>
<th>Semester</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>Fall Semester</td>
<td>July 15**</td>
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<tr>
<td>Spring Semester</td>
<td>November 15</td>
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<tr>
<td>Summer Session</td>
<td>May 1</td>
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** Social Work deadline is March 15. Applications to the Social Work program are accepted until March 15 for fall ONLY.
* Applications to the Doctor of Nursing Practice (DNP) program are accepted until January 15 for summer start only.
* The following deadlines and start terms apply to accelerated graduate programs: MBA – 12 month program (fall start only) applications are due July 15; Teacher of Students with Disabilities – 15 month program (spring start only) applications are due November 15; MAT – 12 month program (summer start only) applications are due May 1; MAT – 16 and 18 month programs (spring start only) applications are due November 15.

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

**MASTER OF ARTS IN ANTHROPOLOGY**

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

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

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

**MASTER OF ARTS IN CRIMINAL JUSTICE (MA)**

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

**MASTER OF ARTS IN ENGLISH (MA)**

1. Possession of a baccalaureate degree with a minimum 2.75 overall GPA and at least 15 credits in literary studies is strongly recommended.
2. Two letters of recommendation from former professors, current colleagues, or a current or recent supervisor.
3. An application essay of 500 words describing your personal objectives for graduate study in a master of arts program, as well as research completed, in progress, or contemplated, or an author or period of particular interest.

**MASTER OF ARTS IN HISTORY (MA)**

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

**MASTER OF ARTS IN PSYCHOLOGICAL COUNSELING (MA.)**

**MASTER OF SCIENCE IN MENTAL HEALTH COUNSELING (MS)**

1. Possession of a baccalaureate degree with a 3.0 overall GPA.
2. Two completed Monmouth University Psychological Counseling recommendation forms.
3. Twenty-four credits in Psychology (including courses in personality theory, statistics, abnormal psychology, and research methods).
4. GRE scores may be required. Candidates who have not yet taken the GRE may be accepted conditionally pending satisfactory completion of the requirement during the first nine (9) credits of study. Candidates with a master’s degree in a related field are not required to submit GRE scores.

**MASTER OF ARTS IN PUBLIC POLICY (MA)**

1. Possession of a baccalaureate degree with a 2.75 overall GPA.
2. Two-page typewritten personal statement (approximately 500 words) highlighting personal and/or professional goals and objectives for wanting to pursue graduate study in the field of public policy and public affairs.
3. Two letters of recommendation from persons familiar with prospective student’s academic and/or professional competence.
MASTER OF SOCIAL WORK (MSW)
1. Possession of a baccalaureate degree with a 2.75 overall GPA and a 3.0 GPA in the undergraduate major. Social Work is grounded in the liberal arts and contains a coherent, integrated, professional foundation in social work (CSWE Accreditation Standards). MSW applicants with a baccalaureate degree are required to have a strong liberal arts background in English, Math, Biology, and Psychology (none of these courses can be a College Level Examination Program; they must be taken as college-level, credit-bearing classes). The program also prefers courses in History, Sociology, Political Science, Anthropology, and Economics.

2. Three completed Monmouth University Department of Social Work recommendation forms. Recommendations must be from an academic or professional source; it cannot be from friends and/or relatives.

3. Narrative (four to five pages, double spaced) in response to the questions outlined on the Autobiographical Statement form which can be obtained by visiting www.monmouth.edu/admission/graduate/MSWAutobioStatement.pdf.

4. Candidates for Advanced Standing must have a BSW from an accredited program within six years of the date of application, fulfill GPA requirements, and submit the Monmouth University Advanced Standing Field Evaluation form.

5. Candidates for Advanced standing must have completed a course in statistics within the last six years.

6. In instances where the admissions committee has questions about an applicant’s references, personal statement, or academic record, the applicant may be required to attend an interview as part of the admissions process.

POST-MASTER’S CERTIFICATE: PLAY THERAPY
1. A master’s degree in a medical or mental health discipline (for example, MSN, MSW, MA) and eligibility for licensure in that discipline.

MASTER OF SCIENCE IN COMPUTER SCIENCE (MS)
GRADUATE CERTIFICATE IN COMPUTER SCIENCE
1. Possession of a baccalaureate degree with a minimum 2.75 overall GPA, preferably in the sciences or engineering.

2. Two letters of recommendation.

3. Two semesters of Calculus (I and II) with grades of “C” or better.

4. Two semesters of computer programming courses within the last five years (equivalent to Monmouth’s CS175 and CS176) at a recognized institution with a grade of “B” or better. Applicants not meeting these requirements for programming experience may be admitted conditionally and required to take CS501A or its equivalent.

MASTER OF SCIENCE IN SOFTWARE ENGINEERING (MS)
SOFTWARE ENGINEERING CERTIFICATE PROGRAMS
1. Possession of a baccalaureate degree in software engineering, computer science, computer engineering, or another engineering-related discipline with a 2.5 overall GPA and a 3.0 GPA in the undergraduate major. Candidates whose major is not computer science or a related field may be admitted on a case-by-case basis.

2. Demonstrate completed course work in computer programming, data structures and algorithms, operating systems, discrete mathematics, and software engineering. Applicants who have not completed course work in these areas will be required to complete preparatory/foundation courses as necessary. (Credits earned will not be applied toward the MS degree.) Students must earn a grade of “B” or better in each of these courses.

3. Thesis track students must hold a bachelor’s degree in software engineering from a college or university accredited by its regional accrediting agency.

MASTER OF SCIENCE IN FINANCIAL MATHEMATICS (MS)
1. Undergraduate degree in mathematics or in a related field that requires a substantial component of mathematics such as physics,
computer engineering, or electrical engineering. Business, computer science, or related majors with a minor in mathematics are also acceptable. (Applicants who have not previously completed courses in calculus, linear algebra, differential equations, or statistics will be evaluated on a case-by-case basis, and may be required to complete a foundation curriculum.)

2. Must have completed Calculus, I, II, and III; Linear Algebra; Differential Equations (with some exposure to partial differential equations); and a course in calculus-based statistics.

3. Must have a minimum GPA of 3.0 in their major, and a minimum 2.5 GPA or better overall.

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

1. Possession of a four-year baccalaureate degree and with a minimum GPA of 2.50 and either:
   a) GMAT* minimum score of 450, and a minimum total of 1000 when the GMAT is added to 200 times the GPA, or
   b) CPA or CFA licensure.

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

2. Possession of a Master’s or Doctoral degree (MS, MD, JD, PhD, EdD, etc.)

3. Possession of a Monmouth University baccalaureate degree in business with a minimum GPA of 3.0, and a minimal SAT score (taken prior to attendance at Monmouth University) of 1600 on the 2400 point scale, or 1090 on the 1600 point scale.

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

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

1. Possession of a Master’s degree from an accredited institution within the last seven years, including the six business core courses.

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

MASTER OF EDUCATION (MEd)

1. Possession of a baccalaureate degree with a 2.75 overall GPA and a 3.0 GPA in the undergraduate major.

2. Two letters of recommendation for graduate study.

3. Essay (500 words or more) explaining why the applicant wishes to pursue this graduate program.

4. Résumé.

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

MASTER OF ARTS IN TEACHING (MAT)

1. Possession of a baccalaureate degree with a 2.75 overall GPA and a 3.0 GPA in the undergraduate major.

2. Two letters of recommendation for graduate study.

3. Résumé.

4. Personal statement of not more than two pages that describes your preparation for study in the program and personal objectives for graduate study.

5. Prior to student teaching, the appropriate Praxis Test must be successfully completed.

6. Students interested in the MAT Initial Certification K-12 in Chinese must have a degree or thirty approved credits in the Chinese language and culture.

7. Admission into MAT with an Endorsement in K-12 Education in Health and Physical Education requires prior completion of thirty undergraduate credits in a coherent sequence of courses in health and a minimum of fifteen undergraduate credits in physical education OR thirty undergraduate credits in a coherent sequence in physical education and a minimum fifteen undergraduate credits in health. Study of individual,
dual, and team sports must be part of the physical education credits.

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

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

SCHOOL OF EDUCATION CERTIFICATE AND ENDORSEMENT PROGRAMS

Graduate Certificate: Teaching English to Speakers of Other Languages:
1. Possession of a baccalaureate degree with a 2.75 or above overall GPA;
2. A passing score for the Oral Proficiency Interview (OPI) in the English Language for non-native speakers of English.

Graduate Certificate: Educational Technology:

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

Graduate Post-Master’s Certificate: Education:
1. Applicants must have completed a Master’s degree in the field of education, or related field, with a 3.0 minimum cumulative GPA.

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

Graduate Post-Master’s Certificate: Curriculum Studies:
1. Applicants must have completed a Master’s degree in the field of education, or related field, with a 3.0 minimum cumulative GPA.

Graduate Endorsement: Teacher of Students with Disabilities:
1. Possess or be eligible for a standard or provisional New Jersey instructional certificate with an endorsement appropriate to the subject or grade level to be taught.
2. Possession of a bachelor’s degree in a field leading to teacher licensure, health services, psychology, or social work from an accredited institution and have achieved a minimum 2.75 GPA.
3. Applicant must submit two letters of recommendation related to the applicant’s competence for this graduate program and professional work.
4. Applicant must submit an essay of 500 words or more explaining why applicant wishes to pursue a Teacher of Students with Disabilities endorsement.
5. Official undergraduate and graduate transcripts.

Graduate Endorsement: Substance Awareness Coordinator:
1. Hold a standard instructional certificate, or a school psychologist, school social worker, school counselor, director of school counseling services, or school nurse endorsement, or a valid Licensed Clinical Alcohol and Drug Counselor credential issued by the New Jersey Alcohol and Drug Counselor committee of the Marriage and Family Board, or a valid Certified Prevention Specialist credential issued by the Addiction Professionals Certification Board of New Jersey, or hold a
master’s or higher degree from a regionally accredited college or university.

2. Applicant must submit two letters of recommendation related to the applicant’s competence for this graduate program and professional work.

3. Applicant must submit an essay of 500 words or more explaining why applicant wishes to pursue a Substance Awareness Coordinator (SAC) endorsement.

4. Possession of a bachelor’s degree in a field leading to teacher licensure, health services, psychology, or social work from an accredited institution and have achieved a minimum 2.75 GPA.

5. Official undergraduate and graduate transcripts.

**English as a Second Language (ESL) Endorsement:**
1. A bachelor’s degree (BA or BS) with a minimum 2.75 GPA.

As an added part of an initial certificate program:
1. Admission into any of the Monmouth University Initial Teaching Certification Programs (MAT).

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

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

**Post-Master’s Endorsement: Director of School Counseling Services:**
1. Possession of a baccalaureate degree with a minimum 2.75 overall GPA and a minimum 3.0 GPA in the undergraduate major
2. Possession of a master’s degree.
3. Two letters of recommendation related to the applicant’s competence for this graduate program and professional work.
4. Essay (500 words or more) explaining why the applicant wishes to pursue this graduate program.

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

**Post-Master’s Endorsement: School Business Administrator**
1. Hold a master’s degree (in any field) OR
2. Hold a bachelor’s degree and be in possession of a certified public accountant license.

**Post-Master’s Certification: Endorsement: Supervisor:**
1. Possession of a master’s degree in Education.
2. See the MSEd Admission requirements above

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

**Post-Master’s Certification Endorsement: Learning Disabilities Teacher-Consultant:**
1. Applicant must possess a master’s degree.
2. Applicant must hold a standard New Jersey or out-of-state instructional certificate.
3. Applicant must have three years of successful teaching experience.
4. Applicant must submit two letters of recommendation related to the applicant’s competence for this graduate program and professional work.

5. Applicant must submit an essay of 500 words or more explaining why applicant wishes to pursue a Learning Disabilities Teacher Consultant endorsement.

6. Applicant must have a minimum 2.75 GPA.

7. Official undergraduate and graduate transcripts.

**Post-Master’s Certification Endorsement:**

**Principal:**

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<thead>
<tr>
<th>Post-Master’s Certification Endorsement: Reading Specialist:</th>
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<tbody>
<tr>
<td>1. Possession of a master’s degree with a minimum 3.0 GPA in the graduate major.</td>
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<tr>
<td>2. Two letters of recommendation.</td>
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<tr>
<td>3. Essay (500 words or more) explaining why the applicant wishes to pursue the Principal or Reading Specialist Endorsement program.</td>
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<td>4. Official undergraduate and graduate transcripts.</td>
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**Post-Master’s Certification Endorsement:**

**Counseling:**

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<tr>
<th>Post-Master’s Certification Endorsement: Counseling:</th>
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<tr>
<td>1. Possession of a master’s degree in educational counseling, counseling, student personnel services, or social work with a minimum 3.0 GPA in the graduate major.</td>
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<tr>
<td>2. Two letters of recommendation related to the applicant’s competence for this graduate program and professional work as a school counselor.</td>
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<td>3. Essay (500 words or more) explaining why the applicant wishes to pursue the post-master’s endorsement program.</td>
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<tr>
<td>4. Official undergraduate and graduate transcripts.</td>
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**MASTER OF SCIENCE IN NURSING (MSN)**

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<tr>
<th>MASTER OF SCIENCE IN NURSING (MSN)</th>
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<tr>
<td>1. Possession of a BSN from an accredited program, with a minimum 2.75 GPA. RN students with a baccalaureate degree other than nursing may be admitted into the “bridge” program.</td>
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<tr>
<td>2. GRE scores may be waived pending a minimum of a “B” (3.0) earned in each of the first four courses of the program. Satisfactory GRE courses will be required to continue if a “B” or better is not earned in each of the first four courses.</td>
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<td>3. A personal statement (one to two pages) outlining professional goals.</td>
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<td>4. Two letters of recommendation. One year of clinical experience is necessary to begin the clinical specialty.</td>
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<td>5. A college-level course in health assessment. (An appropriate continuing education course may be substituted at the program director’s discretion.) This requirement does not apply to the Nursing Administration concentration.</td>
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<td>6. A current New Jersey RN license, a year of experience as a registered nurse, and proof of a current $1,000,000 to $3,000,000 liability and malpractice policy.</td>
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<td>7. Résumé</td>
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**RN TO MSN DIRECT**

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

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

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

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

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

GRADUATE CERTIFICATES IN SCHOOL NURSING, SCHOOL NURSING – NON-INSTRUCTIONAL, AND FORENSIC NURSING
1. Possession of a baccalaureate degree with a minimum 2.75 GPA.
2. A current New Jersey RN license, a year of experience as a registered nurse, and proof of a current $1,000,000 to $3,000,000 liability and malpractice policy.

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

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

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

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

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

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

**Former Students Applying for Readmission**

**Readmission to the University**

Former Monmouth University students not on a Leave of Absence who have not attended the University for at least one semester must submit an application for readmission. Applications are available in the Office of Admission. If the applicant has attended another institution in the interim, the applicant must have an official transcript forwarded to the Office of Admission Processing.

**Readmission to the University after Academic Dismissal**

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

**Application for Academic Amnesty**

(See Academic Amnesty.)

**Visiting Students**

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

**Adult Applicants**

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

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

**Applicants with Disabilities**

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

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

**INTERNATIONAL APPLICANTS**

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

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

- **TOEFL (Test of English as a Foreign Language)**
  - Minimum score requirements:
    - Internet-based version 79
- **IELTS (International English Language Testing System)**
  - Minimum score requirement 6
- **MELAB (Michigan English Language Assessment Battery)**
  - Minimum score requirement 77
- **ESOL (Cambridge University English for Speakers of Other Languages)**
  - Minimum score requirements
    - Certificate of Advanced English – An A, B, or C constitutes a passing grade.
    - Certificate of Proficiency in English – An A, B, or C constitutes a passing grade.

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

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

In order to obtain the nonimmigrant Certificate of Eligibility (Form I-20), all accepted international applicants are required to provide financial documentation, such as bank statements, attesting that sufficient funds are available to support the period of study for the degree at Monmouth. To obtain a copy of the Application for Form I-20 and instructions, visit [http://www.monmouth.edu/student/grad/FormI20.pdf](http://www.monmouth.edu/student/grad/FormI20.pdf). This completed document is required before the Form I-20 can be issued.

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

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

**International Transfer Applicants**

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

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

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

Students may, upon request, be required to have previous academic work validated, at the student’s expense, through an outside credential evaluation service.

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

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

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

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

**VETERANS AND WAR ORPHANS**

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

**MILITARY APPLICANTS**

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

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

FINANCIAL INFORMATION
Tuition and fees are subject to annual increases at the discretion of the Board of Trustees. Tuition and fees charges listed below are in effect as of May 16, 2011. Monmouth University reserves the right to alter any and all charges and to do so within the academic year.

Monmouth University (on campus)
TUITION AND FEES PER SEMESTER
May 16, 2011
It should be noted that more than 80% of Monmouth University students are eligible for Financial Aid. Depending upon family financial circumstances—regardless of income—actual costs could be considerably less than published student charges. Inquiries should be directed to the Office of Financial Aid.

TUITION AND FEES PER SEMESTER
Effective May 16, 2011, for the Summer 2011, Fall 2011, and Spring 2012 Semesters

TUITION
- UNDERGRADUATE
  12 - 18 credits ......................$13,686.00 ($314.00*)
  Each credit in excess of 18 ............$793.00/credit ($314.00*)
  9 - 11.5 credits ................$793.00/credit ($314.00*)
  Less than 9 credits ..........$793.00/credit ($157.00*)
  Auditor Program .........................$264.00/credit
  Summer Session .........................$670.00/credit

- GRADUATE
  9 or more credits ..........$868.00/credit ($314.00*)
  Less than 9 credits ..........$868.00/credit ($157.00*)
  Auditor Program .........................$290.00/credit
  Summer Session .........................$877.00/credit

- SENIOR CITIZENS (Undergraduate and Graduate)
  9 or more credits ..........$228.00/credit ($314.00*)
  Less than 9 credits ..........$228.00/credit ($157.00*)

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

RESIDENCE HALLS

Spruce/Willow/Cedar/Laurel/Beechwood
- Single Room ..................3,765.00
- Double Room ................2,966.00
- Triple Room .............2,227.00

Elmwood/Pinewood
- Single Room, small ........2,940.00
- Single Room ................3,740.00
- Double Room .............2,966.00
- Triple Room ............2,202.00

Oakwood/Redwood
- Double Room .............3,676.00
- Triple Room ............2,687.00

Garden Apartment .............4,186.00

Great Lawn/Maplewood
- Double Room .............3,821.00
- Triple Room ............3,017.00

Birch ....................................................2,202.00

Mullaney Hall
- Double .....................3,116.00
- Triple ....................2,482.00

Fountain Gardens
- Double Room .............3,949.00
- Quad Room ..........3,536.00

Pier Village
Double - Annual Contract** ...................10,202.00
**Billed in four cycles, see below:
- Summer session A ........446.00
- Summer session E ....1,636.00
- Fall .....................3,837.00
- Spring .................4,283.00

Diplomat Apartments
Double - Per Semester ...........4,098.00
Double - Annual Contract** ..........9,534.00
**Billed in four cycles, see below:
- Summer session A ........417.00
- Summer session E ....1,529.00
- Fall .....................3,586.00
- Spring .................4,002.00

Intersession Housing
Residence Halls ......................172.00
Apartments .................................278.00

Study Abroad:
- Florence – Italy (room charge)
  Double – Fall ................3,250.00
  Double – Summer ..........1,000.00

Regent’s College – London (room and board)
- Single ..........................6,325.00
- Double ....................5,115.00
- Triple .....................4,715.00

Macquarie University – Australia
- Single ........................5,000.00

Spain (Summer)
- Double room charge ..........1,435.00

OTHER FEES
(All fees are nonrefundable unless otherwise noted.)

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

PORTFOLIO ASSESSMENT FEES (per course)
Workshop ............................30.00
Assessment per academic area ..........225.00

CREDIT BY EXAMINATION FEES
Application Fee per course ..........15.00
Undergraduate per credit .........................1/3 cr. rate
Graduate per credit ............................1/3 cr. rate

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

SUMMER ROOM RATES
Residence Hall - per week ..........................172.00
Garden Apartment - per week ......................214.00
Great Lawn Apartment - per week .................214.00
Diplomat Apartment – per week ..................232.00

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

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

Explanation of Tuition, Fees, and Deposits

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Terms of Payment

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

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

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

Tuition Payment Plan

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

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

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

REFUND POLICY

• Summer Sessions

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

• Students who withdraw from a four-week or six-week summer session within the first week of the session will receive 100% refunds. Withdrawals after the first week are not eligible for refunds.

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

• Fall and Spring Semesters

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

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

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

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

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

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

REFUND POLICY—COMPLETE WITHDRAWAL

IMPORTANT NOTICE FOR STUDENTS WITH FEDERAL STUDENT FINANCIAL ASSISTANCE

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

If the amount of aid credited to a student’s account at the time of withdrawal is less than the amount of aid earned based on the proportion of the semester that the student was enrolled, a post-withdrawal disbursement of aid can be made. If there are outstanding charges on the student’s account, the University will make the post-withdrawal disbursement to the student’s account. If there are no outstanding charges on the student’s account, the University must notify the student regarding the avail-
ability of the post-withdrawal disbursement. The student must inform the University within fourteen days of this notification as to whether the student wishes to receive the post-withdrawal disbursement. No post-withdrawal disbursement will be made unless the University receives a response from the student within this timeframe.

**REFUND POLICY FOR PARTIAL WITHDRAWALS**

- **Fall and Spring Semesters**

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

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

  Part-time undergraduate students and all graduate students who withdraw from one or more courses during the semester while remaining registered for one or more courses are entitled to 100% refunds on the courses dropped if the courses are dropped during the first week of the semester or on the day following the first class meeting. Fifty-percent refunds will be given if the courses are withdrawn from during the second week. Withdrawals after the second week are not eligible for refunds.

**HOUSING CONTRACT: REFUND SCHEDULE**

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

**APPEAL POLICY FOR REFUNDS**

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

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

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

APPLICATION PROCESS

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

The FAFSA is completed using the student’s and parents’ federal income tax returns and should also include Monmouth University’s Title IV School Code (002616). Completed FAFSAs may be submitted to the U.S. Department of Education after January 1. Students are encouraged to retain a copy of the completed FAFSA for their records.

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

Financial data provided on the FAFSA will be forwarded electronically to the University and will be the basis for the creation of the student’s financial aid package. The financial aid package will be communicated to the student via the Financial Aid Award Letter. The student is then expected to confirm acceptance of the offer of financial aid by returning to the Financial Aid Office a signed copy of the award letter; a copy is also provided for the student’s records.

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

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

(Note that the U.S. Department of Education randomly selects one in three applications for verification. The verification process entails the comparison of actual financial data to that supplied on the FAFSA. Students selected for this
process will be notified by the Financial Aid Office and will be asked to supply copies of federal tax returns and a completed verification worksheet; additional documents may also be requested.)

**FUNDING SOURCES**

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

**GRANTS AND SCHOLARSHIPS**

- **Graduate Fellowships**

  Monmouth University established the Graduate Fellowship program to provide scholarship assistance to students who have demonstrated outstanding academic achievement in the completion of the baccalaureate degree. Partial-tuition fellowships are awarded to matriculated students by the Office of Graduate Admission and are made on the basis of the student’s cumulative undergraduate grade point average. Award amounts vary as a function of the student’s undergraduate cumulative grade point average and the number of registered credits each term. International candidates’ undergraduate grade point averages are converted to the American grading system. All applicants for admission are automatically evaluated for fellowship eligibility; the student need not complete a separate application. Awards are not made in combination with the following forms of assistance: tuition remission, Second Master’s Scholarships, and Math/Science Educator Scholarships. However, the Graduate Fellowship may be combined with the following, as long as it does not exceed tuition and fees (fees do not include books): senior citizen tuition discount, graduate assistantships, and employer tuition reimbursement. Fellowships are renewable throughout the duration of the student’s enrollment, provided that the student maintains a minimum cumulative grade point average of 3.00. Graduate fellowships are available in the summer term provided the student enrolls in a total of at least six credits during the course of the summer.

- **Second Master’s Scholarship**

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

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

- **Math/Science Educator Scholarship**

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

- **Federal TEACH Grant**

  Through the College Cost Reduction and Access Act of 2007, Congress created the Teacher Education Assistance for College and Higher Education (TEACH) Grant program that provides grants of up to $4,000 per year (including the summer term) to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families. Students may receive a maximum of $8,000 in TEACH Grants for graduate studies. In exchange for receiving a TEACH Grant, the student must agree to serve as a full-time teacher in a high-need field (e.g., bilingual education and English language acquisition, foreign
language, mathematics, reading specialist, science, special education, or other identified teacher shortage areas) in a public or private elementary or secondary school that serves low-income students. As a recipient of a TEACH Grant, the student must teach for at least four academic years within eight calendar years of completing the program of study for which the TEACH grant was awarded. IMPORTANT: If the student fails to complete this service obligation, all TEACH Grants will be converted to a Federal Direct Unsubsidized Stafford Loan, which must be repaid to the U.S. Department of Education. The student will be charged interest from the date the grant(s) was disbursed. Note: TEACH Grant recipients will be given a six-month grace period prior to entering repayment if a TEACH Grant is converted to a Direct Unsubsidized Loan.

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

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

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

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

**LOANS**

- Federal Direct Subsidized Stafford Loan
  This is a federally funded loan program that is available to any graduate student who has completed the FAFSA, demonstrated financial need, enrolled for at least six credit hours in the term for which the loan will be disbursed, is a United States citizen or permanent resident, and who is not in default on a prior student loan; creditworthiness is not a requirement for the Stafford Loan. A graduate student may borrow up to $8,500 annually. The interest rate is fixed at 6.8% for loans disbursed between July 1, 2011, and June 30, 2012. Interest does not accrue while the student is enrolled for at least six credit hours. Borrowers are charged, by the federal government, an up-front origination fee of 1.5% of the principal amount of the loan, but there is an up-front rebate of 1%. This rebate is maintained as long as the student makes the first twelve consecutive, on-time payments when the loan goes into repayment. The net origination fee of 0.5% is deducted proportionally from each disbursement of the student’s loan. The student will begin repayment of the loan six months after graduation or cessation of half-time enrollment. Subsidized Stafford Loans are available during the regular academic year (i.e., fall and spring semesters) and may be available during the summer term.

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

- **Federal Direct Unsubsidized Stafford Loan**
  The Federal Direct Unsubsidized Stafford Loan is a low-interest-rate loan with eligibility requirements, terms, and conditions similar to those of the Subsidized Stafford Loan. The primary difference is that interest does accrue on the loan while the student is enrolled. For graduate students, the annual borrowing limit is $12,000 and cannot exceed the student’s budgeted cost of attendance in combination with all other aid. The interest rate is fixed at 6.8%. Borrowers are charged, by the federal government, an up-front origination fee of 1.5% of the principal amount of the loan, but there is an up-front rebate of 1%. This rebate is maintained as long as the student makes the first twelve consecutive on-time payments when the loan goes into repayment. The net origination fee of 0.5% is deducted proportionally from each disbursement of the student’s loan. A promissory note for the Unsubsidized Stafford Loan will be supplied by the Financial Aid Office. Unsubsidized Stafford Loans are available during the regular academic year (i.e., fall and spring semesters) and may be available during the summer term.

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

- **Federal Direct Parent Loan for Graduate Students (PLUS)**
  Graduate students are now eligible to borrow under the PLUS Loan program. The terms and conditions applicable to the Parent PLUS Loans also apply to Graduate PLUS Loans; however, with the Graduate PLUS Loan, the student is the borrower, not the parent. These requirements include completion of the FAFSA and a determination that the applicant does not have an adverse credit history. Applicants may borrow up to their cost of attendance, less other financial aid. Students must also have applied for the annual loan maximums in the Federal Subsidized and Unsubsidized Stafford Loan programs before applying for a Graduate PLUS Loan. Students must be enrolled at least half time (six credit hours). Borrowers are charged, by the federal government, an up-front origination fee of 4% of the principal amount of the loan, but there is an up-front rebate of 1.5%. This rebate is maintained as long as the student makes the first twelve consecutive payments on time when the loan goes into repayment. The net origination fee of 2.5% is deducted proportionally from each disbursement of the loan. For loans disbursed after July 1, 2008, the interest rate is fixed at 7.9%. Unless the borrower requests an in-school deferment, the first payment is due sixty days after the loan is fully disbursed. Repayment lasts between ten and twenty-five years based on the total amount borrowed and the repayment option chosen. A promissory note for the PLUS Loan will be supplied by the Financial Aid Office. Graduate PLUS Loans are available during the regular academic year (i.e., fall and spring semesters) and may be available during the summer term.

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

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

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

**Satisfactory Academic Progress**

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

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

The standards for determining satisfactory academic progress at Monmouth University for federal and state funding are measured along three dimensions: cumulative grade point average, number of credits attempted and completed, and total number of credits completed. **To remain in good standing, a student must meet each of the three requirements:**

- **Cumulative Grade Point Average:** Consistent with the general academic requirements of the University, graduate students must maintain a minimum cumulative grade point average of 3.00 to remain eligible for institutional and/or federal funding.

- **Credit Hours Completed:** All students must successfully complete at least 67% of the credit hours for which they enroll. Note that repeated courses and course work assigned a grade of “W,” “WF,” “F,” or “I” will not be counted as hours completed toward graduation but will be counted as an attempted course.

- **Total Number of Credits Completed:** Students must also meet the maximum time frame component of satisfactory academic progress. The maximum number of credits a graduate student may attempt and receive funding for is 150% of the published number of credits required to complete the degree, certificate, or endorsement program.

**Appeals Process**

When a student is deemed ineligible for financial aid (e.g., failing to meet the standards of progress), the student will be provided with written notification of ineligibility. The student will have the opportunity to submit a written appeal for review. All such appeals should be forwarded to the Director of Financial Aid and will be reviewed by the Financial Aid Appeals Committee. Membership in the Financial Aid Appeals Committee is as follows: the Director of Financial Aid (or his/her designee), the Dean of the Center for Student Success (or his/her designee), the Vice President for Student Services (or his/her designee), and the Registrar (or his/her designee). The Committee will review the appeal and may elect to return the student to good standing, continue the student’s financial aid probationary period, reduce the student’s financial aid award, or uphold the determination of ineligibility (e.g., cancel the student’s financial aid). Students submitting an appeal will be provided written notification of the Committee’s decision.

Circumstances which might merit an appeal include, but are not limited to, the following: serious illness or injury to the student or a member of the student’s immediate family, a death in the immediate family, or divorce. Generally, the Financial Aid Appeals Committee will consider appeals that involve documentable circumstances beyond the student’s control which have had an impact upon the student’s academic performance. Students who have been deemed ineligible in a prior semester, but who have since improved their performance to the required level, are also encouraged to submit an appeal for the reinstatement of their aid; the Financial Aid Appeals Committee will not automatically reinstate a student’s aid.

**Return of Financial Aid When a Student Withdraws**

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

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

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

This calculation determines the amount of aid earned by the student that he or she may keep (for example, if the student attended 25% of the term, the student will have earned 25% of the aid disbursed). The unearned amount (total aid disbursed minus the earned amount) must be returned to the federal government by the University and/or the student. The Financial Aid Office will notify and provide instructions to students who are required to return funds to the government.

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

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

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

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

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

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

The Graduate School
DEAN: Datta V. Naik, PhD

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

The Graduate School oversees the development and evaluation of graduate programs, and the teaching and research activity of graduate faculty. The responsibilities of the Dean of the Graduate School include monitoring the graduate admission process, coordinating the production of promotional materials for graduate programs, and overseeing program curricula, general academic standards, and the graduate student advising process. The Office of the Graduate School also manages the graduate assistantship program.

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

WAYNE D. McMURRAY SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEAN: Stanton W. Green, PhD

Completion of the following programs leads to a Master of Arts (MA):
- Anthropology
- Corporate and Public Communication
- Criminal Justice
- English with a Concentration in Creative Writing
- English with a Concentration in Literature
- English with a Concentration in New Jersey Studies
- English with a Concentration in Rhetoric and Writing
- History
- Psychological Counseling
- Public Policy
Completion of the following program leads to a Master of Science (MS):
   • Mental Health Counseling

Completion of these certificate programs leads to the following:
   • Graduate Certificate in Criminal Justice Administration
   • Graduate Certificate in Homeland Security
   • Graduate Certificate in Human Resource Management and Communication
   • Graduate Certificate in Public Relations Specialist
   • Graduate Certificate in Public Service Communication

SCHOOL OF SOCIAL WORK
DEAN: Robin Mama, PhD

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

Completion of this post-master’s certificate program leads to the following:
   • Post-Master’s Certificate in Play Therapy

SCHOOL OF SCIENCE
DEAN: Michael A. Palladino, PhD

Completion of the following programs leads to a Master of Science (MS):
   • Computer Science
   • Financial Mathematics
   • Software Engineering

Completion of these certificate programs leads to the following:
   • Graduate Certificate in Computer Science – Software Design and Development
   • Graduate Certificate in Software Development
   • Graduate Certificate in Software Engineering

LEON HESS BUSINESS SCHOOL
DEAN: Donald M. Moliver, PhD

Completion of the following programs leads to the Master of Business Administration (MBA):
   • Business Administration
   • Business Administration with a Concentration in Health Care Management

Completion of these post-master’s certificate programs leads to the following:
   • Post-Master’s Certificate in Accounting
   • Post-Master’s Certificate in Health Care Management

SCHOOL OF EDUCATION
DEAN: Lynn Romeo, EdD

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

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

Completion of the following programs leads to the Master of Science in Education (MSEd):
   • Principal
   • Principal/School Administrator
   • Reading Specialist
   • School Counseling
   • Special Education

Completion of these certificate programs leads to the following:
   • Graduate Certificate in Educational Technology
   • Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL)

Completion the following post-master’s certificate programs leads to the following:
   • Post-Master’s Certificate in Curriculum Studies
   • Post-Master’s Certificate in Education

Completion of the subject endorsement program in Chinese leads to the following:
   • Subject Endorsement in Chinese – Certificate of Eligibility with Advanced Standing (CEAS)
Completion of these New Jersey Department of Education endorsement programs leads to the following:

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

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

- Post-Master’s Endorsement – Counseling
- Post-Master’s Endorsement – Director of School Counseling Services
- Post-Master’s Endorsement – Learning Disabilities Teacher-Consultant
- Post-Master’s Endorsement – Principal
- Post-Master’s Endorsement – Reading Specialist
- Post-Master’s Endorsement – School Business Administrator
- Post-Master’s Endorsement – Supervisor

School of Nursing and Health Studies
Dean: Janet Mahoney, PhD

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

- Nursing

Completion of these certificate programs leads to the following:

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

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

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

- Post-Master’s Certificate: Nursing Administration
- Post-Master’s Certificate: Nursing Education

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

- Doctor of Nursing Practice (DNP)

Academic Support Services

The Center for Student Success

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

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

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

The Office of Service Learning and Community Programs Office provides students with information about Experiential Education and volunteer opportunities in nonprofit agencies, schools, and governmental organizations. Through service learn-
ing and volunteering, students can explore their personal, career, and intellectual potential while increasing their knowledge of community needs.

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

**Academic Skills Services**

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

The Tutoring Center, located in the Center for Student Success, provides assistance by both student peer tutors and faculty master tutors in most academic areas. Master tutors also offer academic skills workshops for topics such as reading strategies, time management, and test-taking strategies. For more information, please contact the Tutoring Center at 732-263-5721 or visit the Tutoring Center Web site at http://www.monmouth.edu/academics/CSS/tutoring_center/default.asp.

The Writing Center, located in the Center for Student Success, provides writing assistance for all undergraduate and graduate-level students. Writers may seek assistance during any stage of their writing process, from the initial drafting of the assignment through the final stages of editing and proofreading. Additionally, Writing Assistants are able to assist with résumés, cover letters, personal statements, the discipline of literature, and the specific challenges faced by English Language Learners.

Writing Assistants, peer and professional, are available Monday through Friday. Appointments may be scheduled with them electronically through TutorTrac: https://tutortrac.monmouth.edu, by phone (732) 571-7542, or by visiting the Writing Center.

The Writing Center Web site also offers online resources for students. Visit http://www.monmouth.edu/writing_center/resources.asp for assistance with grammar and punctuation skills, research strategies, documentation styles, and discipline-specific writing guidelines.

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

**Disability Services**

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

A variety of accommodations and services are available to Monmouth University students with disabilities. These include, but are not limited to, assistance with advocacy on campus, self-disclosure to professors, learning strategy training, time management assistance, academic planning and monitoring, an adaptive test center to assist faculty with exam administration and students with test-taking needs, and assistive technology for students who require this accommodation.

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

**Monmouth University Library**

The mission of the Monmouth University Library is to serve the faculty and students of the University by providing, as far as practicable, all library materials needed to support the curriculum and research needs of all students, faculty, and other users. The Monmouth University Library is the center...
of learning and research at Monmouth University and has a core collection reflecting cultural achievement throughout the ages, which provides a well-rounded perspective of contemporary civilization. In addition to the 303,000 print and electronic volumes, the collection includes subscriptions to approximately 39,300 periodicals, both print and electronic, with extensive back files on microfilm and in bound volumes. The Library is also a selective depository for New Jersey documents. In addition, the personal book collection of Lewis Mumford (1895–1990), a prominent American architectural critic and urban planner, is available by appointment for scholarly research.

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

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

The renovation of the University Library was completed in 2006 with an addition of 19,575 square feet of new space. Three group study rooms were added to the library with connection facilities to the Internet, plus the number of computers was increased in the building for the benefit of all library patrons. The world of higher learning, including millions of resources from all over the globe, is now available online to all users from the library, University offices, student dorms, and homes, twenty-four hours a day, seven days a week. The library has over 30,000 e-books in the collection and subscribes to 159 online databases. Mobile technology was introduced during the Spring 2011 semester. All patrons can access library materials and get library news through their smart mobile phones. In addition, they have access to over 1.5 billion records of over 10,000 libraries in 50 countries available via the mobile link to OCLC World Cat. Materials not found in the Monmouth University Library online catalog can be borrowed through the Inter Library Loan Department.

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

The Monmouth University Library’s dedication to service and continued awareness and implementation of emerging technologies allow it to continue as the central site on campus where students acquire a vast amount of information in both print and electronic form.

**Instructional Technology Support**

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

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

All students are provided with an official e-mail account and space on the server to store course-related files and Web pages. The Student Technology Assistant Program (STAP) provides students with the opportunity to learn about current technology, while earning cash and boosting their résumé. Each semester, approximately sixty (60) undergraduate and graduate students from all majors join the program in one of several different positions. STAP members can be found working in the University’s open computer labs, at the Student Help Desk, with multimedia equipment, creating Web sites, and troubleshooting problems with computer hardware and software.
For all information management service needs, call the Help Desk at 732-571-3539, Monday through Friday from 8:15 a.m. until 9 p.m. Technicians are also on site until 11 p.m., Monday through Friday, with abbreviated availability on weekends. For more information on the services of Information Management and many self-help documents and FAQ’s, please visit the Web pages at http://www.monmouth.edu/resources/campus_technology.

GRADUATE GRADES
The graduate grading system is as follows:

A, A- Excellent
B+, B, B- Average
C+, C, C- Poor
F: Failing. This grade is given for failure in a course; for withdrawal from a course after the deadline (see “W” grade); or for failure to remove an Incomplete by the end of the next regular semester.

AU: Audit. This grade is given to a student who attends a class for the purpose of acquiring knowledge, but not to earn credits. The auditor is expected to attend classes, do assigned reading, and participate in class discussions, but is not required to take examinations.

W: Withdrawal. This grade is given for withdrawal from a course or courses up to five weeks before the last day of classes in a regular semester or its equivalent in a shorter term. See the academic calendar for the last date to withdraw without penalty. The official date of withdrawal is the date the completed withdrawal form is received by the Office of Registration and Records.

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

S: Satisfactory Progress. This grade is given at the end of the first semester when satisfactory progress has been made in a graduate course, which may take more than one semester to complete. Students who receive an S grade must register for one credit, Continuation of Thesis/Project course (REG 500), in subsequent semesters until completion of the project.

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

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

X: Credit by exam, Portfolio Credit.

Graduate Grade Point Averages

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

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

Graduate: Repeating a Course: Impact on the GPA

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

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

**Student Complaints about Grades**

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

**Change of Grade Requests**

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

**ACADEMIC DEFINITIONS**

**Graduate Student Classification**

- **Matriculated/Non-Matriculated**
  
  All graduate students are classified as either matriculated or non-matriculated.
  
  1. Matriculated graduate students are:
     a. Degree-seeking;
     b. Regular admits;
     c. Conditional admits in a degree program or certificate program of at least 18 credits.

  II. Non-matriculated graduate students are:
     a. Non-degree-seeking students;
     b. Certificate students not falling in Category I.

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

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

- **Full-Time/Part-Time**

  Full-time graduate students, excluding MSW students, carry at least nine credits in a regular semester. Full-time MSW students carry 15 credits per semester, which includes a field internship experience. Regular full-time MSW students can complete the MSW degree requirements in two calendar years. Students admitted to the Advanced Standing MSW program as full-time students can complete the MSW degree in one calendar year.

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

**Auditor Classification**

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

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

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

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

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

**CURRICULUM OF RECORD**

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

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

**ACADEMIC REGULATIONS**

**Graduate Academic Amnesty**

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

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

Academic amnesty may be granted to a graduate student only once. Under no circumstances will grades earned by a student at Monmouth University be expunged from the student’s permanent record or excluded from any transcript sent from Monmouth University.

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

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

**Academic Honesty**

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

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

**Graduate Academic Standing**

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

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

**Graduate Academic Dismissal**

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

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

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

**Graduate Warning/Probation/Dismissal Criteria**

Students with GPA below 3.00

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

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

1st grade of “B-,” “C+,” “C,” or “C-” with a GPA below 3.00 ......................... Warning
2nd grade of “B-,” “C+,” “C,” or “C-” with a GPA of 3.00 & above ..................... Warning
2nd grade of “B-,” “C+,” “C,” or “C-” with a GPA below 3.00 ......................... Probation
3rd grade of “B-,” “C+,” “C,” or “C-” with a GPA of 3.00 & above ..................... Probation
3rd grade of “B-,” “C+,” “C,” or “C-” with a GPA below 3.00 ......................... Dismissal
4th grade of “B-,” “C+,” “C,” or “C-” with any GPA ..................... Dismissal

Students with three credits of “F”

1st grade of “F” ......................... Probation
2nd grade below “B” ..................... Dismissal

**Attendance**

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

Grades in courses are normally based on academic performance (participation, contribution, and examination). However, individual faculty members may adopt reasonable regulations that additionally relate grades to class attendance. All professors must state their specific attendance policies in a written statement containing the pertinent course requirements and give it to the students during the first week of the semester. A student who, for any reason, may not be present at a particular class or laboratory is, nevertheless, responsible for adhering to the attendance requirements of the course.
Students are not permitted to attend classes for which they have not officially registered (as determined by the Office of Registration and Records). If students attend without prior registration, they are subject to disciplinary actions, inclusive of suspension and/or dismissal, and will not be permitted to "retroactively" enroll.

**Course Withdrawals**

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

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

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

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

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

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

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

**Final Examinations**

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

A student who has three final examinations scheduled on one day may request that one of the examinations be rescheduled; it is normally the middle one of the three that is rescheduled. Rescheduled examinations are to be given at a time agreed upon by both the student and the faculty member on or before the last day of the examination period.

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

**Graduation**

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

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

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

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

**Independent Study**

Independent Study courses permit a student to pursue a research project or guided readings in a subject area not substantially covered in the curriculum. Normally, no more than one Independent Study
course may be scheduled during a single academic term. A student must complete the “Independent Study Application” form (available online at http://www.monmouth.edu/academics/registrar/forms.asp) and obtain approval from the supervising professor, the department chair, and the school dean prior to registering for the course. Independent Study applications containing the appropriate signatures must be submitted to the Office of Registration and Records. Generally, students are expected to complete no more than 6 credits of independent study. Any exceptions must be approved by the dean of the school in which the student’s major is housed. Failure to process the Independent Study Application within the required timeframe may impact financial aid status and may jeopardize participation in Commencement.

**Student (Biographical) Data**

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

**Graduates: Taking Courses at Another Institution**

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

**Graduate Courses for Undergraduates**

An undergraduate student at Monmouth University who has completed 92 credits and has an undergraduate major GPA of 3.25 and an overall GPA of 2.75 may apply for permission to the graduate program director to take up to nine (9) graduate credits while completing the work for an undergraduate degree. Permission to take such credits is at the discretion of the respective program director. These credits may count toward an undergraduate or graduate degree, but not toward both degrees, unless the student has been formally admitted into a five-year undergraduate/graduate plan and the sequence chart allows it (see Integrated Undergraduate/Graduate Degree Programs for more information). Students in a five-year undergraduate/graduate plan who maintain an undergraduate major GPA of 3.00 and an overall GPA of 2.75, and are within 36 credits of graduation, can take the prescribed number of graduate credits, not to exceed 18. The number of graduate credits that will be applied toward both the undergraduate and graduate degrees is indicated in the five-year plan’s sequence chart. Further details are available in the Office of Registration and Records.

**Submission of the Same Paper or Computer Program for Two Courses**

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

**Graduate: Time Limitation for Completion of Requirements**

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

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

Substitution of Requirements

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

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

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

Students pursuing a certificate are allowed to apply no more than 30% of other credits (i.e., transfer credits or waived classes or credit by exam) towards the certificate program.

Graduate: Use of Course work towards Degree Programs

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

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

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

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

Application for Graduation

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

Participation in Commencement

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

Graduate: Change of Degree or Certificate Program

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

Changing From Non-Matriculated to Regular (Matriculated) Status

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

Course Changes (Add/Drop)

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

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

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

Leave of Absence – Matriculated (degree-seeking) Students

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

Registration

All current Monmouth University students and deposited “Applicants” are provided with access to the University’s WEBstudent. Each student is provided with a unique User ID and password, which allows him or her access to personal information via the WEB.
Continuing students who have met with their academic advisor and received permission to do so may self-register using WEBstudent. Specific information for dates and times to register online will be distributed prior to registration dates and will be available online in the “Registration Information.” Online registration is not available to students who are on academic probation or whose current admission status is conditional.

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

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

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

Transcript Requests

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

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

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

SCHEDULING INFORMATION

Fall and Spring Semesters

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

Summer Sessions

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

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

Students enrolled at other institutions should receive approval from that institution for courses for which credit is desired. Students must meet all course prerequisites. Admission into the summer program does not constitute acceptance into the
University's regular programs. Campus recreational and dining facilities are available to summer students. Residence halls will be open to resident students during the summer. Inquiries regarding summer sessions and applications for admission should be addressed to the Director of Admission.

**UNIVERSITY EMERGENCY CLOSING**

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

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

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

**TV**
- News 12 New Jersey
- Channel 4 WNBC news

**UNIVERSITY E-MAIL**

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

- Grade reports
- Semester schedules

- Registration information
- Academic announcements
- Graduation deadlines
- Change of class notifications
- Academic standings

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

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

**WEBstudent and e-FORMS**

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

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

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

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

WITHDRAW FROM THE UNIVERSITY

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

DEAN: Stanton W. Green, PhD
ASSOCIATE DEAN: Golam Mathbor, PhD
ASSISTANT DEAN: Michael Thomas, MFA

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

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

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

ANTHROPOLOGY
Frederick L. McKitrick, Chair, Department of History and Anthropology
Richard Veit, Coordinator of Anthropology

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

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


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

MASTER OF ARTS IN ANTHROPOLOGY (MA)

The Master of Arts in Anthropology provides students with the necessary credentials to fulfill a variety of professional and academic goals. For students interested in archeology, their training and degree will prepare them for full-time supervisory-level employment in archeology, cultural resource management, historic preservation, and GIS. Students interested in social policy, teaching, public relations, and local community engagement will receive training in qualitative research and other conceptual tools of cultural anthropology that prepare them for work in culturally unfamiliar and diverse situations. Students planning to continue for a PhD will receive a well-grounded education in theory and methods taught by well-published faculty. Students in the program complete 30 credit hours of course work. Of the thirty credits for the program, six may be transferred from another institution.

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

• MA in Anthropology

ART AND DESIGN

Andrew L. Cohen, Chair, Department of Art and Design
Mark Ludak, Compliance Officer/Technical Specialist
Scott Knauer, Director of Galleries and Collections

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

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

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

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

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

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

Anne Massoni, Specialist Professor. MFA, Ohio University. Photography and digital art.
Michael Richison, Specialist Professor. MFA, Cranbrook Academy of Art. Motion graphics and graphic design.

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

Communications

Chad Dell, Chair, Department of Communication

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

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

Donna Montanaro Dolphin, Associate Professor and Program Director for Radio/TV. MFA, Mason Gross School of the Arts, Rutgers University. Primary fields are TV production, media studies, documentary, screen studies, popular culture, and mass media. Special interests are experimental film and community based television. Research interests focus on roots music and American popular culture, and on the construction of femininity in the screen arts. Serves as faculty advisor to the student-operated TV station, Hawk TV.

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

Christy Hetzel, Lecturer. JD, Rutgers University School of Law, Camden. Licensed NJ Attorney bringing entrepreneurial experience to student-focused, practical application courses in Media Law, Public Speaking, Argument and Debate, Critical Discourse, Business Organizational and Small Group Communication, and Mediation. Special interests include constitutional law and ADR methods. Faculty advisor to the Monmouth Oral Communication Center.

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

Robin Kampf, Specialist Professor. BA Seton Hall University.

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

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

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

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

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

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

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

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

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

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

Claude E. Taylor, Lecturer. MA, West Chester University. Primary areas of interest are Media Studies, Communication Theory, and Political Communication. Research interests include explorations of the relationship between contemporary media in the United States and political participation across identity categories, such as race, class, and gender; the relationship between social class, the media, and democratic citizenship; and the intersection of popular culture and contemporary U.S. politics. ctaylor@monmouth.edu

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

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

MASTER OF ARTS IN CORPORATE AND PUBLIC COMMUNICATION (MA)

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

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

- M.A. in Corporate and Public Communication

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

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

- Human Resources Management and Communication
- Public Relations Specialist
- Public Service Communication Specialist

CRIMINAL JUSTICE
Peter Liu, Chair, Department of Criminal Justice

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

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

Michele Grillo, Assistant Professor. BS, MA, University of Massachusetts; MA, ABD, Rutgers University, Criminology.

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

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

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

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

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

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

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

Please refer to the curriculum chart in the appendix for program requirements. All curriculum charts are detailed and displayed in Appendix “B.”
- Certificate in Criminal Justice Administration
- Certificate in Homeland Security

ENGLISH
Sue Starke, Chair, Department of English
David Tietge, Director of First Year Composition
Heide Estes, Graduate Program Director
Susan Goulding, Undergraduate Program Coordinator

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Christine Severson, Lecturer. PhD, Indiana University of Pennsylvania. Specialty is nineteenth-century American literature and the arts, with an emphasis on women writers and artists.

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

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

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

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

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

FOREIGN LANGUAGE STUDIES

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

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

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

Alison Maginn, Associate Professor of Spanish. PhD, University of Wisconsin-Madison. Teaching interests include proficiency-oriented language and contemporary Spanish literature and culture. Primary interest is in the narrative, poetry,

**Julia Riordan-Gonzalves**, Assistant Professor. ABD, University of North Carolina at Chapel Hill

**HISTORY**

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

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

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


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

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

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

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

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


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

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

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

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

**Kenneth R. Stunkel**, Professor. PhD, University of Maryland. Primary fields are the Far East, the history of science and western thought, and technology and western culture. Current research on concepts of change in Chinese and Western science and skepticism in early modern European thought.

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


**MASTER OF ARTS IN HISTORY (MA)**

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

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

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

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

**MUSIC AND THEATRE ARTS**

*David Tripold, Chair, Department of Music and Theatre Arts*

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

**John J. Burke**, Associate Professor of Theatre. PhD, Michigan State University. Producer/Artistic Director, Shadow Lawn Stage. Dr. Burke is a theatre generalist who teaches a wide variety of theatre and improvisation courses. His specialties include directing, theatre management, and theatre education. His research interests are Irish Theatre, creative dramatics, and incorporating theatre methods in all areas of teaching. Dr. Burke has been the Executive Director of the Monmouth County Arts Council and Arts Center, the Director of the Theatre program at Point Pleasant Boro High School, and an adjunct at CCNY, Jersey City State College, Trenton State College, and Olivet College. Dr. Burke developed the Department’s new Theatre Major which grants students the opportunity to be both Theatre and Music majors. Dr. Burke is the Artistic Director/Producer of Shadow Lawn Stage, Monmouth University’s professional summer theatre (AEA).

**Ferdinando Del Guercio**, Designer/Technical Director. BFA, Maryland Institute College of Art. He is a visual artist/sculptor working with assemblages of found and fabricated objects in wood, glass metals and stone. His works have been exhibited in Virginia’s Richmond Museum, the Statesville Museum of Art in North Carolina, the Carnegie Museum in Pittsburgh, and the Birmingham Museum in Alabama. His recent juried exhibitions include “Trenton Metals”, at Artworks in Trenton, NJ, and “Ellarslie Open,” at the Trenton Art Museum. At Monmouth University he has designed and led Monmouth University’s theatre students to build over forty sets at the Lauren K. Woods Theatre and has taught Photography, Jewelry/Metal Craft, Stained Glass, 3-D Design, and Art Appreciation for the Department of Art and Design since 1993.
Ronald G. Frangipane, Assistant Professor of Music. MFA, Goddard College. Professor Frangipane attended and assisted Master classes with Igor Stravinsky and Aaron Copland and studied with Paul Creston. Received over twenty-three gold and platinum albums as an arranger-producer in the record industry. Received an Emmy award for his musical score “This Was America” created for the NBC series with William Shatner. Arranged or produced recordings for such notable artists as John Lennon, Diana Ross, Kiss, the Monkees, the Rolling Stones, Janis Ian, Neil Diamond, Dusty Springfield, Grace Slick (Jefferson Starship), etc. He specializes in music in American culture—Blues, Jazz, Rock & Roll, American Musical Theatre, and Performance as well as Composition/Orchestration and Music Industry.

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

Nicole Ricciardi, Assistant Professor of Theatre. MFA, Carnegie Mellon University, BFA, Drew University. Specialization includes all areas of acting and directing with a particular interest in Shakespeare and Early Modern English Drama. Professor Ricciardi is a professional theatre actress and director. She was formally the head of the Acting Program for the New York Film Academy and an Assistant Professor of Drama for Syracuse University, where she coordinated the study abroad program at Shakespeare’s Globe in London. She has taught workshops and classes around the world and locally at Drew University, Eastern Connecticut State University, and Shakespeare and Company in Lenox, Massachusetts. Nicole is the director of “Old Face New,” a company of New York City theatre and music artists whose goal is to take old stories and present them in a new way. She is a proud member of Actors Equity Association and the Circle East Theatre Company in New York City.

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

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

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

PHILOSOPHY, RELIGION, AND INTERDISCIPLINARY STUDIES
Don R. Swanson, Chair, Department of Philosophy, Religion, and Interdisciplinary Studies

Stuart Dalton, Lecturer of Philosophy. PhD, Emory University. Teaching fields include the history of philosophy, aesthetics, philosophy of literature and film, existentialism, social and political philosophy, and the philosophy of religion. Current research includes Kierkegaard, Nietzsche, and contemporary, continental philosophy.

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

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

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

POLITICAL SCIENCE AND SOCIOLOGY
Joseph Patten, Chair, Department of Political Science and Sociology
Kathryn Kloby, Public Policy Program Director
Nancy Mezey, Sociology Program Director


Kevin Dooley, Associate Professor and Dean of the Honors School. PhD, Rutgers University. Research interests focus on globalization, comparative public policy, the politics of language, and comparative European governments. Author: Politics Still Matter: Globalization, Governance, and the Revival of Regional Minorities (2008).

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

Vincenzo Mele, Lecturer of Sociology. PhD, Bielefeld University. Specializations are in classical and contemporary social theory; history of sociology; cultural studies; urban studies; and lifestyle, sport, and health studies. Author of Walter Benjamin e l’esperienza della metropoli (Walter Benjamin and the Experience of the Metropolis; 2002) and editor of Estetica e soci-
Nancy J. Mezey, Associate Professor of Sociology. PhD, Michigan State University. Sociology Program Director; Director of the Institute for Global Understanding, Gender Studies Curriculum Coordinator, and faculty advisor to the Sociology Club. Specializations are in family sociology, race-class-gender studies, gender studies, sociology of sexualities, and African Studies. Current interests focus on the formation and experiences of diverse family forms. Author of New Choices, New Families: How Lesbians Decide about Motherhood (2008).


Enoch Nappen, Associate Professor. PhD, New York University. Specializes in Constitutional law and civil rights. Directs both the undergraduate and graduate intern programs. University’s pre-law advisor. Author of Warman’s Political Collectibles (2008), a fully illustrated description of political memorabilia’s historic role in the American Presidential election process.

Joseph Patten, Associate Professor. PhD, West Virginia University. Specialization in public policy; political campaigns at national, state, and local levels; the United States Congress; the American Presidency; and media law. His primary research interests include the United States Congress and American Politics. He is currently co-authoring a textbook entitled Introduction to Political Science: Bridging the Gap Between Theory and Practice.

Saliba Sarsar, Associate Vice President for Global Initiatives and Professor. PhD, Rutgers University. Specialties are international relations, international organizations, comparative government (Middle East), and American foreign policy. Co-author of Ideology, Values, and Technology in Political Life (1994) and World Politics: An Interdisciplinary Perspective (1995). He is also the co-editor of Principles and Pragmatism: Key Documents from the American Task Force on Palestine (2006) and Patriarch Michel Sabbah – Faithful Witness: On Reconciliation and Peace in the Holy Land (2008).

MASTER OF ARTS IN PUBLIC POLICY (MA)

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

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

• MA in Public Policy

Joint Degree Program Dual Master’s Degrees in Social Work (MSW) and Public Policy (MA-PP)

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

**PSYCHOLOGY**

*Janice C. Stapley, Chair, Department of Psychology*

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

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

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

**Christine Hatchard**, Specialist Professor. BA, Monmouth University; MS, PsyD, Chestnut Hill College.

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

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

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

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

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

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

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

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

**PSYCHOLOGICAL COUNSELING**

*George Kapalka, Interim Chair, Department of Psychological Counseling*

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

**Alan A. Cavaiola**, Professor. PhD, Hofstra University. Specialization in the area of counseling issues related to mental health and psychology, with a primary interest in alcoholism, substance abuse, and other addictive behaviors, and their impact on individuals, couples, and families. Teaching, research, and counseling interests focus on adolescent development, sequelae of trauma, personality disorders, DUI offenders, and workplace dynamics.

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

**Gary J. Handler**, Field Placement Coordinator. PhD, New York University. MA, Monmouth University. Specialization is in psychological counseling, focusing on cognitive and behavioral approaches. Areas of teaching interest include art therapy and alternative therapies, as well as cognitive and behavioral techniques. Current emphasis is on supporting students in field placement and supervising to support development of mature counseling skills.

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

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

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

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

**MASTER OF ARTS IN PSYCHOLOGICAL COUNSELING (MA)**

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

*Please refer to the curriculum chart in the appendix for program requirements. All curriculum charts are detailed and displayed in Appendix "B."*  
• MA in Psychological Counseling
MASTER OF SCIENCE IN MENTAL HEALTH COUNSELING (MS)

The Master of Science in Mental Health Counseling is a sixty-credit program designed to provide students with the courses necessary to sit for licensing to engage in private practice as a Professional Counselor. Courses are designed to satisfy criteria prescribed by the New Jersey State Board of Professional Counselor Examiners. (However, it is the student’s responsibility to ensure acceptability by the licensing agency.) In addition, because this sixty-credit degree is a CACREP-accredited program in Mental Health Counseling, it may satisfy the educational requirements for counselor licensure in other states.

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

- MS in Mental Health Counseling
The School of Science

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

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

The School of Science offers undergraduate degree programs in Biology, Chemistry, Clinical Laboratory Science, Computer Science, Marine and Environmental Biology and Policy, Mathematics, Medical Technology, and Software Engineering, as well as minors in Biology, Chemistry, Computer Science, Information Technology, Mathematics, and Physics, and concentrations in Molecular Cell Physiology, Advanced Chemistry, Biochemistry, Chemical Physics, Cytotechnology, and Medical Laboratory Science.

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

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

**RAPID RESPONSE INSTITUTE**

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

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

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

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

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

**URBAN COAST INSTITUTE**

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

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

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

- Coastal Law and Policy
- Coastal Watershed Management
BIOLOGY

Ivan Gepner, Chair, Department of Biology

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


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

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

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

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


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

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

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

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

CHEMISTRY, MEDICAL TECHNOLOGY, AND PHYSICS

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


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

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

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

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

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

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


Carolyn Supplee, Assistant Professor. PhD, The Ohio State University. Inorganic and analytical chemistry. Syntheses and reactivity of transition metal complexes for the development of environmentally benign processes and techniques (“green chemistry”) to conduct C-H activation and oxidation chemistry. Characterization of metal complexes and their reaction chemistry utilizing physical and analytical methods.

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

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

**COMPUTER SCIENCE AND SOFTWARE ENGINEERING**

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

Joseph Chung, Unix Administrator and Teacher

Maureen Paparella, Director of Information Technology

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

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

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

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

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

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

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

William Tepfenhart, Associate Professor. PhD, University of Texas. Interests include artificial intelligence, software architecture, and software design.
Jack M. Van Arsdale, Associate Professor. MSEE, Polytechnic Institute of New York. Interests include digital and microcomputer-based design, digital phase-lock loop frequency synthesis, and digital synthesis.

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

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

MASTER OF SCIENCE IN COMPUTER SCIENCE (MS)

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

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

- MS Computer Science, General (Track "A" or Track "B")
- MS Computer Science, Computer Networks (Track "A" or Track "B")
- MS Computer Science, Databases and Intelligent Information Systems (Track "A" or Track "B")
- MS Computer Science, Security of Information Systems and Networks (Track "A" or Track "B")

GRADUATE CERTIFICATE IN COMPUTER SCIENCE: SOFTWARE SYSTEMS DESIGN AND DEVELOPMENT

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

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

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

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

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

- Certificate Software Systems Design and Development

**MASTER OF SCIENCE IN SOFTWARE ENGINEERING (MS)**

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

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

1. Show mastery of the software engineering knowledge and skills and professional issues necessary to practice as a software engineer in a variety of application domains with demonstrated performance in at least one application domain;

2. Understand the relationship between software engineering and systems engineering and be able to apply systems engineering principles and practices in the engineering of software;

3. Show mastery of software engineering in at least one specialty, such as embedded devices, safety critical systems, highly distributed systems, software engineering economics, or one of the knowledge areas of the Graduate Software Engineering Reference Curriculum (GSWERC) body of knowledge;

4. Work effectively as part of a team, including teams that may be international and geographically distributed, to develop quality software artifacts, and to lead in one area of project development, such as project management, requirements analysis, architecture, construction, or quality assurance;

5. Reconcile conflicting project objectives, finding acceptable compromises within limitations of cost, time, knowledge, existing systems, and organizations;

6. Design appropriate software engineering solutions that address ethical, social, legal, and economic concerns;

7. Understand and appreciate the importance of feasibility analysis, negotiation, effective work habits, leadership, and good communication with stakeholders in a typical software development environment;

8. Learn new models, techniques, and technologies as they emerge, and appreciate the necessity of such continuing professional development;

9. Analyze a current significant software technology, be able to articulate its strengths and weaknesses, and be able to specify and promote improvements or extensions to that knowledge.

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

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

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

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

SOFTWARE ENGINEERING CERTIFICATE PROGRAMS

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

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

*Please refer to the curriculum charts in the Appendix “B” for program requirements.*

- Certificate in Software Development
- Certificate in Software Engineering

MATHEMATICS

David Marshall, Chair, Department of Mathematics

Richard Bastian, Lecturer, PhD, Johns Hopkins University. Interests include applied mathematics, mathematics and culture, and philosophy of mathematics.

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

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

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

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

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

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

David C. Marshall, Associate Professor, PhD, University of Arizona. Interests include number theory, bilinear and quadratic forms, and undergraduate mathematics curriculum.

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

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

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

Bruce Ralli, Lecturer. MS, Georgian Court University. Interests include teaching mathematics and technology in the classroom.
G. Boyd Swartz, Professor. PhD, New York University. Interests include computer modeling, object-oriented programming, and integration of computer technology into the curriculum.

MASTER OF SCIENCE IN FINANCIAL MATHEMATICS (MS)

The Master of Science in Financial Mathematics (MSFM) provides a degree that integrates mathematics and financial applications at the graduate level in order to develop well-trained students who can enter and be successful in the local financial sector.

The goals of the program are to prepare quantitative financial analysts for successful employment, produce scholarship in the area of financial mathematics, and provide the surrounding community with a viable opportunity to augment current financial skills with new and analytical knowledge.

The MSFM requires applicants to have earned an undergraduate degree in mathematics, or majored in a related field that requires a substantial component of mathematics such as physics, electrical engineering, or computer engineering. Business, computer science, or related majors with a minor in mathematics are also acceptable. Applicants must have completed Calculus I, II, and III, Linear Algebra, Differential Equations (with some exposure to partial differential equations), and a course in Calculus-based Statistics. Applicants must have a minimum overall GPA of 3.0 in their major and 2.5 overall. Applicants who have not previously completed courses in the areas of Calculus, Linear Algebra, Differential Equations, or Statistics will be evaluated on a case-by-case basis. They may be required to complete a foundation curriculum before entering the master’s program.

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

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

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

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

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

Student Honor Society: Beta Gamma Sigma
ACCOUNTING
Linda Flaming, Chair, Department of Accounting

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

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

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

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

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

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

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

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

ECONOMICS, FINANCE, AND REAL ESTATE
Benedicte Reyes, Chair, Department of Economics, Finance, and Real Estate

Nahid Aslanbeigui, Professor. PhD, University of Michigan. Specializes in globalization, economic development, and the history of economic thought. Additional interests include economics education and the economic status of women.

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

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

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

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

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


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

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

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

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

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

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

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

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

**Joseph B. Mosca**, Associate Professor. EdD, New York University. Primary specializations are human resource management, human relations, and active teaching methods. His current research interests focus on developing hybrid courses, employee behavior, and jobs of the 21st century.

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

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

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

**Eugene S. Simko**, Associate Professor. MBA, Temple University, PhD, Baruch College of the City University of New York. Primary area of research is comprehensive strategic management.

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

**Charles Willow**, Associate Professor. PhD, University of Houston. Principal research and teaching interests are in management information systems, innovations management, e-commerce, technology management, and decision sciences.

**MARKETING AND INTERNATIONAL BUSINESS**

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

**Susan Forquer Gupta**, Assistant Professor. PhD, University of Tennessee-Knoxville. Primary interests include measuring and comparing culture and its effects on managerial decision making (B2B), consumer decision making, as well as cultural differences in branding meaning and branding in global markets.

**Amy Handlin**, Associate Professor. PhD, New York University. Primary interests are in applications of marketing to public policy and in the lobbying process, especially regarding small businesses regulated by state government.

**Min Hua Lu**, Associate Professor. DB.A, George Washington University. Primary interests are in strategic marketing management, international/global marketing management, and global sustainability of economics.

**David P. Paul III**, Associate Professor. PhD, Old Dominion University; DDS, Virginia Commonwealth University; Medical College of Virginia. Primary interests are in marketing and healthcare management.
Joseph Rocereto, Assistant Professor. PhD, Drexel University. Primary research interests are customer loyalty, strategic branding, and integrated marketing communications. Other interests include the use of color in marketing communications and the effects of self-concept congruity constructs.

Michaeline Skiba, Associate Professor. EdD, Columbia University. Research interests include healthcare education, management challenges within managed care settings, social and behavioral issues associated with pharmaceutical promotions and marketing strategy, and general management development topics.

MASTER OF BUSINESS ADMINISTRATION (MBA)

The mission of the MBA Program is to serve well-qualified graduate students who are committed to the pursuit of more professional responsibilities, the enhancement of their competencies, and an improvement in their value to the organizations they serve. The graduate program combines management practice and theory in a contemporary managerial context. The curriculum underscores the complexity and diversity of managerial decisions in both the national and international economy. The MBA student learns in small classes that promote close interaction with our business faculty and benefits from special contributions by visiting lecturers.

The MBA program includes five options: an MBA (which may be pursued either in a regular or accelerated mode), an MBA Accounting Track, an MBA Real Estate Track, an MBA Finance Track, and an MBA with a concentration in Healthcare Management. The Program also offers a Post-MBA Certificate in Accounting and a Post-MBA Certificate in Healthcare Management.

A student must complete a minimum of thirty credits in the MBA program, thirty-three credits in the accounting and real estate programs, and thirty-six credits in the healthcare concentration. Each program includes core courses, beyond the core courses, the integrative capstone course, and elective courses where applicable. After admission, permission is required to take courses at another institution.

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

- MBA
- MBA Accounting Track
- MBA Finance Track
- MBA Real Estate Track
- MBA with a Concentration in Healthcare Management

Candidates desiring to sit for the CPA examination in New Jersey are required to complete a minimum of 150 credit hours of education, which would include the minimum of a bachelor’s degree with required courses in accounting and business. The MBA Accounting Track addresses the additional credits needed to comply with the 150-credit-hour requirement while giving the student advanced courses in areas required for the CPA exam.

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

- Post-MBA Certificate in Accounting
- Post-MBA Certificate in Healthcare Management
The School of Education (SOE) was established in 1995 to broaden and increase support for Monmouth University’s education programs. The goal of the School is to provide highly effective programs to prepare practitioners who can help all students to learn in diverse school settings. Candidates are mentored by a diverse faculty that models best practices grounded in research. The School seeks to foster collaboration and partnerships among University faculty, students, staff, school practitioners, and community representatives to improve student achievement. Programs are rooted in the belief that all students can learn and are guided by four key themes: (1) the importance of both pedagogical and content knowledge and a commitment to lifelong learning, (2) an emphasis on collaboration and partnerships with schools and local communities, (3) the important role played by cultural diversity and individual differences in the teaching/learning process, and (4) the need to develop educational leadership skills consistent with professional ethics.

The School of Education consists of two departments. The Department of Curriculum and Instruction offers a Master of Education (MEd) degree, as well as a Master of Arts in Teaching (MAT) degree, that leads to an initial certification (Elementary Track, Secondary Track, K-12 Track for Art, Health and Physical Education, Music, Chinese, Spanish, and Early Childhood Elementary Track) with options of blending various endorsements, such as Teachers of English as a Second Language (ESL), Teachers of Students with Disabilities (TSD), Middle School Teachers, and Supplemental Instruction in Reading and Mathematics. A Subject Endorsement in Chinese – Certificate of Eligibility with Advanced Standing (CEAS) and a post-master’s certificate in Curriculum Studies or Education are also available. The Department of Educational Leadership, School Counseling, and Special Education offers a Master of Science in Education degree in the areas of Principal (with an option for Principal/School Administrator Track), School Counseling (with an option for Student Affairs and College Counseling Track), Reading Specialist, and Special Education (with an option for Teacher of Students with Disabilities, Autism, Teaching in Inclusive Settings, or Learning Disabilities Teacher – Consultant Tracks); graduate endorsements in Bilingual/Bicultural, Early Childhood, English as a Second Language, Teacher of Students with Disabilities, and Substance Awareness Coordinator; and post-master’s endorsements in Reading.
Specialist, Principal, Supervisor, Learning Disabilities Teacher Consultant, Director of School Counseling Services, School Business Administrator, and Counseling. A certificate in Educational Technology and Autism is also available.

The SOE programs emphasize state and national curriculum standards and research-based best practice designed to improve student learning and to prepare P-12 students to be successful in the 21st-century global economy. Programs are designed to improve a candidate’s critical thinking, communication, and problem-solving skills as these apply to K-12 student learning. The School’s programs also integrate state-of-the-art computer technologies that can be applied in K-12 classrooms, school administration, and student counseling. The School has its own computer lab and offers its own online and Web-enhanced courses.

The School’s graduate faculty members are experienced practitioner-scholars whose teaching reflects the most recent theory and research that candidates can apply as best practice in diverse classroom and school settings to develop effective schools and improve student learning. All programs incorporate integrated field experiences to enable candidates to work with students in actual school settings and encourage interaction with teachers, administrators, and community representatives.

**CURRICULUM AND INSTRUCTION**

Jason Barr, Interim Chair, Department of Curriculum and Instruction

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

Laurel Chehayl, Assistant Professor. PhD, Kent State University. Curriculum and Instruction: Teacher Education, Secondary Literacy, Curriculum Studies.

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

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

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

William Stanley, Professor. EdD, Rutgers University. Professional interests include foundations, curriculum development, and social studies.

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

**MASTER OF EDUCATION (MEd)**
Please refer to the curriculum chart in the appendix for program requirements. All curriculum charts are detailed and displayed in Appendix “B.”

- MEd Master of Education

**MASTER OF ARTS IN TEACHING (MAT)**

MAT students are expected to have completed the content discipline prior to beginning the graduate program. Some Monmouth University students are admitted to graduate study before a coherent sequence of at least thirty credits in a recognized liberal arts discipline (e.g., art, English, mathematics) has been completed. These students are expected to do all remaining undergraduate course work at Monmouth. In cases where the student is unable to take the appropriate classes at Monmouth due to time conflicts, the students may be given permission to take one or all of these discipline-specific courses at a two-year institution. In these limited cases, the Monmouth University MAT students who obtain permission to enroll at two-year institutions while in the MAT program may transfer the credits to Monmouth during their last semester in the MAT program. These credits will be posted to a Monmouth University undergraduate transcript after completion of their MAT program so as to comply with New Jersey Code Section 6A:9-5.11.

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

- MAT Initial Certification, Early Childhood Elementary Track (P-3 Early Childhood Certification with Elementary K-5 Certification)
- MAT Initial Certification, Elementary Track (K-5 Elementary Certification)
• MAT Initial Certification, Elementary Track (K-5 Elementary Certification) with Endorsement in Teacher of Students with Disabilities
• MAT Initial Certification, Elementary Track (K-5 Elementary Certification) with Endorsement in English as a Second Language (ESL)
• MAT Initial Certification, Elementary Track (K-5 Elementary Certification) with Teacher of Supplemental Instruction in Reading and Mathematics
• MAT Initial Certification, Elementary Track and Middle School Endorsement Track, (K-5 Certification with Content Specialization Endorsement 5-8); Elementary Track and Middle School Endorsement in: English, Social Studies, Science, or Mathematics
• MAT Initial Certification, Secondary Track with 9-12 Certification and Subject Endorsement in English, Social Studies, Mathematics, Biology, Chemistry, and Physical Science
• MAT Initial Certification, Secondary Track with 9-12 Certification and Subject Endorsement in English as a Second Language (ESL)
• MAT Initial Certification, Secondary Track with 9-12 Certification and Subject Endorsement in: English, Social Studies, Mathematics, Biology, Chemistry, and Physical Science with Endorsement in Teacher of Students with Disabilities
• MAT Initial Certification, K-12 (Certification K-12 Track and Subject Endorsement); K-12 Certification in: Art, Health and Physical Education, and Music
• MAT Initial Certification, K-12 (Certification K-12 Track and Subject Endorsement); K-12 Certification in: Spanish or Chinese
• MAT Initial Certification, Spanish or Chinese K-12 Subject Specific with Endorsement in English as a Second Language (ESL)

EDUCATIONAL LEADERSHIP, SCHOOL COUNSELING, AND SPECIAL EDUCATION

Jason Barr, Chair, Department of Educational Leadership, School Counseling, and Special Education

Harvey Allen, Assistant Professor. EdD, Rutgers University. Areas of professional interest include mathematics, interdisciplinary teaming, and middle school design.

Jason Barr, Associate Professor and Chair. PhD, Fordham University. Trained in developmental theory with specific emphasis on the application of developmental theory. Areas of interest include empathy in adolescence and children’s task persistence.

Mary Lee Bass, Lecturer. EdD, Rutgers University. Areas of interest include strategy instruction, content literacy, early literacy, adult literacy instruction, pre-service teacher training, and developmental reading instruction.

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

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

Wendy Harriott, Associate Professor. PhD, Pennsylvania State University. Professional interests include special education, behavior management, pre-service and in-service teacher training.

Stacy Lauderdale, Assistant Professor. PhD, University of California, Riverside; MA, California State University, Northridge; BS, Clemson University.

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

Tina Paone, Assistant Professor. PhD, University of Nevada, Reno. Areas of professional interest include school counselor, education and supervision, group counseling, substance abuse awareness programs, and play therapies.

Lynn Romeo, Dean and Associate Professor. EdD, Rutgers University. Areas of professional interest include literacy, comprehension instruction, mentoring, and electronic dialoguing.
Terri Rothman, Associate Professor. Ph.D., University of Albany, State University of New York. Areas of interest include factors that promote success for at-risk children (including children with disabilities and chronic health problems) multicultural approaches to child development, social and psychological foundations of education, and applied research.

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

MASTER OF SCIENCE IN EDUCATION (MSEd)
Please refer to the curriculum charts in the appendix for program requirements. All curriculum charts are detailed and displayed in Appendix “B.”

- MSEd Principal
- MSEd Principal/School Administrator Track
- MSEd Reading Specialist
- MSEd School Counseling
- MSEd School Counseling - Student Affairs and College Counseling Track
- MSEd Special Education - Teacher of Students with Disabilities Track
- MSEd Special Education - Teaching in Inclusive Settings Track
- MSEd Special Education - Learning Disabilities Teacher-Consultant Track
- MSEd Special Education - Autism Track

CERTIFICATE PROGRAMS
The School of Education at Monmouth University also offers certificate programs. The post-baccalaureate TESOL Certificate program provides training to those who are not certified K-12 classroom teachers but are interested in receiving formal TESOL training. This training enables them to teach English as a Second Language in adult communities or abroad.

The Educational Technology Certificate is a twelve-credit, completely online program designed for practicing K-12 teachers. The main goal of the program is to provide opportunities to learn the practical application of technologies to classroom learning and to embrace technology integration as an efficient, engaging, and effective strategy to maximize the learning of all students.

The Autism Certificate is a completely online certificate program recommended for teachers, related service providers, and child Study Team members or other professionals to develop a clear understanding of the characteristics of students with Autism Spectrum Disorders, as well as to learn effective, research-based teaching strategies, social, communicative, and behavioral interventions and valuable supports for use within the educational environment.

The School of Education also offers two post-master’s certificate programs: Curriculum Studies and Education. The Curriculum Studies program is a fifteen-credit, highly personalized program, designed to meet the professional interests and individual goals of the candidates. All of the courses in this program are hybrid courses that mix both classroom and online learning. This certificate provides candidates with a comprehensive examination of the field, authentic experience working in their field of expertise, and a critical exploration of their role as leaders. The Certificate in Education accommodates candidates’ diverse needs for courses in a variety of fields and areas of interest. The program offers a unique opportunity to engage in a concerted course of study that offers a purposeful examination of issues significant in education today. A critical examination of the role of the classroom teacher is also offered.

The School of Education at Monmouth University offers a subject endorsement in Chinese, Certificate of Eligibility with Advanced Standing (CEAS). This is a twenty-four-credit non-degree program (fifteen credits of course work and nine credits of student teaching) that prepares teachers for K-12 Chinese classrooms. Students may apply directly to the program after earning a bachelor’s degree in the Chinese language and culture or equivalent. Students with a strong Chinese language and culture background who are seeking a career change to become a first-time teacher may also apply.

- Subject Endorsement in Chinese – Certificate of Eligibility with Advanced Standing (CEAS)
  
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ED510 Foundations of Education</td>
<td>3.0</td>
</tr>
<tr>
<td>ED550 Teaching Diverse Populations</td>
<td>3.0</td>
</tr>
<tr>
<td>ED582 World Language</td>
<td></td>
</tr>
<tr>
<td>FO599 Independent Study in the Teaching of World Languages</td>
<td>3.0</td>
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</table>
ED599 NCATE for Chinese....... 3.0 credits
FO-
LTI0PI Oral Proficiency Chinese
(a) (b) (Interim High) .... 0.0 credits
ED593 Student Teaching
or
ED594 Supervised Teaching .... 9.0 credits
TOTAL .................. 24.0 credits

Subject certification in Chinese requires a minimum of thirty credits in a coherent sequence in the language and cultures of China.
(a) LTI0PI taken with Language Testing International at www.languagetesting.com
(b) Passing score required prior to student/supervised teaching

ENDORSEMENTS
The School of Education at Monmouth University also offers five graduate endorsements: Bilingual/Bicultural, English as a Second Language (ESL), Early Childhood, Teacher of Students with Disabilities, and Substance Awareness Coordinator; and seven post-master’s endorsements: Supervisor, Reading Specialist, Director of School Counseling Services, Learning Disabilities Teacher-Consultant, Principal, School Business Administrator, and Counseling. These programs are for teachers and counselors who wish to change specialties or enhance their skills in dealing effectively with diverse populations in the schools. Students may earn graduate endorsements without matriculating into a master’s degree program. Post-master’s endorsements require a master’s degree as a prerequisite. All programs are approved by the New Jersey State Department of Education.

New Jersey education endorsements can be obtained after the completion of a program if the student takes the following course work:

• **Bilingual/Bicultural Endorsement**
  EN563 Language and Linguistics .............. 3.0 credits
  ED583 Theories and Practice of ESL Instruction, Part I .... 3.0 credits
  ED584 Theories and Practice of ESL Instruction, Part II .... 3.0 credits
  ED586 Bilingual Education: Theories and Practice .... 3.0 credits
  TOTAL .................. 12.0 credits

• **English as a Second Language (ESL) Endorsement**
  EN563 Language and Linguistics .............. 3.0 credits
  ED606 Human and Intercultural Relations (for MEd students) .... 3.0 credits
  EDL575 Methods of Teaching Language Arts and Content Literacy at the Elementary Level
  or
  ED529 Content Literacy .............. 3.0 credits
  ED550 Teaching Diverse Populations .............. 3.0 credits
  ED583 Theories and Practice of ESL Instruction, Part I .... 3.0 credits
  ED584 Theories and Practice of ESL Instruction, Part II .... 3.0 credits
  TOTAL .................. 18.0 credits

• **Graduate Endorsement: Early Childhood**
  EDL502 Development and Learning .............. 3.0 credits
  EDL521 Early Childhood Family .... 3.0 credits
  EDL522 Early Literacy and Language Development .... 3.0 credits
  EDL560 Early Childhood Assessment Curriculum .............. 4.0 credits
  TOTAL .................. 13.0 credits

• **Graduate Endorsement: Substance Awareness Coordinator**
  PC540 Introduction to Alcohol and Drug Abuse .............. 3.0 credits
  PC515 Risk and Resiliency in Children and Adolescents
  or
  EDC510 Human Growth and Development
  or
  SW509 Human Behavior in the Social Environment .............. 3.0 credits
  PC546 Substance Awareness in the Schools
  or
  SW628 School Social Work .............. 3.0 credits
  PC542 Treatment of Alcohol and Substance Abuse
  or
  EDC/SW604 Clinical Practice in Addiction .............. 3.0 credits
PC510 Community Mental Health  
or  
SW518 Global Community Practice  
3.0 credits  
EDC555 School Counseling Program Planning and Practice  
3.0 credits  
PC680 Clinical Internship  
or  
EDC610 SAC Internship  
or  
SW630 Field Practicum III  
3.0 credits  
TOTAL  
21 credits  

Graduate Endorsement: Teacher of Students with Disabilities  
EDL515 Advanced Literacy Instruction  
3.0 credits  
EDS535 Technology and Students with Disabilities  
3.0 credits  
EDS537 Collaborating with Families, Students, and Professionals in Community and Educational Settings  
3.0 credits  
EDS500 Integrated Approach to Foundations of Special Education  
3.0 credits  
EDS534 Classroom Management in Inclusive Settings  
3.0 credits  
EDS552 Methods of Teaching Students with Disabilities  
3.0 credits  
EDS572 Assessment Strategies and Application in the Classroom  
3.0 credits  
TOTAL  
21.0 credits  

Post-Master's Endorsement: Teacher-Consultant  
EDS590 Diagnosis and Correction of Learning Disabilities  
3.0 credits  
EDS610 Internship in Learning Disabilities Teacher-Consultant  
3.0 credits  
TOTAL  
24.0 credits  

Post-Master's Endorsement: Learning Disabilities Teacher-Consultant  
EDL536 Instructional Theory and Curriculum Design, P-12  
3.0 credits  
EDL569 Public School Supervision  
3.0 credits  
EDL582 Practicum in Supervision and Curriculum, P-12  
3.0 credits  
EDL593 Administration, Supervision, and Consultation in Literacy  
3.0 credits  
TOTAL  
12.0 credits  

Post-Master's Endorsement: Director of School Counseling Services  
EDL530 School Law  
3.0 credits  
EDC565 Supervision of Counselors  
3.0 credits  
EDL536 Curriculum Development and Design  
3.0 credits  
TOTAL  
9.0 credits  

Post-Master's Endorsement: Reading Specialist  
EDL515 Advanced Literacy Instruction  
3.0 credits  
EDL516 Literacy Strategies for All Learners I  
3.0 credits  
EDL517 Literacy Strategies for All Learners II  
3.0 credits  
EDL527 Literacy Trends and Issues  
3.0 credits  
EDL525 Multicultural Literature and Literacy  
3.0 credits  
EDL526 Strategies for Teaching Writing  
3.0 credits  
EDL564 Assessment and Instruction in Literacy I  
3.0 credits  
EDL565 Assessment and Instruction in Literacy II  
3.0 credits  
EDL585 Practicum in Literacy  
3.0 credits  
EDL593 Administration and Supervision of Literacy Practices  
3.0 credits  
TOTAL  
30.0 credits  

Education
### Post-Master’s Endorsement: Principal

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDL504</td>
<td>Introduction to Educational Leadership P-12</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL530</td>
<td>School Law and Policy</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL532</td>
<td>Human Resources Management and School Finance</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL533</td>
<td>Community Relations</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL536</td>
<td>Curriculum Development and Design</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL537</td>
<td>Technology for School Leaders</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL569</td>
<td>Public School Supervision, P-12</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL588</td>
<td>Practicum in School Leadership I, P-12</td>
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</tr>
<tr>
<td>EDL589</td>
<td>Practicum in School Leadership II, P-12</td>
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</tr>
<tr>
<td>EDL606</td>
<td>Research Based Program Evaluation and Decision Making</td>
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**TOTAL**: 30.0 credits

### Post-Master’s Endorsement: School Business Administrator

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>EDL504</td>
<td>Introduction to Educational Leadership P-12</td>
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<tr>
<td>EDL530</td>
<td>School Law and Policy</td>
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<tr>
<td>EDL531</td>
<td>Economics and School Business Leadership</td>
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</tr>
<tr>
<td>EDL532</td>
<td>Human Resource Management and School Finance</td>
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</tr>
<tr>
<td>EDL534</td>
<td>Principles of Accounting for School Business Administrators</td>
<td>3.0</td>
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<tr>
<td>EDL535</td>
<td>School Facilities Planning and Management</td>
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**TOTAL**: 18.0 credits

### Post-Master’s Certification Endorsement: Counseling

<table>
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<tr>
<td>EDC500</td>
<td>Introduction to Professional School Counseling</td>
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<tr>
<td>EDC545</td>
<td>Career Development and Counseling for the School Environment</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC525</td>
<td>Assessment for the School Environment</td>
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</tr>
<tr>
<td>EDC505</td>
<td>Counseling and Ethical Practice</td>
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<td>EDC600</td>
<td>Practicum in School Counseling</td>
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<tr>
<td>EDC555</td>
<td>School Counseling Program Planning and Practice</td>
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<tr>
<td>EDC601</td>
<td>Internship in School Counseling I</td>
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<tr>
<td>EDC602</td>
<td>Internship in School Counseling II</td>
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**TOTAL**: 24.0 credits
The Marjorie K. Unterberg School of Nursing and Health Studies

DEAN: Janet Mahoney, PhD
ASSOCIATE DEAN: Sharon W. Stark, PhD

The Marjorie K. Unterberg School of Nursing and Health Studies was established in 1998. The school offers an upper-division Bachelor of Science in Nursing (BSN) program for registered nurses; an RN to MSN Direct Program for registered nurses; a Master of Science in Nursing (MSN) degree for nurses seeking preparation as an adult or family nurse practitioner, nurse administrator, nurse educator, school nurse, adult psychiatric and mental health advanced practice nurse, or forensic nurse; and a post-master’s Doctor of Nursing Practice (DNP) degree for nationally certified nurse-practitioners and nurse executives. Five post-master’s certificates are available for master’s degree-prepared nurses seeking preparation as an adult or family nurse practitioner, nurse administrator, adult psychiatric and mental health advanced practice nurse, or nurse educator. Graduate certificates are also available to prepare school nurses and forensic nurses; a health studies major for non-nursing majors; a health studies/physical education major; a health studies/physical education and education major; a health studies minor for non-nursing majors; and an interdisciplinary certificate in gerontology.

A bridge program is offered for registered nurses with a bachelor’s degree in a field other than nursing. This program requires the student to take only three upper-division nursing courses prior to matriculating in the MSN program of his or her choice. Students are allowed to take those undergraduate nursing courses concurrently with graduate courses when scheduling allows. The school also houses the Lambda Delta Chapter of Sigma Theta Tau, the International Nursing Honor Society and Eta Gamma Sigma National Health Education Honorary.

The School of Nursing and Health Studies reflects in its philosophy the mission of Monmouth University: to provide a learning process and environment that enables students to realize their full potential and enhance the quality of life for individuals, families, groups, and the community. Advanced nursing practice facilitates cost-effective consumer access to healthcare services of high quality and fosters consumer responsibility for informed decision-making with respect to self care.

The mission of the BSN program at Monmouth University is to prepare registered nurses for professional practice through integration of a general, liberal education with professional learning and activity. The professional component of this education is designed to prepare professional
nurses to promote, restore, and maintain health for individuals, families, groups, and the community.

The faculty believes that nursing is a learned profession with a unique body of knowledge. Nursing is not only a science arrived at through scientific research but also an art which reflects the performance of skilled tasks and human interaction. Such breadth of professional knowledge can only be attained within the system of higher education. The baccalaureate is the first professional degree in nursing. It prepares a generalist and is the basis for graduate study and continuing education in nursing.

Professional nursing education focuses on the development of an accountable practitioner and responsible citizen. Professional nurses need knowledge of the liberal arts and sciences in order to understand the interrelating factors that influence the health of individuals and society. This knowledge facilitates their special obligation to promote a healthy environment for all persons. Further, this knowledge enriches the conceptual base that supports both critical thinking and ethical decision-making expected of the professional nurse.

Education for nursing is idealistic and future-oriented yet sufficiently realistic to provide students with an opportunity to develop justifiable confidence in their intellectual, as well as clinical, proficiency in the practice of nursing. This preparation can occur only within an environment that allows for individual differences and fosters personal integration, healthy self-esteem, vital social awareness, enjoyment of leisure, and a sense of commitment to the attitudes and values of the nursing profession.

The faculty believes that education is an active, ongoing process involving student-teacher collaboration and that learning is an experiential activity. They believe that the teaching-learning process involves not only the teacher and the student but also the social system within a framework of dynamic relationships that promotes the change and growth of individuals. It is recognized that students have the ultimate responsibility for their own learning and professional growth.

Students are viewed as unique individuals with varying learning styles. Therefore, a variety of experiences and teaching strategies are used within the program to enhance the development of cognitive, affective, and psychomotor abilities within the student.

In the belief that professional nurses must possess the capacity to modify their roles and responsibilities as healthcare continues to change, the faculty looks to baccalaureate education to provide students with knowledge of nursing science, enabling them to develop their personal philosophy and framework for nursing practice. This framework encompasses an understanding of the past, the present, and the emerging roles of the professional nurse. To fulfill the expanding role of professional nursing, baccalaureate education is essential.

The MSN program was established in 1995 and was designed to meet the needs of clients in the Central New Jersey area for nurses with advanced nursing degrees and/or certifications. In addition, it strives to serve the needs of nurses seeking advanced education. Specializations are offered in: Adult Nurse Practitioner, Family Nurse Practitioner, Adult Psychiatric and Mental Health Advanced Practice Nursing, Nursing Administration, Nursing Education, School Nursing, and Forensic Nursing. Graduates of the program are prepared to take the appropriate certification exam.

The DNP program was established in 2011 and was designed to address the complexity of healthcare systems by producing clinical leaders who can excel in highly complex and rapidly evolving healthcare environments. The DNP is designed for nationally certified nurse practitioners and nurse executives.

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

Bojana Beric, Assistant Professor. MD, University of Novi Sad, Serbia, medical faculty; PhD, New York University. Specialty areas and interests include methods of communication of health information, health promotion and disease prevention, global health issues, and teaching.

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

Kathryn Fleming, Specialist Professor. MSN, University of Medicine and Dentistry. Specialty areas include nursing and biomedical informatics and quality management.

Cira Fraser, Associate Professor and Coordinator of the BSN program. PhD. Adelphi University. Specialty interest areas include nursing education and technology.
research, chronic illness, and multiple sclerosis.

Christopher A. Hirschler, Assistant Professor and Faculty Director of Study Abroad. PhD, Cleveland State University. Specialty area interests include health studies topics, vegan beliefs, and environmental issues.

Andrea Hope, Assistant Professor. EdD, CHES, Teachers College, Columbia University. Specialty areas and interests include physical activity and nutrition, childhood obesity prevention, development of worksite health promotion programming, and women's health.

Laura T. Jannone, Associate Professor and Director of the MSN Program. EdD, Teachers College, Columbia University. Certified School Nurse. Specialty areas and interests are tobacco prevention and cessation, school nursing.

Barbara Johnston, Professor and Hess Chair. PhD, RN, CNE, Hofstra University. Specialty areas and interests include gerontological topics, pharmacology, and distance education.

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

Rose Knapp, Assistant Professor. DNP, University of Miami. Specialty interest areas include acute care issues, disaster preparedness, and primary care issues.

James F. Konopack, Assistant Professor and Coordinator of Health Studies. PhD, University of Illinois, Health Studies. Specialty interest areas include physical activity, aging, and health problems.

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

Marta Neumann, Lecturer. BA, MA, College of Physical Education, Wroclaw, Poland; PhD, Academy of Physical Education, Wroclaw, Poland.

Sue Polito, Specialist Professor. MSN, Monmouth University. Adult and Gerontology Nurse Practitioner. Specialty areas include healthy aging and palliative care.

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

Sharon W. Stark, Associate Professor and Associate Dean. PhD, Widener University. Adult Nurse Practitioner. Specialty areas and interests are adult nursing, health education, and forensic nursing.

Mary Ann Troiano, Assistant Professor. MSN, Wagner College; DNP, Waynesburg University. Family Nurse Practitioner. Child Care Health Consultant. Specialty areas include women’s health, adolescents, and child care.

MASTER OF SCIENCE IN NURSING (MSN)

The faculty of the School of Nursing and Health Studies believe that the Monmouth University graduate programs in nursing prepare the graduate for advanced nursing practice and extend the values of autonomy, leadership, and professionalism that are stressed in the undergraduate nursing program to the nurse prepared at the graduate level. The function of the graduate is to promote, restore, and maintain health and/or allow for a peaceful, dignified death. Advanced nursing practice requires master’s preparation and, where available, certification in a specialty area of practice by a recognized nursing certification program. Advanced nursing practice is based on a unique body of knowledge derived from scientific research and clinical practice. This knowledge base enhances the graduate’s ability to synthesize interrelating factors that influence the health of individuals and populations in their environment. The faculty believes that the nurse in advanced practice is proficient in a defined body of knowledge and a selected area of nursing practice. The nurse in advanced practice may work in an independent setting or in collaborative practice with others.

The nurse in advanced practice implements the roles of educator, researcher, advocate, clinician, consultant, collaborator, and manager of systems through independent nursing assessment, diagnosis, treatment, referral, and evaluation of individuals, families, groups, communities, and healthcare systems in a variety of settings.

The MSN program is composed of three major areas:

1. A graduate nursing core that provides the theoretical and research foundation necessary for advanced nursing practice;

2. An advanced nursing practice concentration that provides the student with the skills necessary to have a positive impact on healthcare;
3. Detailed study and practice in the selected area of specialization.

The faculty believe that education for the nurse in advanced practice must be a realistic, idealistic, future-oriented, teaching-learning process that promotes the development of the cognitive, affective, and psychomotor abilities contributing to professional growth and ultimate personal responsibility for continued learning. This education helps the graduate to develop justifiable confidence in the intellectual and clinical proficiency necessary for advanced practice. This process enriches the conceptual base that supports both the critical thinking and ethical decision-making expected of the nurse in advanced practice. It strengthens the sense of commitment to the attitudes and values of the nursing profession.

The faculty believe that education at the graduate level is essential to provide students with an expanded and enhanced knowledge of nursing science. This level of education enables students to perfect their personal philosophy for advanced nursing practice, to understand the emerging roles of the professional nurse, and to modify their roles and responsibilities as healthcare continues to change. Students may transfer a maximum of nine credits to be applied toward the master’s degree, provided the courses were completed with a grade of “B” or better and that the courses are appropriate for the graduate track.

RN to MSN Direct Program

The RN to MSN Direct Program is designed to allow nurses to more quickly attain a Master of Science in Nursing degree. Registered nurses who presently hold an associate degree or diploma in nursing will be able to earn an MSN degree without earning a baccalaureate degree after completing courses totaling 150 credits. Through full-time or part-time study, RNs are provided the opportunity to advance their professional careers.

Students are accepted into the RN to MSN Direct Program as a graduate student. Successful completion of thirty credits of preparatory RN graduate courses (RN500 A-K) is a prerequisite for taking nursing graduate (NU) courses. Students need a minimum GPA of 2.75 in RN courses.

Prior to acceptance into the RN to MSN Direct Program, registered nurse applicants must complete all required undergraduate course work which includes: English Composition I and II, Microbiology, Anatomy and Physiology I and II, Chemistry, Introduction to Psychology, and an additional three credits of an introductory social science course. A grade of “C” or better is required in order for these courses to transfer to Monmouth University. Additionally, students must provide an undergraduate transcript confirming their attainment of at least fifty-one undergraduate credits.

Students are required to complete thirty graduate RN credits and thirty-eight to forty-five graduate nursing credits depending on the selected MSN track. In order to earn a Master of Science in Nursing degree, as stipulated by the State of New Jersey, students must document completion of at least 150 credits combined between undergraduate and graduate programs. Please note that graduate tuition and fees apply.

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

• MSN: Adult Nurse Practitioner
• MSN: Adult Nurse Practitioner (RN to MSN Direct)
• MSN: Family Nurse Practitioner
• MSN: Family Nurse Practitioner (RN to MSN Direct)
• MSN: Nursing Administration
• MSN: Nursing Administration (RN to MSN Direct)
• MSN: School Nursing for Certified School Nurses
• MSN: School Nursing for Certified School Nurses (RN to MSN Direct)
• MSN: School Nursing – Non-Certified School Nurses
• MSN: School Nursing – Non-Certified School Nurses (RN to MSN Direct)
• MSN: Nursing Education
• MSN: Nursing Education (RN to MSN Direct)
• MSN: Forensic Nursing
• MSN: Forensic Nursing (RN to MSN Direct)
• MSN: Adult Psychiatric and Mental Health Advanced Practice Nursing
• MSN: Adult Psychiatric and Mental Health Advanced Practice Nursing (RN to MSN Direct)
GRADUATE CERTIFICATE IN SCHOOL NURSING, SCHOOL NURSING NON-INSTRUCTIONAL, AND FORENSIC NURSING

The Monmouth University Graduate Certificate in School Nursing is intended for registered nurses interested in completing the requirements for the New Jersey School Nurse Certificate and/or the New Jersey School Nurse Certificate Non-Instructional. The program includes eleven foundation credits (three undergraduate courses: NU 312, NU 413, NU 414) that are usually included as part of a BSN program. (Students with a baccalaureate degree in nursing will generally receive transfer credits for the foundation courses.)

The Monmouth University Graduate Certificate in Forensic Nursing is intended for registered nurses interested in providing direct services to individuals and consultation to healthcare and law-related agencies. The program will prepare graduates to work in a variety of areas, including child/elder abuse assessment and evaluation, domestic violence intervention, sexual assault examination, mass disaster response, and death investigation.

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

- Forensic Nursing
- School Nursing
- School Nursing-Non-Instructional

POST-MASTER’S CERTIFICATES

Monmouth’s post-master’s certificates are designed for nurses who have already completed a master’s degree in nursing. The twenty-seven-to-thirty credit nursing practitioner certificate program places advanced practice nurses in primary care or other relevant settings to work with persons in their environment through independent nursing assessment, diagnosis, and treatment or referral to another practitioner when necessary. The twenty-one-credit Administration certificate program prepares nurses to function in management and executive positions. The twenty-one-credit Nurse Educator certificate program prepares nurses to teach in the clinical or academic setting.

Students may transfer a maximum of six credits to be applied toward the certificate, provided the courses were completed with a grade of “B” or better and that the courses are appropriate for the certificate program. Students may select to specialize in the following clinical areas: Adult Nurse Practitioner, Family Nurse Practitioner, Nursing Administration, Nursing Education, and Adult Psychiatric and Mental Health Advanced Practice Nursing.

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

- Adult Nurse Practitioner
- Family Nurse Practitioner
- Nursing Administration
- Nursing Education
- Adult Psychiatric and Mental Health Advanced Practice Nursing

DOCTOR OF NURSING PRACTICE (DNP)

The Doctor of Nursing Practice (DNP) program at Monmouth University was established in 2011. The DNP program is a thirty-six credit post-master’s degree program that prepares nurse executives and nurse practitioners with the skills necessary to influence and implement quality health care improvements. The DNP curriculum focuses on evidence-based practice, organizational and systems leadership, information technology, interprofessional collaboration, emerging practice challenges, and implementing translational research and science into practice.

This use of advanced clinical skills and research is consistent with Monmouth University’s commitment to personalized education. A capstone project, designed to bring together the theoretical and practical work in and out of the classroom, is a requirement for all students enrolled.

Throughout the program, students gain the knowledge and skills necessary to influence access to health care, to promote safety standards, and to advocate for policy changes on a local, regional, and national level so that delivery systems can be improved. In order to enter the DNP program, students must be a graduate of an accredited Master in Nursing program, have a current RN license, and be nationally certified as a nurse executive or nurse practitioner. Please refer to the Admission section of this catalog for additional admission requirements.

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

- Doctor of Nursing Practice
The School of Social Work

DEAN: Robin Mama, PhD
DIRECTOR OF THE BSW PROGRAM: Kelly Ward, PhD
DIRECTOR OF THE MSW PROGRAM: Nora Smith, PhD

Social workers are concerned with improving the health and quality of life of persons who are disconnected or excluded from larger society. Social workers engage in practice at all levels, from working with children to working with communities and governments. The profession and the program at Monmouth are particularly concerned with human rights and social and economic justice, the representation and support of vulnerable or oppressed segments of the population, and direct-action strategies to bring about positive change for the disenfranchised.

The central mission of the School of Social Work at Monmouth University is to prepare its graduates for professional social work practice that strives to secure social and economic justice, advance human rights, and improve the quality of life of vulnerable families, individuals, organizations, communities, and nations on the local, national, and global levels.

The MSW Program at Monmouth University prepares graduates for advanced social work practice in one of two unique concentrations:

- Clinical Practice with Families and Children
- International and Community Development

On the foundation of a liberal arts tradition, students are engaged to broaden and challenge their understanding, analysis, and evaluation of human experiences and societies in the past and in the contemporary world, and of families and individuals of varied cultural and social contexts.

The curriculum supports this mission through three perspectives: social and economic justice through the advancement of human rights, strengths-based empowerment, and practice with families within a global context. Families within a global context define the initial focal social unit for all social work practice at Monmouth University.

Our three perspectives inform both our BSW and MSW programs as they contribute to the development of students’ knowledge, values, and skills:

1. To conceptualize and contribute to social work theory, knowledge, values, and skills on a generalist level for BSW students, and on an advanced, concentration-specific level for MSW students through three interrelated perspectives: social and economic justice through the advancement of human
rights, strengths-based empowerment, and practice with families within a global context;

2. To develop the skills to understand, analyze, and evaluate the quality of life and well-being of vulnerable families, individuals, organizations, communities, and nations that is grounded in a strengths-based empowerment approach for social and economic justice and human rights;

3. To prepare social work practitioners to develop and systematically apply knowledge, values, skills, and ethics in their work with families, individuals, organizations, communities, and nations of diverse cultural contexts in working collaboratively toward the prevention and solution of social problems;

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

5. To collaborate with and support vulnerable populations through advocacy, social action, volunteerism, service, education, and consultation, working from a strengths-based empowerment approach for social and economic justice and human rights.

Rosemary Barbera, Associate Professor and Associate Director of the Institute for Global Understanding. PhD, Bryn Mawr College. Areas of interest are human rights and social justice, participatory action research, and community organizing. Current research is on the effects of human rights violations on collective participation and community organizing with diverse communities.

Carolyn Bradley, Associate Professor. Ph.D, Fordham University. Areas of interest are addiction, spirituality, gay/lesbian/bisexual/transgender issues. Current research is on spirituality and social work practice.

Michael Cronin, Assistant Professor. MSW, Columbia University; PhD, Yeshiva University. Research interests in areas of international social work, healthcare and social policy, disaster management, social gerontology, and cultural competence.

Kimberly Hanbury, Specialist Professor. BA, Loyola College; MSW, Monmouth University. Areas of interest include child welfare. Professional experience is in the area of child welfare including child abuse/neglect and adoption services.

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

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

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

Elena Mazza, Assistant Professor. MSW, Fordham University. Areas of interest are mental health, children’s mental health, and community-based mental health. Current research is on gatekeeping in social work education and mental illness and school integration.

Rebecca McCloskey, Specialist Professor. MSW, Ohio State University. Career has been spent working with children diagnosed with chronic and life-threatening illness, developmental delays, and disabilities. She is interested in healthcare issues and the psychosocial impact of serious illness.

Helen O’Brien, Assistant Professor. PhD, New York University. Areas of interest are health and mental health, HIV/AIDS, and child maltreatment.

Michelle Ann Scott, Assistant Professor. BA, Clark University; MSW, PhD, University of California, Berkeley. Areas of interest include adolescent depression, adolescent suicide prevention, school-based screening, mental health services and financing, college mental health, and initiation of alcohol use by adolescents. Current research includes evaluation of the preparation of high school students with mental health prob-
lems and the transition to college.

**Nora Smith**, Associate Professor. PhD, State University of New York at Albany. Areas of interest include child welfare, substance abuse, and families. Current research includes family reunification for substance-affected families, the Adoption and Safe Families Act, and child welfare consumer and service provider perspectives.

**Mary E. Swigonski**, Associate Professor. PhD, Rutgers University. Areas of interest include human behavior and the social environment, epistemology/human rights, diversity, sexual and affectional orientation, and feminist studies. Current scholarship addresses understanding the human condition within the context of justice and care.

**Kelly Ward**, Associate Professor. PhD, Fordham University. Areas of interest include addictions, substance abuse populations, and the impact of addiction on families. Current research includes all aspects of addiction.

**School of Social Work Honor Society: Phi Alpha:**

**Graduate and Undergraduate**

**Master of Social Work Concentrations**

There are two concentrations offered at Monmouth University at the graduate level: Clinical Practice with Families and Children (CPFC) and International and Community Development (ICD). Common to both concentrations is a commitment to the mission of the School of Social Work at Monmouth University: improving the quality of life of vulnerable individuals, families, groups, and communities on the local, national, and international levels.

The courses in the Clinical Practice with Families and Children (CPFC) concentration prepares students for advanced social work practice with individuals, couples, families, and groups. It builds on the foundation-year course work where the full complement of social work roles was explored. The advanced year, however, focuses primarily on clinical counseling skills and culturally competent use of self in complex working relationships with clients and client groups. While the emphasis is on clients’ strengths, and working together toward their empowerment is continued, students learn about and apply clinical skills to family, children, and mental-health agency settings; child welfare, criminal justice, and host settings in which clinical social work most often takes place.

The International and Community Development concentration (ICD) primarily uses community development theory and practice to address developing-world social and economic justice, inequality, oppression, and discrimination issues in developed and developing countries. Culturally competent community development respects the integrity and worth of individuals and communities with diverse backgrounds. ICD focuses the practice of social work at mezzo and macro levels with agencies and client populations within the context of global interdependence of social problems. Courses stress the knowledge, values, skills, and ethics of practice at the mezzo and macro levels, with specific content on the ethics of the International Federation of Social Workers and the declarations of the United Nations.

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

- MSW Clinical Practice with Families and Children Concentration
- MSW International and Community Development Concentration

**POST-MASTER’S CERTIFICATE: PLAY THERAPY**

The Post-Master’s Certificate in Play Therapy is an eighteen-credit program and provides the 150-course-hour requirement. Additionally, students in this program work toward acquiring the necessary 500 hours of experiential practice in play therapy and fifty hours of supervision, as required by the Association for Play Therapy (APT), Inc., for the Registered Play Therapist (RPT) certification.

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

- Post-Master’s Certificate: Play Therapy

**Addiction Professionals Certification Board of New Jersey, Inc.**

Since the fall of 2000, the School of Social Work at Monmouth University, in cooperation with the Addiction Professionals Certification Board of New Jersey, Inc., has offered the course work needed for the Certified Alcohol and Drug Counselor (CADC) certification. In the summer of 2004, the certification became a license. The Department of Social Work continues to work with the State of New Jersey,
Department of Law and Public Safety, Division of Consumer Affairs, Board of Marriage and Family Therapists, Drug and Alcohol Committee to provide the course work needed for the state-issued Licensed Certified Alcohol and Drug Counselor (LCADC).

The School of Social Work recognizes the need for addictions training to serve the substance abuse-affected population and their families. In order to serve this special population, the State Board requires that proper certifications be in place or in process.

Any MSW student (in the CPFC concentration) who takes the elective course SW 604 and a one-credit course that are offered each year here at Monmouth University will have completed the necessary course work towards his or her LCADC. Students who are completing their internship hours in a drug and alcohol placement may count those hours towards the required field hours for the LCADC as well as their MSW degree. The course work and field hours are good for five years after they have been taken, and students are required to keep their own records. All other requirements towards the LCADC will need to be met by the student on his or her own, according to the State of New Jersey, Department of Law and Public Safety, Division of Consumer Affairs, Board of Marriage and Family Therapists, Drug and Alcohol Committee. For additional information regarding the requirements for the LCADC, please contact:

State Board of Marriage and Family Therapy Examiners
Alcohol and Drug Counselor Committee
PO Box 45040
124 Halsey Street, 12th Floor
Newark, NJ 07101
(973) 504-6582

Master of Social Work/Master of Divinity Dual Degree Program:

Monmouth University’s School of Social Work and the Theological School of Drew University have entered into an agreement in which students can pursue a Master of Social Work and Master of Divinity degree, which shall be known as the MSW/MDiv degree program. This program will allow accepted social work candidates to complete the Master of Divinity degree at Drew University, and accepted divinity candidates to complete the Master of Social Work degree in a four-year period.

Joint Degree Program: Dual Master’s Degrees in Social Work (MSW) and Public Policy (MA-PP)

The MSW program offers interested students an opportunity to earn a second master’s degree in Public Policy (MA), after completion of their MSW requirements. Students who complete the sixty-credit MSW can use up to twelve credits from the MSW courses toward the MA in Public Policy. Students who complete the Advanced Standing (thirty-credit) MSW can use up to six credits of MSW courses toward the MA in Public Policy. Please use the following table as a guide:

Master’s in Social Work (Clinical)
SW503: Practice with Individuals and Families
SW505: Social Welfare Policy and Services I
SW507: Social Work Research
SW509: Human Behavior I
SW510: Field Practicum I
SW513: Social Work Practice with Groups
SW515: Social Welfare Policy and Services II
SW518: Global Community Practice
SW519: Human Behavior II
SW520: Field Practicum II
SW627: Implications of Social Justice and Human Rights for Social Work
SW669: Applications of Social Justice and Human Rights in Social Work
SW605: Advanced Clinical Practice with Families
SW626: Evaluation of Practice Effectiveness
SW645: Clinical Seminar in Advanced Family Practice
SW665: Advanced Clinical Practice with Children
SW630: Field Practicum III-FC
SW640: Field Practicum IV-FC
SW618: Social Work Administration

Electives – choose 2 of the 5 classes listed below:
SW614: Grant Writing
SW618: Social Work Administration

SW619: Social Work Supervision
SW624: Issues in International Health Care
SW652: Civil Society, NGO’s, and Social Work

Master’s in Social Work (ICD)
SW503: Practice with Individuals and Families
SW505: Social Welfare Policy and Services I
SW507: Social Work Research
SW509: Human Behavior I
SW510: Field Practicum I
SW513: Social Work Practice with Groups
SW515: Social Welfare Policy and Services II
SW518: Global Community Practice
SW519: Human Behavior II
SW520: Field Practicum II
SW627: Implications of Social Justice and Human Rights for Social Work
SW669: Applications of Social Justice and Human Rights in Social Work
SW617: Advanced Practice in Planning and Social Policy
SW625: Evaluation of Programs and Services
SW615: Issues in International Development
SW655: Comparative International Social Development
SW631: Field Practicum III-CL
SW641: Field Practicum IV-CL
SW618: Social Work Administration

Electives – choose 2 of the 5 classes listed below:
SW614: Grant Writing
SW618: Social Work Administration
SW619: Social Work Supervision
SW624: Issues in International Health Care
SW652: Civil Society, NGO’s and Social Work

Notes:
1. Plain text = required course
2. Italicized text = course is specific to concentration for the MSW program
3. Bold text = electives

Public Policy must have a minimum of twelve credits
Social Work (both concentrations) must have a minimum of six credits
The Division of Student and Community Services at Monmouth University offers many important student services for resident and commuter students. Staff members promote personal and intellectual growth, while aiding students in resolving problems and helping them adapt to the college experience. The Student Handbook provides a more in-depth description of these services and all the regulations relevant to student life. Students should become familiar with the handbook at the start of every academic year.

SERVICES FOR STUDENTS:
ORIENTATION

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

First-year students

All new first-year students, commuters and residents, are expected to take part in an intensive two-day, one-night New Student Orientation Program during the month of July. This structured program includes educational and social activities designed to ease the transition to college life at Monmouth and to give students opportunities to meet and interact with other new students. Prior to the program, students must complete an online Math Placement Test. During orientation, students will attend an advising/registration program during which they will work with a First-Year Advisor to develop a schedule for the fall semester. They will also meet faculty, staff, and students with whom they'll be interacting during the first year.

Families of first-year students have at least three opportunities to come to campus to learn about life at Monmouth University during their student's first year on campus. The first is a Family Program, offered in June, before New Student Orientation. Families will receive important information about their student's upcoming transition into life as a university student and meet representatives from across campus who can provide information during our Resource Fair. Another family session is held on Move-In Day (the weekend before classes start), and all are invited back to campus again for Family Weekend, which usually takes place in October or November.

Transfer Students

The Center for Student Success (CSS) coordinates the connections between full-time and
part-time transfer students (with eighteen or more credits) and their academic departments to ensure a smooth transition to Monmouth University. The Associate Dean for CSS Support Services and Articulation and Student Development Counselors are available to assist transfer students with their personal adjustment and educational plans.

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

**HOUSING OPTIONS**

**Residents**

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

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

All on-campus halls provide laundry facilities that utilize vending cards, which can be purchased on campus. All resident students not living in a University-owned or -sponsored apartment are required to be on the meal plan of the Residence Dining Hall. Students may choose either a carte blanche plan, which allows you unlimited access to the Residential Dining Hall, or one of three “block” meal plans, which provides students with a set number of meals for the semester. First-year students may not select a “block” lower than 195 their first semester.

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

**Commuters**

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

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

**STUDENT SERVICES**

**Health Services** is open to all students whether they live on or off campus. All matriculating students born after 1956 must show proof of two measles, two mumps, and one rubella immunization. Students taking nine (9) or more credits must show proof of having completed the Hepatitis B series. Resident students are required to receive the meningitis vaccine. There is no fee to be medically evalu-
ated. Students are responsible for any costs that may be incurred for outside referrals, prescriptions, special services, laboratory, and diagnostic procedures. Students are seen on a walk-in basis. Appointments are required for Women’s Clinic, physicals, and psychiatric evaluations. Services include: diagnosis and treatment of common ambulatory illnesses and injuries, immunizations, allergy injections, physicals, GYN services, drug and alcohol screening, psychiatric evaluation, and medication titration.

The Health Center hours are: Monday through Thursday, 8:45 a.m. to 7:00 p.m., and Friday, 8:45 a.m. to 5:00 p.m.

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

The Department of Counseling and Psychological Services provides free, confidential psychological counseling to Monmouth University students on a “first-come, first-served” basis. The professional staff of licensed psychological counselors supports students in addressing a variety of personal issues, including general mental health, anxiety and stress management, depression, emotional crises, family issues, interpersonal conflicts, and more. Mental health hotlines connect students to both on- and off-campus assistance on a 24-hour basis. The Counseling Center is located on the third floor of the Rebecca Stafford Student Center and is open from 8:45 a.m. to 5:00 p.m., Monday through Friday. Contact us by e-mail at mcounseling@monmouth.edu or by calling 732-571-7517. Additional information regarding clinical counseling services and a list of web-based resources may be found on the University Web site under Campus Life.

The Office of International Student Services assists students from other countries with their adjustment to life in the United States and Monmouth University. A part-time International Student Services Coordinator is available to provide personal and immigration advising and cross-cultural counseling.

The Office of Veteran Services is a one-stop, point-of-contact for all of our veteran students, active duty and reserve personnel, and dependents of military personnel. This office provides assistance, advocacy, and mentoring as well as advising the Monmouth University Veterans’ Association. The Office of Veteran Services is located on the second floor of the Rebecca Stafford Student Center. The office hours are Monday through Friday 8:45 a.m. to 5:00 p.m.

**CO-CURRICULAR PROGRAMS**

**Athletics**

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

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

**Student Activities**

The Office of Student Activities and Student Center Operations provides a variety of programs and opportunities that are intended to assist in the social, cultural, and intellectual development of our students. The office is responsible for the coordination of cultural and social activities reflecting the diverse population of the University, encourages student participation in clubs and organizations, is involved in the coordination of campus and multicultural activities, provides leadership trainings, and oversees Fraternity and Sorority Life and the operation of the Student Center.

**Leadership Programs**

The Office of Student Activities and Student Center Operations coordinate a variety of leadership programs and initiatives for the campus community. There are various leadership workshops, conferences, and trainings; a student involvement fair; and student group and leader recognition events, societies, and awards. For more information, please contact the office at 732-571-3586.
STUDENT ORGANIZATIONS

There are more than eighty different clubs and organizations on campus. Active involvement in a club or organization helps a student develop new leadership skills and meet new friends. Students can select from clubs related to their majors or take the opportunity to join something related to a special interest or hobby. Each year the Office of Student Activities and Student Center Operations hosts an Involvement Fair to assist students in getting connected to a club or organization. Students should read the bulletin boards, table tents, e-mail, electronic boards, and the student newspaper, The Outlook, to learn more about club activities throughout the year.

Student Center

An integral part of Monmouth's overall campus life program, the Student Center serves as a gathering area for all segments of the University community. It is an area where students meet informally and formally to share common interests and develop friendships. The Student Center includes dining facilities, lounges, the Wachovia/Wells Fargo Bank office and ATM, a computer lab, and meeting rooms, and is the site of many campus and community events. The facility also houses the Student Government Association, the Student Activities Board, and many student organization offices.

The Student Center is the site of the Division of Student and Community Services, the Center for Student Success, the Office of Career Services, Student Activities/Operations, Judicial Affairs, International Student Services, Central Scheduling, the Office of Off-Campus and Commuter Services, Conference and Event Services, the Study Abroad Office, the Office of Student Employment, the Academic Foundations Office, the Office for Disability Services, and the Office of Veteran Services.

Student Activities Board

The Student Activities Board (SAB) is a student organization advised by the Office of Student Activities and Student Center Operations. Concerts, speakers, comedians, bus trips, novelty programs, and festivals are among the many events sponsored. The SAB presents numerous opportunities for students to get involved both as spectators and as active board members. Students can join eight committees, which include: Novelty, Awareness, Diversity Programs, Major Events, Comedy, Concerts, Festivals, and Travel and Tour. Involvement in SAB may relate to a student’s major or may just be something enjoyable.

Cultural Activities

The Lauren K. Woods Theatre is the home of the Department of Music and Theatre Arts, offering a schedule of student productions during the academic year, and the professional theatre, The Shadow Lawn Stage, in the summer. Participation in all department performance ensembles from theatrical productions, chorus, chamber choir, chamber orchestra, and others is open to all students. Private instrumental and vocal lessons are available to all students regardless of their major. Backstage assistance is always welcome during the academic year as well as during the summer season.

The award-winning Center for the Arts at Monmouth University features the Performing Arts, the Visiting Writers, and the Art Now Series; the full season of the Met Opera and the National Theatre of London LIVE in HD; the MAC Concert Series; and the 800 Gallery, Ice House Gallery, and Pollak Gallery exhibitions. Events are free or only $5.00 for Monmouth University students. For more information and a full schedule of events, please visit www.monmouth.edu/arts.

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

Recreation

The William T. Boylan Gymnasium provides facilities to support varsity competition and recreation, including a swimming pool (non-competition), three full basketball courts, a fitness center, and the Sports Medicine Department. Outdoor facilities available to students for their recreational use and varsity competition include: tennis courts, an eight-lane track, a Field Turf football/lacrosse field, and grass soccer, baseball, and softball fields. There is a year-round Intramural Sports Program, which includes games and sports such as basketball,
dodge ball, flag football, softball, volleyball, poker, home run derby, 3-point contest, knockout, baggo, soccer, and wiffle ball.

**SOCIETIES**

**Greek Letter Organizations**

Currently there are five social fraternities, five social sororities, two culturally based sororities, and one professional fraternity on campus. The fraternities include: Phi Kappa Psi, Tau Kappa Epsilon, Sigma Pi, Theta Xi, and Sigma Tau Gamma. The sororities include: Alpha Sigma Tau, Alpha Xi Delta, Delta Phi Epsilon, Phi Sigma Sigma, and Zeta Tau Alpha. The two culturally based organizations are Lambda Theta Alpha Latin Sorority, Inc., and Alpha Kappa Alpha Sorority, Inc. The one professional fraternity is Alpha Kappa Psi, a business fraternity.

**Honor Societies**

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

Membership in Lambda Sigma Tau (the University-wide honor society) is the highest academic honor at Monmouth University and is awarded to upper-class students on the basis of outstanding scholarship.

Omicron Delta Kappa, a national leadership society, recognizes upper-class students who have demonstrated leadership on campus. Phi Eta Sigma is a freshman leadership honor society acknowledging academic excellence and involvement in student activities.

The Gamma Sigma Alpha, National Greek Academic Honor Society, recognizes fraternity and sorority members who have achieved high levels of academic success.

**AWARDS**

Students are eligible for nonacademic awards that are given annually.

**Outstanding Student Award**

The Student Government Association sponsors this award given to the graduating senior who, through creative leadership and ability, has made a contribution of lasting value to the future of Monmouth University. The name of the winner is announced at Commencement in May.

**STUDENT CODE OF CONDUCT**

Monmouth University offers its students the opportunity for maximum intellectual and personal growth by providing a variety of experiences, activities, and services that are designed to complement classroom work and provide opportunities for individual maturation.

The University recognizes and respects the students’ personal freedom and assures maximum individual liberty within the limits necessary for the orderly operation of the University. In response, students must observe rules and regulations necessary for the proper functioning of the institution.

Each individual has the right and responsibility to bring to the attention of an administrative or Student Government official any violations of personal freedom or the regulations of the University.

Additional information regarding the Student Code of Conduct is contained in the Student Handbook. The Student Handbook is available online at www.monmouth.edu/studentshandbook.
Directories

OFFICERS

Robert B. Sculthorpe ’63, Chairman
Marcia Sue Clever, M.D., Vice Chairman
John R. Garbarino, Treasurer
Michael A. Plodwick ’82, Secretary

TRUSTEES

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

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

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

A. David Brown, Jr. ’65 (2009)
Executive Vice President/Human Resources
Urban Brands
Secaucus, NJ

Peter R. Bruckmann ’70 (ex officio)
Little Silver, NJ

Director of Multicultural Affairs
UMDNJ/NJDS
Newark, NJ

Marcia Sue Clever, M.D. (2003)
Red Bank, NJ

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

Chairman and CEO
Four Springs Capital, LLC
Avon-By-The-Sea, NJ

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

Vice Admiral Paul G. Gaffney II (ex-officio)
President
Monmouth University
West Long Branch, NJ

Chairman and CEO
OceanFirst Bank
Toms River, NJ

John A. Greco, Jr. ’74 (2009)
Greco Associates
Berkeley Heights, NJ

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

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

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

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

Chief Executive Officer
Press Communications, LLC
Neptune, NJ

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

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

H. William Mullaney (2006)
Ocean, NJ

President
Najarian & Associates, Inc.
Eatontown, NJ

Jeana M. Piscatelli ’01, ’02 (2010)
Vice President North East Region
International Correspondent
Wells Fargo Bank
New York, NY

Michael A. Plodwick ’82 (2009)
Middletown, NJ
Directories

Thomas A. Porskievies ’82 ’86 (1998)
Vice President Strategic Planning/Development
L-3 Communications ILEXSystems, Inc.
Eatonown, NJ

Steven J. Pozzcki ’73 (2003)
President
SJP Properties
Parsippany, NJ

David A. Reale ’96 (2011)
Owner/President
Phoenix Tube Company, Inc.
Bethlehem, PA

Robert B. Sculthorpe ’63 (2003)
New York, NY

M. Monica Sweeney, M.D., M.P.H. (2006)
Assistant Commissioner New York City Department of Health and Mental Hygiene and Director of the Bureau of HIV/AIDS Prevention and Control
New York, NY

Michelle Spicer Toto ’94 (2011)
Vice President
PKM Panel Systems Corporation
Ocean, NJ

James S. Vaccaro, III
West Allenhurst, NJ

LIFE TRUSTEES

Paul W. Corliss (2000)
President and CEO
The Silver Fox Club
Manasquan, NJ

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

Judith Ann Eisenberg
Vero Beach, FL

Alfred L. Ferguson, Esq. (1998)
Of Counsel
McCarter and English
Newark, NJ

Harold L. Hodes ’65 (1997)
Senior Partner
Public Strategies Impact, LLC
Trenton, NJ

John H. Kessler ’69 (1997)
Senior Vice President
RBC Wealth Management
West Palm Beach, FL

Stephen M. Parks ’68 (1998)
Jupiter, FL

William B. Roberts
President
Monmouth Capital
New York, NY

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

TRUSTEES EMERITI

Paul S. Doherty, Jr. ’67
Chairman and President
Arrowpac, Inc.
North Bergen, NJ

Thomas P. Kiely, HN ’98
Rumson, NJ

Charles T. Parton, HN ’01
Chairman of the Board
Two River Community Bank
Tinton Falls, NJ

Jules L. Plangere, Jr., HN ’86
Spring Lake, NJ

Richard S. Sambol
Chairman of the Board
The Sambol Companies
Toms River, NJ

FORMER PRESIDENTS

Edward G. Schlaefer (1933-1956)
Eugene H. Lehman (1956-1957)
Edward G. Schlaefer (1957-1962)
William G. Van Note (1962-1971)
Richard J. Stonecipher (1971-1979)

ADMINISTRATION

OFFICERS

Paul G. Gaffney II (2003)
President
B.S., U.S. Naval Academy; M.S.E., Catholic University of America; M.B.A., Jacksonville University

Thomas Pearson (1978)
Provost/Visiting Professor for Academic Affairs
B.A., Santa Clara University; M.A., Ph.D., University of North Carolina

William G. Craig (1981)
Vice President for Finance
B.S., Seton Hall University; CPA, NJ

Vice President and General Counsel
B.A., State University of New York at Binghamton; J.D., Syracuse University College of Law
**ACADEMIC AFFAIRS**

**Thomas Pearson (1978)**
Provisor/Vice President for Academic Affairs
B.A., Santa Clara University; M.A., Ph.D., University of North Carolina at Chapel Hill

**Antonia M. Berbrick (2008)**
Director of Internal Audit
B.S., Monmouth University

**Melissa “Mel” Dale, Esq. (2011)**
Director of Compliance
B.A., Lebanon Valley College; J.D., Earle Mack School of Law, Drexel University

**Charlene K. Diana, Esq. (2005)**
Assistant General Counsel
B.A., John Jay College of Criminal Justice; J.D., Roger Williams University School of Law

**Datta V. Naik (1977)**
Vice Provost and Dean of the Graduate School and Continuing Education
B.Sc., St. Xavier’s College, University of Bombay, Goa, India; Ph.D., University of Notre Dame

**Judith L. Nye (1987)**
Associate Vice President for Academic Foundations – General Education
B.S., M.S., Ph.D., Virginia Commonwealth University

**Susan J. O’Keefe (1981)**
Associate Vice President for Academic Administration and Registrar
A.B., Douglass College; M.S., Rutgers University

**Michael A. Palladino (1999)**
Dean of the School of Science
B.S., The College of New Jersey (Trenton State College); Ph.D., University of Virginia

**Lynn Romeo (1994)**
Dean of the School of Education
B.A., Glassboro State College; M.A., Kean University; Ed.D, Rutgers University

**Saliba Sarsar (1985)**
Associate Vice President for Global Initiatives
B.A., Monmouth College; Ph.D., Rutgers University

**Ravindra N. Sharma (2006)**
Dean of the Library
B.A., M.A., Delhi University, India; M.L.S., University of North Texas; Ph.D., State University of New York at Buffalo

**Kathleen Snedden (1986)**
Assistant to the Provost

**David B. Strohmets (1996)**
Associate Vice President for Academic and Institutional Assessment
B.A., Dickinson College; M.A., Ph.D., Temple University

**Leon Hess Business School**

**Donald M. Moliver (1982)**
Dean of the Leon Hess Business School
B.A., Fairleigh Dickinson University; M.A., Ph.D., Virginia Polytechnic Institute and State University. State Certified General Real Estate Appraiser for New Jersey and New York

**Dilda M. Agacer (1998)**
Associate Dean of the Leon Hess Business School
B.A., University of the East Philippines; M.B.S., Ph.D., University of South Carolina

**Noah Hart (2004)**
Assistant Dean of the Leon Hess Business School
B.A., Livingston College, Rutgers University; M.Ed., The College of New Jersey; M.Div., Eastern Baptist Theological Seminary; Ed.D, Rutgers University

**Theresa Lowy (2001)**
Associate Director of the Kislak Real Estate Institute

**Gertrude Murphy (1982)**
Administrative Coordinator

**Douglas Stives (2006)**
Director of the MBA Program; Specialist Professor, Accounting
B.S., M.B.A., Lehigh University

**School of Education**

**Lynn Romeo (1994)**
Dean of the School of Education
B.A., Glassboro State College; M.A., Kean University; Ed.D, Rutgers University

**Christine Borlan (2003)**
Credentiel Officer

**Carrie Digironimo (2005)**
Advising Liaison
B.A., Adams State College; M.A.T., M.Ed., Monmouth University

**Patricia Heaney (2007)**
Director of Field Placements
B.A., St. Peter’s College; M.Ed., William Paterson University

**Marta Jahn (2007)**
Coordinator of Early Field Placements
A.A.S., Bergen Community College

**Jennifer Joyce ’87, ’97 (1999)**
Program Advisor
B.S., M.A.T., Monmouth University

Academic Advisement Liaison
B.S.W., Ohio State University; M.S. Ed., Northeastern University

**Sarah Moore (2004)**
MAT Program Coordinator
B.A., Siena College; M.A., Georgian Court College

**Vacant**
Associate Dean of the School of Education

**Vacant**
Professional Development School Administrator
School of Humanities and Social Sciences

Stanton W. Green (2004)
Dean of the Wayne D. McMurray School of Humanities and Social Sciences
B.A., University of New York at Stony Brook; M.A., Ph.D., University of Massachusetts, Amherst

Chris Cavallaro (1992)
Director of Broadcast Engineering
B.A., Monmouth University

Eileen Chapman (2006)
Assistant Director of Performing Arts Series

Jane DeTullio (2001)
Writing Center Director
B.A., Georgia State University; M.A., Seton Hall University

Mark Ludak (2007)
Compliance Officer/Technical Specialist
B.A., Monmouth University, M.F.A., Hunter College; Parsons School of Design

Scott Knauer (2005)
Director of Galleries and Collections
B.F.A., University of Wisconsin; M.F.A., Ohio University

Golam Mathbor (1999)
Associate Dean of the Wayne D. McMurray School of Humanities and Social Sciences
B.S.S., M.S.S., L.L.B., University of Dhaka; M.S.W., McGill University; Ph.D., The University of Calgary

Patrick Murray (2005)
Director of the Polling Institute
A.B., Lafayette College; M.A., Rutgers University

Vaune Peck (1987)
Counselor and Coordinator of Arts Programming and Promotion

Vacant
Marketing Coordinator for the Arts

Eric Reisher (2002)
Broadcast Technical Assistant
B.A., Monmouth University

Lorna Schmidt (1999)
Director of Advising, Department of Communication
B.A., Eastern Illinois University; M.A., Emerson College

Michael Thomas (1997)
Assistant Dean of the Wayne D. McMurray School of Humanities and Social Sciences
B.A., Hamilton College; M.F.A., Syracuse University

School of Nursing and Health Studies

Janet Mahoney (1995)
Dean of the Marjorie K. Unterberg School of Nursing and Health Studies
R.N., St. Mary’s Hospital; B.S.N., Monmouth College; M.S.N., Seton Hall University; Ph.D., New York University

Cira Fraser (1996)
Coordinator of the B.S.N. Program
R.N., St. Vincent’s Medical Center; B.S.N., The College of Staten Island; M.S., Rutgers University; Ph.D., Adelphi University

Laura Jannone (2000)
Director of the M.S.N. Program
R.N., Christ Hospital; B.S.N., Jersey City State College; M.S., Jersey City University; Ed.D., Teachers College Columbia

James Konopack (2006)
Coordinator of Health Studies
B.A., Cornell University; Ed.M., Boston University; Ph.D., University of Illinois

Barbara Pasewich (2001)
Special Projects Coordinator
B.A., Monmouth University; M.A., Montclair State University; R.N., Anne May School of Nursing

Sharon W. Stark (1996)
Associate Dean of the Marjorie K. Unterberg School of Nursing and Health Studies
B.S., Thomas Edison State College; M.S.N., Rutgers University; Ph.D., Widener University

School of Science

Michael A. Palladino (1999)
Dean of the School of Science
B.S., The College of New Jersey (Trenton State College); Ph.D., University of Virginia

Joseph Chung (2001)
UNIX Administrator and Teacher
B.S., M.S., Ph.D., University of Illinois at Chicago

Catherine N. Duckett (2009)
Associate Dean of the School of Science
B.A., Brown University; M.A., University of Texas at Austin; Ph.D., Cornell University

Merrily Ervin (1997)
Coordinator of SC 100
B.A., University of California-Davis; M.S., Ph.D., Rutgers University

Rigoberto Garcia (2005)
Chemistry Technician/Chemical Hygiene Officer
B.A., Thomas Edison State College

Anne Marie Lavin (1996)
Biology-Chemistry Lab Supervisor/Compliance Officer
B.S., Kean College

Anthony MacDonald (2005)
Director of the Urban Coast Institute
B.A., Middlebury College; J.D., Fordham University

James Nickels (2007)
Marine Scientist, Urban Coast Institute
M.S., Montclair State University

Maureen Paparella (1994)
Director of Information Technology
B.A., St. Thomas University; M.B.A., Barry University

Barbara Reagor (2004)
Director of the Rapid Response Institute
B.S., Monmouth University; M.S., Ph.D., Seton Hall University

John A. Tiedemann (1998)
Assistant Dean of the School of Science
Director of the Marine and Environmental Biology and Policy Program;
B.S., Upsala College; M.S., Florida Institute of Technology

Vacant
Coordinator of the Mathematics Center

School of Social Work

Robin Mama (1992)
Dean of the School of Social Work
B.S.W., College of Misericordia; M.S.S., Ph.D., Bryn Mawr College

Leah Lazzaro (2006)
Field Placement Coordinator, School of Social Work
B.A., Penn State University; M.S.W., Monmouth University

Paul Longo (1999)
Director of Field and Professional Development, School of Social Work
B.A., M.S.W., Rutgers University

Graduate School and Continuing Education

Datta V. Naik (1977)
Vice Provost and Dean of the Graduate School and Continuing Education
B.Sc., St. Xavier’s College, University of Bombay, Goa, India; Ph.D., University of Notre Dame

Anthony Lazro (2007)
Director of the Office of Grants and Contracts
B.A., Long Island University; M.A., Northern Illinois University
Monmouth University Library

Ravindra N. Sharma (2006)
Dean of the University Library
B.A. (honors), M.A., Delhi University, India; M.L.S., University of North Texas; Ph.D., State University of New York at Buffalo

Susan J. O’Keefe (1981)
Associate Vice President for Academic Administration
A.B., Douglass College; M.S., Rutgers University

Vacant
Assistant Librarian – Reference

Eleanora Dubicki (2003)
Associate Librarian
B.A., Douglass College; M.L.S., M.B.A., Rutgers University

Rachel Gardner (1989)
Assistant Librarian; Coordinator of Information Services and Collection Development
B.A., Vassar College; M.A., Middlebury College; M.L.S., Rutgers University

George Germek (2006)
Assistant Librarian – Reference Coordinator
B.S. Kean University; M.A. Rutgers University; M.L.I.S. Rutgers University

Aurora Ioanid (1996)
Associate Librarian; Head of Technical Services
M.A., University of Bucharest, Romania; M.L.S., Columbia University

Mary Beth Meszaros (2008)
Assistant Librarian – Bibliographic Instruction
B.A., M.A., Villanova University; M.L.I.S., Drexel University, Ph.D., University of Pennsylvania

Linda Silverstein (2005)
Specialist Librarian; Systems Librarian/ILL Coordinator
B.A., Monmouth University; M.L.I.S., Drexel University

Academic Administration

Susan J. O’Keefe (1981)
Associate Vice President for Academic Administration and Registrar
A.B., Douglass College; M.S., Rutgers University

Laura Papa Babbin, Esq. (1991)
Director of Registration and Records
B.A., Drew University; M.B.A., Monmouth University; J.D., Concord Law School

Debbie Mellish (1979)
Assistant Director of Registration and Records for Scheduling
A.A.S., Brookdale Community College

Lynn Reynolds (2002)
Associate Registrar
B.A., Monmouth University

LacyJane Rymon-Mescal (2008)
Assistant Director of Registration and Records for Graduation
B.A., The College of New Jersey

Karen Wyant (2001)
Assistant Director of Registration and Records for WEB and Curriculum Management

Academic and Institutional Assessment

David B. Strohmetz (1996)
Associate Vice President for Academic and Institutional Assessment
B.A., Dickinson College; M.A., Ph.D., Temple University

Eleanor C. Swanson (1994)
Director of Institutional Research
B.A., University of Arizona; M.A., Ph.D., University of Connecticut

Global Initiatives

Saliba Sarsar (1985)
Associate Vice President for Global Initiatives
B.A., Monmouth College; Ph.D., Rutgers University

Aaron Ansell (2007)
Director of the Jewish Culture Program
B.A., University of California, San Diego; M.A., Ph.D., University of Chicago

Robyn Asaro (1998)
Assistant Director of Study Abroad
B.A., State University of New York at Buffalo

Rosemary Barbera (2005)
Associate Director, Institute for Global Understanding
B.A., M.A., La Salle University; M.S.W., Ph.D., Bryn Mawr College

Christopher Hirschler (2009)
Faculty Director of Study Abroad
B.S., Excelsior College; M.A., State University of New York; Ph.D., Cleveland State University

Nancy Mezey (2002)
Director, Institute for Global Understanding
B.A., Vassar College; M.A., Ph.D., Michigan State University

Barbara Nitzberg (1996)
Assistant Director of International Student and Faculty Services
B.A., M.A., Monmouth University

Joseph Patten (2002)
Director of the Global Leadership Institute and of the Washington Semester
B.A., Kean University; M.A., West Virginia University; Ph.D., West Virginia University

Richard Veit (2000)
Director of the Center for Excellence in Teaching and Learning
B.A., Drew University; M.A., College of William and Mary; Ph.D., University of Pennsylvania

Robert Scott
Faculty Director of Experiential Education

Academic Foundations – General Education

Judith L. Nye (1987)
Associate Vice President for Academic Foundations – General Education
B.S., M.S., Ph.D., Virginia Commonwealth University

Beatrice M. Rogers (1993)
Assistant Vice President for Academic Foundations – General Education
B.S., Allegheny College; M.B.A., Monmouth College

Center for Student Success

Mercy O. Azeke (2009)
Dean of the Center for Student Success
B.S., University of Nigeria; M.Ed., Ed.D., Temple University

Skip Carey (2005)
Director of Disability Services for Students
B.A., Marist College; M.A., New Jersey City University

Jean-Marie Caruso (2007)
Student Development Counselor
B.A., Loyola College; M.S., Monmouth University

Carolyne Chirichello (2000)
Assistant Director, Disability Services for Students
B.A., University of California, Santa Cruz; M.S., San Jose State University

Dorothy Cleary (2010)
Director, Tutoring Center
M.S.Ed., Walden University
Directories

William F. Hill (1977)
Assistant Dean for Career Services
B.A., St. Peter’s College; M.A., Manhattan College

Colleen Johnson (1981)
Director, Educational Opportunity Fund Program
B.A., M.S.Ed., Monmouth College

Jean Judge (1984)
Assistant Dean for Career Services
B.A., St. Peter's College; M.A., Manhattan College

Colleen Johnson (1981)
Director, Educational Opportunity Fund Program
B.A., M.S.Ed., Monmouth College

Jean Judge (1984)
Associate Dean for Support Services and Articulation
B.S., Georgian Court College; M.A., Trenton State College

Deborah Kavourias (2003)
Director, Educational Opportunity Fund Program
B.A., M.S.Ed., Monmouth College

Deborah Kavourias (2003)
Director, Educational Opportunity Fund Program
B.A., M.S.Ed., Monmouth College

Kathleen Kennedy (1989)
Director of Cooperative Education
B.S., University of Dayton; M.S., Wright State University

Disability Specialist, Disability Services for Students
B.S., Marist College; M.S.W., Fordham University

Lori Lichter (1983)
Student Development Counselor
B.A., M.A., Montclair State University

Nicole Martinez (2006)
Counselor and Freshman Coordinator, Educational Opportunity Fund
B.A., M.A., Monmouth University

Danielle Schrama (1999)
Coordinator First Year Advising
B.S., M.S., Monmouth University

Tyrone M. Smith (2009)
Counselor, Educational Opportunity Fund
B.A., M.Ed., Monmouth University

Marilyn Ward (1996)
Coordinator of Service Learning and Community Programs
B.A., Seton Hill College

Lupita Yonker (2002)
Assistant Director, Educational Opportunity Fund
B.A., M.A., Bowling Green State University

FINANCE

William G. Craig (1981)
Vice President for Finance
B.S. in Business Administration, Seton Hall University; CPA, NJ

Ruth Saporito (1982)
Assistant to the Vice President for Student Financial Appeals
A.A., Hershey Jr. College; M.T. Harrisburg School of Medical Technology, ASCP

Philip Bodner (1997)
Associate Vice President & Controller
B.B.A., Bernard M. Baruch (C.U.N.Y.); M.B.A., Wagner College

Shelley Carlock (2010)
Accountant
B.B.A., Pace University

Elinor Cusick (1990)
Manager of Cashiering
B.S., Monmouth University

Ellen Dombroski (1997)
Assistant Controller
B.S., Seton Hall University; CPA, NJ

Maureen Dries (2003)
Assistant Accountant
B.S., Trenton State College; M.B.A.; Pace University

Catherine Duriske (1994)
Director of Investment Accounting
B.S., Montclair State College; CPA, NJ

Josephine Estelle (2001)
Accountant
B.S., Georgian Court College

Jonas Javier (2007)
Vice President for Information Management
B.A., Lynchburg College

Betsy Luntney (1981)
Assistant Controller
B.B.A., Suffolk University; M.B.A., Monmouth University

Mohied Mohsen (2010)
Loans and Collections Administrator
B.S., Cairo University

Camille Peterson (1993)
Assistant Bursar
B.S., New Jersey Institute of Technology

Norma Johnson (1997)
Manager of Payroll Services
B.A., Lynchburg College

Gary Phoebus (1994)
Copy Center Manager

William T. Rainey (1982)
Bookstore Manager
B.A., Rutgers University

Kathy Booth (1985)
Assistant Bookstore Manager

Megan McCluskey (2004)
Textbook Manager

Mark Miranda (2005)
Director of Purchasing
B.S., St. John’s University

Patricia Curtis (2006)
Box Office Manager
B.A., Montclair University

Edward Christensen (1996)
Vice President for Information Management
A.S., George Washington University; B.S., Southern Illinois University; M.B.A., Ph.D., Rutgers University

Patricia Dodd (1999)
Assistant to the Vice President for Information Management
A.A.S., Monmouth University

John Cavallo (1997)
Director, Information Logistics and Security
B.A., Monmouth University

Theodore Tsoutsas (2001)
Software Licensing Administrator
Assistant LMS Administrator

Information Support

Associate Vice President for Information Support
B.S., University of Connecticut; M.S., Monmouth University

Max Bado (2011)
Technology Support Specialist
B.A., Bucknell University

Lydonna (Sue) Baklarz (2007)
Computer Systems Analyst

Joseph Bembry (2000)
Director of Computer Support
B.A., Monmouth University

Karen M. Blaney (2007)
Technology Support Manager/IT Project Manager

Mary Caroli (2003)
Technology Support Manager/IT Project Manager
A.A.S., Brookdale Community College

Computer Systems Analyst
Robert Coles (2007)
Computer Trainer
B.A., M.A., Monmouth University

Deborah Cotler (2005)
Director of Instructional Support
B.A., State University of New York, Albany; Ed.M., Boston University

Aditi (Rupa)Dasgupta (2008)
Graphic Web Designer/Videographer
B.A., University of Virginia; M.F.A., Parsons Institute

Albert DaSilva (1998)
Computer Systems Analyst

Wayne Elliott (2002)
Instructional Technologist and LMS Administrator
B.A., Monmouth University

Tease Gould (1995)
Senior Technology Support Manager/IT Project Manager
B.S., College of Saint Elizabeth; M.S.Ed., Monmouth University

Joseph Huybens (2001)
Computer Systems Analyst

Kristen Kormann (1998)
Senior Technology Support Manager/IT Project Manager

Ronald Lawson (2006)
Computer Systems Analyst
A.S., Devry University

Alleen (Teri) Monahan (2008)
Technology Support Manager/IT Project Manager
A.S., Staten Island Community College; B.S., C.U.N.Y.

Marijean Nagy (1999)
Senior Technology Support Manager/IT Project Manager
B.A., Felician College; M.S., Villanova University

Billy Pachamango (2001)
Computer Systems Analyst
A.S., Devry University

Linda Puches (2006)
Instructional Designer
B.A., Fordham University; M.A., Kean University

Glenn Schacht (2000)
Computer Systems Assistant

Michael Seeley (2005)
Computer Systems Analyst
A.A.S., Bergen Community College

Lynn Stipick (1997)
Director of Help Desk and Training
B.S., West Chester State University

Michael Walsh (2002)
Technology Support Manager/IT Project Manager
B.A., Purdue University; M.A., The Richard Stockton College of New Jersey

John Sonn (1988)
Associate Vice President for Information Operations
B.A., Rutgers University

James Allan (2004)
System Administrator
A.A., Brookdale Community College

Paula Cannella (2000)
System Administrator
B.A., Monmouth University

Robert Carsey (1998)
Director of Server Operations
B.S., M.S., Monmouth University

Alan Chiu (2000)
Programmer/Analyst
B.A., Guangzhou Institute of Foreign Languages

Daniel Franciscus (2011)
System Administrator
B.S., Capella University

Kathleen Crawley (2002)
Senior Programmer/Analyst

Eric Joyce (1999)
Director of Infrastructure Operations
Brick Computer Institute

Charles Kittner (2010)
Programmer/Analyst
Diploma in Computer Technology
New York University

Mary Latterni (2002)
Programmer/Analyst
B.S., Monmouth University

Michael McGuire (2007)
Network Systems Administrator
B.A., Moravian College

Steven Mervine (2004)
Director of Media Operations
B.S., Monmouth University

Don Reynolds (2005)
Programmer/Analyst

Carlton Richardson (2008)
System Administrator

Gary Rosenberg (2001)
Manager, Telecommunications

Thomas Shenko (1999)
Senior Programmer/Analyst
A.A., DeVry Technical Institute

Charles (Joe) Strickland (1993)
Network Administrator

Bonnie Ullmeyer (1997)
Director of Enterprise Programming and Integration
B.S., Monmouth University

Mary Anne Nagy (1986)
Vice President for Student and Community Services
B.S., Springfield College; M.S.Ed., Monmouth College; M.B.A., Monmouth University

James Pillar (1995)
Associate Vice President for Student Services
B.S., Millersville University; M.B.A., West Chester University

Paul Dement (2005)
Director of Government and Community Relations
B.A., Pennsylvania State University

Director of Public Affairs
B.A., Clark University

Mark Holfelder (2000)
Associate Director of Residential Life
B.A., Widener University; M.S., West Chester University

Associate Director of Housing Operations
B.A., Binghamton University; M.S., Syracuse University

Megan Jones (2000)
Assistant Director of Residential Life and Judicial Affairs
B.S., Rutgers University; M.S., Monmouth University

Area Coordinator
B.S., S.U.N.Y. Oneonta; M.S.Ed., Monmouth University

Christopher McKitterick (2006)
Area Coordinator
B.S., M.A., The College of New Jersey

Corey Inzana (2006)
Area Coordinator
B.S., Quinnipiac University; MBA, Monmouth University

Eric F. Mochacz (2005)
Area Coordinator
B.A., Seton Hall University; M.S.Ed., Monmouth University
Kerby Vincent (2010)
Area Coordinator
B.A., M.A., The College of New Jersey

Tony Conard (2011)
Area Coordinator
B.S., Loyola University; M.S., Florida State University

Amy Bellina (1994)
Director of Student Activities and Student Center Operations
B.A., University of Pittsburgh; M.A., Indiana University of Pennsylvania

Tyler Havens (2005)
Assistant Director of Student Activities for Fraternity and Sorority Life
B.S.Ed., SUNY Fredonia; M.S., Western Illinois University

Heather Kelly (2004)
Assistant Director of Student Activities for Multicultural and Diversity Initiatives
B.A., S.U.N.Y. University; M.S., Syracuse University

Megan McGowan (2010)
Assistant Director of Student Activities and Student Center Operations
B.S., M.S., Springfield College

Shannon Killeen (2002)
Assistant Vice President for Student Services
B.A., Glassboro State College; M.A., Rowan College

Susan Damaschke (2009)
Coordinator of First Year Student Retention
B.A., Bucknell University; M.S., Miami University

Kathy Maloney (2001)
Director of Health Services
B.S.N., Georgetown University; M.B.A., The George Washington University; M.S.N., Monmouth University

Louise Bosman (1997)
University Nurse Practitioner
B.S.N., M.S.N., Monmouth University

Mary Lou Dalessandro (2000)
University Nurse Practitioner
B.A., Rutgers University; B.S.N., M.S.N., Monmouth University

Donna Maciaschian (2008)
University Nurse Practitioner
B.S.N., University of Wisconsin, Madison; M.S.N., Monmouth University

Suanne Schaad (2005)
Substance Awareness Coordinator
B.A., Loyola College (MD); M.A., Monmouth University

Luann Russell (2010)
Director of Conference and Event Services
B.S., Georgian Court College

Nicole Frame (2010)
Assistant Director of Conference and Event Services
B.S., The College of New Jersey; M.A., Monmouth University

Vaughn Clay (1994)
Director of Off Campus and Commuter Services
B.S., M.A., Indiana University of Pennsylvania

Franca Mancini, Ph.D. (1985)
Director of Counseling and Psychological Services
B.A., Monmouth University; Ph.D., University of Rome, Italy

Lorraine Chiavetta (2010)
Psychological Counselor
B.A., Wheaton College; PsyD, Rutgers University

Lynne Lehrkinder (2008)
Psychological Counselor
B.A., Marist College; M.A., Kean College

Tom McCarthy (2007)
Psychological Counselor
B.A., M.A., Monmouth University

Kathryn Memoli (2004)
Psychological Counselor
B.A., Glassboro State College; M.S.W., State University of New York Stony Brook

Senior Special Events Coordinator

Shari DeAnni (2005)
Assistant to the Vice President of University Advancement

Director of Annual Fund Gifts
B.S., Northern Michigan University

Lucille Flynn (2002)
Associate Vice President of University Advancement
B.S., Seton Hall University

Jennifer Harris ’03, ’05 (2007)
Associate Director of Alumni Affairs
B.S., M.A., Monmouth University

Freda Karp ’75, ‘08 (1999)
Assistant Director of Prospect Research and Advancement Proposal Writer and Grants Coordinator
B.A., M.S.W., Monmouth University

Thomas E. Klimeck (2002)
Director of Advancement Services
B.A., Millersville University

Jennifer Loysen ’96 (2006)
Annual Fund and Class Giving Program Manager
B.S., Monmouth University

Director of Advancement Publications
B.A., Boston University; M.A., Monmouth University

Sharon Miggins ’06 (2002)
Assistant Director of Special Events and Programs
A.A.S., Fashion Institute of Technology; B.S., College of Staten Island; M.A.L., Monmouth University

Heather Mistretta (2006)
Assistant Editor
B.A., American University

Samantha Murphy ’08 (2010)
Phonathon Manager
B.A., Monmouth University

Marilynn W. Perry (1996)
Director of Alumni Affairs
B.A., St. Lawrence University

Kevin Scally ’07 (2009)
Annual Fund Marketing Manager
B.A., Monmouth University

Georgina West ’02 (1997)
Director of Gift Planning and Resource Development
B.S., Northern Illinois University; M.A., Monmouth University
ENROLLMENT MANAGEMENT

Robert D. Mc Caig (2005)
Vice President for Enrollment Management
B.A., Penn State University; M.A., Arcadia University; Ed.D., Temple University

Andrea S. Bornstein (1977)
Assistant to the Vice President for Enrollment Management

Lauren Vento Cifelli (2000)
Assistant Vice President of Enrollment Management
B.A., Colgate University; M.A., University of South Carolina

Robert D. Mc Caig (2005)
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Andrea S. Bornstein (1977)
Assistant to the Vice President for Enrollment Management

Lauren Vento Cifelli (2000)
Assistant Vice President of Enrollment Management
B.A., Colgate University; M.A., University of South Carolina

Andrew Amendola (2008)
Admission Counselor
B.A., Monmouth University

Rene Anderko (2009)
Admission Counselor
B.A., Moravian College

Brittany Barton (2009)
Admission Counselor
B.A., Muhlenberg College

Danielle Colbert (2007)
Assistant Director of Special Initiatives
B.A., Lafayette College

Patrick Dorsay (2005)
Associate Director of Undergraduate Admission
B.S., Fairleigh Dickinson University; M.S.Ed., Monmouth University

Amanda Klaus (2009)
Admission Counselor
B.A., Monmouth University

Associate Director of Undergraduate Admission
B.A., Rowan University

Lesbia Marrero (2004)
Assistant Director of Undergraduate Admission
B.A., Inter American University

Christine Benol (1991)
Vice President of Enrollment Management
Director of Enrollment Research and Technical Support
B.A., Monmouth University; M.S.Ed., Monmouth University

Kathleen Dennis (1993)
Enrollment Research Coordinator
B.A., College of Saint Elizabeth

Barbara Groomney (1994)
Director of Admission Processing
B.S., Monmouth University; M.S.Ed., Monmouth University

Jaclyn A. Rizzo (2001)
Assistant Director of Admission Processing
B.A., Kean University

Kevin L. Roane (1993)
Director of Graduate Admission
B.A., State University of New York at Oneonta; M.B.A., Baruch College-Mount Sinai School of Medicine

Terry DeTuro (2006)
Assistant Director of Graduate Admission
B.A., Rider University; M.Ed., University of Virginia

Andrea Thompson (2007)
Graduate Admission Counselor
B.A., Marymount Manhattan College; M.A.T., Monmouth University

Claire Alasio (1997)
Associate Vice President of Enrollment Management/Director of Financial Aid
B.A., Roanoke College; M.A.Ed., Virginia Polytechnic Institute and State University

Kristen Isaksen (1997)
Associate Director of Financial Aid
B.A., Dickinson College; M.S.Ed., Monmouth University

Tabitha Conlan (2001)
Senior Financial Aid Counselor
B.S., Georgian Court College

Sandra Crawford (2008)
Financial Aid Counselor
B.A., Muhlenberg College

Marilyn Dorsay (1985)
Direct Lending Coordinator

Nancy Hanson (1997)
Assistant Director of Financial Aid
B.S., M.B.A., Monmouth University

Robert C. Hennessey (2001)
Assistant Director of Financial Aid
B.S., West Chester University

Sarah Savarese (2001)
Director of Enrollment Publications and Communications
B.A., The College of New Jersey; M.B.A., Monmouth University

Russ Crespolini (2010)
Web Writer
Enrollment Publications and Communications
B.A., Rowan University, M.A., Montclair State University

Lauren Harms (2008)
Communication Design Specialist
B.A., Monmouth University

Assistant Director for Enrollment Publications and Communications
B.A., Seton Hall University

Communication Coordinator for Web Initiatives
B.S., Boston University

Vera Towlie (2008)
Communication Design Specialist
B.A., Georgian Court University

Janine Frederick (2010)
Enrollment Publications and Communications
Assistant Website Developer

ADMINISTRATIVE SERVICES

Patricia Swannack (1975)
Vice President for Administrative Services
B.S., Monmouth University

Kara Sullivan (1998)
Assistant to the Vice President for Administrative Services
A.A.S., Brookdale Community College

Robert Cornero (1996)
Associate Vice President for Campus Planning and Construction
B.E., Stevens Institute of Technology

Lester Hauck (1988)
Director of Facilities Management for Operations
B.S., Monmouth University

Richard Su (1990)
Director of Compliance and Special Event Services
B.A., Monmouth University

Kevin G. Franken, Sr. (2007)
Business Manager
B.A., Towson University, B.S., College of St. Elizabeth; M.S., New Jersey Institute of Technology

Stephen Ruggiero (2008)
Director of Turf and Landscape Management

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**Directories**

Timothy Orr (1996)  
Construction Manager  
B.S., Geneva College

Monica Bottone (1994)  
Assistant to the Directors of Facilities Management and Grant Manager  
B.A., Montclair State University; M.A., New York University

Maureen Coffey (1999)  
Director of HRIS, Employment and Communications  
B.S., M.B.A., Monmouth University

Robyn Salvo (2006)  
Director of Benefits and Training  
B.A., College of New Jersey

Maureen Slendorn (2007)  
Manager of Recruiting and Staffing  
B.S., Georgian Court University

Aimee M. Parks (2000)  
Assistant Director of Human Resources for Student Employment  
B.A., M.A., Monmouth University

Sharon Smith (1996)  
Employee Benefits Administrator

Chief, MUPD  
B.A., Kings College; M.A., Seton Hall University

Kenneth Walker (2002)  
Deputy Chief, MUPD  
B.A., Seton Hall University; MPA, Fairleigh Dickenson University

**ATHLETICS**

Marilyn McNeil (1994)  
Vice President and Director of Athletics  
B.P.E., The University of Calgary; M.A., McGill University, Ed.D.; Washington State University

Terence Archer  
Assistant Football Coach  
B.A., Monmouth University

Courtney Ball (2010)  
Cheerleading Coach  
B.S., Monmouth University

Devin Barry  
Assistant Coach Track  
B.S., Mount St. Mary’s University

James Belanger  
Assistant Coach Baseball  
B.S., University of Louisville

Louie Berndt  
Head Coach Softball  
B.S. Western Michigan, Nicholls State University

Tom Bieber  
Coordinator for Student Development  
B.S., Slippery Rock University

Andy Bobik  
Associate Head Coach Football  
B.A., Colgate

Kevin Callahan (1992)  
Head Coach, Football  
B.A., University at Rochester

Richard Callahan (2011)  
Assistant Coach Men’s Basketball  
B.S., Salem College, M.S., Syracuse University

Reggie Carney (2011)  
Assistant Coach Women’s Basketball  
B.S., Northern Arizona University

Rich Carragher (2001)  
Assistant Athletics Director for Event Management  
B.S., St. Joseph’s University

Jon Cascone (1997)  
Director of Recreation and Intramurals  
B.S., M.A., East Stroudsburg University

Vanessa Christensen  
Assistant Athletics Trainer  
B.S., West Chester University

Joe Compagni (1996)  
Director, Track & Field and Cross Country  
B.A., University of Delaware; M.P.S., University of Delaware, Cornell University

Mickey Cook (2006)  
Head Coach Men’s Tennis  
B.S., Rutgers University

Chris Damian  
Assistant Coach Football/Video Coordinator  
B.A., Monmouth University, M.S. Ed., Wagner College

Gregory Decos (1999)  
Assistant Athletics Director Equipment, Laundry Services

Vincent DeStasio (1992)  
Team Physician  
B.S., Monmouth University; University of Iowa

Marquetta Dickens (2011)  
Assistant Coach Women’s Basketball  
B.S., North Carolina Central University

Jill DiSanti  
Assistant Field Hockey Coach  
B.S., Quinnipiac University

Karen Edson (1969)  
Associate Athletics Director for Business

Jeramy Edwards  
Assistant Football Coach  
B.A. Duke University

Dean Ehehalt (1994)  
Head Coach, Baseball  
B.S.Ed., M.S.Ed, East Carolina University

Sam Ferry (2011)  
Director of Men’s Basketball Operations  
B.S., Vanderbilt University

Carli Figlio  
Head Coach Field Hockey  
B.A., Kent State University

Abe Flores  
Assistant Coach Men’s and Women’s In/Outdoor Track  
B.A. Fine Arts; M.A. Ed., University of Southern California

Brian Gabriel  
Assistant Coach/Recruiting Football  
B.A. Sienna College

Jeff Gallo  
Assistant Coach Football  
B.S., Monmouth University

Brian Hirshblond  
Assistant Coach Men’s and Women’s Track and Field  
B.A., Monmouth University

Mike Iuliucci  
Assistant Equipment Manager & Recreation  
B.A., Robert Morris University

John Jackman (1993)  
Assistant Director of the Fitness Center

Juwan Jackson  
Assistant Coach Football  
B.A., Marist College; M.B.A., Wagner College

Taryn Landers  
Track and Field Operations Coordinator  
B.A., Lafayette University

Maggie Long  
Assistant Coach Field Hockey  
B.A., College of William and Mary

Hugh MacDonald  
Assistant Coach Men’s Soccer  
B.A., Monmouth University

Robert McCourt (2004)  
Head Coach, Men’s Soccer  
B.A., Adelphia University
Sherri McDonald (2002)
Head Coach, Women's Golf
B.A., Pennsylvania State University

Michelle Melia
Assistant Athletics Director for
Student Development
B.A., Rutgers University

David Motisi
Assistant Athletics Trainer
B.S. Quinnipiac University

Patrice Murray (1988)
Head Coach, Women's Tennis
B.A., M.A., Monmouth University

Karl Nonemaker
Assistant Coach Baseball
B.S., Vanderbilt University

Ed Occhipinti (2006)
Athletics Communication Assistant
B.A., M.A., Monmouth University

Keith Olenik (2004)
Assistant Business Manager/
Assistant Recreation Supervisor
B.S., Monmouth University

Doug Padron (2002)
Associate Athletics Director for Sports
Medicine and Health Education
B.S., Towson

Jasmina Palmateer (2011)
Assistant Coach Women's Basketball
B.A., University of Maryland

Jenny Palmateer (2011)
Head Coach Women's Basketball
B.A., North Carolina State University

Derrick Phelps (2011)
Assistant Coach Men's Basketball
B.A., University of North Carolina

Tim Rehm
Assistant Strength and Conditioning
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Professor of Anthropology
Freed Foundation Endowed Chair in Social Science
A.B., Brooklyn College; Ph.D., University of Pittsburgh

Gregory Moehring (2011)
Associate Professor of Chemistry and Chair, Chemistry, Med Tech and Physics
Ph.D., Purdue University

Donald M. Moliver (1982)
Professor of Economics; Dean of the Leon Hess Business School; Pozycyki Endowed Professor of Real Estate
B.A., Fairleigh Dickinson University; M.A., Ph.D., Virginia Polytechnic Institute

John Morano (1988)
Professor of Communication
B.A., Clark University; M.A., Pennsylvania State University

Joseph Mosca (1987)
Associate Professor of Management; Chair of Management and Decision Sciences
B.A., M.A., Montclair State College; Ed.D., New York University

Datta V. Naik (1977)
Professor of Chemistry; Dean of the Graduate School and Continuing Education and Vice Provost
B.Sc., St. Xavier’s College, University of Bombay, Goa, India; Ph.D., University of Notre Dame

Enoch L. Nappen (1960)
Associate Professor of Political Science
B.A., M.A., Rutgers University; Ph.D., New York University

Roy L. Nersesian (1985)
Associate Professor of Management
B.S., Rensselaer Polytechnic Institute; M.B.A., Harvard Business School

Marta Neumann (2009)
Lecturer of Nursing and Health Studies
B.A., M.A. College of Physical Education, Wroclaw, Poland; Ph.D., Academy of Physical Education, Wroclaw, Poland

Bruce Normandia (2000)
Associate Professor of Education
B.S., Seton Hall University; M.A., Montclair State College; Ed.D., Rutgers University

Eleanor M. Novak (1996)
Associate Professor of Communication
B.A., Georgia State University; M.A., Ph.D., University of Pennsylvania

Associate Professor of Psychology; Associate Vice President of Academic Foundations
B.S., M.S., Ph.D., Virginia Commonwealth University

Guy B. Oakes (1968)
Professor of Philosophy and Corporate Values; Kvernland Endowed Chair in Philosophy and Corporate Social Policy
A.B., University of Chicago; Ph.D., Cornell University

Mohammad S. Obaidat (1996)
Professor of Computer Science
B.S.E.E., Aleppo University; M.S.E.E., Ph.D., Ohio State University

Helen O’Brien (2008)
Assistant Professor of Social Work
B.A., Pace University; M.S.W., Columbia University; Ph.D., New York University
Directories

Patrick O'Halloran (2003)
Associate Professor of Economics
B.A., M.A., Ph.D., University of Wisconsin

Michael Palladino (1999)
Associate Professor of Biology; Dean of the School of Science
B.S., The College of New Jersey (Trenton State College); Ph.D., University of Virginia

Emanuel Palsu-Andriescu (2010)
Lecturer of Mathematics
B.S., M.S., Al.I, Cuza University, Romania; Ph.D., Rutgers University

Wai Kong Pang (2008)
Assistant Professor of Mathematics
B.S., Brigham Young University; M.S., Ph.D., Texas Tech University

Tina Paone (2006)
Assistant Professor of Educational Leadership, School Counseling and Special Education
B.A., University of Tampa; M.A.,Ph.D., University of Nevada

Richard Paris (1987)
Associate Professor of English
B.A., University of California at Berkeley; M.A., San Francisco State University; Ph.D., University of California at Berkeley

Katherine Parkin (2003)
Associate Professor of History
B.A., Lake Forest College; Ph.D., Temple University

Abha Sood Patel (2005)
Lecturer of English
B.A., M.A., University of Delhi; Ph.D., Indian Institute of Technology

Joseph N. Patten (2002)
Associate Professor of Political Science, Chair of the Department of Political Science
Director of the Washington Semester
B.A., Kean University; M.A., Ph.D., West Virginia University

David P. Paul III (1998)
Associate Professor of Marketing
B.S., Hampden-Sydney College; D.D.S., Medical College of Virginia; M.B.A., Ph.D., Old Dominion University

David E. Payne (1986)
Associate Professor of Psychology
B.A., University of Mississippi; M.A., M.Phil., Ph.D., Columbia University

Thomas Pearson (1978)
Professor of History; Vice President for Academic Affairs and Provost
B.A., Santa Clara University; M.A., Ph.D., University of North Carolina at Chapel Hill

Karen Pesce (2008)
Lecturer of Biology
B.A., B.S., M.S., Seton Hall University; Ph.D., Rutgers University

Michael Phillips (2007)
Assistant Professor of Communication
B.A., George Mason University; M.A., St. John’s College; Ph.D., University of Maryland

Sue E. Polito (2004)
Specialist Professor of Nursing and Health Studies
B.A., Providence College; M.S.N., Monmouth University

Steven Pressman (1981)
Professor of Economics
B.A., Alfred University; M.S., Syracuse University; Ph.D., New School for Social Research

Bruce Ralli (2007)
Lecturer of Mathematics
B.A., West Virginia University; M.A., Georgian Court University

Ronald L. Reisner (1995)
Associate Professor of Criminal Justice
B.A., Brooklyn College; Ph.D., Columbia University; J.D., Rutgers University School of Law

Benedicte Reyes (2002)
Associate Professor of Economics; Chair of the Department of Economics, Finance and Real Estate
B.A., Ecole Superieure de Commerce de Reims, France; M.B.A., Temple University; Ph.D., Columbia University

Maryanne Rhett (2008)
Assistant Professor of History and Anthropology
B.A., University of South Carolina; M.A., University of Arizona; Ph.D., Washington State University

Dennis Rhoads (1995)
Professor of Biology
B.A., University of Delaware; Ph.D., University of Cincinnati

Nicole Ricciardi (2007)
Assistant Professor of Music and Theatre Arts
B.A., Drew University; M.F.A., Carnegie Mellon University

Michael Richison
Specialist Professor of Art and Design
B.F.A., Calvin College; M.F.A., Cranbrook Academy of Art

Julia Riordan-Goncalves (2007)
Assistant Professor of Foreign Language Studies
B.A., Dickinson College; M.A., ABD, University of North Carolina at Chapel Hill

Joseph Rocereto (2006)
Assistant Professor of Management and Marketing
B.A., Dickinson College; M.B.A., Ph.D., Drexel University

Lynn Andrews Romeo (1994)
Associate Professor of Education; Dean of the School of Education
B.A., Glassboro State College; M.A., Kean College; Ed.D., Rutgers University

Daniela Rosca (1998)
Associate Professor of Software Engineering
M.S., Polytechnic University of Bucharest; Ph.D., Old Dominion University

Stuart Rosenberg (2010)
Associate Professor of Management and Marketing
B.A., Marquette University; M.A., University of Wisconsin-Madison; MBA, Ph.D., Fordham University

Gloria Rotella (2006)
Specialist Professor of Music and Theatre Arts
B.A., M.A., New Jersey City University; M.S., Monmouth University; Ed.D., Rutgers University

Terri Rothman (2001)
Associate Professor of Education
B.A., M.S., Ph.D., State University of New York at Albany

Rebecca Sanford (2004)
Associate Professor of Communication
B.A., University of Pittsburgh; M.A., Monmouth University; Ph.D., Temple University

Saliba Sarsar (1985)
Professor of Political Science; Associate Vice President for Global Initiatives
B.A., Monmouth College; Ph.D., Rutgers University

Paul G. Savoth (1986)
Associate Professor of Accounting and Business Law
B.A., Middlebury College; J.D., Seton Hall University; CPA, New Jersey

Julie Schaaff (2011)
Lecturer, School of Nursing and Health Studies
B.A., Bucknell University; M.A., University of Delaware

Associate Professor of Computer Science
B.A., Columbia University; M.A., University of Chicago; Ph.D., University of Illinois

Karen Schmelzkopf (1998)
Associate Professor of Geography
B.A., M.A., Florida Atlantic University; Ph.D., Pennsylvania State University
Lecturer of Chemistry, Medical Technology and Physics; Clinical Laboratory Sciences and Medical Technology Programs
B.S., Massachusetts Institute of Technology; Ph.D., University of Rochester

Solomon Z. Schuck (1966)
Associate Professor of Psychological Counseling
B.S., City College of New York; Ph.D., New York University

Alan Schwerin (1996)
Associate Professor of Philosophy
B.A., M.A., Rhodes University; Ph.D., Rice University

Patricia Sciscione (2010)
Specialist Professor of Nursing
M.S.N., Kean University

Michelle Ann Scott (2008)
Assistant Professor of Social Work
B.A., Clark University; M.S.W., Ph.D., University of California, Berkeley

Robert E. Scott (2005)
Specialist Professor of Communication
B.A., Monmouth University; M.F.A., University of Miami

Robert Scott, III (2005)
Associate Professor of Economics
B.A., Western State College of Colorado; M.A., Ph.D., University of Missouri

Brion Sever (1998)
Associate Professor of Criminal Justice
B.S., M.S., Ph.D., Florida State University

Lecturer of Communication
B.A., LaSalle University; M.A., University of Maine; Ph.D., Arizona State University

Deanna Shoemaker (2005)
Associate Professor of Communication
B.A., Webster University; M.A., Ph.D., University of Texas at Austin

Linda Silverstein (2006)
Specialist Librarian
A.S., Brookdale Community College; B.A., Monmouth University; M.L.I.S., Drexel University

Eugene S. Simko (1978)
Associate Professor of Management
B.B.A., M.B.A., Temple University; Ph.D., Baruch College of the City University of New York

Kristine Simoes (2001)
Specialist Professor of Communication
B.A., Rowan University; M.A., Rowan University

Maria Simoni (2007)
Lecturer of Foreign Language Studies
M.A., Licio Statale Nola, Italy; Ph.D., Universita di Napoli, Italy

Pasquale Simoni (2005)
Lecturer of Philosophy
Liberal Arts Major, Collegio DeMerode; Ph.D., Universita di Napoli, Italy

Michaela Skiba (2003)
Associate Professor of Management
B.S., M.S., Loyola University; M.S., Boston College; Ed.D., Columbia University

Donald R. Smith (2002)
Associate Professor of Management
B.A., Cornell University; M.S., Columbia University; Ph.D., University of California at Berkeley

Nora Smith (2000)
Associate Professor of Social Work
B.S., M.S., Ph.D., State University of New York at Albany

Professor of Education
B.A., Keen College; M.A., Ed.D., Rutgers University

Janice Stapley (1999)
Associate Professor of Psychology; Chair of the Department of Psychology
B.A., Russell Sage College; M.S.; Ph.D., Rutgers University

Sharon W. Stark (1996)
Associate Professor of Nursing; Associate Dean of the School of Nursing
B.S., Thomas Edison State College; M.S.N., Rutgers University; Ph.D., Widener University

Sue Starke (2000)
Associate Professor of English; Chair of the Department of English
B.A., Wellesley College; Ph.D., Rutgers University

Lilly Steiner (2010)
Assistant Professor of Educational Leadership, School Counseling and Special Education
B.A., University of Wisconsin; M.A., University of North Dakota; Ed.D., Boston University

Douglas Stives (2006)
Specialist Professor of Accounting; Director of the M.B.A. Program
B.S., M.B.A., Lehigh University

David Strohmert (1996)
Professor of Psychology; Associate Vice President for Academic and Instructional Assessment
B.A., Dickinson College; M.A., Ph.D., Temple University

Kenneth R. Stunkel (1965)
Professor of History
B.A., M.A., Ph.D., University of Maryland

Carolyn Supplee (2005)
Assistant Professor of Chemistry
B.A., Goucher College; M.S., Ph.D., The Ohio State University

Don R. Swanson (1995)
Professor of Communication and Chair of the Department of Philosophy, Religion, and Interdisciplinary Studies
B.A., Augustana College; M.A., University of Montana; Ed.D., University of Northern Colorado

G. Boyd Swartz (1966)
Professor of Mathematics
B.S.E.E., M.S.E.E., Lehigh University; M.S., Ph.D., New York University

Mary E. Swigonski (1997)
Associate Professor of Social Work
B.A., Allentown College of St. Francis de Sales; M.S.W., Marywood College; Ph.D., Rutgers University

Lecturer of Chemistry
M.S., Technical University of Warsaw; M.S., University of Rochester; Ph.D., Rutgers University

Claude Taylor (2005)
Lecturer of Communication
B.A., M.A., West Chester University

Associate Professor of Software Engineering
B.S., M.S., Ph.D., University of Texas at Dallas

David J. Tietge (2002)
Associate Professor of English
B.A., University of North Iowa; M.A., Indiana State University; Ph.D., South Illinois University at Carbondale

Tsanangurayi Tongesayi (2006)
Assistant Professor of Chemistry, Medical Technology and Physics
B.S., M.S., University of Zimbabwe; Ph.D., West Virginia University

David Trpold (2002)
Associate Professor of Music, Chair of the Department of Music and Theatre Arts
B.M., M.M., Westminster Choir College of Rider University; Ph.D., Drew University

Mary Ann Trolano (2001)
Assistant Professor of Nursing and Health Studies
B.S.N., Long Island University; M.S.N., Wagner College
Directories

Frances K. Trotman (1995)
Professor of Psychological Counseling
B.A., City College; M.S.Ed., City
University; M.Phil., Ph.D., Columbia
University

Nancy Uddin (1999)
Associate Professor of Accounting
B.A., William Paterson University; Ph.D.,
Rutgers University

Laura Valenzuela (2007)
Lecturer of Foreign Language Studies
B.A., Kean University, M.A., University de
Salamanca, Spain

Jack M. Van Arsdale (1965)
Associate Professor of Software Engineering
B.S., Monmouth College; M.S.E.E.,
Polytechnic Institute of Brooklyn

Michelle Van Volkom (2007)
Lecturer of Psychology
B.A., Seton Hall University, M.A.; Ph.D.,
State University of New York at Albany

Dorothy Varygiannes (2007)
Lecturer of Education
B.A., New Jersey City University; M.A.,
Montclair State University; Ed.D., Seton
Hall University

Richard Veit (2000)
Associate Professor of Anthropology and
Director of the Center for Excellence in
Teaching and Learning
B.A., Drew University; M.A., College of
William and Mary; Ph.D., University of
Pennsylvania

Lisa Vetere (2005)
Associate Professor of English
B.A., Siena College; M.A., St.
Bonaventure University; Ph.D., Lehigh
University

Marina Vujnovic (2008)
Assistant Professor of Communication
B.A., University of Zagreb, M.A.,
University of Northern Iowa; Ph.D.,
University of Iowa

Associate Professor of Software
Engineering; Chair of the Department of
Computer Science and Software
Engineering
B.S., Jiangsu University of Science and
Technology; M.S.; Ph.D., Nanjing
University of Science and Technology

Kelly Ward (1999)
Associate Professor of Social Work
B.S., Eastern Michigan University; B.S.W.,
Rutgers University; Ph.D., Fordham
University

Michael Waters (2008)
Professor of English
B.A., M.A., State University of New York;
M.F.A., University of Iowa; Ph.D., Ohio
University

Sherry Wien (2001)
Associate Professor of Communication
B.A., Lynchburg College; M.A., Penn State
University; Ph.D., Rutgers University

Hettie Williams (2007)
Lecturer of History
B.A., Rowan University; M.A., Monmouth
University

Charles Willow (2004)
Associate Professor of Management
B.S., Hanyang University; M.S., Hanyang
University; M.S., Texas A&M University;
Ph.D., University of Houston

Chiu-Yin (Cathy) Wong (2011)
Assistant Professor of Curriculum and
Instruction
B.A., Brigham Young University; M.A.,
Ph.D., Texas Tech University

George Wurzbach (2009)
Specialist Professor of Music and Theatre
Arts
B.A., Brooklyn College CUNY; M.A.,
Hunter College CUNY

Cui Yu (2002)
Associate Professor of Computer Science
B.S., Nanjing University of Aeronautics &
Astronautics; Ph.D., National University
of Singapore, Singapore

Minna Yu (2010)
Assistant Professor of Accounting
B.A., M.S., Dongbei University, China;
Ph.D., Kent State University

Ronald Zhao (2002)
Associate Professor of Accounting
B.A., Fudan University, China; M.A.,
Shanghai Foreign Language Institute,
China; M.B.A., Yale School of
Management; Ph.D., Texas Tech
University

Jing Zhou (2004)
Associate Professor of Art
B.A., Sichuan Fine Arts Institute; M.F.A.,
Georgia Southern University
Monmouth University
Academic Calendar

FALL SEMESTER 2011

September 2011
End of Continuing Registration ......................................................... Wednesday, August 31, 2011
CLASSES BEGIN (8:30 A.M.) .......................................................... Tuesday, September 6, 2011
Leave of Absence Deadline ......................................................... Tuesday, September 13, 2011
Opening Convocation ................................................................... Wednesday, September 14, 2011

October 2011
Last Day to Withdraw from Pattern “A” Sessions ......................... Monday, October 3, 2011
Founders’ Day Convocation .......................................................... Wednesday, October 12, 2011
Fall Holiday; No Friday Classes ..................................................... Friday, October 14, 2011
Pattern “A” Classes End ............................................................... Monday, October 24, 2011
Pattern “B” Classes Begin .............................................................. Tuesday, October 25, 2011
Undergraduate Midterm Grades Due in
Office of Registration and Records* ........................................... Tuesday, October 25, 2011

November 2011
Deadline to submit graduation applications for
January 2012 Graduation ............................................................... Tuesday, November 1, 2011
Last Day to Withdraw with “W” Grade
(not “A” or “B” pattern classes) ....................................................... Tuesday, November 8, 2011
Last Day to submit substitutions and/or waivers
for January 2012 Graduation ........................................................ Tuesday, November 15, 2011
Thursday Classes Meet on Tuesday, Nov. 22 ................................ Tuesday, November 22, 2011
Friday Classes Meet on Wednesday, Nov. 23 ............................... Wednesday, November 23, 2011
Thanksgiving Recess ............................................................. Thursday–Friday, November 24-25, 2011
Last Day to Withdraw from Pattern “B” Classes ......................... Monday, November 21, 2011

December 2011
Pattern “B” Classes End ................................................................. Wednesday, December 14, 2011
Friday Classes Meet; follow Friday Schedule ................................ Thursday, December 15, 2011
Non-Weekend Classes End .......................................................... Thursday, December 15, 2011
Final Examination Period ......................................................... Friday–Wednesday, December 16-21, 2011
Final Grades Due 6 A.M.* .............................................................. Tuesday, December 27, 2011

* Grades will be posted on WEBstudent approximately 2 days after the Office of Registration and Records has received all grades.
**SPRING SEMESTER 2012**

**January 2012**
- End of Continuing Registration .............................................. Thursday, January 12, 2012
- COMMENCEMENT ........................................................................... Friday, January 13, 2012
- Martin Luther King Holiday ....................................................... Monday, January 16, 2012
- CLASSES BEGIN 8:30 A.M ......................................................... Tuesday, January 17, 2012
- Late Registration or Program Changes ..................................... Tuesday–Tuesday, January 17–24, 2012
- Leave of Absence Deadline ....................................................... Tuesday, January 24, 2012

**February 2012**
- Last Day to Withdraw from Pattern “A” Classes ..................... Monday, February 13, 2012

**March 2012**
- Graduation Applications due for May 2012 ............................. Thursday, March 1, 2012
- Pattern “A” Classes End ............................................................. Monday, March 5, 2012
- Pattern “B” Classes Begin .......................................................... Tuesday, March 6, 2012
- Spring Recess ............................................................................... Saturday–Friday, March 10–16, 2012
- Undergraduate Midterm Grades Due in Office of Registration and Records* ........................................... Tuesday, March 13, 2012
- Last Day to Withdraw with “W” Grade (not pattern “A” or “B” classes) .................................................. Monday, March 26, 2012

**April 2012**
- Academic Advising and Priority/Early Registration for Summer, Fall and Spring ..................................... Thursday–Friday, March 29–April 13, 2012
- Last Day to Withdraw from Pattern “B” Classes ...................... Monday, April 9, 2012
- Last day to submit substitutions and/or waivers For May 2012 graduation ...................................................... Sunday, April 15, 2012

**May 2012**
- Reading Day .............................................................................. Tuesday, May 1, 2012
- Final Examination Period .......................................................... Wednesday–Monday, May 2–7, 2012
- Grades Due 10 P.M ................................................................. Wednesday, May 9, 2012
- COMMENCEMENT ................................................................. Wednesday, May 16, 2012

**June 2012**
- Graduation Applications due for July 2012 ................................. Friday, June 15, 2012

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* Grades will be posted on WEBstudent approximately 2 days after the Office of Registration and Records has received all grades.
Directions

1. **From the Garden State Parkway:** Take Exit 105. The Parkway offramp leads directly onto Route 36 East. Continue on Route 36 East approximately three miles to Route 71 South. Go approximately one mile and Route 71 will fork left and become Cedar Avenue. Enter the campus through the Norwood Avenue entrance.

2. **From the NJ Turnpike:** From the South, take Turnpike North to Exit 7A. After the toll plaza, take I-195 East to Shore Points. Approaching Belmar, I-195 becomes NJ Route 138. After crossing the Garden State Parkway, exit right to NJ Route 18 North, marked Eatontown. Take the Deal Road exit and drive east to the intersection at Monmouth Road. Turn left and proceed to the third traffic light, which is Cedar Avenue. Turn right onto Cedar (also labeled NJ Route 71 South) and follow to campus. Enter the campus through the Norwood Avenue entrance.

3. **From the NJ Turnpike:** From the North, take Turnpike South to Exit 11 (Garden State Parkway South), Take Exit 105 as outlined in #1 above.

4. **From Trenton and Points West:** Take I-195 East, and follow instructions outlined in #2 above.

5. **From Freehold area:** Take US Route 9 South to I-195 East. Follow instructions outlined in #2 above.
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 2011. 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. Emphasis on the causal processes underlying the development of these societies.
Course Type(s): none

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

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

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

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

Course Type(s): none

AN 540 Cr. 3.0
Psychological Anthropology
An introduction to the subfield of psychological anthropology. Research and inquiry in psychological anthropology is rooted in two traditions. The first is culture and personality which is aligned with psychoanalytical thought; the second is cognitive anthropology which emphasizes cultural models of thought. A fundamental pursuit in psychological anthropology is the relationship between culture, behavior, and thought. Psychological anthropology seeks to understand the relationship between individual and sociocultural phenomena—between polar extremes such as personality and mind and society and culture. Explores how culture and psyche affect each other. Topics include: theoretical frameworks; culture and personality, human development, emotion, self, and mental illness.

Course Type(s): none

AN 542 Cr. 3.0
Economic Anthropology
Examines human systems of production, distribution and consumption around the world—in short, cross-cultural economics. We consider how various economic systems differ from market capitalism, and therefore also analyze how capitalism itself operates on its periphery. We analyze the processes through which markets and money spread throughout the world, as well as their (often violent) interaction with local economic systems. As such, this inquiry raised fundamental questions about social inequality that we explore throughout the course, such as: Why are some people poor and others rich? How do people in different contexts understand these differences? How do economic disparities affect human desire, value, morality, and choice?

Course Type(s): none

AN 562 Cr. 3.0
History of Maps and Mapping
Students will study the historical developments in cartographic technique, the development of mapping in different parts of the world, and the future of mapping in the computer age. Students will focus on the ways the events and ideology of a time period influence maps and mapping, and how in turn mapping influences history and ideology. Also listed as History 562.

Course Type(s): none

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

Also listed as History 572.

Course Type(s): HSEU, HSWLD

AN 575 Cr. 3.0
Civilizations of the Andes
A survey of Andean history from the beginning of human settlement through the Inca Empire and the Spanish conquest to contemporary peasant society. The evolution and nature of pre-Columbian civilizations, focusing on Chavin, Paracas-Nazca, Huari-Tiahuanaco, Chimor, and the Inca; the social and political organization of the Inca empire; the Spanish conquest and its impact on native culture; contemporary social changes; and rural migration and the transformation of contemporary Andean society. Theoretical exploration of the developmental trajectory of Andean civilization.

Also listed as History 575.

Course Type(s): HSNW, HSWLD

AN 585 Cr. 3.0
Seminar in African History
Analysis and appraisal of colonialism in Africa, reflecting on the political, economic, and sociocultural transformations, which occurred in Africa between 1880 and 1960. Also listed as History 585.

Course Type(s): HSNW

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 conse-
quences of the Spanish and Portuguese conquests within
the Americas through an intensive discussion of the
establishment of colonial societies in the sixteenth cen-
tury. Also will examine how the pre-Columbian 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 fif-
teenth century. Transformations resulting from transat-

tlantic 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 con-
temporary 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, agen-
cies, 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

ART AND DESIGN

AR 505 Cr. 3.0
Images of Contemporary Culture
A study of the major forms of artistic expression in con-
temporary culture; their backgrounds in tradition; the inter-
relationships 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 nine-
teenth 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.
BIOLOGY

BY 502
Technology and Human Biology
Cr. 3.0
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
Evolution
Cr. 3.0
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): LA

BY 521
Pathophysiology and Histology
Cr. 3.0
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

BUSINESS

BU 588
Business Practice and Experience
Cr. 1.0
Provides the opportunity for MBA graduate students to obtain related experience in employment at a local com-
pany 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**

**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**

**Business Income Tax**
Advanced topics in corporate taxation, including corporate organizations, distributions, liquidations, reorganizations, and international and multistate operations; advanced topics in partnership taxation, including formation, basis, distribution, loss limitations, sale of an interest; and exempt organizations.

Prerequisite: Accounting 503.

Course Type(s): none

**BA 512**

**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**

**Advanced Accounting Practice**
Covers an analytical approach to accounting and financial reporting when (1) two or more companies are involved, and (2) recording and reporting of transactions involving exchange of U.S. dollars and foreign currencies. Provides an introduction to accounting for government and non-profit organizations.

Prerequisite: Accounting 503.

Course Type(s): none

**BA 525**

**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**

**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**

**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**

**Management Control Systems**
Focus on management control systems, which are processes intended to help implement strategies. Includes discussion and critical examination of concepts, text, and cases designed to allow students to gain knowledge, insights, and analytical skills related to how a firm’s manager would go about designing and using planning and control systems to implement a firm’s strategies.

Prerequisite: Accounting 541.

Course Type(s): none

**BA 555**

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

BE 599 Cr. 3.0  
**Business Research**  
Independent research in business administration in an area not substantially treated in a regular course offering, under the supervision of a Business Administration faculty member; written evaluation of the research required.  
Prerequisite: Prior permission of the directing professor and department chair.  
Course Type(s): none
BUSINESS - FINANCE

BF 511 Cr. 3.0
Business Finance
Principles and techniques of financial analysis: financial planning and control, profit planning and management, capital budgeting, working capital management, financial structure, and the cost of capital; valuation theory and dividend policy.
Prerequisites: Accounting 503, Management 506, and Economics 501.
Course Type(s): none

BF 517 Cr. 3.0
Financial Institutions and Markets
Study of the theory, nature, and environment of financial institutions and markets of the United States, especially as it relates to activities of the federal government and Federal Reserve System. It includes: financial intermediaries, the central and commercial banking systems, the determination of the money supply and interest rates, and an introduction to international financial activities.
Prerequisites: Economics 501 and Finance 511.
Course Type(s): MBA.E

BF 522 Cr. 3.0
Corporate Finance
Review and reinforce concepts and techniques of financial management learned in earlier course work and, in addition, demonstrate the application of these tools to real-world situations through the utilization of case studies. The emphasis will be on valuation analysis. Students will learn to develop analytical and case presentation skills that are essential attributes for a successful corporate career. Consequently, considerable weight will be placed on verbal and written communication skills as evidenced in the case presentations and analyses. Readings are supplemented from academic and professional journals.
Prerequisite: Finance 511.
Course Type(s): MBA.E

BF 523 Cr. 3.0
Investments
Security analysis and portfolio selection and evaluation techniques and models dealing with risk-reward relationships. Individual, as well as corporate investment and financing decisions under uncertainty, are dealt with.
Prerequisite: Finance 511.
Course Type(s): none

BF 525 Cr. 3.0
Real Estate Analysis
Real estate financing and appraising. Examination of personal and corporate real estate portfolio strategies. The analysis of specific types of real properties are reviewed. This includes: single-family homes, apartment houses, condominiums, shopping centers, and office and industrial buildings. Also listed as Real Estate 525.
Prerequisite: Finance 511 or equivalent.
Course Type(s): none

BF 535 Cr. 3.0
International Finance
Explores corporate financing and investment decisions in an international context. A variety of frameworks and tools are studied, such as the balance of payments accounts, as well as the theories of interest rate and purchasing power parity. Emphasis is given to the identification and management of foreign-exchange risk associated with the operations of multinational firms, as compared to single-nation firms.
Prerequisite: Finance 511 or equivalent.
Course Type(s): MBA.E, MBA.I

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

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

BUSINESS – HEALTH CARE MANAGEMENT

BH 571 Cr. 3.0
Introduction to the United States Health Care System
An overview of the U.S. health care delivery system, including the history, development, and description of the component parts involved in providing health care services. Taught from a sociological perspective, course
emphasis is placed upon factors such as need, demand, quality, cost of care, distribution, and supply of manpower and physical resources. Also explored are the relationships of health care delivery to consumers, providers, financiers, regulators, and other health care stakeholders. Prerequisite: Completion or waiver of at least three of the six MBA core courses.

Course Type(s): none

**BH 572**  
**Cr. 3.0**  
**Health Care Economics**  
Application of the tools of economics to issues of the organization, delivery, and financing of health care. Topics include: economic concepts relevant to health care, the system of health care financing and delivery arrangements in the U.S., the role of economic factors in the development of health and health care public policy, and a base for analyzing the implications of changes in health policy. Prerequisite: Economics 501.

Course Type(s): none

**BH 573**  
**Cr. 3.0**  
**Management of Health Care Organizations**  
Investigates the evolving management structures of health and health care-related organizations. In addition, the structure of managed care is investigated. The course integrates the changing provider organizations, regulatory, and quality assurance agencies and how they are affected by evolving, managed care reimbursement. Prerequisites: Health Care Management 571 and Management 502.

Course Type(s): none

**BH 574**  
**Cr. 3.0**  
**Seminar in Health Care Management**  
The capstone in health care concentration, materials contained in previous courses, as well as skills taught in general business courses, are incorporated into a unified examination of critical issues facing the health care services environment. Concentrates on the major events driving health management: the consolidation of individual stakeholders into integrated health delivery systems. Current efforts by these stakeholders are included as well, as a tool to reinforce class material. Prerequisites: Health Care Management 571, 572, 573, and Finance 511.

Course Type(s): none

**BH 575**  
**Cr. 3.0**  
**Health Care Management Residency**  
Applies the health care and business course material into the health care practitioner work setting. The goal is to unify the academic and conceptual with the pragmatism of the work experience. A residency is completed within a health care or health-related setting, such as a hospital, long-term care facility, or other health care setting, such as managed care organizations. The residency is composed of 400 hours of on-the-job responsibility under the directorship of a practicing health care manager. Students with extensive health experience may substitute an independent study for the residency. Prerequisites: Health Care Management 571, 572, and 573.

Course Type(s): none

**BH 599**  
**Cr. 3.0**  
**Independent Study in Health Care Management**  
Independent research in health care management in an area not substantially treated in a regular course offering, under the supervision of a Business Administration faculty member with the permission of the Program Director. Prerequisites: Health Care Management 571, 572, and 573.

Course Type(s): none

**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. Also listed as Marketing 521. 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 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**
*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**
*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**
*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**
*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**
*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**
*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 521**
*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. Also listed as Management 521.  
Prerequisites: Management 502 and Marketing 509.  
Course Type(s): none

**BK 533**
*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**
*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**
*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
Appendix A: Course Descriptions

**BK 540**  
**Consumer Behavior**  
Cr. 3.0  
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**  
**Advertising and Media Management**  
Cr. 3.0  
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 non-media 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**  
**Special Topics in Marketing**  
Cr. 3.0  
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**  
**Business Research**  
Cr. 3.0  
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**  
**Real Estate Law**  
Cr. 3.0  
Students will be introduced to the legal issues in the ownership, transfer, and development of real property. Course Type(s): none

**BR 525**  
**Real Estate Analysis**  
Cr. 3.0  
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**  
**Real Estate Finance, Investment, and Tax**  
Cr. 3.0  
Designed to introduce students to the world of real-estate finance, including debt and equity issues and securitization. Course Type(s): none

**BR 530**  
**Real Estate Lease and Negotiations**  
Cr. 3.0  
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**  
**Regulation and Real Estate Development Process**  
Cr. 3.0  
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**  
**Special Topics in Real Estate**  
Cr. 1.0–3.0  
Subject matter varies according to the interest of the students and the professor. The exact nature of the topic covered is indicated in the student’s permanent record. Course Type(s): none

**BR 599**  
**Independent Study in Real Estate**  
Cr. 3.0  
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, LA

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): LA

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): LA

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): LA

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): LA

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): LA, 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): LA, 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): none

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

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

CO 523 Cr. 3.0
Persuasion, Social Influence
A study of the historical and contemporary theoretical approaches and empirical research in the persuasive process. An examination of how information diffuses throughout and affects a socio-cultural system. Attention focused on the emergence, maintenance, and change of attitudes and values. Case study analysis and practicum in social marketing.
Prerequisite: Communication 503.
Course Type(s): LA

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

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

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

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

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

**CO 532 Cr. 3.0**
**Global Media and New Technologies**
An examination of the interlinked world of international mass media systems and media technologies; how societies and nations are both connected and divided by communication methods, technologies, national and international policies, and cultural expression. Students will examine the variety of models of electronic media around the globe and investigate the influence of national and international policy decisions on sovereign nations and indigenous culture, particularly in light of the constant advances of emerging media technologies.
Prerequisite: Communication 503.
Course Type(s): LA

**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

**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.

**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.

**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.

**CO 599 Cr. 3.0**

*Independent Study in Communication*

Guided research in selected topics in Communication.

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

**CO 691 Cr. 3.0**

*Communication Thesis Proposal*

A two-semester sequence of an independent research study in consultation with a faculty thesis advisor. In this first semester, the student will select an area of communication research and develop a thesis proposal. The completed ten to fifteen-page proposal will include a research question or hypothesis, rationale for study, literature review, methodology, and (if applicable) approval from the Institutional Review Board for research involving human participants.

Prerequisites: Communication 501, 502, 503 and completion of nine graduate level communication credits (or approved equivalent), and permission of the faculty thesis advisor.

**CO 692 Cr. 3.0**

*Communication Thesis II*

A two-semester sequence of an independent research study in consultation with a faculty thesis advisor. In the second semester, the student will complete work to execute the thesis proposal from Communication 691. The completed twenty-five to thirty-page thesis will include a research question or hypothesis, rationale for study, literature review, methodology, results, discussion, conclusion, complete bibliography, and appropriate appendices. Upon completion of the study, the student is required to defend the thesis before a faculty committee and to make a presentation in Communication COL, Graduate Colloquium.

Prerequisite: Communication 691.

**CO 693 Cr. 3.0**

*Communication Project Proposal*

A two-semester sequence of an independent professional project in consultation with a faculty project advisor. In the first semester, the student will review relevant trade and scholarly literature and conduct research leading to the development of a project proposal. The student must receive approval of the project advisor based on a demonstration of his or her pre-existing competence with media message construction.

Prerequisites: Communication 501, 502, 503 and completion of nine graduate level communication credits.

**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.
Appendix A: Course Descriptions

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
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 objected-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 MS program in Computer Science.
Course Type(s): none

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

CS 514 Cr. 3.0
*Networks*
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 PCs or mobile devices.
Prerequisite: Computer Science 503 passed with a grade of B- or higher.
Course Type(s): none

CS 530 Cr. 3.0

Knowledge-Based Systems
Fundamental techniques in building knowledge-based systems using logic programming technology; applications of knowledge-based systems; prolog programming techniques; using advanced Prolog programming 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 Cr. 3.0

Compiler Design
The major techniques used in compiler writing, lexical analysis, syntax analysis, storage management, error detection and recovery, and code generation. Tools for compiler writing (LEX, YACC, etc.).
Prerequisite: Computer Science 512, passed with a grade of B- or higher.
Course Type(s): none
CS 533  Cr. 3.0
Database System Implementation
DBMS architecture, data storage and indexing, query processing and optimization, transaction management and recovery, and some issues related to advanced database applications.
Prerequisites: Computer Science 502 and 503, both passed with a grade of B- or higher.
Course Type(s): none

CS 535  Cr. 3.0
Telecommunications
In-depth coverage of the lower layers of the network hierarchy: Physical layer, Data Link layer, Network layer, and Transport layer.
Prerequisites: Computer Science 502, 505, and 514, all passed with a grade of B- or higher.
Course Type(s): none

CS 537  Cr. 3.0
Client-Server Interfaces
Design of client-server systems. This is a project-dominated course. Students from the AI stream will design and implement a distributed client-server system for some AI application, while students from the COMPUTER NETWORKS stream will be more involved in Transport layer issues. Coverage of the higher layers of the network hierarchy: Transport layer, Session layer, and Application layer. Programming with TCP and UDP.
Prerequisites: Computer Science 505, 509, and 514, all passed with a grade of B- or higher.
Course Type(s): none

CS 540  Cr. 3.0
Model Building and Algorithms
Solving real-world problems requires skills in model-building, model-selection, and the application of appropriate algorithms. The applicable field of knowledge is basically Operations Research (OR). We discuss optimization (linear/integer programming, branch and bound, game theory), network and queuing models, and algorithms that may be applied in the solution of many practical problems arising, for example, in business, government, and private settings.
Prerequisites: Computer Science 502, 503, and 514, all passed with a grade of B- or higher.
Course Type(s): none

CS 545  Cr. 3.0
Graphics
Drawing with a graphics kernel, 2D and 3D transformations, view transformation, area filling, line and polygon clipping, hidden surface algorithms, curves and surfaces, Gouraud and Phong shading, pattern and texture mapping, fractals, and rendering using a ray-tracer.
Prerequisite: Computer Science 509, passed with a grade of B- or higher.
Course Type(s): none

CS 550  Cr. 3.0
Computer System Architecture
Computer system interconnection structures, central processing unit, control unit, microprogrammed control, memory organization, cache and virtual memory, computer arithmetic, RISC processors, introduction to parallel processing, and case studies.
Prerequisites: Computer Science 502 and 503, both passed with a grade of B- or higher.
Course Type(s): none

CS 551  Cr. 3.0
Parallel Processing
Parallel computer paradigms, parallel processing application, conditions of parallelism, scalable computer platforms, parallelism issues, performance metrics and benchmarking, speedup performance laws for parallel systems, parallel memory organization, interconnection networks, multiprocessing and multiprocessors, multicomputers, massively parallel systems, mapping applications to parallel systems, and case studies.
Prerequisite: Computer Science 550, passed with a grade of B- or higher.
Course Type(s): none

CS 560  Cr. 3.0
Master's Seminar
Emphasis on preparation, analysis, synthesis, and presentation of software system documentation, project progress reports, and technical papers based on literature research.
Prerequisite: Completion of twenty-one credits toward the MS degree, including four core courses, or permission of the instructor.
Course Type(s): none

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

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

**CS 618**  
**Cr. 3.0**  
**Data Mining**  
An introduction to the fundamental concepts, algorithms, and techniques of data mining. Topics include: data preprocessing, classification algorithms and techniques, anomaly detection, and the design of data warehousing and OLAP systems.  
Prerequisites: Computer Science 517, 520, and 533, all 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 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
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):

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
Appendix A: Course Descriptions

CJ 515
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
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
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
Evaluation Strategies for Criminal Justice
Formulation of research problems and hypotheses; quantitative research designs; data collection strategies; data analysis methods.
Course Type(s): LA

CJ 540
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.
Course Type(s): none

CJ 542
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
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
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
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
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
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
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 patholo¬gy 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): LA

CJ 598 Cr. 1.0–3.0

Special Topics in Criminal Justice
Subject matter varies with the interest of the students and the professor. The exact nature of the topic covered in any given semester is indicated in the student’s transcript. Permission of the program director is required.
Course Type(s): none

CJ 599 Cr. 3.0

Independent Study in Criminal Justice
Development and execution of a relevant reading and research project leading to significant written work designed by the student in consultation with the professor. The subject chosen for study should be related with any area of Criminal Justice of special interest for the student. Students applying for this course must demonstrate their knowledge of research techniques and their abilities to apply them to the specific area of studies chosen. It is also required that the student should be able to present the results of his/her research in appropriate written and oral form.
Course Type(s): none

CJ 610 Cr. 3.0

Introduction to Homeland Security: Principles and Policies
Overview of homeland security basic management con-
cepts, issues contributing to terrorist acts, and critical analysis of terrorist activities.
Course Type(s): none

**CJ 615**  
**Terrorism: Crisis and Trauma**  
Cr. 3.0  
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**  
Cr. 3.0  
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**  
Cr. 3.0  
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**  
Cr. 3.0  
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**  
Cr. 3.0  
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**  
Cr. 3.0  
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**  
Cr. 3.0  
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**  
Cr. 3.0  
Independent investigation of special topics reflecting the research interests of the sponsoring professor.  
Prerequisites: Criminal Justice 502, 525, 530, and 542.
Appendix A: Course Descriptions

Corequisite: Criminal Justice 535.
Course Type(s): none

CJ 692  Cr. 3.0
Criminal Justice Thesis II
Independent investigation of special topics reflecting the research interests of the sponsoring professor.
Prerequisite: Criminal Justice 691.
Course Type(s): none

CJ CPE  Cr. 0.0
Comprehensive Exam
Criminal Justice Comprehensive Exam
Course Type(s): none

EDUCATION – CURRICULUM AND INSTRUCTION

ED 507  Cr. 3.0
Issues and Problems in Education
Major issues and problems affecting education are presented with historical perspectives for understanding the context in which these concerns arose.
Course Type(s): none

ED 510  Cr. 3.0
Foundations of Education
An introduction to education in the United States. Principles and practice for instructional delivery are presented. The history of education and philosophical, political, psychological, and social perspectives related to educational practice are explored. Contemporary issues and controversies in American education are highlighted. Fieldwork hours required for Education majors.
Course Type(s): none

ED 524  Cr. 3.0
Research in Teaching Practice
Research in education related to contemporary teaching practice will be emphasized. Introduction to qualitative and quantitative approaches from different theoretical perspectives is presented. Content will include: literature reviews, analysis and implication of existing research, classroom observation skills, and the role of the teacher as reflective practitioner. For Education majors only.
Course Type(s): MAT

ED 528  Cr. 3.0
Middle Level Learning and Teaching
The candidate will examine aspects of middle-level schooling that are responsive to the nature and needs of adolescents. The candidate will apply knowledge of adolescents' cognitive and affective development to design learning environments and to structure and implement learning experiences that effectively promote academic achievement and personal growth for all middle-grade students. Four days of fieldwork is required over the course of the term.
Prerequisites: Education 510 and 550.
Course Type(s): none

ED 529  Cr. 3.0
Content Literacy
Focuses on theory, methods, strategies, and materials for teaching literacy in all content areas, with an emphasis at the secondary level of education. The use of literature in all content areas will be explored, leading to a better understanding of the interdisciplinary approach to learning at the secondary level. Fieldwork hours are required.
Course Type(s): none

ED 533  Cr. 3.0
Contemporary Issues in Science Education
Examines current topics of special interest in science content and curriculum to a variety of students. Can be designed individually, based on strengths of students and their interest in personal professional development in an area of concentration in science curriculum. Valuable for practicing teachers at the elementary, middle, or high school level and/or those who wish to learn more about science teaching and content.
Course Type(s): none

ED 537  Cr. 3.0
Science and Society in the Twenty-First Century
Examines the developments in science knowledge and their impact on society over the last century and predicts changes that might occur in the twenty-first century. We are the only species on earth that has the power to change our environment and the ability to comprehend the universe. Students will explore major scientific advances over the past 100 years and the resulting problems that these advances have wrought. Valuable for practicing teachers at the elementary, middle, or high school level and/or those who wish to learn more about the history and sociology of science.
Course Type(s): none

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

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

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

ED 556 Cr. 3.0
Teaching Elementary Mathematics
Provides elementary teacher candidates with a modern vision of elementary mathematics and beyond. Candidates will learn to create a math classroom where students of diverse backgrounds and abilities can construct a conceptual as well as a procedural understanding of mathematics. Four days of fieldwork are required over the course of the term.
Prerequisites: Education 510, 550, and 552.
Course Type(s): none

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

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

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

ED 564 Cr. 3.0
Preparing for School Mathematics: Secondary
Provides secondary-mathematics teacher candidates with knowledge for teaching secondary mathematics. Candidates will learn to create a math classroom where students of diverse backgrounds and abilities can construct a conceptual, as well as a procedural, understanding of mathematics. Four days of fieldwork required over the course of the term.
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. Four days of fieldwork is required over the course of the term. 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. Four days of fieldwork required over the course of the term. 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 MAT students at the secondary level. Provides active learning of science concepts through various inquiry activities. Following the learning theories that have produced both the National Science Education Standards and the New Jersey Core Curriculum Content Standards for science, this course will utilize projects, cases, and problems in real-world settings using a diversity of instructional methods and strategies to provide each student with the opportunity to learn how to teach inquiry and problem solving across the sciences. Designed for those with a strong background in science. Four days of fieldwork is required over the course of the term. 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. Four days of fieldwork is required over the course of the term. 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. Four days of fieldwork is required over the course of the term. 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. Four days of fieldwork is required over the course of the term. Prerequisites: Education 510, 550, and 552.
Course Type(s): none

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

ED 582 Cr. 3.0
World Language Education
Issues and practices in world language education. Four days of fieldwork is required over the course of the term. 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 either Liberal Arts 580 or English 563.
Course Type(s): MAT

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

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

ED 586 Cr. 3.0
Bilingual Education: Theories and Practices
Emphasis on teaching content in bilingual/bicultural education, an understanding of bilingual development, and available dual language program models for language and literacy development. How bilingual/bicultural programs based on community needs can be developed, implemented, and assessed will be explored with the embedded theories and research studies in bilingual/bicultural education carefully examined. Twenty hours of field work is included.

ED 587 Cr. 3.0
Integrated Methods in K-12 Education
In-depth understanding and application of curriculum and instruction in K-12 education. Thirty hours of fieldwork is required for candidates.
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 cooperating 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 cooperating teacher, student teacher candidates assume full responsibility for lesson planning and teaching.
Prerequisites: Passing score on the appropriate Praxis test(s) prior to registration and completion of all coursework. Permission of the MAT Director is required to register.
Course Type(s): none

ED 596 Cr. 3.0
Methods of Teaching Health K-12
Focuses on the planning, development, and teaching of health education in K-12 school settings. Emphasis will be placed on using recent data and contextual information to design instruction that focuses on the importance of exercise, family and community, school and work environments, and diet to promoting and maintaining good health throughout life for students with diverse needs and from diverse backgrounds.
Appendix A: Course Descriptions

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. Also, lifetime sports and activities for students with diverse needs and from diverse backgrounds will be highlighted. Field experience 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 pluralistic school settings. The nature of the school as a social system.
Course Type(s): MAT

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

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

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

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

ED 620 Cr. 3.0
Philosophy and Curriculum
Serves to extend the examination of the evolution and current conditions of the field of curriculum studies initiated in fundamentals of curriculum studies. Introduces the work of core philosophies that inform contemporary curriculum work and encourage participants’ analysis of various influential voices in the field. Primary goals are to engage in critical discussions about the work of various philosophers who have influenced the field of curriculum studies and conceptualize connections between those works and our daily practice in the field.
Course Type(s): none

ED 624 Cr. 3.0
Research in Teaching Practice
Research in education related to contemporary teaching practice will be emphasized. Introduction to qualitative and quantitative approaches from different theoretical perspectives is presented. Content will include literature reviews, analysis and implication of existing research, classroom observation skills, and the role of the teacher as reflective practitioner.
Course Type(s): none
ED 626  Cr. 3.0  
**Assessment Practice Now and When**
Theory and practice of educational testing, development of and use of tests and alternative forms of assessment, analysis and interpretation of assessment results to monitor student progress, inform instruction, evaluate student achievement, and evaluate programs. Emphasis is placed on alternative and authentic forms of assessment that complement and support the standardized testing system. Through examination of techniques and strategies that characterize quality assessment, students will develop a philosophy of assessment supportive of classroom evaluation and understanding that fosters student growth and learning.

Course Type(s): none

ED 630  Cr. 3.0  
**Research in Curriculum Studies**
The possession of effective research skills is an integral and necessary proficiency for success in the field of Curriculum Studies. Candidates will engage in the exploration of both qualitative and quantitative research methodologies. They will then design an investigation, apply for Institutional Research Board approval, and conduct a study relevant to their professional milieu and the field.

Prerequisite: Education 624.

Course Type(s): none

ED 632  Cr. 3.0  
**Classroom Technologies and Educational Media**
Emphasis on commercially available computer software; analysis and evaluation of software design and documentation. Continuation of children’s programming languages and word processing. Access to a microcomputer provided.

Course Type(s): none

ED 645  Cr. 6.0  
**Theories and Practice of ESL Instruction**
With an emphasis on teaching English through content, this two-semester course will introduce the history of ESL teaching and critically explore exemplary curriculum designs and methods of teaching ESL. A wide range of ESL instructional strategies and assessment measures will be introduced and practiced. Both instructional design and implementation will be the focus for practice with the embedded language acquisition/learning theories and research studies carefully examined.

Course Type(s): none

ED 658  Cr. 3.0  
**Advanced Curriculum Studies**
A comprehensive study of the theory and practice of designing, evaluating, and implementing valid and effective P-12 curricula.

Course Type(s): none

ED 660  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
Appendix A: Course Descriptions

EDUCATION – EDUCATIONAL COUNSELING

EDC 500 Cr. 3.0
Introduction to Professional Counseling
Designed as an introduction to the counseling profession with an emphasis on school counseling. 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 and the culture of schools, differentiates school counseling 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 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 practice with children and families 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 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 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, 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, and families in schools. 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
Multicultural Counseling for Social Justice
Experiential and clinical opportunities to become multiculturally competent school 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 for the School Environment
Designed to explore career counseling, development theory, and practices with consideration for life roles, diversity issues, and nontraditional careers within the context of a comprehensive school counseling program. Theories, models, techniques, and resources 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 Practice
A comprehensive data-driven overview of the theory and practice for designing, implementing, and evaluating a comprehensive school counseling program P-12. Empirical research will be utilized in conjunction with school counseling programs based on national standards. 
Prerequisites: Educational Counseling 500, 505, and 530. 
Course Type(s): none

EDC 560 Cr. 3.0
Consultation Procedures for Counseling
Explores foundational concepts, theories, and models fundamental to school-based practices. Multidimensional approaches will be studied, including school-based consultation, case consultation, systems consultation, and consultation with a school counseling program. Consultation procedures are emphasized as a central part of the school counselor competencies in a multicultural environment. Includes consultation case conceptualization, role play, clinical demonstrations, reflections, and course projects. 
Prerequisites: Educational Counseling 500, 505, and 530. 
Course Type(s): none

EDC 565 Cr. 3.0
Supervision of Counselors
Explore current foundational concepts, theories, and models fundamental to the administration of supervision of school counselors, and student service professionals within an educational environment. Multidimensional approaches to clinical supervision will be addressed using supervision models, including practical experience for counseling professionals who have responsibility directing the personal and professional development of school counselors. Critical analysis of theories of counselor supervision, techniques associated with theories, and assessment of supervision models will be examined. Also
explores the benefits and shortcomings of individual versus group supervision, with particular focus on characteristics that make for a competent supervisor and effective supervisory relationships. Further explores the role of both supervisor and supervisee, ethical and legal considerations, evaluative criteria, cultural and gender issues, research, and social justice.

Course Type(s): none

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

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 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, which provides an orientation to the school counselor's role within a school counseling program. Provides supervised opportunities to practice individual and group counseling skills along with day-to-day tasks of the school counselor. Additionally, intensive individual and group supervision is provided through videotaped and/or audio taped sessions.  
Prerequisites: Educational Counseling 500, 505, 530, and completion of eighteen 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. Includes a requirement of documented supervised work as a student school counselor under the supervision of a practicing school counselor 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.  
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. Includes a requirement of documented supervised work as a student school counselor under the supervision of a practicing school counselor and intensive individual and group supervision in the university seminar through videotaped and/or audio taped sessions.  
Prerequisite: Educational Counseling 601.  
Corequisite: Comprehensive Exam(CPE).  
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 substance awareness coordinator. This is the culminating activity of the substance awareness 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

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 population of learners. Comprehension, content, and vocabulary strategies are presented. The writing process and writer’s workshop are explored. Prepares students for participation in school-based experience.
Course Type(s): none

EDL 504 Cr. 3.0
Introduction to Educational Leadership P-12
Introduces the conceptual, theoretical, and practical foundations of educational administration. Focus on the school as a social system with emphasis on the role of the educational leader in creating and sustaining an effective learning community.
Course Type(s): none

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

EDL 516 Cr. 3.0
Literacy Strategies for All Learners I
Explores word identification and vocabulary research and instructional strategies for all learners including those from culturally diverse backgrounds. Individual and group instructional techniques in the area of phonemic awareness, phonics, word recognition, vocabulary, and fluency are explored in environments that promote collaboration and self-regulation. Instructional teaching strategies and techniques for coaching colleagues and paraprofessionals
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 sociocultural 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, studied, and integrated into a Teacher Work Sample. Coaching colleagues and paraprofessionals is emphasized.

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
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 multimedia projection devices, the opportunity to use technology for stimulating, engaging, and motivating students will be explored. Enables students to explore and develop exciting learning experiences. Includes ways to utilize resources in routine lesson planning and to make technology an exciting aspect of all lesson plans.
Course Type(s): none

EDL 553 Cr. 3.0
Technology Integration: Methods for Successfully Meeting Diverse Learning Needs Within a Classroom
Expands further upon the various forms of technology available for classroom use. Students will develop engaging learning activities designed to meet the diverse learning needs within a classroom. Opportunities will be provided to explore the various possibilities for modifications and adaptations made possible via specific technology tools. Helps students maximize learning opportunities through the use of Podcasts, instant messaging, text-to-
speech capabilities, WebQuests, and more.
Prerequisites: Educational Leadership 551 and 552.
Course Type(s): none

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

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

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

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

EDL 566 Cr. 3.0
Diagnosis and Remediation of Literacy Problems I, Secondary
Involves a field-based component, which focuses on assessing and evaluating secondary students’ reading and writing. Strategies to select appropriate standardized, criterion-referenced, and informal assessment measures will be provided. Techniques for the analysis of literacy difficulties and the formulation of remediation plans will be addressed.
Course Type(s): none

EDL 569 Cr. 3.0
Public School Supervision and Communication
Aspiring supervisors and principals will develop a greater understanding of the knowledge, interpersonal skills, and technical processes necessary to provide developmental supervision and professional growth experiences for staff members.
Prerequisite: Educational Leadership 536 or 565.
Course Type(s): none

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

EDL 575 Cr. 3.0
Methods of Teaching Language Arts and Content Literacy at the Elementary Level
Provides candidates with the knowledge of language as a medium for teaching and learning. Candidates will be introduced to strategies that facilitate an integrated approach to language arts and content literacy instruction. The use of literature in all content areas will be explored, leading to a better understanding of the interdisciplinary approach to learning at the elementary level. Four days of fieldwork is required over the course of the term.
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, P-12
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.
Prerequisite: Educational Leadership 569.
Course Type(s): none

EDL 589 Cr. 3.0
Practicum in School Leadership 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 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 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, and 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 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 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 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.
Prerequisites: 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): none

**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.
Prerequisite: Special Education 500.
Course Type(s): MAT

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

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

EDS 542 Cr. 3.0
*Communication and Social Competence Skills*
Focuses on the development and improvement of speech, language, and social competence skills for individuals with autism. Also included are research-based approaches to assessment, intervention, and remediation of communication disorders for individuals with autism. The functional relationship between communication skills and behavior is also examined. (Field experience is required.)
Course Type(s): none

EDS 550 Cr. 3.0
*Learning Theories and Applications in Educational Settings*
Covers various classical and contemporary philosophies, aspects, and models of learning. Emphasis will be placed upon such topics as multiple intelligences, learning styles, teaching styles, information processing, critical thinking skills, brain-based learning, and other learning theories. Students will review and critique general learning theories, as well as investigate how people organize, encode, process, transform, utilize, and articulate information presented in an instructional environment.
Course Type(s): none

EDS 552 Cr. 3.0
*Methods of Teaching Students with Disabilities*
Methods in the field of special education are emphasized. Focus on identifying and creating accommodations and modification to meet the needs of all students in special education and inclusive settings. (Field experience is required.)
Prerequisites: Educational Leadership 515, and Special Education 500, 534, 535, and 537.
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 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.
Prerequisite: Special Education 500.
Course Type(s): none

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

EDS 572 Cr. 3.0
Assessment Strategies and Applications in the Classroom
Focuses on the educational assessment of students P-12 who may be at risk or who have been identified as having learning problems. Course content includes a discussion of assessment processes and concerns, importance of early intervention, and procedural considerations. The course also includes an emphasis on educational interventions and strategies necessary to create an environment that leads to success for all learners with special needs. Further topics that are presented include accommodations and adaptations; technology across the curriculum; 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 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 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 LDTC and a faculty member.
Prerequisites: Admission into the LDTC program and approval of the instructor.
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 theo-
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): LA

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, LA

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, LA

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, LA

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, LA

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, LA

EN 530  Cr. 3.0  Contemporary World Literature  
Major literary texts from three broad areas of the non-Western world (African Diaspora, Asia, the Middle East) will be critically examined, including literary trends, theories, and criticism. Selections will be drawn from poetry, fiction, nonfiction, 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 interdisciplinary 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 Romanticsisms have been read and defined historically.  
Course Type(s): EN.2, EN.LT, LA

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, LA

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, LA
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, LA

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.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, LA

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, LA

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 sometimes 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 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, LA

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, LA

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, LA

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

EN 565  Cr. 3.0
_New Jersey's Literary Heritage_
The development of New Jersey’s literary heritage in various genres from the Colonial period to the present, through analyses of representative works from different regions of the state, with emphasis on their local significance and their relationship to national literary trends.
Course Type(s): EN.2, EN.LT
EN 571  Cr. 3.0
Modern American Literature
Major works of American literature written between 1910 and 1945 will be critically examined and placed within a literary context in order to discuss techniques used by their authors.
Course Type(s): EN.2, EN.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, LA

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: Nonfiction
Students will analyze, in a workshop setting, readings in creative nonfiction 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 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, fiction, creative nonfiction, 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.
EN 691 Cr. 3.0  
**English Thesis Development**  
An intensive and rigorous study of an author, topic, or theme developed under the direction of and evaluated by a thesis advisor in consultation with another full-time faculty member, at least one of whom must be a member of the Graduate Faculty in the Monmouth University Department of English. The thesis may be based upon a paper completed in a course taken in a previous semester and further developed under the direction of the professor in that course. By the end of the semester, students will submit a twenty-five-item annotated bibliography and a ten-page review of recent scholarship. 
Prerequisites: Completion of twelve credits and a minimum GPA of 3.00. A student who wishes to complete Thesis Development in 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): LA

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): LA

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

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

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

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

GEOGRAPHIC INFORMATION SYSTEMS

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

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

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

GO 515 Cr. 3.0
Visual Basic for GIS
Visual Basic is becoming the primary programming tool for developing Windows applications in most GIS environments. Students will learn fundamental programming 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): none

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): LA

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 to fifteen hours per week in public, private, or nonprofit agencies. Students will maintain a journal of their intern experience and provide a portfolio of their work and project(s) prepared during the internship. The seminar component will provide students with academic support and a framework to critically examine theoretical as well as practical aspects of their research and internship experience.
Prerequisite: Nine credits in Geography.
Course Type(s): none

GO 599 Cr. 1.0–3.0  
Independent Study in Geography
Reading and research under the direction of a member of the Geography faculty.
Prerequisite: Prior permission of the directing professor and department chair.
Course Type(s): none

HEALTH STUDIES

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

HISTORY

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

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

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

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

HS 505 Cr. 3.0  
U.S. Women's History
Explores U.S. Women's History and focuses on how
women of different socioeconomic backgrounds, races, and ethnic groups have experienced cultural transformations and political change. Emphasis will be on the significance of citizenship, political agency, the cultural construction of race and gender, and reproductive rights.

Course Type(s): HSUS

HS 506 Cr. 3.0
Historical Archeology
An intensive introduction to historical and industrial archeology (c. 1492+). Topics covered include exploration, imperialism, colonization, industrialization, and urbanism. Archeological field methods and the interpretation of material culture are also introduced. Also listed as Anthropology 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, economic, and social reforms; labor in transition from mercantile to industrial capitalism; humanitarian, communitarian, and anti-slavery movements; Manifest Destiny; the Mexican War and its aftermath.
Course Type(s): HSUS

HS 515 Cr. 3.0
Readings on 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 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 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 of Urbanization in America*  
Provides an interdisciplinary study of the history of urbanization and industrialization in the United States from the mid-nineteenth century to the early twentieth century. Using the themes of community, technology, public policy, and immigration, students will examine the development and changes in the social, physical, political, and economic urban landscape.  
Also listed as 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, and the search for order and progress; the Revolution of 1910; and Reconstruction.  
Course Type(s): HSNW

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

HS 525 Cr. 3.0  
*World War II*  
Considers the military, economic, and political characteristics of the Allied and Axis powers and the strategies they produced; examines the military campaigns, the wartime economics, life on the home fronts, the experience of combat, the dynamics of occupation, and the roles of morality and immorality in the conduct of the war.  
Course Type(s): HSEU, HSUS

HS 526 Cr. 3.0  
*The Cold War*  
Examines the rivalry between the United States and the Soviet Union that organized global politics for forty-five years; the roles of ideology, economy, and security that fueled it; the diplomacy, propaganda, and armed might used to wage it; and the impact it had on participants’ politics and culture.  
Course Type(s): HSEU, HSUS

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
Appendix A: Course Descriptions

the field.
Course Type(s): HSEU

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

HS 533 Cr. 3.0
The History of Public Policy in the United States
The objective is to survey major issues in domestic public policy. The emphasis is on changes in the process of 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

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

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

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

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

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

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

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

HS 551 Cr. 3.0
Graduate Seminar in British History
Selected topics in modern English and British history, with emphasis on techniques of historical research.
Course Type(s): HSEU
HS 553  Cr. 3.0  Tudor-Stuart England
The political, religious, social, and cultural history of England in the sixteenth and seventeenth centuries: Tudor absolutism, the English Reformation, the rise of Puritanism, social and economic change, the conflict between crown and Parliament, the English Civil War, and the Revolution of 1688.
Course Type(s): HSEU

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

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

HS 563  Cr. 3.0  Twentieth-Century East Central Europe
The political, economic, and social development of the lands between Germany and Russia, emphasizing the breakdown of the Ottoman and Hapsburg empires, the rise of the independent successor states between the wars, the Soviet takeover in the post-war era, and the development of national communism and polycentrism.
Course Type(s): HSEU

HS 571  Cr. 3.0  Studies in the History of Revolution
An interdisciplinary study of the nature and causes of modern revolutions, the makeup of the revolutionary personality, and the role of ideology, strategy, and tactics in the making of revolution. Emphasis is on twentieth-century communist revolutions.
Course Type(s): HSEU

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

HS 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 pre-Columbian civilizations, focusing on Chavin, Paracas-Nazca, Huari-Tiahuanaco, Chimor, and the Inca. The social and political organization of the Inca empire. The Spanish conquest and its impact on native culture. Contemporary social changes; rural migration and the transformation of contemporary Andean society. Theoretical exploration of the developmental trajectory of Andean civilization. Also listed as Anthropology 575.
Course Type(s): HSEU, 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): HSEU

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 fail-
ures 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 transforma-
tions, 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 fif-
teenth century. Transformations resulting from transat-
lantic 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 con-
temporary world.
Also listed as Anthropology 589.
Course Type(s): HSNW, 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 sub-
stantive career experience and build specific applied skills
by working in outside programs, institutions, agencies, and
firms engaged in the fields of public history, historical arche-
ology, and anthropology and regional geography.
Prerequisite: Completion of twelve graduate credits.
Course Type(s): none

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

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

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

HS 692 Cr. 3.0
History 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
Thesis Defense
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

INTERDISCIPLINARY STUDIES

IS 502
Cr. 3.0
Web Writing and Development in the Liberal Arts
Aids students who are interested in developing an expertise in Web techniques and writing as applied to professional projects and skills associated with careers in the Liberal Arts.
Course Type(s): none

IS 513
Cr. 3.0
War and Humanity
An examination of the issues relating to war and peace. Through a selection of specific crises and wars, an emphasis is placed on the meaning, significance, and morality of war. Wars such as the two World Wars, and crises such as the Cuban Missile Affair will be diagnosed and evaluated.
Course Type(s): none

IS 516
Cr. 3.0
Adult Development
Contemporary views of intellectual, ego, moral, and faith development in the context of the adult life cycle, relating these to participation in families, friendships, professional, and public life.
Course Type(s): none

IS 523
Cr. 3.0
Commitment in Adulthood
An exploration of commitments formed in relationships and family life, careers and the workplace, and concerns as related to social and global issues and religious/spiritual development; familiarization with the literature on these issues from the field of adult development psychology, social psychology, social theory, and biography, and introduction to interview-based research methodology.
Course Type(s): none

IS 531
Cr. 3.0
Social Implications of Human Nature
Scientific interpretation of human nature as biologically evolved influences on modern human behavior; relevant theories and methods; integration of bio-evolutionary perspective with cultural and historical explanations of human behavior. Comparison of the scientific views with other ideas about human nature. Applications of the evolutionary perspective to selected issues and problems in modern society.
Course Type(s): none

LIBERAL ARTS

LA 501
Cr. 1.0
Introduction to Liberal Arts
What does it mean to learn freely (liberally)? This on-line course serves as an orientation to the field of inquiry known as the liberal arts. It acquaints students with the concept of a liberal education, grounds this concept in a history of classical education, and inquires into the utility
of the liberal arts in the contemporary work world. Introduces students to broad intellectual traditions that help people gain critical distance from the problems they confront as citizens, workers, and private persons. (Open to MALA students only.)
Course Type(s): LA

**LA 502**
**Origins and Implications of a Knowledge Society**
As our society ushers in the information revolution, substantial changes in the social, political, educational, and economic contexts force us to reexamine the nature of productive labor. Provides an overview of the historical origins and implications of the currently unfolding information revolution. Focuses on where these changes come from, and the impact they have on the way we learn, understand, and work. Students will explore opportunities that a liberal arts education provides for adapting to these changes. (Open to MALA students only.)
Course Type(s): LA

**LA 503**
**Politics, Culture, and Economy in New Jersey**
Orients students to the recent history, culture, and economy of central New Jersey. Examines the various populations, modes of employment, residential patterns, social movements, and political division within New Jersey, and specifically those in and around Monmouth County. (Open only to MALA students.)
Course Type(s): LA

**LA 530**
**Seminar in Liberal Arts**
Designed to introduce students to graduate-level, interdisciplinary research and writing and provide a graduate-level seminar experience with detailed reports, informed discussions, and critical evaluations. As the introductory seminar for the program, students will be required to complete this course before the end of their third semester of study.
Course Type(s): LA

**LA 532**
**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): LA

**LA 580**
**American Cultural Diversity**
Explores the historical, social, and cultural backgrounds of immigrant groups found within the United States. Through lectures, readings, case studies, and observations in an English-as-a-second-language classroom, students will be introduced into the complexity and diversity of American society.
Course Type(s): LA

**LA 595**
**Professional Internship in Liberal Arts**
Provides Liberal Arts graduate students with the opportunity to gain substantive career experience and build specific applied skills by working in outside programs, institutions, agencies and firms. The primary emphasis of the internship will be on student development of professional methods, techniques, and skills in career fields related to one or more of the six core areas of the Liberal Arts program: History, Natural Sciences, Social Sciences, Literature, Philosophy, Religion, and Ethics, and Art, Music, and Theatre.
Course Type(s): LA

**LA 598**
**Special Topics in Liberal Arts**
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): LA

**LA 599**
**Independent Study in Liberal Arts**
Reading and research leading to significant written work under the direction of a program chair. Prior permission of an approved faculty member required.
Course Type(s): LA

**LA 691**
**Liberal Arts Advanced Paper/Project**
Independent project investigating an area of special interest to the student, based on previous course work in the Liberal Arts program.
Course Type(s): LA
### LA COL1
**Colloquia**
Course Type(s): LA

### LA COL2
**Colloquia**
Course Type(s): LA

### MARINE SCIENCES

#### MS 598A
**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
**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
**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
**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.

#### MA 530
**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
**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
**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
**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, passed with a grade of C- or higher.
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 Health Care 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, health care 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 health care. 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): none

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): NU.EL

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. Prerequisite: Nursing 509. 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 pro-
mote health and development. Development, presentation, and evaluation of a formal teaching plan.

Course Type(s): NU.EL

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

Course Type(s): none

NU 524  Cr. 3.0  Pharmacology for Advanced Nursing Practice
Historical perspective, legal regulations and standards, the Controlled Substances Act; pharmacokinetics; pharmacodynamics; choice and use of pharmacotherapeutics; nursing responsibilities in drug prescription; client education with respect to drug-desired effects, side effects, interactions, toxicity, dependence, and addiction. Students must earn a minimum grade of B- in the course. Students who receive less than a B- will be required to repeat the course no more than once. A second grade below a B- will make students ineligible to continue in programs requiring this course.

Course Type(s): none

NU 535  Cr. 3.0  Advanced Health Assessment
Theory and practice of health assessment skills, identification of deviations from the normal, and documentation of findings are refined. Advanced-level assessment includes the comprehensive history, physical, and psychological variations of the client. The client is viewed holistically, incorporating cultural, nutritional, and developmental variations. Application of techniques is practiced in the college laboratory and with clients in outside agencies. Students translate assessment data into differential diagnosis and interpret laboratory and diagnostic data. Relationship of health assessment to the role and responsibilities of the nurse is examined.
Prerequisite: Biology or Nursing 521.

Course Type(s): none

NU 540  Cr. 3.0  Pharmacology for Advanced-Practice Nursing
Historical perspective, legal regulations and standards, the Controlled Substances Act; pharmacokinetics; pharmacodynamics; choice and use of pharmacotherapeutics; nursing responsibilities in drug prescription; client education with respect to drug-desired effects, side effects, interactions, toxicity, dependence, and addiction. Students must earn a minimum grade of B- in the course. Students who receive less than a B- will be required to repeat the course no more than once. A second grade below a B- will make students ineligible to continue in programs requiring this course.

Course Type(s): none

NU 541  Cr. 3.0  Primary Care
Aspects of advanced health assessment, clinical reasoning, and diagnostic skills necessary to manage common stable, chronic, and episodic alterations in health. Various advanced nursing practice roles in health care, ethical and legal issues in clinical practice, application of research-based clinical outcomes, promotion and maintenance of health, disease prevention, and treatment modalities for individuals are explored. Content is presented in weekly clinical case studies related to common alterations in health. Factors influencing health care systems, patterns of human responses, cultural and epidemiological influences will be discussed in weekly clinical case studies. Performing assessments and screenings related to common alterations in health are also included in a weekly, faculty-supervised clinical practice.
Prerequisites: Nursing 521, 524, and 535. Corequisite: Nursing 542.

Course Type(s): none

NU 542  Cr. 1.0  Primary Care Laboratory
This clinical course is designed to be taken with the lecture component of NU 541. Aspects of advanced health assessment, clinical reasoning, and diagnostic skills necessary to manage common stable, chronic, and episodic alterations 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 DSM-IV-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. 2.0
Nurse Educator Practicum and Seminar
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 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 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.
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 II
A continuation of the examination and analysis of the role of the school nurse as health care provider, health educator, health counselor, child advocate in the community, and interdisciplinary team member. Explores financial, legal, and administrative issues as they relate to school nursing. Reviews normal growth and developmental patterns. Describes common health problems, special needs, and interventions appropriate for school nurses.

Course Type(s): none

NU 587P Cr. 2.0
Practicum: School Nurse I
Introduction to the clinical experience for the School Nurse. The student has his/her clinical experience in the school nurse’s office where he/she takes an active part in school health services, physical assessments, organization, and administration of the school health program as outlined in NJAC 6A:9 Professional Licensure and Standards of the NJ Board of Education Standards.

Prerequisite: Nursing 585. Corequisite: Nursing 587S.
Course Type(s): none

NU 587S Cr. 2.0
Seminar: School Nurse I
Discusses the school nurse’s role as a health care provider, health counselor, administrator, and member of
the interdisciplinary school team. Students 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**  
**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**  
Detailed case study analysis of health problems of the adult, including pathophysiology, strengths and weaknesses of assessment data collection, diagnostic process, planning, intervention, and evaluation. 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
extension of Advanced Practice Nursing I: Adult.
Prerequisite: Nursing 621.
Corequisites: Nursing 624P and 624S.
Course Type(s): none

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

**NU 631** (Cr. 3.0)
*Advanced Practice Nursing I: Family*
Detailed case study analysis of health problems, including pathophysiology, strengths and weaknesses of assessment of data collection, diagnostic process, planning, intervention, and evaluation. Interview and physical examination techniques for collecting subjective and objective data in the primary care setting; deriving nursing diagnoses; planning care for acute and chronic illness in culturally diverse populations utilizing community resources; use of communication for health teaching and counseling and to motivate clients for positive health maintenance will be explored. Expansion of traditional nursing role to the advanced practice nurse (APN) role through the incorporation of evidence-based practice, personal knowledge, and ethics will be discussed. A process-driven course which will require extensive reading in the student’s specialty area.
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, planning, intervention, and evaluation. Interview and physical examination techniques for collecting subjective and objective data in primary, acute and long-term care settings; deriving nursing diagnoses; planning care for acute and chronic illness in culturally diverse populations utilizing community resources; using communication for health teaching and counseling and to motivate clients for positive health maintenance. Expansion of traditional nursing role to the advanced practice nurse (APN) role through the incorporation of evidence-based practice, personal knowledge, and ethics. A process-driven course which will require extensive reading in the student’s specialty area.
Appendix A: Course Descriptions

Prerequisite: Nursing 631.
Corequisites: Nursing 634P and 634S.
Course Type(s): none

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

NU 634S  Cr. 1.0
Advanced Practice Nursing Seminar II: Family
This course is a continuation of NU 632. Discussion of delivery of health care to the child, pregnant couple, and adults with complex health problems that include collection of subjective and objective data using the techniques of interview and physical examination; deriving nursing diagnoses; planning care for acute and chronic illness using community resources; use of communication for health teaching, counseling, and motivating clients for positive health maintenance. Establishment of collaborative role with other health care providers.
Prerequisites: Nursing 631, 632S, and 632P.
Corequisites: Nursing 633 and 634P.
Course Type(s): none

NU 635  Cr. 2.0
Advanced Practice Nursing Pediatrics
Detailed case study analysis of health problems including pathophysiology, epidemiology, strengths and 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. Establish collaborative relationships with other health care providers for comprehensive care.
Prerequisites: Nursing 635P.
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 course work, management theories, and relevant research, students will be able to apply themselves to the management/administration roles.
Prerequisites: Nursing 662P and 662S.
Corequisites: Nursing 661 and 662S.
Course Type(s): none

NU 662P  Cr. 2.0
Nursing Administration I Practicum
Students observe and participate in the middle-level management/administrative process in a variety of health care organizations. For the required practicum, the student selects a nursing service compatible with the student's individual goals. Socialization into the middle management and administrative roles, 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/adminis-
Socialization into the middle management and administrative roles, permit students to assess, plan, implement, and refine their skills as beginning practitioners as managers and leaders of nursing and patient care services.

Corequisites: Nursing 661 and 662P.
Course Type(s): none

**NU 663 Cr. 3.0**

**Nursing Administration II**

Students are prepared to practice in the role of middle-level administration and nursing case manager. Students will build on the information obtained in Nursing Administration I. In addition, nurses will learn the role of the nursing case manager. Students learn how to provide quality health care along a continuum, decrease fragmentation of care across multiple settings, enhance the client's quality of life, and address issues concerning cost containment. Communication and collaboration techniques are utilized to assess, plan, implement, coordinate, monitor, and evaluate the options and services available to meet individual health needs.

Prerequisites: Nursing 661, 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 662P.
Corequisites: Nursing 663 and 664P.
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.

Prerequisites: 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.

Prerequisites: 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. Students 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. Health care 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 health care economics, political and public health issues, and their relation to development and implementation of health policies at regional, national, and international levels. Health policy influences multiple care delivery issues, including health disparities, underserved populations, cultural sensitivity, ethics, law, health care financing, and issues of equity and social justice in the delivery of health care. The DNP role will be discussed in the creation of such policies.

Course Type(s): none

**NU 717  Cr. 3.0**

*Emerging Health Care Risks*

Provides an exploration of the risks health care personnel deal with: environmental catastrophes, (Chemical, Biological, Radiation), nuclear attacks, disease outbreaks, and global conflicts. Focus is on identification/detection, impact on health and health care 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 course work to exhibit mastery of an advanced specialty within nursing practice. Students will
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 measurable 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 1,000 hours of combined clinical and experience through the MSN and DNP studies. It is expected that all students in the DNP program complete 500 hours in addition to the 500 hours completed in their master’s level program. Nurse Practitioners and Nurse Administrator students may continue to work in their own work site, with the stipulation that the clinical site which is subjected to peer and professional scrutiny. Students will disseminate the outcomes of their project through peer-reviewed professional publications and presentations.
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 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 publications and presentations.
Prerequisites: Nursing 730 and 731, both passed with a grade of B or higher.
Corequisite: Nursing 733.
Course Type(s): none

NU 733  Cr. 4.0  Practicum II
A continuation of Practicum I. Students continue to develop their advanced nurse practitioner and nursing administrative skills at the highest level of complexity while they implement their project for improvement or change in a practice setting. Students will complete their project and evaluate outcomes. The DNP Practicum will continue to document outcomes of the student’s educational experiences, provide a measurable medium for evaluating the immersion experience, and summarize the student’s growth in knowledge and expertise. Students will continue to apply and analyze evidence to improve practice with patient and population health outcomes or system quality improvement. Weekly journals show the progression of the student’s progress. Students need to keep a log of all their hours. DNP Essentials state that graduates should have 1,000 hours of combined clinical and experience through the MSN and DNP studies. It is expected that all students in the DNP program complete 500 hours in addition to the 500 hours completed in their master’s level program. Nurse Practitioners and Nurse Administrator students may continue to work in their own work site, with
Appendix A: Course Descriptions

the stipulation that the student, in collaboration with the school, will work with their employer and preceptor to design a special experience, assume new responsibilities, or complete a special project. It is expected that students will complete 250 hours in the fall semester and 250 hours in the spring semester, for a total of 500 hours. Prerequisites: Nursing 701, 702, 703, 704, 715, 716, 717, 718, 730, and 731, all 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, the health care delivery system, professional accountability, legal and ethical concerns, client advocacy, as well as political and social issues related to health care. Course Type(s): none

RN 500B  Cr. 3.0
Individual Health Assessment
Theory and practice of health-assessment skills, identification of deviations from normal, and documentation of findings. Use of techniques in a university laboratory to collect subjective and objective assessment data from a developmental, hereditary, environmental, and nutritional perspective. Relationship of health assessment to the role and responsibilities of the professional nurse in application of the nursing process. Application of these skills is expected in Nursing 415. Course Type(s): none

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

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

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

**RN 500I**  
**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**  
**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: None

**RN 500K**  
**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: None

**PHILOSOPHY**

**PL 518**  
**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**  
**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**  
**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): LA

**POLITICAL SCIENCE**

**PS 510**  
**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**  
**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 economic urban landscape. Also listed as History 522. Course Type(s): none

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

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

PS 530 Cr. 3.0
Environmental Policy
A survey of the process by which environmental politics, planning, and public policy is conducted in the United States and around the world. We will examine the nature and scope of environmental, energy, and natural resource problems; contrasting perspectives on their severity and policy implications; the goals and strategies of the 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. Also listed as History 533. Course Type(s): HSUS

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 regu-
late those issues, such as the balance between work and family, welfare, reproductive issues, violence, health care, and educational issues. A comparative approach will be taken to examine policies both in the U.S. and within other countries. Also discussed will be family activism aimed at affecting policy in the U.S.

Course Type(s): none

PS 563 Cr. 3.0
Global Policies and Issues
Adopting an interdisciplinary perspective, this course looks at the positive and negative effects of globalization. It also explores the national and international aspects of major global policies and issues that shape the interdependent world of the twenty-first century.

Course Type(s): none

PS 566 Cr. 3.0
Comparative Public Policy
In the world in which terrorism and chaos threaten to upset the policy-making capabilities of state governments, it is vital that we understand the different ways that nations formulate and implement public policy. Through an extensive investigation of policy analysis across a broad spectrum of states, the student will be able to better understand the reasons for policy decisions around the world. Democratic governments will be compared and contrasted to non-democratic governments in an attempt to provide greater insight and answer questions of health, economic, environmental, and foreign policies.

Course Type(s): none

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

Course Type(s): none

PS 585 Cr. 3.0
American Foreign Policy
Examines, analyzes, and evaluates the many dimensions and issues of American foreign policy since 1945. It provides an interpretative framework within which the sources of American action abroad may be understood. Combines descriptive and explanatory material with empirical evidence and makes a serious effort to distinguish facts from inferences, hypotheses, and opinions. The post-Cold War and post-9/11 worlds are assessed, with a focus on American goals, capabilities, and relationships around the world.

Course Type(s): none

PS 595
Political Science Practicum
An opportunity to apply classroom theory in practice through actual work experience. Students have the opportunity to apply the theories and concepts of public policy to actual work settings.

Course Type(s): none

PS 597 Cr. 0.0
Portfolio
Enables students to complete their portfolios for the Master of Arts in Public Policy (MAPP). The portfolio displays academic and professional development and learning gained from the MAPP program and related experiences. The portfolio contains collections of academic and professional goal statements, term papers, reflective essays, and artifacts gathered in various classes and colloquia and connected work.

Course Type(s): none

PS 598 Cr. 3.0
Special Topics/Special Projects
Offered occasionally to match the interest of the students’ and the professor teaching the course. The instruction will follow classroom lectures and discussions on the topic. The exact nature of the topic covered in any given semester is indicated on the student’s transcript. Permission of program director required.

Course Type(s): none

PS 599 Cr. 3.0
Readings and Research
An independent research study based on relevant research and the writing of a substantial paper designed and executed by the student in consultation with a supervising professor. The subject matter should cover public policy and related areas.

Course Type(s): none

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

Course Type(s): TPS

PS 691 Cr. 3.0
Public Policy Research Design
The first of a two-part research writing project (PS 691- Public Policy Research Design) and PS 692-Public Policy Master’s 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 (twenty pages) the student will defend the proposal.
Course Type(s): none

PS 692 Cr. 3.0
Public Policy Master’s Thesis
The second of a two-part research writing project (PS 691-Public Policy Research Design and PS 692-Public Policy Master’s 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 Master’s thesis and presentation/defense at a departmental colloquium.
Prerequisites: Political Science 516 and 691.
Course Type(s): none

PS CPE Cr. 0.0
Public Policy Comprehensive Exam
Public Policy Comprehensive Exam
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.
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): LA

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): LA

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): LA

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
Sex Therapy
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 provoke introspection about diverse expression of sexuality; not designed to train students as sex therapists. Limited to Psychological Counseling majors.
Course Type(s): none

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

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

PC 519 Cr. 3.0
Theories of Learning
Associationist theories, classical conditioning, operant conditioning, and major cognitive theories. Major principles of learning will be explored as to their application to modern educational techniques and behavior change. Limited to Psychological Counseling majors.
Course Type(s): LA

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

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

PC 522 Cr. 3.0
Self Exploration: Body, Mind, Spirit
This experiential course will take the student through a self exploration that will allow the student to explore the motivation, unconscious drives, anxieties, spiritual, and existential meaning that led him or her 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): LA

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): LA

**PC 526**
**Case Conceptualization**
Cr. 3.0
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): LA

**PC 528**
**Family Counseling: Theory and Technique**
Cr. 3.0
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**
**Multicultural Counseling**
Cr. 3.0
Examines counseling theories and techniques as they relate to diversity in the client population. Limited to Psychological Counseling majors.
Course Type(s): none

**PC 530**
**Crisis Intervention**
Cr. 3.0
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): LA

**PC 533**
**Marriage and Couples Counseling**
Cr. 3.0
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**
**Wellness and Counseling**
Cr. 3.0
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 540**
**Introduction to Alcohol and Drug Abuse**
Cr. 3.0
An overview of models of addiction: medical, sociocultural, familial, and psychological. Definitions and diagnostic implications; an overview of basic treatment approaches.
Course Type(s): LA

**PC 542**
**Treatment of Alcohol and Drug Abuse**
Cr. 3.0
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): LA

**PC 544**
**Advanced Alcohol and Drug Counseling**
Cr. 3.0
An examination of the 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.
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): LA

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

PC 550 Cr. 3.0
*Group Counseling*
Didactic and experiential course that introduces students to group dynamics and theories/techniques of group counseling. Didactic component reviews, group counseling theories/techniques, stages in group development, and salient characteristics of effective group facilitators. Experiential component facilitates understanding of one’s own personality, biases, and impact upon others in professional interactions. Legal and ethical issues relevant to group counseling are also examined.
Limited to Psychological Counseling majors.
Course Type(s): none

PC 570 Cr. 3.0
*Career Counseling*
The psychology of careers and career counseling is a cornerstone of the counseling profession and forms the historical basis of the profession’s emphasis on normal development, decision making, and assessment. Career theories, life-span development, and assessment instruments used in career counseling are reviewed. Recognizing the particular career issues of minorities and women, attention will be afforded to such trans-cultural issues. Limited to Psychological Counseling majors.
Prerequisite: Psychological Counseling 512.
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 twenty-one credits, twelve of which include selected core courses (e.g., PC 505, PC 512, PC 525, and PC 550).
Registration is by special application, requiring the signature of the advisor and the Field Placement Coordinator.
Course Type(s): LA

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.
Prerequisite: Prior permission of the department chair is required.
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): LA

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. Students cannot enroll in SW/PC 676 at the same time.
Also listed as Social Work 675.
Prerequisite: Prior permission of the C.P.SW.PT. Program Coordinator.
Course Type(s): none

PC 676 Cr. 3.0
*Play Therapy Practicum Seminar II*
Second of a two-course sequence focusing on the application of the play therapy theories and techniques.
Appendix A: Course Descriptions

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 thirty 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): LA

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): LA

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): LA

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.
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: 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.
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 pathological aging personality. Emphasis is placed on the development of specialized knowledge and skills for assessment, intervention, and evaluation of a variety of issues and needs common in later life. Discussions on the applicability of certain interventions with the older adult and the family will be presented along with 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
Social Planning and Program 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: Student 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: 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 school social work services in schools. It will also cover educational policy, pupil rights, and the current social issues that school personnel handle.
Prerequisite: 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: Be an advanced standing student or equivalent.
Course Type(s): none
SW 632  
**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  
**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: Be an advanced standing student or equivalent.
Course Type(s): none

SW 641  
**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: Be an advanced standing student or equivalent.
Course Type(s): none

SW 645  
**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: Student must be an advanced standing student or equivalent.
Course Type(s): none

SW 650  
**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: Be an advanced standing student or equivalent.
Course Type(s): none

SW 652  
**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: Be an advanced standing student or equivalent.
Course Type(s): TPS

SW 655  
**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  
**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 wel-
fare objectives. Special attention is given to judicial activism in the structural reform of institutions, such as mental hospitals, prisons, health care, and welfare. 
Prerequisite: 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: 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. 
Prerequisite: Be an advanced standing student or the equivalent.
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 is placed on working with children, adolescents, and adults using play therapy in trauma and crisis situations are highlighted. Special attention is given to social issues that can lead to or exacerbate trauma or crisis. 
Also listed as Educational Leadership 674 and Psychological Counseling 674.
Course Type(s): none

SW 675 Cr. 3.0
*Play Therapy Practicum Seminar I*
First of a two-course sequence focusing on the application of 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 appli-
cation 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: 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: Be an advanced standing student or equivalent.

Course Type(s): none

SOCIOLOGY

SO 505 Cr. 3.0
Critical Issues in Crime and Delinquency
An overview of some of the major problems confronting criminology and the criminal and juvenile justice systems. Current criminological literature and research will be evaluated in terms of its ability to suggest solutions to these problems.

Course Type(s): none

SOFTWARE ENGINEERING

SE 504 Cr. 3.0
Principles of Software Engineering
Basic introduction to software engineering; justification that software engineering is an engineering discipline. The two main components of the software engineering discipline—the software product and software process—will be discussed in detail. For design and verification, there will be a focus on traditional Structured-Analysis methods.

Limited to Software Engineering students.

Course Type(s): none

SE 510 Cr. 3.0
Object-Oriented Analysis and Design
Students will learn how to develop the requirements, analysis model, and design for a software application. Uses object-oriented methodologies. This is not a programming course.

Prerequisite: Software Engineering 504.

Course Type(s): none

SE 515 Cr. 3.0
Disciplined Software Development
Introduces the need for an engineering approach to software, through a motivational discussion of the so-called software crisis and a presentation of software development processes at the various degrees of granularity; this ranges from organizational processes to team and individual engineers’ processes. Provides practical experiences with the Personal Software Process. A software process is defined as a set of guidelines, activities, and methods that engineers use to develop and maintain software. Without a software process, most projects are over budget and behind schedule, since successful efforts cannot be guaranteed. The success of a project depends greatly upon the experience and discipline of the engineers.

Limited to Software Engineering students.

Prerequisite: Software Engineering 504.

Course Type(s): none

SE 561 Cr. 3.0
Mathematical Foundations of Software Engineering
Introduces fundamental mathematical concepts of software engineering, such as sets, relations, infinities, propositional logic, predicate logic, temporal logic, model checking, formal languages, and graphs. Limited to software engineering students.

Course Type(s): none
**SE 565**

**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 and 503, Software Engineering 504 and 510.

**Course Type(s):** none

ISO9001 will be introduced as reference models for organizations process models.

**SE 588**

**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 570**

**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**

**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**

**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,
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

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 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  

SE 625 Cr. 3.0  
Information Systems Architecture  
Theoretical and practical issues related to the modeling and design of information systems to support medium to large organizations. The Target Architecture and its roles in building enterprise-wide information systems. Operational, warehouse, departmental, and individual-level data. Data modeling levels and associated constructs: Entity-Relationship Diagrams, Data Item Sets, Physical data Models. Process modeling levels and associated constructs: Functional decomposition, Context diagrams, Data Flow Diagrams, State transition Diagrams, HIPO charts, Pseudo-code and programming specs. Relationship with Object-based modeling. Prerequisites: Software Engineering 565 and 570. Course Type(s): none
**SE 626**  
*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**  
*Real-Time Software Analysis and Specification*  
Prerequisites: Software Engineering 565 and 570.  
Course Type(s): none

**SE 637**  
*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**  
*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**  
*Software Project Management*  
Prerequisite: Software Engineering 504.  
Course Type(s): none

**SE 651**  
*Software Organization Management*  
within the organization. Evaluation strategies and techniques. Compensation and reward issues. 
Prerequisite: Software Engineering 504. Course Type(s): none

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

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

SE 691  Cr. 3.0
Software Engineering Thesis Research
Independent research in software engineering, spanning a period of two consecutive semesters in an area not substantially covered in a regular course offering, under the supervision of a software engineering faculty member. A formal thesis is required. An oral defense of the thesis before a committee of two faculty members, plus the advising professor, is required. Depending on the topic, a reviewer from outside the software engineering department may be asked to serve as a committee member. Limited to Software Engineering majors. 
Prerequisites: Software Engineering 565, 570, and 580 and prior permission of the advising professor. Course Type(s): none

SE 692  Cr. 3.0
Software Engineering Thesis Research
Independent research in software engineering, spanning
**SE 695B**

*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 an SE handbook) that governs the entire development process. This documented process addresses work products, roles, activities, entry and exit criteria, reviews and audits, documented procedures, and training. The practicum will also include the use of a set of approved tools. Additional software project management topics such as planning, estimation, and tracking will be covered. Project management techniques and their application to the management of software projects. How to define a software development plan, its associated tasks, milestones and deliverables. Software project scheduling and the establishment of relationships among the different tasks. Task dependencies and conflict resolution. Resources management and allocation. Software project cost estimation. Algorithmic models for estimating costs: the COCOMO model and its derivatives. Risk assessment and its impact in the planning and scheduling of software projects. Software project measurement and tracking. Comparative review of software tools for software project management. Software configuration management and its importance in the management of a large software project. Students will be asked to serve in team roles, hold oral reviews, and prepare documentation appropriate to their project. Students will participate in the reviews of other teams in the class. At the end of the second semester, each team will give a formal presentation on the project.

Limited to Software Engineering majors.

Prerequisite: Software Engineering 695A.

Course Type(s): none

**SE 699**

*Individual Research Project in Software Engineering*

The development and execution of a significant research project designed by the student in consultation with a software engineering professor. An experience meant to focus learning on an area of special interest to the student.

Prerequisite: Approval of the department.

Course Type(s): none

**THEATRE**

**TH 526**

*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**

*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**

*Independent Study in Theatre*

Reading and research leading to significant written work under the direction of a member of the theatre faculty.

Course Type(s): none
Appendix B: Graduate Curriculum Charts

Monmouth University’s 2011–2012 official curriculum charts (as of June 2011) appear in this appendix: Degree programs begin on page B4, and certificate programs begin on page B80. Please visit the Registrar’s pages within the Academics section of Monmouth University’s WEBsite (www.monmouth.edu/academics) or WEBstudent (https://webadvisor.monmouth.edu/datatel/openweb/st/stmenu.html) for curriculum charts and additional information.

**Majors**

- MA Anthropology ...........................................B4
- MBA ..............................................................B5
- MBA—Accounting ..........................................B6
- MBA—Finance ..................................................B7
- MBA—Real Estate ...........................................B8
- MBA, Concentration in Healthcare Management....B9
- MS Computer Science – Thesis Track...............B10
- MS Computer Science – Non-Thesis Track ...........B11
- MS Computer Science—Computer Networks “A” ....B12
- MS Computer Science—Computer Networks “B” .....B13

- MS Computer Science—Databases and Intelligent Information Systems “A” .......................B14
- MS Computer Science—Databases and Intelligent Information Systems “B” ........................B15
- MS Computer Science—Security of Information Systems and Networks “A” ......................B16
- MS Computer Science—Security of Information Systems and Networks “B” ......................B17
- MA Corporate and Public Communication ..........B18
- MA Criminal Justice—Non-Thesis .........................B19
- MA Criminal Justice—Thesis Track .......................B20
- MA Criminal Justice – Homeland Security Track ...B21
- DNP – Doctor of Nursing Practice .......................B22
# Appendix B: Curriculum Charts 2011-2012

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<td>MAT Initial Certification – Elementary Track K5 with an Endorsement in English as a Second Language (ESL)</td>
<td>B35</td>
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<td>MAT Initial Certification—Elementary Track and Middle School Endorsement</td>
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<td>MAT Initial Certification – Elementary Track K5 with an Endorsement in Teacher of Students with Disabilities</td>
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<td>MAT Initial Certification – Elementary Track K5 with Supplemental Instruction in Reading and Mathematics</td>
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<tr>
<td>MAT Initial Certification – Secondary Track</td>
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<tr>
<td>MAT Initial Certification – Secondary Track, Art or Music</td>
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<tr>
<td>MAT Initial Certification—Secondary Track, Spanish or Chinese</td>
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<tr>
<td>MAT Initial Certification—Secondary Track, Endorsement in English as a Second Language (ESL)</td>
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<tr>
<td>MAT Initial Certification—K-12 Track, Spanish or Chinese, Endorsement in English as a Second Language (ESL)</td>
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<td>MAT Initial Certification – Secondary Track, Endorsement in Teacher of Students with Disabilities</td>
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<tr>
<td>MA English with a Concentration in Rhetoric and Writing</td>
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<tr>
<td>MA History—European Specialization</td>
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<td>MA History—U.S. Specialization</td>
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<tr>
<td>MA History—World Specialization</td>
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<tr>
<td>MS Financial Mathematics</td>
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<tr>
<td>MS Nursing—Administration</td>
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<tr>
<td>MS Nursing – Administration (RN to MSN)</td>
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<tr>
<td>MS Nursing—Adult Nurse Practitioner</td>
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<td>MS Nursing – Adult Nurse Practitioner (RN to MSN)</td>
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<td>MS Nursing—Adult Psychiatric and Mental Health Advanced Practice Nursing</td>
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<tr>
<td>MS Nursing—Adult Psychiatric and Mental Health Advanced Practice Nursing – (RN to MSN)</td>
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<td>MS Nursing—Family Nurse Practitioner</td>
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<td>MS Nursing – Family Nurse Practitioner (RN to MSN)</td>
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<tr>
<td>MS Nursing—Forensic Nursing</td>
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<tr>
<td>MS Nursing – Forensic Nursing (RN to MSN)</td>
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Appendix B: Curriculum Charts 2011-2012

MS Nursing—Nursing Education ......................................B65
MS Nursing—Nursing Education – (RN to MSN) .........B66
MS Nursing—School Nursing for Certified School Nurses ..............................................B67
MS Nursing—School Nursing for Certified School Nurses – (RN to MSN) .......B68
MS Nursing – Non-Certified School Nurses ............B69
MS Nursing – Non Certified School Nurses (RN to MSN) .............................................B70
MS Mental Health Counseling .........................................B71
MA Psychological Counseling ........................................B72
MA Public Policy – Non-Thesis Track ..................................B73
MA Public Policy – Thesis Track ........................................B74
MSW—Clinical Practice with Families and Children ..................................................B75
MSW—International and Community Development ..................................................B76
MS Software Engineering ................................................B77
MS Software Engineering—Advanced Track ........B78
MS Software Engineering—Non-Thesis Track ......B79

Certificates

Certificate: Autism ..........................................................B80
Certificate: Computer Science Software Design and Development ................................B81
Certificate: Criminal Justice Administration ..............B82
Certificate: Educational Technology .........................B83
Certificate: Forensic Nursing ...........................................B84
Certificate: Homeland Security ......................................B85
Certificate: Human Resources Management and Communication ................................B86
Certificate: Public Relations Specialist .......................B87
Certificate: Public Service Communication Specialist ............................................B88
Certificate: School Nursing ............................................B89
Certificate: School Nursing—Non-Instructional ........B90
Certificate: Software Development ...............................B91
Certificate: Software Engineering ..............................B92
Certificate: Teaching English to Speakers of Other Languages ..................................B93
Post-Master’s Certificate: Accounting ........................B94
Post-Master’s Certificate: Adult Psychiatric and Mental Health Advanced Practice Nursing ........B95
Post-Master’s Certificate: Advanced Practice Nursing: Adult Nurse Practitioner ...........B96
Post-Master’s Certificate: Curriculum Studies ............B98
Post Master’s Certificate: Education ..............................B99
Post-Master’s Certificate: Healthcare Management .......B100
Post-Master’s Certificate: Nursing Administration ........B101
Post-Master’s Certificate: Nursing Education ..........B102
Post-Master’s Certificate: Play Therapy ......................B103
## Master of Arts in Anthropology

**REQUIREMENTS: 30 Credits**

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<td>AN502: Culture and Society</td>
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<tr>
<td>AN520: Field Methods in Archaeology</td>
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<td>AN524: Introduction to Geographical Information Systems (GIS)</td>
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<td>AN506, AN513, AN534, AN540, AN542, AN589, or AN598</td>
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<tr>
<td>Take 2 courses from among:</td>
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<tr>
<td>AN504, AN532, AN575, AN585, AN586, AN595, or AN598</td>
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<tr>
<td>Choose an additional course from any Topical, Regional, or Methods</td>
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<tr>
<td>AN691: Anthropology Thesis (Research)</td>
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<tr>
<td>AN692: Anthropology Thesis (Writing)</td>
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**TOTAL CREDITS FOR MASTER OF ARTS IN ANTHROPOLOGY = 30.0**
# Master of Business Administration

**Requirements:** 48 Credits

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<td>Management and Organizational Behavior</td>
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<td>Financial Accounting</td>
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<td>Graduate Business Statistics</td>
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</tr>
<tr>
<td>BM507</td>
<td>Production and Operations Management and Lab</td>
<td>3.0</td>
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<tr>
<td>BK509</td>
<td>Marketing Management</td>
<td>3.0</td>
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<tr>
<td>BF511</td>
<td>Business Finance</td>
<td>3.0</td>
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<tr>
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<td>Ethics, Law and Social Responsibility</td>
<td>3.0</td>
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<tr>
<td>BA541</td>
<td>Managerial Accounting</td>
<td>3.0</td>
</tr>
<tr>
<td>BM563</td>
<td>International Business</td>
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<tr>
<td>or</td>
<td>BK535: International Marketing Management</td>
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</tr>
<tr>
<td>or</td>
<td>BF535: International Finance</td>
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<tr>
<td>or</td>
<td>BE574: Globalization</td>
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<tr>
<td>BM520</td>
<td>Management Information Systems</td>
<td></td>
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<tr>
<td>or</td>
<td>BM565: Management of Technology</td>
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<td>or</td>
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<tr>
<td>BE561</td>
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<td>or</td>
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<td>or</td>
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<tr>
<td>or</td>
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<tr>
<td>or</td>
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<td>or</td>
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<tr>
<td>or</td>
<td>BK539: Promotional Strategy</td>
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<tr>
<td>or</td>
<td>BK540: Consumer Behavior</td>
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<td>or</td>
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<tr>
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**Total Credits for Master of Business Administration = 48.0**
## Appendix B: Curriculum Charts 2011-2012

### Master of Business Administration - Accounting Track

**BUSINESS REQUIREMENTS: 36 Credits**

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<th>Credits</th>
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<td>Economics for Management</td>
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</tr>
<tr>
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<td>Management and Organizational Behavior</td>
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<td>Financial Accounting</td>
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<td>Production and Operations Management and Lab</td>
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<td>Marketing Management</td>
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<tr>
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<td>Ethics, Law and Social Responsibility</td>
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<tr>
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<td>Management Information Systems</td>
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<tr>
<td>or BM565</td>
<td>Management of Technology</td>
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<tr>
<td>or BK/BM521</td>
<td>Seminar in E-Commerce</td>
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<td>BM525</td>
<td>Management for Human Resources</td>
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<tr>
<td>or BM563</td>
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<td>BK533</td>
<td>Marketing Research</td>
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**ACCOUNTING TRACK REQUIREMENTS:** 18 Credits

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<td>Selected Topics in Financial Accounting</td>
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<td>Advanced Accounting Practice</td>
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<td>BA560</td>
<td>Auditing Practices and Cases</td>
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<td>BL601</td>
<td>Legal Environment of Business</td>
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**TOTAL CREDITS FOR MASTER OF BUSINESS ADMINISTRATION - ACCOUNTING TRACK = 54.0**
### Master of Business Administration - Finance Track

**BUSINESS REQUIREMENTS: 36 Credits**

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<td>Management and Organizational Behavior</td>
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<td>BM507</td>
<td>Production and Operations Management and Lab</td>
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<td>BK509</td>
<td>Marketing Management</td>
<td>3.0</td>
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<tr>
<td>BM515</td>
<td>Ethics, Law, and Social Responsibility</td>
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<tr>
<td>BA541</td>
<td>Managerial Accounting</td>
<td>3.0</td>
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<tr>
<td>BM520</td>
<td>Management Information Systems</td>
<td></td>
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<td>or BM565</td>
<td>Management of Technology</td>
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</tr>
<tr>
<td>or BK/BM521</td>
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**FINANCE TRACK REQUIREMENTS: 15 Credits**

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<td>Financial Institutions and Markets</td>
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<td>Corporate Finance</td>
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<td>BF523</td>
<td>Investments</td>
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**TOTAL CREDITS FOR MASTER OF BUSINESS ADMINISTRATION - FINANCE TRACK = 51.0**
# Master of Business Administration - Real Estate Track

**BUSINESS REQUIREMENTS: 36 Credits**

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**REAL ESTATE TRACK REQUIREMENTS: 15 Credits**

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<td>BR/BF525</td>
<td>Real Estate Analysis</td>
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<td>BR527</td>
<td>Real Estate Finance, Investment, and Tax</td>
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<tr>
<td>BR530</td>
<td>Real Estate Lease and Negotiations</td>
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<td>BR580</td>
<td>Regulation and Real Estate Development Process</td>
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**TOTAL CREDITS FOR MASTER OF BUSINESS ADMINISTRATION - REAL ESTATE TRACK = 51.0**
### Master of Business Administration with a Concentration in Healthcare Management

**BUSINESS REQUIREMENTS: 39 Credits**

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<td>Management and Organizational Behavior</td>
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<tr>
<td>BM520</td>
<td>Management Information Systems</td>
<td>3.0</td>
</tr>
<tr>
<td>or BM565</td>
<td>Management of Technology</td>
<td>3.0</td>
</tr>
<tr>
<td>or BK/BM521</td>
<td>Seminar in E-Commerce</td>
<td>3.0</td>
</tr>
<tr>
<td>BK533</td>
<td>Marketing Research</td>
<td>3.0</td>
</tr>
<tr>
<td>or BK535</td>
<td>International Marketing Management</td>
<td>3.0</td>
</tr>
<tr>
<td>or BK539</td>
<td>Promotional Strategy</td>
<td>3.0</td>
</tr>
<tr>
<td>or BK540</td>
<td>Consumer Behavior</td>
<td>3.0</td>
</tr>
<tr>
<td>or BK541</td>
<td>Advertising and Media Management</td>
<td>3.0</td>
</tr>
<tr>
<td>BM590</td>
<td>Strategic Management</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**CONCENTRATION IN HEALTHCARE MANAGEMENT REQUIREMENTS: 15 Credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BH571</td>
<td>Introduction to the US Healthcare System</td>
<td>3.0</td>
</tr>
<tr>
<td>BH572</td>
<td>Healthcare Economics</td>
<td>3.0</td>
</tr>
<tr>
<td>BH573</td>
<td>Management of Healthcare Organizations</td>
<td>3.0</td>
</tr>
<tr>
<td>BH574</td>
<td>Seminar in Healthcare Management</td>
<td>3.0</td>
</tr>
<tr>
<td>BH575</td>
<td>Healthcare Management Residency</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS FOR MASTER OF BUSINESS ADMINISTRATION WITH A CONCENTRATION IN HEALTHCARE MANAGEMENT = 54.0**
## Master of Science in Computer Science - Thesis Track

<table>
<thead>
<tr>
<th>REQUIREMENTS: 45* Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS501B: Program Development</td>
<td>3.0</td>
</tr>
<tr>
<td>CS502: Theoretical Foundations of Computer Science</td>
<td>3.0</td>
</tr>
<tr>
<td>CS503: Data Structures and Algorithms</td>
<td>3.0</td>
</tr>
<tr>
<td>CS505: Operating Systems Concepts</td>
<td>3.0</td>
</tr>
<tr>
<td>CS509: Advanced Object-Oriented Programming and Design</td>
<td>3.0</td>
</tr>
<tr>
<td>CS512: Algorithm Design</td>
<td>3.0</td>
</tr>
<tr>
<td>CS514: Networks</td>
<td>3.0</td>
</tr>
<tr>
<td>CS517: Database Design and Management</td>
<td>3.0</td>
</tr>
<tr>
<td>CS520: Introduction to Intelligent Systems</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Choose:
- 12 Credits from CS510 or higher

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.0</td>
</tr>
<tr>
<td>CS691: Computer Science Thesis I</td>
</tr>
<tr>
<td>CS692: Computer Science Thesis II</td>
</tr>
</tbody>
</table>

### TOTAL CREDITS FOR THE MASTER OF SCIENCE IN COMPUTER SCIENCE THESIS TRACK = 45.0

*Up to 15 credits may be waived upon evaluation of prior academic preparation*
### Master of Science in Computer Science - Non-Thesis Track

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS501B: Program Development</td>
<td>3.0</td>
</tr>
<tr>
<td>CS502: Theoretical Foundations of Computer Science</td>
<td>3.0</td>
</tr>
<tr>
<td>CS503: Data Structures and Algorithms</td>
<td>3.0</td>
</tr>
<tr>
<td>CS505: Operating Systems Concepts</td>
<td>3.0</td>
</tr>
<tr>
<td>CS509: Advanced Object-Oriented Programming and Design</td>
<td>3.0</td>
</tr>
<tr>
<td>CS512: Algorithm Design</td>
<td>3.0</td>
</tr>
<tr>
<td>CS514: Networks</td>
<td>3.0</td>
</tr>
<tr>
<td>CS517: Database Design and Management</td>
<td>3.0</td>
</tr>
<tr>
<td>CS520: Introduction to Intelligent Systems</td>
<td>3.0</td>
</tr>
<tr>
<td>Choose: 12 Credits from CS510 or higher</td>
<td>12.0</td>
</tr>
<tr>
<td>Choose: 6 Credits from 600+ Level CS courses</td>
<td>6.0</td>
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</tbody>
</table>

**TOTAL CREDITS FOR THE MASTER OF SCIENCE IN COMPUTER SCIENCE NON-THESIS TRACK= 45.0**

*Up to 15 credits may be waived upon evaluation of prior academic preparation.*
### Master of Science in Computer Science
#### Computer Networks 'A' Track

<table>
<thead>
<tr>
<th>REQUIREMENTS: 45+ Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS501B: Program Development</td>
<td>3.0</td>
</tr>
<tr>
<td>CS502: Theoretical Foundations of Computer Science</td>
<td>3.0</td>
</tr>
<tr>
<td>CS503: Data Structures and Algorithms</td>
<td>3.0</td>
</tr>
<tr>
<td>CS505: Operating Systems Concepts</td>
<td>3.0</td>
</tr>
<tr>
<td>CS509: Advanced Object-Oriented Programming and Design</td>
<td>3.0</td>
</tr>
<tr>
<td>CS512: Algorithm Design</td>
<td>3.0</td>
</tr>
<tr>
<td>CS514: Networks</td>
<td>3.0</td>
</tr>
<tr>
<td>CS517: Database Design and Management</td>
<td>3.0</td>
</tr>
<tr>
<td>CS520: Introduction to Intelligent Systems</td>
<td>3.0</td>
</tr>
<tr>
<td>CS535: Telecommunications</td>
<td>3.0</td>
</tr>
<tr>
<td>CS635: Wireless Network Systems and Security</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Choose:
3 credits from among:
CS518, CS525, CS526, CS528, CS537, CS550, CS551, or CS628 | 3.0     |

Choose:
3 credits from CS510 or higher | 3.0     |

- CS691: Computer Science Thesis I | 3.0     
- CS692: Computer Science Thesis II | 3.0     

**TOTAL CREDITS FOR THE MASTER OF SCIENCE IN COMPUTER SCIENCE - COMPUTER NETWORKS 'A' TRACK = 45.0**

*Up to 15 credits may be waived upon evaluation of prior academic preparation*
# Appendix B: Curriculum Charts 2011-2012

## Master of Science in Computer Science

### Computer Networks 'B' Track

<table>
<thead>
<tr>
<th>REQUIREMENTS: 45* Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS501B: Program Development</td>
<td>3.0</td>
</tr>
<tr>
<td>CS502: Theoretical Foundations of Computer Science</td>
<td>3.0</td>
</tr>
<tr>
<td>CS503: Data Structures and Algorithms</td>
<td>3.0</td>
</tr>
<tr>
<td>CS505: Operating Systems Concepts</td>
<td>3.0</td>
</tr>
<tr>
<td>CS509: Advanced Object-Oriented Programming and Design</td>
<td>3.0</td>
</tr>
<tr>
<td>CS512: Algorithm Design</td>
<td>3.0</td>
</tr>
<tr>
<td>CS514: Networks</td>
<td>3.0</td>
</tr>
<tr>
<td>CS517: Database Design and Management</td>
<td>3.0</td>
</tr>
<tr>
<td>CS520: Introduction to Intelligent Systems</td>
<td>3.0</td>
</tr>
<tr>
<td>CS535: Telecommunications</td>
<td>3.0</td>
</tr>
<tr>
<td>CS635: Wireless Network Systems and Security</td>
<td>3.0</td>
</tr>
<tr>
<td>CS525: Simulation</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Choose:
- 3 credits from among:
  - CS526, CS528, CS533, CS535, CS537, CS550, CS551, or CS628 | 3.0 |

Choose:
- 6 credits from CS510 or higher with at least 3 credits at the 600 level | 6.0 |

---

**TOTAL CREDITS FOR THE MASTER OF SCIENCE IN COMPUTER SCIENCE - COMPUTER NETWORKS 'B' TRACK = 45.0**

*Up to 15 credits may be waived upon evaluation of prior academic preparation*
# Appendix B: Curriculum Charts 2011-2012

## Master of Science in Computer Science

### Databases and Intelligent Information Systems 'A' Track

<table>
<thead>
<tr>
<th>REQUIREMENTS: 45* Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS501B: Program Development</td>
<td>3.0</td>
</tr>
<tr>
<td>CS502: Theoretical Foundations of Computer Science</td>
<td>3.0</td>
</tr>
<tr>
<td>CS503: Data Structures and Algorithms</td>
<td>3.0</td>
</tr>
<tr>
<td>CS505: Operating Systems Concepts</td>
<td>3.0</td>
</tr>
<tr>
<td>CS509: Advanced Object-Oriented Programming and Design</td>
<td>3.0</td>
</tr>
<tr>
<td>CS512: Algorithm Design</td>
<td>3.0</td>
</tr>
<tr>
<td>CS514: Networks</td>
<td>3.0</td>
</tr>
<tr>
<td>CS517: Database Design and Management</td>
<td>3.0</td>
</tr>
<tr>
<td>CS520: Introduction to Intelligent Systems</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Choose:
6 credits from among:
- CS521, CS523, CS530, CS531, CS533, CS618, CS529, or CS625

Choose:
6 credits from CS510 or higher

- CS691: Computer Science Thesis I 3.0
- CS692: Computer Science Thesis II 3.0

---

**TOTAL CREDITS FOR THE MASTER OF SCIENCE IN COMPUTER SCIENCE - DATABASES AND INTELLIGENT INFORMATION SYSTEMS 'A' TRACK = 45.0**

*Up to 15 credits may be waived upon evaluation of prior academic preparation*
# Master of Science in Computer Science

## Databases and Intelligent Information Systems 'B' Track

<table>
<thead>
<tr>
<th>REQUIREMENTS: 45* Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS501B: Program Development</td>
<td>3.0</td>
</tr>
<tr>
<td>CS502: Theoretical Foundations of Computer Science</td>
<td>3.0</td>
</tr>
<tr>
<td>CS503: Data Structures and Algorithms</td>
<td>3.0</td>
</tr>
<tr>
<td>CS505: Operating Systems Concepts</td>
<td>3.0</td>
</tr>
<tr>
<td>CS509: Advanced Object-Oriented Programming and Design</td>
<td>3.0</td>
</tr>
<tr>
<td>CS512: Algorithm Design</td>
<td>3.0</td>
</tr>
<tr>
<td>CS514: Networks</td>
<td>3.0</td>
</tr>
<tr>
<td>CS517: Database Design and Management</td>
<td>3.0</td>
</tr>
<tr>
<td>CS520: Introduction to Intelligent Systems</td>
<td>3.0</td>
</tr>
<tr>
<td>CS533: Database System Implementation</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Choose:**

6 credits from among:

- CS521, CS522, CS523, CS530, CS531, CS618,
- CS529, or CS625

**Choose:**

6 credits from CS510 or higher

**Choose:**

3 credits from 600+ level

---

**TOTAL CREDITS FOR THE MASTER OF SCIENCE IN COMPUTER SCIENCE - DATABASES AND INTELLIGENT INFORMATION SYSTEMS 'B' TRACK = 45.0**

*Up to 15 credits may be waived upon evaluation of prior academic preparation*
## Master of Science in Computer Science
### Security of Computer Systems & Networks 'A' Track

**REQUIREMENTS: 45* Credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS501B</td>
<td>Program Development</td>
<td>3.0</td>
</tr>
<tr>
<td>CS502</td>
<td>Theoretical Foundations of Computer Science</td>
<td>3.0</td>
</tr>
<tr>
<td>CS503</td>
<td>Data Structures and Algorithms</td>
<td>3.0</td>
</tr>
<tr>
<td>CS505</td>
<td>Operating Systems Concepts</td>
<td>3.0</td>
</tr>
<tr>
<td>CS509</td>
<td>Advanced Object-Oriented Programming and Design</td>
<td>3.0</td>
</tr>
<tr>
<td>CS512</td>
<td>Algorithm Design</td>
<td>3.0</td>
</tr>
<tr>
<td>CS514</td>
<td>Networks</td>
<td>3.0</td>
</tr>
<tr>
<td>CS517</td>
<td>Database Design and Management</td>
<td>3.0</td>
</tr>
<tr>
<td>CS518</td>
<td>Fundamentals of Computer Security and Cryptography</td>
<td>3.0</td>
</tr>
<tr>
<td>CS520</td>
<td>Introduction to Intelligent Systems</td>
<td>3.0</td>
</tr>
<tr>
<td>CS628</td>
<td>Security of E-Systems and Networks</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Choose 3 credits from among:</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>CS525, CS526, CS528, CS533, CS537, CS550, CS551, or CS635</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Choose:</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>3 credits from CS510 or higher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CS691: Computer Science Thesis I</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>CS692: Computer Science Thesis II</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS FOR THE MASTER OF SCIENCE IN COMPUTER SCIENCE - SECURITY OF COMPUTER SYSTEMS & NETWORKS 'A' TRACK = 45.0**

*Up to 15 credits may be waived up on evaluation of prior academic preparation*
## Master of Science in Computer Science
### Security of Computer Systems & Networks 'B' Track

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS501B</td>
<td>Program Development</td>
<td>3.0</td>
</tr>
<tr>
<td>CS502</td>
<td>Theoretical Foundations of Computer Science</td>
<td>3.0</td>
</tr>
<tr>
<td>CS503</td>
<td>Data Structures and Algorithms</td>
<td>3.0</td>
</tr>
<tr>
<td>CS505</td>
<td>Operating Systems Concepts</td>
<td>3.0</td>
</tr>
<tr>
<td>CS509</td>
<td>Advanced Object-Oriented Programming and Design</td>
<td>3.0</td>
</tr>
<tr>
<td>CS512</td>
<td>Algorithm Design</td>
<td>3.0</td>
</tr>
<tr>
<td>CS514</td>
<td>Networks</td>
<td>3.0</td>
</tr>
<tr>
<td>CS517</td>
<td>Database Design and Management</td>
<td>3.0</td>
</tr>
<tr>
<td>CS518</td>
<td>Fundamentals of Computer Security and Cryptography</td>
<td>3.0</td>
</tr>
<tr>
<td>CS520</td>
<td>Introduction to Intelligent Systems</td>
<td>3.0</td>
</tr>
<tr>
<td>CS628</td>
<td>Security of e-Systems &amp; Networks</td>
<td>3.0</td>
</tr>
<tr>
<td>CS635</td>
<td>Wireless Network Systems and Security</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Choose:
- 6 credits from CS510 or higher

Choose:
- 3 credits from among:
  - CS525, CS526, CS528, CS533, CS535, CS537, CS550, or CS551

**TOTAL CREDITS FOR THE MASTER OF SCIENCE IN COMPUTER SCIENCE - SECURITY OF COMPUTER SYSTEMS & NETWORKS 'B' TRACK = 45.0**

*Up to 15 credits may be waived upon evaluation of prior academic preparation*
**Master of Arts in Corporate and Public Communication**

**REQUIREMENTS: 31 Credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO-COL: Colloquium in Communication</td>
<td>1.0</td>
</tr>
<tr>
<td>CO501: Communication Theory</td>
<td>3.0</td>
</tr>
<tr>
<td>CO502: Research Methods in Communication and Mass Media</td>
<td>3.0</td>
</tr>
<tr>
<td>CO503: Graduate Foundations in Communication</td>
<td>3.0</td>
</tr>
<tr>
<td>CO509: Communication, Culture, and Community</td>
<td>3.0</td>
</tr>
<tr>
<td>CO-CPE - CO Comprehensive Exam</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**THESIS or PROJECT:**

- CO691: Communication Thesis Proposal
- and
- CO692: Communication Thesis

**or**

- CO693: Communication Project Proposal
- and
- CO694: Communication Project

**ELECTIVES:**

- Choose 12 credits in Communication

**TOTAL CREDITS FOR MASTER OF ARTS IN CORPORATE AND PUBLIC COMMUNICATION = 31.0**
### Master of Arts in Criminal Justice - Non-Thesis Track

<table>
<thead>
<tr>
<th>REQUIREMENTS: 30 Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ502: Advanced Criminology</td>
<td>3.0</td>
</tr>
<tr>
<td>CJ512: Psychopathology</td>
<td>3.0</td>
</tr>
<tr>
<td>CJ525: Applied Data Analysis in Criminal Justice</td>
<td>3.0</td>
</tr>
<tr>
<td>CJ545: Seminar: Ethics, Law, and Society</td>
<td>3.0</td>
</tr>
<tr>
<td>CJ572: Civil Rights and Liberties</td>
<td>3.0</td>
</tr>
<tr>
<td>CJ-CPE: Comprehensive Exam</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Choose 15 credits from the following:
- CJ530, CJ535, CJ542, CJ550, CJ562,
- CJ555, CJ560, CJ565, CJ575, CJ610,
- CJ615, CJ625, CJ635, CJ650

**TOTAL CREDITS FOR MASTER OF ARTS IN CRIMINAL JUSTICE = 30.0**
## Master of Arts in Criminal Justice - Thesis Track

**REQUIREMENTS: 30 Credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ502</td>
<td>Advanced Criminology</td>
<td>3.0</td>
</tr>
<tr>
<td>CJ512</td>
<td>Psychopathology</td>
<td>3.0</td>
</tr>
<tr>
<td>CJ525</td>
<td>Applied Data Analysis in Criminal Justice</td>
<td>3.0</td>
</tr>
<tr>
<td>CJ545</td>
<td>Seminar: Ethics, Law, and Society</td>
<td>3.0</td>
</tr>
<tr>
<td>CJ572</td>
<td>Civil Rights and Liberties</td>
<td>3.0</td>
</tr>
<tr>
<td>CJ535</td>
<td>Evaluation Strategies For Criminal Justice</td>
<td>3.0</td>
</tr>
<tr>
<td>CJ691</td>
<td>Criminal Justice Thesis I</td>
<td>3.0</td>
</tr>
<tr>
<td>CJ692</td>
<td>Criminal Justice Thesis II</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Choose 6 credits from the following:
- CJ530, CJ542, CJ550, CJ555, CJ560,
- CJ562, CJ565, CJ575, CJ615, CJ610,
- CJ625, CJ635, CJ650

**TOTAL CREDITS FOR MASTER OF ARTS IN CRIMINAL JUSTICE**

**THESIS TRACK = 30.0**
### Master of Arts in Criminal Justice - Homeland Security Track

**REQUIREMENTS:** 30 Credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ502</td>
<td>Advanced Criminology</td>
<td>3.0</td>
</tr>
<tr>
<td>CJ512</td>
<td>Psychopathology</td>
<td>3.0</td>
</tr>
<tr>
<td>CJ525</td>
<td>Applied Data Analysis in Criminal Justice</td>
<td>3.0</td>
</tr>
<tr>
<td>CJ545</td>
<td>Seminar: Ethics, Law, and Society</td>
<td>3.0</td>
</tr>
<tr>
<td>CJ572</td>
<td>Civil Rights and Liberties</td>
<td>3.0</td>
</tr>
<tr>
<td>CJ620</td>
<td>Terrorism: Causes &amp; Consequences: The Unconventional Threat</td>
<td>3.0</td>
</tr>
<tr>
<td>CJ630</td>
<td>Intelligence for the Homeland Security Practitioner</td>
<td>3.0</td>
</tr>
<tr>
<td>CJ640</td>
<td>Multidisciplinary Approach to Homeland Security</td>
<td>3.0</td>
</tr>
<tr>
<td>CJ650</td>
<td>Cyber Terrorism</td>
<td>3.0</td>
</tr>
<tr>
<td>CJ-CPE</td>
<td>Comprehensive Exam</td>
<td>0.0</td>
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</tbody>
</table>

**TOTAL CREDITS FOR MASTER OF ARTS IN CRIMINAL JUSTICE HOMELAND SECURITY TRACK = 30.0**
## Doctor of Nursing Practice

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU701: Translating Evidence to Clinical Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>NU702: Health Promotion in Diverse Populations</td>
<td>3.0</td>
</tr>
<tr>
<td>NU703: Epidemiology and Genetics/Genomics</td>
<td>3.0</td>
</tr>
<tr>
<td>NU704: Issues in Aging</td>
<td>3.0</td>
</tr>
<tr>
<td>NU715: Organizational Leadership in Health Care</td>
<td>3.0</td>
</tr>
<tr>
<td>NU716: Health Care Policy for Advocacy in Health Care</td>
<td>3.0</td>
</tr>
<tr>
<td>NU717: Emerging Health Care Risks</td>
<td>3.0</td>
</tr>
<tr>
<td>NU718: Health Care Economics and Financial Management</td>
<td>3.0</td>
</tr>
<tr>
<td>NU730: Capstone Seminar I</td>
<td>2.0</td>
</tr>
<tr>
<td>NU731: Practicum I</td>
<td>4.0</td>
</tr>
<tr>
<td>NU732: Capstone Seminar II</td>
<td>2.0</td>
</tr>
<tr>
<td>NU733: Practicum II</td>
<td>4.0</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS FOR DOCTOR OF NURSING = 36.0**

**NOTE:**
All courses must be passed with a grade of "B" or better.
### Master of Education (M.Ed.)

<table>
<thead>
<tr>
<th>REQUIREMENTS</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED606: Diversity in Education</td>
<td>3.0</td>
</tr>
<tr>
<td>ED610: Education in a Democratic Society</td>
<td>3.0</td>
</tr>
<tr>
<td>ED624: Research in Teaching Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>ED608: Curriculum in the Classroom</td>
<td>3.0</td>
</tr>
<tr>
<td>ED626: Assessment Practice Now and When</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**ELECTIVES:**
- 15 credits of advisor approved coursework in an area of interest

**TOTAL CREDITS FOR MASTER OF EDUCATION = 30.0**
### Master of Science in Education: Principal

<table>
<thead>
<tr>
<th>REQUIREMENTS</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL504: Introduction to Educational Leadership P-12</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL539: Instructional Theory and Leadership for Student Learning</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL536: Curriculum Development and Design</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL569: Public School Supervision and Communication</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL593: Administration and Supervision of Literacy Practices and Development for School Leaders</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL530: School Law and Policy</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL532: Human Resource Management and School Finance</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL533: Community Relations</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL537: Technology for School Leaders</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL606: Research Based Program Evaluation &amp; Decision Making</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL588: Practicum in School Leadership P-12 I</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL589: Practicum in School Leadership P-12 II</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS FOR MASTER OF SCIENCE IN EDUCATION: PRINCIPAL = 36.0**
# Appendix B: Curriculum Charts 2011-2012

## Master of Science in Education: Principal/School Administrator

<table>
<thead>
<tr>
<th>REQUIREMENTS</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL504: Introduction to Educational Leadership P-12</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL539: Instructional Theory &amp; Leadership for Student Learning</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL536: Curriculum Development &amp; Design</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL569: Public School Supervision &amp; Communication 9-12</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL593: Administration and Supervision of Literacy Practices and Professional Development for School Leaders</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL530: School Law and Policy</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL532: Human Resource Management &amp; School Finance</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL533: Community Relations</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL537: Technology for School Leaders</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL606: Research Based Program Evaluation &amp; Decision Making</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL588: Practicum in School Leadership P-12 I</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL589: Practicum in School Leadership P-12 II</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL620: Practicum in Executive Leadership</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS FOR MASTER OF SCIENCE IN EDUCATION: PRINCIPAL/SCHOOL ADMINISTRATOR = 39.0**
### Master of Science in Education: Reading Specialist

**Requirements:** 30 Credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL515</td>
<td>Advanced Literacy Instruction</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL516</td>
<td>Literacy Strategy for All Learners I</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL517</td>
<td>Literacy Strategy for All Learners II</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL525</td>
<td>Multicultural Literature and Literacy</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL526</td>
<td>Strategies for Teaching Writing, K-12</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL527</td>
<td>Literacy Trends and Issues</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL564</td>
<td>Assessment &amp; Instruction in Literacy I</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL565</td>
<td>Assessment &amp; Instruction in Literacy II</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL585</td>
<td>Practicum in Literacy</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL593</td>
<td>Administration and Supervision of Literacy Practices and Professional</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Development for School Leaders</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits for Master of Science in Education: Reading Specialist = 30.0**
# Master of Science in Education: School Counseling

**REQUIREMENTS: 48 Credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDC500</td>
<td>Introduction to Professional Counseling</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC505</td>
<td>Counseling and Ethical Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC510</td>
<td>Human Growth &amp; Development</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC540</td>
<td>Group Counseling</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC530</td>
<td>Counseling Theory and Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC520</td>
<td>The Group Experience</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC545</td>
<td>Career Development and Counseling</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC535</td>
<td>Multicultural Counseling for Social Justice</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC550</td>
<td>Counseling At-Risk Children and Families</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC525</td>
<td>Assessment for Counseling</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC600</td>
<td>Practicum in Counseling</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC555</td>
<td>School Counseling Program Planning and Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC601</td>
<td>Internship in Counseling I</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC602</td>
<td>Internship in Counseling II</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC-CPE</td>
<td>Comprehensive Exam</td>
<td>0.0</td>
</tr>
<tr>
<td>EDC560</td>
<td>Consultation Procedures for Counseling</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL601</td>
<td>Research Methodology and Applications I</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS FOR MASTER OF SCIENCE IN EDUCATION:**

**SCHOOL COUNSELING = 48.0**

**NOTE:**

* Completion of this program does not qualify student for LPC Certification.
## Master of Science in Education:
### Student Affairs and College Counseling

<table>
<thead>
<tr>
<th>REQUIREMENTS: 48 Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDC505: Counseling and Ethical Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC510: Human Growth &amp; Development</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC540: Group Counseling</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC530: Counseling Theory and Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC520: The Group Experience</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC545: Career Development and Counseling</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC535: Multicultural Counseling for Social Justice</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC525: Assessment for Counseling</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC600: Practicum in Counseling</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC601: Internship in Counseling I</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC602: Internship in Counseling II</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC-CPE: Comprehensive Exam</td>
<td>0.0</td>
</tr>
<tr>
<td>EDC580: Consultation Procedures for Counseling</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL601: Research Methodology and Applications I</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC501: Student Affairs and College Counseling</td>
<td>3.0</td>
</tr>
<tr>
<td>EDC500: Introduction to Professional Counseling</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL541: Administration in Higher Education</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS FOR MASTER OF SCIENCE IN EDUCATION: STUDENT AFFAIRS AND COLLEGE COUNSELING = 48.0**

**NOTE:**
* Completion of this program does not qualify student for LPC Certification or K-12 School Counselor Certification.
## Master of Science in Education: Special Education - Autism Track

<table>
<thead>
<tr>
<th>REQUIREMENTS</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL515: Advanced Literacy Instruction</td>
<td>3.0</td>
</tr>
<tr>
<td>EDS530: Research Issues and Trends in Special Education</td>
<td>3.0</td>
</tr>
<tr>
<td>EDS535: Technology and Students with Disabilities</td>
<td>3.0</td>
</tr>
<tr>
<td>EDS537: Collaborating with Families, Students, and Professionals in Community and Educational Settings</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AUTISMM REQUIREMENTS</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS502: Autism: Characteristics, Etiology, and Current Issues</td>
<td>3.0</td>
</tr>
<tr>
<td>EDS542: Communication and Social Competence Skills</td>
<td>3.0</td>
</tr>
<tr>
<td>EDS566: Assessment and Interventions for Individuals with Autism I</td>
<td>3.0</td>
</tr>
<tr>
<td>EDS567: Assessment and Interventions for Individuals with Autism II</td>
<td>3.0</td>
</tr>
<tr>
<td>EDS571: Management of Challenging Behaviors</td>
<td>3.0</td>
</tr>
<tr>
<td>EDS580: Research Seminar in Autism</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS FOR MASTER OF SCIENCE IN EDUCATION: SPECIAL EDUCATION - AUTISM TRACK = 30.0**
## Master of Science in Education: Special Education - Learning Disabilities Teacher - Consultant Track

<table>
<thead>
<tr>
<th>REQUIREMENTS</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL515: Advanced Literacy Instruction</td>
<td>3.0</td>
</tr>
<tr>
<td>EDS530: Research Issues and Trends in Special Education</td>
<td>3.0</td>
</tr>
<tr>
<td>EDS535: Technology and Students with Disabilities</td>
<td>3.0</td>
</tr>
<tr>
<td>EDS537: Collaborating with Families, Students, and Professionals in Community and Educational Settings</td>
<td>3.0</td>
</tr>
</tbody>
</table>

### LEARNING DISABILITIES TEACHER CONSULTANT REQUIREMENTS: Credits

<table>
<thead>
<tr>
<th>REQUIREMENTS</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS532: Physiological Aspects of Learning</td>
<td>3.0</td>
</tr>
<tr>
<td>EDS550: Learning Theories and Applications in Educational Settings</td>
<td>3.0</td>
</tr>
<tr>
<td>EDS566: Advanced Instructional Methods in Special Education</td>
<td>3.0</td>
</tr>
<tr>
<td>EDS570: Assessment and Curricula Interventions and Strategies</td>
<td>3.0</td>
</tr>
<tr>
<td>EDS590: Diagnosis and Correction of Learning Disabilities</td>
<td>3.0</td>
</tr>
<tr>
<td>EDS610: Internship in Learning Disabilities Teacher-Consultant</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS FOR MASTER OF SCIENCE IN EDUCATION: SPECIAL EDUCATION LEARNING DISABILITIES TEACHER - CONSULTANT TRACK = 30.0**
# Appendix B: Curriculum Charts 2011-2012

**MSED.YI.INCL.11**

## Master of Science in Education: Special Education - Teaching in Inclusive Settings

<table>
<thead>
<tr>
<th>REQUIREMENTS</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL515: Advanced Literacy Instruction</td>
<td>3.0</td>
</tr>
<tr>
<td>EDS530: Research Issues and Trends in Special Education</td>
<td>3.0</td>
</tr>
<tr>
<td>EDS535: Technology and Students with Disabilities</td>
<td>3.0</td>
</tr>
<tr>
<td>EDS537: Collaborating with Families, Students, and Professionals in Community and Educational Settings</td>
<td>3.0</td>
</tr>
</tbody>
</table>

## INCLUSIVE SETTINGS REQUIREMENTS:

<table>
<thead>
<tr>
<th>REQUIREMENTS</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS522: Accommodating Learners with Special Needs in Inclusive Settings</td>
<td>3.0</td>
</tr>
<tr>
<td>EDS534: Classroom Management in Inclusive Settings</td>
<td>3.0</td>
</tr>
<tr>
<td>EDS550: Learning Theories and Applications in Educational Settings</td>
<td>3.0</td>
</tr>
<tr>
<td>EDS568: Advanced Instructional Methods in Special Education</td>
<td>3.0</td>
</tr>
<tr>
<td>EDS572: Assessment Strategies and Applications in the Classroom</td>
<td>3.0</td>
</tr>
<tr>
<td>Elective course in Special Education or Literacy</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS FOR MASTER OF SCIENCE IN EDUCATION: SPECIAL EDUCATION - TEACHING IN INCLUSIVE SETTINGS TRACK = 30.0**

OrR 03/11
# Appendix B: Curriculum Charts 2011-2012

## Master of Science in Education - Special Education with an Endorsement in Teacher of Students with Disabilities

<table>
<thead>
<tr>
<th>REQUIREMENTS</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL515: Advanced Literacy Instruction</td>
<td>3.0</td>
</tr>
<tr>
<td>EDS530: Research Issues and Trends in Special Education</td>
<td>3.0</td>
</tr>
<tr>
<td>EDS535: Technology and Students with Disabilities</td>
<td>3.0</td>
</tr>
<tr>
<td>EDS537: Collaborating with Families, Students, and Professionals in Community and Educational Settings</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEACHER OF STUDENTS WITH DISABILITIES REQUIREMENTS</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS534: Classroom Management in Inclusive Settings</td>
<td>3.0</td>
</tr>
<tr>
<td>EDS572: Assessment Strategies &amp; Applications in the Classroom</td>
<td>3.0</td>
</tr>
<tr>
<td>EDS500: Integrated Approach to Foundations of Special Education</td>
<td>3.0</td>
</tr>
<tr>
<td>EDS522: Accommodating Learners with Special Needs in Inclusive Settings</td>
<td>3.0</td>
</tr>
<tr>
<td>EDS552: Methods of Teaching Students with Disabilities</td>
<td>3.0</td>
</tr>
<tr>
<td>Elective course in Special Education or Literacy</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS FOR MASTER OF SCIENCE IN EDUCATION - SPECIAL EDUCATION WITH AN ENDORSEMENT IN TEACHER OF STUDENTS WITH DISABILITIES = 30.0**

---

*ORR 03/11*
# Master of Arts in Teaching - Initial Certification

## Early Childhood Elementary Track

(P-3 Early Childhood Certification with Elementary K-5 Certification)

<table>
<thead>
<tr>
<th>REQUIREMENTS: 40 Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED510: Foundations of Education</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL502: Development and Learning in Early Childhood</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL522: Early Literacy and Language Development</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL521: Early Childhood Family, School and Community Collaboration in a Diverse Society</td>
<td>3.0</td>
</tr>
<tr>
<td>ED550: Teaching Diverse Populations</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL560: Early Childhood Curriculum Assessment for Inclusive Environments</td>
<td>4.0</td>
</tr>
<tr>
<td>ED556: Teaching Elementary Mathematics</td>
<td>3.0</td>
</tr>
<tr>
<td>ED562: Methods of Teaching Science at the Elementary Level</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL575: Methods of Teaching Language Arts and Content Literacy at the Elementary Level</td>
<td>3.0</td>
</tr>
<tr>
<td>ED576: Teaching Social Studies at the Elementary Level</td>
<td>3.0</td>
</tr>
<tr>
<td>ED593: Student Teaching (a)</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>9.0</td>
</tr>
<tr>
<td>ED594: Supervised Teaching (a)</td>
<td></td>
</tr>
</tbody>
</table>

(a) Students must complete the appropriate test requirement(s) with a passing score prior to student/supervised teaching.

---

## TOTAL CREDITS FOR MASTER OF ARTS IN TEACHING - INITIAL CERTIFICATION (P-3, K-5) EARLY CHILDHOOD - ELEMENTARY TRACK = 40.0

**NOTE:**
The P-3, K-5 certification requires completion of Liberal Arts, Science, dual content or interdisciplinary academic major or a minimum of 60 semester hours/credits in Liberal Arts or Science.
### Master of Arts in Teaching - Initial Certification Elementary Track (K-5 Elementary Certification)

**Requirements:** 36 Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED510: Foundations of Education</td>
<td>3.0</td>
</tr>
<tr>
<td>ED552: Child and Adolescent Development</td>
<td>3.0</td>
</tr>
<tr>
<td>ED550: Teaching Diverse Populations</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL503: Literacy Instruction</td>
<td>3.0</td>
</tr>
<tr>
<td>ED556: Teaching Elementary Mathematics</td>
<td>3.0</td>
</tr>
<tr>
<td>ED562: Methods of Teaching Science at the Elementary Level</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL575: Methods of Teaching Language Arts &amp; Content Literacy at the Elementary Level</td>
<td>3.0</td>
</tr>
<tr>
<td>ED576: Teaching Social Studies at the Elementary Level</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Choose: 1 course from among:
- ED606, ED683, EDS534, EDS535, or ED524  
- ED593: Student Teaching (a)  
- ED594: Supervised Teaching (a)

(a) Students must complete the appropriate test requirement(s) with a passing score prior to student/supervised teaching.

### TOTAL CREDITS FOR MASTER OF ARTS IN TEACHING - INITIAL CERTIFICATION ELEMENTARY TRACK = 36.0

**Note:**
The elementary school certification requires completion of Liberal Arts, Science, dual content or interdisciplinary academic major or a minimum of 60 semester hours/credits in Liberal Arts or Science.
# Appendix B: Curriculum Charts 2011-2012

## Master of Arts in Teaching - Initial Certification Elementary Track (K-5) with an Endorsement in English as a Second Language

<table>
<thead>
<tr>
<th>REQUIREMENTS: 45 Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED510: Foundations of Education</td>
<td>3.0</td>
</tr>
<tr>
<td>ED552: Child and Adolescent Development</td>
<td>3.0</td>
</tr>
<tr>
<td>ED550: Teaching Diverse Populations</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL503: Literacy Instruction</td>
<td>3.0</td>
</tr>
<tr>
<td>ED566: Teaching Elementary Mathematics</td>
<td>3.0</td>
</tr>
<tr>
<td>ED562: Methods of Teaching Science at the Elementary Level</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL575: Methods of Teaching Language Arts and Content Literacy at the Elementary Level</td>
<td>3.0</td>
</tr>
<tr>
<td>ED567: Teaching Social Studies at the Elementary Level</td>
<td>3.0</td>
</tr>
<tr>
<td>EN563: Linguistics and the English Language</td>
<td>3.0</td>
</tr>
<tr>
<td>ED583: Theories and Practice of ESL Instruction Part I</td>
<td>3.0</td>
</tr>
<tr>
<td>ED606: Diversity in Education</td>
<td>3.0</td>
</tr>
<tr>
<td>ED584: Theories and Practice of ESL Instruction Part II</td>
<td>3.0</td>
</tr>
<tr>
<td>ED593: Student Teaching (a)</td>
<td>9.0</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>ED594: Supervised Teaching (a)</td>
<td></td>
</tr>
</tbody>
</table>

(a) Students must complete the appropriate test requirement(s) with a passing score prior to student/supervised teaching

**TOTAL CREDITS FOR MASTER OF ARTS IN TEACHING - INITIAL CERTIFICATION ELEMENTARY TRACK (K-5) WITH AN ENDORSEMENT IN ENGLISH AS A SECOND LANGUAGE = 45.0**

**NOTE:**
The elementary school certification requires completion of Liberal Arts, Science, dual content or interdisciplinary academic major or a minimum of 60 semester hours/credits in Liberal Arts or Science.
## Master of Arts in Teaching - Initial Certification  
Elementary Track with Middle School Endorsement  
(K-5 Certification with Content Specialization Endorsement 5-8)

<table>
<thead>
<tr>
<th>REQUIREMENTS: 39 Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED510: Foundations of Education</td>
<td>3.0</td>
</tr>
<tr>
<td>ED550: Teaching Diverse Populations</td>
<td>3.0</td>
</tr>
<tr>
<td>ED552: Child &amp; Adolescent Development</td>
<td>3.0</td>
</tr>
<tr>
<td>ED528: Middle Level Learning and Teaching</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL503: Literacy Instruction</td>
<td>3.0</td>
</tr>
<tr>
<td>ED556: Teaching Elementary Mathematics</td>
<td>3.0</td>
</tr>
<tr>
<td>ED562: Methods of Teaching Science at the Elementary Level</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL575: Methods of Teaching Language Arts &amp; Content Literacy at the Elementary Level</td>
<td>3.0</td>
</tr>
<tr>
<td>ED576: Teaching Social Studies at the Elementary Level</td>
<td>3.0</td>
</tr>
<tr>
<td>Content Methods I (3.00 credits):</td>
<td></td>
</tr>
<tr>
<td>Program</td>
<td>Content Methods I</td>
</tr>
<tr>
<td>English</td>
<td>ED578</td>
</tr>
<tr>
<td>Mathematics</td>
<td>ED564</td>
</tr>
<tr>
<td>Science</td>
<td>ED566</td>
</tr>
<tr>
<td>Social Studies</td>
<td>ED579</td>
</tr>
<tr>
<td></td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ED593: Student Teaching (a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>or</td>
</tr>
<tr>
<td>ED594: Supervised Teaching (a)</td>
</tr>
</tbody>
</table>

(a) Students must complete the appropriate test requirement(s) with a passing score prior to student-supervised teaching.

### TOTAL CREDITS FOR MASTER OF ARTS IN TEACHING - INITIAL CERTIFICATION ELEMENTARY TRACK & MIDDLE SCHOOL ENDORSEMENT = 39.0

**NOTE**  
*Fifteen (15) semester hour credits in a Content Area related to the NJ Core Curriculum Content Standards required.*
# Master of Arts in Teaching - Initial Certification Elementary Track (K-5) with an Endorsement in Teacher of Students with Disabilities

**REQUIREMENTS: 48 Credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED510</td>
<td>Foundations of Education</td>
<td>3.0</td>
</tr>
<tr>
<td>ED552</td>
<td>Child and Adolescent Development</td>
<td>3.0</td>
</tr>
<tr>
<td>ED550</td>
<td>Teaching Diverse Populations</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL503</td>
<td>Literacy Instruction</td>
<td>3.0</td>
</tr>
<tr>
<td>ED556</td>
<td>Teaching Elementary Mathematics</td>
<td>3.0</td>
</tr>
<tr>
<td>ED562</td>
<td>Methods of Teaching Science at the Elementary Level</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL575</td>
<td>Methods of Teaching Language Arts and Content Literacy at the Elementary Level</td>
<td>3.0</td>
</tr>
<tr>
<td>ED576</td>
<td>Teaching Social Studies at the Elementary Level</td>
<td>3.0</td>
</tr>
<tr>
<td>EDS535</td>
<td>Technology and Students with Disabilities</td>
<td>3.0</td>
</tr>
<tr>
<td>EDS537</td>
<td>Collaborating with Families, Students, and Professionals in Community and Educational Settings</td>
<td>3.0</td>
</tr>
<tr>
<td>EDS534</td>
<td>Classroom Management in Inclusive Settings</td>
<td>3.0</td>
</tr>
<tr>
<td>EDS572</td>
<td>Assessment Strategies and Applications in the Classroom</td>
<td>3.0</td>
</tr>
<tr>
<td>EDS552</td>
<td>Methods of Teaching Students with Disabilities</td>
<td>3.0</td>
</tr>
<tr>
<td>ED593</td>
<td>Student Teaching (a)</td>
<td>3.0</td>
</tr>
<tr>
<td>or</td>
<td>ED594: Supervised Teaching (a)</td>
<td>9.0</td>
</tr>
</tbody>
</table>

(a) Students must complete the appropriate test requirement(s) with a passing score prior to student/Supervised teaching.

**TOTAL CREDITS FOR MASTER OF ARTS IN TEACHING - INITIAL CERTIFICATION ELEMENTARY TRACK (K-5) WITH AN ENDORSEMENT IN TEACHER OF STUDENTS WITH DISABILITIES = 48.0**

**NOTE:**
The elementary school certification requires completion of Liberal Arts, Science, dual content or interdisciplinary academic major or a minimum of 60 semester hours/credits in Liberal Arts or Science.
# Master of Arts in Teaching - Initial Certification Elementary Track (K-5 Elementary Certification) with Supplemental Instruction in Reading and Mathematics

<table>
<thead>
<tr>
<th>REQUIREMENTS: 36 Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED510: Foundations of Education</td>
<td>3.0</td>
</tr>
<tr>
<td>ED552: Child and Adolescent Psychology</td>
<td>3.0</td>
</tr>
<tr>
<td>ED550: Teaching Diverse Populations</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL503: Literacy Instruction</td>
<td>3.0</td>
</tr>
<tr>
<td>ED556: Teaching Elementary Mathematics</td>
<td>3.0</td>
</tr>
<tr>
<td>ED554: Supplemental Instruction in Reading and Mathematics</td>
<td>3.0</td>
</tr>
<tr>
<td>ED562: Methods of Teaching Science at the Elementary Level</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL575: Methods of Teaching Language Arts and Content Literacy at the Elementary Level</td>
<td>3.0</td>
</tr>
<tr>
<td>ED576: Teaching Social Studies at the Elementary Level</td>
<td>3.0</td>
</tr>
<tr>
<td>ED593: Student Teaching (a)</td>
<td>9.0</td>
</tr>
<tr>
<td>or ED594: Supervised Teaching (a)</td>
<td>9.0</td>
</tr>
</tbody>
</table>

(a) Students must complete the appropriate test requirement(s) with a passing score prior to student/supervised teaching

---

**TOTAL CREDITS FOR MASTER OF ARTS IN TEACHING - INITIAL CERTIFICATION ELEMENTARY TRACK (K-5 ELEMENTARY CERTIFICATION) WITH SUPPLEMENTAL INSTRUCTION IN READING AND MATHEMATICS = 36.0**

**NOTE:**

The elementary school certification requires completion of Liberal Arts, Science, dual content or interdisciplinary academic major or a minimum of 60 semester hours/credits in Liberal Arts or Science.
# Appendix B: Curriculum Charts 2011-2012

## Master of Arts in Teaching - Initial Certification Secondary Track (9-12 Certification and Subject Endorsement)

**Requirements:** 36 Credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED510</td>
<td>Foundations of Education</td>
<td>3.0</td>
</tr>
<tr>
<td>ED550</td>
<td>Teaching Diverse Populations</td>
<td>3.0</td>
</tr>
<tr>
<td>ED562</td>
<td>Child and Adolescent Development</td>
<td>3.0</td>
</tr>
<tr>
<td>ED529</td>
<td>Content Literacy</td>
<td>3.0</td>
</tr>
</tbody>
</table>

### Content Methods I & II (6.00 credits):

<table>
<thead>
<tr>
<th>Program</th>
<th>Content Methods I</th>
<th>Content Methods II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sciences</td>
<td>ED566</td>
<td>ED567</td>
</tr>
<tr>
<td>English</td>
<td>ED578</td>
<td>ED585</td>
</tr>
<tr>
<td>Mathematics</td>
<td>ED554</td>
<td>ED565</td>
</tr>
<tr>
<td>Social Studies</td>
<td>ED579</td>
<td>ED580</td>
</tr>
</tbody>
</table>

**Choose:**

- 3 courses from among:
  - ED606, ED583, EDS534, EDS535, ED599, ED524
  - 9.0

or

- ED593: Student Teaching (a)  
- ED594: Supervised Teaching (a)  
- 9.0

*Students must complete the appropriate test requirement(s) with a passing score prior to student/supervised teaching.*

## Total Credits for Master of Arts in Teaching - Initial Certification Secondary Track = 36.0
## Master of Arts in Teaching - Initial Certification in Art or Music (K-12 Certification and Subject Endorsement)

**Requirements:** 36 Credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED510</td>
<td>Foundations of Education</td>
<td>3.0</td>
</tr>
<tr>
<td>ED550</td>
<td>Teaching Diverse Populations</td>
<td>3.0</td>
</tr>
<tr>
<td>ED552</td>
<td>Child &amp; Adolescent Development</td>
<td>3.0</td>
</tr>
<tr>
<td>ED529</td>
<td>Content Literacy</td>
<td>3.0</td>
</tr>
<tr>
<td>ED587</td>
<td>Integrated Methods in K-12 Education</td>
<td>3.0</td>
</tr>
<tr>
<td>ED599</td>
<td>Independent Study</td>
<td>3.0</td>
</tr>
<tr>
<td>AR599</td>
<td>Independent Study (Art)</td>
<td>3.0</td>
</tr>
<tr>
<td>MU599</td>
<td>Independent Study (Music)</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Electives:**
Take 3 courses from among:

- ED606, ED583, ED5534, ED5535, ED524 (Total: 9.0)
- ED593: Student Teaching (a) (Total: 9.0)
- ED594: Supervised Teaching (a) (Total: 9.0)

(a) Students must complete the appropriate test requirement(s) with a passing score prior to student/supervised teaching.

**Total Credits for Master of Arts in Teaching - Initial Certification in Art/Music K-12 = 36.0**
### Master of Arts in Teaching - Initial Certification - Spanish or Chinese (K-12 Certification and Subject Endorsement)

**Requirements:** 36 Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED510: Foundations of Education</td>
<td>3.0</td>
</tr>
<tr>
<td>ED550: Teaching Diverse Populations</td>
<td>3.0</td>
</tr>
<tr>
<td>ED552: Child &amp; Adolescent Development</td>
<td>3.0</td>
</tr>
<tr>
<td>ED529: Content Literacy</td>
<td>3.0</td>
</tr>
<tr>
<td>FO599: Independent Study in the Teaching of World Languages</td>
<td>3.0</td>
</tr>
<tr>
<td>ED599: NCATE for Chinese or</td>
<td></td>
</tr>
<tr>
<td>FSS99: Introduction to Linguistics for Spanish</td>
<td>3.0</td>
</tr>
<tr>
<td>ED582: World Language Education</td>
<td>3.0</td>
</tr>
<tr>
<td>FO-LTOPI: Oral Proficiency: Spanish (advanced low), Chinese (Interm. High)(a)</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**Electives:**
- Take 2 courses from among:
  - ED606, ED583, EDS534, EDS535, ED599, ED524
  - ED593: Student Teaching (b)
  - ED594: Supervised Teaching (b)

\(a\) LT-OPI taken with Language Testing International at [www.languagetesting.com](http://www.languagetesting.com)

\(b\) Students must complete the appropriate test requirement(s) with a passing score prior to student/ supervised teaching

**Total Credits for Master of Arts in Teaching - Initial Certification**

| Spanish or Chinese K-12 Certification = 36.0 |
## Master of Arts in Teaching - Initial Certification Secondary Track
(9-12 Certification and Subject Endorsement) with Endorsement in English as a Second Language

<table>
<thead>
<tr>
<th>REQUIREMENTS: 39 Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED510: Foundations of Education</td>
<td>3.0</td>
</tr>
<tr>
<td>ED550: Teaching Diverse Populations</td>
<td>3.0</td>
</tr>
<tr>
<td>ED552: Child and Adolescent Development</td>
<td>3.0</td>
</tr>
<tr>
<td>ED529: Content Literacy</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Content Methods I & II (6.00 credits):

<table>
<thead>
<tr>
<th>Program</th>
<th>Content Methods I</th>
<th>Content Methods II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sciences</td>
<td>ED566</td>
<td>ED567</td>
</tr>
<tr>
<td>English</td>
<td>ED578</td>
<td>ED585</td>
</tr>
<tr>
<td>Mathematics</td>
<td>ED564</td>
<td>ED565</td>
</tr>
<tr>
<td>Social Studies</td>
<td>ED579</td>
<td>ED580</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6.0</td>
</tr>
</tbody>
</table>

| EN563: Linguistics and the English Language | 3.0 |
| ED583: Theories and Practice of ESL Instruction Part I | 3.0 |
| ED606: Diversity in Education | 3.0 |
| ED584: Theories and Practice of ESL Instruction Part II | 3.0 |
| ED593: Student Teaching (a) | 9.0 |
| or |                       |
| ED594: Supervised Teaching (a) |         |

(a) Students must complete the appropriate test requirement(s) with a passing score prior to student/supervised teaching.

### TOTAL CREDITS FOR MASTER OF ARTS IN TEACHING - INITIAL CERTIFICATION SECONDARY TRACK WITH AN ENDORSEMENT IN ENGLISH AS A SECOND LANGUAGE = 39.0
## Master of Arts in Teaching - Initial Certification - Spanish or Chinese (K-12 Certification and Subject Endorsement) with Endorsement in English as a Second Language

**REQUIREMENTS: 39 Credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED510: Foundations of Education</td>
<td>3.0</td>
</tr>
<tr>
<td>ED550: Teaching Diverse Populations</td>
<td>3.0</td>
</tr>
<tr>
<td>ED552: Child &amp; Adolescent Development</td>
<td>3.0</td>
</tr>
<tr>
<td>ED529: Content Literacy</td>
<td>3.0</td>
</tr>
<tr>
<td>FO599: Independent Study in the Teaching of World Languages</td>
<td>3.0</td>
</tr>
<tr>
<td>or ED599: NCATE for Chinese</td>
<td></td>
</tr>
<tr>
<td>or FS599: Introduction to Linguistics for Spanish</td>
<td>3.0</td>
</tr>
<tr>
<td>ED582: World Language Education</td>
<td>3.0</td>
</tr>
<tr>
<td>FO-LTIPI: Oral Proficiency: Spanish (advanced low), Chinese (Interm. High)(a)</td>
<td>0.0</td>
</tr>
<tr>
<td>EN563: Linguistics and the English Language</td>
<td>3.0</td>
</tr>
<tr>
<td>ED606: Diversity in Education</td>
<td>3.0</td>
</tr>
<tr>
<td>ED584: Theories and Practice of ESL Instruction Part II</td>
<td>3.0</td>
</tr>
<tr>
<td>or ED593: Student Teaching (b)</td>
<td></td>
</tr>
<tr>
<td>or ED594: Supervised Teaching (b)</td>
<td>9.0</td>
</tr>
</tbody>
</table>

(a) LTI-DPI taken with Language Testing International at www.languagetesting.com
(b) Students must complete the appropriate test requirement(s) with a passing score prior to student/supervised teaching

**TOTAL CREDITS FOR MASTER OF ARTS IN TEACHING - INITIAL CERTIFICATION SPANISH OR CHINESE K-12 CERTIFICATION WITH ENDORSEMENT IN ENGLISH AS A SECOND LANGUAGE = 39.0**
### Master of Arts in Teaching - Initial Certification with Endorsements in K-12 Education in Health and Physical Education

**REQUIREMENTS: 36 Credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED510: Foundations of Education</td>
<td>3.0</td>
</tr>
<tr>
<td>ED550: Teaching Diverse Populations</td>
<td>3.0</td>
</tr>
<tr>
<td>ED552: Child &amp; Adolescent Development</td>
<td>3.0</td>
</tr>
<tr>
<td>ED529: Content Literacy</td>
<td>3.0</td>
</tr>
<tr>
<td>ED596: Methods of Teaching Health K-12</td>
<td>3.0</td>
</tr>
<tr>
<td>ED597: Methods of Teaching Physical Education K-12</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Electives:**
- Take 3 courses from among:
  - ED606, ED583, EDS534, EDS535, ED524     | 9.0     |
  - ED593: Student Teaching (a)              |         |
  - ED594: Supervised Teaching (a)           |         |

(a) Students must complete the appropriate test requirement(s) with a passing score prior to student/supervised teaching

**TOTAL CREDITS FOR MASTER OF ARTS IN TEACHING - INITIAL CERTIFICATION IN K-12 EDUCATION IN HEALTH AND PHYSICAL EDUCATION = 36.0**
# Appendix B: Curriculum Charts 2011-2012

## Master of Arts in Teaching - Initial Certification
Secondary Track with Endorsements in 9-12 Subject Specific and Teacher of Students with Disabilities

<table>
<thead>
<tr>
<th>REQUIREMENTS: 42 Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED510: Foundations of Education</td>
<td>3.0</td>
</tr>
<tr>
<td>ED550: Teaching Diverse Populations</td>
<td>3.0</td>
</tr>
<tr>
<td>ED552: Child and Adolescent Development</td>
<td>3.0</td>
</tr>
<tr>
<td>ED529: Content Literacy</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Content Methods I & II (6.00 credits):**

<table>
<thead>
<tr>
<th>Program</th>
<th>Content Methods I</th>
<th>Content Methods II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sciences</td>
<td>ED566</td>
<td>ED567</td>
</tr>
<tr>
<td>English</td>
<td>ED578</td>
<td>ED585</td>
</tr>
<tr>
<td>Mathematics</td>
<td>ED564</td>
<td>ED565</td>
</tr>
<tr>
<td>Social Studies</td>
<td>ED579</td>
<td>ED580</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6.0</td>
</tr>
</tbody>
</table>

**Electives:**

- EDS534: Classroom Management in Inclusive Settings | 3.0
- EDS535: Technology and Students with Disabilities | 3.0
- EDS537: Collaborating with Families, Students, and Professionals in Community and Educational Settings | 3.0
- EDS552: Methods of Teaching Students with Disabilities | 3.0
- EDS572: Assessment Strategies and Applications in the Classroom | 3.0
- EDS93: Student Teaching (a) or EDS94: Supervised Teaching (a) | 9.0

(a) Students must complete the appropriate test requirement(s) with a passing score prior to student/supervised teaching.

**TOTAL CREDITS FOR MASTER OF ARTS IN TEACHING - INITIAL CERTIFICATION SECONDARY TRACK WITH ENDORSEMENTS IN 9-12 SUBJECT SPECIFIC AND TEACHER OF STUDENTS WITH DISABILITIES = 42.0**
# Master of Arts in English with a Concentration in Creative Writing

<table>
<thead>
<tr>
<th>REQUIREMENTS: 30 Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN502: Seminar in Literary Research</td>
<td>3.0</td>
</tr>
<tr>
<td>Literature Before 1800:</td>
<td></td>
</tr>
<tr>
<td>Choose 1 Course Designated with the Course*Type: EN.1</td>
<td>3.0</td>
</tr>
<tr>
<td>Literature After 1800:</td>
<td></td>
</tr>
<tr>
<td>Choose 1 Course Designated with the Course*Type: EN.2</td>
<td>3.0</td>
</tr>
<tr>
<td>World Literature:</td>
<td></td>
</tr>
<tr>
<td>Choose 1 Course Designated with the Course*Type: EN.3</td>
<td>3.0</td>
</tr>
<tr>
<td>Creative Writing:</td>
<td></td>
</tr>
<tr>
<td>Take 4 courses in Creative Writing* Designated with Course<em>Type: EN.CW.1</em>(may be repeated for credit)</td>
<td>12.0</td>
</tr>
<tr>
<td>EN644: Manuscript Seminar *(may be taken in two semesters)</td>
<td>6.0</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS FOR MASTER OF ARTS IN ENGLISH WITH A CONCENTRATION IN CREATIVE WRITING = 30.0**
### Master of Arts in English with a Concentration in Literature

**REQUIREMENTS:** 30 Credits

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN502: Seminar in Literary Research</td>
<td>3.0</td>
</tr>
<tr>
<td>Literature Before 1800:</td>
<td></td>
</tr>
<tr>
<td>Choose 1 Course Designated with the Course*Type: EN.1</td>
<td>3.0</td>
</tr>
<tr>
<td>Literature After 1800:</td>
<td></td>
</tr>
<tr>
<td>Choose 1 Course Designated with the Course*Type: EN.2</td>
<td>3.0</td>
</tr>
<tr>
<td>World Literature:</td>
<td></td>
</tr>
<tr>
<td>Choose 1 Course Designated with the Course*Type: EN.3</td>
<td>3.0</td>
</tr>
<tr>
<td>Language and Theory:</td>
<td></td>
</tr>
<tr>
<td>Choose 1 Course Designated with the Course*Type: EN.4</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**THESIS AND ELECTIVES**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN691: Thesis Development</td>
<td>3.0</td>
</tr>
<tr>
<td>EN692: Thesis Writing</td>
<td>3.0</td>
</tr>
<tr>
<td>Three additional English courses at the 600+ level;</td>
<td></td>
</tr>
<tr>
<td>Two of which must be Designated with the Course*Type: EN.LT</td>
<td>9.0</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS FOR MASTER OF ARTS IN ENGLISH WITH A CONCENTRATION IN LITERATURE - THESIS TRACK = 30.0**
Master of Arts in English  
with a Concentration in New Jersey Studies

<table>
<thead>
<tr>
<th>REQUIREMENTS: 30 Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN502: Seminar in Literary Research</td>
<td>3.0</td>
</tr>
</tbody>
</table>
| Literature Before 1800:  
  Choose 1 Course Designated with the Course*Type: EN.1 | 3.0 |
| Literature After 1800:  
  Choose 1 Course Designated with the Course*Type: EN.2 | 3.0 |
| World Literature:  
  Choose 1 Course Designated with the Course*Type: EN.3 | 3.0 |
| Language and Theory:  
  Choose 1 Course Designated with the Course*Type: EN.4 | 3.0 |
| American Literature:  
  Choose 1 Course Designated with the Course*Type: EN.5 | 3.0 |
| EN565: New Jersey's Literary Heritage | 3.0 |
| HS530: New Jersey History | 3.0 |
| Thesis and Electives:  
  EN691: Thesis Development: New Jersey Literature | 3.0 |
| EN692: Thesis Writing: New Jersey Literature | 3.0 |

TOTAL CREDITS FOR MASTER OF ARTS IN ENGLISH WITH A CONCENTRATION IN LITERATURE - THESIS TRACK = 30.0
## Appendix B: Curriculum Charts 2011-2012

### Master of Arts in English with a Concentration in Rhetoric and Writing

<table>
<thead>
<tr>
<th>REQUIREMENTS: 30 Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN502: Seminar in Literary Research</td>
<td>3.0</td>
</tr>
<tr>
<td>Literature Before 1800:</td>
<td></td>
</tr>
<tr>
<td>Choose 1 Course Designated with the Course*Type: EN.1</td>
<td>3.0</td>
</tr>
<tr>
<td>Literature After 1800:</td>
<td></td>
</tr>
<tr>
<td>Choose 1 Course Designated with the Course*Type: EN.2</td>
<td>3.0</td>
</tr>
<tr>
<td>World Literature:</td>
<td></td>
</tr>
<tr>
<td>Choose 1 Course Designated with the Course*Type: EN.3</td>
<td>3.0</td>
</tr>
<tr>
<td>Rhetoric and Writing:</td>
<td></td>
</tr>
<tr>
<td>Take 4 courses in Rhetoric and Writing Designated with Course*Type: EN.RW</td>
<td>12.0</td>
</tr>
<tr>
<td>Thesis and Electives:</td>
<td></td>
</tr>
<tr>
<td>EN691: Thesis Development</td>
<td>3.0</td>
</tr>
<tr>
<td>EN692: Thesis Writing</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS FOR MASTER OF ARTS IN ENGLISH WITH A CONCENTRATION IN RHETORIC AND WRITING = 30.0**
# Appendix B: Curriculum Charts 2011-2012

## Master of Arts in History

**Requirements:** 30 Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS501: Historical Criticism</td>
<td>3.0</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>HS502: The Great Writings of History</td>
<td>3.0</td>
</tr>
<tr>
<td>1 U.S. History course designated with Course*Type: HSUS</td>
<td>3.0</td>
</tr>
<tr>
<td>1 European History course designated with Course*Type: HSEU</td>
<td>3.0</td>
</tr>
<tr>
<td>One World or Non-Western History course designated with Course*Types: HSWLD or HSNW</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Choose:**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 Credits of History Electives</td>
</tr>
<tr>
<td>6 credits of History Coursework</td>
</tr>
<tr>
<td>and HS-CPE: Comprehensive Exam</td>
</tr>
</tbody>
</table>

**or**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS691: History Master's Thesis I</td>
<td>3.0</td>
</tr>
<tr>
<td>and HS692: History Master's Thesis II</td>
<td>3.0</td>
</tr>
<tr>
<td>and HS-THD Thesis Defense</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**Total Credits for Master of Arts in History = 30.0**

*Students interested in pursuing the thesis option must consult with the department before changing their program.*
# Appendix B: Curriculum Charts 2011-2012

## Master of Arts in History: European Specialization

**Requirements:** 30 Credits

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS501: Historical Criticism</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>HS502: The Great Writings of History</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**European Specialization:**

- Take 5 courses designated with Course*Type: HSEU                      | 15.0    |
- Take one U.S. History course designated with Course*Type: HSUS         | 3.0     |
- Take one World or Non-Western History course designated with Course*Types: HSWLD or HSNW | 3.0 |
- 6 credits of History Coursework                                         | 6.0     |
- and HS-CPE: Comprehensive Exam                                          | 0.0     |

**or**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS691: History Master's Thesis I</td>
<td>3.0</td>
</tr>
<tr>
<td>and HS692: History Master's Thesis II</td>
<td>3.0</td>
</tr>
<tr>
<td>and HS-THD Thesis Defense</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**Total Credits for Master of Arts in History: European Specialization = 30.0**

*Students interested in pursuing the thesis option must consult with the department before changing their program.*
# Master of Arts in History: U.S. Specialization

## REQUIREMENTS: 30 Credits

<table>
<thead>
<tr>
<th>Course/Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS501: Historical Criticism</td>
<td></td>
</tr>
<tr>
<td><strong>or</strong></td>
<td></td>
</tr>
<tr>
<td>HS502: The Great Writings of History</td>
<td>3.0</td>
</tr>
<tr>
<td>United States Specialization:</td>
<td></td>
</tr>
<tr>
<td>Take 5 courses courses designated with Course*Type: HSUS</td>
<td>15.0</td>
</tr>
<tr>
<td>1 European History course designated with Course*Type: HSEU</td>
<td>3.0</td>
</tr>
<tr>
<td>1 World or Non-Western History course designated with Course*Types: HSWLD or HSNW</td>
<td>3.0</td>
</tr>
<tr>
<td>6 credits of History Coursework</td>
<td>6.0</td>
</tr>
<tr>
<td>and HS-CPE: Comprehensive Exam</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>or</strong></td>
<td></td>
</tr>
<tr>
<td>HS691: History Master's Thesis I</td>
<td>3.0</td>
</tr>
<tr>
<td>and HS692: History Master’s Thesis II</td>
<td>3.0</td>
</tr>
<tr>
<td>and HS-THD Thesis Defense</td>
<td>0.0</td>
</tr>
</tbody>
</table>

## TOTAL CREDITS FOR MASTER OF ARTS IN HISTORY: U.S. SPECIALIZATION = 30.0

*Students interested in pursuing the thesis option must consult with the department before changing their program.*

ORR 04/11
## Master of Arts in History: World Specialization

**REQUIREMENTS: 30 Credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS501: Historical Criticism</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>HS502: The Great Writings of History</td>
<td>3.0</td>
</tr>
<tr>
<td>HS503: Introduction to the Study of World History</td>
<td>3.0</td>
</tr>
</tbody>
</table>

World History Specialization:
- Take 2 courses designated with Course*Type: HSWLD  
<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.0</td>
</tr>
</tbody>
</table>
- Take 2 World or Non-Western History courses designated with the Course*Types: HSWLD or HSNW  
  | Credits |
  | 6.0     |
- Take 2 U.S. or European History courses designated with the Course*Types: HSUS or HSEU  
  | Credits |
  | 6.0     |
- 6 credits of History Coursework and HS-CPE: Comprehensive Exam  
  | Credits |
  | 6.0     |
  | 0.0     |
- or
  - HS691: History Master’s Thesis I  
    | Credits |
    | 3.0     |
  - and HS692: History Master’s Thesis II  
    | Credits |
    | 3.0     |
  - and HS-THD Thesis Defense  
    | Credits |
    | 0.0     |

### TOTAL CREDITS FOR MASTER OF ARTS IN HISTORY: WORLD SPECIALIZATION = 30.0

*Students interested in pursuing the thesis option must consult with the department before changing their program.*
# Master of Science in Financial Mathematics

<table>
<thead>
<tr>
<th>REQUIREMENTS: 36* Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA503: Financial Accounting</td>
<td>3.0</td>
</tr>
<tr>
<td>BE501: Economics for Management</td>
<td>3.0</td>
</tr>
<tr>
<td>MA520: Introduction to Financial Mathematics</td>
<td>3.0</td>
</tr>
<tr>
<td>MA530: Stochastic Calculus</td>
<td>3.0</td>
</tr>
<tr>
<td>MA540: Statistical Theory in Finance and Economics</td>
<td>3.0</td>
</tr>
<tr>
<td>MA550: Computation and Simulation in Finance</td>
<td>3.0</td>
</tr>
<tr>
<td>BF511: Business Finance</td>
<td>3.0</td>
</tr>
<tr>
<td>BE/BFxxx: Economics/Finance Elective</td>
<td>3.0</td>
</tr>
<tr>
<td>BE/BFxxx: Economics/Finance Elective</td>
<td>3.0</td>
</tr>
<tr>
<td>MA595: Financial Mathematics Practicum</td>
<td>6.0</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS FOR MASTER OF SCIENCE IN FINANCIAL MATHEMATICS = 36.0**

*Up to 6 credits of foundation courses may be waived upon evaluation of prior academic preparation*
### Master of Science in Nursing: Nursing Administration

<table>
<thead>
<tr>
<th>GRADUATE NURSING CORE: 15 Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU508: Factors Affecting Healthcare I</td>
<td>3.0</td>
</tr>
<tr>
<td>NU509: Health Informatics and Concepts for Advanced Nursing Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>NU512: Nursing Research for Advanced Nursing Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>NU514: Data Management for Advanced Nursing Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>NU518: Education and Motivation of Nursing Clients</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NURSING ADMINISTRATION CONCENTRATION: 9 Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE501: Economics for Management</td>
<td>3.0</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>BH572: Health Care Economics</td>
<td>3.0</td>
</tr>
<tr>
<td>BM502: Management and Organizational Behavior</td>
<td>3.0</td>
</tr>
<tr>
<td>BA503: Financial Accounting</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NURSING ADMINISTRATION SPECIALTY: 12 Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU661: Nursing Administration I (a)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU662P: Nursing Administration Practicum I</td>
<td>2.0</td>
</tr>
<tr>
<td>NU662S: Nursing Administration Seminar I (a)</td>
<td>1.0</td>
</tr>
<tr>
<td>NU663: Nursing Administration II (a)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU664P: Nursing Administration Practicum II</td>
<td>2.0</td>
</tr>
<tr>
<td>NU664S: Nursing Administration Seminar II (a)</td>
<td>1.0</td>
</tr>
</tbody>
</table>

(a) Must be passed with a grade of "B" or better

---

TOTAL CREDITS FOR MASTER OF SCIENCE IN NURSING: NURSING ADMINISTRATION = 36.0
### Master of Science in Nursing: Nursing Administration (RN to MSN Direct)

<table>
<thead>
<tr>
<th>RN REQUIREMENTS (waived if student completed a BSN): 30 Credits (a)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RN500A: Issues and Trends in Professional Nursing</td>
<td>3.0</td>
</tr>
<tr>
<td>RN500B: Individual Health Assessment</td>
<td>3.0</td>
</tr>
<tr>
<td>RN500C: Human Sexuality</td>
<td>3.0</td>
</tr>
<tr>
<td>RN500D: Transcultural Health</td>
<td>3.0</td>
</tr>
<tr>
<td>RN500E: Wisdom, Wellness &amp; Aging</td>
<td>3.0</td>
</tr>
<tr>
<td>RN500F: Nursing of Young Families</td>
<td>3.0</td>
</tr>
<tr>
<td>RN500G: Nursing of Communities</td>
<td>3.0</td>
</tr>
<tr>
<td>RN500H: Community Health Nursing</td>
<td>3.0</td>
</tr>
<tr>
<td>RN500I: Nursing for the Future</td>
<td>3.0</td>
</tr>
</tbody>
</table>

### GRADUATE NURSING CORE: 15 Credits

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU508: Factors Affecting Healthcare I</td>
</tr>
<tr>
<td>NU509: Health Informatics and Concepts for Advanced Nursing Practice</td>
</tr>
<tr>
<td>NU512: Nursing Research for Advanced Nursing Practice</td>
</tr>
<tr>
<td>NU514: Data Management for Advanced Nursing Practice</td>
</tr>
<tr>
<td>NU518: Education and Motivation of Nursing Clients</td>
</tr>
</tbody>
</table>

### NURSING ADMINISTRATION CONCENTRATION: 9 Credits

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE501: Economics for Management&lt;br&gt;or BH572: Health Care Economics</td>
</tr>
<tr>
<td>BM502: Management and Organizational Behavior</td>
</tr>
<tr>
<td>BA503: Financial Accounting</td>
</tr>
</tbody>
</table>

### NURSING ADMINISTRATION SPECIALTY: 12 Credits

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU661: Nursing Administration I (a)</td>
</tr>
<tr>
<td>NU662P: Nursing Administration Practicum I (a)</td>
</tr>
<tr>
<td>NU662S: Nursing Administration Seminar I (a)</td>
</tr>
<tr>
<td>NU663: Nursing Administration II (a)</td>
</tr>
<tr>
<td>NU664P: Nursing Administration Practicum II (a)</td>
</tr>
<tr>
<td>NU664S: Nursing Administration Seminar II (a)</td>
</tr>
</tbody>
</table>

### TOTAL CREDITS FOR MASTER OF SCIENCE IN NURSING: NURSING ADMINISTRATION = 36.0 (Advanced standing with a BSN) or 68.0 (RN admit)

(a) RN courses carry institutional credit for calculation in tuition and fees, financial aid and student status (full or part-time). RN courses do not carry graduate academic credit, nor will their completion be reflected in the graduate grade point average (GPA).

(b) Must be passes with a grade of "B" or better
## Master of Science in Nursing: Adult Nurse Practitioner

### GRADUATE NURSING CORE: 15 Credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU508</td>
<td>Factors Affecting Healthcare I</td>
<td>3.0</td>
</tr>
<tr>
<td>NU509</td>
<td>Health Informatics and Concepts for Advanced Nursing Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>NU512</td>
<td>Nursing Research for Advanced Nursing Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>NU514</td>
<td>Data Management for Advanced Nursing Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>NU518</td>
<td>Education and Motivation of Nursing Clients</td>
<td>3.0</td>
</tr>
</tbody>
</table>

### APN CONCENTRATION: 13 Credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU521</td>
<td>Pathophysiology and Histology (a)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU524</td>
<td>Pharmacology for APN (a)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU535</td>
<td>Advanced Health Assessment (a)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU541</td>
<td>Primary Care (a)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU542</td>
<td>Primary Care Laboratory</td>
<td>1.0</td>
</tr>
</tbody>
</table>

### CLINICAL SPECIALTY ADULT: 14 Credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU621</td>
<td>Advanced Practice Nursing I Adult (a)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU622P</td>
<td>Advanced Practice Nursing Practicum I Adult</td>
<td>3.0</td>
</tr>
<tr>
<td>NU622S</td>
<td>Advanced Practice Nursing Seminar I Adult (a)</td>
<td>1.0</td>
</tr>
<tr>
<td>NU623</td>
<td>Advanced Practice Nursing II Adult (a)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU624P</td>
<td>Advanced Practice Nursing Practicum II Adult</td>
<td>3.0</td>
</tr>
<tr>
<td>NU624S</td>
<td>Advanced Practice Nursing Seminar II Adult (a)</td>
<td>1.0</td>
</tr>
</tbody>
</table>

(a) Must be passed with a grade of "B" or better.

### TOTAL CREDITS FOR MASTER OF SCIENCE IN NURSING: ADULT NURSE PRACTITIONER = 42.0
<table>
<thead>
<tr>
<th>Master of Science in Nursing: Adult Nurse Practitioner (RN to MSN Direct)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RN REQUIREMENTS (waived if student completed a BSN): 30 Credits</strong></td>
</tr>
<tr>
<td>RN500A: Issues and Trends in Professional Nursing</td>
</tr>
<tr>
<td>RN500E: Individual Health Assessment</td>
</tr>
<tr>
<td>RN500C: Human Sexuality</td>
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<tr>
<td>RN500F: Nursing of Young Families</td>
</tr>
<tr>
<td>RN500G: Nursing of Communities</td>
</tr>
<tr>
<td>RN500H: Community Health Nursing</td>
</tr>
<tr>
<td>RN500I: Nursing for the Future</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GRADUATE NURSING CORE: 15 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU503: Factors Affecting Healthcare I</td>
</tr>
<tr>
<td>NU509: Health Informatics and Concepts for Advanced Nursing Practice</td>
</tr>
<tr>
<td>NU512: Nursing Research for Advanced Nursing Practice</td>
</tr>
<tr>
<td>NU514: Data Management for Advanced Nursing Practice</td>
</tr>
<tr>
<td>NU518: Education and Motivation of Nursing Clients</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APN CONCENTRATION: 13 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU521: Pathophysiology and Histology (b)</td>
</tr>
<tr>
<td>NU524: Pharmacology for APN (b)</td>
</tr>
<tr>
<td>NU535: Advanced Health Assessment (b)</td>
</tr>
<tr>
<td>NU541: Primary Care (b)</td>
</tr>
<tr>
<td>NU542: Primary Care Laboratory</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLINICAL SPECIALTY ADULT: 14 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU621: Advanced Practice Nursing I: Adult (b)</td>
</tr>
<tr>
<td>NU622P: Advanced Practice Nursing Practicum I Adult (b)</td>
</tr>
<tr>
<td>NU622S: Advanced Practice Nursing Seminar I Adult (b)</td>
</tr>
<tr>
<td>NU623: Advanced Practice Nursing II: Adult (b)</td>
</tr>
<tr>
<td>NU624P: Advanced Practice Nursing Practicum II Adult (b)</td>
</tr>
<tr>
<td>NU624S: Advanced Practice Nursing Seminar II Adult (b)</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS FOR MASTER OF SCIENCE IN NURSING: ADULT NURSE PRACTITIONER = 42.0** (Advanced standing with a BSN) or 72.0 (RN admit)

(e) RN courses carry institutional credit for calculation in tuition and fees, financial aid and student status (full or part-time). RN courses do not carry graduate academic credit, nor will their completion be reflected in the graduate grade point average (GPA).

(b) Must be passed with a grade of "B" or better.
<table>
<thead>
<tr>
<th>Master of Science in Nursing: Adult Psychiatric and Mental Health Advanced Practice Nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GRADUATE NURSING CORE:</strong> 15 Credits</td>
</tr>
<tr>
<td>NU508: Factors Affecting Healthcare I</td>
</tr>
<tr>
<td>NU509: Health Informatics and Concepts for Advanced Nursing Practice</td>
</tr>
<tr>
<td>NU512: Nursing Research for Advanced Nursing Practice</td>
</tr>
<tr>
<td>NU514: Data Management for Advanced Nursing Practice</td>
</tr>
<tr>
<td>NU518: Education and Motivation of Nursing Clients</td>
</tr>
<tr>
<td><strong>APN CONCENTRATION:</strong> 13 Credits</td>
</tr>
<tr>
<td>NU521: Pathophysiology and Histology (a)</td>
</tr>
<tr>
<td>NU524: Pharmacology for Advanced Nursing Practice (a)</td>
</tr>
<tr>
<td>NU535: Advanced Health Assessment (a)</td>
</tr>
<tr>
<td>NU543: Diagnosis &amp; Treatment of Psychopathology (a)</td>
</tr>
<tr>
<td>NU544: Diagnosis &amp; Treatment of Psychopathology Lab and Seminar (a)</td>
</tr>
<tr>
<td><strong>CLINICAL SPECIALTY:</strong> 14 Credits</td>
</tr>
<tr>
<td>NU671: Advanced Practice Psychiatric/Mental Health Nursing I (a)</td>
</tr>
<tr>
<td>NU672P: Advanced Practice Psychiatric/MHN Practicum I</td>
</tr>
<tr>
<td>NU672S: Advanced Practice Psychiatric/MHN Seminar I (a)</td>
</tr>
<tr>
<td>NU673: Advanced Practice Psychiatric/Mental Health Nursing II (a)</td>
</tr>
<tr>
<td>NU674P: Advanced Practice Psychiatric/MHN Practicum II</td>
</tr>
<tr>
<td>NU674S: Advanced Practice Psychiatric/MHN Seminar II (a)</td>
</tr>
</tbody>
</table>

(a) Must be passed with a grade of "B" or better.

**TOTAL CREDITS FOR MASTER SCIENCE IN NURSING: ADULT PSYCHIATRIC AND MENTAL HEALTH ADVANCED PRACTICE NURSING = 42.0**
### Master of Science in Nursing: Adult Psychiatric and Mental Health

#### Advanced Practice Nursing (RN to MSN Direct)

<table>
<thead>
<tr>
<th>RN REQUIREMENTS (waived if student completed a BSN): 30 Credits (a)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RN500A: Issues and Trends in Professional Nursing</td>
<td>3.0</td>
</tr>
<tr>
<td>RN500B: Individual Health Assessment</td>
<td>3.0</td>
</tr>
<tr>
<td>RN500C: Human Sexuality</td>
<td>3.0</td>
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<tr>
<td>RN500D: Transcultural Health</td>
<td>3.0</td>
</tr>
<tr>
<td>RN500E: Wisdom, Wellness &amp; Aging</td>
<td>3.0</td>
</tr>
<tr>
<td>RN500F: Nursing of Young Families</td>
<td>3.0</td>
</tr>
<tr>
<td>RN500G: Nursing of Communities</td>
<td>3.0</td>
</tr>
<tr>
<td>RN500H: Community Health Nursing</td>
<td>3.0</td>
</tr>
<tr>
<td>RN500I: Nursing for the Future</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**GRADUATE NURSING CORE: 15 Credits**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU508: Factors Affecting Healthcare</td>
</tr>
<tr>
<td>NU509: Health Informatics</td>
</tr>
<tr>
<td>NU512: Nursing Research Advanced Nursing Practice I</td>
</tr>
<tr>
<td>NU514: Data Management for Advanced Nursing Practice</td>
</tr>
<tr>
<td>NU518: Education &amp; Motivation of Nursing Clients</td>
</tr>
</tbody>
</table>

**APN CONCENTRATION: 13 Credits**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU521: Pathophysiology and Histology (b)</td>
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<td>NU524: Pharmacology for Advanced Nursing Practice (b)</td>
</tr>
<tr>
<td>NU535: Advanced Health Assessment (b)</td>
</tr>
<tr>
<td>NU543: Diagnosis &amp; Treatment of Psychopathology (b)</td>
</tr>
<tr>
<td>NU544: Diagnosis &amp; Treatment of Psychopathology Lab and Seminar (b)</td>
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**CLINICAL SPECIALTY: 14 Credits**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU671: Advanced Practice Psychiatric/Mental Health Nursing I (b)</td>
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<tr>
<td>NU672P: Advanced Practice Psychiatric/MHN Practicum I</td>
</tr>
<tr>
<td>NU672S: Advanced Practice Psychiatric/MHN Seminar I (b)</td>
</tr>
<tr>
<td>NU673: Advanced Practice Psychiatric/Mental Health Nursing II (b)</td>
</tr>
<tr>
<td>NU674P: Advanced Practice Psychiatric/MHN Practicum II</td>
</tr>
<tr>
<td>NU674S: Advanced Practice Psychiatric/MHN Seminar II (b)</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS FOR MASTER SCIENCE IN NURSING: ADULT PSYCHIATRIC AND MENTAL HEALTH ADVANCED PRACTICE NURSING = 42.0 (Advanced standing with a BSN) or 72.0 (RN admit)**

(a) RN courses carry institutional credit for calculation in tuition and fees, financial aid and student status (full or part-time). RN courses do not carry graduate academic credit, nor will their completion be reflected in the graduate grade point average (GPA).

(b) Must be passes with a grade of "B" or better
## Master of Science in Nursing: Family Nurse Practitioner

<table>
<thead>
<tr>
<th>Graduate Nursing Core: 15 Credits</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NU508: Factors Affecting Healthcare I</td>
<td>3.0</td>
</tr>
<tr>
<td>NU509: Health Informatics and Concepts for Advanced Nursing Practice</td>
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</tr>
<tr>
<td>NU512: Nursing Research for Advanced Nursing Practice</td>
<td>3.0</td>
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<tr>
<td>NU514: Data Management for Advanced Nursing Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>NU519: Education and Motivation of Nursing Clients</td>
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</table>

<table>
<thead>
<tr>
<th>APN Concentration: 16 Credits</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NU521: Pathophysiology and Histology (a)</td>
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<tr>
<td>NU524: Pharmacology for Advanced Nursing Practice (a)</td>
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<tr>
<td>NU535: Advanced Health Assessment (a)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU541: Primary Care (a)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU542: Primary Care Laboratory (a)</td>
<td>1.0</td>
</tr>
<tr>
<td>NU635: Advanced Practice Nursing Pediatrics (a)</td>
<td>2.0</td>
</tr>
<tr>
<td>NU635P: Advanced Practice Nursing Pediatrics Practicum</td>
<td>1.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clinical Specialty Family: 14 Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU631: Advanced Practice Nursing I Family (a)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU632P: Advanced Practice Nursing Practicum I Family</td>
<td>3.0</td>
</tr>
<tr>
<td>NU632S: Advanced Practice Nursing Seminar I Family (a)</td>
<td>1.0</td>
</tr>
<tr>
<td>NU633: Advanced Practice Nursing II Family (a)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU634P: Advanced Practice Nursing Practicum II Family</td>
<td>3.0</td>
</tr>
<tr>
<td>NU634S: Advanced Practice Nursing Seminar II Family (a)</td>
<td>1.0</td>
</tr>
</tbody>
</table>

(a) Must be passed with a grade of "B" or better.

---

TOTAL CREDITS FOR MASTER SCIENCE IN NURSING:
FAMILY NURSE PRACTITIONER = 45.0
### Appendix B: Curriculum Charts 2011-2012

#### Master of Science in Nursing: Family Nurse Practitioner (RN to MSN Direct)

<table>
<thead>
<tr>
<th>RN REQUIREMENTS (waived if student completed a BSN): 30 Credits (a)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RN500A: Issues and Trends in Professional Nursing</td>
<td>3.0</td>
</tr>
<tr>
<td>RN500B: Individual Health Assessment</td>
<td>3.0</td>
</tr>
<tr>
<td>RN500C: Human Sexuality</td>
<td>3.0</td>
</tr>
<tr>
<td>RN500D: Transcultural Health</td>
<td>3.0</td>
</tr>
<tr>
<td>RN500E: Wisdom, Wellness &amp; Aging</td>
<td>3.0</td>
</tr>
<tr>
<td>RN500F: Nursing of Young Families</td>
<td>3.0</td>
</tr>
<tr>
<td>RN500G: Nursing of Communities</td>
<td>3.0</td>
</tr>
<tr>
<td>RN500H: Community Health Nursing</td>
<td>3.0</td>
</tr>
<tr>
<td>RN500I: Nursing for the Future</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**GRADUATE NURSING CORE:** 15 Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU508: Factors Affecting Healthcare I</td>
<td>3.0</td>
</tr>
<tr>
<td>NU509: Health Informatics and Concepts for Advanced Nursing Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>NU512: Nursing Research for Advanced Nursing Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>NU514: Data Management for Advanced Nursing Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>NU518: Education and Motivation of Nursing Clients</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**APN CONCENTRATION:** 13 Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU521: Pathophysiology and Histology (a)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU524: Pharmacology for Advanced Nursing Practice (a)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU535: Advanced Health Assessment (a)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU541: Primary Care (a)</td>
<td>3.0</td>
</tr>
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<td>1.0</td>
</tr>
<tr>
<td>NU635: Advanced Practice Nursing Pediatrics (b)</td>
<td>2.0</td>
</tr>
<tr>
<td>NU635P: Advanced Practice Nursing Pediatrics Practicum</td>
<td>1.0</td>
</tr>
</tbody>
</table>

**CLINICAL SPECIALTY FAMILY:** 14 Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU631: Advanced Practice Nursing I Family (a)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU632P: Advanced Practice Nursing Practicum I Family (a)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU632S: Advanced Practice Nursing Seminar I Family (a)</td>
<td>1.0</td>
</tr>
<tr>
<td>NU633: Advanced Practice Nursing II Family (a)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU634P: Advanced Practice Nursing Practicum II Family (a)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU634S: Advanced Practice Nursing Seminar II Family (a)</td>
<td>1.0</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS FOR MASTER SCIENCE IN NURSING: FAMILY NURSE PRACTITIONER:** 45.0 (Advanced Standing with a BSN) or 78.0 (RN admit)

(a) RN courses carry institutional credit for calculation in tuition and fees, financial aid and student status (full or part-time). RN courses do not carry graduate academic credit, nor will their completion be reflected in the graduate grade point average (GPA).

(b) Must be passed with a grade of "B" or better.
# Master of Science in Nursing: Forensic Nursing

## GRADUATE NURSING CORE: 15 Credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU508</td>
<td>Factors Affecting Healthcare I</td>
<td>3.0</td>
</tr>
<tr>
<td>NU509</td>
<td>Health Informatics and Concepts for Advanced Nursing Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>NU512</td>
<td>Nursing Research for Advanced Nursing Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>NU514</td>
<td>Data Management for Advanced Nursing Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>NU518</td>
<td>Education and Motivation of Nursing Clients</td>
<td>3.0</td>
</tr>
</tbody>
</table>

## ADVANCED PRACTICE CONCENTRATION: 15 Credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU521</td>
<td>Pathophysiology and Histology (a)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU524</td>
<td>Pharmacology for Advanced Nursing Practice (a)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU535</td>
<td>Advanced Health Assessment (a)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU543</td>
<td>Diagnosis and Treatment of Psychopathology (a)</td>
<td>3.0</td>
</tr>
<tr>
<td>CJ585</td>
<td>Forensic Pathology (a)</td>
<td>3.0</td>
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</tbody>
</table>

## FORENSIC NURSING SPECIALTY: 9 Credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU575</td>
<td>Issues in Forensic Nursing (a)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU576</td>
<td>Interpersonal Violence (a)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU578P</td>
<td>Forensic Nursing Practicum</td>
<td>2.0</td>
</tr>
<tr>
<td>NU578S</td>
<td>Forensic Nursing Seminar (a)</td>
<td>1.0</td>
</tr>
</tbody>
</table>

NU SANE: A Sexual Assault Nurse Examiner (SANE)
- or MediOLEgal Death Investigation college level course
- or continuing education course of at least 40 hours.

(a) Must be passed with a grade of "B" or better.

## TOTAL CREDITS FOR MASTER OF SCIENCE IN NURSING:

FORENSIC NURSING = 39.0
### Master of Science in Nursing: Forensic Nursing (RN to MSN Direct)

**RN REQUIREMENTS (waived if student completed a BSN): 30 Credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RN500A</td>
<td>Issues and Trends in Professional Nursing</td>
<td>3.0</td>
</tr>
<tr>
<td>RN500B</td>
<td>Individual Health Assessment</td>
<td>3.0</td>
</tr>
<tr>
<td>RN500C</td>
<td>Human Sexuality</td>
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<td>RN500H</td>
<td>Community Health Nursing</td>
<td>3.0</td>
</tr>
<tr>
<td>RN500I</td>
<td>Nursing for the Future</td>
<td>3.0</td>
</tr>
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**GRADUATE NURSING CORE: 15 Credits**

<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>NU508</td>
<td>Factors Affecting Healthcare I</td>
<td>3.0</td>
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<td>NU509</td>
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<tr>
<td>NU518</td>
<td>Education and Motivation of Nursing Clients</td>
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**ADVANCED PRACTICE CONCENTRATION: 12 Credits**

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU521</td>
<td>Pathophysiology and Histology (a)</td>
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</tr>
<tr>
<td>NU524</td>
<td>Pharmacology for Advanced Nursing Practice (b)</td>
<td>3.0</td>
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<td>NU535</td>
<td>Advanced Health Assessment (a)</td>
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<tr>
<td>NU543</td>
<td>Diagnosis and Treatment of Psychopathology (a)</td>
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<tr>
<td>CJ586</td>
<td>Forensic Pathology (b)</td>
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**FORENSIC NURSING SPECIALTY: 9 Credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NU575</td>
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<td>NU576</td>
<td>Interpersonal Violence (b)</td>
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<tr>
<td>NU578P</td>
<td>Forensic Nursing Practicum</td>
<td>2.0</td>
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<td>NU578S</td>
<td>Forensic Nursing Seminar (b)</td>
<td>1.0</td>
</tr>
<tr>
<td>NU SANE</td>
<td>A Sexual Assault Nurse Examiner (SANE) or Medicolegal Death Investigation college level course or Continuing Education course of at least 40 hours.</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS FOR MASTER OF SCIENCE IN NURSING: FORENSIC NURSING = 38.0 (Advanced standing with a BSN) or 88.0 (RN admit)**

---

(a) RN courses carry institutional credit for calculation in tuition and fees, financial aid and student status (full or part-time). RN courses do not carry graduate academic credit, nor will their completion be reflected in the graduate grade point average (GPA).

(b) Must be passed with a grade of "B" or better.
## Master of Science in Nursing: Nursing Education

### GRADUATE NURSING CORE: 15 Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU508: Factors Affecting Healthcare</td>
<td>3.0</td>
</tr>
<tr>
<td>NU509: Health Informatics and Concepts</td>
<td>3.0</td>
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<tr>
<td>NU512: Nursing Research for Advanced Nursing</td>
<td>3.0</td>
</tr>
<tr>
<td>NU514: Data Management for Advanced Nursing</td>
<td>3.0</td>
</tr>
<tr>
<td>NU518: Education and Motivation of Nursing</td>
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</tr>
</tbody>
</table>

### ADVANCED PRACTICE CONCENTRATION: 9 Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU521: Pathophysiology and Histology</td>
<td>3.0</td>
</tr>
<tr>
<td>NU524: Pharmacology for Advanced Nursing</td>
<td>3.0</td>
</tr>
<tr>
<td>NU535: Advanced Health Assessment</td>
<td>3.0</td>
</tr>
</tbody>
</table>

### NURSING EDUCATION SPECIALTY: 12 Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU562: Tests and Measures</td>
<td>3.0</td>
</tr>
<tr>
<td>NU564: Curriculum Development and Instruction</td>
<td>3.0</td>
</tr>
<tr>
<td>NU566P: Nurse Educator Practicum</td>
<td>3.0</td>
</tr>
<tr>
<td>NU566S: Nurse Educator Seminar</td>
<td>3.0</td>
</tr>
</tbody>
</table>

(1) Must be passed with a grade of "B" or better.

### TOTAL CREDITS FOR MASTER OF SCIENCE IN NURSING: NURSING EDUCATION = 36.0
## Master of Science in Nursing: Nursing Education
### (RN to MSN Direct)

<table>
<thead>
<tr>
<th>RN REQUIREMENTS (waived if student completed a BSN):</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RN500A: Issues and Trends in Professional Nursing</td>
<td>3.0</td>
</tr>
<tr>
<td>RN500B: Individual Health Assessment</td>
<td>3.0</td>
</tr>
<tr>
<td>RN500C: Human Sexuality</td>
<td>3.0</td>
</tr>
<tr>
<td>RN500D: Transcultural Health</td>
<td>3.0</td>
</tr>
<tr>
<td>RN500E: Wisdom, Wellness &amp; Aging</td>
<td>3.0</td>
</tr>
<tr>
<td>RN500F: Nursing of Young Families</td>
<td>3.0</td>
</tr>
<tr>
<td>RN500G: Nursing of Communities</td>
<td>3.0</td>
</tr>
<tr>
<td>RN500H: Community Health Nursing</td>
<td>3.0</td>
</tr>
<tr>
<td>RN500I: Nursing for the Future</td>
<td>3.0</td>
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</tbody>
</table>

### GRADUATE NURSING CORE: 15 Credits

<table>
<thead>
<tr>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NU508: Factors Affecting Healthcare</td>
<td>3.0</td>
</tr>
<tr>
<td>NU509: Health Informatics</td>
<td>3.0</td>
</tr>
<tr>
<td>NU512: Nursing Research Advanced Nursing Practice I</td>
<td>3.0</td>
</tr>
<tr>
<td>NU514: Data Management for Advanced Nursing Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>NU518: Education and Motivation of Nursing Clients</td>
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</tr>
</tbody>
</table>

### ADVANCED PRACTICE CONCENTRATION: 9 Credits

<table>
<thead>
<tr>
<th></th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU521: Pathophysiology and Histology (b)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU524: Pharmacology for Advanced Nursing Practice (b)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU535: Advanced Health Assessment (b)</td>
<td>3.0</td>
</tr>
</tbody>
</table>

### NURSING EDUCATION SPECIALTY: 12 Credits

<table>
<thead>
<tr>
<th></th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU562: Tests and Measures (b)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU564: Curriculum Development and Instruction in Nursing (b)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU566P: Nurse Educator Practicum</td>
<td>3.0</td>
</tr>
<tr>
<td>NU566S: Nurse Educator Seminar (b)</td>
<td>3.0</td>
</tr>
</tbody>
</table>

### TOTAL CREDITS FOR MASTER OF SCIENCE IN NURSING: NURSING EDUCATION = 36.0 (Advanced standing with a BSN) or 66.0 (RN admit)

---

(a) RN courses carry institutional credit for calculation in tuition and fees, financial aid and student status (full or part-time). RN courses do not carry graduate academic credit, nor will their completion be reflected in the graduate grade point average (GPA).

(b) Must be passes with a grade of "B" or better.
<table>
<thead>
<tr>
<th>Master of Science in Nursing: School Nursing for Certified School Nurses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GRADUATE NURSING CORE:</strong> 12 Credits</td>
</tr>
<tr>
<td>NU508: Factors Affecting Healthcare I</td>
</tr>
<tr>
<td>NU509: Health Informatics and Concepts for Advanced Nursing Practice</td>
</tr>
<tr>
<td>NU512: Nursing Research for Advanced Nursing Practice</td>
</tr>
<tr>
<td>NU514: Data Management for Advanced Nursing Practice</td>
</tr>
<tr>
<td><strong>SCHOOL NURSING CONCENTRATION:</strong> 9 Credits</td>
</tr>
<tr>
<td>NU521: Pathophysiology and Histology (a)</td>
</tr>
<tr>
<td>NU524: Pharmacology for Advanced Nursing Practice (a)</td>
</tr>
<tr>
<td>NU535: Advanced Health Assessment (a)</td>
</tr>
<tr>
<td><strong>SCHOOL NURSING SPECIALTY:</strong> 9 Credits</td>
</tr>
<tr>
<td>NU585: School Nursing I (a)</td>
</tr>
<tr>
<td>NU586: School Nursing II (a)</td>
</tr>
<tr>
<td>HE584: Curriculum &amp; Instruction in Health Education (a)</td>
</tr>
</tbody>
</table>

(a) Must be passed with a grade of "B" or better

**TOTAL CREDITS FOR MASTER SCIENCE IN NURSING FOR CERTIFIED SCHOOL NURSES: SCHOOL NURSING = 30.0**

**NOTE:**
Students without a BSN may need to complete undergraduate credits in foundation courses.
### Master of Science in Nursing: School Nursing for Certified School Nurses (RN to MSN Direct)

<table>
<thead>
<tr>
<th>RN REQUIREMENTS (waived if student completed a BSN): 30 Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RN500A: Issues and Trends in Professional Nursing</td>
<td>3.0</td>
</tr>
<tr>
<td>RN500B: Individual Health Assessment</td>
<td>3.0</td>
</tr>
<tr>
<td>RN500C: Human Sexuality</td>
<td>3.0</td>
</tr>
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<td>3.0</td>
</tr>
<tr>
<td>RN500E: Wisdom, Wellness &amp; Aging</td>
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<td>RN500F: Nursing of Young Families</td>
<td>3.0</td>
</tr>
<tr>
<td>RN500G: Nursing of Communities</td>
<td>3.0</td>
</tr>
<tr>
<td>RN500H: Community Health Nursing</td>
<td>3.0</td>
</tr>
<tr>
<td>RN500I: Nursing for the Future</td>
<td>3.0</td>
</tr>
</tbody>
</table>

#### GRADUATE NURSING CORE: 12 Credits

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU508: Factors Affecting Healthcare I</td>
</tr>
<tr>
<td>NU509: Health Informatics and Concepts for Advanced Nursing Practice</td>
</tr>
<tr>
<td>NU512: Nursing Research for Advanced Nursing Practice</td>
</tr>
<tr>
<td>NU514: Data Management for Advanced Nursing Practice</td>
</tr>
</tbody>
</table>

#### SCHOOL NURSING CONCENTRATION: 9 Credits

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU521: Pathophysiology and Histology (a)</td>
</tr>
<tr>
<td>NU524: Pharmacology for Advanced Nursing Practice (a)</td>
</tr>
<tr>
<td>NU536: Advanced Health Assessment (a)</td>
</tr>
</tbody>
</table>

#### SCHOOL NURSING SPECIALTY: 9 Credits

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU586: School Nursing I (a)</td>
</tr>
<tr>
<td>NU586: School Nursing II (a)</td>
</tr>
<tr>
<td>HE584: Curriculum &amp; Instruction in Health Education (a)</td>
</tr>
</tbody>
</table>

### TOTAL CREDITS FOR MASTER SCIENCE IN NURSING: SCHOOL NURSING FOR CERTIFIED SCHOOL NURSES = 30.0 (Advanced standing with a BSN) or 60.0 (RN admit)

**NOTE:**

Students without a BSN may need to complete undergraduate credits in foundation courses.

- (a) RN courses carry institutional credit for calculation in tuition and fees, financial aid and student status (full or part-time). RN courses do not carry graduate academic credit, nor will their completion be reflected in the graduate grade point average (GPA).
- (b) Must be passed with a grade of "B" or better.
### Master of Science in Nursing: School Nursing for Non-Certified School Nurses

**GRADUATE NURSING CORE:** 12 Credits

- NU508: Factors Affecting Healthcare I  
  Credits: 3.0
- NU509: Health Informatics and Concepts for Advanced Nursing Practice  
  Credits: 3.0
- NU512: Nursing Research for Advanced Nursing Practice  
  Credits: 3.0
- NU514: Data Management for Advanced Nursing Practice  
  Credits: 3.0

**SCHOOL NURSING CONCENTRATION:** 9 Credits

- NU521: Pathophysiology and Histology (a)  
  Credits: 3.0
- NU524: Pharmacology for Advanced Nursing Practice (a)  
  Credits: 3.0
- NU535: Advanced Health Assessment (a)  
  Credits: 3.0

**SCHOOL NURSING SPECIALTY:** 9 Credits

- NU585: School Nursing I (a)  
  Credits: 3.0
- NU586: School Nursing II (a)  
  Credits: 3.0
- NU587P: School Nursing I: Practicum  
  Credits: 2.0
- NU587S: School Nursing I: Seminar (a)  
  Credits: 2.0
- NU588P: School Nursing II: Practicum  
  Credits: 2.0
- NU588S: School Nursing II: Seminar (a)  
  Credits: 2.0
- HE584: Curriculum & Instruction in Health Education (a)  
  Credits: 3.0
- ED606: Diversity in Education  
  or
- ED510: Foundations of Education  
  Credits: 3.0

(a) Must be passed with a grade of "B" or better

**TOTAL CREDITS FOR MASTER SCIENCE IN NURSING: SCHOOL NURSING FOR NON-CERTIFIED SCHOOL NURSES = 44.0**

**NOTE:**

Students without a BSN may need to complete undergraduate credits in foundation courses.

---

ORR 04/11
Appendix B: Curriculum Charts 2011-2012

### Master of Science in Nursing: School Nursing for Non-Certified School Nurses (RN to MSN Direct)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RN500A: Issues and Trends in Professional Nursing</td>
<td>3.0</td>
</tr>
<tr>
<td>RN500B: Individual Health Assessment</td>
<td>3.0</td>
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<td>RN500D: Transcultural Health</td>
<td>3.0</td>
</tr>
<tr>
<td>RN500E: Wisdom, Wellness &amp; Aging</td>
<td>3.0</td>
</tr>
<tr>
<td>RN500F: Nursing of Young Families</td>
<td>3.0</td>
</tr>
<tr>
<td>RN500G: Nursing of Communities</td>
<td>3.0</td>
</tr>
<tr>
<td>RN500H: Community Health Nursing</td>
<td>3.0</td>
</tr>
<tr>
<td>RN500I: Nursing for the Future</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**GRADUATE NURSING CORE: 12 Credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU508: Factors Affecting Healthcare I</td>
<td>3.0</td>
</tr>
<tr>
<td>NU509: Health Informatics and Concepts for Advanced Nursing Practice</td>
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<td>NU512: Nursing Research for Advanced Nursing Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>NU514: Data Management for Advanced Nursing Practice</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**SCHOOL NURSING CONCENTRATION: 9 Credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU521: Pathophysiology and Histology (a)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU524: Pharmacology for Advanced Nursing Practice (a)</td>
<td>3.0</td>
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<tr>
<td>NU536: Advanced Health Assessment (a)</td>
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</table>

**SCHOOL NURSING SPECIALTY: 20 Credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NU585: School Nursing I (a)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU586: School Nursing II (a)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU587P: School Nursing I, Practicum</td>
<td>2.0</td>
</tr>
<tr>
<td>NU587S: School Nursing I, Seminar (a)</td>
<td>2.0</td>
</tr>
<tr>
<td>NU588P: School Nursing II, Practicum</td>
<td>2.0</td>
</tr>
<tr>
<td>NU588S: School Nursing II, Seminar (a)</td>
<td>2.0</td>
</tr>
<tr>
<td>HE584: Curriculum &amp; Instruction in Health Education (a)</td>
<td>3.0</td>
</tr>
<tr>
<td>ED506: Diversity in Education</td>
<td>3.0</td>
</tr>
<tr>
<td>or ED510: Foundations of Education</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS FOR MASTER OF SCIENCE IN NURSING: SCHOOL NURSING FOR NON-CERTIFIED SCHOOL NURSES = 44.0 (Advanced standing with a BSN) or 74.0 (RN admit)**

**NOTE:**

Students without a BSN may need to complete undergraduate credits in foundation courses.

- (a) RN courses carry institutional credit for calculation in tuition and fees, financial aid and student status (full or part-time). RN courses do not carry graduate academic credit, nor will their completion be reflected in the graduate grade point average (GPA).
- (b) Must be passes with a grade of "B" or better.
## Master of Science in Mental Health Counseling

**REQUIREMENTS: 60 Credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PC525</td>
<td>Counseling Theory &amp; Techniques</td>
<td>3.0</td>
</tr>
<tr>
<td>PC505</td>
<td>Mental Health Counseling</td>
<td>3.0</td>
</tr>
<tr>
<td>PC512</td>
<td>Psychopathology</td>
<td>3.0</td>
</tr>
<tr>
<td>PC515</td>
<td>Human Development Through the Lifespan</td>
<td>3.0</td>
</tr>
<tr>
<td>PC526</td>
<td>Case Conceptualization</td>
<td>3.0</td>
</tr>
<tr>
<td>PC570</td>
<td>Career Counseling</td>
<td>3.0</td>
</tr>
<tr>
<td>PC550</td>
<td>Group Counseling</td>
<td>3.0</td>
</tr>
<tr>
<td>PC506</td>
<td>Testing &amp; Assessment in Counseling</td>
<td>3.0</td>
</tr>
<tr>
<td>PC545</td>
<td>Psychopharmacology</td>
<td>3.0</td>
</tr>
<tr>
<td>PC510</td>
<td>Community Mental Health</td>
<td>3.0</td>
</tr>
<tr>
<td>PC529</td>
<td>Multicultural Counseling</td>
<td>3.0</td>
</tr>
<tr>
<td>PC603</td>
<td>Research Methods in Counseling</td>
<td>3.0</td>
</tr>
<tr>
<td>PC595</td>
<td>Psychological Counseling Practicum</td>
<td>3.0</td>
</tr>
<tr>
<td>PC-CPE</td>
<td>Comprehensive Examination</td>
<td>0.0</td>
</tr>
<tr>
<td>PC680</td>
<td>Clinical Internship in Professional Counseling I</td>
<td>3.0</td>
</tr>
<tr>
<td>PC681</td>
<td>Clinical Internship in Professional Counseling II</td>
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</tr>
<tr>
<td>PC682</td>
<td>Clinical Internship in Professional Counseling III</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**ELECTIVES:**
- Choose 12 credits from 500-600 level courses in Psychological Counseling

**TOTAL CREDITS FOR MASTER OF SCIENCE IN MENTAL HEALTH COUNSELING = 60.0**
# Master of Arts in Psychological Counseling

**Requirements:** 30 Credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PC505</td>
<td>Mental Health Counseling</td>
<td>3.0</td>
</tr>
<tr>
<td>PC506</td>
<td>Testing &amp; Assessment in Counseling</td>
<td>3.0</td>
</tr>
<tr>
<td>PC510</td>
<td>Community Mental Health</td>
<td>3.0</td>
</tr>
<tr>
<td>PC512</td>
<td>Psychopathology</td>
<td>3.0</td>
</tr>
<tr>
<td>PC525</td>
<td>Counseling Theory and Techniques</td>
<td>3.0</td>
</tr>
<tr>
<td>PC595</td>
<td>Psychological Counseling Practicum</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Electives:** Choose counseling electives from among:
- PC500, PC600 level courses, IS531, LA532, PL532, CO507, CJ502, CJ540, BM502, BM525

**Total Credits for Master of Arts in Psychological Counseling = 30.0**
## Master of Arts in Public Policy - Non-Thesis Track

### REQUIREMENTS: 30 Credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS510</td>
<td>Policy Analysis</td>
<td>3.0</td>
</tr>
<tr>
<td>PS516</td>
<td>Research Methods</td>
<td>3.0</td>
</tr>
<tr>
<td>PS518</td>
<td>Theory, Policy, and Ethics</td>
<td>3.0</td>
</tr>
<tr>
<td>PS595</td>
<td>Public Policy Practicum (Internship)</td>
<td>3.0</td>
</tr>
<tr>
<td>PS691</td>
<td>Public Policy Research Design</td>
<td>3.0</td>
</tr>
<tr>
<td>PS597</td>
<td>Portfolio</td>
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</tr>
</tbody>
</table>

### ELECTIVES:

Select 15 credits from among:

- PS514: Public Opinion and Polling
- CO/PS524: Public Opinion and the Media
- CO/PS525: Political Communication
- SW617: Advanced Practice in Planning and Social Policy
- SW/PS618: Social Work Administration
- H/S/PS522: History of Urbanization in America
- PS553: Gender, Family, and Policy
- PS530: Environmental Policy
- PS563: Global Policy and Issues
- PS566: Comparative Public Policy
- PS585: American Foreign Policy
- PS598: Special Topics/Special Projects
- PS599: Readings and Research 15.0
- PS-CPE: Public Policy Comprehensive Exam 0.0

### TOTAL CREDITS FOR MASTER OF ARTS IN PUBLIC POLICY = 30.0
## Master of Arts in Public Policy - Thesis Track

<table>
<thead>
<tr>
<th>REQUIREMENTS: 30 Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS510: Policy Analysis</td>
<td>3.0</td>
</tr>
<tr>
<td>PS516: Research Methods</td>
<td>3.0</td>
</tr>
<tr>
<td>PS518: Theory, Policy, and Ethics</td>
<td>3.0</td>
</tr>
<tr>
<td>PS595: Public Policy Practicum (Internship)</td>
<td>3.0</td>
</tr>
<tr>
<td>PS891: Public Policy Research Design</td>
<td>3.0</td>
</tr>
<tr>
<td>PS892: Public Policy Masters Thesis</td>
<td>3.0</td>
</tr>
<tr>
<td>PS597: Portfolio</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**ELECTIVES:**
Select 12 credits from among:

- PS514: Public Opinion and Polling
- CO/PS524: Public Opinion and the Media
- CO/PS525: Political Communication
- SW617: Advanced Practice in Planning and Social Policy
- SW/PS818: Social Work Administration
- HS/PS522: History of Urbanization in America
- PS553: Gender, Family, and Policy
- PS530: Environmental Policy
- PS583: Global Policy and Issues
- PS566: Comparative Public Policy
- PS585: American Foreign Policy
- PS598: Special Topics/Special Projects
- PS599: Readings and Research | 12.0 |

**TOTAL CREDITS FOR MASTER OF ARTS IN PUBLIC POLICY - THESIS TRACK = 30.0**

*Students interested in pursuing the thesis option must consult with the department before changing their program.*
# Appendix B: Curriculum Charts 2011-2012

## Master of Social Work with a Concentration in Clinical Practice with Families and Children (PFC)

### FOUNDATION COURSES: 30 Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW503: Practice with Individuals and Families</td>
<td>3.0</td>
</tr>
<tr>
<td>SW505: Social Welfare Policy and Services I</td>
<td>3.0</td>
</tr>
<tr>
<td>SW507: Social Work Research</td>
<td>3.0</td>
</tr>
<tr>
<td>SW509: Human Behavior in the Social Environment I</td>
<td>3.0</td>
</tr>
<tr>
<td>SW510: Field Practicum I</td>
<td>3.0</td>
</tr>
<tr>
<td>SW513: Social Work Practice in Groups</td>
<td>3.0</td>
</tr>
<tr>
<td>SW515: Social Welfare Policy and Services II</td>
<td>3.0</td>
</tr>
<tr>
<td>SW518: Global Community Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>SW519: Human Behavior in the Social Environment II</td>
<td>3.0</td>
</tr>
<tr>
<td>SW520: Field Practicum II</td>
<td>3.0</td>
</tr>
</tbody>
</table>

### ADVANCED CORE COURSES: 6 Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW669: Applications of Social Justice and Human Rights in Social Work</td>
<td>3.0</td>
</tr>
</tbody>
</table>

### FAMILY AND CHILDREN CONCENTRATION: 18 Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW605: Clinical Practice with Families</td>
<td>3.0</td>
</tr>
<tr>
<td>SW626: Evaluation of Practice Effectiveness</td>
<td>3.0</td>
</tr>
<tr>
<td>SW645: Clinical Social Work Assessment Diagnosis &amp; Intervention Planning</td>
<td>3.0</td>
</tr>
<tr>
<td>SW655: Advanced Clinical Practice with Children</td>
<td>3.0</td>
</tr>
<tr>
<td>SW630: Field Practicum III - FC</td>
<td>3.0</td>
</tr>
<tr>
<td>SW640: Field Practicum IV - FC</td>
<td>3.0</td>
</tr>
</tbody>
</table>

### ELECTIVES: 6 Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two courses from approved departmental selections 600+</td>
<td>6.0</td>
</tr>
</tbody>
</table>

### TOTAL CREDITS FOR MASTER OF SOCIAL WORK:
PRACTICE WITH FAMILIES AND CHILDREN (PFC) = 60.0
# Appendix B: Curriculum Charts 2011-2012

## Master of Social Work with a Concentration in International and Community Development (ICD)

<table>
<thead>
<tr>
<th>FOUNDATION COURSES</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW503: Practice with Individuals and Families</td>
<td>3.0</td>
</tr>
<tr>
<td>SW505: Social Welfare Policy and Services I</td>
<td>3.0</td>
</tr>
<tr>
<td>SW507: Social Work Research</td>
<td>3.0</td>
</tr>
<tr>
<td>SW509: Human Behavior in the Social Environment I</td>
<td>3.0</td>
</tr>
<tr>
<td>SW510: Field Practicum I</td>
<td>3.0</td>
</tr>
<tr>
<td>SW513: Social Work Practice in Groups</td>
<td>3.0</td>
</tr>
<tr>
<td>SW515: Social Welfare Policy and Services II</td>
<td>3.0</td>
</tr>
<tr>
<td>SW518: Global Community Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>SW519: Human Behavior in the Social Environment II</td>
<td>3.0</td>
</tr>
<tr>
<td>SW520: Field Practicum II</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADVANCED CORE COURSES</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW669: Applications of Social Justice and Human Rights in Social Work</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTERNATIONAL CONCENTRATION</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW617: Seminar on Emerging Challenges in International and Community Social Work</td>
<td>3.0</td>
</tr>
<tr>
<td>SW615: Issues in International and Community Social Work</td>
<td>3.0</td>
</tr>
<tr>
<td>SW625: Social Planning and Program Evaluation</td>
<td>3.0</td>
</tr>
<tr>
<td>SW655: Comparative International and Community Policy and Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>SW631: Field Practicum III - CI</td>
<td>3.0</td>
</tr>
<tr>
<td>SW641: Field Practicum IV - CI</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**ELECTIVES: 6 Credits**

- Two courses from approved departmental selections 600+

**TOTAL CREDITS FOR MASTER OF SOCIAL WORK:**

INTERNATIONAL AND COMMUNITY DEVELOPMENT (ICD) = 60.0
## Master of Science in Software Engineering

**Requirements: 42 Credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation Courses:</strong></td>
<td></td>
</tr>
<tr>
<td>CS501B: Program Development</td>
<td>3.0</td>
</tr>
<tr>
<td>CS503: Data Structures and Algorithms</td>
<td>3.0</td>
</tr>
<tr>
<td>SE504: Principles of Software Engineering</td>
<td>3.0</td>
</tr>
<tr>
<td>SE510: Object Oriented Analysis &amp; Design</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Core Courses:</strong></td>
<td></td>
</tr>
<tr>
<td>SE565: Software Systems Requirements</td>
<td>3.0</td>
</tr>
<tr>
<td>SE570: Software Systems Design</td>
<td>3.0</td>
</tr>
<tr>
<td>SE575: Software Verification, Validation &amp; Maintenance</td>
<td>3.0</td>
</tr>
<tr>
<td>SE580: The Process of Software Engineering</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Elective Courses:</strong></td>
<td></td>
</tr>
<tr>
<td>12 Elective Credits from Among:</td>
<td>12.0</td>
</tr>
<tr>
<td>SE601, SE602, SE603, SE605, SE610, SE611,</td>
<td></td>
</tr>
<tr>
<td>SE615, SE620, SE621, SE625, SE626, SE630,</td>
<td></td>
</tr>
<tr>
<td>SE631, SE637, SE638, SE650, SE651, SE652,</td>
<td></td>
</tr>
<tr>
<td>SE660, SE699, CS514, or CS517</td>
<td></td>
</tr>
<tr>
<td>Choose:</td>
<td></td>
</tr>
<tr>
<td>SE695A and SE695B: Practicum</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>SE691A and SE692B: Thesis</td>
<td>6.0</td>
</tr>
</tbody>
</table>

**Total Credits for Master of Science in Software Engineering = 42.0**

*(a) Up to 12 credits of Foundation Courses may be waived upon evaluation of prior academic preparation in CS and SE*
Master of Science in Software Engineering - Advanced Track

Requirements: Core Courses

- SE565: Software Systems Requirements 3.0
- SE570: Software System Design 3.0
- SE580: The Process of Engineering Software 3.0

Requirements:

Choose TWO SETS of guided electives from among:
- SE601: Outsourcing: Specifications and Strategies
- SE602: Technology Assessment

and
- SE620: Network Software Systems I
- SE621: Network Software Systems II

and
- SE625: Information Systems Architecture
- SE626: Information Systems Engineering

and
- SE630: Real-Time Software Analysis and Specification
- SE631: Real-Time Software Design and Implementation

and
- SE637: Wireless Communications
- SE638: Communications Systems

and
- SE650: Software Project Management
- SE651: Software Organization Management

Total Credits: 12.0

Requirements: Electives

Choose 3 credits from among:
- SE601, SE602, SE603, SE605, SE610, SE611, SE615, SE620,
- SE625, SE626, SE630, SE631, SE637, SE638, SE650, SE651,
- SE652, SE660, SE698, SE699, CS514, CS517, CS533, BM565

Total Credits: 3.0

Requirements: Two Semester Thesis

- SE691A: Thesis Research 3.0
- SE692B: Thesis Research 3.0

Total Credits: 30.0

Note:
* This track is open only to students with an undergraduate degree in Software Engineering.
### Master of Science in Software Engineering - Non-Thesis Track

#### REQUIREMENTS: Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE565: Software Systems Requirements</td>
<td>3.0</td>
</tr>
<tr>
<td>SE570: Software System Design</td>
<td>3.0</td>
</tr>
<tr>
<td>SE580: The Process of Engineering Software</td>
<td>3.0</td>
</tr>
</tbody>
</table>

#### REQUIREMENTS:

Choose THREE SETS of guided electives from among:

- SE601: Outsourcing: Specifications and Strategies
- SE602: Technology Assessment
- SE620: Network Software Systems I
- SE621: Network Software Systems II
- SE625: Information Systems Architecture
- SE626: Information Systems Engineering
- SE630: Real-Time Software Analysis and Specification
- SE631: Real-Time Software Design and Implementation
- SE637: Wireless Communications
- SE638: Communications Systems
- SE650: Software Project Management
- SE651: Software Organization Management

#### REQUIREMENTS: Electives

Choose 3 credits from among:


*May substitute with an additional set of electives; consult with advisor.*

#### TOTAL CREDITS FOR MASTER OF SCIENCE IN SOFTWARE ENGINEERING - THESIS TRACK = 30.0

### NOTE:

*This track is open only to students with an undergraduate degree in Software Engineering.*
## Graduate Certificate in Autism

**Requirements:** 15 Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS502: Autism: Characteristics, Etiology, and Current Issues</td>
<td>3.0</td>
</tr>
<tr>
<td>EDS542: Communication and Social Competence Skills</td>
<td>3.0</td>
</tr>
<tr>
<td>EDS566: Assessment &amp; Interventions for Individuals with Autism I</td>
<td>3.0</td>
</tr>
<tr>
<td>EDS567: Assessment &amp; Interventions for Individuals with Autism II</td>
<td>3.0</td>
</tr>
<tr>
<td>EDS571: Management of Challenging Behaviors</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Total Credits for Graduate Certificate in Autism = 15.0**
### Graduate Certificate in Computer Science: Software Design & Development

<table>
<thead>
<tr>
<th>REQUIREMENTS: 15 Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS501B: Program Development</td>
<td>3.0</td>
</tr>
<tr>
<td>CS502: Theoretical Foundations of Computer Science</td>
<td>3.0</td>
</tr>
<tr>
<td>CS503: Data Structures and Algorithms</td>
<td>3.0</td>
</tr>
<tr>
<td>CS505: Operating Systems Concepts</td>
<td>3.0</td>
</tr>
<tr>
<td>CS509: Advanced Object-Oriented Programming and Design</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS FOR GRADUATE CERTIFICATE IN COMPUTER SCIENCE: SOFTWARE DESIGN & DEVELOPMENT = 15.0**
### Graduate Certificate in Criminal Justice Administration

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ545: Seminar: Ethics, Law, and Society</td>
<td>3.0</td>
</tr>
<tr>
<td>CJ550: Seminar: Police Administration</td>
<td>3.0</td>
</tr>
<tr>
<td>CJ560: Seminar: Leadership and Management</td>
<td>3.0</td>
</tr>
<tr>
<td>CJ542: Computer Application in Criminal Justice</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>CJ575: Professionalism in Criminal Justice</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Total Credits for Graduate Certificate in Criminal Justice Administration = 12.0**
Graduate Certificate in Educational Technology

<table>
<thead>
<tr>
<th>REQUIREMENTS: 12 Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL551: The In's and Out's and Do's and Don'ts of Embracing Technology Tools in the Classroom</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL552: Creative Technology: Utilizing Technology to Ignite a Passion for Learning</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL553: Technology Integration: Methods for Successfully Meeting Diverse Learning Needs Within a Classroom</td>
<td>3.0</td>
</tr>
<tr>
<td>EDL554: A Proactive Approach to Technology Implementation Across the Curriculum</td>
<td>3.0</td>
</tr>
</tbody>
</table>

TOTAL CREDITS FOR GRADUATE CERTIFICATE IN EDUCATIONAL TECHNOLOGY = 12.0
### Graduate Certificate: Forensic Nursing

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU521</td>
<td>Pathophysiology and Histology</td>
<td>3.0</td>
</tr>
<tr>
<td>NU524</td>
<td>Pharmacology for Advanced Nursing Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>NU535</td>
<td>Advanced Health Assessment</td>
<td>3.0</td>
</tr>
<tr>
<td>NU543</td>
<td>Diagnosis and Treatment of Psychopathology</td>
<td>3.0</td>
</tr>
<tr>
<td>CJ565</td>
<td>Forensic Pathology</td>
<td>3.0</td>
</tr>
</tbody>
</table>

#### Forensic Nursing Specialty: 9 Credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU575</td>
<td>Issues in Forensic Nursing</td>
<td>3.0</td>
</tr>
<tr>
<td>NU576</td>
<td>Interpersonal Violence</td>
<td>3.0</td>
</tr>
<tr>
<td>NU578P</td>
<td>Forensic Nursing Practicum</td>
<td>2.0</td>
</tr>
<tr>
<td>NU578S</td>
<td>Forensic Nursing Seminar</td>
<td>1.0</td>
</tr>
<tr>
<td>NU SANE</td>
<td>Sexual Assault Nurse Examiner (SANE) or Mediocolegal Death Investigation college level course or continuing education course of at least 40 hours.</td>
<td>0.0</td>
</tr>
</tbody>
</table>

(a) Must be passed with a grade of "B" or better.

**Total Credits for Graduate Certificate: Forensic Nursing = 24.0**
### Graduate Certificate in Homeland Security

**REQUIREMENTS:** 12 Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ620: Terrorism: Causes and Consequences - The Unconventional Threat</td>
<td>3.0</td>
</tr>
<tr>
<td>CJ630: Intelligence for the Homeland Security Practitioner</td>
<td>3.0</td>
</tr>
<tr>
<td>CJ640: Multidisciplinary Approach to Homeland Security</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS FOR GRADUATE CERTIFICATE IN HOMELAND SECURITY = 12.0**
# Graduate Certificate in Human Resources Management and Communication

**Requirements:** 15 Credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO505</td>
<td>Interpersonal Communication</td>
<td>3.0</td>
</tr>
<tr>
<td>CO507</td>
<td>Organizational Communication</td>
<td>3.0</td>
</tr>
<tr>
<td>CO508</td>
<td>Executive Communication</td>
<td>3.0</td>
</tr>
<tr>
<td>CO512</td>
<td>Intercultural Communication and Diversity Management</td>
<td>3.0</td>
</tr>
<tr>
<td>CO514</td>
<td>Conflict Management and Negotiation</td>
<td>3.0</td>
</tr>
<tr>
<td>CO540</td>
<td>Organizational Training and Consulting</td>
<td>3.0</td>
</tr>
<tr>
<td>CO595</td>
<td>Corporate and Public Communication Internship*</td>
<td>3.0</td>
</tr>
<tr>
<td>BM502</td>
<td>Management and Organizational Behavior</td>
<td>3.0</td>
</tr>
<tr>
<td>BM525</td>
<td>Management for Human Resources</td>
<td>3.0</td>
</tr>
</tbody>
</table>

*Strongly recommended for students with less than one year of professional experience*
## Graduate Certificate in Public Relations Specialist

**Requirements:** 12 Credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO504</td>
<td>Principles of Public Relations</td>
<td>3.0</td>
</tr>
<tr>
<td>CO526</td>
<td>Advanced Public Relations Planning</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Choose 1 course from among:
- CO527: Crisis and Issues Management
- CO516: Public Relations and Fundraising
- CO585: Special Event Planning
- CO595: Corporate and Public Communication Internship*
  *(strongly recommended for students with less than one year of professional experience)*

Choose 1 course from among:
- CO520: Communication Ethics
- CO524: Public Opinion and Media
- CO530: Mass Media: Public Interest, Corporate Profit
- CO532: Global Media and New Technologies
- CO595: Corporate and Public Communication Internship*
  *(strongly recommended for students with less than one year of professional experience)*

**Total Credits for Graduate Certificate in Public Relations Specialist = 12.0**
Appendix B: Curriculum Charts 2011-2012

### Graduate Certificate in Public Service Communication Specialist

**REQUIREMENTS:** 12 Credits

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHOOSE:</strong></td>
<td></td>
</tr>
<tr>
<td>Four courses from among the following:</td>
<td>12.0</td>
</tr>
<tr>
<td>CO512: Intercultural Communication and Diversity Management</td>
<td></td>
</tr>
<tr>
<td>CO514: Conflict Management and Negotiation</td>
<td></td>
</tr>
<tr>
<td>CO516: Public Relations and Fundraising</td>
<td></td>
</tr>
<tr>
<td>CO523: Persuasion, Social Influence</td>
<td></td>
</tr>
<tr>
<td>CO525: Political Communication</td>
<td></td>
</tr>
<tr>
<td>CO527: Crisis and Issue Management</td>
<td></td>
</tr>
<tr>
<td>CO530: Mass Media: Public Interest, Corporate Profit</td>
<td></td>
</tr>
<tr>
<td>CO540: Organizational Training and Consulting</td>
<td></td>
</tr>
<tr>
<td>PS514: Public Opinion and Polling</td>
<td></td>
</tr>
<tr>
<td>PS518: Theory, Policy, Ethics</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL CREDITS FOR GRADUATE CERTIFICATE IN PUBLIC SERVICE COMMUNICATION SPECIALIST = 12.0**
# Graduate Certificate: School Nursing

**REQUIREMENTS:** 23 Credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED608</td>
<td>Human and Intercultural Relations in Education</td>
<td>3.0</td>
</tr>
<tr>
<td>ED510</td>
<td>Foundations of Education</td>
<td>3.0</td>
</tr>
<tr>
<td>HE584</td>
<td>Curriculum and Instruction in Health Education (a)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU585</td>
<td>School Nursing I (a)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU586</td>
<td>School Nursing II (a)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU587P</td>
<td>School Nursing I: Practicum</td>
<td>2.0</td>
</tr>
<tr>
<td>NU587S</td>
<td>School Nursing I: Seminar (a)</td>
<td>2.0</td>
</tr>
<tr>
<td>NU588P</td>
<td>School Nursing II: Practicum</td>
<td>2.0</td>
</tr>
<tr>
<td>NU588S</td>
<td>School Nursing II: Seminar (a)</td>
<td>2.0</td>
</tr>
</tbody>
</table>

(a) Must be passed with a grade of "B" or better.

**TOTAL CREDITS FOR GRADUATE CERTIFICATE: SCHOOL NURSING = 23.0**

**NOTE:**
Students without a BSN may need to complete undergraduate credits in foundation nursing courses.
### Graduate Certificate: School Nursing - Non-Instructional

**REQUIREMENTS:** 16 Credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED606</td>
<td>Human and Intercultural Relations in Education</td>
<td>3.0</td>
</tr>
<tr>
<td>ED510</td>
<td>Foundations of Education</td>
<td>3.0</td>
</tr>
<tr>
<td>NU585</td>
<td>School Nursing I (a)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU586</td>
<td>School Nursing II (a)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU587P</td>
<td>School Nursing I: Practicum</td>
<td>2.0</td>
</tr>
<tr>
<td>NU587S</td>
<td>School Nursing I: Seminar (a)</td>
<td>2.0</td>
</tr>
</tbody>
</table>

*(a) Must be passed with a grade of "B" or better.*

### TOTAL CREDITS FOR GRADUATE CERTIFICATE

**SCHOOL NURSING - NON-INSTRUCTIONAL = 16.0**

**NOTE:**
Students without a BSN may need to complete undergraduate credits in foundation nursing courses.
### Graduate Certificate in Software Development

**Requirements:** 18 Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS501B: Program Development</td>
<td>3.0</td>
</tr>
<tr>
<td>CS503: Data Structures and Algorithms</td>
<td>3.0</td>
</tr>
<tr>
<td>SE510: Analysis and Design</td>
<td>3.0</td>
</tr>
<tr>
<td>SE515: Disciplined Software Development</td>
<td>3.0</td>
</tr>
<tr>
<td>SE504: Principles of Software Engineering</td>
<td>3.0</td>
</tr>
<tr>
<td>SE899: Short Project Course (Independent Study)</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Total Credits for Graduate Certificate in Software Development = 18.0**
### Graduate Certificate in Software Engineering

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE551</td>
<td>Mathematical Foundations of Software Engineering</td>
<td>3.0</td>
</tr>
<tr>
<td>SE565</td>
<td>Software Systems Requirements</td>
<td>3.0</td>
</tr>
<tr>
<td>SE570</td>
<td>Software Systems Design</td>
<td>3.0</td>
</tr>
<tr>
<td>SE575</td>
<td>Software Verification, Validation &amp; Maintenance</td>
<td>3.0</td>
</tr>
<tr>
<td>SE580</td>
<td>The Process of Software Engineering</td>
<td>3.0</td>
</tr>
<tr>
<td>SE650</td>
<td>Software Project Management</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS FOR GRADUATE CERTIFICATE IN SOFTWARE ENGINEERING = 18.0**
## Graduate Certificate in Teaching English to Speakers of Other Languages

**Requirements**: 18 Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN563: Linguistics and the English Language</td>
<td>3.0</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>LA580: American Cultural Diversity</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>ED606: Diversity in Education</td>
<td>3.0</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>ED575: Methods of Teaching Language Arts and Content Literacy</td>
<td></td>
</tr>
<tr>
<td>at the Elementary Level</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>ED529: Content Literacy</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>EN558: Teaching Composition</td>
<td>3.0</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>ED550: Teaching Diverse Populations</td>
<td>3.0</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>ED583: Theories and Practice of ESL Instruction Part I</td>
<td>3.0</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>ED584: Theories and Practice of ESL Instruction Part II</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Total Credits for Graduate Certificate in Teaching English to Speakers of Other Languages** = 18.0

**Note**: 
*Non-native speakers of English are required to take and pass the English Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT). Contact the Language Testing International Center (www.languagetesting.com). Monmouth University’s School of Education requires a copy of the proficiency certificates for both the OPI and WPT.*

**This Certificate Does Not Lead to the NJDOE ESL Endorsement.**

---

Monmouth University   B93
## Post-Master's Certificate in Accounting

**Requirements:** 15 Credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA510</td>
<td>Business Income Tax</td>
<td>3.0</td>
</tr>
<tr>
<td>BA512</td>
<td>Selected Topics in Financial Accounting</td>
<td>3.0</td>
</tr>
<tr>
<td>BA515</td>
<td>Advanced Accounting Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>BA541</td>
<td>Managerial Accounting</td>
<td>3.0</td>
</tr>
<tr>
<td>BA550</td>
<td>Auditing Practices and Cases</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Total Credits for Post-Master's Certificate in Accounting = 15.0**
### Post-Master's Certificate: Adult Psychiatric and Mental Health Advanced Practice Nursing

**APN CONCENTRATION: 13 Credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU521</td>
<td>Pathophysiology and Histology (a)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU524</td>
<td>Pharmacology for Advanced Nursing Practice (a)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU535</td>
<td>Advanced Health Assessment (a)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU543</td>
<td>Diagnosis &amp; Treatment of Psychopathology (a)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU544</td>
<td>Diagnosis &amp; Treatment of Psychopathology Lab and Seminar (a)</td>
<td>1.0</td>
</tr>
</tbody>
</table>

**CLINICAL SPECIALTY - Psychiatric/Mental Health: 14 Credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU671</td>
<td>Advanced Practice Psychiatric/Mental Health Nursing I (a)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU672P</td>
<td>Advanced Practice Psychiatric/MHN Practicum I</td>
<td>3.0</td>
</tr>
<tr>
<td>NU672S</td>
<td>Advanced Practice Psychiatric/MHN Seminar I (a)</td>
<td>1.0</td>
</tr>
<tr>
<td>NU673</td>
<td>Advanced Practice Psychiatric/Mental Health Nursing II (a)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU674P</td>
<td>Advanced Practice Psychiatric/MHN Practicum II</td>
<td>3.0</td>
</tr>
<tr>
<td>NU674S</td>
<td>Advanced Practice Psychiatric/MHN Seminar II (a)</td>
<td>1.0</td>
</tr>
</tbody>
</table>

*(a) Must be passed with a grade of "B" or better.*

**TOTAL CREDITS FOR POST-MASTER'S CERTIFICATE: ADULT PSYCHIATRIC AND MENTAL HEALTH ADVANCED PRACTICE NURSING = 27.0**
### Post-Master's Certificate: Adult Nurse Practitioner

<table>
<thead>
<tr>
<th>APN CONCENTRATION: 13 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU521: Pathophysiology and Histology (a)</td>
</tr>
<tr>
<td>NU524: Pharmacology for APN (a)</td>
</tr>
<tr>
<td>NU535: Advanced Health Assessment (a)</td>
</tr>
<tr>
<td>NU541: Primary Care (a)</td>
</tr>
<tr>
<td>NU542: Primary Care Laboratory</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLINICAL SPECIALTY - ADULT: 14 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU621: Advanced Practice Nursing I Adult (a)</td>
</tr>
<tr>
<td>NU622P: Advanced Practice Nursing Practicum I Adult</td>
</tr>
<tr>
<td>NU622S: Advanced Practice Nursing Seminar I Adult (a)</td>
</tr>
<tr>
<td>NU623: Advanced Practice Nursing II Adult (a)</td>
</tr>
<tr>
<td>NU624P: Advanced Practice Nursing Practicum II Adult</td>
</tr>
<tr>
<td>NU624S: Advanced Practice Nursing Seminar II Adult (a)</td>
</tr>
</tbody>
</table>

(a) Must be passed with a grade of 'B' or better.

**TOTAL CREDITS FOR POST-MASTER'S CERTIFICATE:**
ADULT NURSE PRACTITIONER = 27.0
### Post-Master's Certificate: Family Nurse Practitioner

<table>
<thead>
<tr>
<th>APN CONCENTRATION: 16 Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU521: Pathophysiology and Histology (a)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU524: Pharmacology for Advanced Nursing Practice (a)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU535: Advanced Health Assessment (a)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU541: Primary Care (a)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU542: Primary Care Laboratory (a)</td>
<td>1.0</td>
</tr>
<tr>
<td>NU635: Advanced Practice Nursing Pediatrics (a)</td>
<td>2.0</td>
</tr>
<tr>
<td>NU635P: Advanced Practice Nursing Pediatrics Practicum</td>
<td>1.0</td>
</tr>
</tbody>
</table>

### CLINICAL SPECIALTY - FAMILY: 14 Credits | Credits |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NU631: Advanced Practice Nursing I Family (a)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU632P: Advanced Practice Nursing Practicum I Family</td>
<td>3.0</td>
</tr>
<tr>
<td>NU632S: Advanced Practice Nursing Seminar I Family (a)</td>
<td>1.0</td>
</tr>
<tr>
<td>NU633: Advanced Practice Nursing II Family (a)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU634P: Advanced Practice Nursing Practicum II Family</td>
<td>3.0</td>
</tr>
<tr>
<td>NU634S: Advanced Practice Nursing Seminar II Family (a)</td>
<td>1.0</td>
</tr>
</tbody>
</table>

(a) Must be passed with a grade of 'B' or better.

### TOTAL CREDITS FOR POST-MASTER’S CERTIFICATE:

**FAMILY NURSE PRACTITIONER = 30.0**
### Appendix B: Curriculum Charts 2011-2012

**Post-Master’s Certificate in Curriculum Studies**

<table>
<thead>
<tr>
<th>REQUIREMENTS</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED630: Research in Curriculum Studies</td>
<td>3.0</td>
</tr>
<tr>
<td>ED616: Fundamental of Curriculum Studies</td>
<td>3.0</td>
</tr>
<tr>
<td>ED618: Survey of Curricular Paradigms</td>
<td>3.0</td>
</tr>
<tr>
<td>ED620: Philosophy and Curriculum</td>
<td>3.0</td>
</tr>
<tr>
<td>ED658: Advanced Curriculum Studies</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS FOR POST-MASTER’S CERTIFICATE IN CURRICULUM STUDIES = 15.0**
### Post-Master's Certificate in Education

**REQUIREMENTS:** 15 Credits

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take One Course From Among: ED610, ED618, EDL536, or EDS535</td>
<td>3.0</td>
</tr>
<tr>
<td>Take One Course From Among: ED624, ED618, EDL606, or EDS500</td>
<td>3.0</td>
</tr>
<tr>
<td>Take One Course From Among: ED608, ED620, EDL515, or EDS522</td>
<td>3.0</td>
</tr>
<tr>
<td>Take One Course From Among: ED608, ED630, EDL522, or EDS530</td>
<td>3.0</td>
</tr>
<tr>
<td>Take One Course From Among: ED626, ED658, EDL526, or EDS502</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS FOR POST-MASTER'S CERTIFICATE IN EDUCATION = 15.0**
## Post-Master's Certificate in Healthcare Management

**Requirements:** 15 Credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BH571</td>
<td>Introduction to the U. S. Healthcare System</td>
<td>3.0</td>
</tr>
<tr>
<td>BH572</td>
<td>Healthcare Economics</td>
<td>3.0</td>
</tr>
<tr>
<td>BH573</td>
<td>Management of Healthcare Organizations</td>
<td>2.0</td>
</tr>
<tr>
<td>BH574</td>
<td>Seminar in Healthcare Management</td>
<td>4.0</td>
</tr>
<tr>
<td>BH575</td>
<td>Healthcare Management Residency</td>
<td>3.0</td>
</tr>
<tr>
<td>or</td>
<td>BH599: Healthcare Management Research</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits for Post-Master's Certificate in Healthcare Management = 15.0**
# Appendix B: Curriculum Charts 2011-2012

## Post-Master's Certificate: Nursing Administration

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BUSINESS REQUIREMENTS:</strong> 9 Credits</td>
<td></td>
</tr>
<tr>
<td>BE501: Economics Management</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>BH572: Health Care Economics</td>
<td>3.0</td>
</tr>
<tr>
<td>BM502: Management and Organizational Behavior</td>
<td>3.0</td>
</tr>
<tr>
<td>BA503: Financial Accounting</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>NURSING ADMINISTRATION SPECIALTY:</strong> 12 Credits</td>
<td></td>
</tr>
<tr>
<td>NU661: Nursing Administration I <em>(a)</em></td>
<td>3.0</td>
</tr>
<tr>
<td>NU662P: Nursing Administration Practicum I</td>
<td>2.0</td>
</tr>
<tr>
<td>NU662S: Nursing Administration Seminar I <em>(a)</em></td>
<td>1.0</td>
</tr>
<tr>
<td>NU663: Nursing Administration II <em>(a)</em></td>
<td>3.0</td>
</tr>
<tr>
<td>NU664P: Nursing Administration Practicum II</td>
<td>2.0</td>
</tr>
<tr>
<td>NU664S: Nursing Administration Seminar II <em>(a)</em></td>
<td>1.0</td>
</tr>
</tbody>
</table>

*(a) Must be passed with a grade of "B" or better*

### TOTAL CREDITS FOR POST-MASTER'S CERTIFICATE: NURSING ADMINISTRATION

= 21.0
### Post-Master's Certificate: Nursing Education

#### ADVANCED PRACTICE CONCENTRATION: 9 Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU521: Pathophysiology and Histology (a)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU524: Pharmacology for Advanced Nursing Practice (a)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU535: Advanced Health Assessment (a)</td>
<td>3.0</td>
</tr>
</tbody>
</table>

#### NURSING EDUCATION SPECIALTY: 12 Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU562: Tests and Measures (a)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU564: Curriculum Development and Instruction in Nursing (a)</td>
<td>3.0</td>
</tr>
<tr>
<td>NU566P: Nurse Educator Practicum</td>
<td>3.0</td>
</tr>
<tr>
<td>NU566S: Nurse Educator Seminar (a)</td>
<td>3.0</td>
</tr>
</tbody>
</table>

(a) Must be passed with a grade of "B" or better.

### TOTAL CREDITS FOR POST-MASTER'S CERTIFICATE:

**NURSING EDUCATION = 21.0**
### Post-Master's Certificate: Play Therapy

<table>
<thead>
<tr>
<th>REQUIREMENTS</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW671: Advanced Practice with Children</td>
<td>3.0</td>
</tr>
<tr>
<td>SW672: Advanced Theory in Play Therapy</td>
<td>3.0</td>
</tr>
<tr>
<td>SW673: Advanced Techniques in Play Therapy</td>
<td>3.0</td>
</tr>
<tr>
<td>SW674: Play Therapy for Children at Risk</td>
<td>3.0</td>
</tr>
<tr>
<td>SW675: Play Therapy Practicum Seminar I</td>
<td>3.0</td>
</tr>
<tr>
<td>SW676: Play Therapy Practicum Seminar II</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS FOR POST-MASTER'S CERTIFICATE IN PLAY THERAPY = 18.0**
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